



An Daras Trust  
Igniting Curiosity Growing Capabilities

# EYFS into Year 1 Transition Policy

## *An Daras Multi-Academy Trust*

The An Daras Trust Company

An Exempt Charity Limited by Guarantee

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## **EYFS into Year 1 Transition Policy**

### **Context of the EYFS into Year 1 Transition Policy**

An Daras Trust has created a policy to provide a clear definition of the process of transition from EYFS into Year 1.

### **Defining 'Transition'**

In this policy, *'transition'* describes the movement that takes place from one year to the next, and in particular from one phase of education to the next within the school. This is different from *'transfer'* which describes the movement from one school to the next. Transition from EYFS to Year 1 can present a unique challenge as children move from the play-based approach of the Early Years Foundation Stage to the demands of KS1.

Transitions are landmark events for children and have a definite impact on their emotional and academic development. They are times of exciting change, new opportunities and growth for every child. However, they can also be times of uncertainty where surroundings, expectations and procedures are different and key people unfamiliar. Getting transition right is vital for every child and should be seen not as an event but a process that involves children, practitioners and parents together

### **Developing a shared understanding of transition**

- Transition is a whole school issue.
- All staff and governors need to understand the principles behind it and agree to what it means for children and their experiences.
- Work on transition will seek to promote a common language between staff e.g. does everyone know what *'child-initiated'* means?
- Training should be made available so that all staff understand the role of play in early learning, how to extend adult-child interactions and how to observe and assess effectively.

### **Rationale and Aims**

This policy is a formal statement of our intent for EYFS to Year 1 transition. It is important to create a whole school approach, with children, staff, parents, governors and other stakeholders and agencies having a clear understanding of their roles and responsibilities. We want the children within our Trust/ our school to experience a smooth educational and emotional transition from one phase to the next.

### **Principles that underpin the policy**

- Effective transition takes time and is a process rather than an event.
- Approaches to teaching and learning should be harmonised at the point of transition
- Transition should be a smooth and seamless journey for all children.
- Children should enjoy the transition process but be motivated and challenged.
- Transitions are an essential part of growing up. Successful transition leads to a more confident and resilient child.
- Children's emotional welfare, wellbeing and involvement should be assessed before and after transition. Transition includes changes in environment, circumstances and relationships.

- Transition should take account of differences and the particular needs of all children.
- Transition relies on close and respectful relationships between families and schools.
- Parents and carers need to feel well informed about and comfortable with all transitions in their child's life.
- Transition relies on joint working between staff and involved in the process.
- The principles of transition need to be embraced by the whole school.
- Effective transition will only be achieved after consultation with children and parents.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the 'Reception' year. The National Curriculum applies to children when they enter Year 1 upon completed of the Early Learning Goals.

The EYFS principles which guide the work of all practitioners are grouped into four distinct but complementary themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

Effective practice in the EYFS is built on these four guiding themes. They provide a context for the requirements and describe how practitioners should support the development, learning and care of young children. These themes should be recognised and continued during the EYFS into Year 1 transition.

### **Curriculum**

A mixture of the Early Years guidance and the National Curriculum are used to inform planning, depending on where the children are in their development. A full GAPs and Strength Analysis is completed from the EYFS Summative (End of Year Data) by both the EYFS and Year 1 teacher to inform teaching and learning provision. If children have entered Year 1, not achieving the Early Learning Goal then provision will be inclusive of their needs. Towards the end of the Year 1, children will be assessed using Pre-Key Stage Assessment if they have not successfully completed the Early Years Assessment.

### **The Early Years Foundation Stage Profile**

The primary purpose of the EYFS Profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS.

The primary uses of EYFS Profile data are to:

- inform parents/carers about their child's development against the early learning goals (ELGs) and the characteristics of their learning;
- support a smooth transition to Key Stage 1 by informing the professional dialogue between EYFS and Key Stage 1 teachers; and
- help Year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

### **A Unique Child**

We recognise that every child is a competent learner from birth who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback

from practitioners; we use praise and encouragement to encourage children to develop a positive attitude to learning.

### **Inclusion**

Our children and parents are actively involved in the transition process and their perceptions about transition to Year 1 are explored and valued. There are clear curriculum guidelines for children with SEND during transition as well as those still at the early stages of learning English. Appropriate assistance will be provided in a variety of ways including;

- Using pupils' ideas and motivations as a starting point for learning
- Adjusting the conceptual demand of the task as appropriate for the child
- Supporting play through language provision with an additional adult

All children are treated fairly regardless of race, religion or abilities.

We give children every opportunity to achieve. We do this by taking account of our children's range of life experiences when planning for their learning. We set realistic and challenging expectations that meet the needs of our children.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and acting to provide support as necessary.
- providing opportunities to explore different cultures, customs and lifestyles.
- supporting and develop an inclusive curriculum.

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks but need to be taught how to recognise and avoid hazards.

### **Welfare**

*"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them."*

In-line with legal requirements as stated in the Statutory Framework for Early Years Foundation Stage October 2024. Year 1 teachers will continue to:

- Promote the welfare of children.
- Promote good health, good hygiene and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure outdoor and indoor spaces, furniture and equipment are safe and suitable for their purpose.

- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

We endeavour to meet all these requirements through:

- using the school's Child Protection and Safeguarding Policy
- providing parents and carers with all required information
- having secure premises
- using the school's SEN policy
- having qualified first aiders on sight at all times
- providing children with fresh drinking water and a healthy snack
- ensuring our premises are smoke free
- using the school's behaviour policy
- having anyone who works directly with children DBS checked
- carrying out appropriate risks
- plan to meet children's needs
- keeping up to date records of children in our setting
- following the school's Educational Visits Policy

### **Positive Relationships**

We recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

### **Parents as Partners**

We recognise that parents/carers are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents/carers have played, and their future role, in educating the children. We do this through:

- providing sessions for parents/carers before and during their time in Year 1
- offering parents/carers regular opportunities to talk about their child's progress
- offering parental consultations which the teacher and the parent/carer discuss the child's progress
- providing parents/carers with a report on their child's attainment and progress
- facilitating a range of activities throughout the year that encourage collaboration between child, school and parents/carers
- providing curriculum information to parents/carers as well as information about how parents can help their child at home

All staff involved aim to develop good relationships with all children, interacting positively with them and taking time to listen to them.

### **Professionals as Partners**

We recognise the importance of working closely alongside other professionals in order to fully support our children and their families from birth.

### **Enabling Environments**

We recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

### **Observation, Assessment and Planning**

Year 1 teachers will use the GAPS and Strength Analysis from EYFS summative (End of Year) data to inform planning and environment provision to start the year. Planning is based upon children's needs and interests wherever possible. EYFS and Year 1 teachers discuss the autumn term planning strategies and tailor it to the needs/interests of the cohort. Staff will use the early learning goals objectives when appropriate. Year 1 provisions ensures that the children gradually become more independent through high expectations.

Activities are interactive, with a mixture of adult led and child initiated. Continuous provision plans are in place to support children during child-initiated learning. Enhancements for the continuous provision are planned regularly to allow children to extend their learning and develop ideas. Planning can often be intention led. This means the learning is taken to the child and delivered at their level through play rather than the child being removed from the play to learn.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. We use the EYFS Profile to track and monitor children's learning into KS1 where necessary.

We assess formatively by using narrative observations, anecdotal notes, photographs and samples of learning. This involves the teacher and all other adults involved with the child i.e. LSAs, parents, students and volunteers. These assessments refer to areas of the profile/ or National Curriculum a child has achieved/is working towards. This information is kept in children's learning journals/ learning books and teacher information files.

Some schools may supplement this evidence by using an electronic system to collect evidence. We use the assessment package: I-track to report an attainment judgement each term in all areas of learning for EYFS and in writing, reading, spoken language and maths for the National Curriculum.

Within the final term of Year 1, children undertake the National phonics screening check. Children's results are shared in the annual reports to parents alongside attainment and progress data in other subject areas. We give reasonable opportunity for the parents to discuss these judgements with the teacher.

### **Organisation of the day**

- Year 1 teachers will have a fluid timetable that is adapted throughout the year based on cohort need with a balance between adult-focused; adult-initiated and child-initiated learning and these will take place simultaneously.
- The timetable will be clearly communicated to children and all adults involved as well as be accessible for parents.
- In Year 1 there will be opportunities for free flow of learning from the inside to the outside within the day where this is possible.
- Adults will plan for children not involved in adult-focused activities to work independently. This will be achieved through planning open-ended, problem-solving activities, free from adult direction, where more than 1 outcome is welcomed and encouraged.
- Children's play and independent activity will be observed and assessed in equal amount to more adult focused work. Children's experiences and activities will be

planned according to their current preoccupations and interests as well as 'themes' which may appeal to and be relevant to the whole class.

### **The Learning Environment**

Year 1 teachers organise their classrooms to provide quality teacher directed activities in addition to planning for quality continuous provision. Resources are used to maximise learning opportunities and used to promote creativity, awe and wonder.

The classroom is organised to allow children to explore and learn securely and safely. Equipment is clearly labelled and accessible to children. The classroom is set up so that children are able to find and locate equipment and resources independently.

Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the opportunity to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors as part of our provision.

### **Learning and Development**

We recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected.

### **Playing and Exploring**

*Playing and exploring - children investigate and experience things, and 'have a go'. (EYFS Statutory Framework 2024 1.18)*

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas and learn how to control themselves and understand the need for boundaries. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations. Our timetable ensures that there is a balance of child-initiated and adult led play-based activities.

### **Active Learning**

*Active learning - children concentrate and keep on trying if they encounter difficulties and enjoy achievements. (EYFS Statutory Framework 2024 1.18)*

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfactions as they take ownership of their learning.

### **Creating and Thinking Critically**

*Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. (EYFS Statutory Framework 2024 1.18)*

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and can move around the classroom to extend their learning.

**Implementation, Monitoring and Reviewing**

Implementation of this policy is required from all Year 1 teachers. The Policy will be reviewed and monitored on an ongoing basis by the school leadership team and the school's Local Governing Body, supported by the trust leadership team and trust EYFS leader.

All those monitoring and evaluating the quality of children's learning experiences in Year 1 will be familiar with the principles of the Foundation Stage and have appropriate expectations for planning, assessment, outcomes and attainment.

All subject leaders will use appropriate monitoring strategies for making judgements of children's attainment and progress in Year 1.

Judgements about quality will be based on the relevance and appropriateness of children's experiences as well as the outcomes of those experiences.