

Salway Ash C.E. V.A. Primary School

EYFS to Key Stage One Transition Policy

Introduction

This document sets out the Policy of Salway Ash Church of England Voluntary Aided Primary School with respect to the transition from Early Years Foundation Stage to Key Stage One.

Defining The Terms

In this policy, 'TRANSITION' describes the movement that takes place from EYFS to Year 1. It is defined as the process where policy and practice has been adapted to support children in settling into their new year group in preparation for future learning and development.

Aims For Policy

We want our children to experience a smooth transition throughout their learning, so that the pace and quality of learning are maintained to ensure that children continue to make the very best progress. This policy addresses issues of planning and assessment as well as classroom organisation.

Equal Opportunities and Inclusion

Measures are taken to ensure pupils with learning or access difficulties experience a similar ease of transfer as other pupils.

Principles that underpin the Policy

- ⌚ planning is based upon assessment information from the previous year group
- ⌚ styles of teaching and learning meet the needs of the children and not pre-conceived notions of what is appropriate for the next phase of their learning
- ⌚ information and assessment about each child will be passed on to the next teacher
- ⌚ transition should be presented as motivating and stimulating to the children
- ⌚ the individual needs of the children are carefully considered when teaching groups are decided

Continuity of Teaching and Learning

At Salway Ash Primary School, we use the following processes to support transition.

In such cases where the ratio of children in Key Stage 1 i.e. Years 1 and 2, exceeds the legal requirement for one teacher i.e. 30 children, then a group of children determined by this number will complete Year 1 with the EYFS/ Year 1 Class Teacher.

These children will be determined by their progress and attainment through the Early Years Foundation Stage. This is a national document which covers children's development from birth to sixty months in the following areas:

- ⌚ Communication and Language
- ⌚ Physical Development
- ⌚ Personal, Social and Emotional Development
- ⌚ Literacy
- ⌚ Numeracy
- ⌚ Understanding the World
- ⌚ Art and Design

The teaching of this group will be carried out in a smaller class of children where appropriate focus and support can be given to the children who have not achieved the expected targets.

Teaching techniques will aim to support and encourage these children to perform to their full potential by the end of Year 1 in readiness for the following year. Year 1 children will follow the official DfE Year One programme of study. At the end of the academic year, all Year 1 pupils will come together to form Year 2.

Before the children move from Foundation Stage into Key Stage 1, teaching staff meet to discuss the children's progress.

Structure of Key Stage One

Children work in their class groups in the morning, however, the two Year 1 groups combine for 4 or 5 afternoons a week in order to enjoy various curriculum subjects together, such as science, RE and PE.

There are also shared trips and outings where all Year 1 pupils combine to enjoy experiences together. These arrangements ensure that all pupils' needs are met and that they experience a full Year 1 curriculum.

Notification

The EYFS teacher will discuss the progress of children at parent consultations in the autumn term and towards the end of the spring term so that a clear picture of each child's development can be given.

Parents and Carers of all EYFS children will be notified by letter detailing with which class teacher their child will complete Year 1, to be sent out by the school once the decision has been made after the half term holiday in the summer term.

If you require any further clarification about this transition process or your child's assessment please contact the class teacher or Headteacher.

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