



Wibsey Primary School

Pupil Induction Policy

Rationale

At Wibsey Primary we strive to ensure that every child feels welcome. New arrivals need to integrate quickly and begin to achieve. It is essential to have a smooth transfer from one establishment to another in order to ensure that children who arrive new to school feel confident, happy and secure in their new surroundings and prepared to work.

Aims

- 1 To give the children a secure and happy start to their education at Wibsey Primary School, while causing minimal disruption to existing pupils.
- 2 To involve parents and carers in the life of Wibsey Primary School and to begin a partnership that will be long lasting.
- 3 To ensure teachers receive the information pertinent to each child.

Transfer to Foundation Unit

Induction to Nursery

- In June all parents are invited to an induction meeting where they receive a Nursery booklet and information relating to the induction procedure. This will be opportunity to visit the Foundation unit and meet members of staff.
- All children are invited to visit the Nursery and meet their teacher in the second half of the summer term. The children attend with two other children to meet their key worker and to familiarise themselves with their new setting.
- Children will be admitted to Nursery in the Autumn Term using a staggered entry over a period of weeks.
- Parents complete a questionnaire regarding their child's likes, dislikes and achievements, which informs the initial assessments.

Induction to Reception

Although we recognise the wishes of some parents that children should begin full-time school as soon as possible, we do not feel that a very short induction is necessarily in the best interests of the children. Our induction programme has evolved over time in the light of experience and in consultation with parents, and we now feel that we have achieved a well-balanced system that provides all children with a secure, happy start to school. We believe that by doing this it gives all children the best possible start by allowing time to become familiar with the school and its routines and be more settled when part of the larger class. By the end of the second week all children are full-time. During these first few weeks the class teacher will begin to carry out baseline assessment which will identify the child's strengths and abilities and inform the planning process. During the induction period the class teacher will speak with the main carer about the child's likes, dislikes and achievements. This informs the initial assessments.

- In June all parents are invited to an induction meeting where they receive a school booklet and information relating to the induction procedure and the school. There will

be an opportunity to visit the Reception unit and meet Reception staff and members of the senior leadership team.

- All children are invited to visit their new class and meet their teacher in the second half of the summer term. We hold two 1 hour sessions where children get to know the classroom without their parents, although parents of particularly distressed children may stay with them. On these occasions the children attend as a class to meet their teacher, the classroom assistant and the other children in their class and to familiarise themselves with their new setting. We do not disrupt the education of existing children any more than is absolutely necessary, and so the remainder of the induction programme continues in September.
- Children will begin school in the Autumn Term on a part time basis and build up gradually towards full time school. The children in each class are divided into two equal groups A and B and for the first two weeks there will be one group attending each session:
 - 1st and 2nd days: Group A - morning session only
 Group B – afternoon session only
 - 3rd and 4th days: Group A – afternoon session only
 Group B – morning session only
 - 5th day: Full day with children staying to lunch for the first time

Transferring from other schools

Parents and children are given a tour of the school by a member of staff. They are introduced to a member of the management team and given a school booklet. New pupils can spend some time, if appropriate, in the class they are joining. In some cases an extended transition is offered. A 'class buddy' will help new children become familiar with their new surroundings.

Records forwarded by the previous school will be read by the Deputy Headteacher and relevant information passed on to the Headteacher, Phase Leader and SENCO. Records will then be passed to the class teacher.

During their first week in school all children will be assessed and the results given to the Deputy Headteacher:

Literacy

Key Stage 1

Reading

GRT reading test

Phase words – Letters and Sounds (reading and spelling)

Key words – Key Stage 1 grid (reading and spelling)

Writing

A piece of writing to be assessed using the Suffolk Assessment

Handwriting to be assessed through this

Other

Induction questionnaire (Year 2)

Key Stage 2

Reading

Key Stage 2 reading test booklet (Years 5 and 6)

GRT reading test (years 3-6)

Key words – Key Stage 2 grid (reading and spelling)

Writing

A piece of writing to be assessed using the Suffolk Assessment

Handwriting to be assessed through this

Other

Induction questionnaire (Year 2)

Mathematics

There will be a set Maths test for each year group, which covers the key objectives for that year. Where required the previous or following year tests may also be used for less or more able children.

September 2012