

## Early Years Transition Policy

→ F1	F1 → F2	F2 → Y1
<p><b>We understand the importance of successful transition into our Foundation stage, as it is central to children’s early development and emotional wellbeing. We create a welcoming environment to build trust and rapport with families to involve parents/ carers with their child’s learning.</b></p>	<p><b>We understand that we are fortunate to have a Foundation Stage Unit that encourages a flowing transition between F1 and F2 and our popular 30 hour provision allows children to experience full days early on in their Foundation Stage journey. This allows us to focus on children coming from different settings to ensure their transition is just as positive.</b></p>	<p><b>We understand the importance of a smooth transition between the Early Years curriculum and the Year 1 National Curriculum. (Children’s next phase in their education.)</b>  <b>We aim to continue to build critical and creative thinkers and problem solvers.</b>  <b>We aim to focus on the 8 executive functions and teach and model strategies for children to improve these-</b>  <b>impulse control, emotional control, flexible thinking, working memory, self-monitoring, planning and prioritising, task initiation and organising.</b>  <b>Our transition encourages children in their desire to learn.</b></p>
<ul style="list-style-type: none"> <li>-Foundation Lead and schools designated safeguarding officer carry out home visits for all new children starting F1 the term before they start.</li> <li>-Children and parents/ carers are invited to ‘Ready for School’ sessions.</li> <li>-Personalised transition support for any children/ families who need it.</li> <li>-We have strong links with our local Sure Start centre– parent workshops, children support sessions – we are aware of children who visit the centre with their families (have family workers/ Early Help Unit referrals.) Knowing our more vulnerable children.</li> <li>-Senior management meetings – make staff aware of any new vulnerable children.</li> <li>-Video tour of our Foundation Stage on the website.</li> </ul>	<ul style="list-style-type: none"> <li>-Parents are invited to a ‘new starters’ meeting to go through information and watch a video of F2 children and their daily routine. Questions answered.</li> <li>-Children are offered full-day visits.</li> <li>-Revisit learning – links and connections – use information in continuous provision.</li> <li>-Foundation Lead visits children in other settings (childminders, private nurseries, preschools) to build relationships with children and to complete a thorough handover with staff for information on children. (Including safeguarding).</li> <li>-Bucket time – building up the ability to wait. (Impulse control)</li> <li>-High quality transition sessions – stories, singing, circle time games.</li> <li>-Thorough handover with F2 staff. (See handover document.)</li> </ul>	<ul style="list-style-type: none"> <li>-Thorough handover with Year 1 staff. (EYFS Handbook 5.1 Reporting to year 1 teacher.)</li> <li><b>COMMUNICATION IS KEY.</b> (See handover document.)</li> <li>-Children need a good level of development – we strive to make our children ‘school ready.’</li> <li>-Starting points shared– strengths, barriers, gaps? Year 1 curriculum built with these in mind.</li> <li>-We focus on children’s cultural capital so they can access the next stage in their education.</li> <li>-We read social stories – to prepare children for their transition.</li> <li>-Floor books are taken through to Year 1, so children have access to their working memory – prior learning. (NC Pre-skills).</li> <li>-More formal learning in F2 – phonics – this continues in year 1.</li> <li>-Work with year 1 staff to bridge – similarities, mirrored vocabulary – grounding (pre teaching)</li> <li>-Guided reading. Build up the length of the session throughout the year to prepare children for year 1.</li> <li>-PRACTICE AND APPLY – hands on experiences in the environment continued in Year 1.</li> <li>-F2 teachers look at progress beyond reception.</li> <li>-Trajectory of learning to take them to the next point – progressive curriculum – starting points to the ELGs. Steep trajectory (low starting points)</li> <li>-High quality transition mornings.</li> <li>-Parents informed about the transition process. We recognise that a lot of anxieties come from our parents.</li> <li>-Approaches to teaching and learning are harmonised. Gradual shift from play based to formal learning.</li> <li>-Class splits – friendships taken into account to prevent social anxieties.</li> <li>-Outdoor learning continues.</li> </ul>
<p><b>Our whole school approach:</b></p> <ul style="list-style-type: none"> <li>-Class information on our website.</li> <li>-Hold open evenings in the summer term– parents and children have the opportunity to meet their teacher, see their new environment/ classroom...</li> <li>-Hold meet the ‘team’ parent workshops in the autumn term to learn about daily routines/ topics/ yearly content/ trips and experiences.</li> <li>-Medium term plans shared with parents prior to a new term.</li> <li>-Parent communication tools set up/ transferred – Tapestry/ Class Dojo</li> <li>-Transition photo booklets for children.</li> </ul>		