

# Early Years Foundation Stage Transfer Record - July 2019



*This document is provided by Portsmouth City Council as a template and should only be altered to enhance the information shared with the child's school*

**To be completed at the point of transfer** (date):

**Send to the child's school by Friday 12<sup>th</sup> July 2019**

**Setting name:**

**Name of school child will be attending in Sept 2019:**

Child's full name:

Known as:

Date of Birth:

Male / Female:

Date of entry to setting:

Insert photograph of child  
(optional)

Key Person:

Length of Attendance:

yrs

mths

How many hours does the child attend:

Session times/ days:

Approx % of absences (e.g. 10%, 25%):

Does the child have a special educational need or a disability?

**Yes**

**No**

Does the child have a support plan in place (e.g. Individual Education Plan or Individual Behaviour Plan)?

**Yes**

**No**

Nature of difficulty (e.g. speech/behaviour/disability) (attach I.E.P / I.B.P and other details)

Which outside agencies are involved? (attach outside agency reports as appropriate)

Has an Education Health Care Plan (EHCP) been requested?

**Yes**

**No**

What is the outcome?

Does the family have an Early Help Assessment (EHA) in place?

**Yes**

**No**

Name of Lead Professional:

Do you have specific concerns regarding school readiness and transition to school for this child? Please give details:

For children with English as an additional language (EAL):

Languages spoken at home:

Child's first language:

Does the child need bilingual support?

**Yes**

**No**

Has the child received bilingual support?

**Yes**

**No**

(If yes, how long for?)

(If no why?)

**Parent/Carer consent to share:**

**Your child's early years provider and infant/primary school will use this information to support their transition into school.**

**Please tick the box and sign below so we know that you agree to the following:**

<ul style="list-style-type: none"><li>• I agree for this information to be passed to the infant/primary school that my child will be attending in September 2019.</li></ul>	<input type="checkbox"/>
<ul style="list-style-type: none"><li>• I understand that my child's new school will keep this document as part of their pupil records.</li></ul>	<input type="checkbox"/>
<ul style="list-style-type: none"><li>• I understand my child's current early years provider may keep a copy of this record until the end of the next academic year</li></ul>	<input type="checkbox"/>

**I understand that the early years provider and school will process my child's information in line with their published Privacy Notice which I can request from them.**

**Signed by parent/carers:**

**Name in capitals:**

**Date:**

## Contribution from Setting

### Key Person Comments – Characteristics of Effective Learning “How Children Learn”

Please give specific examples

**Playing and Exploring- engagement:** Finding out and exploring playing with what they know, being willing to ‘have a go’

**Active learning- motivation:** being involved and concentrating, keeping trying and enjoying achieving what they set out to do

**Creating and thinking critically- thinking:** having their own ideas, making links, choosing ways to do things

Please use this space to provide a summary of the child's; strengths, areas for development, particular interests and any other information that would be useful. *You may want to consider the prime and specific areas of learning and development*

Signature of key person:

Print name:

Date:

Signature of manager

Print name:

Date:

## Completing the Record:

1. Decide the **most appropriate “best fit” description** of the child’s progress within the EYFS with reference to guidance e.g. Early Years Outcomes or Development Matters.
2. Make a **comment about what the child can do for each area of learning - BE SPECIFIC, give clear examples to show the school why you have judged the child in a developmental stage**
3. Circle **ONE Developmental Stage** that the child is currently working within. **If appropriate indicate if the child has just started to work in this developmental stage or if they are secure in it.**
4. **Please refer to the moderation materials for 30-50 months to support you in making judgements**

### “What Children Learn”

EYFS Developmental Stage child is currently working within	0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60+ months
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### PRIME AREAS

#### Personal Social and Emotional Development

Making Relationships	0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60+ months
Self Confidence and Self Awareness	0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60+ months
Managing Feelings and Behaviour	0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60+ months
<b>Comments</b>						

#### Communication and Language

Listening and Attention	0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60+ months
Understanding	0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60+ months
Speaking	0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60+ months
<b>Comments</b>						

#### Physical Development

Moving and Handling	0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60+ months
Health and Self Care	0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60+ months
<b>Comments</b>						

EYFS Developmental Stage child is currently working within	0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60+ months
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### SPECIFIC AREAS

#### Literacy

Reading	0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60+ months
Writing	*	*	*	22-36 months	30-50 months	40-60+ months

<b>Comments</b>						
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#### Mathematics

Numbers	0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60+ months
Shape, space and measure	*	8-20 months	16-26 months	22-36 months	30-50 months	40-60+ months

<b>Comments</b>						
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#### Understanding the World

People and Communities	*	*	16-26 months	22-36 months	30-50 months	40-60+ months
The World	0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60+ months
Technology	*	*	16-26 months	22-36 months	30-50 months	40-60+ months

<b>Comments</b>						
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#### Expressive Arts and Design

Exploring and Using Media and Materials	*	8-20 months	16-26 months	22-36 months	30-50 months	40-60+ months
Being Imaginative	*	*	16-26 months	22-36 months	30-50 months	40-60+ months

<b>Comments</b>						
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\* Where there are no examples of development in the unique child column, practitioners should refer to other linked areas of learning and make a comment.

## Contribution from Child - Attachment 1

Please encourage the child to use this space to record what they particularly enjoy doing and what they are looking forward to at school, e.g. an annotated picture.

Date:

## Contribution from Parent/Carer - Attachment 2

Please use this space to tell us about your child. You might like to include:

- Your child's position in the family e.g. has one older sister aged six.
- Your child's strengths.
- What your child particularly likes doing e.g. a favourite activity or toy
- Any particular concerns or worries your child or you have about transition.
- Anything else you would like us to know.

Please do not feel that you have to fill out the whole page, if you would like to attach an extra sheet, please do so.

Signature of parent/carers:

Print name:

Date: