



## **Transition and Induction policy**

### **Introduction**

Children may move between several different settings over the course of a day, a week, a month or a year. Children's educational needs and social and emotional wellbeing are central to any transition between one setting and another or within one setting. Effective communication between settings is key to ensuring that children's needs are met and there is continuity in their learning.

### **Aims**

At Gascoigne Primary school, a nurturing approach is promoted as a **key** approach to support behaviour, wellbeing, attainment and achievement of pupils. At the heart of nurture is a focus on wellbeing and relationships and a drive to support the growth and development of children.

We want our children to have a positive experience of transitions which will not hinder their wellbeing, learning or development. Children and parents are actively involved in the process of transition and their perceptions about transition are explored and valued.

### **Equal Opportunities**

Continuity of support is important at times of transition. A Key Person is identified early on to help this process and can liaise with any other professionals who may be involved with the child and/or family. Bespoke Transition plans are completed by the Inclusion Leads for children with additional needs, e.g. for pupils joining Gascoigne in Horizon 360, etc.

### **At Gascoigne Primary school we are committed:**

- To ensure a smooth transition between settings, year groups and key stages for parents, children and practitioners
- To ensure information is shared between different settings in terms of children's development, learning records and any other information
- To ensure parents, children and practitioners have adequate information relating to transition (Welcome packs and school prospectus)
- To ensure that children settle quickly into their new class or year group

Transition arrangements need to be carefully planned and introduced gradually over a period of time. Individual needs must be considered. Therefore arrangements must be flexible and may vary from year to year. Our general arrangements are as follows:

### ***Transition into Gascoigne Primary school***

- During the Spring term, the EYFS lead and Nursery Teachers visit the local children centres/Day Nurseries to meet the children who are due to transition to Gascoigne primary school. During the transition meetings the needs of individual children are discussed.
- Children from local Children Centres/Day Nurseries are invited to play sessions at Gascoigne.
- Learning records from previous settings are shared and passed on to Nursery teachers.

- Involvement of other agencies as appropriate, to ensure all children start with the right levels of support, e.g SENCO, Educational psychologists, Speech therapists, etc.
- Parents of prospective Nursery children are invited, with their children, to visit the Nursery to attend a play session.
- Home visits are carried out prior to child starting at Gascoigne

During the academical year, children will join our EYFS from other settings, e.g. local schools. Information about children are shared between settings. The EYFS lead and Family liaison team meet weekly with the parents/carers of new starters. Settling in arrangements are flexible based around the needs of the individual child.

### **Induction Period for pupils starting in Nursery: September/in-year:**

- A staggered entry allows for Nursery children to start in small groups. (Specific procedures planned each year for children new to Nursery or returning to Nursery).
- Parents/Carers are encouraged to stay on-site for part of the induction period and children can keep transitional objects with them as long as they need to.
- Staff informally talks to parents about the Nursery routine and policy.
- Every child is allocated a Key person.
- Parents are invited to an informal meeting in their child's class (after the Induction period) to discuss Nursery routines and pupil progress.

### ***Transition into Reception***

#### **Transition from Nursery to Reception**

During the Summer term, more structured links are planned between Nursery and Reception: Nursery children and staff attend a Reception Celebration Assembly (Term 3ii) in the school hall.

- Current Nursery children and staff visit Reception in smaller groups to explore the learning environment.
- Children are grouped into classes taking account of friendships, etc.
- Nursery Parents are invited to a Transition Meeting in the Summer term to discuss changes and transition into Reception.
- The last weeks of the third term will include planned opportunities during Child-initiated play, whole class circle activities and small group activities to discuss change and transition with the Nursery pupils.
- Children new to Reception (not currently in our Nursery) are invited, with their parents for a play session in Reception. Information about these children's previous settings will be used to link up with these settings to ensure a smooth transition into Reception.
- EYFS Lead liaises with local pre-schools/Nurseries

#### **Induction period for pupils starting in Reception:**

Children attend for half a day initially building up to a full day with school lunch (if required). Specific procedures and timescales are reviewed and planned each year. Every Reception pupil has a Key person. Children are monitored and observed closely. During the Induction period, parents are invited to:

- Attend a "Meet the teacher" meeting during the Induction period.
- Meet as a group with the teacher (e.g. to discuss the Outdoor policy, lunch routine, reading, etc)
- Come to an informal Parents Evening (in November) to discuss their child's progress and set targets for their individual development.

In both Nursery and Reception children's needs are continuously monitored and individual needs catered for appropriately.

### **Transition from Reception to Year 1**

During the Spring term, the Deputy Head with responsibility for *Transition into KS1* will arrange a meeting with the Reception and Year 1 Year group leaders to discuss a time tabled programme of events for transition into Year 1. Year group leaders and their teams finalise the programme and share with staff.

