



**Building futures,  
inspiring success**

# Barnes Farm Schools Transition Policy

January 2017

## **MONITORING THIS POLICY**

The Headteacher will monitor the application of this Policy and take appropriate steps to ensure that it is operating effectively. This will be achieved through discussion and monitoring.

The policy will be reviewed by the Governing Body on an annual basis to ensure its effective application and any issues arising will be raised on the School Development Plan and tracked accordingly.

Adopted by both Governing Bodies

Review Date

**BARNES FARM INFANT SCHOOL**  
**TRANSITION POLICY**

**INTRODUCTION**

This policy is a statement of the aims, principles and approaches taken during pupil induction and transition from Early Years, Key Stage One and Key Stage Two at Barnes Farm schools.

**AIMS**

This policy aims to:

- Improve collaboration across key stage transition
- Create a smoother transition across key stages for pupils, teachers and parents
- Develop teachers' knowledge and understanding of each other's routines, lessons, curriculum, assessments and events

**DEFINING THE TERMS**

In this policy, 'Transition' describes the movement that takes place from one familiar setting (including the home) to another. It is defined as the process where policy and practice has been adapted to support children in settling in to their new learning environment in preparation for future learning and development.

**PRINCIPLES OF TRANSITION**

This policy will address the aims above as children transfer between year groups and make the transition between key stages.

It will endeavour to:

- ensure that children feel safe and comfortable in school, providing support to enable them to meet new experiences and unfamiliar situations with confidence
- increase pupils self esteem
- ensure that staff involved with the new child gain a full understanding of the child's strengths and needs on starting school and are fully informed of prior educational experiences.
- improve motivation and challenge of pupils
- help to raise standards
- identify and put support in place for vulnerable children and families, those with special educational needs, those with little or no English, those with no prior educational experience and those new to the UK education system.
- ensure that the family understands the procedures and expectations outlined in our school prospectus including our vision and values.
- ensure all stakeholders are well informed of the school procedures for transition
- ensure families have a point of contact other than the head and are aware of the roles of staff involved with their child.
- improve communication and encourage partnership between the schools
- promote continuity and progression in learning across the curriculum
- ensure the skills, knowledge and understanding gained in foundation stage are built upon and developed in key stage one and then into key stage two
- enable teachers in all key stages to learn from each other and improve continuity in teaching and learning in order to impact on standards
- improve consistency in assessment and tracking of pupils
- ensure the children, parents and staff have the opportunity to be involved in the transition process and reflect on the value of that experience

**APPROACHES TAKEN****Transition into Foundation stage at Barnes Farm Infants**

Parents can visit the school and receive a school prospectus before applying for a place at the school. Once places are allocated new children and parents are sent invitations to be part of our induction programme and admission forms.

We aim to integrate new children happily and successfully into Barnes Farm Infant School (BFI). The Early Years Foundation Stage (EYFS) Leader is responsible for the arrangement of induction process in liaison with the class teachers, Headteacher, office staff and SENCo.

- The school make contact with the surrounding nurseries and pre-schools to begin to gather information on the new children starting, which of their children are coming to BFI and invite their keyworkers into school.
- We write to all parents of new children once places have been confirmed. These letters make initial contact, welcome them to the school, open lines of communication and give them an overview of the transition process and important date.
- The EYFS Leader and SENCo will visit both local feeder pre-schools and any additional settings where children have been identified with additional needs to see the children in their setting.
- The SENCo will also make contact with specialist teachers working with the children to tailor make the plans to suit the child's needs.
- All keyworkers are invited to a working lunch/coffee afternoon to give class teachers a brief overview of the child, their learning preferences and any useful information.
- All children will be invited to meet their class teacher and class 4 times during the Summer term, one of which includes a lunch taster (see below for details).
- The parents are invited to a coffee afternoon whilst their children's meet the teacher and class providing an opportunity for information sharing and socialising.
- In addition, the parents are invited to a 'Welcome Meeting' to give them a feel for the school expectations, process, give them an idea of what the school day looks like and answer and questions before their child starts school. This meeting also identifies the skills we hope the children to have before starting school and gives a brief introduction to phonics and reading.

