



Hillcross Primary School

# Hillcross Primary School

## Transition from Early Years to Year 1 Expectations

### Mission, Vision and Culture

At Hillcross we enable our children to think differently, aim high and achieve.

Through our school culture of high aspiration, embracing challenge, collaboration, shared responsibility and respect for each other, we aim for Hillcross to be the number one school of choice for the local community. Our outstanding practice in all we do alongside our dynamic and ambitious curriculum provides all our children with rich opportunities and experiences for high quality learning and wider personal development.

### Aims

Transition describes the movement that takes place from one year to the next as children move into a new year group.

“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*

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 formal approach. Foundation Stage unit to the individual classrooms of year one. 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.

This policy also ensures that parents are fully informed about the transition process and how children will be supported through this so that they see transition as a process rather than an event as this can be challenging or stressful.

Timescales for transition are variable to meet the individual needs of child or cohort, but 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.

### 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 formal approach. Continuous provision 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



## Hillcross Primary School

permitting. A 'language-rich' environment is key to developing and embedding early learning skills to ensure all children make progress. The environment should promote 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 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 available across all independent learning opportunities. These should take place both inside and outside and should be designed to reflect the skills taught and/or gaps in children's learning.
- 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.
- 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 changing and unchanging for PE and using the toilet

### Planning and Organisation

- 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 the year. This will include the continuation of any extra provision, interventions or small group focused work.
- 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 play alongside children and model the use of resources, activities, problem solving and language so that they can access the learning environment independently.
- 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. Some groups of children will be directed to complete them.



## Hillcross Primary School

- **Observations** will be made of children's learning during learning challenges and directed tasks and teachers will use this information to inform future planning. In the first half term, adults will also plan times for observations of the children during their child-initiated play. Evidence from completed 'challenges' will also be used to support ongoing assessment.
- 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 termly to track the progress of children as well as gaps in learning so that all children can make at least good progress.
- **Group guided reading sessions** will continue in Year 1 (the transition to whole class guided reading will take place in Summer or will start in Year 2). Children will be grouped by reading ability based on both decoding and understanding of text and the Phonics International Unit they are working within. They will complete one formal guided reading session per week, in addition to daily reading opportunities provided within the environment, independent challenges and adult directed learning sessions.
- Children's writing will be developed through adult directed and child initiated writing opportunities, planned using the Merton Progression document, alongside EYFS development matters and the National curriculum 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) and composition (articulating ideas and structuring them in speech and writing). Once the children fully understand sentence structures, lessons will begin to be structured using the Fantastic Writing approach used across the school (Summer Y1 or Autumn Year 2).
- Children will be taught **daily Number Sense** sessions to ensure they are secure in their application of key mathematical knowledge and concepts.
- Whole class teaching sessions will be short, active and use effective questioning to differentiate. 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

- 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 skills or knowledge and are linked to learning taking place during the week or the previous week. They may also take the form of pre-teaching activities to prepare children for the learning to come.
- Learning challenges must have a clear learning focus which should be understood by the children. They can be completed independently or interdependently and adults can write observations about them, photograph them or keep examples of evidence in the back of children's books. Adults, through a range of assessment opportunities, will identify pupils' misconceptions and, where there are gaps in their learning, they will use this knowledge to adapt plans and re-teach sessions/skills where necessary. This on-going assessment will then provide guidance on which children or groups need to be targeted the following day or during the week and will inform which learning challenges can be set up the following day based on what has been taught or misconceptions
- High expectations of presentation and lots of opportunities to practice handwriting using cursive script will be provided. Where children find the physical process of writing challenging then additional support will be given to develop and strengthen both gross motor and fine motor skills.



# Hillcross Primary School

## What will a typical day look like?

| Autumn Term 1   | Autumn 2   |
|---|--|
| <p><b>First Three Weeks (approx.)</b></p> <ul style="list-style-type: none"> <li>● Establish positive learning ethos with a focus on PSHE and developing agreed rules and routines.</li> <li>● Learning environment reflects that of the Early Years Foundation Stage. (Variety of learning opportunities and learning challenges set up to develop all areas of learning).</li> <li>● One whole class carpet session each morning, alternating English and Maths, building up to two sessions per morning.</li> <li>● Access to outdoors all day except during teaching inputs or other planned activities such as assembly. No outside 'playtime' required.</li> <li>● Address the gaps identified from EYFS performance information. Early morning work will be provided to target children from 8.35-9am daily.</li> <li>● 20 minutes Phonics session, teaching phonics through a systematic and synthetic approach</li> <li>● Guided reading- children will complete one formal session per week. Focusing on applying phonics skills and developing early reading skills such as their understanding of inference and deduction.</li> </ul> <p><b>PM</b></p> <ul style="list-style-type: none"> <li>● Whole class subject focus after lunch. Initially this will be a short carpet session with a cross curricular skill and then independent learning activities set up across the environment; child initiate, adult directed learning and challenges.</li> <li>● Access to outside play will be available all day. Challenges and learning opportunities must be completed across PM session</li> <li>● Intervention groups, that include developing physical skills, communication and language skills and PSED skills will be completed across the week.</li> <li>● Whole class story session, linked to the 'Hillcross 10 min reading pledge'.</li> </ul> | <p><b>As Autumn 1 with the addition of;</b></p> <p><b>AM</b></p> <ul style="list-style-type: none"> <li>● Address the gaps identified from ongoing assessment and target in Early morning work will be provided to target children from 8.35-9am daily.</li> <li>● Morning session to be based around teaching of maths and English. Both completed in am session, with break time set. Outdoor learning to be included where possible. (Weather permitting)</li> <li>● Playtime set between maths and English sessions</li> <li>● 20 minutes Phonics session, teaching phonics through a systematic and synthetic approach</li> <li>● Guided reading- children will complete one formal session per week. Focusing on applying phonics skills and developing early reading skills such as their understanding of inference and deduction.</li> </ul> <p><b>PM</b></p> <ul style="list-style-type: none"> <li>● Afternoon outdoor break time or outdoor learning opportunities across pm sessions, weather permitting.</li> <li>● whole class subject focus after lunch. Carpet session with a cross curricular skill and then focused independent learning activities for all too complete.</li> <li>● Access to outside play and learning will continue, weather permitting.</li> <li>● Intervention groups, that include developing physical skills, communication and language skills and PSED skills will be completed across the week.</li> <li>● Whole class story session, linked to the 'Hillcross 10 min reading pledge'.</li> </ul> |



## Hillcross Primary School

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| <p><b>Daily</b></p> <ul style="list-style-type: none"> <li>Year 1 children will join in with 'Wake up Shake Up' to develop physical development skills. These will be 9am and 12.30pm</li> </ul> | <p><b>Daily</b></p> <ul style="list-style-type: none"> <li>Intervention and small group boosters to continue across the day to ensure individuals and groups are targeted according to their specific needs.</li> <li>Year 1 children will join in with 'Wake up Shake Up' to develop physical development skills. These will be 9am and 12.30pm</li> </ul> |
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See also Appendices for sample timetables.

### Transition timetable

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 as follows:

| Staff   | Parents   | Children   |
|---|---|--|
| ELG data moderation, pre submission of end of Reception data (Beg June)<br>EYFS staff continue to observe, focusing on their friendships, learning partners and learning style preferences.                                   | Reception Newsletter - Summer 2- information and dates on Transition to Year One meeting, class mix and end of EYFS graduation.                   | Children are asked 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. |
| Mid June- EYFS team to finalise classes for Year One. Taking into account children's view, Staff knowledge, recent observations along with equality of class dynamics.  |   | P4C session on 'changes' completed.<br>Share and listen to children's thoughts and ideas on change.  |
| Mid-June- EYFS and Yr. 1 team to meet and discuss the children- ELGs, needs of individuals, likes and dislikes, learning styles and development of Characteristics of Effective Learning.                                     | EYFS - Family trip<br>Parents and carers were invited to join for the final trip of their child's EYFS experience.                                | Stories linked to changes read across the week.<br>P4c carpet session on moving to Year One. Gather thoughts, perceptions of the children. Share some photos of Year One learning.           |
| End of June- plan and lead Information meeting for parents<br><br>End of June- Week 1 of the child's transitions timetable - Yr one teachers to visit the Reception unit 2 x a week to observe children and interact in play. | End of June- Transition to Year One Meeting in school (parents only)<br>Parents meet the new teacher/ adults and are able to visit the classroom. | Children are informed of their new class group- carpet sessions in the afternoon are completed in these groups.<br><br>Meet their yr. One adults in Reception.                               |
| July- week 2 of the child's   | EYFS Graduation evening- Children   |  |



## Hillcross Primary School

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| transitions timetable- Year one teachers lead learning sessions and story time in Reception 2 x a week, with EYFS staff members present.  | receive their Learning Journey and end of Reception report sent home.                   | Year One adults to read story 2 x across the week.   |
| July- Week 3 of the child's transition timetable- Yr One teachers to plan and lead p4c/story sessions in Year 1, children to visit their class, x 2. With EYFS staff members present. | July- Family picnic after school. All teachers attend to speak to parents and children. | Children visit their new classrooms and outside area to complete P4C and/ or story.<br>Share their thoughts with EYFS staff the following day- WWW/EBI |
| July - final week- children complete a full morning in their new class with their new adults.   | Finally EExAT learning Journey published for families.                                  | Children visit their new class for the morning. complete a learning session and play.  |

The above timetable is an example of when the events that will take place and the dates/ weeks may differ year on year.

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 the most recent version of Keeping Children Safe in Education, 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.

### **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.



# Hillcross Primary School

## **Monitoring and Evaluation**

Written: Sep 16

Reviewed: June 17, April 19, April 21

Approved by Staff/Parents/Pupils/Governors:

**Date of next review:** April 23