

Supporting Transition from the Foundation Stage to Year 1

(Including a Self - Evaluation Tool)



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Transition - School/Setting Self-Evaluation

Suggested Model of Good Practice

'Schools should ensure that learning experiences in Year 1 build upon the practical approaches and structured play in Reception'
An evaluation by HMI - OfSTED 2004.

The aim of these guidelines and self-evaluation format is to ensure that every child has a positive experience when they move between FS2 (Reception) and Year 1 classes.

In the Excellence and Enjoyment document it is clearly stated that "Enjoyment is the birthright of every child" and this combined with excellent teaching gives children the life chances they deserve. A recent HMI research report has focused the need to plan and manage transition of children from FS2 to Year 1 to ensure that the learning experiences in Year 1 build up the practical approaches and structured play in FS2. "Instead of making Reception Classes more like Year 1, we should be making Year 1 classes more like Reception, particularly in the autumn term."

This guidance also takes into account a recent study carried out by NFER on the transition from Foundation Stage to Key Stage 1. Good practice builds upon a play-based approach to learning in Year 1, which is well planned, structured and firmly based on learning objectives.

There should be a whole-school approach to transition rather than moving the problem previously associated with one transition up a year group. Progression between other year groups should maintain a creative and motivational approach to the curriculum which value autonomy while increasing the level of challenge. Good practice between FS2 and Year 1 may model what could be implemented for children as they progress through the school.

It is hoped that practitioners will use this document as a practical resource. For many it will acknowledge and support existing good practice but also hopefully in some areas challenge and develop thinking further around the issues that young children face when they move between classes.

How to use the Guidelines and Self-Evaluation Tool

- 1) Use the guidelines to promote whole-school discussion, across age groups and key stages.
- 2) Include the self-evaluation process in whole school team meeting agendas.
- 3) Include the self-evaluation process in the school improvement plan/raising attainment plan.
- 4) Appoint a named member of the SLT who will lead the evaluation and feedback findings and impact on a regular basis.
- 5) **Do not complete all sections at once**, select key areas depending upon school focus and available resources.
- 6) Supplementary sections can be found on www.egfl.org.uk i.e. English, mathematics, creativity, ICT, SEN, EAL.
- 7) Not all sections detailed within the grids may be applicable due to constraints with the environment availability of adult support, resources etc.
- 8) Evaluate the schools current position and agree on the overall grading i.e.
 - N/A:** → Not applicable. The environment, resources, staffing make the evaluation inappropriate.
 - Developing:** → The school is beginning to make progress in specific areas but is at an early stage of development.
 - Demonstrating:** → There is evidence of good practice in place, which is regularly observed and evaluated.
 - Continuously improving:** → Good practice is evident. Through self-evaluation standards continually improve.
- 9) Develop action plans focusing on areas for improvement, timeline, success criteria and responsibility.
- 10) Ensure the timeline is manageable; short, medium and long term.
- 11) Give regular feedback to the whole school team on identified good practice and subsequent impact on learning and teaching.

Examples of Local Authorities with Evidence of Good Practice:

★ Kirklees

★ Wandsworth

★ Bristol

★ York

★ Lewisham

★ Devon

Practical LA and National Advice to Support Good Teaching in Year 1 and Above

Ealing LA SIPs and consultants fully support the contents of the guidance and have contributed to specific sections.

'There is a growing recognition that Foundation Stage approaches to learning and teaching are equally relevant to Key Stage 1 children.' (Margaret Edgington 2004)

What the DfES and Ealing LA Promote to Ensure Effective Transition:

- ✓ What you teach is statutory, how you teach it isn't.
- ✓ The QCA programmes of study are statutory; they outline what is to be taught but not how.
- ✓ 'Schools can ignore, adapt, or pick and choose' *Excellence and Enjoyment* DfES 2003
- ✓ The schemes of work give guidance on how the programmes of study may be taught but it is not statutory, teachers can teach however they wish as long as pupils are motivated in learning to their full potential.
- ✓ Time allocations for subjects are not statutory. Schools can create their own timetable for teaching subjects
- ✓ 'We want schools to feel freer to take control, and to use the freedom to take a fresh look at their curriculum, their timetable and the organisation of the school day and week and think actively how they would like to develop and enrich the experience they offer their children.' *Excellence and Enjoyment* DfES 2003

