If our approach to transition is firmly rooted throughout our practice (rather than something we worry about just before and after change occurs), then we are more likely to be raising emotionally intelligent children who make strong attachments, are resilient and resourceful when faced with change and are able to take risks and embrace new experiences.

Anne O’Connor, All about... Transitions EYFS 2007

The Progress summary for transition is:

- A summative record, informed by the gathering of information throughout the child’s Early Years Foundation Stage, education and care.

  It will:

  - Enable the practitioner to build on the child’s current knowledge, skills and interests, to support on entry assessments and develop an understanding of the unique child
  - Encourage collaboration between settings
  - Enable a smooth transition for the child and family
  - Enable continuity and progression of the child’s care, learning and development towards the Early Learning Goals
  - Use the knowledge of the parent/carers to inform the setting’s practice
  - Capture the voices of the setting, the child and the parents and carers.

At transition specific information will be required in order for the new practitioner to optimise the learning opportunities for the child and to ensure that practice and provision builds on existing interests, acknowledges and recognises different propensities, and understands the nature and level of skills and knowledge the child has.

Jan Dubiel, Effective Assessment in the Foundation Years 2013
Completing the Progress summary for transition

Progress summary for transition - The key person completes the prime areas of learning and development, and makes a ‘best fit’ judgement of the age band that the child is working within. They will also complete a summary of the characteristics of effective learning and through a shared discussion between the key person and parent/carer contribute to the ‘All about me’ section. The key person will also record how any Early Years Pupil Premium has been used to support the child’s learning and development. The key person will update the ‘Individual progress tracker’ (or equivalent document used by setting) to demonstrate the child’s progress from their starting point, on entry to the setting across all areas of learning and development.

All about me - The ‘All about me’ needs to be completed for each child. This needs to be written from the child’s perspective by key people in the setting, and parents/carers who are most important to and know the child best. If one is already in place the current profile needs to be reviewed to ensure that the information still reflects what is important to the child and how best to support them. If the child has a ‘One page Profile’ then this can be attached and the ‘All about me’ section left blank.

How to write the ‘All about me’

What people like and admire about name

In this section list all the positive qualities about the child, their strengths and talents in discussion with parents and other professionals who work with the child. This information should be gathered through observations and knowledge of the child.

What is important to name? What is important for name?

Important to is about what really matters to the child from their perspective, things that help them feel happy and content, and things they look forward to enjoying. It needs to be detailed enough that someone unfamiliar has enough detail regarding what is important to the child. It could include:

- Who are important people in their life and when and how they spend time together
- What are their interests, activities, hobbies, when and where they take place and how often
- Any routines that are important to the child
- A summary of what needs to happen or be in place for the child to have a ‘good’ day, for example, I need to be able to say goodbye to my parent before they leave.

Important for is the help and support a child needs to stay healthy, safe and well. While this is clearly essential, families and professionals often put the main focus on important for and sometimes fail to ensure that there is an equal balance between the two.

Name needs help to or support with....

- This section is a list of what to do to support the child, what is helpful and what is not. The information on this section is about what people need to know and what they need to do.
The voice of the parent/carer – following on from shared discussions parents and carers should be encouraged to add any additional comments within this box for example something I would like my child’s new key person/teacher to know.

Guidance for sharing the Progress summary for transition

Transition between settings - A child may move to another setting at any point in the year and the Transition document must be completed. It is best practice to send the information prior to transition. If this is not possible it should be sent within two weeks of a child starting their new setting. It is also important to ensure that a pre-admission meeting is held between the two settings for children with SEND alongside a risk assessment with the parents. Child Protection documents must be passed onto the Designated Safeguarding Lead of the child’s new setting.

Transition to school - Settings are requested to send the information to the next practitioner, prior to transition at the end of the summer term, after you have shared the document with the parent/carer. It is also important to ensure that a pre-admission meeting is held between the setting and school for children with SEND alongside a risk assessment with the parents. Child protection documents must be passed onto the Designated Safeguarding Lead of the school.

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Early Years Inspection Handbook, September 2015 - states that inspectors will make a judgement on the effectiveness teaching, learning and assessment by evaluating the extent to which:

“Assessment information is gathered from looking at what children already know, understand and can do, and is informed by their parents and previous providers as appropriate.”

The Northamptonshire County Council Provider Agreement for the Free entitlement – states:

‘The provider agrees to complete Northamptonshire's County Transitional Document or an alternative agreed by the Early Years Improvement Team, for all children attending the setting who move to another provider within Early Years Foundation Stage (2 -5 years)’. If the child has additional needs a pre-admission meeting should also be arranged’.

Further reading:

Early Years Inspection Handbook. Ofsted September 2015

Are you ready? Good Practice in School Readiness Ofsted. April 2014

Effective Assessment in the Early Years Foundation Stage. Jan Dubiel 2014

Understanding Transitions in the Early Years: Supporting Change through Attachment and Resilience. Anne O’Connor 2012

Moving on to Key Stage 1: Improving Transition from Early Years Foundation Stage. Julie Fisher 2010.

Supporting Transition in the Early Years. Liz Brooker 2008

https://www.pacey.org.uk/working-in-childcare/spotlight-on/being-school-ready/