

# **EARLSMEAD PRIMARY SCHOOL**

## **TRANSITION and INDUCTION GUIDE**



***SUCCESS for ALL***

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## **MISSION STATEMENT**

At Earlsmead Primary School we encourage all members of our school community to strive to be the best they can be and develop new skills that empower them for life- long learning in order to become confident, valuable, members of society.

We create an inclusive, supportive, safe and challenging environment where all contributions are valued.

Learning is motivating and independence is encouraged hence all become reflective, self-learning team members with a positive sense of wellbeing and a love of learning.

## **OUR VISION**

Working in partnership with children, parents, staff and Governors as a community we will achieve *Success for All* through:

**S***ecuring resilience*

**U***nderstanding values and respecting others*

**C***ommitting to our learning*

**C***ommunity involvement*

**E***quality for all*

**S***triving to do our very best*

**S***etting high expectations*

## **1. Introduction**

Starting school and moving up classes through a school has the potential to be a stressful time for both children and parents. At Earlsmead School, we recognise that some of our joining families may be:

- Joining us from out of Borough.
- Joining us outside of standard admission times.
- Joining us from abroad.
- New to the British Education system.
- Starting school for the first time.

This document aims to provide clarity about our transition procedures in order to ensure consistency for every child joining or moving through our school. We aim for children and parents to be as confident and secure as they can be when facing the challenges of a new year group or when starting as a new joiner. These procedures also help to ensure that families joining outside of standard admission times do not miss out on vital information.

This document outlines:

- Transition procedures for:
  - Moving up year groups.
  - Moving on to Secondary School.
- Induction procedures for those joining at standard admission times.
- Induction procedures for those joining outside of standard admission times.
- Support for EAL (English as an Additional Language) pupils.

## **2. Transition Procedures**

### **2.1 Starting in the Early Years (Nursery and Reception)**

Each July, children who are due to start in September are invited to a 'stay and play' morning where they meet their teachers and peers while visiting their classroom. During this session, a meeting is also held with parents where they are provided with key information including:

- School expectations.
- Timings and the importance of good attendance.
- Uniform.
- Curriculum information.
- Advice on how to help their children become school ready.

In addition to this, Earlsmead nursery children spend a week in Reception towards the end of summer term. Home visits take place during the summer term during which the Early Years Foundation Stage (EYFS) lead and a class teacher visit the child and parents at home. Home visits help establish links between home and school while teachers begin the process of getting to know the children.

Home visits are beneficial because they:

- Provide parents with an opportunity to talk to practitioners in the privacy of their own home on a one-to-one basis with staff.
- Give parents and children quality time with the staff who will work closely with their children.
- Offer practitioners insights into how children and parents interact in their home environment.
- Allow practitioners opportunities to share advice with parents on supporting their child's learning at home and preparing them for school.
- Provide opportunities for practitioners to identify any potential safeguarding or Special Educational Needs/Disabilities (SEND) issues.
- Allow practitioners to be able to gain an understanding of culture and practices amongst children's families in the home.

All children with SEND are visited at nursery by the EYFS lead and SEND Leader (SENCo).

Some children require additional support with the transition process because they have not been to nursery or have additional needs. To support these children, we send home photographs of the important places in school and social stories about starting school.

Each September, the class teachers meet all parents individually in order to gather up to date information about the children and collect all necessary paperwork including admissions documents and yellow dismissal forms. Children also attend this visit as a chance to further familiarise themselves with their classroom.

Children are given staggered entry times based on their date of birth and needs. We aim to get children into school full time as quickly as possible while ensuring that children have the time to become secure and familiar with the new routines and environment.

For the first week, children attend school in the mornings only. They start full-time the following week if ready. For those that need a little longer, time is built up gradually over the period of one fortnight. For any child who may need longer than a fortnight, a transition plan is produced that states the activities that will be carried out to enable them to become full-time. This is evaluated weekly.

In preparation for starting in Reception, ideally parents should ensure that children can:

- Recognise their written name.
- Take their own coat on and off.
- Feed themselves, using cutlery.
- Use the toilet independently and wash their hands.
- Spend time away from parents, knowing that other adults can care for them.
- Share and take turns, knowing they may need to wait.
- Recognise some of their feelings.
- Sing some familiar nursery rhymes or simple songs.
- Go to bed at the same time each night and wake up ready for their day.

For more information on being 'School ready', please use this link.

<https://earlsmead.ng1.devwebsite.co.uk/attachments/download.asp?file=4238&type=pdf>

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

Reception children join whole school assemblies when they demonstrate readiness, usually from Autumn 2. Some of the behaviours that we look for include:

- Attending for longer periods.
- Ability to sit beside others.
- Listening to and responding to others.
- Understand they need to be quiet so others can listen.

By the summer term, all Reception children attend assemblies.

In Summer Term 2, Reception children meet their teachers in their new Year 1 classrooms. This is called 'Moving Up Day' at Earlsmead. They

spend a morning carrying out activities and learning new routines with their new classmates and teaching staff.

From Summer 2, Reception children join KS1 for playtimes in the main playground twice a week. This allows them to investigate the area and begin to learn new routines.

Children who need more support with transition, visit more frequently. They may visit their new classes for Drop Everything and Read (DEAR) or other activities they enjoy. They also receive photographs and social stories about their new classes.

Reception teachers meet with Year 1 teachers to share information about the children. At Earlsmead, we call these 'Handover Meetings'. These meetings cover:

- The child's interests.
- Strengths.
- Targets.
- Safeguarding.
- Behaviour and health concerns.
- Strategies used that support the children.

In addition, the Year 1 teachers also receive a Pupil Profile for all children on the SEND register. Wherever possible, Year 1 teaching assistants are also involved with these meetings.

Within the first two weeks of Year 1, 'Meet the Teacher' sessions are held where teachers share the curriculum, explain class expectations and answer questions for parents and carers. Slides from these sessions are also shared on Class Dojo for any parents who could not make the meeting.

In September, Year 1 begin to introduce more formalised learning as and when appropriate for the cohort. They may also receive additional sessions which mirror 'continuous provision' in the Early Years and additional play breaks. The aim is for the full curriculum to be implemented from Autumn 2 where work is recorded in age-appropriate ways i.e. photographs, teacher scribing, drawings, annotations.

### **2.3 Transition Between Year Groups (Years 1 – 6)**

In the summer term, all children have the opportunity to meet with their teachers in their new classroom to help them prepare for their new classes. This is called 'Moving Up Day' at Earlsmead. They spend a morning carrying out activities and learning new routines. These activities include writing a Class Charter (class rules) and producing something for a display for when they return in September.

During English and Maths, pupils produce a 'model' piece of work in their new year group books with their current class teachers. This allows their new teachers to form a baseline assessment as a starting point to inform the pitch of lessons from September onwards. Children like to see their work and it enables them to see their personal growth as the year progresses. Class teachers continue to make ongoing formative assessments throughout all lessons.

Children who find this transition difficult will visit their new class more frequently. They may visit for Drop Everything and Read (DEAR) and other activities they may enjoy. They also receive photographs and social stories about their new classes.

Before new classes are set, children are given the opportunity to choose some friends that they would like to be with in their new class. Teachers also consider each child's ability, SEND, gender and behaviour. These are important factors in ensuring group balance and equality of opportunity in each class.

Each child's current class teacher shares information about the children with their new class teachers. At Earlsmead, we call these 'Handover' meetings. For all year groups, these meetings cover:

- The child's interests.
- Strengths.
- Targets.
- Safeguarding.
- Behaviour and health concerns.
- Strategies used that support the children.

In addition, each child's new class teacher also receives a Pupil Profile for any children on the SEND register. Wherever possible, teaching assistants are also involved with these meetings.

Within the first two weeks of the new year, 'Meet the Teacher' sessions are held where teachers share the curriculum, explain class expectations and answer questions for parents and carers. Slides from these sessions are also shared on Class Dojo for any parents who could not make the meeting.

#### **2.4 Transition Between KS1 and KS2**

Year 3 classrooms are within the KS1 building which is known as 'Woodlands'. From Summer 2, Year 2 children go to play in the KS2 playground twice a week. This enables them to investigate the area and begin to learn new routines.

In Year 2, children are guided by an adult to change their own reading books so that from Year 3 onwards they manage this independently. More formalised recording in books i.e. KWL, pop quizzes and opportunities to build stamina are incorporated from Summer 2 in Year 2 for those who are working at or above ARE.

Over the course of Key Stage 1, children are gradually taught the skills of correcting and editing their work. At Earlsmead, we call this 'Orange Penning' because the children use an orange pen or pencil when they do these tasks. It is introduced over Key Stage 1, so that pupils can hone these skills in preparation for Key Stage 2. This is coordinated with our Marking and Feedback Policy.

#### **2.5 Transition from Year 6 to High School**

The school highly values the importance of primary-secondary transfer as this is a pivotal moment in a pupil's educational journey. The aim is always to make the transition as smooth as possible and to minimise the anxiety children may be experiencing. Our primary-secondary transition procedures are designed with this aim in mind.

From Year 5, parents can ask that their children be allowed to travel home independently to prepare them for high school. Teachers feedback to the Headteacher whether they think the child is suitably prepared for this and parents complete a risk assessment before they are given permission.

Pupils on the SEND register with EHCP's have their transition reviews in Year 5. Discussions about; appropriate secondary school placements,

parents and carers visiting schools and how we support the children through the transition process, are the priority areas for these reviews.

The process of transfer to secondary school is a high priority and significant support is given to all our pupils to enable this transfer to be as smooth as possible. A vital part of smoothing the transition process is to support parents with the application process, particularly our parents who are new to the British Education system or have English as an additional language. We offer information about open evenings as well as Secondary Headteacher visits and parent information sessions held at Earlsmead.

Earlsmead fosters close links with Rooks Heath High School (as our MAT sponsor school within the Tithe Academy) as well as other local high schools, such as Whitmore High School.

A range of targeted activities are in place to ease transition before they start their secondary education, including:

- Years 4 - 6 attending musical events and plays at various secondary schools.
- Year 5 Reading Buddies with secondary pupils.
- Year 5 and Year 6 workshops to support the children's independence and safety during the transition to high school are held throughout the year. These include Transport for London, personal safety and antisocial behaviour.
- Year 5 and Year 6 sample curriculum areas on the secondary sites e.g. Science.
- The Year 6 PSHE curriculum is designed to focus on transition and independence in the summer term.

Year 6 teachers share key information about each child with their new high schools including:

- The child's interests.
- Strengths.
- Targets.
- Safeguarding.
- Behaviour and health concerns.
- Strategies used that support the children.
- Any other relevant information.

Once the children have received their offers, they attend a transition day at their secondary school. They meet their peers and new teachers and experience a day in high school. Harrow offers a system where every high school in this borough has the Secondary Transition Day on the same date. This offers a coordinated approach Borough-wide which reduces turbulence. At Earlsmead, we align our Moving Up Day activities to the Secondary Transition day.

Harrow Borough also offer a second Transition Day for any pupils with SEND. At Earlsmead, our Learning mentor attends with these pupils if that is needed. We may also provide further support for children through extra visits, social stories and photographs.

Children who have speech and language therapy attend between 3 - 4 group sessions which focus on their transition to secondary school, for example what is the same and different; what resources they will need to support them. A communication passport is filled out by the child and class team which goes with the child to their secondary school.

### **3. Induction**

#### **3.1 Joining in September**

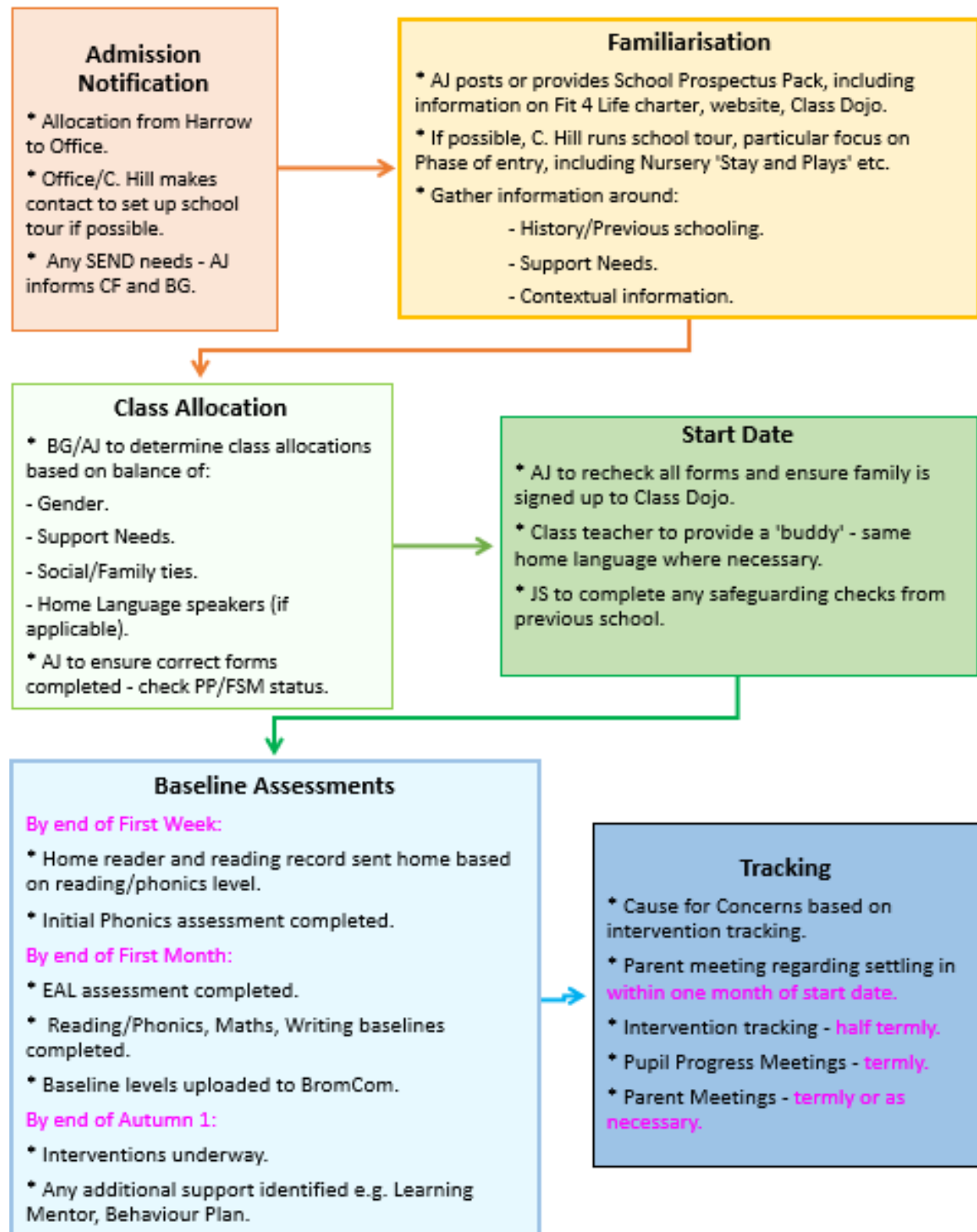
A many children join our school from other UK schools or from abroad at the usual point of entry in September. For these pupils we offer a range of information to help them settle in to their new school, which includes:

- School tours with parents and children.
- Home visits for children joining in Reception.
- School Prospectus Packs, including administrative information.
- Meet the Teacher sessions in September.
- Curriculum newsletters at the start of each half term.
- Phonics workshops for parents.
- School calendar.
- Parent Code of Conduct.
- Support to join Class Dojo communication platform.
- Parent Open Mornings in Autumn 1.

Upon joining the school, teachers will take up to two weeks to form a baseline assessment of new joiners. This may be formed through observation, marking or formalised assessments. A baseline assessment will be entered into our MIS for each new child as a starting point to track

progress. Class teachers continue to make ongoing formative assessments throughout the course of the year.

### **Flowchart for Pupils Joining At Standard Admission Times**



### **3.2 Joining Outside Standard Admission Times**

Upon notification of a new joiner from Harrow Admissions, the school will offer the new pupil and family a tour of the school before starting. These tours have no set time limit and can be made at various times throughout the day to accommodate working parents.

Each tour includes:

- Visits to relevant classrooms and wherever possible, meet their teacher.
- Which playgrounds the pupil/s will use.
- Where to drop off/collect pupils.
- Questions from the school e.g. care arrangements in the home, health, SEND, behaviour.
- Information about the school's curriculum, uniform, timetables and other procedures.
- A chance for parents to ask questions.
- Arrangements for starting e.g. starting date, Dojo communication.
- Prospectus packs given to each family.

Once the tours have taken place, relevant information will be passed on to necessary staff, including the class teacher, DSL, SENCo and Welfare.

Once the child has joined, a 'New Starter Checklist' is given to each teacher with actions that need to be completed. This is a vital step in the process of ensuring that those who join outside of standard admission times have equality of access to important class and school information. The completed checklist is centralised through the main office within two weeks of the child starting. Admin staff quality assure that each action has been completed by the class teacher. This document is then kept within the child's file.

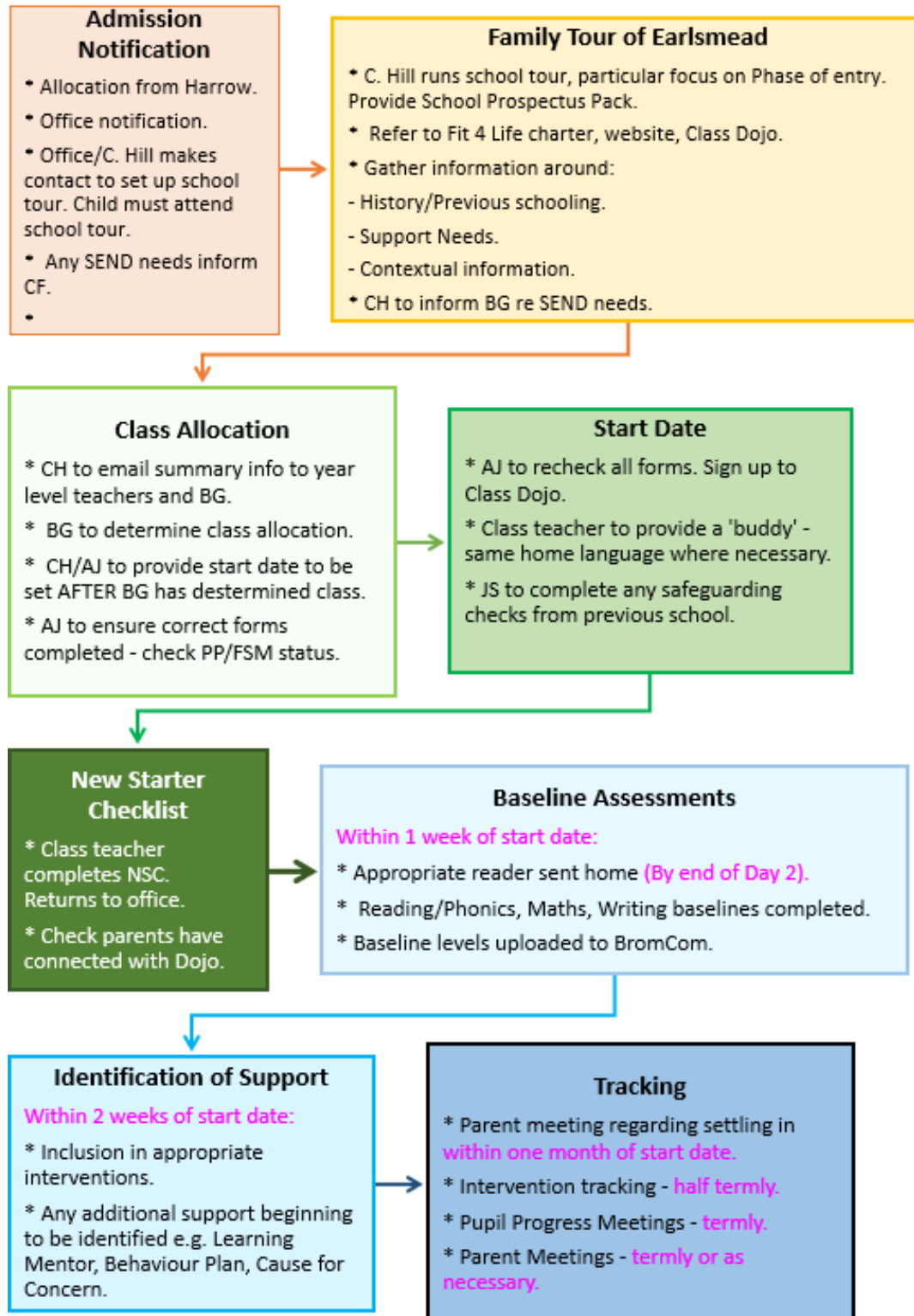
To ease any anxiety new joiners may have, they are provided with a 'buddy' when they start at the school. The role of the buddy is to reassure and look after the new pupil. This may include:

- Playing with them at break times.
- Showing them where the toilets are located.
- Showing them routines and procedures.
- Sitting with them at lunch.

Class teachers monitor the child while they are settling in and put into place interventions to support them in settling in i.e. language buddy for

EAL pupils, adapted tasks, regular check ins. Parents will be updated on how new starters are settling at collection times over the first two week period or as needed.

### Flowchart for Pupils Joining Outside Standard Admission Times



### **3.3 Pupils with English as an Additional Language (EAL)**

Each year, around 70% of Earlsmead pupils speak English as an additional language. We recognise that there are various levels of proficiency within this percentage.

Families arriving from abroad, or those for whom English is a new language, are supported to acclimatise to their new setting. Class Dojo offers an automatic translation function for parents and carers.

Upon joining the school, pupils with EAL will undergo an initial assessment to determine their level of English proficiency. This assessment is carried out using recognised frameworks such as The Bell Foundation EAL Assessment Framework. These assessments track progress across reading, writing, speaking, and listening.

Where possible, literacy and numeracy skills are assessed in the pupil's home language to differentiate between language acquisition needs and other Special Educational Needs. Teachers use a range of formative assessment techniques, including classroom observations, peer discussions, and oral responses, to monitor language development.

EAL pupils are paired with a buddy, ideally a fluent English speaker or someone who speaks the same language, wherever possible. We have a range of dual language books and children have access to translation apps using the class learning pads. Visual resources, such as Widgeit online, are used to support the children to understand key vocabulary. Key vocabulary is pre-taught before introducing new topics, ensuring pupils are familiar with essential terms. Teaching incorporates role-play, drama and storytelling to support language development. Teachers create Word banks, where words (in both English and their home language) are linked with pictures to assist pupils understanding. Many aspects of teaching and learning are adapted, for example pop quizzes include visuals of multiple choice (again, using dual languages). Teachers use a variety of resources, including Racing to English and [www.EALteacher.com](http://www.EALteacher.com) to support children in their language development.

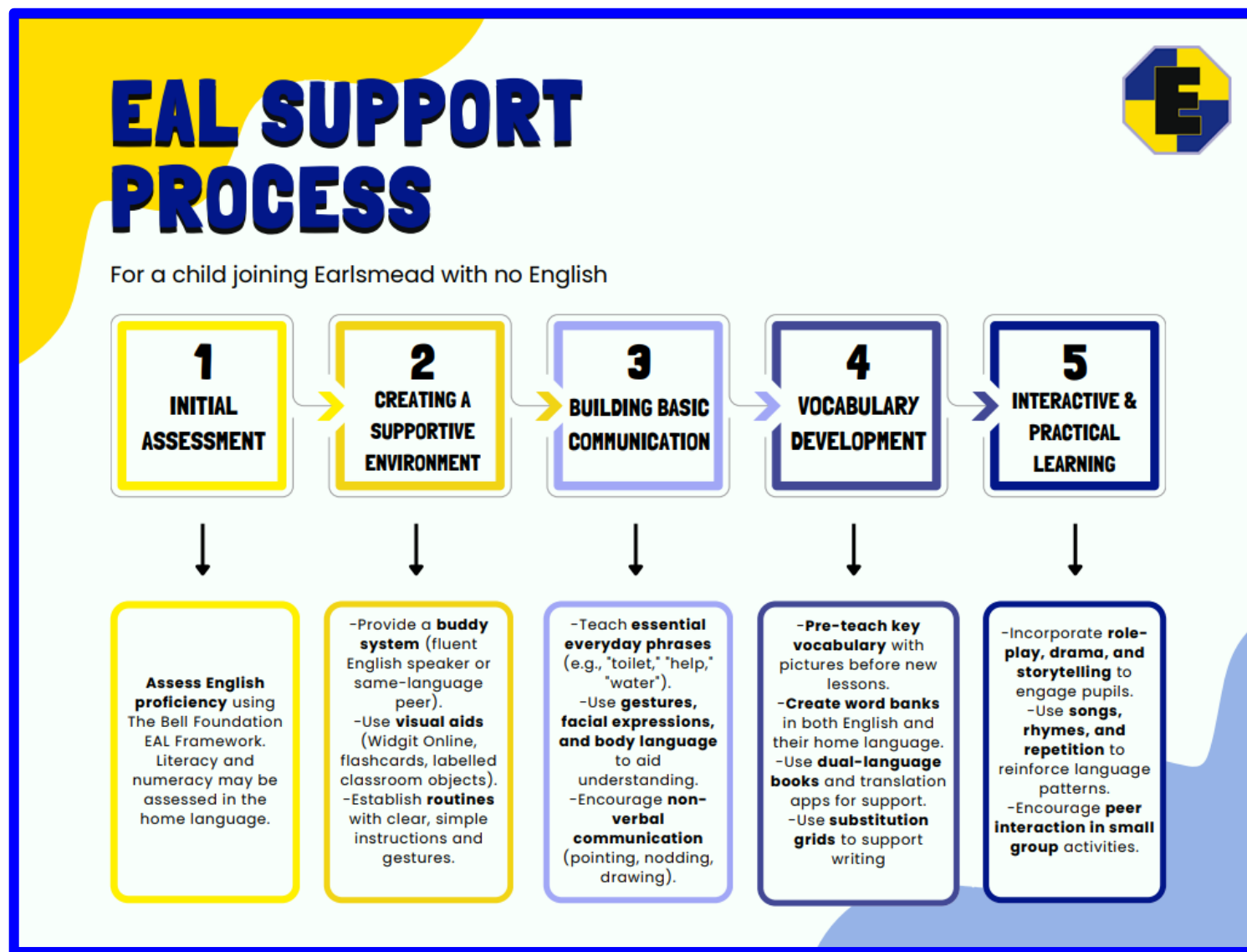
We welcome refugee families to Earlsmead and put measures in place to support this transition based on specific needs. Some pupils may have

experienced trauma in their homelands or on their journey to the UK so we offer emotional support which may include art therapy, learning mentor time and Emotional Literacy Support Assistant (ELSA) sessions. Each child's emotional needs take precedent over any academic baselining with our primary initial goal being to settle each child into school happily and securely.

Earlsmead School also offers discrete financial support for families who may be suffering hardship, including uniforms and a Food Bank. Any family is welcome to speak to our Pastoral Lead, Mrs Jackie Stangroom, to hear about ways that we may be able to assist during times of need.

On the following page is a flowchart outlining our processes for supporting pupils who arrive to Earlsmead with little or no English.

## How Earlsmead Supports Pupils with Little or No English



### **3.4 Pupils who attend our additional resource provision (ARP)**

During the whole school 'moving up' day, the pupils within the provision take part in this process too. They spend half of their morning (up until play) completing activities with their class team and peers in either Saplings 1 or 2 and the second half within their mainstream class (up until lunch). Pupils joining from other schools will be invited to join our 'moving up' day too.

A letter with visuals will be posted to each pupil, and this includes photos of the staff, resources, dates and activities they took part in during the 'moving up day', to help them talk about the changes with their families before they start and help reduce any anxieties.



# New Arrival Checklist

Name of child \_\_\_\_\_ Class \_\_\_\_\_ Start Date \_\_\_\_\_

<b>Before They Start – C. Hill</b>	
Tour for parents and new children.	
Prospectus Packs and information given.	
SENCO, safeguarding, welfare and attendance officer alerted to any concerns and start dates.	
Class teachers emailed with as much info as possible.	

<b>First Day – Class Teacher</b>	
Coat peg and tray named.	
Books ready and labelled with their name.	
Buddy ready to meet them and help during the day.	
Share relevant information with TA.	
Add child to Dojo.	
Peg for Bubble time and bubble time explained.	
Touch base with parents at the end of the day.	
Add name to lollypop sticks/randomiser.	
Named adults for collection.	

<b>By the End of the First Week – Anita / DSL</b>	
Transfer CTF and send letter to previous school to check on any safeguarding concerns.	
Gather any reporting from previous school (if possible).	
Share with relevant staff members if necessary.	

<b>By the End of the First Week – Class Teacher</b>	
Send invites to parents for Class Dojo (as soon as details are on SIMS).	
Send home a paper copy of half termly curriculum newsletter if they have started after it is published on Dojo.	
Hear them read and give a reading book.	
Passwords for any online sites used.	
Give any current letters i.e. trips, swimming, teethbrushing.	
Explain home reading system to them.	
Share relevant information to PPA cover teachers.	
Alert SENCo if any SEND/behaviour needs emerge.	

*Once complete, please put in child's file in the office. Admin team to check that each action has been completed.*