



Hillcross Primary School

Transition from Early Years to Year 1 Expectations

Mission, Vision and Culture

Think, Nurture, Thrive and Be Proud!

Our bespoke, ambitious and child-led curriculum combined with our outstanding practice creates opportunities for all children to achieve success and meet their full potential, both personally and academically. As a nationally recognised Thinking School and a Rights Respecting Gold School, we nurture an empathetic community of creative, respectful, curious and independent thinkers and provide opportunities for our children to develop their unique talents and skills. We pride ourselves in our dedication to fostering positive wellbeing, celebrating diversity and promoting a culture of environmental awareness and responsibility.

Through our school culture of Collaboration, Consistency, Challenge and Celebration, and by promoting the values of Aspiration, Courage, Honesty, Respect and Responsibility, we empower a resilient school community of compassionate, responsible global citizens, committed to making the world a better place.

Defining 'transition'

In this policy, 'transition' describes the movement that takes place from one year to the next, and in particular from one phase of education to the next within the school. This is different from 'transfer' which describes the movement from one school to the next. Transition from Reception to Year 1 presents a unique challenge as children move from the play-based approach of the Early Years Foundation Stage to a more directed approach typical from Key Stage 1 and into Key Stage 2.

"Points of transfer are a critical time for young children and need to be managed sensitively by schools. Successful transition relies on a high degree of continuity and consistency in approach. This requires adults working with young children to have a clear understanding of the principles of the Foundation Stage and those aspects that will need to be continued into year 1".

Key Elements of effective transition, 2005

Aims

Our aim is to ensure that all children experience and benefit from a smooth transition from Early Years Foundations Stage to Year 1 (KS1) so that the quality of learning enables children to continue to make at least good progress. It will also ensure that children feel safe and comfortable with this next step in their learning journey, which in turn should make this transition an enjoyable and less stressful one. The transition from Reception to Year 1, presents a unique challenge as learning is governed by the National Curriculum for the first time and the focus of learning through play changes across the year to a more directed approach where they were taught within a unit to the individual classrooms in Year One.

This policy also ensures that parents are fully informed about the transition process and how children will be supported through this, so that they also see transition as a process rather than an event. For some children transition can be challenging or stressful, and therefore timescales for transition are variable to meet the individual needs of a child or cohort, however, these will be discussed regularly with the Phase Leader to ensure changes occur in a timely manner. This policy should be read in conjunction with the Hillcross Curriculum Intent and Curriculum Implementation overviews.



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The Learning Environment

The learning environment plays a key role in the transition process, and should mirror elements of the Early Years environment until the children are ready to fully learn via a more directed approach. Continuous Provision (is where resources, activities and areas are laid out in a classroom to provoke learning through play and exploration and can be independently accessed) is a key element of this and is set up to enhance child initiated learning incorporating key learning challenges for children to complete. Specific learning is targeted in shared activity areas, including outdoor learning activities, weather permitting. A 'language-rich' environment is key to developing and embedding early learning skills to ensure all children make progress. The environment will promote the use of language and develop confident and capable readers, writers and mathematicians.

In particular, the following elements need to be included in a Year 1 learning environment to aid the transition process:

- Within the first half of the autumn term, some of the **play opportunities** that are available within the YR learning environment are to be found in the Y1 classroom; for example, role-play, construction, small world, mark making and opportunities for outdoor play and quiet reflection.
- **Outdoor play** is actively encouraged and timetabled across the day/week and uses similar resources to YR to promote learning across all areas of learning.
- **Independent learning challenges** should be planned and made available across the day and should reflect a range of learning opportunities and subjects. These should take place both inside and outside and should be designed to reflect the skills taught and/or gaps in children's learning. Star challenges (activities that must be completed within a given time frame) will help the children to develop their independence and time management skills.
- The use of **interesting and open-ended resources** should be used to encourage children to use problem solving as part of their learning.

Expectations:

- Resources will be clearly organised and labelled so that they can be accessed/put away independently by the children. Children should take pride in their environment and take responsibility for maintaining the tidiness of it.
- Children are expected to keep the learning environment tidy and organised throughout the day. Before lunch and home-time, children should tidy up/ pack away and make the classroom neat and tidy for the next session.
- Displays should be child-centred, creative and celebrate the learning process and not just 'finished products'. They will be used across all teaching sessions to reflect, consolidate and reinforce skills, language and vocabulary. Learning lines and walls should be updated regularly as a point of reference for children to draw upon and actively use when completing their learning activities.
- An ethos of risk-taking and pride in our own and each other's successes should be evident in the class. Children should be willing to take risks and understand that we learn from our mistakes.
- Encouraging independent self-care skills will build on the expectations from reception in terms of looking after belongings, organising personal possessions and using the toilet.

