

Hall Orchard Barrow CE Primary School (Academy)

Guidance on induction and transition in the early years

Introduction

We believe that all children should feel as comfortable, confident and emotionally secure as possible when entering the early years setting. Young children starting both pre-school and reception class need support to enable them to adjust to a temporary separation from their family. They need to feel that they are a valuable, competent member of the new social group, and they need to develop positive attitudes towards the range of new experiences they will encounter. During transition children need to be helped to retain the self-confidence and self-respect that they have already gained at home or in previous settings. We believe the early years team needs to build on the work of the family and take steps to ensure that the child is valued as an individual in the setting. We understand that children enter school from a variety of backgrounds and will respond to it in many different ways. We therefore aim to welcome all children as individuals and will meet their needs accordingly. Getting to know a child and planning for admission to the setting require parents and practitioners to engage in an equal partnership in which both learn from each other. The first aim of the Foundation Stage curriculum is to support, foster, promote and develop children's, personal, social and emotional well-being.

Children entering Key Stage One need a smooth transition to maintain and build on confidence and skills developed during the Foundation Stage. We believe that routines and planning need to be matched to children's individual needs and build on their experiences in the Reception class. In order for children to settle and develop into Year 1, parents and practitioners will again play a valuable role together.

Purposes/outcomes

We aim to make sure that:

- each class offers a transition period which is understood by staff, children and parents;
- to provide close links between practitioners and families, so that children and adults already know someone in the setting;
- to ensure that children and their families know what to expect when starting in the setting or year group;
- to ensure that each child is well prepared for the new experience, and is motivated to take part in it;
- to allow each child to take things at their own pace, without being singled out or pressured;
- every child to be able to find something within the setting/class which connects with his/her previous life experience;
- to ensure that children and families are able to communicate with staff and are fully aware of the routines, procedures and expectations of the setting/class
- to provide parents and carers with the opportunities to share information, concerns or ask questions;
- staff to demonstrate their respect for parent/carer's knowledge by asking for their views and listening to what they say;
- to provide an environment which is safe, secure, welcoming and inviting for children, parents, carers and visitors;
- to create and maintain an ethos and learning environment that is responsive and flexible to cater for the entire range of needs;

Transition arrangements on entry to our Pre-School

- Parents and children are invited for a 1 hour visit to the pre-school to explore the setting and discuss the child's needs. Where necessary an extended visit can be organised e.g. when a child has more complex needs. Key information about the setting is shared with parents at this initial visit.

- Parents are able to stay and settle their child during the transition period. However, staff will provide support to ensure children are able to stay and settle independently.

Transition and induction arrangements on entry to Reception

- Continued liaison between practitioners throughout the year, including collaborative work and use of resources/outdoor learning environment.
- Pre-school children visit Reception classes in small groups on more than one occasion during the summer term, accompanied by a pre-school member of staff.
- Children from the local playgroup and nursery spend a session in the Reception classes during the summer term, accompanied by a member of staff from their setting.
- A welcome evening is held for all parents during the summer term.
- All children are invited to an induction session with one parent/carer to explore the setting and meet their teacher. Children from settings other than our main feeder settings, or children who don't attend a pre-school setting, will be invited to an additional induction session.
- First day of school: Parents will drop off their child in the reception classes by selecting an activity to engage in. Parents are encouraged to settle their child and leave the classroom. Staff are available to support this process if necessary. Tea and coffee are provided for those parents who wish to chat to the headteacher/deputy headteacher whilst waiting for reassurance that their child has settled.
- Phonics and maths workshops are held during the first term to support children's learning and parental engagement.

Transition arrangements on entry to Key Stage One

- Reception to create an 'All About Me' piece of work to pass on to Year 1 teachers.
- A 'meet the new teacher' morning takes place at the end of the summer term.
- During the autumn term, planning will include practical, open ended, play-based activities.
- Resources in Year 1 will include access to sand, water, malleable/creative materials, role play areas and construction.

Adopted January 2020

Reviewed January 2023