

COVID19 context Transition from Reception to Year 1

Summer/Autumn 2020

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This document is for Year 1 teachers, Reception teachers, EYFSCOs, Head Teachers and Governors.

This document is subject to change according to Government and PHE Guidance. It is not exhaustive and will be supplemented by further documents. It is aligned with the Government guidance '[Guidance for full opening – schools](#)' (published 2nd July 2020).

It is assumed all schools will have in place the 'proportionate protective measures' and will plan according to the 'key curriculum principles' as outlined in the Government guidance '[Guidance for full opening – schools](#)' (published 2nd July 2020).

This guidance:

- will help you plan the transition for children due to move from Reception to Year 1 in September/ Autumn 2020
- will help you adapt the curriculum you offer Year 1 children and create a developmentally appropriate learning environment to best support the children who have had a disrupted Reception year
- complements the COVID19 Transition documents available on the Early Years webpages at <https://www.oxfordshire.gov.uk/business/information-providers/childrens-services-providers/support-early-years-providers/transition-pack>
- can be used in conjunction with the OCC EY Bitesize CPD available at <https://www.oxfordshireearlyyears.co.uk/>
 - An introduction to the EYFS for Year 1 practitioners
 - High quality interactions for learning
 - Implementing an inspirational teaching and learning environment
 - Learning outdoors
 - How to use 'loose parts'
 - Phonics

The sections of this document are:

- Overview
- Organisation
- Actions and considerations for Head Teachers
- Actions for Year 1 teachers Summer 2020
- Actions for Reception teachers Summer 2020
- Actions for Year 1 teachers September 2020
- Actions for Reception teachers Autumn 2020
- EYFS Pedagogy
- References and resources

Why do you need to plan differently this year?

- Most Reception children will have missed a significant amount of the teaching and learning required as a sound basis for the Year 1 curriculum
- Due to the impact of the COVID lockdown measures, Foundation Stage teaching and learning pedagogy may be necessary for many Year 1 children
- Each child will have had a different experience of 'lockdown': the well-being and emotional state of each child will need to be discovered. Some may be excited to come back to school; some may feel resentment or fear; some may be experiencing bereavement. How will you find out?
- The gap in learning for some vulnerable learners/children with SEND or additional needs is likely to have increased due to the impact of lockdown – particular focus will need to be placed on these children and extra communication with parents/carers arranged
- Government guidance for full opening - schools (2nd July 2020) includes how groupings of children and management of spaces should be organised to minimise the risk of infection

Overview

- A 'catch-up' or 'recovery' approach which leaves out or rushes key elements of the Foundation Stage curriculum could provide shaky foundations for Year 1 and beyond
- Research shows that up to the age of 7 children still learn through first-hand experiences, by being active and through leading their own learning. This is the reason for a play-based approach in the early years
- The right balance of child-led and adult-led learning will need to be provided
- Children need to be relaxed in order to learn – their wellbeing at this time is a priority and they will need time and attention to help them feel safe and secure and to build and re-build relationships

- Planning the learning opportunities will need to start from where the children are, and not where 'others' want or expect them to be
- All staff will need to be aware of their own feelings and take care not to pass on anxieties to the children

Organisation

Each school will devise its own staff deployment plan according to individual context. The Guide for full opening states that, from September, teachers and staff can operate across different classes and year groups, so Reception staff may move temporarily with the children into Year 1 (e.g. TAs). The advice in this document can support your own unique planning as you create innovative solutions

The Government guidance for full opening (2nd July 2020) states that, from September, groups can be class sized in Primary schools, so it is not a requirement to organise provision based on small bubbles.

Considerations for Head Teachers

- Developing an approach which enables Year 1 staff to continue EYFS pedagogy for the Year 1 children, where required, based on individual and group need
- Facilitating Year 1 teachers and teaching assistants to access online training on Foundation Stage teaching and learning – see [Step into Training](#) and [CPD Bitesize](#)
- Encouraging your Year 1 teacher to subscribe to Schools News to gain the Early Years updates and information
- Allowing staff the time to establish the well-being and personal context of each child in order to best plan for them
- Facilitating opportunities for the Reception teacher(s) to support Year 1 teacher(s) with moderation and attainment of the Early Learning Goals (ELGs) during the academic year 2020-21

Actions for Year 1 teachers Summer 2020

Required documents:

- Statutory Framework for the Early Years Foundation Stage (**EYFS**)
- Curriculum guidance 'Development Matters' (non-statutory). Note the **principles** of a Unique Child, Positive Relationships, Enabling Environments *and* the Characteristics of Effective Teaching and Learning
- Guidance for full opening – schools and Actions for Early Years and Childcare Providers during the Coronavirus (COVID-19) outbreak (both published 2nd July 2020)

Develop planning that meet the needs of all children (in response to “lost learning”)

Liaise with the Reception teacher to discuss:

- the emotional needs of individual children - known and potential concerns; the impact of lockdown measures on each child and their family
- known and estimated current attainment in all 17 strands of the Areas of Learning and Development. Create a class Gap and Strength analysis
- the known strengths and gaps of the Characteristics of Effective Learning for each child
- Observation, Assessment and Planning principles and templates (OAP)
- systems for tracking children’s progress

How to extend the EYFS approach into Year 1

Spend time in the Reception class (following COVID protective measures) / communicate with the Reception teacher to note:

- how the day is timetabled
- how the class, including outdoors is set-up and how areas of provision promote learning
- what resources are available and how they are used to facilitate learning
- how children learn; the balance of child-initiated learning, adult-initiated learning, adult-focussed group learning, and the Characteristics of Effective Learning (see section below on **EYFS pedagogy**)
- how support staff work to address children’s next steps through supporting children’s play

Plan how to design your classroom to reflect EYFS pedagogy and meet the developmental needs of the new children

- have spaces where child-initiated/adult-initiated learning can take place e.g. role play area, creative area. See ‘Learning Environments’ booklet on the [Early Years toolkit](#)
- how can outdoor learning take place?
- what could be provided that is familiar to the children to help avoid the ‘shock’ of transition e.g. some resources from the Reception class?
- have places for children to talk - with other children and with adults (see ‘Talk Friendly Environment’ audit on the [Early Years toolkit](#))
- what is available to support well-being e.g. resources for children to act out lockdown experiences, places for children to feel relaxed and to share experiences?
- which Reception resources can be shared (in line with PHE guidance)?

Plan how to reassure the new children and their parents

Consider:

- creating a video so children and parents can see their new classroom and teachers. Maybe the current Year 1's can be involved
- creating a video of yourself reading a story or singing your favourite song and post online
- reading a story or sharing a song/rhyme to the current Reception children (maybe socially distanced outside and risk assessed as feasible)
- current Year 1 children drawing/writing something they love about Year 1, that can be sent to one individual child in Reception as a 'special message'
- an online meeting for parents, to explain the plan for transition to Year 1 including how teaching will meet their child's learning needs
- setting up an email address especially for induction/ transition questions
- a 'transition/ induction help page' could be created on your school website to answer any FAQs
- a Skype or Zoom type interactive chat for parents and children

Share your plan with every member of your team, including the Early Years staff, the SLT or the whole school, SENCO and Designated Safeguarding Lead so all are on board and part of the transition process.

Actions for Reception teachers Summer 2020

Share with Year 1 teachers, children's:

- excitement and worries about moving to Year 1, for example use a 'How I feel' sheet where adults can scribe, or children draw how they feel about it
- questions about Year 1. Replies can be returned by the Year 1 teacher, or the current Year 1 children
- interests and preoccupations, so that relevant learning opportunities that motivate them can be planned into Year 1
- 'memory books' created by each child about their time in Reception
- [a one-page profile](#) for children identified as anxious about transition, or with SEND
- your judgment on each child's learning and development towards the Early Learning Goals as far as you can, to share with the Year 1 teachers(s) as you would normally do (usual templates can be used even though there was no EYFS Profile for these children this summer)
- Share information about any child/ren who may need support around following COVID-19 hygiene measures

Actions for Year 1 teachers September 2020

Plan activities that:

- use an EYFS approach as observed in Reception (and see 'EYFS Pedagogy' below, use the [Bitesize CPD](#))
- focus on developing the Characteristics of Effective Learning (see [Bitesize CPD](#))
- use outdoors as much as possible - this is good EYFS practice and is in accordance with COVID19 guidance. This should not include a set 'playtime' with other classes/year groups as, under Full Opening guidance, use of shared spaces should be avoided
- support emotional needs and well-being. Children will need **time** to talk and build and re-build relationships. Consider using the Ferre Laevers scale, especially for children of concern <https://emotionallyhealthyschools.org/primary/the-leuven-scale/>
- are familiar - children will need this to help them feel relaxed and be in the best state to learn
- allow adults quality time to listen to children - to help children regulate feelings and behaviours that may be associated with recent experiences
- focus on building-up gross and fine-motor skills. These may have been under-developed during lock-down
- establish an assessment of attainment on entry, using an EYFS approach particularly for those who have not attended school in the summer term, and address the identified gaps in learning. Start with the Prime Areas - see [Bitesize CPD](#) 'An introduction to the EYFS for Y1 practitioners' which gives examples of experiences and activities that can lead to teacher assessments
- prioritise progress in phonics, reading, vocabulary, writing and mathematics, identifying opportunities across the curriculum so children read widely, and develop their knowledge and vocabulary

In addition:

- plan time for observations – to evaluate attainment, plan appropriately, and to reflect on whether your planning has met their needs
- plan an online meeting for parents - to further explain approaches in Year 1 and check if there are concerns/queries and ensure these are addressed
- consider using the same 'Learning Journey' system as used in Reception - to evidence attainment and share the learning with parents
- take care with a 'catch-up' approach - learning is dependent on emotional development. If learning is rushed, understanding will be insecure and future learning built on incomplete foundations

- ensure there are plenty of opportunities for children to choose their activity – control and autonomy are important to become resilient learners. Lockdown may have stripped control away for many children. (see ‘**EYFS Pedagogy**’ below)
- where remote learning has to be continued, or re-established eg in the event of isolation or local lockdown, ensure your planning caters for the unique learning needs of the **current** Year 1 cohort

Actions for Reception teachers Autumn 2020

- visit Year 1 children to continue to provide an emotional ‘bridge’ during the transition phase. Guidance for Full Opening allows teachers and staff to operate across different classes from September
- meet with Year 1 teacher(s) to continue to liaise and moderate observations of the children, and to check that those who need to are progressing well towards the ELGs ready for the Year 1 curriculum
- continue to support the Year 1 teacher in observation, assessment and planning
- seek out parents/ carers views of how their children have settled into Year 1

EYFS Pedagogy – balancing adult- led and child- led learning

Once you have established where each child is developmentally, relative to the Prime and Specific **Areas of Learning and Development** and the **Characteristics of Effective Learning**, you will need to plan for each child, and aim to have more small groups than whole class teaching.

You will need to plan for a balance of **adult-led learning** and **child-led learning**.

