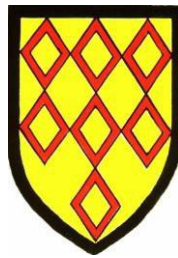


Nyewood CE Infant School

**"SMILING, CARING AND LEARNING TOGETHER ON A JOURNEY WITH
GOD"**



EYFS and Key Stage 1 Transition Policy

Overview

Our vision is for our children to become happy, confident and independent learners enabling them to take an active role in God's world. Secure transitions are imperative to achieving this.

Effective and well-planned transitions enable children to feel safe and secure in their learning environment, building trust and new relationships with their teachers and support staff. A strong transition process helps to ensure that all children are supported so all of their needs are met.

Good transition supports good learning and effective transition processes year after year will enable children to build the confidence and resilience necessary to become life-long learners. It is important that all adults (home and school) have consistent and appropriate expectations of the children at each transition point. This consistency will aid children as they adapt to new environments, from when they join our Nyewood Infant CE School family in the Early Years Foundation Stage (EYFS), when they move from EYFS into Year 1, from Year 1 into Year 2, and when they move into the Junior School family.

Transition from nursery / pre-school settings into our Nyewood Family and EYFS

The following measures are in place in order to support effective transition from the child's pre-school setting into our EYFS:

- All children are visited in their pre-school setting where information is shared between the child's key-worker and their new class teacher.
- Children are offered two 'Stay and Play' sessions during the summer term, one with their parents and one where parents are encouraged to leave their child with us for a short time.
- Whole school transition day (usually is the first Wednesday in July for each academic year).
- New Parent Welcome Evening during the summer term prior to starting in September – an informal session to meet the Nyewood Family, ask questions, meet with outside agencies linked to our school and visit the Early Years Setting.
- Data, reports and records about each child are sought from feeder settings.
- 'This is Me!' Booklets and parent information packs sent out to new starters and returned before September.
- In September, the parents are invited in to meet and greet with their child's class teacher.
- The Inclusion Manager is closely involved with transition of children with additional needs or more vulnerable children and bespoke strategies put into place. Continued ongoing support throughout the autumn term and follow-up conversations had with feeder settings and/or specialist agencies where appropriate.
- Weekly EYFS Team Meetings held to moderate and standardise learning, discuss individual children and plan for the developing needs of the cohort.
- Parent Workshops provided to support parents throughout the school year such as Reading/Phonics strategies and 'EYFS 10 Weeks In Meeting'.
- Professional development meetings throughout the school year for all teachers to support developing teaching and learning in EYFS e.g. moderation.
- Parent coffee mornings throughout the year to support parents/carers in building relationships.

Transition from EYFS into Key Stage 1 – EYFS into Year 1

The following measures are in place in order to support effective transition from EYFS into Year 1:

- Year 1 teachers to observe teaching and learning in EYFS.
- Year 1 teachers to make regular drop-in and story visits to EYFS classes.
- Whole school transition day (usually is the first Wednesday in July for each academic year).
- Parent Workshops provided to support parents throughout the school year such as Reading/Phonics strategies and Welcome to Year 1 meeting.
- Professional development meetings throughout the school year for all teachers to support developing teaching and learning in EYFS, Year 1 and Year 2 e.g. whole school moderation.
- Previous teacher/new teacher professional conversation and class information passed on.
- Teacher data, class teacher reports and reading notes/bands are passed on.
- Year 1 teachers know the EYFS end of year statutory results.
- Parents have the opportunity to meet new Year 1 class teacher during the summer term in EYFS as part a 'drop in' session after school.
- Inclusion Manager closely involved with transition of children with additional needs or more vulnerable children.
- Weekly Key Stage 1 Team Meetings held to moderate and standardise learning, discuss individual children and plan for the developing needs of the cohort.
- Parent coffee mornings throughout the year to support parents/carers in building relationships.

Transition within Key Stage 1 - Year 1 into Year 2

The following measures are in place in order to support effective transition from Year 1 into Year 2:

- Year 2 teachers to observe teaching and learning in Year 1.
- Year 2 teachers to make regular drop-in and story visits to Year 1 classes.
- Whole school transition day (date TBC, however this usually is the first Wednesday in July for each academic year).
- Parent Workshops provided to support parents throughout the school year such as Reading/Phonics strategies and Welcome to Year 2 meeting.
- Professional development meetings throughout the school year for all teachers to support developing teaching and learning in EYFS, Year 1 and Year 2 e.g. whole school moderation.
- Previous teacher/new teacher professional conversation and class information passed on.
- Teacher data, class teacher reports and reading notes/bands are passed on.
- Year 2 teachers know the EYFS end of year statutory results as well as Year 1 teacher assessments.
- Parents have the opportunity to meet new Year 2 class teacher during the summer term in Year 1 as part a 'drop in' session after school.
- Inclusion Manager closely involved with transition of children with additional needs or more vulnerable children.
- Weekly Key Stage 1 Team Meetings held to moderate and standardise learning, discuss individual children and plan for the developing needs of the cohort.
- Parent coffee mornings throughout the year to support parents/carers in building relationships.

Transition from Key Stage 1 into Key Stage 2 – Year 2 into Year 3

The following measures are in place in order to support effective transition from Year 2 into Year 3 at the junior school:

- Year 3 teachers to observe teaching and learning in Year 2.
- Year 3 teachers to make regular visits to Year 2 classes.
- Year 3 teachers come to Year 2 for the children to ask questions.
- Year 2 classes to regularly visit the Junior School throughout the year, which includes collective worship with current Year 3 classes, watching productions, shared learning opportunities.
- Whole school transition day (date TBC, however this usually is the first Wednesday in July for each academic year).
- Parent Workshops provided to support parents and children moving from Year 2 and into year 3 e.g. open evening at the junior school.
- Professional development meetings throughout the school year for all teachers to support developing teaching and learning in EYFS and Year 1 e.g. whole school moderation.
- Previous teacher/new teacher professional conversation and class information passed on.
- Teacher data, class teacher reports and reading notes/bands are passed on.
- Year 3 teachers know the EYFS end of year statutory results, Year 1 teacher assessments, Year 2 teacher assessments and KS1 test results.
- Year 3 and Year 2 teachers to meet and moderate children's learning to agree data.
- Inclusion Manager closely involved with transition of children with additional needs or more vulnerable children.
- Weekly Key Stage 1 Team Meetings held to moderate and standardise learning, discuss individual children and plan for the developing needs of the cohort.
- Parent coffee mornings throughout the year to support parents/carers in building relationships.