





**Bury EYFS  
Transition  
Guidance for  
2020**

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*Our Ref* Transition 2020  
*Your Ref* Transition 2020  
*Date* 22<sup>nd</sup> June, 2020  
*Please ask for* Early Years Advisors  
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*E-mail* [eya@bury.gov.uk](mailto:eya@bury.gov.uk)

Dear Provider,

We are pleased to share with you the amended EYFS Transition guidance pack for 2020. This guidance is for early years settings (nurseries, pre-schools, childminders), reception teachers and parents of all children who are starting school in September under potentially very different circumstances.

It aims to support children's emotional wellbeing during an already anxious and stressful time, which could be enhanced due to coronavirus and the potential restrictions during the transition to school period. The child's voice will be at the heart of this guidance.

*Please be aware that although it is hoped that children will transition into their new school in September, this may not be the case for all children. Therefore you may need to repeat the process or delay the process until the best time.*

Please contact one of the Early Years Advisors to discuss anything further.

**Lois Hulley: 0161 253 6431 –Whitefield locality area**

**Jo Monaghan: 0161 253 6117- Bury locality area**

**Gill Mirabatur: 0161 253 7192- Radcliffe locality area**

**Or via email:** [eya@bury.gov.uk](mailto:eya@bury.gov.uk)

Warm Regards,  
The Early Years Advisors





## EYFS Transition Standards for Early Years settings

**A reflective document to support you in managing smooth and effective transitions for early years children**

**Date:**

**Completed By:**

<b>Practise</b>	<b>What we do currently - please highlight left column Record actions or discussions here:</b>
Make time for the child's key person to liaise with schools so that they can find out the expectations school will have post Covid for the new cohort of children.	
Ensure the <b>EARLY YEARS FOUNDATION STAGE TRANSITION RECORD 2020</b> is completed with parental involvement and agreement and sent on to school as soon as possible.  NB. If required work in partnership with the SENCO virtually or over the phone to ensure the child's individual needs and requirements are fully discussed, and also they are made aware of what support has already been carried out. (This may be via a story so far document).	

<p>Ensure that individual children are discussed with the new school/setting, and any individual requirements/parents comments or concerns are passed on. If possible use this as an opportunity to refer to the completed transition document to highlight the child's areas of strength and areas for development.</p>	
<p>Provide an opportunity for the child to have a virtual chat/ listen to a story read by their new teacher, with a familiar person there also to offer support.</p>	
<p>Whenever possible carry out a virtual tour of the setting and share with the child's new teacher so they are able to see the environment that the child has been used to.</p>	
<p>Support parents face to face (social distancing) or via telephone/virtual meeting so that they know what to expect as their child transitions into their new school.</p>	
<p>Encourage parents to attend virtual meetings with schools in order to gain information, and ask relevant questions.</p>	
<p>Plan the following enhancements to support the transition process;</p> <ul style="list-style-type: none"> <li>• Digital photograph albums relating to the identified schools/settings are shared with children and their families and parents advised to share with their child at home.</li> <li>• Signpost parents to specific books and about starting school, and signpost to the Bury Directory for other transitional tools and resources that may offer support.</li> <li>• Display about all schools/settings identified is developed for children and families to see</li> </ul>	

<ul style="list-style-type: none"><li>• Consider sharing positive practice and routine methods with schools, for example hand washing support videos so that schools can build on practice children are already familiar with</li></ul>	
<p>Contact all identified schools following the transition to check the progress of the child/children and evaluate the process</p>	



## EYFS Transition Standards for Schools

**A reflective document to support you in managing smooth and effective transitions for early years children**

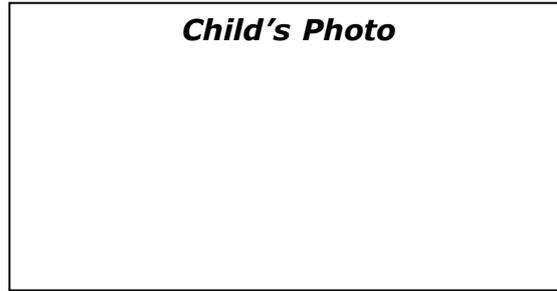
**Date:**

**Completed By:**

<b>Practise</b>	<b>What we do currently - please highlight left column</b> <b>Record actions or discussions here:</b>
Ensure the <b>EARLY YEARS FOUNDATION STAGE TRANSITION RECORD 2020</b> which has been created by the child's previous early years setting <u>in partnership with parents</u> (best practice) has been read.	
Make time to liaise with children's key person in their current early years setting so that you can find out all about the children, including their experiences during the Covid 19 epidemic. Have the transition record at hand during the meeting to discuss.	
Ask if the early years setting would agree to you having a virtual tour so that you are able to see the environment that children have been used to, and use this as an opportunity to make any notes for future planning.	
Offer to host a virtual story session with new child/ren, which can be supported by child's key person/parent. This will enable you to start to build a relationship up with the child.	
Set up a virtual parents meetings for new families.	

