

Transition and Induction Policy



Policy Document Status			
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Adoption of policy by Governing Board	July 2022	Executive Headteacher	Denise Garner
Inception of new Policy	September 2022	Governor/Staff Member Responsibility	Jenny Gascoigne/Shelley Thursfield
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1. What is transition?

Transition is the change a child encounters moving from one familiar setting (including home) to another. Some children by the time they have reached school age may have experienced several transitions which will have helped them to adapt their thoughts, feelings and behaviour to meet new expectations.

These transitions may have included:

- Transition between rooms in a Nursery.
- Transition from one provider to another during the week.
- Transition from a childcare provider to a school.

Some children may not have experienced several transitions so may find transition from home to school more difficult. This is why we believe a home visit is important for every child when they transfer into our Nursery or Reception Classes. It is important for a child to meet their teacher or key person for the first time in an environment where they feel safe and happy.

Transitions need continuity to provide the child with confidence, thereby feeling secure and making the process exciting.

We want our children to experience a smooth transition throughout their learning, so that the pace and quality of learning are maintained to ensure that children continue to make the very best progress. This policy addresses, principles and procedures, planning and assessment as well as classroom organisation and teaching styles.

What is induction?

Induction is the policies and procedures to ensure children and their families receive a smooth transition into our school and Nursery settings ([see appendix 1 for admin flow chart](#)).

2. Key principles for good practice in supporting successful transitions

Unique Child

- Recognise that all children, can be vulnerable at times of change, particularly those with additional needs e.g. those with a Special Educational Need & Disabilities (SEND) or a child in care. Planning for these children will need additional, flexible support.

- Prepare the child for change. It is important that all children experience a positive transition. With appropriate preparation and understanding, children are more likely to feel secure and settle more easily into their new environment.

Positive Relationships

- Transitions can be eased by careful proactive planning, sharing of information and mutual visiting between parents, carers and professionals.
- Listen to and acknowledge the important role of parents and carers throughout this process
- Work together. An essential element of an effective transition is for settings and schools to work together, to establish a clear understanding of one another's aims, purpose and philosophy.
- Offer a range of opportunities for parents/carers to access information about the transition process, e.g. open days, information events, consultations, newsletters.

Enabling Environments

- Children cope better with transitions when conditions are similar, communication is encouraged, and the process of change takes place gradually over time
- The emotions that come with change can be successfully handled by children when their new setting/school has a clear, welcoming procedure.

Children Learn and Develop in Different Ways and at Different Rates

- Ensure that consideration is given to the child's holistic needs. It is important to ensure that the continuity of children's experiences involves all aspects of their care and learning
- Approaches to teaching and learning are harmonised at the point of transition
- Planning is based upon assessment information from the previous class/ setting
- Styles of teaching and learning meet the needs of the children and not pre-conceived notions of what is appropriate for the next phase/key stage
- There is a professional regard for the information from the previous class/room/setting/ phase
- Children are able to enjoy new approaches at transition
- Transition motivates and challenges children
- Staff allocation gives particular attention to the particular needs of the children

Involving Parents and Carers in the Transition Process

In order to develop a shared understanding and an equal partnership, communication between setting, school and parents/carers is essential during the transition process.

Parents and carers are their child's first and foremost educators.

- We need to listen to what they can tell us about their children and accept that as parents and carers, they have a wealth of knowledge that we would do well to heed.
- We need to be knowledgeable about a child's ethnicity, language and dialect, community and locality if we are to offer them familiar sights, sounds and experiences that will help them settle. Sending a child to a new setting or class can be a daunting experience for parents and carers as well as children.
- Many parents and carers bringing their children to a setting for the first time may have unhappy memories about education and institutions. It is vital that we put ourselves in their position and look closely at how we can make our settings and schools welcoming and less threatening to new parents so that they, in turn, can give positive messages to their children.
- Parents and carers are keen for their children to be happy and successful at school.

