

Guidance to support updated Leeds Early Years Foundation Stage (EYFS) Transfer Record

The Leeds Children and Young People's Plan for developing a Child Friendly City includes the vision that all children...

“Do well at all levels of learning and have the skills for life”

The Leeds transition transfer record and support notes have recently been updated in line with the revised EYFS to support the transition into school and 'school readiness'. They continue to promote the most effective ways of supporting every child in their individual learning journey.

The 'Starting and Staying' strong guidance and documentation, produced **by** practitioners **for** practitioners, includes a range of good practice case studies and 'top tips' which promote and support quality practice around the transition process.

Having an awareness of and utilising the materials, is a requirement for practitioners and all providers in Leeds who are in receipt of the Free Early Education Entitlement (FEEE). We would however, encourage all our providers to make use of this guide as part of their quality improvement process.

Starting and Staying Strong



“Every child deserves the best possible start in life and the support that enables them to fulfil their potential”

Statutory Framework for the EYFS (2012)

Transition works most effectively when practitioners consider...

Key Messages for Effective Transitions

- It is a process rather than a one off event.
- The child and their needs are at the centre of the process.
- Time and care are taken to plan the transition process.
- The 'Unique Child' EYFS principles are considered when organising flexible admission procedures.
- All parties involved value and acknowledge the role of parents and carers as children's first and most important educator.
- All parties involved have respect for each other and there is effective communication between home and setting and between settings.
- Confidentiality is respected.



Good Practice Tips for Effective Transitions

- Children are given opportunities, using a variety of media and resources, to express their feelings about the changes taking place.
- Practitioners listen to children's hopes and fears regarding transition and feelings are acknowledged in a sensitive and supportive way.
- Home visits are made to meet children and their family in the security of their own environment.
- Settings consider strategies for gathering information from, and sharing information with, ALL parents e.g. EAL families.
- Practitioners plan ahead to visit each other's settings and meet children in their current learning environment to gain an understanding of children's experiences.
- Practitioners prepare booklets with photographs of key people and the provision children will meet in their new setting.
- In addition to visits with parents, children have the opportunity to visit the new setting with their key person/familiar adult from their current setting.
- Children are supported in writing a letter to their new teacher expressing their hopes and concerns.

Building Relationships between Providers for Effective Transitions

- Know which settings/schools are in your local area and those that regularly feed into your setting.
- Acknowledge the professionalism and knowledge held by all early years' providers.
- Consider how, and what, key information is made available locally.
- Be open to the sharing of good practice and strategies.
- Attend locality based early years networks, meetings and training.
- Identify opportunities to invite providers to local events e.g. fetes, Christmas concerts, fun days etc.
- Send introductory emails/leaflets or make a phone call to introduce staff and/or setting.
- Invite school staff to summer term parents afternoons/evenings in the setting.
- Remember, working together effectively will have a positive impact on children.



Quality Assurance of Transfer Records for Effective Transitions

- Ensure staff are confident in making accurate summative assessments against the areas of learning.
- Ensure consistency across the team when completing the report e.g. have practitioners had the opportunity to access appropriate training, is there a lead contact within the setting?
- Establish in house moderation of judgements with practitioners across the setting to ensure consistency and accuracy of assessments.
- Access opportunities to attend local moderation meetings.
- A senior manager should read and quality assure reports for spelling, grammar and content before they are signed and shared with parents and providers.
- Seek feedback on the usefulness of the report from parents, settings and schools.

Notes to support the completion of the updated Leeds EYFS transfer record

Section 1

Current Setting

Please record your setting name and contact details

Attendance pattern

1. Identify number of hours and days attended per week
2. Identify exact details of how sessions are made up, for example sessional, stay for lunch, full day (e.g. 8am-6pm)

Previous settings

List all settings previously attended (and dates where known).

Health/Allergies/Dietary Requirements e.g. cultural or religious

Discuss with parent and state briefly any important information

SEN Code of Practice Stage

1. Complete only if applicable and discuss with parent before completion
2. Give review meeting dates if applicable
3. State if any funding is in place
4. State name of other agencies involved

Involvement of other agencies

Complete only if applicable and discuss with parent before completion

Home Language

Complete only if other than English and discuss with parent before completion

Child's drawing/mark-making and comments

1. The child need not draw/make marks directly onto the Transfer Record. Their drawing/mark-making (or photocopy) can be folded and attached.
2. No adult prompts should be made or support given.
3. If appropriate (according to child's stage) ask child to draw a picture of a person e.g. self or parent.
4. If appropriate (according to child's stage) ask child to write their name independently i.e. without using adult prompting or support or recourse to name card. (This could be completed separately and included at end of the Transfer Record)
5. Language they use in respect of their drawing/mark-making should be written verbatim, either on the drawing or within the Communication Skills section of report.

