



Lyneham Primary School

'A flying start to life-long learning'

Transition Policy

Member of staff responsible	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	July 2016
Frequency of policy review	Every 2 years
Date next review due	July 2018

Document Version Control

Issue Number	Issue Date	Summary of changes
I	July 2016	

Signed and Dated by the Chair of Governors

Signed:

Date: 18th Oct 2016

Equal Opportunities:

Lyneham Primary School is a values-based school which respects and celebrates the rich diversity of our pupils and our community. Hence we welcome our duties under the Equality Act 2010 to eliminate discrimination and to advance equality of opportunity for all our pupils, staff and governors. We are committed to fostering good relations for all with respect to disability, ethnicity, gender, religion and belief, sexual orientation and gender identity.

All of the details in this policy have been adopted to be compliant with our Equal Opportunities Policy and our Access Plan and Safeguarding.

I. 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, while their parents are deployed at the REME 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. 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.
- Date set for pupil progress meeting at end of first six weeks in school to evaluate assessment evidence and establish attainment levels.

3. Gathering evidence for summative assessment

- 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
- 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
- During the ongoing assessment period the new pupil should have full access to the curriculum and formative evidence should be 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
- 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.

4. Summative assessment and pupil progress meeting

- 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 or *pre-National Curriculum step descriptors* 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.

5. 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 1 – 4 (1 being the lowest, 4 being the highest)	
How well has your child settled into Lyneham Primary School?	Comments	Grade
How 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?		

6. 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 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:

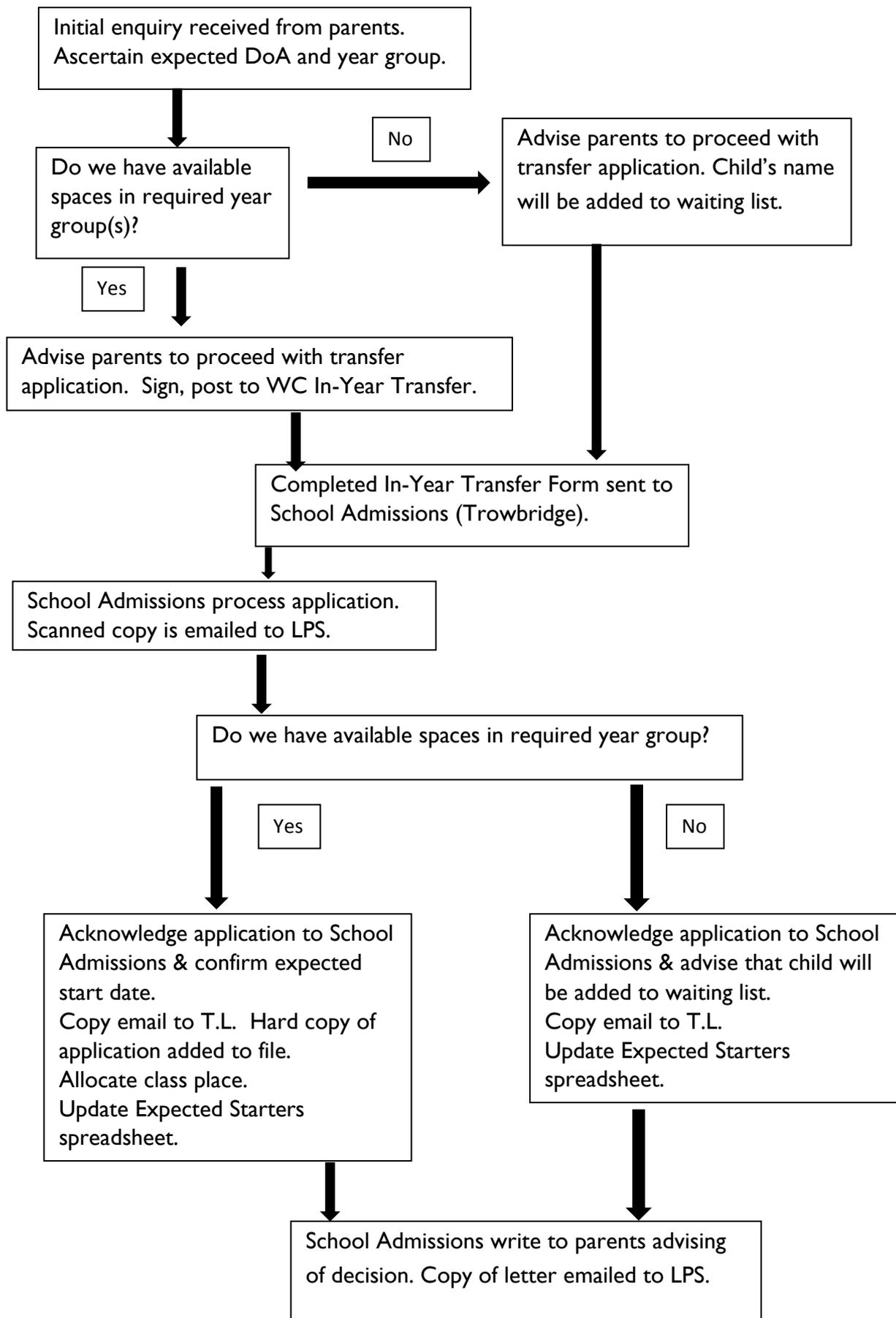
- Several visits to the school before the summer holiday to meet the teachers and explore the environment.
- The first three weeks of school involve two weeks of children in school until 12.00 to allow children to get used to the setting.
- The third week of school in which the children stay for lunch and are collected by parents/carers at 1.15pm.
- 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.

7. Transition between EYFS and Key Stage 1

It is a big change for children as they transition between EYFS and KSI, 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 1 and 2, which we phase out after Christmas.

It is important that children are as ready as possible to start KSI 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 child requires additional support and will be advised about what they can do with their child at home to prepare them for successful transition into KSI.

Procedure for mid-year transitions into LPS



Make contact with parent to arrange tour and discuss admission arrangements.



Inform class teacher of pupil's name and start date.
TL arranges a buddy for the new starter in the class.



TL makes contact with previous school for records and information about the child prior to starting.
Pertinent information is shared with SENCO and DSL.
Pupil Record Information is passed to class teacher and new books and named pegs and drawers are made ready.



Family given guided tour by TL and introduced to new class teacher.
Welcome interview for parents and pupils is conducted by TL.
The family is given a Lyneham Primary School welcome pack.



Pupil starts school.
Pupil CTF requested from previous school on the morning of admission.



New children are assessed for English, Maths and Phonics within the first two weeks by the class teacher.



At the end of the second and sixth week in school, parents invited to meet with class teacher to discuss how the child has settled in and discuss any issues or concerns that may have arisen. Parents complete feedback survey to share views on the transition process.

Procedure for mid-year transitions from LPS

Parents advise LPS of intention to transfer school.



Direct parents to correct application forms and advise of return address for processing.
Give parents LPS Leavers Form



4-6 weeks (where possible) before leave date, TL commences transition work with child.
To comprise –

- Look at website of new school
- Invite parents to visit new school to assist transition
- Complete Pupil Information Profile (PIP) form
- Prepare Transition Passport for child to take to new school



TL notify class teacher of expected DoL.



On child's last day –

- Ensure work books are ready and given to parents to take to new school
- Child is recognised in their last Celebration Assembly and wished luck



Following confirmation of admission to new school, send CTF via Perspective Lite.

Any relevant CP and/or SEN files to be sent by secure mail and request acknowledgement of receipt.