



TRANSITION POLICY

Foundation Stage to Key Stage 1

Garlinge Primary School and Nursery is a place for everyone to succeed and thrive with inclusion at its heart.

Aims

Entering a new situation (e.g. a new classroom and a new teacher) can be a stressful time, and some points of transition e.g. Foundation Stage to Key Stage 1 can be especially so, due to the change of learning through a play-based curriculum to a more formal approach. Rapid change can lead to insecurity and stress. Children under stress may become withdrawn and unresponsive or demonstrate inappropriate behaviour.

Both extremes can inhibit learning. It is therefore the aims of this policy to:

- ◆ Promote the smooth transition of children
- ◆ Prevent and alleviate stress in order to promote well-being and involvement
- ◆ Promote continuity of teaching and learning

Purpose

- ◆ To ensure that children experience a smooth transition from the Foundation Stage to Key Stage 1
- ◆ To ensure that the quality and pace of learning are maintained and that children continue to make good progress
- ◆ To ensure that children 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 children 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 children.
- ◆ Development Matters in the EYFS and associated data and documentation should be valued as an effective assessment tool and used to personalise learning and identify next steps during the Autumn Term of Year 1
- ◆ Children should enjoy the new challenges and approaches to learning of Year 1.
- ◆ Transition should motivate and challenge children.
- ◆ Successful transition is the result of effective communication, a planned induction to Year 1 and the gradual implementation of a more formal KS1 curriculum.

Partnership with Parents

Parents and carers play a vital role in their child's learning. It is therefore important that they are included in each step of their child's learning journey.

Regular parent/teacher meetings also provide opportunities for parents/teachers to voice concerns regarding the process of transition to a more formal curriculum.

During Term 6, we warmly invite parents and carers into school to attend our school celebration afternoon. This is an opportunity to share and experience the wonderful learning that has taken place throughout your child's learning journey since joining Reception at Garlinge. As part of this, there will also be an opportunity for parents to meet their child's new Year 1 class teacher and to visit their child's new learning environment.

Transition

It is vital that a close working relationship between Reception and Year 1 is developed so that the transition between Foundation Stage and Key Stage 1 is as smooth as possible. At Garlinge Primary School and Nursery it is vital that we allow our children to build successfully and coherently on their past experiences, as they move between their early school years and continue on their learning journey.

During Term 6, meetings are held between the Reception and Year 1 teachers, as well as the Department Leaders for Foundation Stage and Key Stage 1, to discuss the transition between the stages. These meetings allow for data, expertise and experiences of the cohort to be shared and discussed.

It is an expectation of the Foundation Stage Department Leader to ensure teachers have all data ready and collated ready for the meeting, these include:

- ◆ Characteristics of effective learning
- ◆ Tapestry Online Individual Assessment portfolios and evidence to support these
- ◆ Additional Educational Need (AEN) file
- ◆ Data generated by Bromcom
- ◆ Letters and Sounds assessment grid

Progress

On entry to the Foundation Stage some children could start at a low social and emotional base line which can impact on the developmental stages and readiness for learning. It is expected that children who are working at low developmental stage at the start of Year 1, without any known individual learning needs, will have their progress accelerated during the year, therefore moving to age expected National Curriculum levels.

By the end of Year 1 the national expectation is for children to be working at Expected level within Band 6 or 7.

Familiarisation with Key Stage 1:

The following will be used to aid the transition process of children between the Key Stages:

- ◆ Reception will attend Key Stage 1 Celebration assemblies
- ◆ Joint playtimes with Key stage 1 and Reception
- ◆ Children encouraged to visit Year 1 to share good work
- ◆ One 'formal' morning/ afternoon visit to work in Year 1 in July
- ◆ Year 1 teachers will visit Reception classes in July
- ◆ Children will continue to have the opportunity to attend Forest School experiences during Year 1.

The style and content of teaching and learning in Year 1

During Term 1, the Early Years Outcomes and National Curriculum will be used to inform planning, assessment and to identify gaps in children's learning. By the end of Term 2 it is expected that the majority of children will be working within Kent Steps and being taught from the National Curriculum. This document will be used for assessment and planning. Children identified as working below National Curriculum expectations will need further support and intervention. Guidance from the SENCo may be required at this point.

Timetable

Please see below an example timetable. We teach our themed topics through cross-curricular activities.

Class 1 Timetable

	8:45am-9am	9-9:30am	9:30-10am	10-10:30am	10:30-10:45am	10:45am-11:55am	12-1pm	1:15pm-2:15pm		2:30pm-3:00pm
Monday	Handwriting/ Clever hands	Assembly	Phonics	Reading Lesson	P	Maths/English	L	Art/DT	P	Music
Tuesday	Handwriting/ Clever hands	Singing Assembly	Phonics	Reading Lesson	L	Maths/English	U	Topic	L	Topic
Wednesday	Handwriting/ Clever hands	Reading Lesson	Reading Lesson	Phonics	A	Maths/English	N	PE	A	PE
Thursday	Handwriting/ Clever hands	Class Assembly	Phonics	Reading Lesson	Y	Maths/English	C	Science	Y	Science
Friday	Handwriting/ Clever hands	Celebration Assembly	Phonics	Reading Lesson		Maths/English	H	RE/PSHE		ICT Golden time

Transition to Year 1 builds upon and extends the experiences children have had in the Foundation Stage. At the start of the year lessons will consist of Teacher Directed (TD) time and Teacher Initiated Activities (TIA). TD time can be short whole class teaching or a group led by the teacher.

During Term 1 and 2 in TD time the class teacher will provide TIA in the classroom that will provide opportunities for the days/ weeks learning intentions to be explored, developed and achieved. The class teacher will ensure that **challenge** is provided and children are given high expectations. Therefore, it is important to develop TIA that motivate and empower learners. During this time groups of children will be working with an adult to achieve specific learning intentions.

For example,

Your Teacher Directed time may be whole class teaching about number bonds to 10. You could then work with a focus group for the rest of the lesson (Your teaching assistant could have another group) to achieve the intended learning intention. The rest of the children will be provided with 3-4 Teacher Initiate Activities, such as, writing number bonds to 10 on their w/b while using practical equipment. Finding pairs of numbers in the sand pit that add to 10, playing a number bond game and you may also wish to challenge the higher ability children to find their number bonds to 20.

You could use a star system where activities are rated by difficulty. This will also allow you to guide and encourage children to access activities that are more suited to their ability or learning style. (1-star activity for lower ability group to a 4-star activity that could be used to challenge the higher ability).

To make the TIA manageable and effective the number of children taking part in an activity should be restricted to a maximum of 6 children per group. You could manage this in the classroom by having placemats for the children to sit at for an activity or have the correct amount of equipment available. The children will then know if they can take part in the activity or if they need to make a different choice.

Children who are participating in TIA can also access the classes Continuous Provision (activities that are always available such as 'The Writing Area') to show their learning against the lesson's learning intention.

Term 4/5 in Year 1

During Term 4 in English and Mathematics lessons, TIA are to be reduced to 3 days a week with the other 2 days being TD group and independent tasks, developing transition towards Year 2. By the start of Term 5 children are to work towards a full English and Mathematics lesson with whole class input, followed by TD tasks linked to the learning intention. The class teacher and teaching assistant will work with the focus groups and where possible check on progress of independent groups.

In Term 6 the classroom will reflect the practice of a Year 2 class.

Phonics: Little Wandle

We teach phonics using a systematic synthetic phonics programme called Little Wandle Revised to plan and provide daily engaging phonics lessons. In Reception and Year 1, children follow the progression within the Little Wandle Revised programme where they build on their growing knowledge of the alphabet code, mastering phonics to read and spell. In Year 1, phonics is always taught daily and there is a review session on a Friday. The duration of each phonics lesson is 30 minutes long. There are also other opportunities for short bursts of additional practice throughout the school day. If a child is not keeping up with their phonics phase,

they should be given other opportunities for additional support through daily keep-up interventions, which they will then be reassessed on.

Reading Lessons

Reading practice lessons are timetabled 3 times a week for each reading group; therefore, children will have read their book 3 times before bringing it home. The lessons are approximately 20-30-minute sessions and focus on word reading, prosody and comprehension. By reading the book 3 times at school and having the extra practice at home helps build on the children's fluency and confidence. The termly Little Wandle assessments dictate which reading level the children will be on. When children bring their books home, they should know all the sounds and tricky words in their phonics book well, read many of the words by silent blending (in their head) – their reading will be automatic and only need to stop and sound out about 5% of the words – but they should be able to do this on their own.

Equal Opportunities

At Garlinge Primary School and Nursery, we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, religion & belief, sexual orientation, marital status, pregnancy & maternity, age or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in the curriculum and school life.

SEND

The progress of all children at transition is monitored to quickly identify children vulnerable to underachievement. Children who are identified as underachieving, requiring additional needs are discussed and strategies to ensure their targets are achieved are shared with the Inclusion Leader, Foundation Stage Leader and Year 1 team. Parents are kept fully informed on the progress their child is making and regular assessment and tracking ensures children's needs are monitored and acted upon.