



# Alexander Hosea Primary School

*'Roots to grow, wings to fly'*

## **Pupil Transition Policy**

### **Introduction**

This policy is underpinned by the school's ASPIRE values:-

**A**daptable  
**S**elf-belief  
**P**erseverance  
**I**nclusion  
**R**espect  
**E**nquiry

and aims:-

We aspire for all children:

To be adaptable in a changing world  
To have self-belief  
To persevere and show resilience  
To accept and value similarities and differences in ourselves and others  
To respect ourselves, others and our world  
To foster a zest for discovery and learning

### **Rationale**

All children should have a smooth and successful transition into Alexander Hosea Primary School irrespective of when they join the school.

### **Aims**

- To give children and parents as much information as possible about Alexander Hosea Primary School and the education we provide
- To promote inclusion
- To ensure that each child's transition to Alexander Hosea Primary School is smooth, happy and successful
- To ensure the health, safety and welfare of all pupils
- To provide the opportunity to develop strong relationships with other children in the school
- For school staff to get to know children as individuals
- For children to get to know their learning environment and become confident within the school
- To provide continuity and progression in each child's education
- To build a positive and lasting partnership with children and their parents

## **PHASED INDUCTION OF RECEPTION CHILDREN**

### **Rationale**

All children should have a smooth and successful transition into full-time education.

## **Aims**

1. To give the children a secure and happy start to their education
2. To allow children to get to know each other and for the school staff to get to know children as individuals, which is easier in small groups
3. To enable children to become familiar with the routines of school and the school environment in a planned way
4. To provide some quality time to carry out an accurate baseline assessment

## **Purpose**

We place great emphasis on the induction process to ensure that this:

- meets the needs of the children during their initial visits to school
- supports parents by providing relevant information about our induction programme

Although we recognise the wishes of some parents for children to begin full-time school as soon as possible, we do not feel that a very short induction is necessarily in the best interests of the children. Our induction programme has evolved over time and is reviewed annually. This year it remains short to take account of parental feedback.

## **Procedures**

### **Open Morning / visiting the school**

The parent's first contact with the school may be attendance at our Open Day and / or a meeting with the Headteacher. Before parents make a choice and request a place, they are invited to look round the school.

### **New Parents' Evening**

Once places have been offered, parents are invited to a 'New Parents' Evening' in the summer term during which they:

- Meet the Foundation staff
- Receive a Welcome Pack
- Have the induction programme outlined and explained
- Receive information about the school, including from Governors and 'Friends of Alexander Hosea School'
- Learn about ways they can become involved in the school as parents
- Find out about Wickwar Out of School Club

These areas are highlighted:-

- Our school's vision statement, values and aims
- Expectations for teaching and learning in the Early Years Foundation Stage
- School partnerships with parents/carers
- Attendance and punctuality
- School rules and routines
- Appropriate uniform

When possible, talks from the catering manager, school health nurse and Out of School Club Manager will form part of the evening.

We also offer opportunities to ask questions and arrange mutually convenient dates and times for home visits which are undertaken at the beginning of September.

### **Communication with / visits to pre-school**

During Term 6:-

The Foundation teachers meet staff from pre-school settings at a meeting organised by the Local Authority. If a child has additional needs, it is the responsibility of the pre-school provider to contact the school to make a Transition Plan.

### **Pupil Induction**

All children will be invited into school prior to September.

The child's first visit to school is a story session when children are invited from pre-schools and other settings to meet the Foundation teacher, Teaching Assistant and each other. This is an opportunity for them to familiarise themselves with the learning environment.

We next hold a couple of short sessions where children stay in the classroom without their parents, although, of course, parents of distressed children can stay with them. Parents are invited to meet each other over tea / coffee whilst the children are visiting their new classes.

The remainder of the induction programme continues in September.

This includes a literacy evening during which parents learn about our approach to the teaching and learning of literacy skills and how they can support their child's learning.

