

*'Transition should be seen as a process, not an event, and should be planned for and discussed with children and parents. Settings should communicate information which will secure continuity of experience for the child between settings.'*

**Practice Guidance for the Early Years Foundation Stage May 2008**

### The Unique Child

- Practitioners form warm, caring attachments with every child
- Practitioners get to know every child and ensure that their physical, emotional and educational needs are met
- Routines, resources and teaching methods are adapted to meet the diverse ways children develop and learn
- Children are consulted on what makes transition easier and more enjoyable

### Positive Relationships

- The Key Person visits every child in their feeder settings
- The Key Person communicates their knowledge of their key children with the family, practitioners and professionals involved
- The Key Person works with other professionals within and beyond the setting
- The setting communicates regularly with parents/carers and the wider community
- It is recognised that the parents/carers are their children's prime carers and first educators
- Communication with outside agencies informs and secures continuity of experience for the child

### Enabling Environments

- All settings provide space, routines and resources which children are familiar with and build on their previous experiences
- There is an element of predictability in well established routines
- Practitioners observe children in their previous room or setting to note children's individual needs and interests and areas in which they may need support
- Practitioners carry out ongoing observational assessment to inform planning for each child's continuing development through play-based activities
- Every child has daily opportunities to develop and learn outdoors
- There is a consistent approach to encouraging positive behaviour throughout all transitions, which is shared with staff, parents and children

### Learning and Development

- Every child is able to continue to enjoy learning
- There is coherence of teaching, learning and development across feeder/receiver settings
- Information about each child is communicated to the next room or setting ensuring continuity of experiences
- Summative assessments recorded in the EYFS profile are used effectively in supporting planning in Year 1
- Year 1 practitioners are familiar with the EYFS
- EYFS practitioners are familiar with KS1
- Year 1 practitioners continue to use the EYFS approaches to learning and teaching
- Consultations between Key Persons from feeder and receiver settings provide opportunities to exchange and build on information on the child's learning and development

# Leadership and Management

- Develop a whole-school Transitions and Progression policy in consultation with children, practitioners and parents/carers
- Invite parents to discuss the needs of their children and view their child's new environment

## A few tips...

- Create a cross phase working party, involving the Key Person, parents and outside agencies to focus on the learning, development and teaching within the context of transitions
- Arrange cross EYFS Profile moderation with feeder and receiver settings to ensure continuity and progression
- Home visits are a good way of forming positive relationships within the familiar environment of the child's home
- Keep regular contact with the local feeder/receiver setting and invite them to events within the setting e.g. social events, assemblies and open days
- Photographs of children happily engaged in their new environment can be sent home for parents to be reassured that their child has settled
- Familiar objects from home/setting brought in by the child can support their transition
- Use role-play to rehearse the unknown and provide opportunities to partially experience the new environment

## Further Information

We have provided shortcuts to these documents on the EYFS page of our Publications section at [www.childrenscentres.org.uk](http://www.childrenscentres.org.uk)

Supporting Transition from the Foundation Stage to Years 1, Ealing Early Years 2007  
[www.childrenscentres.org.uk/ey\\_transition\\_document.asp](http://www.childrenscentres.org.uk/ey_transition_document.asp)

Seamless transitions: Supporting continuity in young children's learning, National Strategy 2006  
[http://nationalstrategies.standards.dcsf.gov.uk/node/85135?uc=force\\_uj](http://nationalstrategies.standards.dcsf.gov.uk/node/85135?uc=force_uj)

The transition from foundation stage to key stage 1, Teaching Expertise  
[www.teachingexpertise.com/articles/the-transition-from-foundation-stage-to-key-stage-1-1202](http://www.teachingexpertise.com/articles/the-transition-from-foundation-stage-to-key-stage-1-1202)

Transitions in the early years foundation stage, Early Years Update 2007  
[www.teachingexpertise.com/articles/transitions-in-the-early-years-foundation-stage-eyfs-2863](http://www.teachingexpertise.com/articles/transitions-in-the-early-years-foundation-stage-eyfs-2863)

Good Practice Guidance: The Key Person, Ealing Early Years  
[www.childrenscentres.org.uk/EYFS\\_Good\\_Practice\\_Guidelines.asp](http://www.childrenscentres.org.uk/EYFS_Good_Practice_Guidelines.asp)

Online teaching community to swap ideas and ask for advice  
[www.tes.co.uk/forums](http://www.tes.co.uk/forums)

For further information visit [www.childrenscentres.org.uk](http://www.childrenscentres.org.uk)  
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