



ENGLISH LANGUAGE PRIVATE SCHOOL DUBAI SCHOLASTIC SESSION: 2020-2021

TRANSITION POLICY Foundation Stage to Key Stage 1

Aims:

Moving from Foundation Stage to Grade 1 can be difficult for students. This is especially so due to the change of learning through a play-based curriculum to a more formal approach. Rapid change can lead to a lack of confidence and stress. This may cause children to become withdrawn and unresponsive or demonstrate inappropriate behaviour.

Both extremes can inhibit learning. It is therefore the aims of this policy to:

- Promote the smooth transition of children.
- Prevent and alleviate stress in order to promote well being and involvement.
- Promote continuity of teaching and learning.

Rationale:

- To ensure that children experience a smooth transition from the Foundation Stage to Key Stage 1.
- To ensure that the quality and pace of learning are maintained and that children continue to make good progress.
- To ensure that children follow the appropriate curriculum as their needs define.
- To ensure that all staff see transition as a process rather than event.
- To inform parents and children about the transition process. Principles that underpin this Policy
- Approaches to learning and teaching should be harmonised to ensure effective transition.
- Styles of learning and teaching should meet the needs of the children.
- The Foundation Stage Profile should be valued as an effective assessment tool and used to inform planning during the Autumn Term of Year 1.
- Children should enjoy the new challenges and approaches to learning of Year

Action Plan:

Transition should motivate and challenge children. Successful transition is the result of effective communication, a planned induction to Year 1 and the gradual implementation of a more formal KS1 curriculum.

Parent Involvement:

Parents and carers play a vital role in their child's learning. It is therefore important that they are included in each step of their child's learning journey. A parents evening is held in the 2nd Term to discuss progress made during the F/S 2 (Foundation Stage) year and gives the class teacher an opportunity to explain to parents/carers the process of transition and the changes to the structure of the school day. At the beginning of the school year a meeting is held to discuss what is required in Key Stage 1. At this meeting parents are consulted on their views, opinions and concerns on the transition to Key Stage 1. Guidance is given on how parents can continue to support their child's learning, including the development of reading, writing and number skills. Regular parent/teacher meetings also provide opportunities for parents/teachers to voice concerns regarding the process of transition to a more formal curriculum.

TRANSITION DURING REGULAR SCHOOL

It is vital that a close working relationship between the F/S department and Year 1 is developed so that the transition between Foundation Stage and Key Stage 1 is as smooth as possible. At English Language School Private, Dubai it is vital that we allow our children to build successfully and coherently on their past experiences, as they move between their early school years and continue on their learning journey.

During the 3rd Term meetings will be held between the Foundation Stage teachers, Year 1 teachers and the Section Heads for Foundation Stage and Key Stage 1 to discuss the transition between the stages. These meetings allow for data, expertise and experiences of the cohort to be shared and discussed.

It is an expectation of the Foundation Stage Section Head to ensure teachers have all data ready and collated for the meeting, these include:

- FS progress grids (developed by the school); outlining each point that has been achieved by individual children and showing gaps that need to be addressed).
- Individual Assessment portfolios and evidence to support these.
- Additional Educational Need (AEN) file.
- E Profile reports
- Letters and Sounds assessment grid.

Curriculum levels:

By the end of Year 1 the national expectation is for children to be working at National Curriculum level 1A or 2C.

Familiarisation with Key Stage One:

- The following will be used to aid the transition process of children between the Key Stages.

- Attend Key Stage 1 Celebration assemblies
- Joint playtimes with Key stage 1 and Foundation stage 2
- Children encouraged to visit Year 1 to share good work
- Story telling time by Key Stage 1 form tutors
- One 'formal' morning/ afternoon visit to work in Year 1 end June.

The style and content of teaching and learning in Year 1:

During Year 1, especially during Term 1, the Foundation Stage Profile will be used to inform planning and assessment. At this stage Foundation Stage Progress Grids will be used to identify gaps in the children's learning. Teaching and learning opportunities will then be planned for to help fill the gaps in learning. Once the gaps are filled teachers will begin to assess and extend children's learning against National Curriculum levels. By the end of Term 2 it is expected that most children will be working at National Curriculum Levels.

Transition to Year 1 builds upon and extends the experiences children have had in the Foundation Stage. At the start of the year lessons will consist of Teacher Directed time (TD) and Child Initiated Activities (CIA). Teacher Directed time can be short whole class teaching or a group led by the teacher.

As the year progresses, in Term 2, Whole Class Teacher Time at the beginning of the lesson will become more frequent and more formalised. The amount of time that children in Year 1 spend sitting still and listening is gradually increased so that the children remain motivated, enthused and eager learners.

After Teacher Directed time the class teacher will provide child-initiated activities in the classroom that will provide opportunities for the days/ weeks learning intentions to be explored, developed and achieved. The class teacher will ensure that challenge is provided and children are given high expectations, therefore it is important to develop child-initiated learning activities that motivate and empower learners. During this time groups of children will be working with an adult to achieve specific learning intentions

Equal Opportunities:

All children are provided with equal opportunities to an effective transition in which there are no barriers based on race, sex, culture or ability. Children and parents are actively involved in the process of transition and their perceptions are explored and valued.

Additional Educational Needs:

The progress of all children at transition is monitored to quickly identify children vulnerable to underachievement. Children who are identified as underachieving, requiring additional needs are discussed and shared with the SENCO and Section Heads for Foundation Stage and Key Stage 1. Parents are kept fully informed on the progress their child is making and regular

assessment and tracking ensures children's needs are monitored and acted upon.

GUIDELINES FOR SMOOTH TRANSITION DURING COVID 19

Transitions are central to young children's development and emotional wellbeing, and the way in which the first transitions are handled could have a significant impact on the child's capacity to cope with change in the short and long term.

At this difficult time Early years practitioners will be thinking carefully about children's rights to education, but also how to keep safe during COVID19; therefore, we have put this document together to help provide guidance with some practical ideas of how to improve transitions when children move onto their next setting or school.

It is important that providers contact each other and contact families as soon as possible to ensure the transition process is effective. It is important to establish clear communication and trusting relationships with families and children, explaining what the process moving forward is.