



# Birth to Five Service

## Reception To Year One Transition



Summer 2010

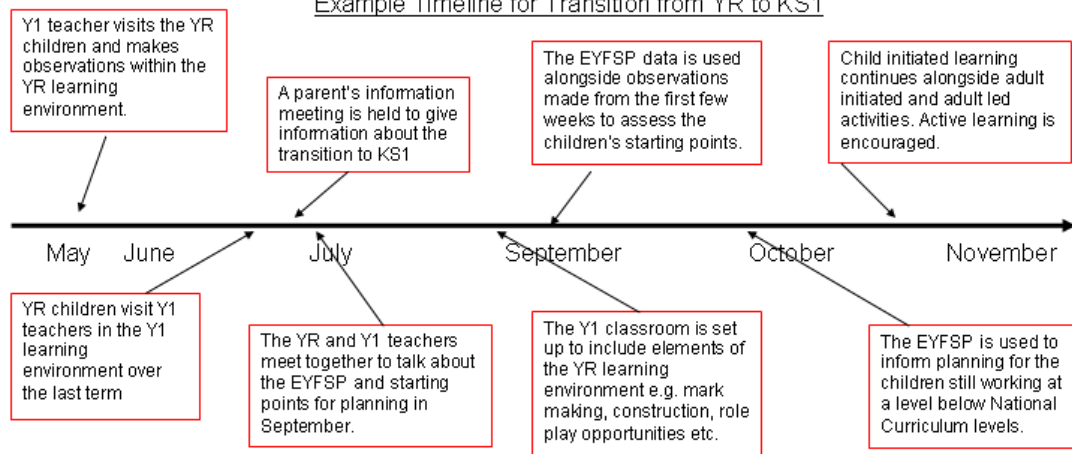


Summer Term is here and this means practitioners are beginning to think about the transition process to take children from The Early Years Foundation Stage to Key Stage One.

This transition leaflet contains information and materials from the 'Transition-Reception to Year One' section of the Birth to Five Service Website.

An example timeline for transition

Example Timeline for Transition from YR to KS1



Using the EYFS Profile in Transition

*"The primary purpose of the EYFS profile is to provide year 1 teachers with reliable and accurate information about each child's level of development as they reach the end of the EYFS, enabling the teacher to plan an effective, responsive and appropriate curriculum that will meet all children's needs"*

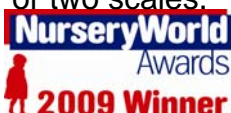
Early Years Foundation Stage Profile Handbook p 2

Throughout the Early Years Foundation Stage evidence is gathered to support the practitioner's knowledge of the child through ongoing observational based assessments; spontaneous observations, focused observations, pieces of work, photographs and parental contributions are used to support the judgements made.



Continuing the use of the EYFSP in Year One

If a child has achieved significantly below 78 points at the end of the Reception Year, it is good practice to carry on assessing through the EYFSP in Year One. Practitioners will need to use the EYFS 'Development Matters' when planning their provision. This practice is also advised for children who achieve significantly below a score of six in one or two scales.



Managed Service on behalf of



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### Using the E-Profile to support effective transition

At the end of the Reception Year it is common for the Year One teacher to receive a printout of the total scores for the Reception children-entitled 'quick scale scores' (From the 'Assessment' tab and the 'Quick scale scores' button on the eyeProfile). This scale sheet shows the total points scores for each of the EYFS Profile scales. However, as points 4-8 of the profile can be achieved in any order the total score does not reveal any specific gaps in children's attainment.

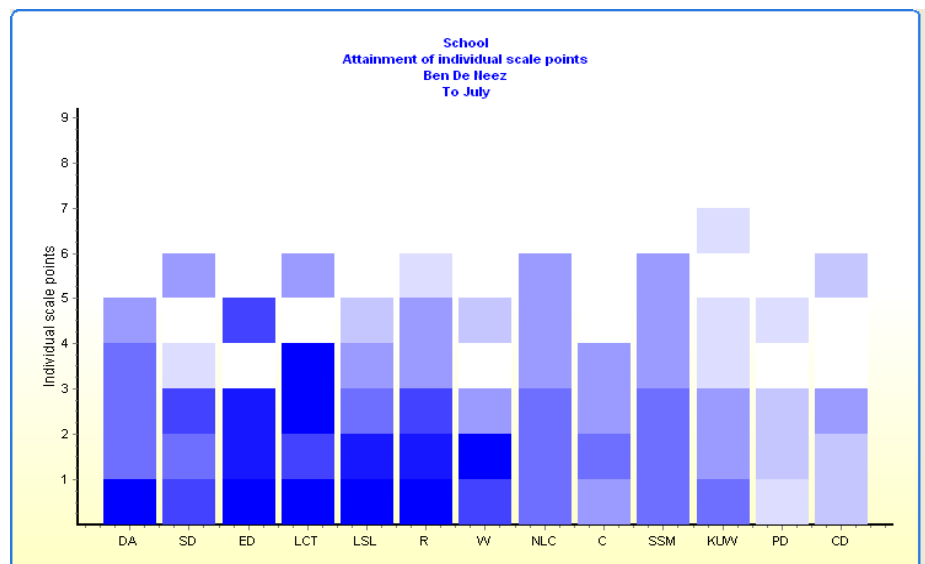
An example of the 'quick scale scores' printout.

School  
EYFSP 2008-2009 summary scores  
Everyone: 24 pupils

	DA	SD	ED	LCT	LSL	R	W	NLC	C	SSM	KUW	PD	CD	PSE	CLL	PRN	Tot
Apple Adam	7	7	6	7	5	5	4	7	7	7	7	7	8	20	21	21	84
Avocado Amy	5	6	6	7	6	7	6	8	5	5	7	9	7	17	26	18	84
Banana Billy	5	4	3	5	2	3	1	1	0	2	5	6	5	12	11	3	42
Berry Belinda	7	6	7	7	5	6	4	8	7	8	7	8	6	20	22	23	86
Cauliflower Carrie	5	5	4	4	6	5	5	6	6	7	7	7	7	14	20	19	74
Cod Charlie	5	5	5	5	4	4	3	7	6	7	7	7	5	15	16	20	70
Dragonfly Diana	5	5	4	7	5	5	5	7	6	7	7	6	7	14	22	20	76
Eel Eric	9	8	8	9	7	8	8	9	7	8	7	8	8	25	32	24	104
Flamingo Freddie	9	9	9	6	3	5	7	7	8	6	7	7	6	27	21	21	89
Grape Gertie	6	5	6	6	4	5	6	7	4	4	7	6	6	17	21	15	72
Hippo Henry	7	8	8	8	3	5	7	7	4	7	7	8	8	23	23	18	87
Iguana Izzy	9	9	9	6	4	5	7	6	7	8	7	9	8	27	22	21	94
Jaguar Jasmine	6	5	4	5	3	4	3	7	4	5	4	5	4	15	15	16	59
Kangaroo Kim	8	7	8	6	5	6	6	8	7	7	7	8	6	23	23	22	89
Lettuce Liam	7	7	7	7	6	6	7	8	7	7	8	8	7	21	26	22	92
Meerkat Monica	7	8	8	6	6	7	6	8	8	7	7	8	6	23	25	23	92
Newt Naomi	7	7	8	7	7	6	6	9	7	7	7	8	7	22	26	23	93
Orange Oliver	8	7	8	8	6	7	5	9	7	7	8	8	8	23	26	23	96
Potato Polly	7	7	8	6	5	4	5	7	6	7	6	8	6	22	20	20	82
Radish Ruby	7	7	6	6	6	4	5	8	5	6	6	7	6	20	21	19	79
Satsuma Simon	9	7	9	9	9	9	9	9	8	8	8	8	8	25	36	25	110
Tomato Tanya	7	8	8	7	8	7	8	9	8	7	7	8	8	23	30	24	100
Vole Victor	6	6	5	4	3	4	2	6	2	5	4	4	6	17	13	13	57
Whale Wilma	8	7	8	7	6	6	6	9	7	7	7	8	7	23	25	23	93

It is advisable to supplement the 'quick scale scores' printout with the attainment of individual scale points chart'. This is accessed through the 'Charts' tab of the eyeProfile. The chart shows which points have been achieved and which ones have yet to be achieved for each child. This information is useful to inform Year One provision, as practitioners can identify where support will need to be given immediately.

