Early Years Foundation Stage
Transition Pack for Schools
Reception to Year 1

Produced by Oxfordshire’s Early Years Foundation Stage Advisory Team. January 2018
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Introduction: The importance of smooth transition

“Educational transitions are marked by “intense and accelerated developmental demands” the effects of which can be long term because a child’s introduction to, and early experience of, school can influence future attitudes to learning and subsequent educational achievement.”

Jane Bulkeley and Dr Hilary Fabian: Well-being and Belonging during Early Educational Transitions

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.

There are significant differences in the style of provision in Reception and Year 1 which can be a source of concern for children and parents:

<table>
<thead>
<tr>
<th>Reception</th>
<th>Year 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>A focus on learning</td>
<td>A focus on teaching</td>
</tr>
<tr>
<td>An active, play based curriculum</td>
<td>A passive, taught curriculum</td>
</tr>
<tr>
<td>Integrated, whole curriculum learning</td>
<td>Subject based activities</td>
</tr>
<tr>
<td>Small group activities</td>
<td>Whole class teaching</td>
</tr>
<tr>
<td>Responds to individual learning styles</td>
<td>Single style of teaching</td>
</tr>
<tr>
<td>Child initiated activities</td>
<td>Adult directed activities</td>
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<tr>
<td>Larger number of adults</td>
<td>Smaller number of adults</td>
</tr>
<tr>
<td>Ongoing access to an outdoor learning</td>
<td>Timetabled playtime</td>
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<tr>
<td>environment</td>
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</tbody>
</table>
The child for whom change is stressful, despite appearing to ‘cope’ is possibly having to function in a high stress level. This can manifest itself through:

- Lack of attention
- Poor concentration
- Poor attitude or motivation
- Lack of self-control
- Behaviour difficulties
- Poor social skills
- Poor self-help
- Unwillingness to be taught
- Anxiety
- Needing lots of reassurance
- Poor initiative

However, if children are supported through change by a smooth transition process they are enabled to:

- feel a sense of belonging
- feel held in mind
- feel like a fish in water
- be ready, willing and able to make the most of the new situation

Anne O’Connor, Understanding Transition
Ensuring continuity from Foundation Stage into Year 1

“Child development tells us that children’s learning needs in Year 1 are broadly similar to those for children in the Reception year and that children should not go from being seen as a ‘unique child’ to a ‘Year 1’ in one small step down the corridor”

Julie Fisher: Moving on to Key Stage 1

The process of transition may be viewed as one of adaptation with the best adaptation taking place where conditions are similar, communication is encouraged, and the process of change takes place gradually over time. The responsibility for addressing transition issues does not lie solely in changing the practice of teachers in Year 1. Rather, it is a shared venture between Early Years and Year 1 practitioners, school leadership teams, parents and children where the focus is:

- preserving the best of foundation stage practice
- recognising that Key Stage 1 is different, while not making it different too quickly
- maintaining a smooth transition where children feel secure, comfortable and successful, and change is introduced gradually
- making sure that vital information is transferred
- providing support for vulnerable children
- making sure that parents and children are involved in the process
- managing the gradual transition to more formal Literacy and Maths sessions
- recognising the different learning styles of different children and of girls and boys
- incorporating what we know about effective learning and teaching of 5 and 6 year olds

Ros Bayley, Sally Featherstone: Smooth Transitions

Key differences between Reception and Year 1, which can be potential areas of anxiety for children, parents and staff often focus on time, relationships, space, and style of teaching.
Strategies to support transition

The strategies and developmental model below were identified by schools taking part in Gloucestershire’s research project “Developing successful transitions: Year R to Year One”.

Curriculum Strategies

- Write Transition Policy
- Identify commonalities between the principles of the Primary National Curriculum and the Early Years Foundation Stage
- Review the curriculum to promote a greater continuity of provision from Reception to Y1
- Introduce play based enquiry experiences in Y1

Assessment Strategies

- Make systematic and frequent pupil observations
- Establish use of observational assessment in Y1 for all staff
- Make observational assessments the basis for planning
- Develop the use of peer observations – Reception/Y1 teachers/TAs

Planning Strategies

- Use Foundation Stage Profile data to inform planning in Y1
- Use Early Learning Goals not achieved as a starting point for learning in Y1
- Encourage a thematic approach for Reception/KS1
- Mirror Reception summer term planning in Autumn term Y1
- Plan for continuity of teaching styles
- Include opportunities for child initiated, play based learning in Y1

Communication Strategies

- Systematically canvas views of parents and staff on transition through questionnaires/meetings/discussions
• Provide opportunities for children to discuss their feelings and anxieties about transition
• Hold a meeting for Reception parents to meet Y1 teachers in summer term
• Produce a transition booklet for children/parents
• Discuss transition at a whole school staff meeting
• Involve governors in the review of transition practice

Organisational Strategies (resources, routines and classrooms)

• Ensure Reception and Y1 classrooms are next to each other
• Develop shared outdoor area for Reception and KS1
• Develop similar routines and timetables in Y1 to Reception
• Transfer peg, drawer, group labels from Reception to Y1
• Encourage shared use of resources across the two year groups
• Purchase play based resources for Y1
• Organise Y1 learning environment to support play based learning
• Use same format and language on teaching and learning displays
• Develop themed role-play areas in all KS1 classes

