

Completing the Early Years Transfer Summary Guidance

Why has the format of the EYFS Transfer Summary changed?

In the academic year 2008 -2009 teachers in the Richmond upon Thames's Reception and Year 1 classes took part in project looking at transition. Findings from this study showed that a significant number of Reception teachers were not referring to the EYFS Transfer Summary sheets sent to them by providers. The main reasons given were that these summaries did not include enough information about the children's personal and emotional wellbeing; the information that teachers need to help the children to settle. There was also concern that the information collected related to the first three scale points of the Early Years Foundation Stage Profile, intended for use in Reception.

The Qualifications and Curriculum Authority approached the LA at this time and invited us to take part in project to produce and trial new transfer materials with providers from the private, voluntary and maintained early years settings in the borough. The materials produced during the trial were influenced by Ferre Laever's 'Scales of Wellbeing and Involvement' following the conference he led in Richmond in 2009.

What is the purpose of the Early Years Transfer Summary?

The purpose of the Early Years Transfer Summary is to provide up to date information about the child at the point of transition. This may be from a nursery or a childminder to a reception class in a maintained or an independent school. Some day care establishments use the form to transfer information as the children move into different rooms. The information gathered is designed to create an accurate picture of the child's circumstances as well as their personal attainment. This information enables staff to support the child through these changes as smoothly as possible.

It is a requirement of the London Borough of Richmond upon Thames's Local Conditions of Grant that all settings on the Directory of Providers, those who claim Nursery Education Grant for three and four year olds, complete this transfer information and pass it on to the child's next setting. The Practice Guidance for the EYFS (DCSF 2008) states that:

'Transition should be seen as a process, not an event, and should be planned for and discussed with children and parents. Settings should communicate information which will secure continuity of experience for the child between settings'.

Completing the form

Please attempt to complete all sections. This summary should be completed by the child's key worker and additional information gathered from the child, parents or carers.

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The box outlining the child's position in the family can be helpful to the teacher. For example a single child in a family should be marked as 1 of 1, twins marked as 1 of 2 and the word 'twins' written in the box.

The section relating to the pattern of care the child receives in the week should be completed. This enables staff at the next setting to make links with other early years settings and to understand the needs of the child more fully. For example, a child

who has attended a nursery for one morning a week will have had a very different experience to a child who has attended full day care from birth. Some children begin Reception class in September straight from full day care.

Personal portrait

Please write a brief description of the child using bullet points if you prefer. You may wish to use the prompts given.

Involvement

Please use the descriptors given to provide any additional information relating to motivation, perseverance, curiosity and the child's interests.

Other notable capabilities/difficulties

Please use this section to note any capabilities or difficulties that have not been described elsewhere.

Additional information

This information should be gathered from meetings with the parents/carers and the child. They may wish to complete this sections themselves.

Signatures and retaining copies

All information passed to the child's next setting should be shared with the parents or carers beforehand and be signed and dated by them. We recommend that the setting retains a copy for three years and a copy should be provided for the parents/carers. Where a child has been identified as having special education needs, the setting should retain a copy of the paper work as advised.