

Induction and Transition Policy

2019

Our aim is to give children a positive experience of transition through Foundation and Key Stage 1, to raise standards and achievement of all pupils.

This policy has been developed through consultation with parents, pupils, staff and colleagues from our local network of schools.



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INDUCTION AND TRANSITION POLICY

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Our vision

It is the responsibility of all practitioners to nurture the children's natural desire to learn and this responsibility continues from entry into school throughout Foundation and Key Stage 1. The curriculum is a journey which takes account of outcomes described in the Early Years Foundation Stage and the Key Stage 1 curricula. Effective planning will be flexible enough to respond to the practitioners' growing understanding of the individual child and will enable them to achieve excellence in ways that are enjoyable, embracing the principles of Every Child Matters.

All staff will:

- Ensure implementation, monitoring and review of the policy.
- Liaise with other members of staff in their own phase to ensure consistent provision within groups.
- Liaise with members of staff in other phases to ensure continuity and progression
- Continue to develop links with other schools to share good practice and development.
- Maintain resources enabling the play-based curriculum.

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- Review and develop the action-plan as appropriate
- Assist analysis of FSP data to develop pupil learning focus.
- Inform staff of timeline of activities.
- Address further training needs/staff development.

SEN/INCLUSION

Every child regardless of race, gender or individual needs will have equality of access to a broad and balanced transition process. This policy confirms the school's Equality policy.

KEY ELEMENTS FOR A SMOOTH TRANSITION TO FOUNDATION STAGE 1

- Parents are asked to complete a detailed information sheet when they accept a place
- All children are invited to an Open House play session with their parents, to meet the staff and go through details on the admission sheet with the headteacher
- 'All about me' books are given to all the children to complete at home with their parents, thus creating a link between home and school learning
- Visits are arranged for each child. Parents may stay or go, depending on their and their child's emotions!
- Staggered entry ensures a small number of children begin on any one day, allowing for greater attention for newcomers.

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KEY ELEMENTS FOR A SMOOTH TRANSITION TO FOUNDATION STAGE 2

- Regular mix up days are held throughout the year to ensure children are familiar with whole FSU and its staff
- Visits to FS2 are arranged in the term prior to transition for all new entrants
- FS2 staff and FS1 staff meet for focussed discussions on individuals' learning needs prior to transition
- FS2 staff visit FS1 for stories, etc.
- Children entering directly from other early years' settings are visited by a FS2 teacher in that setting to ensure that they 'know a face' when they start school
- Tours for parents are arranged with the headteacher
- An information meeting for parents is held prior to transition
- Children enter in small groups to ensure they receive good attention to promote a smooth transition emotionally
- Parents are invited to 'Meet the Teacher' in the first fortnight

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KEY ELEMENTS FOR A SMOOTH TRANSITION FROM FOUNDATION TO KEY STAGE 1

- FS2 children are interviewed to find out their expectations or worries about Y1.
- FS2 staff and Y1 staff meet for focussed discussions on individuals' learning needs prior to transition
- Y1 teachers visit new children in Foundation Stage setting.
- Analysis of FSP data informs initial planning.
- Y1 children share views about their time in Y1 with FS2 children. (Write letters or make video of a typical day).
- Visits to Y1 are arranged in the term prior to transition for all children
- Transition booklets containing photographs and information to familiarise SEN children are compiled.
- Children are supplied with a blank postcard to write on about holidays and send to their new class.
- Questionnaires are sent home to parents to find out about children's interests.
- Parents are invited to 'Meet the Teacher' in the first fortnight

General classroom organisation

- In September, photographs and postcards are displayed
- Similar areas for role play, writing, sand and water, construction etc are provided.
- Familiar resources are provided, showing progression.
- Extended learning times with opportunities to initiate activities and follow up their own interests are planned .
- Children are observed to get to know their learning styles.

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Home/school links

- ‘Meet the Teacher’ session to introduce the Y1 curriculum, explain routines and address anxieties.
- Parent’s meeting in first half term to discuss how children have settled into their new classroom.
- Parent’s questionnaire to feedback their views about how children have settled.