As stated in [Early Years Curriculum Group, Action Paper No. 3 2002](#), In order to build on high quality Foundation Stage experiences, Year 1 practitioners must continue to provide children with opportunities to:

- ✓ Spend less time sitting still
- ✓ Plan for first hand experiences, exploration of materials
- ✓ Promote physical control
- ✓ Follow through an idea with sufficient time
- ✓ Rehearse and develop ideas on a range of expressive 2-and 3-dimensional media
- ✓ Experience play-based activities e.g. sand, water, role-play, construction, outdoor
- ✓ Engage in imaginative play, music and dance
- ✓ Communicate through free-ranging talking with peers and adults
- ✓ Learn within an appropriate environment indoors and outdoors
- ✓ Promote observation-led assessment

Structured Play in Year 1

'Through play, children acquire understanding, skills and strategies that will be their underpinning of all their future education and life experiences. It develops imagination, curiosity, ways of communicating and social competence and all in contexts which children find absorbing and fun!' Oxford CC 2001

Whole School Policy

All practitioners need to understand the importance of play in year 1 and beyond and how it can be a crucial learning strategy in and out of the school classroom. Through play opportunities children are able to explore, test ideas, take risks and use their imagination.

Developing a Play Policy for Year 1

- ✓ Raise whole-school awareness on the importance of play within the planned curriculum through professional training, observing play in the Foundation Stage, using the knowledge and skills of Foundation Stage practitioners.
- ✓ All staff, children and parents become involved in the planning of play provision.
- ✓ Whole-school audit on the available space and resources to promote and facilitate good quality play, according to age and stage.
- ✓ Audit of play resources to ensure they reflect the differing needs, interests and cultural backgrounds of all children.
- ✓ Audit the equality of access to play.
- ✓ Provide training on effective adult engagement in supporting and extending children's play.
- ✓ Clarify the role of adults in supporting and extending play.
- ✓ Agree on how best to plan and assess play.
- ✓ SLT to regularly monitor and evaluate the quality of play.
- ✓ Parents are regularly informed of the importance of play and the ways in which it supports and enhances learning and teaching.

The 5 Outcomes and the Ealing EYDCP Quality Indicators

The Ealing EYDCP Quality Indicators match the expectations of the 5 Outcomes Framework and support very good practice in Year 1

Staying Safe

- ★ Children are made aware of personal safety.
- ★ Practitioners are deployed effectively and ratios maintained at all times.
- ★ The indoor and outdoor learning environment and equipment is safe, clean, secure, well maintained, organised and monitored on a regular basis.
- ★ Positive strategies are consistently used to manage children's behaviour.
- ★ Children, practitioners, parents/carers are aware of the provisions routines and procedures and know what is expected of them.

Enjoying and Achieving

- ★ The children are happy and settled.
- ★ All children are making very good progress in most areas.
- ★ All children are involved in a broad range of planned activities and spontaneous events.
- ★ Activities are adapted to meet the different learning ages, styles and interests of all children.
- ★ Safe and suitable natural and man-made toys and equipment are available both indoors and outdoors which challenge and stimulate all children.
- ★ The children are confident to make decisions, explore and investigate and relate well to others.
- ★ Practitioners demonstrate positive and effective engagement and interaction with all children.
- ★ Practitioners make regular observations and assess the children's development and use them to inform planning and target setting to meet individual needs.
- ★ Practitioners work in liaison with other agencies in order to meet the children's individual needs.
- ★ Parents/carers are offered frequent and varied opportunities to be informed and contribute to their child's care and development.
- ★ There are effective transition and transfer procedures.