Organisational Strategies (staffing)

• Arrange for Y1 teachers to work alongside Reception teachers in the summer term to consider practices and expectations
• Arrange for Reception teachers to observe and work alongside Y1 teachers in the autumn term
• Develop KS1 understanding of Foundation Stage Profile – the assessment process and how the data should be used
• Provide opportunities for Y1 TAs to work in Reception classes at the end of the summer term
• Visit other schools to review transition practice

Organisational Strategies (children)
• Organise transition days/sessions for children to meet new teacher and visit new classroom
• Allow children to mix socially between year groups at mealtimes
• Introduce Y1/Reception buddies
• Encourage children to make a memory box over summer holidays
• Create a display of Reception children’s work in their new Y1 classroom at the end of the summer term
• Establish joint activities between year groups; shared reading, trips, events
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 completed EYFS Profile will consist of 20 items of information:

- the attainment of each child assessed in relation to the 17 ELG descriptors
- a short narrative describing the child's three characteristics of effective learning

Where a child’s learning and development does not yet meet what is expected at the end of EYFS, then the learning and development are said to be at the emerging level for that ELG.

- The child’s learning and development should be described in relation to the Development Matters statements which describe learning at earlier stages.

It is likely that an outcome of emerging alone will not provide full detail of a child’s learning and development. Additional information should be considered to support the dialogue with parents, Year 1 teachers and moderators.

Where a child’s development exceeds what is set out as that expected at the end of the EYFS, attainment should be recorded as being at the exceeding level for that ELG.

- practitioners should refer to the exceeding descriptors (annex 2), consider the Key Stage 1 attainment targets and level descriptors and then discuss with Year 1 teachers whether to deem a child exceeding in any ELG.

The transition between the EYFS and Year 1 should be seamless and enhanced by practitioners and Year 1 teachers working together.
• practitioners may provide any additional information needed to enable Year 1 teachers to plan an effective curriculum and provision for all children.
• decisions about this additional information should be made by each setting and reflect the characteristics and requirements of that setting.

All EYFS providers completing the EYFS Profile must give parents a written summary of their child’s attainment against the 17 ELGs and a narrative on how the child demonstrates the three characteristics of effective learning.
Year 1 teachers must be given a copy of the EYFS Profile report together with a narrative on how the child demonstrates the three characteristics of effective learning.

Early Learning Goals

Prime Areas:
Prime areas are fundamental, work together, and move through to support development in all other areas.

Communication and Language Early Learning Goals

Listening and attention:
Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events, and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding:
Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.

Speaking:
Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Physical Development
Moving and handling:
Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and self-care:
Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

**Personal, Social and Emotional Development Early Learning Goals**

**Self-confidence and self-awareness:**
Children are confident to try new activities, and to say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help.

**Managing feelings and behaviour:**
Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

**Making relationships:**
Children play cooperatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.

**Specific Areas of Learning**
Specific areas include essential skills and knowledge for children to participate successfully in society.

**Literacy Early Learning Goals**

**Reading:**
Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.

**Writing:**
Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

**Mathematics Early Learning Goals**

**Numbers:**
Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

**Shape, space and measures:**
Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

**Understanding the World Early Learning Goals**

**People and communities:**
Children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

**The world:**
Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another. They make observations of animals and plants and explain why some things occur, and talk about changes.

**Technology:**
Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

**Expressive Arts and Design Early Learning Goals**
Exploring and using media and materials:
Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative:
Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

All EYFS providers must report EYFS Profile data (the 17 ELGs) to their local authority for each child, on request. The narrative on how a child demonstrates the three characteristics of effective learning should not be submitted.

Reports
Contained within the pack are three sample end of year report forms that can be adapted to suit individual school’s needs.

For schools using an electronic tracking tool such as the Oxfordshire Pupil Tracker (OPT) or eProfile (version 4.03), these programs have the facility to create reports for individual children.

In addition there is a completed profile and an information sheet outlining the 17 ELGs and 3 characteristics of effective learning.

This pack should be used in conjunction with the following documents:

EYFS Handbook:
https://www.education.gov.uk/publications/standard/publicationDetail/Page1/STA/13/6106

EYFS Assessment & Reporting arrangements:

Statutory Framework for the EYFS:

EYFS Profile exemplification materials:
http://www.education.gov.uk/schools/teachingandlearning/assessment/eyfs/b00217443/eyfs-exemplification

Early Years Developmental Journal:
http://www.ncb.org.uk/media/884631/early_years_developmental_journal2013.pdf

Development Matters in the EYFS:
Resources to support transition

1. Report templates
2. Audit of current transition practice
3. Exemplar Policy for the Transition of Children from the Foundation Stage to Key Stage 1
4. Action plan template
# EARLY YEARS FOUNDATION STAGE REPORT

**ON TRANSFER AT THE END OF THE EARLY YEARS FOUNDATION STAGE**

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>D.O.B</td>
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<tr>
<td>Setting/School</td>
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<tr>
<td>Date</td>
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</tbody>
</table>

