



TRANSITION FROM RECEPTION to YEAR 1

‘There is evidence that children ‘dip’ at transitions, in both cognitive and social-emotional areas, that they face a range of changes – in environment, in relationships, in identity, in learning expectations, in curriculum and in the pattern of their days.’ (Dunlop and Fabian 2007)

Transition is a key priority for Cavendish Community Primary School. Here, we recognise that positive transitions are significant for children’s personal, social and emotional well-being, cognitive development and achievements. It is vital to acknowledge children’s individual circumstances and prior experiences in order that the transition process is flexible and focussed on meeting the needs of children and families.

At Cavendish, transition is viewed as a process and not an event. Here, we believe that transition between the EYFS and Year 1 should be seamless. EYFS practitioners and Year 1 teachers should work together to ensure that children’s learning experiences in the final year of the EYFS are valuable in themselves, and prepare the ground for their move to Year 1. It is important that Year 1 builds on the successful principles and approach encapsulated in the EYFS at Cavendish Community Primary school.

Transitions are planned carefully to ensure children have positive experiences. Adults are interested, reliable and responsive, to help young children develop a sense of trust and security when moving from one phase of the school to another.

The transition process from Reception to Year 1 at Cavendish Community Primary School provides opportunities for:

- families to be involved
- developing positive relationships

- building on previous experiences
- managing change and new challenges
- flexible approaches to meet individual children's needs
- collaborative working
- meaningful, progressive learning experiences

rigorous data analysis in conjunction with reception teachers, with robust moderation

interpretation of common play behaviour plans, with robust moderation, to inform the initial classroom set up, creating adult-guided, playful, experiential activities

play-based activities are intentional in the acquisition and embedding of skills and knowledge

Roles and Responsibilities of Practitioners:

- Time is created for dialogue with parents, carers, colleagues and relevant agencies to gather information about the child's learning and development.
- Issues of confidentiality are respected when sharing information.
- All relevant information (eg medical, Child Protection chronologies, Speech and Language input, Educational Visitor involvement) should be transferred with the child to the new phase.
- A shared understanding of pedagogy, experiences and outcomes for EYFS and Key Stage 1 are developed.
- Effective use of pupil's personal 'Learning' and 'Progress' is made.

Activities undertaken to promote successful transition from Reception to Year 1 at Cavendish Community Primary School:

- Children are invited to visit their new classroom on numerous occasions, in the term prior to starting Y1.

Children are invited to take part in school events which may include festive occasions, sports day, Summer Fete or Eid celebrations.

Y1 staff make numerous visits to children in their reception classrooms. This may be to read a story, take part in meaningful play or to conduct a circle time

- An informative Transition Handbook is provided (eg including information about the curriculum, staff, snack, suitable clothing, complaints procedures etc).
- Meetings with parents, carers, relevant agencies are arranged to share curriculum and practical information about the child's development

A member of the reception team is released , where possible, to help the settling in of children in Year 1, for the first week.