



LYNEHAM PRIMARY SCHOOL

“A flying start to life-long learning”

Transition Policy

Date July 2016
Review October 2018

Member of staff responsible	Mr John Read
Governor responsible	
Sub-Committee responsible	Service Pupil Premium Committee
Date agreed with staff/parents	
Date discussed with pupils	
Date agreed at Sub-Committee	
Date approved at Governing Body	
Frequency of policy review	1 or 2 years (dependant on Government guidance)

Document Version Control

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I	July 2016	

Signed and Dated by the Chair of Governors

Signed..... Dated.....



Lyneham Primary School Transition Policy

1. Rationale

At Lyneham Primary School, we are proud to educate the children of many families serving in the British armed forces. Many of the children currently on roll at LPS have recently arrived from different schools and will possibly only be at the school for a short period, whilst their parents are deployed at the training school.

Starting a new school can be an unsettling time for children. It can take time for teachers to get to know a child and understand their strengths and areas for development. Making new friends can also be a daunting process for a child and at Lyneham we understand how this could have a negative impact on a child's education if smooth transitions are not planned for.

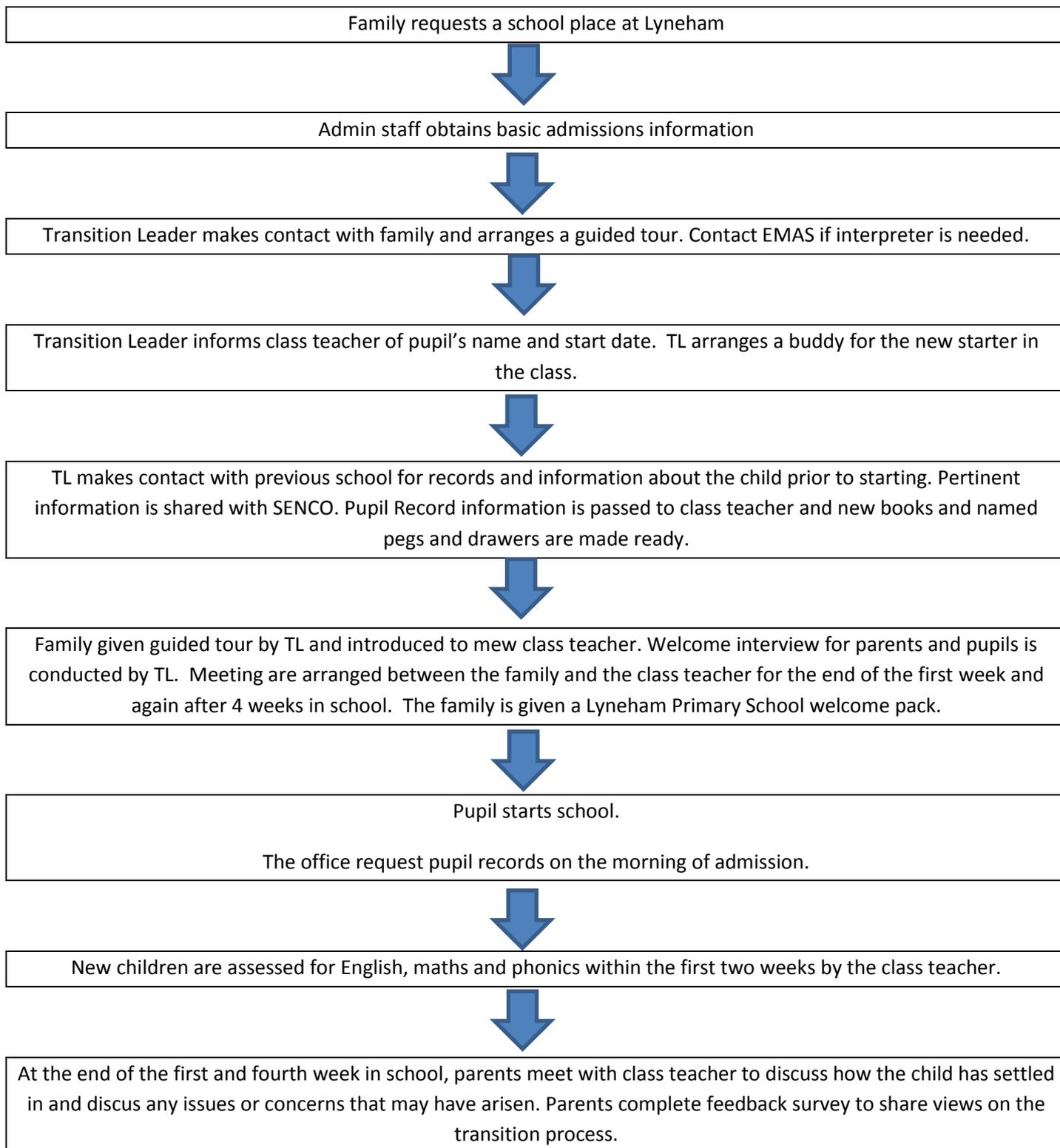
It is essential that as children arrive and leave at the school, they receive an induction package that aims to provide as smooth a transition as possible between one school and another. This policy sets out what we at Lyneham will do to ensure that the children in our care are given every opportunity to be quickly settled into the school and receive enough support to help them when they move on from us to another setting.