The purpose of this is to:

- Provide opportunities to gain the children's confidence, knowledge and trust in a known person.
- Access and identify information on individual child's and the cohort's progress
- Identify strengths and weaknesses, and make arrangements to match individual needs for support, welfare and SEN provision.
- Provide relevant information to group children in class according to ability, gender, behaviour, physical and emotional needs.
- Provide information on aspects of transition.
- Help identify any individuals who require a personalised transition programme
- Manage induction visits to Barnes Farm Infant School for children and their parents.
- Access information about the whole family in order to support them through our work with various agencies.

In the Autumn Term, local feeder Pre-Schools/ Nurseries are invited to attend the EYFS Christmas performance and before the children start in September the parents and children are expected to attend 3 induction sessions within the 4 sessions outlined in the Induction Programme. The Induction Programme is an important step to provide a gradual introduction to school life where the children will feel secure and happy with all the changes they are about to encounter. They are intended to allow children to meet and begin to form friendships with children who will be in their class as well as form relationships with the classroom support assistant and class teacher.

Evaluations of the induction programme are completed each year and the information gained is used to improve the sessions the following year. Appendix A

The sessions are as follows:

- **Session 1** – 15 children are invited to visit their classes - Parents to stay for coffee, can purchase uniform, sign up for Home visits. An external visitor will be invited to this session to answer any questions
- **Session 2**- 15 children are invited to visit their classes - Parents to stay for coffee, can purchase uniform, sign up for Home visits. An external visitor will be invited to this session to answer any questions
- **Session 3** – All children spend the time in the classroom with their whole class. Parents to stay for coffee, can purchase uniform, sign up for Home visits. Parents complete evaluation forms and the Head teacher talks about timings for the day, attendance, vision, absences, class organisation, the curriculum, child protection and safeguarding, extended services, term dates.
- **Session 4** – All children spend the time in the classroom with their whole class. Parents are presented with a welcome booklet. Parents have a chance to double check information and get to know the other parents a little more.
- **Lunch taster session** – The children in each class are also invited to come and stay for lunch with their parents so that they get used to that part too.

#### Autumn term in Foundation stage

Home visits are carried out during the first two weeks of school in September. Teachers and teaching assistants visit the home to give parents the opportunity to discuss more personal issues and a chance for staff to see children in their own environment. The class teacher will also discuss anything that has arisen from the admissions form.

#### Summer term in Foundation stage

The children will begin to join in with key stage 1 playtimes. They will also take part in story time sessions with year 1. The children will also make a book to share with the new foundation stage children coming into school when they visit.

Previous classes will be split depending on the needs of the cohort. This will follow our class structure policy (Appendix C)

Records passed onto year 1 teachers include, Target Tracker assessment data, Phonics assessments, Literacy, Handwriting and Maths Books, and the Reading Record diary.

Year 1 teachers join the foundation stage teachers for external moderation meetings to agree the levels the children have achieved, including those who are exceeding the good level of development.

### **Transition into Year 1 at Barnes Farm Infants**

#### Autumn term

The year starts with a friendship week where time is spent on PSHE activities enabling the staff and children to get to know each other. The provision during the first part of this term is structured in a similar way to Early Years and the children also make use of the foundation stage garden at the beginning of the term whilst the new reception children are part time.

A meet the teacher session will be held for parents to get to know staff and become familiar with the curriculum in year 1.

Phonics, Reading and Maths Workshops take place to support parents at home with their child's learning at home.

#### Summer term – End of Year 1

Transition opportunities including shared cross phase reading and cross phase sessions. Two transitions sessions to meet their new Year 2 class teacher will take place. The children will also make a book to share with the Early Years children to support them into year 1.

Records passed onto year 2 teachers include, Target Tracker assessment data, Phonics assessments, Reading grids, challenge Me grids, English, Handwriting and Maths Books, and Reading Record books.

## **Transition into Year 2 at Barnes Farm Infants**

### Autumn term

The year starts with a friendship week where time is spent on PSHE activities enabling the staff and children to get to know each other. A meet the teacher session will be held for parents to get to know staff and become familiar with the curriculum in year 2.

### Throughout the year in Year 2

Year 2 children attend the Junior School Christmas production dress rehearsal and other special assemblies, singing and performances. Year 2 children also take part in cross phase reading opportunities with Year 5 from the Junior School.

### Summer term – End of Year 2

Afternoon playtime sessions reduce to twice a week during this term in preparation. The children will also make a book to share with the Year 1 children to support them into year 2.

The SENCo from the Infant school will meet with the SENCo from the Juniors school to ensure the needs of SEND and children with medical needs will be met and there is continuity of progress. The year 2 teachers will also meet with the year 3 teachers to discuss the children moving each class. Year two children attend two transitions sessions to meet their new Year 3 teacher. The children have an opportunity to have a lunchtime play session and to play on the Junior playground. In addition to these sessions the children will have cross phase reading opportunities. The year 3 teachers also join the year 2 teachers for moderation meetings. Records will be transferred over, including

- Safeguarding records
- Key stage 1 data
- End of year reports
- SEND and medical conditions information

## **Transition into Key stage 2, year 2 to year 3 at Barnes Farm Juniors**

Almost all children attend Barnes Farm Junior School from the Infant school. Parents need to register their interest at the Junior school within the admission deadlines.

The following measures are put into place to ensure as smooth a transition as possible for the children:

- To ensure there are regular opportunities for children to visit the Junior school site in the Summer term and to identify children who might need extra sessions in addition to the main planned sessions. Such activities will include, but not necessarily be limited to:
  - 'Move up morning', when the children spend time with their new Year 3 teacher in their new class
  - Y3 Assemblies – hosted at the Junior School with Y2 children as the audience
  - Assembly from Junior school Headteacher at the Infants
  - Joint break times
  - Paired reading with Year 5 pupils
  - Lunchtime play
  - Tour of the school following display evening
- To ensure that there are opportunities for joint assessment moderation in the Summer Term for Year Two/Year Three teachers (and to attend external moderation of SATS wherever possible)
- To hold transition handover information meetings between:
  - current Year 2 teachers and Year 3 teachers
  - Infant School and Junior School SENCOs
  - Infant School and Junior School Pupil Premium coordinators
  - Infant School and Junior School Head/Deputy Headteachers

- The Y2 books in English and Maths will be used by the Y3 teachers for the first 2 weeks of term.
- Parents of Y2 children will be invited to a transition meeting hosted by both Headteachers in June

## **EXPECTATIONS FOR PARENTS AND CARERS – see appendix E**

### **Programme of events for transition 2017- see appendix F**

#### **Parents and Children Joining During the School Year**

The Headteacher, aided by the SENCo, are responsible for the induction of new children and their parents.

The minimum programme will include:

- Meeting with the Headteacher or SENCo to discuss child's needs and provide school information.
- A guided tour around the school with an opportunity to meet the designated class teacher and class.
- Receiving a copy of the School Prospectus, School Events Dates, and Home School agreement.
- An opportunity for the child to spend some time in school with the class before joining full time if appropriate.
- Ensure that previous School attended Pupil records are received on transfer into school.

The class teacher will be responsible for the day-to-day induction of the child providing:

- A named buddy to support the child in daily routines.
- Equipment, such as a reading book, exercise books, coat peg, home school book
- Information on homework, timetable, play/lunch arrangements, newsletters
- Initial assessments of reading, writing and maths take place within the first week along with behaviour and personal and social issues. In liaison with SENCo, the class teacher will identify appropriate learning and emotional needs.
- Completing the pupil induction questionnaire (appendix B)
- Pastoral support and parental contact.

Information from the previous school will be made available to the class teacher and SENCo once it is received.

## **EQUAL OPPORTUNITIES**

Both Barnes Farm Infant and Junior school will follow guidance from the Equal Opportunities Policy ensuring there is equal opportunity for all. This will include SEM, EAL, Gifted and Talented and minorities within school.

We recognise that for some children transition may be a stressful period of time. The children are actively involved in the transition process and their views are regularly gathered. We will ensure we identify those children requiring additional support whatever their race, colour, gender, beliefs or disability at an early stage and the receiving teacher made aware of this.

Both schools use the Cambridgeshire scheme of work for PSHE to support a smooth transition.

## **MONITORING OF THIS POLICY**

Both Head Teachers will monitor the application of this Policy and take appropriate steps to ensure that it is operating effectively. This will be achieved through discussion with staff, parents and children.

The policy will be reviewed by the both Governing Bodies on an annual basis to ensure its effective application and any issues arising will be raised on the School Improvement Plan and tracked accordingly.

Appendix A- Parent induction evaluation

Appendix B- Pupil induction questionnaire

Appendix C- Class structure policy

Appendix D- Exit questionnaire for leavers

Appendix E – Expectations for Parents and Carers

Appendix F- Programme of events for transition 2017 for Barnes Farm Infants

**Appendix A**

Parent Induction questionnaire

Dear Parents

Can I please take this opportunity to thank you for all your support throughout the induction of your children into Barnes Farm Infant School. The induction process is continually improving and so we are keen to hear what you think worked well and how we can make it even better for next year.

I look forward to working with you in September and, as always, if you have any questions please do not hesitate to ask.

Mrs Welch

What did you find the most useful part of induction?

\*

\*

What did you not find so useful during induction?

\*

\*

What else would you have liked to have been told?

\*

\*

What made you choose Barnes Farm Infant School for your child?

\*

\*

Any other comments ...

**Appendix B****Pupil Induction questions****NAME:****Date:**

1. What do you like best about school?	
2. What are your favourite subjects?	
3. What do you think you are good at in school?	
4. Do you like reading? Favourite book / author?	
5. What do you like least about school?	
6. What do you like to do to relax at home?	
7. What activities do you do when you're not in school?	
8. Do you have a computer at home? Do you use it?	
9. Is there anything else you'd like to tell me about yourself which might help us to help you at school?	
10. Other remarks / comments	



**Appendix C****Class Structure Policy****Rationale**

- To create opportunities for children to learn and play with a wider variety of peers
- To enable greater social interaction between children as they move through the school
- To ensure that the classes remain balanced in response to pupil transfer and transition during phases
- To promote a greater sense of community in a large three-form entry school

**Principles**

- The arrangements for class mixing are based on the professional judgements of Class Teachers, Senior Leadership Team and the Headteacher
- We will always consider what is in the best interests of individual children and classes as a whole when making decisions
- We will communicate the criteria for class mixing in an open and transparent way
- We will always consider the happiness and welfare of the children and will take into consideration existing friendship groups when we create new classes

**The process:**

- All staff observe the children's friendships at work and play
- Children will be consulted for their views on friendships
- Class Teachers meet to ensure a good balance of friendships, range of educational, social and personal needs, gender and maturity are represented in each class
- Senior Leadership Team meet with Class Teachers to discuss and finalise groupings
- Headteacher and Senior Leadership Team meet and approve classes
- New Classes are shared with parents and children in the second half of the Summer term to support transition

**Criteria for Class Mixing**

Classes will be mixed to achieve a good balance according to the following criteria:

- Gender and age
- Range of educational, social and personal needs
- Level of maturity and attitudes to learning
- Friendships\*

**\*Friendships**

Over the course of their time in school, children will have a range of friendship experiences. We find that some friendships can be very fluid, whilst others can stand the test of time. With that in mind and as we prepare to draw up the class lists we will consult with the children, use observations of them in the classroom and at play to inform our decision making.

*Timescales*

- Staff discuss their observations of friendships in the Summer Term
- All information is considered along with the other criteria after May half-term
- Class lists are drawn up and shared with the Senior Leadership Team (June)
- Class lists finally approved by Headteacher (June)
- Class lists communicated to parents and children as part of the end of year arrangements

**Review**

The Senior Leadership Team and Headteachers of both schools will review the process and criteria for each year's class mixing arrangements in the Autumn Term ahead of the following year's class mixing.

## Appendix D

**Exit interview questions for leavers**

Name:

Date:

<ul style="list-style-type: none"> <li>• How do you feel about moving to another school?</li> </ul>	
<ul style="list-style-type: none"> <li>• How has Barnes Farm helped you with that move?</li> </ul>	
<ul style="list-style-type: none"> <li>• What have you enjoyed the most during your time at Barnes Farm?</li> </ul>	
<ul style="list-style-type: none"> <li>• What have you enjoyed the least at Barnes Farm?</li> </ul>	
<ul style="list-style-type: none"> <li>• What do you think you have achieved during your time at Barnes Farm school?</li> </ul>	
<ul style="list-style-type: none"> <li>• What are you most proud of?</li> </ul>	
<ul style="list-style-type: none"> <li>• What will be your best memory?</li> </ul>	
<ul style="list-style-type: none"> <li>• What would you improve to make our school better?</li> </ul>	
<ul style="list-style-type: none"> <li>• Any other comments?</li> </ul>	

**Appendix E****Expectations for parents and carers**

Each year group has devised a list of expectations we would like most children to be able to do by the time they begin their new year. It is recognised however, that not all children develop at the same time and therefore this list is not exhaustive and not all children will achieve these expectations by the time they move into their new year group. It is expected that a Home – School Agreement is completed on entry for each pupil.

