



Transition Policy from Early Years Foundation Stage (EYFS) to Year 1 at Blackmoor Park Infant School & Kindergarten

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We are a rights respecting school. All our policies and procedures are written and reviewed to ensure that children's rights, as detailed in the United Nations Convention on the Rights of the Child, are respected and promoted and this policy ensures:

Article 3: In all actions concerning children, the best interests of the child must be a primary consideration.

Article 12: Children have the right to express their views freely in all matters affecting them, and to have their views given due weight.

Article 28: Children have the right to education. Primary education should be free and compulsory. Discipline in schools must respect children's dignity.

Article 29: Education must develop every child's personality, talents and abilities to the full.

Article 31: Every child has the right to rest and leisure, to engage in play and recreational activities appropriate to the age of the child.

For more information on the convention and the rights of each child visit:
<http://www.unicef.org.uk/>

“Educational transitions are marked by “intense and accelerated developmental demands” the effects of which can be long term because a child’s introduction to, and early experience of, school can influence future attitudes to learning and subsequent educational achievement.”

(Jane Bulkeley and Dr Hilary Fabian, 2016)

Defining ‘Transition’

In this policy, ‘transition’ describes the movement that takes place from one year to the next, and in particular from one phase of education to the next within the school. This is different from ‘transfer’ which describes the movement from one school to the next. Transition from Reception to Year 1 presents a unique challenge as children move from the play-based approach of the Early Years Foundation Stage to the demands of KS1.

Aims and Rationale

This policy is a formal statement of our intent for EYFS to Year 1 transition. It is important to create a whole school approach, with children, staff, parents, governors and other stakeholders and agencies having a clear understanding of their roles and responsibilities. We want the children at our school to experience a smooth educational and emotional transition from one phase to the next.

Inclusion and Equal Opportunities

Our children and parents are actively involved in the transition process and their perceptions about transition to Year 1 are explored and valued. There are clear curriculum guidelines for children with SEND during transition as well as those still at the early stages of learning English.

Appropriate assistance will be provided in a variety of ways including;

- Using pupils’ ideas and motivations as a starting point for learning
- Adjusting the conceptual demand of the task as appropriate for the child
- Supporting play through language provision with an additional adult

Principles Underpinning the Policy

- Children should enjoy the transition process
- The transition should motivate and challenge children.
- Transitions are an essential part of growing up. Successful transition leads to a more confident and resilient child.
- Children’s emotional welfare, wellbeing and involvement should be assessed before and after transition. Transition includes changes in environment, circumstances and relationships.
- Approaches to teaching and learning should be harmonised at the point of transition
- Styles of teaching and learning should meet the needs of children and not preconceived notions of what is or is not appropriate for the next phase/Key Stage.
- There should be a professional regard for the information from the previous setting/phase

- Staff allocation for a period prior and during transition should be made to maximise the comfort and welfare of the children.
- Effective transition takes time, and is a process rather than an event.
- Parents and carers need to feel well informed about and comfortable with all transitions in their child's life.
- Transition is about the setting fitting the child, not the child fitting the setting.

Looking Ahead

“Child development tells us that children’s learning needs in Year 1 are broadly similar to those for children in the Reception year and that children should not go from being seen as a ‘unique child’ to a ‘Year 1’ in one small step down the corridor”

(Julie Fisher)

Successful transition takes careful thought and thorough planning well in advance. All staff must be aware of the systems that are currently in place.

With input from the Reception and Year 1 team the EYFS and KS1 Leaders produce an annual transition timetable. This will contain the different activities and time slots that will be dedicated to the transition of the children from Reception to Year 1. This will include a ‘moving up day’ where the time is dedicated to children going up to their new room for short periods.

There will also be a timetable set up for teachers to visit their new class for story time and times when the children visit their new class. SEND children have regular visits to Y1 classes at different times, e.g. break, story time, music, with familiar adult accompanying them.

Curriculum

A mixture of the Early Years Foundation Stage Framework, Development Matters (Non-Statutory Guidance), and the National Curriculum are used to inform planning, depending on where the children are in their development. All children at expected levels will begin to be planned for using the national curriculum. Those children who are entering Year 1 working at an emerging level will be planned for using the foundation stage profile document in conjunction with the National Curriculum and, where appropriate SEN data are also considered.

Assessment

Handover meetings during which each Y1 teacher meets with the reception teacher to discuss EYFS data take place. Children are discussed in detail with individual needs covered and targets agreed for children to continue working on in the Autumn term.

