



# Woodford Green Primary School

## *EYFS Transition Policy*

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Author: KJ/SLT

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# **Early Years Foundation Stage and the Transition Policy for Nursery Children moving into Reception**

Our motto at Woodford Green Primary School is  
Work Grow Play Succeed

“Children may move between several different settings in the course of a day, a week, a month or a year...Children's social, emotional and educational needs are central to any transition between one setting and another or within one setting... Some children and their parents will find transition times stressful while others will enjoy the experience... Effective communication between settings is key to ensuring that children's needs are met and there is continuity in their learning.” (DFES - Early Years Foundation Stage 2008)

“Every child deserves the possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and the child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.” (DFE-Early Years Foundation Stage 2012)

## **At Woodford Green Primary School we are committed:**

- To ensure a smooth transition between settings, year groups and key stages for parents, children and practitioners.
- To ensure information is shared between different settings in terms of children's development, learning records and any other information.
- To ensure parents, children and practitioners have adequate information relating to transition.
- To ensure the children begin their new setting or year group enthusiastic and ready for learning.

The ethos behind this policy is to support the children and their families through the transition from Nursery to Reception, with this in mind the support staff work within both areas.

## **At Woodford Green Primary School we welcome Parents/Carers to:**

- Share their child's learning experiences within the EYFS setting.
- Work in partnership with school staff to ensure their child has a wide range of experiences.

## **Principles into Practice – The teaching approach**

Teachers will:

- Plan stimulating activities using the Early Learning Goals to ensure progression from the Foundation Stage to Key Stage One.
- Provide a curriculum that has a balance of approach between child initiated and teacher directed activities.
- Make use of the extended classroom (outdoor provision) throughout EYFS to provide challenge across the seven areas of learning.
- Use observations and assessments to enable all staff to be aware of the differing needs and abilities of the children.
- Use baseline assessment information on entry into Nursery and Reception.
- Plan for differentiation, including necessary support for children with SEN and ensuring that more able children are given tasks that will challenge and stimulate their thinking.
- Ensure through planning and providing equipment appropriately that all children have equal access and opportunities.
- Record children's progress in Summer Term written reports to Parents. Discuss children's progress in termly Parent Consultation Evenings.
- Pass on up to date records and assessments to the next class teacher.

## **Assessment and Monitoring**

When the children enter into nursery and reception class, a Baseline Assessment will be carried out and put onto classroom monitor. Every half term staff will amend the data to see if children are achieving at age appropriate levels. The program enables the data to be transferred to graphs. With this form of assessment, staff are able to identify the activities required to help the children to achieve their age appropriate levels.

In Reception a phonics assessment will take place half termly.

Throughout their time in the EYFS, staff will take photographs and write short sticky label observations. These are filed in the child's individual 'Learning Journey' books. Reception children also work in Literacy, maths and phonics books. This is evidence of the children's progression and will be used to form the basis of the final score at the end of the EYFS.

## **Foundation Stage Curriculum**

The EYFS profile sums up and describes each child's development and learning achievements at the end of their Reception Year. It is based on ongoing observation and assessment in seven areas of learning and development. These are divided into two: three prime areas and four specific areas. The Reception teacher will be the children's main key worker, although the rest of the EYFS staff will support the teacher. There is a classroom assistant in each class who will help the teacher observe and assess the children on a regular basis.

The responsibility of planning and sharing information with parents will be with the Class Teacher. As the child progresses through the Foundation Stage the teachers will make judgements based on their observations of the child in all seven areas of learning. The Foundation Stage Profile will be completed for Reception children to assess progress against the Early Learning Goals. A written report will be sent to parents at the end of the child's time in Nursery and at the end of the Reception Year.

Parents may request a copy of the completed EYFS profile.

## **Transition into Reception**

Nursery practitioners start to complete the EYFS profile so that there is continuity of records.

Learning Journeys from Nursery are passed to Reception. These will be sent home when the child leaves EYFS.

Home visits for children who have not attended the Nursery will take place within the first few weeks of the children starting Reception.

All children have a session with their new class teacher, teaching assistant and in their new classroom prior to entering Reception.

Parents have an information session with the Headteacher prior to their child starting in Reception.

Parents have the opportunity to attend an information session with the child's class teacher at the beginning of the child's first term.

Children start the term by staying until lunch time for the first week. They will stay for the whole day from the second week.

As far as possible Reception class follows the same routine as the Nursery during the first few weeks of term and often for the first term.

The Nursery teacher advises the Reception teachers on targets, next steps and expectations for the children, through the use of Classroom Monitor program.

Parents are invited to come in throughout the year to play and learn with the children.

The children should wear the full school uniform, including shoes once they are in Reception.

**The Foundation Stage Curriculum is organised into seven areas of learning.**

**The Prime areas are:**

- **Communication and Language**
- **Physical Development**
- **Personal, Social and Emotional Development**

**Communication and Language**

Development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; to speak and listen in a range of situations.

See Appendix 1 – Communication and Language Early Learning Goals.

**Physical Development**

Involves providing opportunities for young children to be active and interactive to develop their co-ordination, control and movement. Children must also be helped to understand the importance of physical activity and to make healthy choices in relation to food.

See Appendix 2 – Physical Development Early Learning Goals.

**Personal, Social and Emotional Development**

Involves helping children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; to have confidence in their own abilities.

See Appendix 3 –Personal, Social and Emotional Development Early Learning Goals.

**The four specific areas are:**

- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**

**Literacy**

Development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems and other written materials) to ignite their interest.