Being Healthy

- ★ There are well planned daily opportunities for physical play both indoors and outdoors.
- ★ Children are protected from infection and are taken well care of after an accident or when ill.
- ★ All children are provided with nutritious balanced meals, snacks and liquids appropriate to their individual, cultural, religious and dietary needs.
- ★ The curriculum/framework ensures all children, parents/carers have a developing awareness of a healthy lifestyle and a healthy diet.

Making a Positive Contribution

- ★ All children are valued and included.
- ★ There are activities and resources which help the children to value diversity.
- ★ The provision reflects the identity of the local community and encourages meaningful community involvement and partnership.
- ★ The children behave well as they learn to consider others and what is expected of them.
- ★ Relevant, up to date information is made available to promote links with multi-agency services, children and their families.

Achieve Economic Well-being

- ★ There is evidence that the provision responds to broader family needs.
- ★ All children make good progress in developing the skills and personal qualities which will equip them for work and adult life.

✓ **The Ealing Quality Indicators can be used to evaluate standards in the Foundation Stage and Year 1**

Key Questions

For practitioners, key stage leaders, SLT and governors:

1. What do the children in your school see as the same in Year 1 and in FS2?

Action: Find out by carrying out a questionnaire with children and parents or include in circle time.

2. What do your children experience that is the same in Year 1 and FS2?

Action: Find out by carrying out a questionnaire with children and parents or include in circle time.

3. In what ways has leadership and management influenced a smooth transition from FS2 to Year 1?

Action: Carry out an audit of policy and procedures with phase leaders and practitioners.

Transition Arrangements



Transition Arrangements

'Continue to be interested, excited and motivated to learn' *Curriculum Guidance DfES 2000*

Good Practice	N/A	Developing	Demonstrating	Continuously Improving	Action
Induction from FS2 to Year 1 is included in the school calendar.					
SLT, FS2 and Year 1 practitioners meet in the summer term to discuss how to promote good transition.					
Opportunities are provided for Year 1 practitioners to observe children in FS2 and how they use the environment.					
Year 1 practitioners decide on what aspects of the learning environment to continue e.g. carpet space, sand, construction, role-play, outdoor area etc.					
Opportunities are provided for children to visit their year 1 class in the Summer term.					
Children are given regular opportunities in the Summer term to talk about how they feel about moving to Year 1.					
The Year 1 practitioners visit the FS2 class on a number of occasions during the year.					
Year 1 children are invited to talk to FS2 children about how they felt when moving classes (supported and rehearsed).					
Year 1 children join FS2 children for paired reading activities, topic work etc.					
Thematic links between FS2 and Year 1 are made in the summer term to ensure children begin with familiar starting points.					
Time is given for the children to learn new procedures, new activities etc.					
Similar routines, organisation, golden rules etc. are practised in both year groups and through the school.					
Practitioners in FS2 and Year 1 have similar expectations and activities.					
Planning systems ensure a smooth transition from the ELGs to the National Curriculum.					

Good Practice	N/A	Developing	Demonstrating	Continuously Improving	Action
Previous skills, knowledge and understanding are built upon.					
Younger, less mature, SEN and EAL children are provided with additional support during transition into Year 1. (see SEN supplement)					
Careful consideration is given to the physical space to ensure continuity of experiences between FS2 and Year 1.					
The Year 1 class and school display familiar photos, art work, writing related to FS2 experiences e.g. 'About Me' books.					
Children are involved in making labels and captions for display in their new classroom.					
FS2 and Year 1 occasionally share resources to establish some familiarity.					
Receiving teachers are aware of the levels of independence of the FS2 children.					
Parents/carers are provided with information before transfer.					
Parents/carers are given information about how to prepare their child for transfer.					
Professional judgements of previous colleagues are valued and respected.					
In the summer term FS2 and Year 1 practitioners arrange hand over meetings to discuss individual pupils' needs, current ability groupings, friendship groups, SEN, EAL etc. and Foundation Stage Profile assessments etc.					
In the Summer term FS2 and Year 1 practitioners arrange hand over meetings to discuss current standards as evidenced in the entry/exit profile and individual Foundation Stage Profiles.					
The FS2 teaching assistant moves with the children to support them in the Autumn term					
FS Profiles and other records are used to inform medium- and short-term planning in Year 1.					
Transition and transfer is exciting and engaging for <u>all</u> children.					