Planning and Organisation

A mixture of the Early Years Statutory Guidance, Development Matters, and the National Curriculum are used to inform planning, depending on the children's stage of development. The learning for all children exceeding or at age related expectations will be planned for using the National Curriculum. The learning of those children who are 'entering' Year 1 or working at an 'emerging' level will be planned for using the Early Years Statutory Guidance and Development Matters document in conjunction with the National Curriculum.



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- Information from the EYFS Profile Outcomes and discussions with the YR practitioners will be used to inform initial plans for the children at the beginning of Year One. This will include the continuation of any extra provision, interventions or small group focused work. Year 1 staff will also take into account any recommendations recorded on Concern Forms or SEND Support Plans and ensure these are implemented when they join Year 1.
- Children who have not yet reached a GLD (Good Level of Development) will be supported to make accelerated progress ensuring their needs are met in line with EYFS provision. They will continue to be assessed to ensure they meet the Early Learning Goals and skills within Development Matters.
- Planned opportunities will include **a balance of adult-initiated and child-initiated learning** which will include independent learning challenges. Adults within the classroom will interact and play alongside children and model the use of resources, activities, problem solving and language, so that they can access the learning environment independently and with confidence.
- Building on the good practice of the EYFS, the children will be set daily learning challenges which will close gaps, consolidate and extend their learning. These independent activities give children the opportunity to practise and apply learnt new skills or knowledge learnt and can link to learning taking place during the week or the previous weeks. They may also take the form of pre-teaching activities to prepare children for the learning to come.
- Where activities are introduced (or used in whole class sessions), these should be available for children to use during child-initiated learning opportunities to extend their own learning. These will include the daily 'learning challenges' and children will be actively encouraged to complete them across the session. As the term develops and when it is appropriate for the individual child, there will be an expectation that some of the challenges must be completed. The expectation to complete 'Star Challenges' will be introduced when they join Year 1- they should be accustomed to this as they would have done this in Reception too.
- Whole class teaching sessions will be short, active and use effective questioning to differentiate learning so all children should be able to access it. Learning should be 'chunked' where necessary so that children remain focused and attentive. However, learning should always be interactive and provide opportunities for talk and interaction.

Teaching and Learning

Staff will plan the learning environment so that it clearly and explicitly links to both current and previous learning. Challenges will have a clear learning focus which should be understood by the children. These will be set up across the environment and be available alongside the directed teaching and learning opportunities.

- Children will be taught **daily phonics in class groups**. Phonics sessions will follow the Hillcross Phonics progression of skills grid, based on Phonics International. Opportunities to consolidate and use skills developed within the phonics sessions will be provided across the day. Assessments will be completed half-termly to track the progress of children, as well as to identify the gaps in learning so that all children can make at least good progress. For children with significant gaps in their phonics learning, 1:1 phonics precision teaching will take place. Each day a new phoneme will be taught (personalised to the 'unit' they are working within). Their individualised folder will be sent home daily, so they can recap this learning again with a family member.
- **Whole class** and 1:1 reading sessions with each child start in September each year. Children will be introduced to a range of reading skills (such as predicting, summarising, language spotters etc) which Years 1-6 also focus on. During daily whole class sessions, a range of texts and genres are shared and children are taught how to decode texts and answer questions. They also focus on their phonics within these sessions and look at a range of authors, stories and texts (fiction and non-fiction) which are linked to their ½ termly topics. They will progress through the reading bands as their decoding (phonics skills) and comprehension skills develop and these will be tracked on a Book Band Class Reading Tracker Grid. It is important that children not only decode texts, but are also able to retrieve, deduce and infer meaning, define words,



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compare and contrast amongst a range of other skills. Children should also be benchmarked to support assessment. During this time, they will progress from 'learning to read' to 'reading to learn' within the year and develop their phonics in line with the Phonics International progression document. Each week they will take home one colour banded book and a Phonics International reading card/book (which matches the phonics ability and should be fully decodable- in line with the phonics unit they are working in). These opportunities, in addition to daily reading opportunities provided within the environment, independent challenges and adult directed teaching sessions will enable children to make good progress during the year.

- Children's writing will be developed through adult directed and child-initiated writing opportunities, planned using the National Curriculum alongside EYFS Development Matters/Birth to Five guidance, to ensure children develop into confident and resilient writers. Across each half term, children will focus on different writing genres to ensure they develop pupils' competence in transcription (spelling and handwriting), grammar and composition (articulating ideas and structuring them in speech and writing). As writers, they will also use a range of lenses - the Fantastic Writing approach- as these visual cues will help children to know what to include in their writing. The [Year One English Curriculum Overview](#) details the genres, key texts and focus for each of the half terms.
- Children will be taught **maths** skills daily through the Teaching for Mastery approach, which will be whole class sessions, chunked into short listening sessions, moving into active learning and consolidation of facts in independent activities. Planning will follow the GLF progression of skills. In addition to the daily Maths teaching session, a 10-minute focused **Mastering Number** session, which focuses on developing fluency will be completed. This approach will ensure children are secure in their application of key mathematical knowledge and concepts.
- High expectations of presentation, and lots of opportunities to practise handwriting using cursive script will be provided. Where children find the physical process of writing challenging, additional support will be given to develop both the child's gross motor and fine motor skills.

Collecting Evidence of Learning

Evidence of learning will be used to build a picture of an individual child's progress over time. This will include independent challenges, as well as adult directed learning activities which may take place in small groups, whole class or 1:1 sessions. Evidence will be collected in the following formats, in line with our marking and feedback expectations and will consist of:

- **Written evidence in their books, on paper or in different formats.** This will be collated in a range of books to showcase their progress. Each child will have individual writing, maths and topic books (such as science, humanities, PSHE, R.E etc).
- **Videos and photos**, which will show active learning across all subject areas. These will be collected to evidence knowledge or skills and will be saved onto Google Drive or pasted in their books.
- **Whole class assessment sheets**, which will assess the skills and knowledge taught in specific lessons. These will be recorded using our triangle assessment codes, ticks or pink and green highlighting to reflect whether a child has met the objective or not. These will be stored in the class assessment file.

Assessments

Continuing with the EYFS approach to assessment, staff within Year 1 will assess the children during their play and learning in the continuous provision, as well as within adult led learning activities. This information will then be used to plan and adapt the environment and the continuous provision to develop the children's understanding, skills and knowledge of the curriculum and the wider world, in line with the whole school [Assessment Policy](#). Feedback will be given in line with the schools [Feedback and Marking policy](#).

- **Observations** will be made of children's learning during learning challenges and directed tasks and teachers will use this information to inform future planning.



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- Evidence, as identified above will be used to support on-going assessment. This will include independently completed 'challenges'.
- In the spring and summer term the Year 1 children will be introduced to the Testbase non-statutory test papers in reading, maths, grammar, punctuation and spelling. This will be completed informally within their usual classroom setting and as part of their regular learning sessions. The scores are scaled which advises whether children are working below, towards, at or above age-related expectations. This is only used as another form of assessment, and not as the outcome for end of year judgements.

What will a typical day look like?

Transition from a play based continuous approach to learning will be reduced across the year, dependent on the cohort and in line with the progress and attainment of the cohort.

In the first three weeks of the autumn 1 term, children will have much shorter carpet sessions and there will be more access to the outside area for children to complete their learning challenges.

Autumn Term 1

AM

- Establish positive learning ethos with a focus on PSHE and developing agreed rules and routines.
- Learning environment reflects that of the Early Years Foundation Stage- there will be a variety of learning opportunities and learning challenges set up to develop all areas of learning.
- Four whole class carpet sessions each morning: English, phonics (through our systematic approach and in line with the Phonics Progression document), reading and Mastering Number sessions alongside continuous provision and independent learning challenges will be planned and set up to reflect the taught skills that day and previous days to reinforce past learning.
- Access to the outdoors during designated times - dependent on adult support
- Address the gaps identified from EYFS performance information. Early morning work will be provided to target children from 8.35-9:00 am daily.
- All children will complete a 1:1 reading session with a member of staff across the week focusing on decoding and fluency skills (this will continue throughout the year).
- Daily Mastering Number 5-10 min sessions will be completed each day, in addition to the daily Maths lesson.

PM

- 2 whole class sessions in the afternoon: maths and a topic related lesson. Initially this will be a short carpet session with a cross curricular skill and then independent learning activities set up across the environment; child initiated, adult directed learning and challenges.
- Additional challenges will be provided to link to the topic related carpet session.
- Access to outside play will be available. Challenges and learning opportunities must be completed across PM session
- Intervention groups that include developing physical skills, communication and language skills and PSED skills will be completed across the week.
- Whole class story session, linked to the 'Hillcross 10 min reading pledge'.

Daily

- Year 1 children will join in with 'Wake up Shake Up' sessions to develop physical development skills. These will be at 9am and 12.30pm

Autumn 2

In addition to the above, children will also complete a whole class reading session developing their reading skills in line with the rest of the school. These include visualising, comparing, defining, retrieving, summarising, inferring etc.

Transition from Reception to Year One Timetable



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The process of transitioning into Year One needs to be built up over time so that the children feel confident and reassured about the changes ahead. Staff will liaise with individual families as and when appropriate, dependent on the needs of individual children. The transition timetable begins in the beginning of the second half of the summer term. The timetable below is an example of when the events that will take place and the dates/ weeks may differ year on year.

Transition begins in Summer Two		
Staff	Parents	Children
Week 1 and 2 <ul style="list-style-type: none"> ELG data moderation, pre submission of end of Reception data (Beg June) 		EYFS staff continue to observe, focusing on their friendships, learning partners and learning style preferences.
Week 2 <ul style="list-style-type: none"> Finalise End of Year Data Meet with Year 1 staff to agree data for ELG & Exceeding children 	Transition communication - Summer 2- information and dates on Transition to Year One meeting, class mix and end of EYFS graduation.	EYFS staff continue to observe, focusing on their friendships, learning partners and learning style preferences.
Week 3 <ul style="list-style-type: none"> Finalise End of Year Data 		Reception staff to ask children about their friends and who they learn best with. Children discuss with adults and choose 3 children who they like to play with, like to learn with and enjoy being with.
Week 4 EYFS team to finalise classes for Year One. Taking into account children's view, staff knowledge, recent observations along with equality of class dynamics.	EYFS - Family trip Parents and carers are invited to join for the final trip of their child's EYFS experience	Reception staff to complete- P4C carpet session on moving to Year One. Gather thoughts and perceptions of the children. Share some photos of Year One learning.
Week 5 Read stories linked to changes across the week.		<u>Week 1 of the child's transitions timetable</u> - Year One teachers to casually visit the Reception unit to observe children. (Mon & Tues) Meet the Yr One adults in the Reception unit informally. All children to meet all new staff.
Week 6 EYFS and Y1 team to meet and		Y1 teachers lead learning sessions



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<p>discuss the children- ELGs, needs of individuals, likes and dislikes, learning styles and development of Characteristics of Effective Learning to be addressed.</p> <p>P4C session on 'changes' completed.</p> <p>Share and listen to children's thoughts and ideas on change.</p>		<p>and story time in Reception <u>1 x this week</u>, with EYFS staff members present.</p> <p>PM - Open the 2 playgrounds for Rec to Yr 1 to mix (Nursery to stay in Nursery Playground).</p>
<p>Week 7 -</p>	<p>EYFS Graduation evening- Children receive their Learning Journey and their end of Reception report is sent home.</p>	<p>Transition morning - Children visit their new classrooms and outside area to interact with resources and play/work and/ or story.</p> <p>Share their thoughts with EYFS staff the following day- WWW/EBI</p>
<p>Final week (Possibly week 7)- children complete a full morning in their new class with their new adults.</p>	<p>Family picnic after school. All teachers attend to speak to parents and children.</p>	<p>Children visit their new class for the morning. complete a learning session and play.</p>

In addition to the above provision for all children and families, we may also need to provide additional visits, adaptations to the timetable or specific resources to support children, such as creating social stories for those children who would benefit. These adaptations will be discussed with the relevant staff members and the parents.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. We are committed to treating all members of the school community fairly and challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any member of the school community and it helps to promote equality and accessibility at our school. The curriculum is planned to be inclusive and meet the needs and interests of a full range of learners. Activities and resources will be differentiated and adult support used to ensure that children access the curriculum and make the best possible progress.

Safeguarding Commitment

The school is committed to safeguarding and promoting the welfare of children, in line with Keeping Children Safe in Education 2019, and expects all staff and volunteers to share this commitment. We take seriously our duty of care to our pupils and staff which includes safeguarding them from the risk of being drawn into terrorism - this includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. We work closely with social care, the police, health services and other services to promote the welfare of children and protect them from harm. Radicalisation is recognised as a specific safeguarding issue and is addressed in line with the Government Prevent Strategy and The Counter-Terrorism and Security Act 2015.



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Privacy Policy

Hillcross School is committed to ensuring protection of all personal information that we hold. We recognise our obligations under the GDPR and Data Protection act 2018. Our practice is documented in our Data Protection Policy.

Monitoring and Evaluation

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Approved by Staff/Parents/Pupils/Governors:

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