At Lyneham, we will:

- Take account of the cultural, linguistic and academic needs of newly arrived pupils and recognise the positive contribution newly arrived pupils can make to our school
- Welcome new arrivals with a whole school approach, ensuring that we have a carefully considered process for welcoming all new arrivals
- Build partnerships with parents as an essential element of working with newly arrived children

Due to the high number of children from forces families, we have a designated member of staff to oversee the transition process. This person is our Transition Leader. It is the role of the Transition Leader to make contact with all new families and previous schools and make sure that both the family and school are prepared to meet the educational needs of all new children starting with us from day one.

2. Preparing for new arrivals



3. Settling the pupil into the school

Once the pupil has been admitted to school and the teacher's checklist for induction has been completed the following actions will be undertaken.

- Pupil to be grouped with supportive role models
- Pupil to begin to be observed in class
- Clear timetable to be established for any intervention activities e.g.
- Date set for pupil progress meeting at end of first six weeks in school to evaluate assessment evidence and establish attainment levels

4. Gathering evidence for summative assessment

<ul style="list-style-type: none">• Ongoing assessments will take place over a six week period at the end of which a judgement will be made about the attainment level the pupil is operating at, in Literacy (Speaking/Listening, Reading and Writing) and Mathematics
<ul style="list-style-type: none">• Early Years practitioners should take into account, if at all possible, the entitlement to assessments in first language when making judgements of the new pupil against the Early Years areas of learning and development
<ul style="list-style-type: none">• During the ongoing assessment period the new pupil should have full access to the curriculum and formative evidence should primarily be obtained from pupil's responses to class work. Assessment for learning principles should be applied and next steps for pupil's learning clearly identified
<ul style="list-style-type: none">• The assessment process must include gathering evidence of first language oracy and literacy skills e.g. use one of the language activities below to generate first language speaking/writing, and should include input from bi-lingual staff as available.

5. Summative assessment and pupil progress meeting

<ul style="list-style-type: none">• Pupil progress meeting will take place six weeks after pupil arrives in school• All staff involved with pupil should reach a consensus on pupil's National Curriculum AREs/ Early Years areas of learning and development• Staff to consider all evidence available e.g. observations, evidence from workbooks (literacy, maths, science, topic etc.)• Summative assessment should ensure that pupil is placed on National Curriculum AREs /Early Years areas of learning and development <i>or pre- National Curriculum step descriptors</i> within six weeks of starting school. Monitoring progress should then become part of the mainstream school tracking cycle and fall in line with existing school policies• All information gathered in the first six week period must be shared with family at the next parents' evening.• Pupils who do not make expected progress onto National Curriculum levels may need additional investigation into their individual learning needs, initially through the school SENCO and then in consultation with outside agencies
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6. Transition Survey

After a child has been in school for four weeks, the parents are invited to complete a short transition survey that the school can use to monitor its procedures and make future improvements.

Questions	Please make any comments and award a grade of a grade of 1-5 (1 being the lowest, 5 being the highest)
How well has your child settled in to Lyneham Primary school?	
Do you feel your child's educational needs have been identified and met?	
What has been the most positive aspect of your transition to Lyneham Primary School?	
If any, what changes would you recommend to our transition process?	

7. Transition into EYFS from pre-school settings

Before children start at EYFS at Lyneham Primary School parents are invited to attend an open day where they will be given information on the school and the opportunity to ask any questions of the team that will be teaching the children. Information packs are then sent out in June which provide all of the relevant details around the induction process and the structure of the school day. During this time, the staff will also make visits to pre-school settings to gather information about the children starting in September so that plans can be made for a smooth transition into school.

Our induction process involves:

- Several visits to the school before the summer holiday to meet the teachers and explore the environment.
- The first three weeks of school involve two weeks of children in school until 12:00 to allow children to get used to the setting.
- The third week of school in which the children stay for lunch and are collected by parents/carers at 13:15.
- Home visits from the staff to visit the children and their parents. This is a vital information sharing exercise and enables the staff to observe the children in a familiar environment to them.

8. Transition between EFS and Key Stage One

It is a big change for children as they transition between EYFS and KS1, as the demands of the national curriculum mean that children face more formal learning conditions. In order to minimise the impact on children and allow them the opportunity to transition into a new style of learning, we continue to offer more play based and child initiated learning opportunities during the afternoons of terms one and two, which we phase out after Christmas.

It is important that children are as ready as possible to start KS1 and during the summer term in EYFS, assessments in phonics and maths are carried out in order for teachers to identify actions that will help to prepare all children. It may be that some children require additional support in maths or phonics and this will be offered at school. In addition to this, parents will be informed if their children require additional support and will be advised about what they can do with their children at home to prepare them for successful transition into KS1.