Transition Matters
City of York

EDS, Early Years, Extended Schools and Community Service

How can we continue to support and develop transition through the Shared Foundation Community Partnerships?

Many communities worked together to find creative and innovative ways to reinforce aspects of their partnerships e.g. opportunities for children to be together from different settings and for practitioners to learn how each sector works.

The Education and Development Service coordinates the approach in improving transition by extending and involving other services.

A ‘Transition Toolkit’ was designed to support the development of transition practice for children from birth to six.

Family Learning

How can we gain parental support to aid transition?

The Family Learning Department focused on the involvement of parents and carers in three Shared Foundation Community Partnerships.

I feel more confident about creating my own games. I now know how much it helps children to play games. I feel more confident about why I do activities and spend time with my children. I have also been helping in my daughter’s class, so on the whole, I feel better about my children’s learning.

Parent

I have definitely made new friends and feel more confident about helping my children. I have also been helping in my daughter’s class, so on the whole, I feel better about my children’s learning.

Parent

St Mary’s CE Primary School

How can we draw upon the principles of the Foundation Stage Guidance to inform policy and practice at Key Stage 1?

At St Mary’s we completely transformed the whole approach to teaching in Reception and in Key Stage 1.

I like the new classroom because there are lots of people to play with and I like to work outside because I get fresh air.

Year 2 child

My son is an only child and he benefits so much from being with the mixed ages of children.

Parent

The outside classroom has worked well because it’s a mirror of the inside classroom; we need to get away from the idea that meaningful learning can only take place inside.

Teaching Assistant

St Paul’s Nursery School and St Paul’s CE Primary School

How can we encourage and support smooth transition through the Foundation Stage and into Year 1 through the creative use of ICT?

The ICT consultant has worked to establish effective transitions across the Foundation Stage and Key Stage 1 in the learning and teaching of ICT.

The children have really enjoyed the project. Moving up with familiar objects & resources made the transition a smoother process.

Year 1 teacher

Being able to use familiar resources in their new class gave the children a sense of security.

Reception teacher

What have York schools been doing to further develop transition between Reception and Year 1? For example:

- Engaging Parents
  - Parents invited in as often as they wanted in Y1 through the first 6 weeks to see it in action.
  - Parents/carers invited to accompany children on the mornings when children visit their new class.

- Helping children feel secure
  - Sharing YR resources that are familiar to the children with Y1.

- Improving staff expertise
  - Y1 teacher spent time observing in reception and talking to the children.

- Building on children’s prior knowledge
  - Make information from FSP assessment more accessible for Y1 teachers.