



Transition from the EYFS into Year 1

A Best Practice Guide

Valuing parents

When transitions are good...

- The parent* is valued as the first educator of their child
- Schools ensure that parents understand any new routines and expectations
- Parents are made welcome and informed about teaching and learning in Year 1
- Communication between staff and parents is effective

Transitions can be more effective if you...

Create opportunities for parents to be involved in the move to Year 1.

Consider:

- Inviting parents to stay on a particular morning to work with their child
- Having a flexible start to the morning routine to allow children to settle
- Providing opportunities for parents to meet their child's new teacher
- Making a worry box to address any concerns (parents or children)
- Planning an Open Evening to explain the ethos, pedagogy and routines in Year 1
- Having a range of ways that parents can communicate with the teacher



*By 'parent' we mean anyone legally responsible for the care of a child.

An enabling environment

When transitions are good...

Adults provide a stimulating environment that is accessible to **all** children, accommodates their needs and interests and mirrors some aspects of the EYFS.

Transitions can be more effective if you...

- Enable the children to feel that they have some ownership of the classroom space e.g. contribute to displays and help to establish routines
- Consider the amount of time children spend sitting still and listening to the teacher
- Make sure there are regular opportunities for active, play-based learning, including using the outdoor space
- Build in opportunities for children to explore, investigate and encounter challenge in their learning
- Consider building on the learning stories from the EYFS at the start of the year
- Consider how the environment meets the learning needs of the children e.g. are there too many tables and chairs?

Planning for Learning

When transitions are good...

Children develop an understanding of what they can do and what they need to do next in their learning and can talk about this with confidence.

The school's assessment and tracking systems support children as they move into Year 1 and demonstrate the progress children are making.

Transitions can be more effective if you...

- Plan for Year 1 teachers to visit children in Reception classes e.g. for storytelling
- Give children **multiple** opportunities to visit and become familiar with their new classroom
- Allow time for EYFS and Year 1 colleagues to meet and discuss the children's interests and learning styles so that engaging and motivating experiences can be planned from the start
- Refer to children's learning stories frequently to confirm starting points and next steps
- Develop purposeful opportunities for children to apply newly acquired reading, writing and mathematical skills across the curriculum



When more support is needed

When transitions are good...

There are clear procedures for sharing information securely about a child with additional needs.

There is a clear understanding that every child is unique.

Transitions can be more effective if you...

- Recognise that some children may need more visits to their new classroom to get to know their new surroundings and unfamiliar adults
- Plan to meet the needs of **all** children in terms of the enabling environment and staffing
- Hold a transition meeting, including parents, EYFS/Year 1 staff and other professionals to share information about the child and plan to ensure that their needs are met in Year 1. This should include the voice of the child.

The Role of the Whole School Team Including Senior Leaders

When transitions are good...

All members of the school team appreciate the significance of high-quality EYFS teaching and learning in raising achievement in Year 1 and beyond.

Year 1 teachers understand EYFS pedagogy and practice and build on this.

Transitions can be more effective if you...

- Facilitate visits for children between Reception and Year 1 classrooms informally as well formally
- Have clear communication with parents around transition
- Plan time for EYFS and Year 1 staff to discuss individual children and data
- Allocate enough resources for Year 1 children to experience structured play-based activities
- Allow time for teachers to plan and re-organise the environment if necessary, particularly to accommodate the needs of summer-born children
- Establish a whole-school policy on Transition

Early Years Settings and schools working within the Early Years Foundation Stage have a statutory duty to ensure continuity for children during periods of transition.

On-going smooth transitions support the personal, social and emotional development, learning and future success of every child.

Good Transition practice uses knowledge of the child's experiences within the family, values good relationships with parents and carers and offers support for continued learning at home.

Transitions are of the highest quality when they are organised around the needs of the child

This leaflet is part of a series designed to support and enhance transitions in all Early Years settings and schools.

For further information visit

www.norfolk.gov.uk/children-and-families

Advice and support can also be accessed by contacting the Early Years Achievement Team on 01603 222300 Option 3