<p>Consider broadening communication methods that are working well for 'current' children to new starters and their families, for example online parent accessible systems such as Tapestry.</p> <p>Agree any virtual messages that can be used to support the transition process in absence of physical comforters such as, "a parents kiss they can keep in their pocket" or "an imaginary heart string that can't be broken by distance"</p>	
<p>Provide a reception email address so that parents can email you direct to ask any particular questions.</p>	
<p>Amend school website on a regular basis to update it with frequently asked questions related to new transitions</p>	
<p>Provide personal video profiles of staff in reception, and staff that children will come into contact with.</p>	
<p>Provide a virtual tour around the new classroom, outdoor areas and other areas of the school, so that children can see what the environment looks like. Include routines such as lunch time and outdoor play.</p>	
<p>Liaise with settings about routine practices (such as handwashing) that have already been established by the setting and consider how you might replicate this as children are already familiar with these practices.</p>	
<p>Offer the following resources (where possible) to support the early years settings in preparing children for school:</p> <ul style="list-style-type: none"> <li>• Digital photograph album (email/on school website) relating to school e.g. teachers, classroom, bathrooms, dinner, outdoor area, cloakroom, route into school etc.</li> <li>• Provide some guidance about topics that will be covered in the first term at school</li> <li>• Offer some key skills that you know will help support children when starting school</li> </ul>	

<p>Think about what additional transition support is in place for those children moving into reception without a cohort of friends? Children who come to school in groups from settings will have the advantage of friendship groups.</p> <p>Consider how developing relationships between children and families could be implemented – perhaps virtually to support cohort cohesion.</p>	
<p>Use any agreed virtual messages consistently to support children transitions into school daily.</p>	
<p>Contact all early years settings following the transition, to:</p> <ul style="list-style-type: none"><li>• Share children’s progress in their new setting</li><li>• Provide any feedback on the transition document/process in general</li><li>• Give the early years setting some information relating to the previous cohorts attainment at EYFSP</li></ul>	



**EARLY YEARS FOUNDATION STAGE TRANSITION RECORD 2020**

<b>Name of early years setting:</b>		<b>Name of child:</b>	
<b>Name and address of next school/early years setting:</b>		<b>Name child is known by:</b>	
		<b>DOB:</b>	<b>Gender:</b>
		<b>Address:</b>	
<b>Date of entry to setting:</b>	<b>Attendance prior to Covid -19 closures:</b>	<b>Attends other childcare setting/ children's centre?</b>	
<b>Person completing this record:</b>	<b>Attendance during and after Covid -19 closures:</b>	yes/no Please give details:	
<b>Additional Personal Information:</b> (i.e. parental contact, court order info, gender identification)		<b>Position in Family: e.g. 1/3</b>	
<b>Language(s) spoken at home:</b>		<b>Religion/beliefs:</b>	
<b>Dietary Information:</b>		<b>Known Allergies:</b>	

**Does the child have special educational needs and/or disabilities?** Yes/No  
(If yes, please complete supplementary information – ‘*Early Years Foundation Stage Child’s Individual Requirements*’)

**Have you identified any concerns in relation to the child’s development?** Yes/No

If Yes, please identify which areas below or attach any relevant documentation:

Personal, Social and Emotional Development

Communication and Language

Physical Development

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

**Please name here and provide contact details any other professional involved:**

**For example; Social Worker, Speech and Language therapist, GP, etc:**

**The Characteristics of Effective Learning:**

**Please provide a description about how the child is becoming an 'effective and motivated learner' and how they engage with familiar people and their environment**

**Playing and exploring:**

*(Finding out and exploring, Playing with what they know, Being willing to "have a go")*

**Active learning:**

*(Being involved and concentrating, Keeping on trying, Enjoying and achieving what they set out to do)*

**Creating and thinking critically:**

*(Having their own ideas, Making links (using what they already know to learn new things), Choosing ways to do things)*

## The Areas of Learning and Development

### Personal, Social and Emotional Development

<b>Managing Feelings and Behaviour</b>	<b>Self Confidence and Self Awareness</b>	<b>Making Relationships</b>
<b>Age/Stage band:</b>	<b>Age/Stage band:</b>	<b>Age/Stage band:</b>
Emerging Developing Secure	Emerging Developing Secure	Emerging Developing Secure

**A brief overview of what the child has learnt and possible next steps:**

### Communication and Language

<b>Listening and Attention</b>	<b>Understanding</b>	<b>Speaking</b>
<b>Age/Stage band:</b>	<b>Age/Stage band:</b>	<b>Age/Stage band:</b>
Emerging Developing Secure	Emerging Developing Secure	Emerging Developing Secure

**A brief overview of what the child has learnt and possible next steps:**

**Physical Development**

**Moving and Handling**

**Health and Self-care**

**Age/Stage band:**

**Age/Stage band:**

**Emerging Developing Secure**

**Emerging Developing Secure**

**A brief overview of what the child has learnt and possible next steps:**

**Specific Areas of Learning – A brief overview of what the child has learnt/can do and any next steps**

**Literacy:**

**Mathematics:**

**Understanding the world:**

**Expressive arts and design:**

**Key Person's Comments:**

Signed:

Child's Comments:

Parent's/Carer's Comments:

Signed:

Manager's signature:

Date:

