

GILLINGSTOOL PRIMARY SCHOOL

Inspire ~ Believe ~ Achieve




INDUCTION AND TRANSITION POLICY

Signed ... 

Name: Dave Llewellyn

Chair of Governors

Date: June 202

Signed 

Name: Caroline Carter

Headteacher

Date: June 2022

Rationale

The school recognises that in order to minimise worry, stress and concern, great care must be taken when new pupils or members of staff join the school.

It is also recognised that moving between Key Stages or classes within or across schools can be a source of anxiety for children, with this in mind we are aware that pupils transferring to new phases of the school or to a new school will also need consideration and attention.

EYFS Induction for Pupils

The induction of new reception pupils and their families is critical to building relationships. Starting school is a huge moment in their lives. A smooth start to school and the initiation of a positive relationship between home and school is essential and must be the aim of all staff.

South Glos regulations indicate that pupils should be in full attendance by the start of Term 2 (November). At Gillingstool, we aim to complete this by the start of Term One Week 4. There may be occasions when dealing with pupils with specific Special Educational Needs that this induction period is lengthened or adjusted accordingly. These phased arrangements are designed to allow the children to start full-time education as smoothly as possible and to develop a positive attitude to school and to learning.

Each year, there will be a number of communications and events to which new pupils and parents will be invited. These are set out in the table below and the specific dates will be set each Easter for the following end and start of year. A copy of all booklets and communications is available in school, being adjusted each year for change of dates, staff and other content.

Date	Communication or Activity
October - January	Open Days and Initial Tours with the Headteacher
End of May / Beginning of June	Letter issued to new parents acknowledging offer of place, outline of Induction Programme and welcome to Gillingstool.
Beginning of June	Prepare Induction Booklet, Pupil booklet, letter from Headteacher and administration forms
End of June	New parents Induction Evening Meeting
End of June	Home visits – Class Teacher & Headteacher/SENCo
Beginning of July	Class Teacher visit to Pre-School (if possible)
Middle of July	Pupil Stay and Play session with parents staying to share information and complete forms

In Year Induction for Pupils

As with new starters in EYFS, a positive induction for new pupils across the school is vital to building positive relationships. Parents and children will be offered the chance to meet the Headteacher and tour the school on a one-to-one basis prior to choosing Gillingstool Primary School. During this visit they will meet the Class Teacher and Teaching Partner. Should this not be possible they will have a chance to see the staff members photograph on the staff foyer board.

If necessary, taster sessions can be offered prior to children joining the school and phased starts can be negotiated with the Headteacher if required due to pupil need.

New starters will be provided with a buddy and the Family Link worker will make contact at the end of their first week to ensure communication is effective.

The New Pupil Induction Checklist has been developed to ensure a secure beginning for in-year joiners.

GILLINGSTOOL PRIMARY SCHOOL



New Pupil Induction Checklist

Name:

	Identified member of staff	Initial	Date
Tour of School	Caroline/Emma		
Visit classroom	Caroline/Emma		
Meet the Teacher	Class teacher		
Peg and Drawer	Class teacher		
Gillingstool Bear	Caroline/Emma		
Staff Photos	Ann/Sarah		
Discuss need for phased entry	Caroline/Emma		
Allocate a buddy	Class teacher		
Meet buddy	Class teacher		
Set up Class Dojo	Class teacher		
Send positive photos home week one	Class teacher		
Parents meet Family Link worker at end of week for review	Jacqui Vokes		

Staff

A successful induction of new staff is vital to ensure that pupil learning is maximised. New staff need to be welcomed and informed of all relevant people, policies and procedures before commencing work at Gillingstool. Staff will be provided with a mentor to support in familiarisation with the school and their role.

The location of all documentation will be made clear but certain policies will be brought to attention and signed off when completed including:

- Safeguarding and Child Protection
- Access and Security
- Health & Safety
- Curriculum & Assessment
- Behaviour Expectations

The teacher/teaching partner/SMSA induction checklist (below) ensure all relevant information is provided.



Teacher Induction Checklist

Name:

	Identified member of staff	Initial	Date
Map of School & Tour	Caroline		
Staff List - Photos & Contact Sheet - Meet	Caroline		
Key Fob & Access	Ann/Sarah		
Health & Safety (Fire, Height, Lifting etc)	Ann		
Child Protection Procedures—DSL/DDSLs	Caroline		
School Times	Caroline		
Start of Day routines—registering and attendance/CME	Hannah		
End of Day routines	Hannah		
School Timetables	Hannah		
Class Timetables and groups	Hannah		
Literacy & Numeracy Planning	Hannah		
Curriculum Planning	Hannah		
Assessment	Hannah		
SEN Issues (SENCo, Leaving Teacher, Previous Teacher)	Emma Stimpson		
School Policies (CP, Whistle-Blowing, Behaviour, Code of Conduct, Allegations Against Staff, Grievance)	Caroline		
ICT set up - laptop, user password, school files	Ann/Sarah		
Photocopier password & printing from laptop	Ann/Sarah		
Arrange PPA release / NQT release	Caroline		
Meet the Class	Caroline		
Announcement via Newsletter	Caroline		
Arrange mentor (meetings, observations, contact etc)	Mentor		
Set dates for NQT Courses	Caroline		



Teaching Partner Induction Checklist

Name:

	Identified member of staff	Initial	Date
Map of School & Tour	Caroline		
Staff List - Photos & Contact Sheet - Meet	Caroline		
Key Fob & Access	Ann/Sarah		
Health & Safety (Fire, Height, Lifting etc)	Ann		
Child Protection Procedures—DSL/DDSLs	Caroline		
School Times	Caroline		
Start of Day routines—registering and attendance/CME	Class teacher		
End of Day routines	Class teacher		
School Timetables	Class teacher		
Class Timetables and groups	Class teacher		
Literacy & Numeracy Planning	Class teacher		
Curriculum Planning	Class teacher		
Assessment	Class teacher		
SEN Issues (SENCo, Leaving Teacher, Previous Teacher)	Emma Stimpson		
School Policies (CP, Whistle-Blowing, Behaviour, Code of Conduct, Allegations Against Staff, Grievance)	Caroline		
ICT set up - laptop, user password, school files	Ann/Sarah		
Photocopier password & printing from laptop	Ann/Sarah		
Arrange PPA release / NQT release			
Meet the Class	Class teacher		
Announcement via Newsletter	Caroline		



SMSA Induction Checklist

Name:

	Identified member of staff	Initial	Date
Map of School & Tour	Caroline		
Staff List - Photos & Contact Sheet - Meet	Caroline		
School Times	Caroline		
Key Fob & Access	Ann/Sarah		
Health & Safety (Fire, Height, Lifting etc)	Ann		
Child Protection Procedures —DSL/DDSLs	Caroline		
Behaviour Policy	Caroline		
Investigation of Incidents	Caroline		
Liaison with teachers	Caroline		
Allocation of mentor	Caroline		
Routines	Mentor		

Supply Staff

New supply staff will be met and welcomed by a member of the Senior Leadership Team.

ID and DBS will be checked.

A brief induction concerning essential protocols will be given verbally.

The essential protocols will involve:

- Layout of building
- Pupil information including those with SEND, EAL
- Recording pupil concerns (Child Protection and Safeguarding procedures)
- Lesson, Break & Assembly Times
- Any key information for that particular day
- Provision of ICT hardware and passwords
- Fire exits & protocols
- Key staff including TP
- Location of key staff, including DSL/DDSL, if help required

Transition

EYFS to Key Stage 1

This is a very important transition for pupils, moving from the Early Years Foundation Stage to Key Stage 1 when they are five. In practice this will generally take place in the Autumn Term of Year 1.

The transition must be handled sensitively and in a manner responsive to pupils' needs. An element of continuous provision may be needed for some in the initial weeks but it is expected that learning to gradually move to the slightly more formal style of KS1 by the end of Term One.

Of key importance for staff will be the detailed and accurate transfer of pupil data and information, relating to academic, social and emotional needs.

End of Academic Year Transition

Staff meeting and CPD time in Term 6 will be dedicated to an effective handover between class teachers.

Provision Maps for pupils with additional needs will be prepared by current teachers and discussed with new teachers.

Handover meetings will be held to discuss each pupil in turn, sharing information regarding additional needs both academically, socially and emotionally.

In July a 'Shuffle Up' afternoon will be held giving pupils the opportunity to meet their new teachers and teaching partners and spend an afternoon learning together.

Parents and carers will also be invited in to a short 'Meet the Teacher' meeting after school.

Key Stage 2 - Key Stage 3

Gillingstool Primary School endeavours to prepare children in Year 6 for the transition to secondary school as fully as it can. The school participates in the South Gloucestershire transition programme, completing a spreadsheet to ensure the accurate and timely transfer of data and carrying out supporting class based sessions for pupils. Pupils are prepared for the universal transition day where they all attend their new school for a day in term 6. The school also ensures that vulnerable and SEN pupils receive as much support as possible through a programme of additional transition activities and visits co-ordinated by the SENCo.

The end of the primary school journey is celebrated with Year 6 pupils and their families through a Y6 reflection Day, the Year 6 Leavers' drama performance and a Year 6 Leavers' Assembly in the last week of term.