

## CASE STUDY OF EFFECTIVE PRACTICE IN TRANSITION INTO EYFS

**NAME OF SCHOOL:** St John's Walham Green

**TRANSITION CONTACT:** Barbara Wightwick and Faye Peters

THE CORE CURRICULUM	PERSONAL DEVELOPMENT
<p><b>KEY COMMENT</b>            How do we ensure that we are able to prioritise an open-ended play-based experience for children when space and materials have to be restricted due to social distancing measures?</p> <p>-</p>	<p><b>KEY COMMENT</b>            Keeping in mind that transition is a process not an event.</p> <p>Enabling children to express their anxieties in a safe learning environment and help them to be resilient learners.</p> <p>The need to effectively engage parents in the assessment process so that their observations and comments are meaningful and useful to staff.</p> <p>-</p>
SAFETY AND SAFEGUARDING	MANAGEMENT OF TEACHING AND LEARNING
<p><b>KEY COMMENT</b>            The number of days children will be able to be in school will inevitably be restricted if Covid-19 issues continue.</p> <p>Some children who would be safer in school are not easy to identify until they are in school. How will we use our home school links to prioritise children's earliest start date?</p>	<p><b>KEY COMMENT</b>            Managing a staggered entry to school for Nursery and some Reception children will take much longer this year to allow for the social and emotional needs of groups and of individual children. What previously took a couple of weeks could easily spread over half a term when previous experience, term of birth, emotional development, etc. are taken into account.</p>

## FURTHER DETAILS ABOUT TRANSITION AREAS THAT ARE WORKING WELL FOR THE SCHOOL

- areas in red are where further questions are asked, or problems and dilemmas highlighted

Transition area	Comment from the school
Nursery	<p>There are 26 nursery children starting school in September. They are all fulltime places. Most parents will be paying a top-up fee for the afternoon sessions because only a few families are entitled to the 30 hour offer. <b>Therefore there is a question mark over charging if, as is likely, children will not be in school for even 15 hours per day. The thinking at the moment is that the fees will not be charged. If the offer is less than 15 hours then support for parents and children will be given to use the home opportunities provided.</b></p> <p><b>Take-up of home learning is relatively low this term.</b></p> <p>Usually transition work is carried out in more depth in September because information and experiences of school life stay fresh in the minds of both parents and children. In addition the school does not want children to have an abstract experience, exacerbated by Covid-19 issues as this is not developmentally sound. The headteacher and early years staff are working on transition documents and packs to be sent out before the holidays. These documents will include guidance to parents on how to prepare their child for school and will reflect the information provided by the DfE. (The school is happy to share these if requested after the next couple of weeks)</p>
Reception	There will be 60 children in 2 Reception classes, of whom 23 will transfer from St.John's Nursery. Nursery children will be split between the 2 classes and not stay as one group. The rationale for this is that staff want good role models in each class

	<p>to help new children settle and later to help them access the open-ended play-based curriculum.  Staff who have taught the children in the Nursery will be the teachers/educators in Reception 20/21.</p>
Both Nursery and Reception	<p>The transition timeline (see attached at the bottom of the document) is emailed to the parents at the start of the Summer term. This year the timeline has information highlighted in red where it has been tweaked to adjust for Covid-19 measures. The timeline is updated as more information is gained from the DfE and the need to meet school priorities.</p>
Curriculum Nursery, Reception and Year 1	<p>In Nursery and reception the curriculum will be planned around settling children into school in September. The Characteristics of Effective Learning (COEL) and the Prime Areas are used to deliver the curriculum, and used as an early baseline once children have settled. Problem-solving, building appropriate challenge into the play, is a major focus of the curriculum.  The Year 1 classrooms will be organised like a reception classroom, so that pupils have access to a play-based learning experience. Once settled, pupils will use a classroom set up as a more formal experience that reflects the Year 1 curriculum. The two classes will rotate from one class to the other throughout the day.  <b>This will be tricky to organise if social distancing is in place. The thinking is that more space may need to be considered to achieve this, or a different time-table drawn up.</b>  Baseline in the first half term for Year 1 will be against the Prime areas and maths, writing, reading and phonics, Prime areas for nursery, and against Prime and core areas of reading, writing and maths for Reception.</p>
Communication with parents	<p>As well as providing parents with paper documents, emails, and school newsletters the school uses Tapestry. Senior leaders want to raise the profile of Tapestry in the Early Years, and are planning to publish the Nursery/reception newsletter on Tapestry. <a href="https://tapestry.info">https://tapestry.info</a></p>