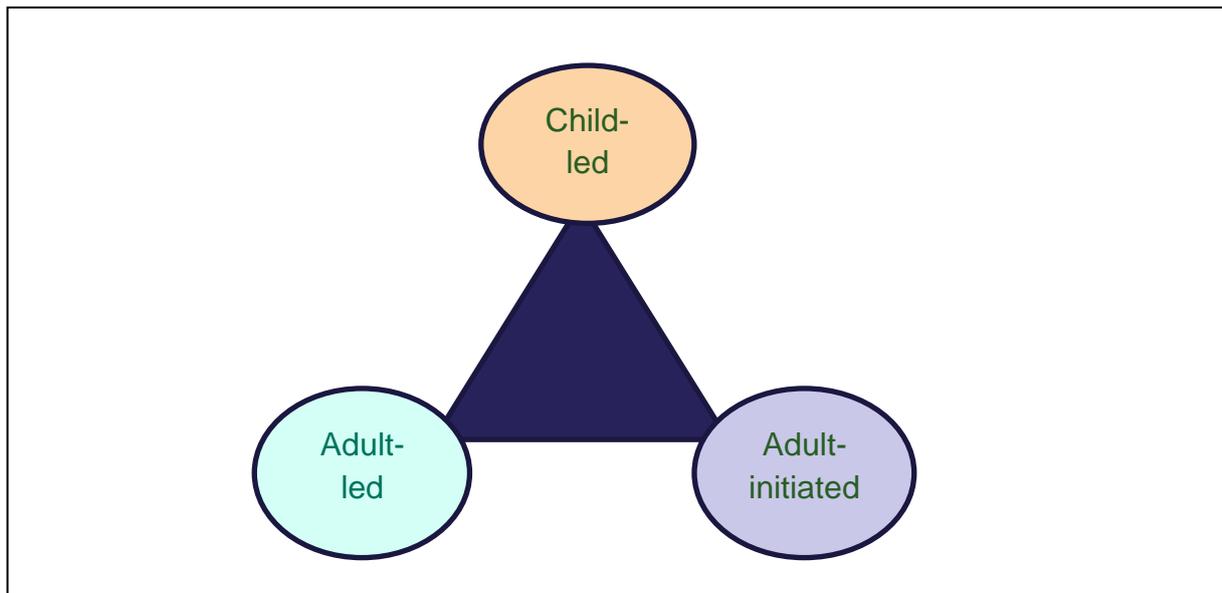
The **child-led** learning is as important as the **adult-led** as this is where you will give the children the chance to have their own goals in mind, to have autonomy over where they take an activity and to develop essential skills for being a learner – creativity, problem solving, persistence etc (see The Characteristics of Effective Learning in the EYFS).

In these two types of learning the leader of the learning switches, but adult and child have a role to play in both.

In **adult-led** (or adult focused) the practitioner has decided the activity or the session, has a learning objective in mind, leads the child (teaches) to that objective and assesses the learning outcome.

In **child-led** (or child-initiated) the child can access resources and learning spaces (continuous provision), takes the lead themselves, chooses where they take the experience and it is now the adult who is led by the child. In being led by the child, the adult may provide support in the form of new vocabulary, additional resources, offers ideas if required...but does not steer or hijack the play with their own learning objective in mind.

In addition, **adult-initiated** learning occurs when an activity is set-up by the adult, and often modelled. Children choose whether to engage in the activity. They work independently although specific children can be directed to the activity.



All 3 elements are key to maximising successful learning.

The Statutory Framework for the EYFS states “Children learn by leading their own play, and by taking part in play which is guided by adults. **There is an ongoing judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults.**”

You will need to adjust the balance according to your cohort and their progression throughout the year, and this is when it would be helpful to seek guidance from your Reception teacher(s) and EYFSCO.

Adult-led whole class teaching is valuable for:

- Enthusing the class about a new theme or topic
- Sharing information about class outings, visits or visitors,
- Sharing singing, poetry, rhymes and stories
- Quick fun games, phonics, maths thinking skills

Adult-led small-group teaching will be most useful for addressing children’s learning needs particularly this Autumn.

The Bitesize CPDs at <https://www.oxfordshireearlyyears.co.uk/> provide more information on this pedagogy.

References, tools and resources/further reading

Book: 'Moving On to Key Stage 1: improving transition from the early years foundation stage' by Julie Fisher

- Refer to the OCC EY Bitesize CPD at: <https://www.oxfordshireearlyyears.co.uk/a-range-of-short-cpd-opportunities.html>
- Contact the OCC Early Years Team for support or remote meetings via Early.Years@Oxfordshire.gov.uk
- See the OCC EY webpages and COVID Transition documents at <https://www.oxfordshireearlyyears.co.uk/>
<https://www.oxfordshire.gov.uk/business/information-providers/childrens-services-providers/support-early-years-providers/early-years-toolkit>
- For transition templates with attainment on all 17 aspects of the Early Learning Goals see [Smooth Transitions in the Early Years: A Good Practice Guide](#)
- See OCC EY Facebook
- [Promoting Well-being in Schools Pack](#) (an Early Years version is available from September)
- Subscribe to 'Schools News' to receive relevant information and updates