Assessment & Record-Keeping



Assessment & Record-Keeping

'The assessment process must include the children, enhance the children's learning and the teachers' teaching.' Vicky Hutchin

Good Practice	N/A	Developing	Demonstrating	Continuously Improving	Action
An agreement is made on the information that will be useful on transfer from FS2 to Year 1.					
There is a balance of what practitioners need to send and what they need to know. (essentials)					
Transfer information is concise and accessible.					
Year 1 practitioners understand the information that has been transferred.					
Information can be easily translated into NC terms.					
Year 1 practitioners know and understand what the Foundation Stage Profile contains and any additional information.					
FS2 and Year 1 practitioners have dedicated time to discuss each child's profile before they transfer to Year 1.					
Information is used to: <ul style="list-style-type: none"> • Agree starting points for each child. • Identify children who have additional learning needs. • Identify children who need a 'modified curriculum' e.g. practical/active (summer born, boys, SEN) 					
Characteristics of the cohort are discussed using the 'entry/exit' profile.					
Assessments are observation-led.					
Observations are made of children involved in planned and child-initiated play activities.					
Assessments and observations are systematic and centre on each child's achievements, interests and learning styles.					
Assessments are used to identify learning priorities and plan relevant and motivating learning experiences.					

Good Practice	N/A	Developing	Demonstrating	Continuously Improving	Action
Observations are matched to the expectations of the Key Stage 1 curriculum.					
Observations are made across the curriculum in a range of ways e.g. photographs, samples of work, direct quotations for children.					
Assessment for learning is promoted as a key strategy to promote progress in children's learning.					
A parent/carer conference is arranged early in the Autumn term to review the child's progress at school and at home.					

Notes

Environment & Resources



Environment & Resources

'Learning experiences provide sufficient opportunity for exploration.' *Primary Framework DfES 2006*

(Indoors and outdoors)

Good Practice	N/A	Developing	Demonstrating	Continuously Improving	Action
The FS2 and Year 1 learning environments are similar.					
The <u>Year 1</u> environment promotes autonomy and independence.					
The children can move about easily in the classroom.					
There is not an over-emphasis on sitting up to a table, working in a small space or not using the floor.					
The environment is well lit, attractive, inviting and child centred.					
There is a wide range of interactive displays which celebrate the achievements of all children.					
There are opportunities for promoting child-initiated activities alongside the more structured activities; e.g. self-service, which are easily accessible.					
The environment provides opportunities for: <ul style="list-style-type: none"> • personal, social and emotional development • interaction and communication • mathematical understanding • scientific understanding • creative challenge • imaginative challenge • physical challenge 					

Good Practice	N/A	Developing	Demonstrating	Continuously Improving	Action
<p>There are clearly defined areas of learning which are well labelled, resourced and easily accessible, e.g.</p> <ul style="list-style-type: none"> • Role-play • Writing area • Reading area • Mathematics area • Creative workshop • Science/investigative area • Quiet area <p><i>(The number of areas will be dependent on the space available.)</i></p>					
<p>Consider:</p> <ul style="list-style-type: none"> • Does every child need a chair? • Does the teacher need a desk? • How do individual children learn best? • Can a sand tray or role-play area replace a table? • Is the carpet area used as a learning space? 					
<p>The outdoor area is valued.</p>					
<p>Versatile materials are provided outdoors, e.g. tyres, logs, planks, cones, crates.</p>					
<p>Natural materials are provided indoors and outdoors, e.g. sand, water, soil, leaves.</p>					

Planning



Planning

'Well-planned play, both indoors and outdoors is a key way which young children learn with enjoyment and challenge. Children do not make a distinction between 'play' and 'work' and neither should practitioners' *Curriculum Guidance QCA 2000*