An example of 'scale point coverage- individuals' chart.



This chart clearly shows the gaps in children's attainment. It is essential that these gaps in attainment are given priority in terms of Year One provision. Consult the Early Years Foundation Stage Profile Handbook for further exemplification of the profile scale points.

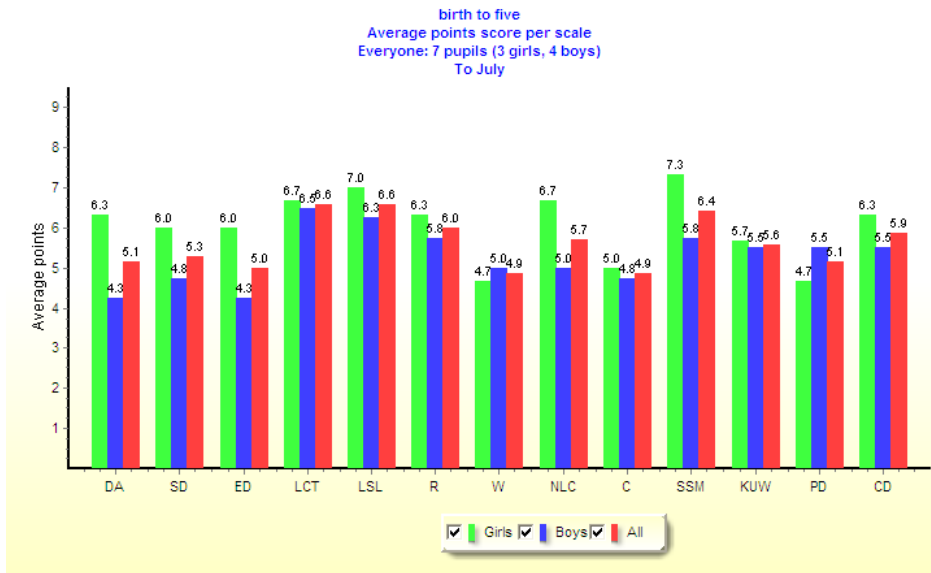
# Birth to Five Service

## Reception To Year One Transition

### Using the E-Profile to support effective transition

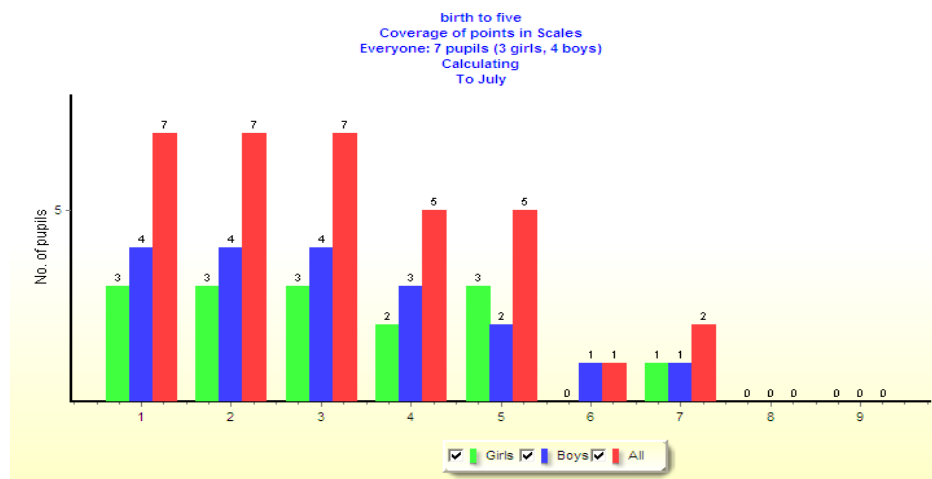
It is not only individual children's attainment that can be monitored and addressed in Year One. By using the 'averages-bar' chart it is possible to monitor all EYFS areas of learning by looking at the average points score for each EYFS profile scale.