Section 2

Summary of each child's learning and development

'Development Matters may be used by early years settings throughout the EYFS as a guide to making best fit judgements about whether a child is showing typical development for their age, may be at risk of delay or is ahead for their age. Summative assessment supports information sharing with parents, colleagues and other settings'

Development Matters 2012 pg. 3 ref: www.foundationyears.org.uk

Local assessment guidance 'Journey Through the Revised EYFS' is available to all providers to support making assessments in the EYFS. This is available on the Early Years

Collaboration Zone, the Family Information Service website or from your early years improvement officer.

1. The boxes represent the 17 aspects of the prime and specific areas of learning and development. All aspects of children’s learning and development within these areas will need to be assessed as part of the transition record.
2. Please use and refer to the development statements in Development Matters/Journey Through the Revised EYFS to identify which development band children are working within (including beginning, developing or secure) for each aspect.

Prime Areas and Aspects		Specific Areas and Aspects	
PSED MR SC-SA MFB	Personal, Social and Emotional Development Making Relationships Self confidence and self awareness Managing feelings and behaviour	L R W	Literacy Reading Writing
		M N SSM	Maths Numbers Shape, Space and Measures
CLD LA U S	Communication and Language Listening and Attention Understanding Speaking	UW PC TW T	Understanding the World People and Communities The World Technology
		EAD EUMM BI	Expressive Arts and Design Exploring and using media and materials Being Imaginative
PD MH HSC	Physical Development Moving and Handling Health and Self Care	EAD EUMM BI	Expressive Arts and Design Exploring and using media and materials Being Imaginative

The 4Children “What to expect, when” March 2015 publication will support parents in their understanding of early learning and development. Available to download at: www.4Children.org.uk

About your child...

1. To be completed by parent / carer (with appropriate support from key person)
2. Prompts might include:
 - What does your child enjoy doing?
 - Is there anything your child doesn’t like doing or finds challenging?
 - Who lives in their house? e.g. siblings, pets
 - Who are the special people in your child’s life?
 - Who are your child’s friends?
 - Who will they know in school?
 - How does your child react to new experiences?
 - Where does your child like going?
 - What sort of eater is your child?
 - Confident to?
 - Needs support to?
 - Has your child any particular fears or worries?
 - Are they a good sleeper?
 - Is there anything else we need to know to help us take good care of your child?

Communication skills

The Development Matters guidance for the aspects of Communication and Language (pg 15) is available to further support comments in this section.

1. To be completed in conjunction with parent / carer

- If child has English as an additional language please comment on the child's understanding/use of their home language as well as English. A verbatim quote – taken from the most recent narrative observation or from the language used in respect of the drawing/mark-making included on the Transfer Record.
- How confident is the child when speaking in a variety of situations i.e. speaking to adults and peers and to familiar/not so familiar adults
- How children use talk to express their feelings and ideas
- Are able to follow instructions and respond appropriately to questions
- Listening skills – one sentence that describes their listening skills:
 - One to one
 - In a small group
 - In a larger group

All about.....

Comments about how the child engages with other people and their environment underpin learning and development across all areas and support the child to remain an effective and motivated learner. A narrative against these characteristics (Playing and Exploring, Active Learning and Creating and Thinking Critically) need to be included in this section. Prompts for the characteristics can be found in the Development Matters guidance pages 6-7 and include the following aspects:

Playing and exploring - engagement	Active learning - motivation	Creating and thinking critically - thinking
Finding out and exploring Playing with what they know Being willing to 'have a go'	Being involved and concentrating Keeping on trying Enjoying achieving what they set out to do	Having their own ideas Making links Choosing ways to do things

It may also be useful to comment on how the child

- makes friends
- shares and takes turns
- reacts to new experiences and challenges
- displays curiosity and satisfaction
- shows confidence and persistence
- solves problems
- shares ideas and makes choices
- shows feelings
- needs help to

It may also be useful to know about the child's'

- areas of interest and motivation
- preferred areas of provision – indoor and outdoor
- learning styles or schemas
- areas of support – worries and concerns e.g. behaviour, clumsiness
- SEN support and other agency involvement