



Bell Farm Primary School

Reception to Year 1 Transition Policy

Bell Farm aims to develop positive learning attitudes among all pupils, encouraging perseverance, independence and increasing confidence through acknowledging and building on the child's previous learning experiences. The school provides a supportive environment where children feel secure, respected and able to make a valued contribution.

Entering a new situation can be a stressful time for children, and some points of transition e.g. Early Years Foundation Stage to Key stage 1, can be especially so, due to the change of "play" based curriculum to a more formal approach. We aim to ensure each child feels confident, relaxed and valued in an atmosphere which encourages their all-round development.

The aim of this policy is to:

- Promote the smooth transition of children when leaving our Early Years Foundation Stage and entering Key Stage 1
- Prevent and alleviate stress
- Promote continuity of high quality teaching and learning
- Provide parents and carers with a clear understanding of how their child will be supported during their transition from Reception to Year 1.

Effective transition aims to ensure pupils have:

- Confidence and ability to cope with change
- A clear understanding of the new expectations ahead of them
- The benefit of effective communication between relevant teachers
- Effective pastoral support
- The support of peers as part of a group
- A positive experience with minimal anxiety
- Opportunity to develop personally through coping with new challenges

Key principles:

- The collection of information prior to the children starting in their new class will be in cooperation and partnership with parents (through information gathered for individual One Page Profiles), existing staff (current class teachers and support staff), new class teacher and with the child.
- Discussions and collection of information will focus on the whole child and not just child development or academic achievement. i.e. routines, interests, family unit, relevant medical information, alongside any additional needs.
- Timescales for transition are variable to meet the individual needs of the child and cohort.

We recognise that for some children the transition from Reception to Year 1 can be a stressful and uncertain time so to ensure smooth transition we have looked at a number of areas that can lessen the anxiety felt by children during the upcoming change.

Introduction to new year group:

- Children will begin to visit their new classroom for story times, short play sessions and familiarisation time two weeks before the end of the summer term. This will be led by their current teacher and teaching assistant so that any questions or anxieties can be addressed by staff they are already know and feel comfortable with.
- With the support of an adult, children moving up from Early Years will have the opportunity to meet with current Year 1 pupils and spend time with them looking around their new classroom surroundings and learning what they have enjoyed about being in Year 1. They will be given time to ask questions and raise any worries they may be feeling. Some children will work as 'year 1 detective' and go with an adult to ask the year 1 children and teachers questions about year 1.
- Children will be introduced to and spend time with their Year 1 class teachers in their new classrooms and will spend a morning participating in fun, interactive 'getting to know each other' activities.
- Children will attend KS1 assemblies in the 2nd half of the spring term.
- Children will be able to access the KS1 afternoon playtime.
- Children will complete a transition booklet and take part in more formal 'ready for year 1' sessions. They will have a whole class input and then complete activities at the tables.
- EYFS leader and Key Stage 1 leader will run a meeting for parents to answer questions and inform them of similarities and changes to their child's teaching and learning.

Approaches to Teaching and Learning:

Year 1 teachers will:

- Provide opportunities within the first term for some child initiated play within the Year 1 classroom settings
- Provide role play opportunities within their classrooms and outdoor areas
- Observe the children during independent activities in order to assess their learning styles and adjust the learning experiences provided accordingly

Transfer of Information from Early Years to Year 1:

- End of year data (to include + or – to indicate where children are within the judgements)
- 1 page profile
- A sample of writing
- Phonics assessments and groupings
- Book band levels

Status of Non Statutory Policy	Date
Policy authored by name	Unknown
Policy reviewed	June 2021
Agreed by Staff	July 2021
Agreed by Governors	N/A
Next Review	(Every three years) June 2024