### **Phasing Full Time Admissions and Home Visits**

This school has a programme of phased entry in line with South Gloucestershire LA guidelines to give all children the best start at Alexander Hosea School. Our evidence shows that this is effective in helping the children to settle quickly and in supporting their personal, social and emotional needs. It also allows us to introduce changes over time. During the first week of term the Reception staff do home visits, which we believe are vital in fostering positive home school links and building effective relationships.

Children attend school every day for half a day, alternating weekly, their first two weeks of term, with an introduction to school dinners towards the end of this time. This ensures that equal time in school is given to all reception pupils.

The children are divided into mixed groups and these groups are named to avoid confusion.

The timetable for phased entry is included in the Welcome Pack.

Please also refer to the school's 'Admissions Policy'.

### **Sharing Learning Journals**

During the first term and in the last week of each subsequent term, parents are invited into class to share their child's learning journal.

### **Conclusion**

This policy should be read in conjunction with the South Gloucestershire 'Phasing Full - Time Admission to Reception Year Group' Policy found in the 'Admission to Primary Schools in South Gloucestershire 2017' booklet, which is available on line.

## **INDUCTION FOR POST RECEPTION CHILDREN**

### **Procedures**

Parents are encouraged to bring their child to school to look round and meet his or her new teacher before the actual admission date. Children are also able to spend half a day in school to support this and to familiarise themselves with the school environment and its

routines, as well as spending time with their new classmates. There is also the option of a home visit.

An induction pack is given to each child containing:

- A letter of introduction
- An internal admission form
- A list of term and holiday dates
- A uniform policy explaining that uniform can be ordered on line
- An emergency contact form
- Behaviour and Anti-bullying Policies and Charter
- A medical information form
- A health and emergency contact form
- A local outside visit permission slip
- A walk to and from school alone form
- An image/photograph consent form
- An e-safety agreement
- A disability form
- A data protection form
- An ethnic statistics form
- A language category form
- An application form for Free School Meals
- Privacy notice
- An Attendance leaflet
- A home-school agreement
- A helping in school letter
- Home Learning Policy
- A lunch menu
- Diary dates for the current academic year
- Copies of the last newsletter

On the day the child is to be admitted, parents are asked to arrive at the school office at 8.50am. The Headteacher, Deputy Headteacher or School Business Manager will take the child and parents to the class where the class teacher will be waiting, or alternatively, the teacher may come to collect them.

During the first few days, teachers will make initial assessments in the core subjects of Maths and English so that there is continuity in the child's learning.

All the children at Alexander Hosea Primary School are encouraged to welcome and include new children so that each child's start is happy and successful. To support this, children will be allocated a 'buddy'.

Each class has a Parent Council rep who can also support new parents with the induction process as required.

### **Conclusion**

We consider the induction of pupils into our school to be of paramount importance in order to ensure a smooth transition from one setting to another and to promote continuity and progression in all aspects of their education.

Parents/carers requiring this policy in a different format for example Braille, audio disc, large print or other languages may request it.

This policy is reviewed annually.

### **CHILDREN LEAVING SCHOOL AT TIMES OTHER THAN AT THE END OF YEAR 6**

- Parents are asked to complete a leaver's notification form prior to them leaving the school
- When the child leaves, a Common Transfer Record is sent to the receiving school with any relevant information (including child protection records) and assessment data
- The child's English and Maths books are sent home with the child so that these can be shared with their new class teacher

### **CHILDREN LEAVING SCHOOL AT THE END OF YEAR 6**

- Parents complete a form to request a place at their chosen secondary school
- The LA allocates places and informs parents
- Transition meetings are held between our Year 6 teacher and staff members from the receiving school to share relevant information
- Children attend an open evening with their parents
- Pupils attend 'move up day' at their allocated secondary school
- Pupil data and any child protection information is shared with the secondary school prior to transfer

### **Equalities Impact Assessment (EIA)**

This policy has been screened to ensure that we give 'due consideration' to equality of opportunity and has been agreed and formally approved by the appropriate reviewing and ratification Committee.

<b>Author</b>	Deb Williams	<b>Date reviewed</b>	May 2018
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