

CASE STUDY OF EFFECTIVE PRACTICE IN TRANSITION INTO EYFS

NAME OF SCHOOL: Sullivan **TRANSITION CONTACT:** Louisa Perez Early Years Lead and Wendy Aldridge Headteacher

THE CORE CURRICULUM	PERSONAL DEVELOPMENT
<p>KEY COMMENT</p> <p>The vertical grouping of nursery and reception children means that nursery children have a seamless transition into Reception. The Year 1 classroom reflects pupils' experience of a play-based curriculum before moving towards more formal Key Stage 1 teaching and learning.</p> <p>Vertical grouping has been the way Early Years at Sullivan has been organized for many years. Staff, parents, board members and governors can see how this practice is key to mitigating the issues caused by Covid 19 lockdown.</p>	<p>KEY COMMENT</p> <p>Children's personal development is at the heart of the curriculum at Sullivan. When considering a transition map for the individual, staff match it to the needs of the child rather than to chronological age or academic ability.</p> <p>Year 1 pupils' social and emotional well-being is assessed at the start of the academic year and the curriculum planned accordingly.</p>
SAFETY AND SAFEGUARDING	MANAGEMENT OF TEACHING AND LEARNING
<p>KEY COMMENT</p> <p>As children are vertically grouped it means that Reception children and Nursery children will have to be kept apart if social distancing has to be maintained in September.</p>	<p>KEY COMMENT</p> <p>See the transition document for transition if Covid 19 does not impact in September 2020.</p>

It also means that Nursery children will be in a bubble of a maximum of 8 but the actual number will be based on the number on the register in September, and at Reception age the bubble will be larger.

Staff are adamant that they want parents to feel secure about sending their children to school. The parents will be given information about all the measures taken to keep their child safe, and in addition they will be helped to understand how the curriculum will be delivered to enable children to flourish.

The Curriculum will focus on the characteristics of effective learning, personal, social and emotional development, physical skills and speaking and listening during the first term. The Early Years team want to ensure that children feel safe and ready to learn. This will be quicker for some children than others but through focused in-depth observations the team will tailor the learning to the individual, as is their usual practice.

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
Vertically grouped nursery and reception children	At the moment in Reception 11 children will be transitioning from Nursery to Reception and 11 children will be coming in from outside, some of whom will have had some nursery provision in other settings. The picture is the same for Nursery. The numbers will probably increase in both Reception and Nursery by September. For the 11 children transferring to Reception the provision will feel more secure than for those who have not, because they will be in a space they are already familiar with

	<p>and with staff they have interacted with over the previous 2 years. This is one of the advantages of vertical grouping.</p> <p>The space currently used by both nursery and reception can be divided in two by shutting doors across the middle. The outside space will also need to be divided. This will make the provision the same as used by most other schools. The vertical grouping will be lost. In addition with bubbles a maximum of 8 children in Nursery it means there will either be a longer staggered entry to school, less days in school, or additional space requisitioned. This is to be decided.</p>
<p>Children new to nursery and new to Reception</p>	<p>Staff would like to keep to the usual practice of home visits, but if it is not possible to do this physically then staff will replicate the experience using Zoom. This will be carried out in the summer term. The members of the Early's year team have already met the parents new to the school when they were made welcome on a school visit arranged at their convenience in the autumn or spring term. These parents have chosen Sullivan as their first choice. When staff make a home visit they take an iPad with photos of the classroom and the people the child will meet. This will be done using Zoom if a remote meeting needs to happen. In September the Early Years team will organize another Zoom meeting to explain to the parents and children how the classroom will look and detail the arrangements for entry to school. They will also be taken on a virtual tour of the nursery and reception spaces, indoors and out.</p> <p>The first children to start school will be those who have already been at Sullivan who are the small group of 4 year old's and the 11 reception children already mentioned. The entry arrangements for these children will be staggered because support needs to be nurturing and focused on emotional needs. Staff know from this term that even older children returning to school are initially a little anxious about the changes made to their familiar surroundings to ensure social distancing. Children new to the school will be brought in over a 5 week period and decisions about which ones will join first, will be based on information gained from Zoom meetings and reports from previous settings.</p> <p>The school uses "Dojo" online learning (see weblink below). They also use it to</p>

	<p>communicate with parents. Parents can have the app on their phone as well as using a computer or iPad. Parents report that they find it comforting to have this link with school. https://www.classdojo.com/</p> <p>The Early Years team are considering that the school day will only be one or two hours long to help children separate gradually from parents and settle in. Reception will start on a part-time basis, and this year staff will be very flexible about how long this lasts. Individual children may need different settling periods.</p>
Year 1	<p>The Year 1 classroom will be set up similarly to the reception classroom for the first term, and then gradually change to more formal Year 1 provision. The Year 1 teacher would normally go to observe the children in Reception, but this is not possible this year, so the “passport” that all pupils have will be extremely useful to give a picture of what the child can do. The “passport” is a method used throughout the school where the children, with support from adults, fill in personal details, likes and dislikes and what they are looking forward to in their next class.</p> <p>It may be possible for the Year 1 teacher to sit in the Zoom meetings being held by the Early Years team when discussing children’s progress. This is yet to be decided. Staff will discuss every child individually and pass the information on to any new staff working with them.</p> <p>During the autumn term the Year 1 teacher will be assessing the pupils against the EYFSP.</p> <p>It is helpful that the Year 1 classroom is next door to the Reception classroom and the playgrounds can be opened up to access the big playground. This means the Year 1 pupils can see staff they have been taught by, and see children they played with when in the Nursery/Reception area.</p> <p>The Year 1 teacher will also be holding Zoom meetings for parents to explain the provision for their children.</p>
Additional support for parents	<p>One evening per week the Early Years Lead and SENDCO hold parent groups on Zoom at 8 o’clock. Staff chose this time because children are in bed and parents then have</p>

