

St Peter's CE Primary School



Our Transition Statement

At St Peter's CE Primary we recognise the importance of planned, organised and effective transition, especially due to the nature of our split site school. We aim to provide a smooth transition process for all pupils from entry to EYFS through to Secondary School. We pride ourselves in creating and sustaining a secure, nurturing environment to support the emotional well being of all pupils.



Every child Matters!

“Transitions are of the highest quality when they are organised around the needs of the child”.



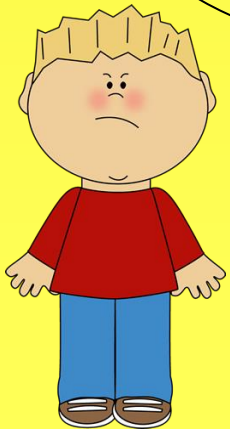
Researcher: "Is there anything you don't like about being in Year One?"

Being on the carpet
for a long time.

Neither do I, 'cos
its very boring.

..and it wastes our
time playing.

..and it wastes your
life!



NFER: Making a successful transition into year 1.



Teacher: “What do you think it will be like in year one?”

I'm exciting to see the other teacher. I think we will do writing everyday.

Charlie

On the first day you have a little hard work, then it just gets harder!

Zachary

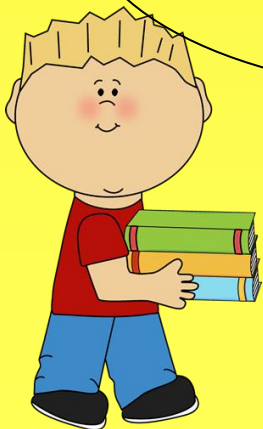
More work, writing and doing hard work.

Jonah

There's not going to be lots of toys.

Grace

Comments from our reception children!



Teacher: “What are your experiences of being in year one?”

I like year 1 because
you get to do
spellings.

Holly

Maths is trickier, but I
like it!

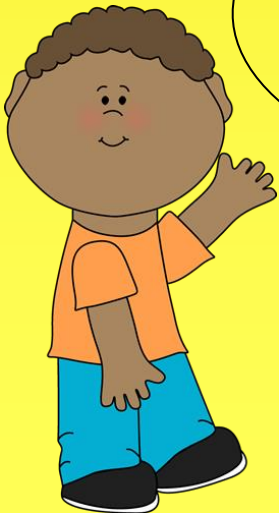
Elliot

I like year 1 because
you have lots of
friends to play with.

Samah

In year 1 I have
loved everything from
the beginning of the year
because I like activities
and work.

Troy



Comments from our year 1 children!

Changes involved in the move from EYFS to KS1

EYFS		KS1
Play-based	→	Work-based
Active	→	Static
Led by adults or children	→	Directed by adults
Thematic	→	Subject-based
Emphasis on a range of skills	→	Emphasis on listening and writing



At St Peter's we feel that transition from Reception to Year 1 should...

- recognise that KS1 is different and introduce changes gradually.
- involve parents and children in the process so they have an understanding of the new routines and expectations.
- preserve the best of EYFS by maintaining as much practical learning as possible.
- ensure children feel secure to enable them to continue to achieve their full potential.
- enable the transfer of vital information to ensure continuity.



How will we achieve this?

Summer Term:

- Hold a meeting to inform parents about transition.
- Reception, Year 1 staff, SENCo, EYFS and KS1 phase leaders all meet to plan transition and exchange pupil records and information.
- Year One teachers will visit their new class in the EYFS setting, to observe them in their familiar environment before they move to Year One.
- Year One and EYFS teachers will plan an overlap topic together and undertake 'team-teaching' in lessons.
- On the 17th, 24th June, 1st and 8th July, Reception children will spend the afternoon in Year 1 with their new class teachers.
- Children who require additional support will have the opportunity for extra small group 'VIP' visits if appropriate. They may also be given a 'transition book' with photos and information about their new class.
- Each class will have a transition book in their classrooms.



What will the children do?

- Spend time in their new classroom with their new teacher.
- Participate in 'get to know you' activities e.g. circle time, games, teacher-pupil talking time.
- Decide upon some familiar resources from their reception classroom to take with them to year one.
- Create a display for their new classroom ready for September.
- Make peg labels ready for September.
- Get to know their class mascot which they will have the opportunity to bring home at some point during their time in year one!
- Pair current year one children with current reception children to establish a 'buddy' system to support them in September.
- Begin to use the main playground for a morning and afternoon play with their 'buddies'.
- To regularly attend more school assemblies.



What will happen in September?

Autumn Term:

- Work produced during Summer term is displayed in new classroom so the children have ownership of the space.
- Teaching assistants from reception to provide some additional support for the children for the first few days.
- Initially, a similar routine as reception to be followed, guided by the children's needs.
- Teachers carefully monitor 'sitting times' to ensure they are kept to a minimum.
- Teachers provide an accessible stimulating environment to mirror aspects of the EYFS and accommodates children's needs.
- Teachers provide opportunities for outdoor learning, including the use of the EYFS Outdoor Learning Environment.



Any questions?