**Date of admission to F1 (Reception):**

<table>
<thead>
<tr>
<th>Number of authorised absences</th>
<th>Receiving support for SEN/EAL</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Number of unauthorised absences</th>
<th>Documentation for SEN/EAL to follow</th>
</tr>
</thead>
</table>

**Key for assessment at the end of the EYFS:**

- **EMERGING** = not yet at the level expected at the end of the EYFS.
- **EXPECTED** = at the level expected at the end of the EYFS.
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**COMMUNICATION and LANGUAGE**

(Listening and attention; Understanding; Speaking)

**Next steps:**

**ASSESSMENT AT THE END OF THE EYFS:**

<table>
<thead>
<tr>
<th>Listening and attention:</th>
<th>Understanding:</th>
<th>Speaking:</th>
</tr>
</thead>
</table>

**PHYSICAL DEVELOPMENT**

(Moving and handling; Health & self-care)

**Next steps:**

**ASSESSMENT AT THE END OF THE EYFS:**

<table>
<thead>
<tr>
<th>Moving and handling:</th>
<th>Health &amp; self-care:</th>
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</thead>
</table>
### PERSONAL, SOCIAL and EMOTIONAL DEVELOPMENT
(Making relationships; Self-confidence and self-awareness; Managing feelings and behaviour)

Next steps:

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### ASSESSMENT AT THE END OF THE EYFS:

<table>
<thead>
<tr>
<th>Making relationships:</th>
<th>Self-confidence and self-awareness:</th>
<th>Managing feelings and behaviour:</th>
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### LITERACY
(Reading; Writing)

Next steps:

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### ASSESSMENT AT THE END OF THE EYFS:

<table>
<thead>
<tr>
<th>Reading:</th>
<th>Writing:</th>
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### MATHEMATICS
(Numbers; Shape, space & measures)

Next steps:

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### ASSESSMENT AT THE END OF THE EYFS:

<table>
<thead>
<tr>
<th>Numbers:</th>
<th>Shape, space &amp; measures:</th>
</tr>
</thead>
</table>
UNDERSTANDING the WORLD
(People & communities; The world; Technology)

Next steps:

ASSESSMENT AT THE END OF THE EYFS:
People & communities: The world: Technology:

EXPRESSIVE ARTS and DESIGN
(Exploring and using media and materials; Being imaginative)

Next steps:

ASSESSMENT AT THE END OF THE EYFS:
Exploring and using media and materials: Being imaginative:

CHARACTERISTICS OF EFFECTIVE LEARNING
Playing and exploring:

Active learning:

Creating and thinking critically:
If you would like to discuss this report, please arrange a meeting with your child’s teacher.

Teacher’s signature: ................................................................. Date

Head Teacher’s signature .......................................................... Date

Parent’s signature ................................................................. Date
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|---|---|

## Communication and Language Early Learning Goals

### Listening and attention:
Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events, and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

### Understanding:
Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.

### Speaking:
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### Next steps:

## ASSESSMENT AT THE END OF THE EYFS:

| Listening and attention | Understanding | Speaking |
Physical Development Early Learning Goals

**Moving and handling:**
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**Health and self-care:**
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<thead>
<tr>
<th>Moving and handling</th>
<th>Health &amp; self-care</th>
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Personal, Social and Emotional Development Early Learning Goals

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Making relationships:
Children play cooperatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.

Next steps:

ASSESSMENT AT THE END OF THE EYFS:

| Self-confidence and self-awareness: | Managing feelings and behaviour: | Making relationships: |

Literacy Early Learning Goals

Reading:
Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.

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Next steps:

ASSESSMENT AT THE END OF THE EYFS:

| Reading: | Writing: |
### Mathematics Early Learning Goals

**Numbers:**
Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

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### ASSESSMENT AT THE END OF THE EYFS

<table>
<thead>
<tr>
<th>Numbers:</th>
<th>Shapes, space and measures:</th>
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### Understanding the World Early Learning Goals

**People and communities:**
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**The world:**
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Technology:
Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Next steps:

| ASSESSMENT AT THE END OF THE EYFS |
|------------------|----------------|----------------|
| **People & communities:** | **The world:** | **Technology:** |

Expressive Arts and Design Early Learning Goals

**Exploring and using media and materials:**
Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

**Being imaginative:**
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Next steps:

| ASSESSMENT AT THE END OF THE EYFS |
|------------------|----------------|----------------|
| **Exploring and using media and materials:** | **Being imaginative:** |

CHARACTERISTICS OF EFFECTIVE LEARNING

Playing and exploring:

Active learning:

Creating and thinking critically:

GENERAL COMMENTS
If you would like to discuss this report, please arrange a meeting with your child’s teacher.