Signing up to Tapestry is now part of the home school agreement. Tapestry has just started a new feature to put newcomers on in advance of entry to school. Therefore staff are able to set up access for new parents at the end of the Summer term. This will enable staff to check that all parents are registered.

Staff stress the conversation between teacher and parent is key, and it is important to hit the right note with parents. There is a careful balance to be drawn in providing parents with just the right amount of information and not overloading them with too much. There is a phase-wide project for children this term to make videos all about themselves with key questions such as “This is my favourite toy, this is my family, I like playing”.

Teachers have one-to-one meetings with parents and children using the “About me” sheet. This information is fed into Tapestry. Teachers will give feedback via Tapestry this term on how well the children have progressed. Staff organise a workshop at the start of the year for parents on how Tapestry works for Reception and Nursery parents. Year 1 pupils’ assessments are collated on J2E <https://www.j2e.com> and lessons are delivered using Loom <https://www.loom.com> when pupils are not at school.

At the end of the Summer term, phonic and reading virtual workshops will be held for Reception and Year 1 parents, so that when materials are provided in the autumn term they will be used properly to support children’s learning.

## RESOURCES

### Transition time-line 2020/21 St John's Walham Green

	Children	Parents	Staff	Curriculum
April/May - Start of Summer1	Children in Reception begin to enter school unaccompanied by teachers	Teachers no longer stand on doors in the morning  Home communication books phased out (where appropriate)	KS1 teaching staff to observe a sequence of planning and teaching	
June – Summer2	Transition begins to be explored through conversation and circle time	Parents sent a Transition Timeline		
July – Summer2	Children visits to new classrooms and teachers <b>Video stories</b>	Transition social stories, including photos of new classrooms	Staff to meet with new cohort <b>Tapestry – 'All About</b>	End of year data shared with Y1 teachers

	<b>from new teachers</b>  <b>Transition social stories</b> <b>Series of Videos</b>  <b>Your classroom</b> <b>Your teachers</b> <b>Your school day</b>	<b>Videos</b>  <b>Transition packs – outlining procedures for Y1 and how parents can be preparing children at home</b>  <b>Virtual Tapestry tutorial for new starters</b>	<b>Me' task/Zoom?</b>  <b>Detailed handover from current teacher</b>	
<b>Summer holidays</b>		<b>Upcoming N/R children 'enrolled' status on Tapestry to complete 'All About Me' pages</b>	<b>Upcoming N/R children 'enrolled' status on Tapestry to complete 'All About Me' pages</b>	
<b>September Aut1</b>	<b>Meet the Teacher 1:1 meetings</b>	<b>Meet the teacher 1:1 meetings</b>	<b>Meet the teacher 1:1 meetings</b> <b>Virtual</b>	<b>Rec/Y1 classroom set-ups – classes to</b>

	<p>Teachers greet children in playground (1 week)</p> <p>Visits from prior teacher – e.g. stories</p> <p><b>Virtual stories, visits</b></p>	<p><b>Workshops: Reading, Phonics, Forest School</b></p> <p><b>Virtual workshops</b></p> <p>Teachers greet children in playground (1 week)</p>	<p>Key adults to move to Y1 for continuity</p>	<p>rotate – LC to audit resources</p> <p><b>Prime areas baseline – intervention planning</b></p>
<p>October/November Autumn1</p>			<p>R staff to observe a planning and teaching sequence</p>	