Planning

Planning is based upon children’s’ needs and interests wherever possible and assessment information from the previous class. Reception and Year 1 teachers share professional knowledge and Reception teachers take time to explain the EYFS assessments that are in place. We aim to ensure that Year 1 teachers broaden their understanding of the EYFS and attend appropriate courses where these are available.

Leaders from both EYFS and Year 1 discuss the autumn term planning strategies and where applicable tailor it to the needs/interests of the cohort. Staff will use the early learning goals objectives when appropriate.

Reception plans are adapted to enable guided group work and challenges and to enable the children to take more responsibility for their learning. Year 1 plans ensure that the children gradually become more independent through high expectations of individual and group work. Activities are interactive, with a mixture of adult led and child initiated. The plans follow the EYFS curriculum, with challenges for the children who are ready.

Summary:

During the Summer Term at Blackmoor Park Infant School & Kindergarten we will ensure that:

- All Year 1 teachers work alongside the Reception teachers to consider practices and expectations for the Autumn Term.
- All children, including those who are LAC/Post-LAC, will have additional support strategies (if necessary) which will be referenced in their school support plans and external documentation.
- Key Stage One staff will understand the Foundation Stage data Profile and use the data to inform practice in the Autumn Term. This will be shared during the transition meeting.
- Year 1 Teachers will visit the EYFS classrooms to introduce themselves and read 'End of the Day Stories' to their new class.
- Year 1 Teachers to meet with parents/carers in the Summer Term and share expectations/social stories to support children throughout the Summer holiday.
- The Year 1 curriculum will be reviewed to promote a greater continuity from Reception to Year 1. End of Year EYFSP data will be used to plan for next steps.
- The daily timetable will be amended, when required, to ensure all children can maximise their full potential.
- Governors/Directors are informed of the changes and adjustments that are being made to suit this specific cohort.

Updated Guidance Integration for EYFS to Year 1 Transition Policy (2025)

*Key Updates Based on 2024–2025 National and Ofsted Guidance:

Curriculum and Pedagogy

- The transition should continue to prioritise the Characteristics of Effective Learning (CoEL), especially “playing and exploring,” “active learning,” and “creating and thinking critically,” well into the autumn term of Year 1.
- Year 1 classrooms should include enhanced provision areas for continuous provision, including role play, construction, and outdoor learning zones.
- Planning must be developmentally appropriate, allowing for a fluid blend of EYFS and KS1 curriculum content in the autumn term.

Revised Curriculum Section:

- Curriculum planning in Year 1 will be based on a developmental continuum that bridges the EYFS and National Curriculum, using EYFS outcomes, Development Matters (2023), and end-of-year Early Learning Goals as a baseline. A continuous provision model will remain in place during the first half of the autumn term and beyond where needed, allowing children to adjust gradually to more structured learning.

Assessment and Observation

- Ongoing formative assessment should remain central in Year 1, drawing on EYFS-style observations alongside summative checks.
- Year 1 teachers will use Development Matters (2023) to support ongoing observational assessment, especially for children who did not achieve a ‘Good Level of Development.’ Formative assessments will include learning journals and narrative observations during continuous provision.

Parental Engagement

- Schools are encouraged to provide personalised transition booklets with photographs and timetables for each child and parent to explore over the summer.
- Strengthen home-school partnerships by including parents in goal-setting and transition reviews early in the autumn term.

New Summary Points

- Each child will receive a personalised transition booklet outlining their new classroom, teacher, routines, and pictures to review with their families over the summer.
- Parents/carers will be invited to a September ‘settling-in’ meeting to share early observations and discuss support needs for their child.

SEND and Additional Needs

- Children with SEND must have multi-agency transition planning, using EHCP reviews or IEP meetings to coordinate support between EYFS and Year 1 settings.
- Apply the Graduated Approach consistently with close monitoring during the autumn term.

Addition to Inclusion and Equal Opportunities:

- Where children have SEND or are vulnerable, transition will be co-produced with parents, SENCOs, and external professionals. EHCP and SEN Support Plan targets will be reviewed and carried forward with appropriate adjustments for Year 1 learning contexts.

Wellbeing and Mental Health

- Embed emotion coaching strategies into the transition process.
- All staff should be trained to support separation anxiety and regulation through trauma-informed approaches.

Addition to Principles Underpinning the Policy:

Children's emotional wellbeing must be proactively supported with emotion coaching, secure attachments, and trusted relationships at the centre of transition practices.