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**Number of unauthorised absences**

**Documentation for SEN/EAL to follow**

### Characteristics of effective learning

<table>
<thead>
<tr>
<th>How (name of child) learns</th>
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</thead>
<tbody>
<tr>
<td><strong>By playing and exploring:</strong></td>
</tr>
<tr>
<td>• finding out and exploring</td>
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<tr>
<td>• using what they know in their play</td>
</tr>
<tr>
<td>• being willing to have a go</td>
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</tbody>
</table>

| **Through active learning:** |
| • being involved and concentrating |
| • keeping on trying |
| • enjoying achieving what they set out to do |

| **By creating and thinking critically** |
| • having their own ideas |
| • using what they already know to learn new things |
| • choosing ways to do things and finding new ways |
Key for assessment at the end of the EYFS:
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<table>
<thead>
<tr>
<th>Area of learning</th>
<th>Aspect</th>
<th>Emerging</th>
<th>Expected</th>
<th>Exceeding</th>
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<td>ELG02 Understanding</td>
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<td>ELG03 Speaking</td>
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<td>Physical development</td>
<td>ELG04 Moving and handling</td>
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<td>ELG05 Health and self-care</td>
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<td>ELG08 Making relationships</td>
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<td>Literacy</td>
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<td>ELG11 Numbers</td>
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<td>ELG12 Shape, space and measures</td>
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<td>Understanding the world</td>
<td>ELG13 People and communities</td>
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<td></td>
<td>ELG14 The world</td>
<td></td>
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<tr>
<td></td>
<td>ELG15 Technology</td>
<td></td>
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<tr>
<td>Expressive arts and design</td>
<td>ELG16 Exploring and using media and materials</td>
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<tr>
<td></td>
<td>ELG17 Being imaginative</td>
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</tr>
</tbody>
</table>

26
## Early Years Foundation Stage Profile – SAMPLE

<table>
<thead>
<tr>
<th>Area of learning</th>
<th>Aspect</th>
<th>Emerging</th>
<th>Expected</th>
<th>Exceeding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication and language</td>
<td>ELG01 Listening and attention</td>
<td></td>
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<tr>
<td></td>
<td>ELG02 Understanding</td>
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<tr>
<td></td>
<td>ELG03 Speaking</td>
<td></td>
<td>*</td>
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</tr>
<tr>
<td>Physical development</td>
<td>ELG04 Moving and handling</td>
<td></td>
<td></td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>ELG05 Health and self-care</td>
<td></td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>Personal, social and emotional development</td>
<td>ELG06 Self-confidence and self-awareness</td>
<td></td>
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<td>*</td>
</tr>
<tr>
<td></td>
<td>ELG07 Managing feelings and behaviour</td>
<td></td>
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<td>*</td>
</tr>
<tr>
<td></td>
<td>ELG08 Making relationships</td>
<td></td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>Literacy</td>
<td>ELG09 Reading</td>
<td></td>
<td></td>
<td>*</td>
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<tr>
<td></td>
<td>ELG10 Writing</td>
<td></td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>Mathematics</td>
<td>ELG11 Numbers</td>
<td></td>
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<tr>
<td></td>
<td>ELG12 Shape, space and measures</td>
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<td>*</td>
</tr>
<tr>
<td>Understanding the world</td>
<td>ELG13 People and communities</td>
<td></td>
<td></td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>ELG14 The world</td>
<td></td>
<td></td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>ELG15 Technology</td>
<td></td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>Expressive arts and design</td>
<td>ELG16 Exploring and using media and materials</td>
<td></td>
<td></td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>ELG17 Being imaginative</td>
<td></td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>Learning Characteristics</td>
<td>How M learns</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>--------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>By playing and exploring</strong></td>
<td>M loves to have “hands-on” and is often one of the first children to approach, experiment with, and use any new resources or activities: she is always excited by anything that is new or different and uses this confidence and enthusiasm to involve and draw in other children. M makes full use of the Reception Unit’s continuous and enhanced provision. She accesses all areas equally, but particularly enjoys being outside, the role-play, workshop, writing and reading areas. Through her play in these areas, M clearly demonstrates what she knows, whether this is through, for example, incidental talk to a friend about what she has been learning in phonics, through role-playing or talking about scenarios from “real life”, through writing words and sentences that reflect previous phonics and writing teaching, or through selecting and using workshop materials to create pictures or models that are linked to stories we have read, or discussions we have had.</td>
<td></td>
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</tr>
<tr>
<td><strong>Through active learning</strong></td>
<td>M can spend extended periods of time concentrating on activities of her own choosing, as well as on adult led tasks. She often returns to “projects” of her own choosing, maintaining interest until she is happy with the result. M shows a fantastic attitude towards learning. She wants to get better at things all of the time, and will access areas of the Reception Unit to practice skills that have been previously taught, until she gets them “just right”. Comments such as “Look, I have been practising …” or “I have done some learning all by myself!” are very common! When she does achieve something new, or completes an activity to her satisfaction, she cannot wait to share this with other children, adults at school, or her family! She loves putting her writing or pictures in her special learning journey file and having her photo taken to be uploaded to the learning platform.</td>
<td></td>
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</tr>
<tr>
<td><strong>By creating and thinking critically</strong></td>
<td>“I’ve got an idea!” or “I know what we could do!” are phrases that are often exclaimed by M, in both child initiated and adult led situations. In this way, she leads the play and learning of other children, gains their interest and channels their focus. Through action or talk, she responds very thoughtfully to adult comments such as, “I wonder what would happen if …”, or “what could you do?” to solve problems or find improved ways of doing things. She doesn’t let “problems” stand in her way, and will find ways around them! For instance, if we have no blu-tack to hang her pictures up with, then never mind, M will think for a minute, go to the workshop, return with a piece of tape and tell me “this will work instead, because this is sticky too!”.</td>
<td></td>
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</tr>
</tbody>
</table>
**EARLY YEARS FOUNDATION STAGE REPORT**
**ON TRANSFER AT THE END OF THE EARLY YEARS FOUNDATION STAGE**

<table>
<thead>
<tr>
<th>Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>D.O.B</td>
<td></td>
</tr>
<tr>
<td>Setting/School</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>

| Date of admission to F1 (Reception) |  |
| Number of authorised absences | Receiving support for SEN/EAL |
| Number of unauthorised absences | Documentation for SEN/EAL to follow |

**Characteristics of Effective Learning**

**By playing and exploring:**
- finding out and exploring
- using what they know in their play
- being willing to have a go

**Through active learning:**
- being involved and concentrating
- keeping on trying
- enjoying achieving what they set out to do

Add Photo?

Add Photo?
By creating and thinking critically
   - having their own ideas
   - using what they already know to learn new things
   - choosing ways to do things and finding new ways

Key for assessment at the end of the EYFS:

<table>
<thead>
<tr>
<th>Assessment against EYFS Early Learning Goals</th>
<th>Emerging</th>
<th>Expected</th>
<th>Exceeding</th>
</tr>
</thead>
<tbody>
<tr>
<td>not yet at the level expected at the end of the EYFS.</td>
<td>at the level expected at the end of the EYFS.</td>
<td>beyond the level expected at the end of the EYFS.</td>
<td></td>
</tr>
</tbody>
</table>

Prime Area of Learning - Communication and Language

Listening and Attention:- Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events, and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Assessment at end of EYFS

Understanding:- Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.

Assessment at end of EYFS

Speaking:- Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Assessment at end of EYFS

Next steps:
### Prime Area of Learning - Physical Development

**Moving and Handling:** Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

**Assessment at end of EYFS**

**Health and Self-care:** Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

**Assessment at end of EYFS**

**Next steps:**

### Prime Area of Learning - Personal, Social and Emotional Development

**Self-confidence and Self-awareness:** Children are confident to try new activities, and to say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

**Assessment at end of EYFS**

**Managing Feelings and Behaviour:** Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

**Assessment at end of EYFS**

**Making Relationships:** Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.

**Next steps:**

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*Oxfordshire Early Years*

*Oxfordshire County Council*
### Specific Area of Learning - Literacy

| Reading: | Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read. |
| Comments |
| Assessment at end of EYFS |
| Writing: | Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. |
| Assessment at end of EYFS |
| Next steps: |

### Specific Area of Learning - Mathematics

<p>| Numbers: | Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. |
| Comments |
| Assessment at end of EYFS |
| Shape, space and measures: | Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. |
| Assessment at end of EYFS |
| Next steps: |</p>
<table>
<thead>
<tr>
<th>Specific Area of Learning - Understanding the World</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>People and Communities:</strong> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</td>
</tr>
<tr>
<td><strong>Comments</strong></td>
</tr>
<tr>
<td><strong>Assessment at end of EYFS</strong></td>
</tr>
<tr>
<td>The World: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another. They make observations of animals and plants and explain why some things occur, and talk about changes.</td>
</tr>
<tr>
<td><strong>Assessment at end of EYFS</strong></td>
</tr>
<tr>
<td>Technology: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</td>
</tr>
<tr>
<td><strong>Next steps:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specific Area of Learning - Expressive Arts and Design</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exploring and Using Media and Materials:</strong> Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</td>
</tr>
<tr>
<td><strong>Comments</strong></td>
</tr>
<tr>
<td><strong>Assessment at end of EYFS</strong></td>
</tr>
<tr>
<td>Being Imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</td>
</tr>
<tr>
<td><strong>Assessment at end of EYFS</strong></td>
</tr>
<tr>
<td><strong>Next steps:</strong></td>
</tr>
</tbody>
</table>
PARENT/CARERS CONTRIBUTION

Teacher’s signature: ........................................... Date ......................................

Head Teacher’s signature ..................................Date ......................................

Parent’s signature ...........................................Date ......................................
Exemplar Policy for the Transition of Children from the Foundation Stage to Key Stage 1

**Principles**

- Transition is a process not an event.
- Transition should be a smooth and seamless journey for all children.
- Transition should be viewed as positive and exciting.
- Transition should take account of differences and the particular needs of all children.
- Transition relies on close and respectful relationships between families and schools.
- 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.

**Transition commitments**

We are committed to:

- A Key Stage 1 learning environment that supports appropriate practice both indoors and out.
- A nursery nurse (or qualified teaching assistant) to act as a ‘second adult’ in all Year 1 and mixed stage classes, with active involvement in assessment, planning and teaching.
- Rich, enticing resources in all Key Stage 1 classes that promote play, active learning and investigation.
- A learning environment that is inclusive of all children, based on their needs, their differences and their interests.
- A learning environment that is organised to enable children to develop independence and initiate their own learning.
- A curriculum that is seamless from entry to school through to the end of a child’s achievement of the Early Years Goals and beyond.
- Observation, assessment and documentation that is consistent and incremental from entry to school through to the end of the child’s time working towards the Early Years Goals and beyond.
• Teaching and learning that demonstrates the principles of the Curriculum Guidance for the Foundation Stage from entry to school and until appropriate in Year 1 for those children who have yet to attain the Early Years Goals.

• A rich and challenging curriculum for all children working both towards and beyond the Early Learning Goals.

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.

Adults working together

• All staff involved in transition need time to understand each other’s work and the expectations that are laid upon each other.

• Staff from the Foundation Stage will be given time to visit Year 1 classes. This includes any nursery nurses or teaching assistants.

• Staff in Year 1 will visit the Foundation Stage frequently enough to know what they are building on and to see the principles of Foundation Stage work in practice.

• Year 1 staff will be given opportunities to work with Foundation Stage staff in observing children who will be transferring from Foundation Stage to Year 1.

• Foundation Stage and Year 1 staff will engage in peer observation to promote and develop best practice.

• Nursery Nurses and Teaching Assistants in Year 1 will have the same job descriptions and expectations as those recommended in the Oxfordshire Guidance for the Single Point of Admission.

Working with Parents

• Parents and Carers will be included in all discussions and decisions about the transfer of their children from Foundation Stage to Year 1.

• Parents and carers will be involved in developing the school policy on transition.
• Parents and carers of Year 1 children will be consulted about what went well when their child transferred and what could be improved.

• Parents will be informed about the principles of making transition from Foundation Stage to Key Stage 1 seamless and why the principles of the Foundation Stage will be sustained into Year 1 so that any concerns and queries can be addressed.

Creating a learning environment

• Staff in the Foundation Stage will work with Year 1 colleagues to create a learning environment appropriate for best practice in early learning to be continued.

• Resources will be made available for Year 1 classes to provide rich active and play-based experiences both indoors and out.

• The outdoor area will be of sufficient size to promote all aspects of high quality outdoor learning.

• The principles of free-flow play both indoors and out, and continuous access to the outdoors, will be carried on in Year 1 classes.

Induction

• Throughout the Reception year the Year 1 teacher will visit the Foundation Stage class to become familiar with the children and their needs. When this happens the Reception teacher will take the Year 1 class.

• XX weeks before the end of the term when transition will take place, parents will be invited to a meeting with all Foundation Stage and Year 1 staff to hear about transition arrangements and to offer their own ideas about how this can be achieved most satisfactorily.

• Each year the Year 1 teacher will ask the children what they have liked/found difficult about moving into their new class in order to inform Induction practice.

• XX weeks before the end of term when transition will take place, Foundation Stage children will visit Year 1 and hear from the Year 1 children what they need to know about moving into their new class.

• After Transition to Year 1, children will be assigned a ‘buddy’ in order for them to continue to have peer support.

• XX weeks before the end of term when transition will take place, the Year 1 teacher will undertake observations of the children alongside the Foundation Stage teacher to moderate judgements.
• Early in the term following every transition, staff will teach the children they taught the previous year to ensure that work is at an appropriate level (idea from Mount Pleasant Primary School, Dudley: Nottingham Education Dept 2004).

Observation & Assessment

• All staff in the Foundation Stage and in Year 1 will base their assessments on the systematic observation of children engaged in their daily activities and experiences.

• Any staff unfamiliar with this way of assessing children will be given training.

• Observations and assessments will be documented fully to chart each child’s progress.

• Parents/carers and children in Year 1 will regularly contribute their own assessments of each child’s achievements.

• School assessment documentation will be appropriate for the promotion of good Foundation Stage assessment practice into Year 1.

• Any assessments made by other staff (such as curriculum coordinators) will be guided by Foundation Stage staff to ensure that appropriate criteria are used and appropriate documentation is requested.

• On transfer, the Reception teacher will send the Year 1 teacher records which have been jointly agreed as providing necessary and valuable evidence of the children’s attainment and progress.

Planning

• Long and medium term plans will be undertaken jointly between Foundation Stage and Year 1 staff to promote continuity of children’s experiences.

• At the beginning of Year 1 the teacher will base his/her short term planning on the evidence of the records he/she has received from the F1 teacher (to include the outcomes of the Foundation Stage profile); from discussions with Foundation Stage staff and from observations and assessments of children’s current learning needs.

• Year 1 planning will demonstrate equal commitment to learning outdoors and indoors.

• Year 1 planning will show the role of each adult clearly and whether they are leading adult initiated or supporting child initiated learning.

• Planning for Year 1 will show a balance between adult-focused, adult-initiated and child-initiated learning.

• Children’s experiences in Year 1 will be first hand, interactive and play-based wherever possible and reflect the objectives of the school’s Play Policy.
• Year 1 planning will link together subjects of the curriculum wherever relevant and appropriate.

• Those children who have achieved the Early Learning Goals will be suitably challenged in order to extend their learning.

• What children can do and what they can nearly do will determine what is planned for them to learn next in Year 1.

The Structure of the Day

Teaching and Learning

• The structure of the day in Year 1 will be based on a balance between adult-focused; adult-initiated and child-initiated learning and these will take place simultaneously.