Parents want to know that:

- their child will be safe and nurtured
- the school/setting will value the learning from home
- the school/setting will respond to and value children's cultural background
- the school/setting will respond to the needs of their child – particularly if they have a disability physical or physiological e.g. autism, dyspraxia
- the school/setting will get to know their child and respond to their uniqueness

Involving a parent/carer fully in the transition process can reduce anxiety greatly for them and for their children.

Children with Additional Needs

The current SEN Code of Practice defines '*a child with a learning difficulty as a child who has greater difficulty learning than the majority of children of the same age or has a disability which prevents or hinders the child from making use of educational facilities provided for children of the same age*'.

Transition should be seen as a process which involves parents/carers, child, setting/school and receiving setting/school.

A child's transition from home to a Nursery or school can be an anxious time, particularly if there are additional needs with regard to their development of speech and language and communication, health and physical needs or general development.

Periods of change can be made less daunting if parents' and carers' views are respected and they feel that they have made a suitable contribution to what will happen when their child moves to a new setting or school.

- During a child's time in our Federation the Special Educational Need Coordinator (SENCo) and the child's key person/teacher will have regular meetings with parents or carers for discussion and to facilitate liaison with other professionals.
- In preparation for a transition a meeting for parents with the SENCo and when appropriate, other professionals supporting the child will be arranged. Particularly if the child has had an Educational Care Needs Assessment (ECNA). The transition meeting is a partnership between parents/carers and the new setting or school.
- Outside agency reports and records such as completed and current Individual Provision Maps (IPM's) or Educational Health Care Plans (EHCP) are an important addition to the child's transfer record and will be passed to the school or new setting when a child moves.
- Medical care plans (Individual Health Care Plan) and any relevant adjustments will also be discussed at the transition meeting.
- Some children with additional needs may require extra visits to their new school/setting prior to the term before starting.
- These can be arranged during the transition meeting at the school as well as any additional support such as a new visual schedule or tailored admission plan to ensure a smooth transition.

3. Oakengates Nursery School

Babies and toddlers new to Nursery

- Up to four dates are arranged for settles with the parents. These can consist of a home visit, time spent for the parent and child in the room this can be flexible to incorporate the different routines. These settles will be arranged to cover most aspects of the child's day if the child is to receive full day care.
- When the settles are arranged with the parent, an 'All about my child' booklet will be shared so we get to know their child

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- One settle will be an hour allowing the parent to play with their child in the room so they get to know the key persons and the environment.
- One settle to allow the parent to meet with the room supervisor to discuss the 'All about My Child' booklet and complete any health care plans to ensure all the child's needs are met. This could take place in the family home.
- Parents can take up the option to have additional settles which will cover wrap around sessions such as breakfast, lunchtime or high tea.
- When the parent is invited in to the room for additional settles, if the child is settled and not dependent the parent will be encouraged to leave the immediate area. This will allow the child time to familiarise themselves with their key person and the environment while sensing their parent's presence close by.
- More settles may be needed to be arranged if a parent and key person feel this would be beneficial to the child's emotional well-being or needs.

Preparing for transition

- Prepare the child in advance for the transition by talking and looking at transition paperwork, introducing them to staff in the room and the key person.
- Ensure all preparation for the child is implemented before the transition e.g. Peg name, name cards, sleep bag.
- Ensure all staff are familiar with any necessary information on the child.
- Being flexible with the working of the room to meet the child's needs.
- Ensure parents have met the new key person and all staff in the room. They should be told about how the room works.

Transition from Nursery to school

- Early Years Foundation Stage Transfer Records are completed on each child going to school and sent to their chosen school
- Transition books of local schools are provided to use in talking to children about their new school, especially following a visit to the school
- A child's future teachers are invited to our setting to see the child in our environment and to talk about how our room works and chat with the key person.
- Invite a child previously attending our setting, who is at school, to talk to the children about their experience of school life.
- Display photos of children in their new school uniforms and provide and read books about starting school.
- When the parents are informed of their child's new school, the parent has the opportunity to add their child's name and school to a list displayed outside their room allowing others to know who is going to the same school.

Moving from room to room

- *All About My Child* paperwork is reviewed and new ones are completed by the parent for the new room, in case of any changes.
- Parents are invited to the new room to meet staff and their key person and also to discuss how the room works.
- The existing key person can then pass the completed transition form to the new key person as well as any necessary information about the child.
- This can take place in a 10 to 15 minute meeting between the old and new key person.
- Children visit their new room with their key person a minimum of 4 visits and act as the link between themselves and the new key person
- Room transition books are available for the child and parents to view.
- Three or four settle dates are arranged between key persons and parents are informed of these dates.
- More settles can be arranged if the child's emotional needs are not secure.

Moving between childcare settings

- "All About Me" forms are exchanged between providers once every term to compare a child's learning development.
- An Early Years Foundation Stage Transfer Record is passed onto the other providers when the child is of school age.

Home to setting 2-4 year olds

Non Funded children

- Please refer to the transition steps for '**Babies and toddlers new to Nursery**'
- 3 and 4 year olds may need less settles

Funded children

These are children who are entitled to free early year's provision. Some parents may be entitled to 15hrs for their 2 year old child or 30 hours for their 3 or 4 year old child. All parents are entitled to 15hrs universal 3 and 4 year old funded.

- Parents are able to book a visit to look around the Nursery with their child

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- A place is offered and a registration form and Individual Health Care Plan is completed if necessary so all the child's needs are met and planned for prior to them starting
- A home visit is planned so parents can share information about their child, the child will also complete some development check
- There are two settles visits 1 hour each.
- The first settle the child and parent(s) are introduced to the key person and a transition book of the room is provided showing how the room works.
- If the child settles the parent is advised to sit in an area where the child is unaware of their presence. This allows the parent to be easily available if the child becomes distressed.
- On the second settle it is advisable for the parent to leave the child, and if they feel comfortable the setting to allow the child to familiarise themselves with the key person and environment. During this time the adult will meet with the Headteacher, Assistant Headteacher and the Day Care Manager to learn about the policies, Early Years curriculum and assessment.
- When starting in the setting, children are invited to bring in photos of people who are close to them and any comforters, especially younger children.

4. Wrockwardine Wood Infant School & Nursery

For details on admissions of children please see the school's Admission Policy on the school websites. Children begin full-time in Reception during the September of the school year (September – August) in which their 5th birthday occurs

Transition from home to Nursery

- Every child will receive a home visit from the Nursery teacher and a key person from Nursery or school.
- The child will receive a staggered induction over a week. Either attending Monday and Tuesday or Wednesday and Thursday. Children attending in 2 groups ensures that:
 - they don't get too overwhelmed
 - adults have more time and space to form good relationships
 - children get to know their new environment
- Induction forms and relevant paperwork is completed such as medical or intimate care plans if needed
- The Early Years Foundation Stage curriculum will be shared with parents during the first few weeks at a work shop.

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- Once a child is settled we ask parents and carers to complete a 'settling in' questionnaire so we can evaluate our induction and transition process.
- During the term Stay and Play sessions are organised so parents can get to know the Nursery, the curriculum and the staff.
- A child's Early Years Profile is shared regularly with parents so they are aware of the progress their child is making.
- Each child has a home/school book to help with transition between home and school.
- Parent/Teacher/Key Person consultations are held before transferring to school a final assessment about whether their child is 'school ready' is shared along with the child's EYFS assessments.

Transition from Wrockwardine Wood Infant School Nursery to Reception

- There are two formal transition visits at the end of the summer term.
- Children will have already visited the school hall or adventure playground for Physical Education sessions or special assemblies.
- Children visit school to walk around and to get to know the adults in school and their special jobs.
- Parents will have visited the school for Christmas Performances and other school events.
- Parents of new Reception children are invited to the first morning of the formal visits in July to talk through
 - the transition process
 - school policies and routines with the Headteacher
 - medical needs with the school nurse
 - school meals and healthy eating with the catering team
 - parent workshops such as Family Learning
 - support for children's emotional needs with the Learning Mentor
 - The PTFA parent and teacher group who raise money for special events
- During the summer holiday the teachers send a photograph and a short message to the children in the form of a 'keeping in touch' postcard
- During the first week children attend each morning but in small groups in the afternoon so adults can complete a Baseline assessment (Durham University) with each child on an individual basis. This is a computer based programme and allows staff to gain a snapshot assessment of a child's ability.
- This time also allows the adults to form relationships and children get to know their environment.
- Once the children have settled teachers arrange a 'meet the teacher' session for parents to ask any questions about their child's transition
- A meeting for parents during the Autumn Term is arranged to explain the teaching of phonics and 'Letters and Sounds'

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- The Reception staff are always available before and after school to chat to parents – they are proactive in talking to parents about issues that may arrive with individual children
- Wednesday morning parents are invited into school for maths games and Friday morning for shared reading.
- Parent teacher consultations take place in the autumn and spring term
- Parents receive an annual written report in the summer term
- Parents are invited into to school for a number of events and workshops during the year such as
 - entry and exit points for learning
 - Harvest and Christmas Performances
 - Mother's day
 - Lunchtimes
 - Workshops about the curriculum and assessment
 - Sports Day
 - Community events, Christmas and Summer Fayres

Transition from other Pre-School/Nursery to Reception (community children)

- Children entering Reception from the community will receive a home visit in the term before they enter school
- Discussions and visits occur between teachers and staff from other settings
- Individual tours of the school are offered to all incoming parents and children
- Parents of prospective children are invited to a formal meeting on the first morning of their child's first visit to talk through the transition process and school policies with the Headteacher (see above)
- Parents can also gain information through the school website

Transition from the Foundation Stage to Year 1

- The Year 1 curriculum builds on and extends the experiences children have had during the Foundation Stage where a kinaesthetic approach to teaching and learning is maintained and built upon to offer creative, hands on method of teaching and learning.
- The Year 1 classroom aims to reflect a similarity to the Reception classroom exhibiting areas of learning available to the children e.g. role-play, art and creativity, music, computing, reading, quiet areas and outdoor learning
- Although Year 1 is the first year within which the National Curriculum is followed, we continue to develop the independent learning skills established in the Foundation Stage.

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- Children in Year 1 are encouraged to select resources and activities independently and use decision-making skills in their learning.

Before the children move from the Foundation Stage into KS1:

- Teaching staff meet to discuss and share children's progress and assessments such as whether the child was Exceeding, Expected or Emerging in the Early Learning Goals.
- Reading, Phonics, Writing and Mathematics assessment information is also shared so teachers can build on this attainment.
- A piece of independent writing is completed and inserted into the front cover of the child's writing book.
- Children's Personal, Social and Emotional needs are also discussed.
- Foundation Stage teachers inform the future teacher of the child's level of ability, special educational needs and any other information relevant to the wellbeing and development of the child
- Intervention and monitoring takes place to ensure children don't stall in their learning and progress on transition.

Information passed onto Year 1 teachers includes:

- Knowledge of sight words
- Knowledge of letters and sounds (phases)
- Reading ability
- Writing – profile level
- Ability in number, reasoning and problem solving
- Printed version of each child's Early Years Foundation Stage Profile (EYFSP) highlighting each of the targets achieved

Information is used to group pupils, adjust / fine-tune the curriculum and set future targets.

Links are made between Early Learning Goals (ELG's) and National Curriculum (as many statements within the Foundation Stage curriculum are similar to the key objectives for numeracy and early criteria for literacy skills)

Once transferred to Year 1:

- Children continue to work and to be assessed within the FSP for their first term if necessary
- Children not yet having attained National Curriculum will have their progressed measured against P Levels if needed from the spring term onwards
- Children return from Year 1 class to the Foundation Stage classrooms during the Autumn term for focused learning work and active play if needed.

Transition in subsequent years throughout the school

- weekly whole school sharing assembly
- children are encouraged to share good work with teacher of 'next class'
- staff get to know children on the playground and in assembly
- teachers meet in the summer term to discuss individual children
- all children visit new classes and work alongside new teachers on two *Transition Days* in the summer term
- annual tracking of children's progress through Interim and Key Stage SATs, maths tests, spelling/phonics and reading assessments – this data informs the child's next teacher of targets for the following year
- throughout the year, there are shared assemblies, buddy reading systems, PE coaching and project based opportunities where children throughout the school mix together to enable them to get to know other staff as well as each other
- 'Early intervention' policy for SEN children
- targets in reading, writing and numeracy are continued over from July to September
- new books have the last piece of independent writing in the front cover so staff and children can compare '*what they could do*' and '*what they can do now*'
- transfer of records are made available for the next teacher for example, Individual Provision Maps, assessment & attendance data, EYFS Profile Folder which includes the child's annual report to parents

In year transfers

- Individual tours offered to all incoming parents and children, time for the child to stay with the current class is also offered to help get them acquainted with their new surroundings
- Parents are directed to the school website where there is a wealth of information about the school (The school has a prospectus that can be printed if necessary)
- New children assessed quickly by class teacher and / or SENCO and a transition document is completed ([see appendix 1](#))
- The Deputy Headteacher analyses the transition document and ensures any necessary intervention is put in place.
- A 'buddy' is identified to help the new child to integrate
- Records from previous school are made available to the class teacher and SENCO

Transferring to KS2

Our main feeder school is Wrockwardine Wood C of E junior school. Through link meetings with key staff, the Y2 teachers will:

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- collaboratively devise a transition plan with the Y3 teachers
- ensure that different groups of children such as more able children, SEND, EAL and disadvantaged children are identified to Y3 staff so good progress continues for these children on transition
- pass relevant information such as examples of work, KS1 assessment data and end of year reports
- collaboratively plan social and sporting events to support children's emotional wellbeing such as assemblies, sports after school clubs
- plan extra transition visits for our vulnerable children
- pass Child Protection information via the lead DSL's
- transfer SENDCO documents such as EHCP and other SEND information
- discuss medical needs of children with Y3 teachers
- ensure that the receiving school signs a transfer document to confirm they have received the records passed to them e.g. Child Protection, Children in Care (CiC) Pupil Education Plan (PEP), SEND documents

Equality, Diversity and Inclusion

- Children and parents are actively involved in all transition processes that take place while at our Federation and their perceptions about transition are explored and valued.
- Measures are taken to ensure that pupils with learning or access difficulties experience a similar ease of transfer as other pupils.
- We aim to ensure that no member of the school community experiences harassment, less favourable treatment or discrimination within the learning environment because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their religion or beliefs.
- We value the diversity of individuals within our school and do not discriminate against anyone because of 'differences'.
- We believe that all our children matter and we value their families too.
- We give our children every opportunity to achieve their best by taking account of our children's range of life experiences when devising and implementing school policies and procedures.

Appendix 1

Early Years Foundation Stage

To ensure progress is rapid in September we will:

- Plan July transition meetings for teachers to share children's books, discussing standards, progress and next steps.
- Complete a comprehensive grid to share important information between teachers.
- Ensure sensitive information about disadvantaged or vulnerable children is shared so they have a smooth transition. This will ensure they continue to make rapid progress to catch up with their peers.

Please pass the following information to the next teacher(s). Please pass all information together in one box rather than a little at a time.

Nursery

To ensure progress is rapid in September we will:

- Plan July transition meetings for teachers to share children's books, discussing standards, progress and next steps.
- Complete a comprehensive grid to share important information between teachers.
- Ensure sensitive information about disadvantaged or vulnerable children is shared so they have a smooth transition. This will ensure they continue to make rapid progress to catch up with their peers.
- Foundation Stage Profile and end of year birth band report from otrack
- 'All about me' books

Communication Language, Literacy and Mathematics

- All recording books
- Reading assessment grid to include: book band, phonics phase, sight vocabulary.
- Benchmarks
- Highlighted sight vocabulary. These are to be continued next term.
- Phonic assessments

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- A photocopy of individual children's unaided writing. This is to be glued in children's new theme books. (reverse side of front cover)
- New children home visit drawing dated with Left/right hand and type of grip

SEND

- Medical information if a child has an allergy or medical condition and has an Individual Health Care Plan
- All reports from outside agencies
- Parent consent forms
- IPMs/Behaviour plans with completed evaluations.
- IPMs and behaviour plans for September to be completed by the current teacher.

Reception

- Plan July transition meetings for teachers to share children's books, discussing standards, progress and next steps.
- Complete a comprehensive grid to share important information between teachers.
- Ensure sensitive information about disadvantaged or vulnerable children is shared so they have a smooth transition. This will ensure they continue to make rapid progress to catch up with their peers.
- EYFS Profile and assessment information (emerging, expected, exceeding).
- O track baselines completed

Communication Language, Literacy and Mathematics

- All theme books with up to date highlighted STAT grids, for reading, writing and SPAG
- Reading assessment grid to include: book band, phonics phase, sight vocabulary.
- Benchmarks in chronological order with the most recent on the top.
- Highlighted sight vocabulary to be continued.
- Phonics assessments
- A photocopy of individual children's unaided writing dated. This is to be put in the front cover of the children's new theme books.

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- Target sheets
- Community children home visit self portrait dated.

Mathematics

- All maths books which will be continued in Y1
- Up to date highlighted STAT tracking grids.

SEND

- Medical information if a child has an allergy or medical condition and has an Individual Health Care Plan
- All reports from outside agencies
- Parent consent forms
- /IPMs/Behaviour plans with completed evaluations.
- IPMs and behaviour plans for September to be completed by the current teacher.

Personal Development and Behaviour

- Please ensure all teaching strategies and resources to support children's personal development are shared e.g. visual timetables, timers, slopping boards, pencil grips,

Assessment

- A copy of a child's annual report is available on the workgroup please read the personal comment so you know the children's strengths.
- O track data grids to be prepared and printed for the next teacher showing children emerging, expected , exceeding
- O track baselines completed

Appendix 2

Years 1 and 2

To ensure children's progress is rapid in September we will:

- Plan July transition meetings for teachers to share children's books, discussing standards, progress and next steps.
- Complete a comprehensive grid to share important information between teachers.
- Ensure sensitive information about disadvantaged or vulnerable children is shared so they have a smooth transition. This will ensure they continue to make rapid progress to catch up with their peers.

Please can you pass the following information to the next teacher(s). Please pass all information together in one box rather than a little at a time.

Mathematics

- All maths books - including rising stars assessments. TO BE CONTINUED in YEAR 1 and YEAR 2
- Up to date STAT tracking grids.

English

- All books with up to date STAT trackers for READING, WRITING and SPAG
- Reading assessment grid to include: book band, phonics phase, sight vocabulary.
- Benchmarks in chronological order with the most recent on the top.
- Highlighted sight vocabulary. These are to be continued next term.
- PHONICS assessments
- A photocopy of individual children's independent writing. This is to be placed in children's new English books. (reverse side of front cover)

SEND

- All reports from outside agencies

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- Parent consent forms
- /IPM's/Behaviour plans with completed evaluations.
- IPMs and behaviour plans for September to be completed by the current teacher.
- Individual Health Care Plans to share medical conditions and allergies etc.

Assessments

- Science assessment grids updated in all books.
- Foundation subject assessments completed and saved in the relevant folder
- A copy of a child's annual report is available on the workgroup please read the personal comment so you know the children's strengths.
- O track data grids to be prepared and printed for the next teacher so they are clear about baselines and expectations for progress and attainment

Personal Development and Behaviour

- Please ensure all teaching strategies and resources to support children's personal development are shared e.g. visual timetables, timers, behaviour plans

Appendix 3

Wrockwardine Wood Infant School & Nursery

This booklet is to aid a smooth transition as children join our school.

Today we welcome:	The date is:
Who is transferring from: (Name, address and telephone number of previous school)	

They are joining class:	They are in Year Group:
The teacher is :	The Teaching assistant is:



Previous School/Setting: A Checklist of Information

Information	Who did this?	Name of contact.	Action/Notes
Previous school/setting has been contacted for records, sample of work etc			
NC levels/EYFS ages and stages have been requested from previous school/setting. Phonics screening score.			Has this data been moderated? And judgements included in our school tracking systems?
Is the child registered as SEN? If so, which stage of SEN register? SEN records have been requested.			
Are any outside agencies supporting?			
Is a TAC/CAF in place?			

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Are there any specific medical needs?			
Any further comments/notes from the child's previous school/setting:			



Parents/Carers have received the following information:

Key Information Pack:	Who gave this information?	Date:
A school prospectus.		
Holiday Information: Our policy and dates		
Early Years and Foundation Stage		
'Caring for our Children' Booklet		
Behaviour Leaflet		
Reading 'How can I help my child at home'		
Privacy notice – data protection		
Our protocol about the taking of photographs and videos		
Our Uniform Policy		
Previous years SAT results		
An 'All about me' leaflet		

Parents/Carers have received and completed the following:

Admissions Information Folder:	Who gave this information?	Date:
Personal Information details		
Ethnicity collection sheet		
Mode of travel		
Consent to medical procedures		
Home/School agreement		
Parental privilege form		
Responsible internet use form		
Uniform order form		



A Checklist of Information to be shared with parents/carers:

Information	Who did this?	When?	Action/Notes
A 10 minute 'meet the teacher' and 'learning mentor' meeting has been organised with parents/carers:			Date and time:
The home work policy has been shared with parents/carers.			
Arrangements for PE has been shared with parents/carers.			
Arrangements for book bags			
Arrangements for snacks have been shared with parents/carers.			
Arrangements for lunch have been shared with parents/carers.			

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Arrangements for entering school and the morning routine have been shared with parents/carers.			
Arrangements for collecting children at the end of the school day have been shared with parents/carers.			
Protocol for mobile telephones and social media sites.			



In the first week of joining our school the child will have:



Resource	Tick/Initial
A coat peg with label	
Drawer label	
Morning routine: Planning card/Spelling/Handwriting booklet.	
A reading diary and books to share at home.	



The following assessments/records are to be completed in the first 2 weeks of the children joining our school using information gathered from the child's previous school, and initial assessments in the classroom:

Assessment	Date completed:	Who?
<p>READING:</p> <p>Sight vocabulary</p> <p>Benchmarks and colour label confirmed.</p>		
<p>WRITING:</p> <p>Unaided writing from current classroom and previous school has been moderated and glued in the child's theme book.</p> <p>Writing grids have been set up and Unaided writing has been used to begin highlighting.</p>		
<p>PHONICS</p> <p>Phoneme/Grapheme assessment has been completed.</p>		
<p>MATHEMATICS</p> <p>Maths Assessment Tracker</p>		
<p>EYFS Tracking Profile</p>		

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Baseline Assessments and judgements are included in our school tracking systems.		
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DEVELOPMENTAL MILESTONES		HOME VISIT	NAME:	DOB:	DATE:
MOVEMENT		Y	N	COMMENT	
Hops and stands on one foot up to five seconds					
Goes upstairs and downstairs without support					
Kicks ball forward					
Throws ball overhand					
Catches bounced ball most of the time					
Moves forward and backward with agility					
HAND & FINGER SKILLS					
Pincer pencil grip, right/left handed					
Threads beads					
Draws a person with two to four body parts					
Uses scissors					
Draws/copies circle and square				Shapes in drawing free hand	copies a square when shown
Begins to copy some capital letters (Name)					
LANGUAGE					
Speaks clearly enough for strangers to understand					
Has mastered some basic rules of grammar					
Speaks in sentences of five to six words					
Tells stories					

Wrockwardine Wood Infant School & Oakengates Nursery Federation

Recites a nursery rhyme/song			
MEDICAL/HEALTH			
Hearing, sight,			
Asthma, eczema, allergy			
Dresses and undresses (physical)			
Toilet trained day (night)*			