An example of the 'averages-bar' chart



This example 'Averages-bar' chart shows that children leaving the Reception Year have lower scores in Dispositions and Attitudes (DA), Social Development (SD), Emotional Development (ED) Physical Development (PD) Writing (W) and Calculating (C) than in other scales. Of particular concern would be boys DA, SD and ED as their scores (in blue) are much lower than that of the girls, as well as girl's attainment in Physical Development (PD). Low average scores for all children in Writing (W) and Calculating (C) may show issues with provision in Reception and needs to be a priority for Year One immediately so that these 'gaps' in learning do not continue or escalate.

An example 'group coverage of points in scales-numbers' chart.



The above example chart 'Group scale point coverage-numbers' allows you to look at individual EYFS Profile scales in more depth. The above chart shows the whole group's attainment for Calculating. The chart clearly shows that very low numbers of children are achieving scale points 6 and 7 and that no children have been awarded points 8 or 9. By looking at the content of points 6,7,8 and 9 it will be possible to discuss with the Reception practitioner the profile points in detail and relate this to provision priorities.



### Transition Tips

- Allow opportunities for the YR children to visit their new Y1 teacher and learning environment before the end of term.
- Make time for the Y1 teachers to visit children in YR before the end of term, play alongside the children and make joint observations with the YR teacher.
- Use the information from the EYFSP and from discussions with the YR practitioners to inform initial planning at the beginning of the new academic year.
- Think about resource issues and any costs to be involved in good time to prepare the Year One learning environment for the new intake in September.
- Ensure that activities within the first few weeks are active and that observation based assessment helps to find the accurate starting points for children's learning alongside EYFSP scores.
- If possible, teach through a cross curricular theme or topic based approach rather than through separate 'subjects'.
- Responsibility for choices and resources is placed with the children. High expectations of independence carry on into Y1. For example pens, pencils etc are not ready on tables. Children are able to find and select their own resources within the EYFS.
- Space needs to be available for children to explore on many levels. Room needs to be provided for active learning and exploration on the floor as well as at tables.
- Plan time for the adults within the classroom to play alongside children, so they can model resources, activities, problem solving and language.

For full list of 'Transition Tips' see the 'Reception to Year One' section of the Birth to Five Service website.



### Guidance on Developing the Year 1 Learning Environment

Quality early years provision is reliant on a stimulating and well planned learning environment. A rich and varied environment supports children's learning and development. It gives them the confidence to explore and learn in secure and safe, yet challenging, indoor and outdoor spaces. Within Year One provision, it is not necessary to exactly mirror the EYFS learning environment but research has shown that carrying certain key areas through into Year One has a very positive impact for the children.



Which areas of learning practitioners provide for Year One children depends on the space and resources available. It is worth noting that some resources can be found cheaply or even for free from supporters of the school. When thinking about space, it is important to remember that resources can be made available in boxes and trolleys and packed away after use, areas of learning do not necessarily mean that it has to be permanently set out on a table.

With thanks to Washingborough Foundation Primary School for the photograph.

If any further support is needed please contact Helen Rutherford or Angela Barley on 01522 587570

Additional support materials on the transition from Reception to Year One can be found on the Birth to Five Service at:

[www.birthtofive.org.uk](http://www.birthtofive.org.uk)

'Continuing the Learning Journey (Revised Edition)' A QCDA Training Package

'Numbers and Patterns: Laying Foundations in Mathematics' A DCSF Document