



## **Early Years Foundation Stage to Key Stage One Transition Guidance**

### **Aim**

- To ensure that pupils experience a smooth transition from the Early Years Foundation Stage to Key Stage One.
- To ensure that the quality and pace of learning are maintained and that pupils continue to make good progress.
- To ensure that pupils follow the appropriate curriculum as their needs define.
- To ensure that all staff see transition as a process rather than event.
- To inform parents and pupils about the transition process.

### **Principles that underpin this Policy**

- Approaches to learning and teaching should be harmonised to ensure effective transition.
- Styles of learning and teaching should meet the needs of the pupils.
- The Early Years Foundation Stage Profile should be valued as an effective assessment tool and used to inform planning during the Autumn Term of Year 1.
- Pupils should enjoy the new challenges and approaches to learning of Year 1.
- Transition should motivate and challenge pupils.
- Successful transition is the result of effective communication, a planned induction to Year 1 and the gradual implementation of a more formal Key Stage One curriculum.

### **Leadership and Management**

The Head of Pre-Prep will have overall responsibility to ensure that the process of transition is a smooth, effective and happy process. They will report to the Senior Leadership Team on the effectiveness of the transition, any changes made and/or new national initiatives on the process of transition.



## **Implementation**

Transition to Year 1 builds upon and extends the experiences pupils have had in the Early Years Foundation Stage. During the Summer Term pupils visit the Year 1 classroom and take part in an activity morning with their new teacher and the Year 1 teacher regularly visits their classroom for short periods to observe the pupils. In addition, pupils in Foundation 2 go to Year 1 for golden time.

Throughout the first half of the Autumn Term the Year 1 teacher continues to use the EYFS document and ensures that they adopt similar routines, expectations and activities as in the Early Years Foundation Stage class enabling the pupils who have not achieved their early learning goals to continue to do so. The amount of time that pupils in Year 1 spend sitting still and listening is gradually increased so that the pupils remain motivated, enthused and eager learners.

## **Assessment, Recording and Reporting**

Throughout the Early Years Foundation Stage pupils' learning and development is regularly observed through the use of focused planned and spontaneous observations. These assessments of pupils' learning are recorded in their Celebration Books and through Classroom Monitor, which are shared with pupils, parents and staff. As part of the transition to KS1 this information is passed to the Year 1 team to inform them whether the child has achieved the Early Learning Goals and to support planning for each pupil in Year 1.

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