



**Zouch Academy**  
**Early Years Foundation Stage (EYFS)**  
**EYFS Transition (Continuity of Learning) Policy**  
**Reviewed October 2015**

**SIGNED .....**

**DATE .....**

**PRINCIPAL**

**SIGNED .....**

**DATE .....**

**CHAIR OF GOVERNORS**

**TO BE REVIEWED OCTOBER 2017**

At Zouch Academy we believe that the children entering each stage of their learning should be prepared. This policy has been developed to ensure continuity of learning and a smooth transition for each child.

**In the EYFS we acknowledge the following transitional stages as;**

- Home to Nursery
- Nursery to Reception
- Reception to Year 1.

We believe that best practice sees learning as a continuum and that our role is to smooth the way between the child's home experience, EYFS Curriculum and the National Curriculum. We aim to fit the curriculum to the child and not try to fit the child to the curriculum.

We believe the Foundation Stage provides the firm foundations upon which all subsequent learning is built. We aim to manage each child's transition in a thoughtful and planned way, taking account of their needs as a young learner.

We aim to ensure that all of our children and their families;

- Experience smooth transition periods between each stage.
- Receive the EYFS curriculum for the duration of their time in Nursery and Reception.
- Children with identified needs experience a curriculum suited to their needs.
- Continue to have appropriate opportunities for structured play in Year 1.
- Continue to experience teaching that reflects a variety of preferred learning styles.

### **What we do to meet these aims**

Nursery and Reception work closely together during the year allowing the children who attend our nursery to be familiar with the practitioners and will have had the opportunity to learn in the Reception unit. Reception practitioners visit children in their feeder nurseries to become familiar with them and their prior experiences.

### **Nursery Open Day**

During the Summer term nursery holds an open day to allow families to come and meet the practitioners in setting. They have the opportunity to ask questions and experience the sort of activities the children will take part in when they start the following September.

### **New Intake Parents Meetings**

During the Summer term both Nursery and Reception invite all the parents whose children are due to enter Nursery and Reception the following academic year to a welcome meeting. At these meetings the parents will meet the Foundation Stage Team, they find out about daily routines, what they can do to prepare their child (and themselves) and are given the opportunity to ask any questions. Reception parents are given details of the taster sessions.

### **Taster Sessions**

Reception children will be given the opportunity to have 4 taster sessions which will provide further opportunities for parents to ask question. Children are given activities to take home and which give parents ideas for home learning.

### **Home Visits**

All children new to ZouchAcademy will receive a home visit by two members of the EYFS team. These are aimed at enabling parents and children to meet members of the Nursery/Reception team in the place where they feel most at ease, while providing practitioners and families the opportunity to share information that will ease each child's start to school life.

### **Teacher Transition Meetings**

- Teachers will meet in the summer term to discuss the children they will be 'handing over'.
- Teachers will inform of the pupils' academic abilities, specific needs and any relevant family information or safeguarding issues, whilst bearing in mind confidentiality at all times.

### **TRANSITION from EYFS to NC**

#### **We would like our Year 1 staff to;**

- Observe the Reception teaching area at different times during the year to increase their own understanding of the curriculum the children are used to.
- Identify opportunities for structured play in Year 1 curriculum through the sharing of ideas and good practise with colleagues, both indoors and outdoors.
- Enjoy the freedom to provide a creative approach when delivering the National Curriculum so that children can continue to be actively involved in their learning.
- To fully consider the EYFS profile scores and how best to plan for individuals/groups of children.

### **Good Practice in Year 1**

We aim to plan and deliver lessons appropriately, in keeping with the school's wider teaching and learning policy. This should ensure that children are not sitting for too long periods and should also ensure that the learning activities are appropriately challenging and delivered effectively, taking into account a range of learning styles.

There are some guiding principles that are felt to be important, particularly when children first enter the year 1 classroom in September.

#### **These are;**

- The start of the day routine should mirror practise in the Reception classes.
- There should be an initial focus on children's personal, social and emotional development.

(Some children settle more quickly than others and staff need to be flexible and allow for this in planning.)

- During the introductions to sessions, we aim to ensure that children are not sitting on the carpet listening for longer than 10 minutes.
- The layout of the Year 1 classroom should include space and resources so that children can undertake continuous provision, e.g sand tray, role-play, activities.

### **MONITORING and REVIEW**

It is the responsibility of the EYFS staff to follow this policy. The Senior Leadership Team will carry out monitoring on the EYFS as part of the whole school monitoring system.

This policy will be reviewed before the start of each academic year and will evolve to incorporate the views of all staff concerned.