See Appendix 4 – Literacy Early Learning Goals.

**Mathematics**

Involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; to describe shapes, space and measures.

See Appendix 5 – Mathematics Early Learning Goals.

### **Understanding the World**

Involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find about people, places, technology and the environment.

See Appendix 6 – Understanding the World Early Learning Goals.

### **Expressive Arts and Design**

Involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, design and technology.

See Appendix 7-Expressive Arts and Design Early Learning Goals.

# **APPENDICES EYFS TRANSITION**

## **Prime Area**

### **Early Years Planning EYFS Profile Scale points**

#### **Appendix 1 -Communication and Language**

##### **Listening & Attention**

1. Listens attentively in a range of situations.
2. Listens to stories, accurately anticipating key events.
3. Responds to what they hear with relevant comments, questions or actions.
4. Gives attention to what others say and respond appropriately, while engaged in another activity.

##### **Understanding**

1. Can follow instructions involving several ideas or actions.
2. Answer 'how' and 'why' questions about their experiences.
3. Answer 'how' and 'why' questions in response to stories and events.

##### **Speaking**

1. Expresses his/herself effectively, showing awareness of listeners' needs.
2. Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
3. Develop own narratives and explanations by connecting ideas or events.

#### **Appendix 2- Physical Development**

##### **Moving and Handling**

1. Show good control and co-ordination in large and small movements.
2. Moves confidently in a range of ways, safely negotiating space.
3. Handle equipment and tools effectively.
4. Hold pencil effectively for writing.

##### **Health and self-Care**

1. Knows the importance for good health of physical exercise and a healthy diet.
2. Talks about how to keep healthy and safe.
3. Manage their own basic hygiene and personal needs successfully, including dressing and going to toilet.

#### **Appendix 3- Personal, Social and Emotional Development**

##### **Making Relationships**

1. Play co-operatively, taking turns with others.
2. Take account of one another's ideas about how to organise their activity.
3. Show sensitivity to others' needs and feelings.
4. Form positive relationships with adults and other children.

### **Self-confidence and Self Awareness**

1. Confident to try new activities and say why they like some activities more than others.
2. Confident to speak in a familiar group and talk about their ideas.
3. Chooses the resources they need for their chosen activities.
4. They say when they do and don't need help.

### **Manage feelings and behaviour**

1. Talks about how they and others show their feelings.
2. Talk about their own behaviour and its consequences and know that some behaviour is unacceptable.
3. Work as part of a group or class and understand and follow the rules.
4. They adjust their behaviour to different situations and take changes in routine.

## **Specific Areas**

### **Appendix 4-Literacy**

#### **Reading**

1. Use phonetic knowledge to decode regular words and read them aloud accurately.
2. Can read some irregular common words.
3. Read and understand simple sentences.
4. Demonstrate understanding when talking with others about what they have read.

#### **Writing**

1. Uses their phonetic knowledge to write words in ways which match their spoken sounds.
2. Can write some irregular common words.
3. When writing, some words are spelt correctly and others are phonetically plausible.
4. Writes simple sentences which can be read by themselves and others.

### **Appendix 5- Mathematics**

#### **Numbers**

1. Count reliably with number 1 – 20.
2. Place numbers 1 -20 in order.
3. Say which number is one more or one less than a given number to 20.
4. Using quantities and objects, they add 2 single-digit numbers and count on to find the answer.
5. Using quantities and objects, they subtract 2 single-digit numbers and count back to find the answer.
6. Solve problems, including doubling and halving and sharing.

#### **Shape, space and measure**

1. Use everyday language to talk about size.
2. Use everyday language to talk about weight.
3. Use everyday language to talk about capacity.
4. Use everyday language to talk about position.
5. Use everyday language to talk about distance.
6. Use everyday language to talk about time.
7. Use everyday language to talk about money.
8. Compares quantities and objects and use to solve problems.
9. Recognizes, creates and describes patterns.
10. Explores characteristics of everyday objects and shapes and mathematical language to describe them.

## **Appendix 6 –Understanding of the World**

### **People and communities**

1. Talk about past and present events in their own lives and in the lives of family members.
2. Knows other children don't always enjoy the same things and are sensitive to this.
3. Knows about similarities and differences between themselves and others.
4. Knows about similarities and differences among families, communities and traditions.

### **The World**

1. Knows about similarities and difference in relation to places, objects, materials and living things.
2. Talks about the features of their own immediate environment and how environments may vary from one another.
3. Makes observations of plants and animals.
4. Explain why some things occur and talk about changes.

### **Technology**

1. Recognises that a range of technology is used in places such as homes and schools.
2. Selects and uses technology for particular purposes.

## **Appendix 7- Expressive Arts and Design**

### **Exploring and using Media and Materials**

1. Sings songs and experiments with ways of changing them.
2. Makes music and experiment with ways of changing it.
3. Dances and experiment with ways of changing them.
4. Safely use and explore a variety of materials, tools and techniques.
5. Experiment with colour, design, texture, form and function.

### **Being imaginative**

1. Use what they have learnt about media and materials in original ways, thinking about uses and purposes.
2. Represent their own ideas, thoughts and feelings through design and technology.
3. Represent their own ideas, thoughts and feelings through art.
4. Represent their own ideas, thoughts and feelings through music.
5. Represent their own ideas, thoughts and feelings through dance.
6. Represent their own ideas, thoughts and feelings through role play.
7. Represent their own ideas, thoughts and feelings through stories.

