

Transition into EYFS and transfer to Year 1: Summer 2020

Overall Leadership and Management	
<p>Risk assessments for the EYFS</p> <p>Action plan for how to deliver learning to all children if the school closes / part time or remote lea in place</p> <p>Safe but effective parental involvement and parental communications</p> <p>Use of a stimulating, safe and challenging outside learning environment</p> <p>Allocation of play based spaces and staff so that everyone can work safely together</p> <p>Baseline assessments in the prime areas of learning and emotional readiness for learning and play</p>	
THE RANGE OF AREAS TO BE CONSIDERED:	
Core Curriculum –The range of areas	Personal Development – the range of areas
<p>Review of transition arrangements to check for suitability during time of COVID-19.</p> <p>Areas of learning and development /characteristics of effective learning / contributions to baseline assessments to develop with children before starting school</p> <ul style="list-style-type: none"> - Nursery, - Reception. <p>Learning and development / baseline assessment during the autumn transition term:</p> <ul style="list-style-type: none"> - Prime areas of learning, 	<p>Two way process: getting to know the children and families / forming the baseline assessment, particularly for emotional development:</p> <ul style="list-style-type: none"> - Prior to starting school, - During the autumn term. <p>Key areas to support children’s emotional readiness for school:</p> <ul style="list-style-type: none"> - Staggered start, - Parents in school – start and end of day and when joint discussion is needed, - How do we enable children and families to see that the COVID19 norm is not how schools run?

<ul style="list-style-type: none"> - Specific areas of learning, - Characteristics of effective learning <p>Baseline profile if on baseline pilot project: https://www.gov.uk/guidance/reception-baseline-assessment#reception-baseline-and-key-stage-1-assessments</p> <p>Year 1 Baselining pupils using EYFSP information:</p> <ul style="list-style-type: none"> - Against all areas of learning and development, - Against the prime areas only, - Against the GLD strands only. 	<p>Nursery / Reception: formation of discrete COVID safe groups that enable young children to flourish</p> <p>Year 1: formation of bubbles: friendship and / or ability groups and/ or other</p>
<p>Teaching and learning – the range of areas</p>	<p>Safety & Safeguarding – the range of areas</p>
<p>How will you manage the teaching and learning needs of the adults working with new children?</p> <p>What CPD needs do staff have:</p> <ul style="list-style-type: none"> - during the induction time - when children start school. <p>Website information for families new to school etc., during COVID-19.</p> <p>NQT and new staff training to meet the needs of vulnerable and disadvantaged children.</p>	<p>Ensuring transition is COVID-19 safe:</p> <ul style="list-style-type: none"> - Updated risk assessment to cover induction and the entry of children (and new families) to the EYFS. - Management of meetings for parents prior to school start and during the autumn term. - Autumn term intake – safe groupings for new children - COVID-19 information for parents - Ensuring resources are safe for planned, purposeful play in Nursery and Reception - Ensuring that Y1 continues to have safe play based resources if these are needed, but also practical resources and manipulatives to support, for example, mathematical development

THE QUESTIONS TO BE ASKED

Core Curriculum – the questions to be asked	Personal Development – the questions to be asked
<p>Do you need to change the collection of home / school information during COVID?</p> <ul style="list-style-type: none"> - information on prior skills from parents to feed into the baseline assessments - transfer information from PVI - SEN/D and vulnerable children documentation? <p>How will you prepare children for school?</p> <ul style="list-style-type: none"> - Involvement of Family Services online Stay and Play sessions - Remote learning websites for pre-schoolers - Learning packs prepared by school - Community initiatives in local area during COVID-19 <p>What priorities will you give to teaching, learning and the baseline assessments in the transition autumn term?</p> <ul style="list-style-type: none"> - Nursery - Reception <p>Year 1</p> <ul style="list-style-type: none"> - How will you identify gaps in learning that are common to most pupils? - How will you identify and plan for individual pupils who have not progressed at the rate predicted prior to Covid 19? 	<p>How do you organize summer-term meetings and information sessions for parents during COVID-19?</p> <ul style="list-style-type: none"> - What will you put in place of home visits - How will you enable parents and children to visit the school? <p>How will you help parents and children to learn about your ethos and vision before / during the coming COVID-19 year?</p> <p>How will you enable children to flourish and thrive during the COVID curriculum so that:</p> <ul style="list-style-type: none"> - any vulnerabilities are assessed and supported - their emotional needs continue to develop during this period of instability - continuity of relationships between children, families and staff in the setting continue to grow and develop. <p>How will you develop the key person relationship just before and when children start to attend school?</p> <p>Year 1</p> <ul style="list-style-type: none"> - How will you introduce new provision to the pupils e.g. new classroom, staff, and time-table?

Teaching and Learning – the questions to be asked	Safety & Safeguarding – the questions to be asked
<p>Summer term 20</p> <ul style="list-style-type: none"> - What COVID-19 preparations / changes has the EYFS lead made to classrooms and outside areas? - What COVID-19 changes has the EYFS lead made to planning to make learning challenging but safe for all? - What COVID-19 changes have been made to the initial pre-school collection of baseline information from parents and children? <p>Autumn 20</p> <ul style="list-style-type: none"> - How will new children access learning when resources are restricted? - What use is being made of outdoor learning? - What use is being made of the new LA Forest Schools initiative? - How will you operate a blended learning model for young children if they are not able to attend school during the 'normal' school hours? - What baseline assessment strategies will you put in place that not only allow for COVID-19 support, but also enable teaching and learning to flow on from the assessments? <p>Year 1</p> <ul style="list-style-type: none"> - Which curriculum areas will you prioritize to teach? - What catch up initiatives/programs will you use? 	<p>How will you adjust the COVID-19 risk assessment so that the induction and settling of new children is not only safe but also a positive experience for children and families?</p> <p>How are you ensuring staff, parents and children are kept safe during induction meetings and experiences?</p> <p>Have you sent out information about schools and COVID-19 to:</p> <ul style="list-style-type: none"> - Enable parents to follow school routines, - Ensure there is child friendly information? <p>How are you going to manage transition times at the start of the autumn term:</p> <ul style="list-style-type: none"> - for children who are distressed - for children to be in 'family groupings' - for parents to have safe key person time with adults <p>How many new children will it be safe to have in school at any one time? What criteria have you used here to receive as many children as possible into school?</p> <p>Have you had to take any additional steps to ensure that staff are safe to be working with new children?</p>