

## Transition from Reception to Year 1 during COVID 19.

This overview considers strategies that could support school processes for transition from Reception to Year 1 and sits alongside the document **Smooth transitions in the Early Years: COVID 19** which gives guidance about transition into school and transition for vulnerable pupils.

Children have been away from school and its familiar routines for a long time. They had to adjust to being at home and will now need to readjust to being back in school again. Even schools that already have strong transition practices will need to reflect on their approach this year and put in place different arrangements for children as they move to their new class. By establishing processes that introduce change gradually, leaders can support children's wellbeing and help them develop self-confidence, self-esteem and resilience.

Due to children missing a significant part of their Reception year, schools will need to consider how teaching and learning in Year 1 can be adapted to ensure that it is developmentally appropriate and meets the needs of the children. You can support children by:

- ❖ providing additional time for EYFS and Year 1 staff to meet to look at the most recent assessments and discuss children's development. More children may be performing below age-related expectations due to time out of school.
- ❖ completing a cohort-wide Gap and Strength analysis to help teachers plug gaps in learning and create challenge in areas of strength.
- ❖ taking time to observe children as they return to school to evaluate their level of well-being. You could look at Ferre Laevers' Emotional Well Being Scale to help with this.  
<https://emotionallyhealthyschools.org/primary/the-leuven-scale/>
- ❖ considering whether a member of the EY team can move temporarily to the Year 1 class with the children.
- ❖ extending an EYFS approach into Year 1 and looking at how you can create an environment for play-based learning. This "familiar" environment will support children to be confident and comfortable as they face yet another significant change. An additional challenge here might be providing access to an outdoor learning space.
- ❖ identifying CPD opportunities (if needed) for Year 1 staff to strengthen their understanding of Early Years curriculum, teaching and learning. You can find a bite-size training module [An introduction to the EYFS for Year 1 practitioners](#) on the Early Years website.
- ❖ giving Reception age children the opportunity to discuss their move into Year One. What are they looking forward to? Is there anything that they are worried about or not looking forward to? These could then be shared with Year One staff and revisited early next year.
- ❖ reviewing the Year 1 planning and make changes so that it:
  - provides opportunities for children to play and explore, apply knowledge and skills in self-initiated learning and to think, puzzle and work things out
  - is flexible enough to be adapted as children's interests and needs change
- ❖ sharing the changes, you make with parents to reassure them that their child/ren will come back to a familiar style of teaching which will support their needs and stretch their learning.
- ❖ Creating an video on your website or arranging a virtual meeting where parents can find out about the Year 1 curriculum and, if you have been able to develop play-based learning in Year 1, how this will support their child's learning (you may get the "why are they still playing?" question).

Further information about transitions can be found at

<https://www.oxfordshire.gov.uk/business/information-providers/childrens-services-providers/support-early-years-providers/transition-pack>