Continuity in Learning

A self-evaluation tool to support early years’ transitions

(Starting preschool, preschool to Year R and Year R to Year 1)

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| A Unique Child | | |
| Good practice | In place  Yes/no/partially | Action required |
| Opportunities are given for children to visit their new setting, take a tour, photo book, social story etc. |  |  |
| Opportunities are provided for practitioners to find out about children in the home/setting and understand how they behave, find out about their likes and dislikes, interests, characteristics etc. |  |  |
| Children are given opportunities to talk about how they feel about the transition |  |  |
| Practitioners find out about the child’s experiences, skills and knowledge |  |  |
| Practitioners give children a voice in the transition process, for example what are their favourite characters, stories, what may they need help with, choice of a coat peg picture |  |  |

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| Positive Relationships | | |
| Good practice | In place  Yes/no/partially | Action required |
| Parents and practitioners have opportunities to discuss the transition process, for example phone calls, social media face time, meetings etc |  |  |
| Children and parents are invited to join in events prior to starting, as a way to meet other children in their new setting e.g. story session, meet the teacher etc |  |  |
| Parents/carers are provided with information around new transition processes in clear and accessible ways |  |  |
| Parents and carers are given information about how to prepare their child for transition e.g. self-help skills, confidence building, pre-literacy physical skills to develop |  |  |
| Practitioners find out about existing friendships and which children may already know each other. |  |  |
| Practitioners have the opportunity to discuss with parents and previous setting early childhood experiences that could impact on the child and their family. |  |  |

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| Enabling Environments | | |
| Good practice | In place  Yes/no/partially | Action required |
| Induction into the setting is included as a process in the setting’s calendar and planning |  |  |
| Practitioners share ideas with parents for songs used for routines e.g. welcome song, handwashing song, goodbye song |  |  |
| The transition process and early weeks in the new setting focusses on settling children. |  |  |
| Practitioners meet together to discuss how to promote good transition |  |  |
| Links are made between home/setting and setting/setting to ensure that children are familiar with certain starting points and expectations e.g. social stories, themes based on things done at home, previous setting |  |  |
| The setting display includes photos and artwork that children have brought from home/previous setting e.g. “All about me” books |  |  |
| Children and parents are involved in making items for display in their new setting |  |  |
| The early year’s environment promotes communication, autonomy and independence. Prime areas of development are of added importance following the lockdown. |  |  |
| The classroom and resources are accessible to children |  |  |
| The environment is clean and bright, attractive, inviting and child centred |  |  |
| There are opportunities to celebrate the achievements of all children |  |  |
| There are extensive opportunities for promoting child initiated play |  |  |
| The outdoor area is valued and children have daily access to outdoor learning opportunities. Practitioners are mindful of children who may have had very limited access to outdoors and therefore plan for sustained outdoor access throughout the day. |  |  |

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| Learning and Development | | |
| Good practice | In place  Yes/no/partially | Action required |
| Procedures and activities are explained and/or shared e.g. organisation, routine, golden rules |  |  |
| On entry observation takes time to find out at what developmental stage children are at. |  |  |
| Gaps in children’s learning are able to be identified |  |  |
| Time is planned in for children to acquire new skills and learn new activities |  |  |
| Expectations are explained and shared |  |  |
| Planning systems ensure a smooth transition and children are eased into the daily routine and activities |  |  |
| The previous skills, knowledge and understanding of the child are used as a starting point to build upon |  |  |
| Younger, less mature, SEND and EAL children are provided with the additional support they require |  |  |
| Receiving practitioners are aware of the self help skills and levels of independence of the children |  |  |
| Information gathered about the child is used to inform medium and short term planning |  |  |
| Transition is exciting and engaging for all children |  |  |
| Topics and themes chosen are interesting, motivating and based upon first hand experiences |  |  |
| Children are involved in the development of the planning process and evidence from observations and professional knowledge is used to inform planning |  |  |

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| Assessment and Record Keeping | | |
| Good practice | In place yes/no partially | Action required |
| Transfer information is concise and accessible |  |  |
| Practitioners understand the information that they have been given on transfer |  |  |
| Information and observations are used to identify learning opportunities and plan relevant and motivating learning opportunities |  |  |
| Characteristics of the incoming children are discussed with the staff including learning strengths, areas to be developed and interests |  |  |
| Practitioners have opportunities to discuss children with identified and emerging SEND, as well as those not on track. |  |  |
| Practitioners have discussed with parents/carers as to what developmental levels children are achieving. |  |  |

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| **Area** | **Summary Action Points** | **Who responsible?** |
| My Unique Child |  |  |
| Positive Relationships |  |  |
| Enabling Environments |  |  |
| Learning and Development |  |  |
| Assessment and record keeping |  |  |

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| **Additional transfer information for Year R to Year 1** | | |
| Good practice | In place yes/no/partially | Action required |
| Consideration is given to the physical space to ensure the continuity of experiences between EYFS and Year 1, including outdoor provision |  |  |
| EYFS and Year 1 have opportunities to share resources to establish some familiarity |  |  |
| The EYFS and Year 1 learning environments are similar in terms of areas of learning and routines |  |  |
| There is not an overemphasis on sitting up to a table, working in a small space or not using the floor |  |  |
| During the first weeks/months of year 1 an EYFS curriculum is in place which looks at any gaps in prime and then specific areas |  |  |
| Practitioners gradually build up focus on the National Curriculum for year 1 including the approaches developed in the EYFS and any gaps still evident |  |  |
| The routine includes opportunities for child initiated learning and time to extend their activities |  |  |
| Planned play and hands on experiences are included in the weekly and daily plans |  |  |
| The amount of time the children in Year 1 have to sit still and listen to the teacher is still restricted |  |  |
| There is not an over emphasis on recorded work and learning opportunities are purposeful |  |  |
| Literacy and numeracy are taught in an age appropriate and multisensory way with regular opportunities for structured play based learning |  |  |
| Year 1 practitioners know and understand what the EYFSP data contains. |  |  |
| EYFS and year 1 practitioners have dedicated time to discuss each child’s progress before they transfer to year 1.  Information is used to:   * Agree starting points for each child * Identify children who have additional learning needs * Identify children who need a ‘modified’ curriculum e.g. summer born, boys, etc |  |  |

**Supporting transition – Continuity between Year 1 and Reception**

What do children in your school **see** that is the same in Year 1 and Reception?

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| Physical resources (books, equipment, resources, furnishings), classroom layout (indoor and outdoor); familiar people e.g., teaching assistant in autumn term |

What do the children in your school **experience** that is the same in Year 1 and Reception?

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| Opportunities for independent/child initiated learning; time for exploration/investigation; access to a range of resources; regular access to outdoors, short carpet sessions, freedom to move around, similar lunch times, assemblies |

How does school **leadership and management influence** a smooth transition from Reception to Year 1?

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| Whole school policy on EYFS and year 1 to support continuity and progress; SLT allocate sufficient resources to enable children in Year 1 to experience activities such as sand and water, role play, outdoors etc; SLT facilitate Reception/Y1 classroom visits, summer term planning meetings, CPD |

What do the **parents** in your school **see and experience** as the same in Year 1 and Reception?

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| Daily welcome on arrival, communication with staff, home school links, parental involvement etc |