KEY ELEMENTS FOR A SMOOTH TRANSITION FROM YEAR 1 TO YEAR 2

- Y1 children are interviewed to find out their expectations or worries about Y2.
- Y2 staff and Y1 staff meet for focussed discussions on individuals’ learning needs prior to transition
- Y2 teachers visit children in Y1 classes.
- Analysis of tracking data informs initial planning.
- Y2 children share views about their time in Y2 with Y1 children. (Write letters, make pamphlets or make video of a typical day).
- Visits to Y2 are arranged in the term prior to transition for all children
- Transition booklets containing photographs and information to familiarise SEN children are compiled.
- Children are supplied with a blank postcard to write on about holidays and send to their new class.
- Parents are invited to ‘Meet the Teacher’ in the first fortnight



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TRANSFER TO BISPHAM JUNIOR SCHOOL

Entering a new situation (a new school, classroom and a new teacher) can be a stressful time, and some points of transition, e.g. Key Stages, can be especially so due to the change of school, a more formal classroom approach, larger and unfamiliar environments. Rapid change can lead to insecurity and stress. Children under stress may become withdrawn and unresponsive; alternatively they may demonstrate inappropriate behaviour. Both extremes can inhibit learning.

Therefore our aims is to:-

- Promote smooth transition of children
- Prevent and alleviate stress
- Promote continuity of teaching and learning

Key principles on which we operate;

- The collection of information prior to the children starting in a new setting will be in cooperation and partnership with parents/carers, existing staff, receiving staff and the children.
- Discussions and collection of information will focus on the whole child and not just child development or academic achievement i.e routines, interests, family unit.
- Relevant information alongside any additional needs.
- Timescale for transition are variable to meet the individual needs of the child.
- Other relevant information eg social care issues, SEN
- Safeguarding information (all compliant with Data Protection Act) will be shared on a need to know basis.

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Smooth transition from the Infants to Junior school will be encouraged by:

Transfer of records

In order to safeguard pupil's personal information, the transfer of documents **MUST** follow the procedures laid out in our *“Leavers Records: Policy and Procedures”* which ensures the secure transfer of personal records from Banks Road to another school

- End of year reports
- SATs papers from end of KS1
- EAZMAG assessment records
- Validated end of key stage assessment details (Eng, Maths, Sci)
- Information regarding SEN, MA, PP & Ever6
- Class groupings – to be used as a guide
- Current class lists
- Lit & Maths books started in summer term
- Tracking that shows progress during EYFS and KS1
- Letters and sounds data inc. phonics screen
- Assessment grids for Science

Class composition

Classes are compiled in collaboration with Banks Road and Bispham Drive staff. For 2016 -2017 the children will remain with their current peers in their current class. All factors have been considered and the classes are equal regarding gender, ability, friendship groups and learning behaviours.

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Visits

Each year, KS1 go to Bispham Drive at the end of the Autumn term to sing carols with the juniors. Thus, all children have had experience of going to the school before they reach transition.

A range of visits is arranged throughout the second half of the summer term - see Appendix 1

Meeting for parents

A meeting is held for parents at Bispham Drive in end of June / early July, when they are given practical day-to-day information and find out which class their child is going to be in. Photographs of the children in class groups are displayed and class lists distributed so that parents can see which friends are with their child.

Records and reports

The Y3 teachers and SENCo meet with the Y2 teachers and SENCo to compile records of children's achievement and attainment as well as information about learning styles, attitudes and personal issues that may affect learning.

All written records, personal and SEN files are passed to the juniors at the end of the summer term prior to transfer.

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THE POLICY WILL BE REVIEWED ANNUALLY.

DATE OF REVIEW BY GOVERNING BOARD: June 2015

July 2016

July 2017

July 2018

July 2019

July 2020

This policy was reviewed and ratified by the Pupil and Personnel committee in July 2019.

Signed: Chair of Governors_____

Date: _____



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Banks Road / Bispham Drive
Transition dates 2019



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March:

- 29th AG to send Yr 5 class lists to Banks Road

April:

- w/c 23rd Banks Road Sen visit
- 25th Banks Road deliver Yr 2 letters to Bispham Drive

May:

- 1st AG and Yr 5 visit Banks Road for assembly and letter delivery, share playtime
- w/c 6th Banks Road Sen visit

June:

- 3rd Yr 2 walk to Bispham Drive to start video, meet buddies, draw joint self portraits, share a book and have photo taken. Biscuit and squash shared.
- 6th afternoon Yr 2 moderation Yr 3 staff to attend taking Bispham English and Maths books down for work to be added
- 11th Yr 1/2 sports afternoon at Banks Road Yrs 3 and 5 to join in, Yr 6 to run events, Yr 4 to support FS at Banks Road
- 12th morning Yr 5 take maths game to Banks Road, share playtime
- 25th morning Yr 3 staff teach Yr 2 classes, afternoon discuss children
- 27th open afternoon at Bispham Drive for Yr 2 and parents to visit
- 27th evening Yr 2 parents meeting at Bispham Drive

July:

- 9th Transition day Yr 2 at Bispham Drive all day
- 15th Yr 2 attend dress rehearsal of Yr 5 show at Bispham Drive