• In Year 1 there will be a free flow of learning from the inside to the outside for the majority of the day, beginning as soon after registration as 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 one 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.

Assemblies

• Year 1 children will attend fewer whole school assemblies at the beginning of the year. Their collective worship will take place in the classroom whenever the teacher deems this to be more suitable.

Lunch-time

• At the beginning of the year, Year 1 children will be taken by the teacher or TA to the canteen 5 minutes earlier than older children.

Playtime

• At the beginning of the school year, and until children’s confidence grows, the Year 1 children will be accompanied out into the playground by either their teacher or TA.
PE

- At the beginning of the year, if they are anxious, children will not be required to change their clothing for PE other than to remove their shoes and socks.

- Parents will be asked to support their children’s self-help skills with regard to dressing and undressing.

- Children still wearing their everyday clothing will not have access to PE equipment that would give rise to any health and safety risks.

Beginnings and end of days

- Parents of Year 1 children will be encouraged to stay with their children at the beginning of the session until they are settled.

- Parents of Year 1 children will be able to meet their children from the classroom at the end of the day until they are sufficiently confident to leave the classroom alone.

Leadership & Management

- Improved Transition will be priority of the SDP/SIP until practice has improved to meet the expectations of this policy.

- Governors will be briefed about the progress on Transition by the member(s) of staff designated to improve practice.

- All school policies will reflect the seamless nature of children’s experiences from Foundation Stage to Key Stage 1.

- Where children receive their Foundation Stage education elsewhere, every effort will be taken to share policies and procedures with feeder schools.

Monitoring and Evaluation

- 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 curriculum coordinators 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.
• Children’s outcomes at the end of Key Stage 1 will be analysed alongside those for Key Stage 2 as the outcomes of good Foundation Stage education may not always be apparent until children are older.

• A member of the governing body will have responsibility for monitoring the school’s Transition policy to ascertain whether children’s experiences and the learning environment are seamless from Foundation Stage to Year 1.

The balance of classroom activities

**Adult-focused**
Individual, pair or group work, Usually differentiated by input; the focus of adult time.

**Activities arising from medium-term planning**

**Assessment**
- Observations
- Conversations
  - Whilst children at work
  - At recall time

**Independent not abandoned learning**

**Adult-initiated**
Activities which arise from adult planning; sufficiently open ended for children to work independently until the adult is able to support

**Child-initiated**
Activity which children control in terms of experience, time and resources
### Audit of transition practice

**What procedures do we already have in place to support transition?**

**What is my role in these procedures?**
- **Reception teacher:**

**Year 1 teacher:**

**Head teacher:**

**What areas would we like to improve?**

**What strategies could we introduce to make transition more effective?**
EYFS/Yr 1 Transition action plan 201_ - 1_
<table>
<thead>
<tr>
<th>IMPROVEMENT AREA 1</th>
<th>OBJECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>To deepen practitioner knowledge of children's learning experiences in Reception and Year 1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KEY ACTIONS</th>
<th>WHO?</th>
<th>TIME SCALE</th>
<th>MONITORING</th>
<th>SUCCESS CRITERIA</th>
<th>EVIDENCE OF IMPACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audit staff current understanding of the importance of effective transition (attachment, well-being)</td>
<td></td>
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<tr>
<td>Peer observations of practice in Foundation Stage and Year 1 to identify:</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>• key elements and their impact</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>• areas for development</td>
<td></td>
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<tr>
<td>Provide opportunities for Key Stage 1 and Foundation Staff to share best practice and reflect on what works well and why.</td>
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</tr>
</tbody>
</table>
### Action Plan for Transition from Foundation Stage to Key Stage 1

