

Walton Primary Academy



Smooth Transitions

Foundation Stage to Year One

Reviewed: September 2016

Next Review: September 2017



W A T E R T O N

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'Foundation Stage practitioners, parents and children themselves need to work in partnership with teachers and classroom assistants in Year 1 to ensure success in one of the most exciting and challenging changes children face' **Ros Bayley and Sally Featherstone 2003**

To ensure these transitions are managed smoothly the following process needs to occur:

- ✚ Preserve the best of foundation stage practice
- ✚ Recognise that KS 1 is different, whilst not making it too different too quickly
- ✚ Ensure children feel secure, comfortable and successful
- ✚ Make sure that vital information is transferred
- ✚ Provide support for the more vulnerable children
- ✚ Ensure parents and children are involved in the process
- ✚ Manage the gradual transition to the more formal literacy and numeracy sessions
- ✚ Recognise the different learning styles between different children and boys and girls
- ✚ Incorporate what we now know about effective learning and teaching of 5 and 6 year olds.

At Walton Primary Academy the following procedures are followed to support the smooth transition from our Foundation Stage Unit into the Year One classrooms.

- ❖ Moderation meetings throughout the year are held between the FS and Y1 teachers to ensure that the judgements made between the year groups are accurate and agreed, the exemplifications of the profile are used to support this process. These meetings also give opportunities to interpret the foundation stage terminology and explain the Early Learning Goals and what is expected.
- ❖ The 'Transition Policy' for the whole school is followed and a transition form is completed by the FS 2 teachers, ensuring vital information is transferred. Meetings between the teachers are then held, to discuss the information in more detail and to explain the cohort and their characteristics e.g. gender, term born, SEN, PP
- ❖ There is a 'Transition Day' for children to experience a day in their new class with their new teacher and to become familiar with the environment and routines in Y1. The more vulnerable children have extra sessions and transition booklets are sent home with photographs of their new environment and adults they will be working with to support their transition further.
- ❖ The environment in the Foundation Stage Unit is adapted in the summer term, providing a small and more structured environment for the FS 2 children to experience for short periods of time each day. This gives the children opportunities to experience more focused and independent learning.
- ❖ During the summer term the year one teachers take time to build relationships with the children by spending time in the Foundation Stage Unit, talking to the children and sharing their learning.
- ❖ A parents meeting is arranged in the summer term with the FS 2 and Y1 teachers. This gives parents opportunities to meet their new teacher, informs them about the expectations in Y1 and how they can support their child in the summer holidays to ensure they are prepared for their return into their new class.
- ❖ FS 2 teachers 'pass on' the children's Writing Assessment books, along with their phonics phase, their guided reading level and the maths assessment to the Y1 teachers.