#### **During the Summer term:**

- Year 1 teachers meet with Reception teachers to support moderation of assessment judgements
- Year 1 staff attend transition training and other relevant EYFS courses
- Year 1 teachers work closely with Reception teachers on end of year assessments, and agree all judgements at 'exceeding' level
- Year 1 teachers spend designated time in Reception to learn about (i) EYFS curriculum, practice and provision (ii) children's developmental needs and interests
- Year 1 and Reception staff carry out joint observations of children
- Reception children visit year 1 to meet their new teacher and become familiar with the new classroom
- Opportunities are provided for parents and children to visit the year 1 class and meet the new teachers i.e. after a year 1 induction event or during an open evening
- A reception/year 1 project/topic is introduced to support the transition. Introduced at the end of reception, continued with suggested activities for children and parent through the summer, with information being presented and used in class at the beginning of year 1.
- Year 1 pupils write a short letter to a "buddy" in Reception about Year 1, e.g. what to expect in Year 1, my favourite part of year 1, etc

#### **Information sharing**

- EYFS coordinator, assessment coordinator, Reception and year one teachers to agree what information needs to be handed over at the end of the year
- Handover meeting organised for reception teacher and year 1 teacher to share a range of information relating to attainment of early learning goals, characteristics of effective learning, children's interests and motivations, family and medical needs. Children's profiles will support this discussion
- Transition coordinator finds out about the preschool experience of children new to the school. Assessment information, including children's profiles, is requested. Where possible year 1 teachers speak to EYFS practitioners from the previous setting/school

#### **The learning environment**

- Year 1 children are provided with a high quality learning environment, which includes a range of key learning opportunities i.e. role play, small world, mark making, art, technology, sand and water, discovery, music, problem solving, malleable, sensory, large and small movement, reading, IT.
- Year 1 children access rich, stimulating resources in both indoor and outdoor environments
- Year 1 practitioners develop flexible use of space, i.e. creating spaces suitable for play and removing tables and chairs from classrooms if necessary
- Year 1 displays include photos, observations, key words and questions and children's comments, which demonstrate the learning process
- Year 1 children (particularly those with identified needs) are given opportunities to return to the reception outdoor area

## During the Autumn term in Year 1:

- Year 1 teachers use the summary of 'characteristics of effective learning' and EYFS Profile data to inform planning for the autumn term (first half)
- Year 1 practitioners develop a routine/timetable that reflects the reception routine i.e. self-registration, outdoor play. The routine is adapted to meet the needs of the children as the term progresses
- Year 1 teachers provide opportunities for child-initiated learning as well as adult led learning. These opportunities enable children to explore, investigate, imagine, create and problem solve independently
- Child-initiated learning is challenging and allows children to consolidate planned objectives in meaningful playful contexts
- Adults support and scaffold child-initiated learning whenever possible
- Year 1 teachers regularly evaluate the quality of child-initiated activities with the children and plan next steps collaboratively. A plan-do-review approach supports year 1 teachers to monitor the quality of children's independent learning
- EYFS staff to help settle children into year 1 classes at the beginning of term
- There will be a flexible approach (online/paper based, research, creative projects, etc) to home learning for the first term in Year 1, in line with the expectations of the EYFS.
- Parents are invited to support creative play activities in year 1 i.e. reading, gardening, woodwork
- All parents and carers will be invited to an open evening, where they will have the opportunity to meet the Year 1 class teacher. This will be an opportunity for the teacher to explain the ethos and routines of Year 1, and to answer any questions.
- Feedback is gathered from parents i.e. via questionnaires, etc. Questions could be asked relating to how their child coped with the transition.
- Feedback is gathered from year 1 children at the end of autumn term (How did you feel about moving into year 1? Was it like you expected? What do you like about year 1? What do you miss about reception?)
- Additional support will be in place for children with additional needs, e.g. SEND, social and emotional wellbeing, etc

## Transition into Key Stage Two

During the Spring term, the Deputy Head with responsibility for *Transition into KS2* will arrange a meeting with the Year 2 and Year 3 Year group leaders to discuss a time tabled programme of events for transition to Year 3. Year group leaders and their teams finalise the programme and share with staff.