Good Practice	N/A	Developing	Demonstrating	Continuously Improving	Action
During the first weeks of Year 1, reference is made to the Early Years Foundation Stage curriculum particularly for those children who have been assessed as still needing to work within the ELG's, e.g. summer born, SEN.					
Planning is focused upon the National Curriculum for Year 1.					
The timetable includes opportunities for child-initiated learning and time to extend their activities.					
Medium- term plans refer to the programmes of study, theme for the half term or term and cross-curricular links particularly in literacy and numeracy.					
Short term plans refer to the weekly differentiated learning objectives, cross-curricular links, adult initiated activities, learning areas and adult deployment,					
Children are involved in the development of the medium- and short-term planning.					
Planned play experiences are included in the weekly and daily plans.					
Themes chosen are really interesting, motivating and based upon first-hand experiences.					
Cross-curricular links are well-planned, meaningful and support different aspects of children's learning from one subject to another.					
Literacy and numeracy are taught in a suitable way for young children, e.g. structured play activities, investigation, practical hands on activities, VAK.					
There is not an over- emphasis on the children recording their work in writing.					
The amount of time the Year 1 children have to sit still and listen to the teacher is restricted.					

Good Practice	N/A	Developing	Demonstrating	Continuously Improving	Action
Planning is flexible and influenced by on-going assessments.					
Planning is spontaneous, taking account of events.					
Plans include speaking & listening, drama, role-play etc.					
Planned activities promote the use of all senses and movement.					
Planning is manageable, and useful.					

Notes

Play



Play

'Through play, children acquire understanding, skills and strategies that will be their underpinning of all their future education and life experiences. It develops imagination, curiosity, ways of communicating and social competence and all in contexts which children find absorbing and fun!' Oxford EY2001

Good Practice	N/A	Developing	Demonstrating	Continuously Improving	Action
Time is given to structured play activities within the planned curriculum.					
Planning for structured play is rigorous and systematic e.g. <ul style="list-style-type: none"> • space • purposeful and meaningful experiences • stimuli • selection of equipment & resources 					
Space is planned to maximise learning through play.					
Resources are planned to support play across the curriculum, theme, topic, experience.					
Learning objectives for play are planned (understanding, skills, knowledge, attitudes)					
Adult deployment is planned to support and extend the learning through play.					
Adult intervention and interaction is appropriate and sensitive.					
Planning for structured play is included in literacy, numeracy and foundation subjects.					
Short-term daily play activities have clear learning objectives, and activities and experiences are identified to ensure individual and groups of children's needs are met.					
The play activities are cross curricular.					
There is planned time for children to remain at play without interruption.					
Planning is flexible to take account of spontaneous events.					

Organisation & Management of Learning & Teaching



Organisation & Management of Learning & Teaching

'Children are engaged by learning that develops and stretches them and excites their imagination.' *Excellence & Enjoyment* DFES

Good Practice	N/A	Developing	Demonstrating	Continuously Improving	Action
The learning environment promotes autonomy and independence.					
Organisation of the teaching and learning is varied across the day and/or week e.g. whole class, small group, individual.					
Whole-class teaching is planned to promote specific learning objectives.					
Group adult focussed activities are planned to further support and develop specific learning objectives.					
There is a range of adult-initiated activities of which the children can choose the order of completion.					
Children choose between two or more adult-initiated activities.					
There are opportunities for child-initiated activities which are open-ended and the children choose where to work and which resources to use.					
Adult-focused, adult-initiated and child-initiated activities take place indoors and outdoors.					