<table>
<thead>
<tr>
<th>Objective</th>
<th>Action</th>
<th>Person(s) responsible</th>
<th>Time frame</th>
<th>Intended Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>To monitor and evaluate learning and teaching in Key Stage 1 re transition issues.</td>
<td>Observe practice in Foundation Stage.</td>
<td>FS Coordinator and KS1 Coordinator to organise peer observation.</td>
<td>FS practice- April to June</td>
<td>All staff in Year 1 to be more knowledgeable about Foundation Stage practice. Year 1 staff to understand the planning and assessment processes of the Foundation Stage.</td>
</tr>
<tr>
<td></td>
<td>Observe each other's practice in Year 1 identify strengths and areas for development.</td>
<td>KS1 Coordinator to plan training.</td>
<td>Year 1 practice- September to December</td>
<td>Plan of action for developing curriculum areas to build on FS areas of learning. Planning that incorporates play alongside more formal way of learning.</td>
</tr>
<tr>
<td></td>
<td>Organise appropriate training for staff to ensure understanding of Foundation Stage and smooth transition.</td>
<td>Headteacher to budget for training</td>
<td>Training from April</td>
<td>Plan of action for developing curriculum areas to build on FS areas of learning. Planning that incorporates play alongside more formal way of learning.</td>
</tr>
<tr>
<td>To review the school’s current Key Stage 1 curriculum.</td>
<td>Identify strengths and areas for development in relation to building on good FS practice.</td>
<td>Key Stage 1 team led by FS Coordinator.</td>
<td>April to June</td>
<td>Plan of action for developing curriculum areas to build on FS areas of learning. Planning that incorporates play alongside more formal way of learning.</td>
</tr>
<tr>
<td></td>
<td>Focus on particular areas to initialize planning for play.</td>
<td></td>
<td></td>
<td>Plan of action for developing curriculum areas to build on FS areas of learning. Planning that incorporates play alongside more formal way of learning.</td>
</tr>
</tbody>
</table>
| To provide opportunities for Key Stage 1 and Foundation Staff to share best practice. | Hold regular meetings to plan.  
Hold moderation meetings to discuss assessments, especially at point of and just after transition.  
Attend training together where possible and relevant.  
Discuss findings about activities. | KS1 staff and FS staff. | From September. | Planning becomes continuous from FS to KS1.  
Assessments become more robust and stages of development agreed by FS and KS1 staff.  
Joint training leads to more discussion between FS and KS1 staff.  
Joint training leads to greater understanding of transition issues for both FS and KS1 staff.  
Feedback given to Headteacher about transition issues. |
|---|---|---|---|---|
| To develop planning and organisation of play and first hand experiences. | Ensure Year 1 staff understand the purpose of play and how to support it.  
Plan using the ‘triangle’ of activities- adult focused; adult initiated and child initiated.  
Concentrate on those areas of learning initially where children’s Foundation Stage Profile outcomes are the weakest. | KS1 staff alongside FS staff. | May-July. | Year 1 staff are clear about the place of play in children’s learning.  
Long and medium term plans cover both FS and KS1 curricula to show continuity from one to the other. |
<table>
<thead>
<tr>
<th>To ensure the use of first-hand experience in cross curricular teaching.</th>
<th>Year 1 staff plan to integrate areas of learning/the curriculum where appropriate and relevant.</th>
<th>KS1 staff led by KS1 Coordinator.</th>
<th>From September.</th>
<th>Plans showing genuine cross-curricular links. Learning intentions clearly identified.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1 staff to integrate areas of learning/the curriculum where appropriate and relevant. Use of clear learning intentions.</td>
<td>KS1 staff led by KS1 Coordinator.</td>
<td>From September.</td>
<td>Plans showing genuine cross-curricular links. Learning intentions clearly identified.</td>
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<td>To develop the use of Outdoor Area for Year 1 children.</td>
<td>Ensure outdoor area is seen as part of the ‘classroom’. Begin by focusing on a curriculum area for two week cycles in planning. Ensure learning objectives are clear. Identify which adult will be supporting the learning outdoors and how. Evaluate successful activities used.</td>
<td>All Year 1 staff.</td>
<td>From September.</td>
<td>Review what has worked, what resources used and needed, impingements and next steps. Planning and evaluations.</td>
</tr>
<tr>
<td>To set up a new Portfolio of children's learning and development in both adult</td>
<td>Collect samples of children’s work.</td>
<td>All KS1 teachers.</td>
<td>Entrance board to Key Stage 1 area with rotating display of wing activities.</td>
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<tr>
<td>Task Description</td>
<td>Details</td>
<td>Timeframe</td>
<td>Notes</td>
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| initiated and child initiated learning. | Photographs, comments from children.  
Annotated notes.  
Display on entrance board. | | Portfolios for each child showing attainment and progress. |
| For KS1 staff to understand the Foundation Stage Profile (FSP) and the implications of its outcomes for planning the Year 1 curriculum. | FS Coordinator to lead meeting for KS1 staff, and Headteacher, to explain the FSP and the implications of its outcomes.  
To discuss how the FSP can be used with other data to plan an appropriate curriculum at the start of Year 1. | FS Coordinator; Year 1 staff. | June.  
Year 1 staff understand the FSP.  
Year 1 staff begin to use FSP data to inform planning.  
FSP data is used alongside other assessments to plan the curriculum. |
| To review and replenish resources for play in KS1. | Audit current resources.  
Identify resources to be purchased or made.  
Assess budget for this.  
Request funding for resources to be planned into SDP. | KS1 Coordinator. | April/May.  
Resources identified.  
Folder set up with list of equipment used.  
Headteacher informed of budget needs. |
Complete Portfolio of direct learning activities. | KS1 Coordinator. | From Sept.  
Attainment and progress is scrutinised at end of Year 1 and FS1. |
| To analyse the performance of children in Yr 1. | To compare the outcomes of children's assessments once improved transition arrangements are in place. | KS1 Coordinator. | Summative assessment points. | Evidence is sufficiently robust to make valid judgements. Attainment and progress is reported to governors and Headteacher. End of year performance analysed-looking at SATs, value added outcome. Attainment of different groups analysed- particularly SEN, more able and boys. |
| To develop the curriculum coordinator's understanding of EYFS curriculum. | Hold meeting to brief curriculum coordinators about EYFS curriculum. Curriculum coordinators to visit FS and KS1 to see continuity in planning and practice. | KS1 and FS Coordinators with Headteacher. | From May. | Curriculum coordinators understand links between FS and KS1 curriculum. Curriculum coordinators have all visited FS and Y1 to see continuity in practice and planning. Curriculum coordinators make appropriate judgements against relevant criteria about quality in their own curriculum area. |