	<p>the chance to participate. Topics include:</p> <ul style="list-style-type: none"> • Five areas of well-being • Importance of brain breaks • Zones of regulation http://www.zonesofregulation.com/learn-more-about-the-zones.html • Continuing to work with your children at home • Hierarchy of needs.
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Sullivan primary school - Transition Plan 2019/20

Home-Nursery	Normal Procedure- Parent /carer/child	Teachers/keyworker	Curriculum
	<p>Summer Term</p> <ul style="list-style-type: none"> ✓ Stay and play- Children visit the setting and play alongside their parents. ✓ Informal talk with parents ✓ Home visit organised and school pack set out. <p>Autumn Term</p> <ul style="list-style-type: none"> ✓ Home Visit for all new children ✓ Photo taken of individual- self-registration ✓ Photo taken of family- for class display ✓ Nursery coffee morning- parents/carers ✓ Staggered entry 2 per day 	<ul style="list-style-type: none"> ✓ Discuss children- take informal notes from stay and play ✓ Read past nursery profiles/reports ✓ Ring previous nurseries ✓ Baseline completed by half term 	<p>Autumn Term</p> <ul style="list-style-type: none"> ✓ Prime areas ✓ All about ME ✓ Photos displayed in classroom ✓ Children's interests- play based around knowledge

	<ul style="list-style-type: none"> ✓ Individual child entry timetable of hours each day evaluated 	<ul style="list-style-type: none"> ✓ Long observations carried out 	<ul style="list-style-type: none"> ✓ from home visit
	Normal Procedure- Parent /carer/child	Teachers/keyworker	Curriculum
New children/nursery to Reception	<ul style="list-style-type: none"> ✓ Children visit the setting and play alongside their parents. ✓ Children have a story with teacher and key workers. ✓ Parents have a talk and an informal chat (tea /coffee) ✓ Starting school pack- tips on getting your child ready for school ✓ Home Visit for all new children ✓ Photo taken ✓ Existing children spend free flow time in Reception last half of summer term. 	<ul style="list-style-type: none"> ✓ Discuss children- take informal notes from stay and play ✓ Read past nursery profiles/reports ✓ Meet nursery team for a hand over to Reception team ✓ Meet SENDCO ✓ Baseline completed by half term of new children ✓ Data reviewed on existing children by half term 	<p>Autumn Term</p> <ul style="list-style-type: none"> ✓ Prime areas ✓ All about me book produced- linked to an informal baseline ✓ Long observations carried out
	Normal Procedure- Parent /carer/child	Teachers/keyworker	Curriculum
Reception-Year 1	<p>In the Summer Term:</p> <ul style="list-style-type: none"> ➤ Children spend playtimes in the big playground ➤ Pupils have weekly PHSE lessons and regular 	<p>Summer Term:</p> <ul style="list-style-type: none"> ➤ Teachers observe new pupils in their 	<p>Autumn Term:</p> <ul style="list-style-type: none"> ➤ Teachers plan a

	<p>circle times with their current teacher to ask questions and share aspirations about the future.</p> <ul style="list-style-type: none"> ➤ Pupils meet their new teacher and class at to Meet Your Teacher morning. ➤ Pupils complete a Passport for the next academic year. ➤ Parents and Carers attend a transition meeting to learn more about the next year groups, changes and learning expectations so they can support their child over the summer and as they start the Autumn Term. ➤ Children with Special Educational Needs have an individualist transition programme to meet their specific needs. <p><u>In the Autumn Term:</u></p> <ul style="list-style-type: none"> ➤ Phase Group teacher/parent coffee morning ➤ Individual Parents' Meetings 	<p>current class.</p> <ul style="list-style-type: none"> ➤ Teachers prepare a Pupil Information Pack for the new teacher, with all the important information about each pupil. ➤ Teachers read characteristics of effective learning end of year report ➤ Teachers discuss particular learning and well-being needs of pupils to gain a deeper understanding of each pupil's strengths and areas for development. <p><u>Autumn Term:</u></p> <ul style="list-style-type: none"> ➤ Teachers plan a programme of settling in lessons 	<p>programme of settling in lessons and activities.</p> <ul style="list-style-type: none"> ➤ PSHE lessons that focus on New Beginnings and Belonging. ➤ Team games taught in PE. In depth teacher assessments and observations
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