Summer term activities include:

- Children in year 2 to "buddy up" with a Year 3 child. Opportunities to meet with their "buddy" in the Year 3 playground to talk about Year 3
- Year 3 teachers work closely with Year 2 teachers on end of year assessments, and agree on attainment judgements (School moderation activities)
- Year 3 teachers spend designated time in Year 2 to learn about (i) KS1 curriculum, practice and provision (ii) children's developmental needs and interests
- Once new classes have been allocated:
  - Year 2 children visit year 3 to meet their new teacher and become familiar with the new classroom
  - New year 3 teacher swapping with current year 2 teacher for lessons/day to work with new class
  - End of year progress meetings to confirm/set targets for individual pupils
  - Handover meetings to pass documentation on, discuss pupils transitioning, attainment levels, intervention groups based on class data

- Share bespoke transition plan for Vulnerable pupils or pupils with SEND
- Hold a Parent Meeting and sharing booklet – ‘What to Expect in Key Stage Two’,
- Senior leaders identify staff training needs and provide training as appropriate

Autumn term activities include:

- Year 3 YGL to arrange a Q &A open session for parents. Opportunities are provided for parents to visit the year 3 class and meet the new teachers i.e. after a year 3 induction events
- Implement Year 3 Induction programme developed alongside Year 2 team
- Provide rapid intervention programme where needed (Phonics, Maths, etc)
- Feedback is gathered from parents i.e. via questionnaires, etc. Questions could be asked relating to how their child coped with the transition.
- Feedback is gathered from year 3 children at the end of autumn term (How did you feel about moving into year 3? Was it like you expected? What do you like about year 3? What do you miss about Year 2?)
- Learning environment expectations will be in line with whole school expectations
- Additional support will be in place for children with additional needs, e.g. SEND, social and emotional wellbeing, etc

### **Transition into Key Stage Three**

During the Spring term, the Deputy Head with responsibility for *Transition into KS3* will arrange a meeting with the Year 5 and Year 6 Year group leaders and Heads of Year 7 of feeder Secondary schools to discuss transition arrangements.

#### ***Year 5 pupils:***

When children enter Year 5, they will begin to gain some initial experience of secondary school life. Visits (e.g. Science Activity days, Maths workshops, etc) to nearby secondary schools are planned for children in Years 5 and 6 throughout the year.

Staff from nearby secondary schools visit Gascoigne to meet with children, lead curriculum activities and answer questions. During the Summer term of Year 5, a “Transition to Secondary school”-meeting is held for parents, carers and their children. Representatives from the local secondary schools are invited to attend this meeting and are there to answer any questions

#### ***Year 6 pupils:***

During the Summer Term, the children are invited to attend a short transition period at their chosen secondary school. This is to gain experience and to familiarise themselves with their new school. We provide a transition unit through our PSHE curriculum. This gives pupils the chance to discuss and portray any anxieties about the upcoming changes.

Vulnerable children are given additional support through a ‘transition support group.’ This group of children spend additional time at their new school during the Summer Term prior to the main transition days. Senior leaders ensure that Safeguarding, SEND- information, etc are transferred to secondary schools.

The Year 6 and 7 teachers from the feeder schools liaise to create a profile of each pupil and assessment data is shared. Year 7 teachers meet with the Year 6 pupils in the Summer Term. Children have the opportunity then to ask questions to alleviate anxieties.

### ***Children joining at different points in the year***

- Parents and children are invited to tour the school and discuss any issues with a member of SLT/class teacher

- Parents receive a prospectus and year group booklets (Nursery, Reception and Year 1) with information about the school.
- Home visits are conducted for pupils starting in the EYFS prior to their starting date.
- Any new children are assigned a peer 'buddy'/Key Person to help them settle into their new class and routines.
- New children are assessed quickly by their class teacher to identify their next steps in learning, but also if children require further support with their emotional and social wellbeing.
- Records from previous schools are made available to the receiving class teacher and, where appropriate, the SENCo.
- Class teacher arranges follow-up meeting with parents or makes a phone call home to check in with parents and to review their child's settling in period at Gascoigne.
- For those children who have recently entered the country, we recognise that the transition process can be more challenging, especially when English is not their first language. On entry, we will endeavour to provide oral and written information in the family's first language which will facilitate the admission process and provide important information about the school. Where necessary, we will seek additional support from external agencies.

### ***Transition from Breakfast Club, into After School Club, from/to Childminders***

- Parents/Carers apply for places at the Breakfast club/afterschool clubs and inform class teachers once places are confirmed (and the specific sessions to attend)
- Class teachers inform parents about collection/dropping off arrangements between the clubs
- Information are communicated to parents via email/communication book
- First aid slips are attached to the communication books and parents are informed by phone call as appropriate
- Breakfast club/After school club staff to inform DSLs of safeguarding concerns- as per whole school

At Gascoigne smooth transitions are developed through strong partnership working between parents, practitioners, leadership teams. Most importantly children and their unique needs are placed at the heart of the process. Carefully planned processes will enable children, parents and practitioners to overcome the unique challenges presented by the transition process.

### **Review June 2021**