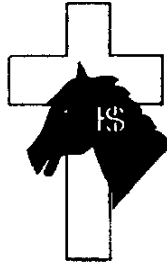


HORSINGTON CHURCH SCHOOL



INDUCTION POLICY

RATIONALE

Our induction programme aims to take advantage of the special relationship between parent and child and continue to encourage parents in their valuable role of teacher. We want our policy to create a smooth transition from home to school for the child, the family and the teacher. Our policy has been developed in response to perceived needs and set in a context. It takes place within specific constraints, depends upon judgements at every stage.

AIMS

We aim to:

- Use our induction programme to inform parents about the school and create positive home-school links as early as possible;
- Create a profile of the child using home-school links and the first weeks of school;
- Ensure that the child is familiar with the school upon entry to it;
- Forge links with the community and other early years agencies;
- Create a smooth entry into school for the child and parent.

OBJECTIVES

1. **We aim to use our induction programme to inform parents about the school and create positive home-school links as early as possible.**
 - a. To provide written information about the school through letters, booklets and electronically.
 - b. To give opportunities for parents to talk to members of staff about their queries and concerns including parent meetings and open afternoons.
 - c. To enable the school to inform parents about our philosophy, ideology, and ethos, through written literature, parent meetings and play to learn sessions.
 - d. To encourage parent participation through the PTFA.
2. **Create a profile of the child using home-school links and the first weeks of school.**
 - a. To provide situations for the child to be observed in school prior to the child starting school. e.g. in the playgroup setting and during 'Play to Learn' sessions.
 - b. To undertake a Foundation Stage Profile assessment during the first half term of the child entering school.

3. **Ensure that each child is familiar with the school upon entry to it.**
 - a. To provide opportunities for the child to become familiar with the school setting, classmates and other children prior to starting school through a play to learn session.

4. **Forge links with the community and other early years agencies.**
 - a. To visit local feeder and pre-school playgroups prior to the children starting school.
 - b. To share resources and expertise with our local playgroups.
 - c. To send literature to local interested agencies and individuals.
 - d. To keep the community informed of news and events through the Parish Newsletter, local newsletters, the school website, Twitter and Facebook.

5. **Create a smooth entry into school for the child and parent.**
 - a. To plan the intake so that small groups are inducted separately.
 - b. To remain flexible so that individual needs can be taken into account.

PRINCIPLES OF TEACHING AND LEARNING

DIFFERENTIATION AND SPECIAL NEEDS: Our policy with induction recognises the child's individual needs. We aim to gather important information prior to the child entering school so that the child's individual needs are catered for. Children have to be accompanied by a guardian when they visit the school until they start in September.

EQUAL OPPORTUNITIES: We have a commitment to examining our attitudes, expectations and ways of working in order that all pupils may become involved and use materials which offer a balanced image of gender and race. We aim to provide positive role models in both genders.

CONTINUITY AND PROGRESSION: The Early Years Foundation Stage Curriculum provides a framework for continuity and progression. Our planned programme of liaison allows for discussion of learning continuity and mutual exchange of ideas.

ASSESSMENT, RECORDING AND REPORTING

Assessment is continuous and holistic. We aim to be aware not only of the child in school but also of the child at home. Through our induction programme and liaison with the parent and nursery we can build up a holistic picture of the child valuing the child's pre-school experiences.

Assessment will be aware of:

- what the child has done at home and the child's pre-school experiences
- what the child does now, using the Early Years Foundation Stage Profile
- what the guardian feels that the child can do
- what the child feels he/she can do.

The children that enter mainstream education will do so from a variety of different backgrounds and with a variety of different experiences. The implications of this are that much of the assessment should occur in the appropriate context.

The recording of children's assessment will be shown through children's work, formal and analytical observation conducted during the year. This will be carried out by all members of

the early years team and be kept in the child's profile. The information gained from this will then be used to show parents where their child is on entry to school and help show them what their child has learnt at the end of the first year.

THE ROLE OF THE CO-ORDINATOR

- To participate in liaison and parent meetings;
- To write parent/child literature;
- To keep abreast of current trends and political movements which will affect the induction programme;
- To implement aspects of the induction programme that relate to the coordinator's role;
- To review and reflect on materials used;
- To liaise with the Headteacher about the Early Years policy.

CONCLUSION

Our induction policy aims to prepare children for entering school, inform teachers about the child and family, and the family about school and how they can prepare for their child's entry to school. It is written in accordance with the aims of the school and has been agreed by all members of staff. It forms one part of the policies of the school and should be read alongside other relevant policy statements. It will be reviewed at regular intervals.

Summer Term 1997

Reviewed: October 2000

Reviewed: March 2004

Reviewed: May 2009

Reviewed: February 2014

INDUCTION OF RECEPTION ENTRANT

Parents are invited to register their interest in this school. The school is the Admissions Authority. Parents are informed by the LA if their child has been offered a place.

Parents are given a school brochure on their introductory visit around the school. If they have not received one a copy is sent later in the year.

Prospective parents are sent a letter outlining the induction programme for the summer term.

Parents are sent the entry profile sheet to complete and return.

A parent's afternoon is held in May/June to introduce staff and circulate a class list. As many staff as possible attend. Parents are given the Early Years booklet. There is also a chance to ask questions about the day to day running of the school.

One Play to Learn session is held at the beginning of July. Parents accompany their children to these sessions and both child and parent can see play activities in progress and watch the year one's interacting and learning with the reception children. Parents can talk to the teacher about the general running of the class and curriculum.

TIMETABLE OF ENTRY Year R and Year 1

FIRST WEEK		<u>a.m.</u>	<u>p.m.</u>
Day 1	Year 1		Year 1
Day 2	First wave/Year 1		Second wave/Year 1
Day 3	First wave/Year 1		Second wave/Year 1

FIRST FULL WEEK		<u>a.m.</u>	<u>p.m.</u>
Day 1	First wave/Year 1		Second wave/Year 1
Day 2	First wave/Year 1		Second wave/Year 1
Day 3	First wave/Year 1		Second wave/Year 1
Day 4	First wave/Year 1		Second wave/Year 1
Day 5	First wave/Year 1		Second wave/Year 1

SECOND WEEK		
Each day	Second wave/Year 1	First wave/Year 1

THIRD WEEK		
Each day	First wave/ Year 1+lunch	Second wave/Year 1

FOURTH WEEK		
Each day	Second wave/ Year 1+lunch	First wave/Year 1

FIFTH WEEK	
Each day	Full time

Parents can opt for half days to continue until the term after which the children are five.