Notes

Role of the Senior Leadership Team



Role of the Senior Leadership Team

'Schools staff should view transition as a process rather than an event' NfER 2005

Good Practice	N/A	Developing	Demonstrating	Continuously Improving	Action
All the SLT acknowledge the importance of the Foundation Stage in its own right.					
All SLT appreciate the significance of high quality FS2 learning in raising achievement in Year 1.					
The Foundation Stage is regularly included on the agenda for SLT and selected team meetings.					
Foundation Stage INSET is provided for all practitioners.					
Foundation Stage training is offered to all key stage and subject leaders to support effective monitoring of standards across phases.					
SLT expect that Year 1 practitioners build on the approach in FS2.					
SLT advocate that Year 1 children learn through access to a stimulating, well resourced indoor and outdoor learning environment.					
SLT allocate resources to enable children in Year 1 to experience structured play-based activities e.g. sand, water, role-play, outdoor construction etc.					
SLT advocate the place of structured, well-planned play in Year 1 as a vehicle for learning.					
A flexible cross curricular timetable is expected in FS and Year 1.					
Practitioners in FS2 and Year 1 are encouraged to adopt similar routines, expectations and activities.					
Visits are facilitated between FS and Year 1.					
There is a whole-school policy on FS and Year 1 learning, teaching, organisation and management					

Good Practice	N/A	Developing	Demonstrating	Continuously Improving	Action
Transition is regarded as a process and not an event.					
Information from the Foundation Stage Profile is used to inform the SEF and school improvement priorities.					
Phase and subject leaders have an involvement in the development of the FS and Year 1.					

Notes

The Role of the Foundation Stage & KS1 Phase Leaders



The Role of Foundation Stage & KS1 Phase Leaders

'Schools staff should view transition as a process rather than an event' NfER 2005

Good Practice	N/A	Developing	Demonstrating	Continuously Improving	Action
The FS and KS1 phase leaders have a close working relationship and ensure continuity and progression.					
Curriculum continuity is planned for and monitored from FS2 to Year 1.					
Practitioners in FS2 and Year 1 are encouraged to adopt similar routines, expectations and activities.					
Record-keeping systems transfer easily from FS2 to Year 1.					
Records demonstrate progress across all areas of learning from entry into KS1.					
Subject leaders are made aware of FS and Year 1 requirements, standards and expectations.					

Notes

The Role of Practitioners



The Role of Practitioners

‘Staff to adopt similar routines, expectations and activities in Reception and Year 1’ NfER 2005’

Good Practice	N/A	Developing	Demonstrating	Continuously Improving	Action
All practitioners understand effective pedagogy as it applies to young children.					
Practitioners in FS2 and Year 1 demonstrate similar routines, expectations and activities.					
Play is recognised as a powerful medium for learning in FS2 and Year 1.					
The needs of individual children are recognised.					
The planned curriculum is broad and balanced.					
Year 1 practitioners build upon the independence, autonomy, exploration and creativity promoted in FS2.					
Observations are used to ensure learning & teaching is relevant to the needs of all FS and Year 1 children.					
Parents are given information about learning & teaching in FS2 and Year 1.					
Parents continue to be consulted in Year 1.					

Notes

- **Acknowledgement**
- **Further Reading**
- **Useful Websites**
- **Notes Page**



Acknowledgements















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Further Reading

	The Early Years Foundation Stage	→	DfES 2007
	Curriculum Guidance for the Foundation Stage	→	DfES/QCA 2000
	Foundation Stage Profile Handbook	→	QCA 2003
	Continuing the Learning Journey	→	QCA 2005
	Revised Primary Framework	→	DfES 2006
	Creativity: find it, promote it	→	QCA 2004
	Excellence and Enjoyment	→	DfES 2004
	Foundation Stage Information Pack for Parents	→	DfES
	A Study of the Transition from the Foundation Stage to Key Stage 1	→	NfER/Sure Start 2005
	Transition from Reception to Year 1	→	HMI 2221
	EPPE Report	→	London Institute
	'Smooth Transitions' Ros Bayley/Sally Featherstone	→	Featherstone Education Ltd
	'Understanding Children's Play' Jenny Lindon	→	Nelson thornes
	'Continuity and Progression' Sally Featherstone	→	Featherstone Education Ltd

Useful Websites

	www.qca.org.uk		www.culture.gov.uk
	www.standards.dfes.gov.uk		www.ict.ealing.lgfl.net
	www.surestart.gov.uk		www.dfes@prolog.uk.com (publications)
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