From nursery into Early Years Foundation Stage

I can...

- ask for help
- say 'please' and 'thank you'
- leave my parents/carers happily and am feeling more confident when visiting new places
- listen without interrupting and follow simple instructions
- share my toys with other children and try hard to take turns
- put my coat and shoes on by myself and take them off
- get undressed/dressed by myself and turn my clothes around the right way if they are inside out
- wipe and blow my nose
- use the toilet by myself and wipe my own bottom (unless there is a medical reason why they are unable to)
- use a knife and fork and eat their lunch independently
- recognise my own name and can try and write it
- look after my things
- wash and dry my hands
- recite some nursery and counting rhymes and can tell you about my favourite story
- accurately count at least 5 objects
- recognise the basic colours (red, blue, yellow, green, orange)
- hold a book and can listen to a story
- develop my fine motor activities further such as cutting or pencil work such as copying a simple shape or letter
- use my listening skills and identify environmental sounds (Phase 1 phonics)

**From Foundation stage to year 1**

I can....

- sit on a chair and use the correct seating position to work at a table
- hold a pencil with the correct grip
- gain adult attention appropriately
- work independently for a suitable period of time on a set task in a group and as a whole class
- be responsible for my own book bag and take some responsibility for the letters that go home
- understand the school values and Owl code
- cut my food with a knife and fork
- use scissors accurately to cut out a shape

**Reading expectations by the end of EYFS**

- Read some common irregular words.
- Use phonic knowledge to decide regular words & read aloud accurately.
- Identify rhymes and alliteration.
- Join in with rhyming patterns.
- Read & understand simple sentences.
- Demonstrate understanding when talking with others about what they have read.
- Make basic predictions.
- Identify start and end of a sentence.

**Writing expectations by the end of EYFS**

- Write simple sentences which can be read by themselves and others.
- Use capital letters and full stops to demarcate sentences.
- Write demarcated sentences.
- Use correct pencil grip.
- Write name (correct upper & lower case).
- Use correct letter formation for familiar words.

**Mathematics expectations by the end of EYFS**

- Count reliably to 20.
- Order numbers 1 – 20.
- Say 1 more/ 1 less to 20.
- Add & subtract two single digit numbers.
- Count on/back to find the answer.

**From Year 1 into Year 2**

I can...

- be responsible for my own belongings
- write on lines
- work well with different children
- take turns
- stick in my own work
- understand the school values and Owl code and am an example to others
- pass the phonic screening check
- accurately self-assess my work using the traffic light system

**Reading expectations by the end of Year 1**

- Identify which words appear again and again.
- Recognise & join in with predictable phrases.
- Relate reading to own experiences.
- Re-read if reading does not make sense.
- Re-tell with considerable accuracy.
- Discuss significance of title & events.
- Make predictions on basis of what has been read.
- Make inference on basis of what is being said and done.
- Read aloud with pace & expression, i.e. pause at full stop, raise voice for question.
- Recognise:
  - Capital letters
  - Full stops
  - Question marks
  - Exclamation marks
  - Ellipsis
- Know why the writer has used the above punctuation in a text.
- Know difference between fiction and non-fiction texts.

**Writing expectations by the end of Year 1**

- Write clearly demarcated sentences.
- Use 'and' to join ideas.
- Use conjunctions to join sentences (e.g. so, but).
- Use standard forms of verbs, e.g. go/went.
- Introduce use of:
  - Capital letters
  - Full stops

- Question marks
- Exclamation marks
- Use capital letters for names & personal pronoun 'I'.
- Write a sequence of sentences to form a short narrative [as introduction to paragraphs].
- Use correct formation of lower case – finishing in right place.
- Use correct formation of capital letters.
- Use correct formation of digits.

### **Maths expectations by end of Year 1**

- Count to & across 100, forwards & backwards from any number.
- Read & write numbers to 20 in numerals & words.
- Read & write numbers to 100 in numerals.
- Say 1 more/ 1 less to 100.
- Count in multiples of 1, 2, 5 & 10.
- Use bonds & subtraction facts to 20.
- Add & subtract:
  - 1 digit & 2 digit numbers to 20, including zero.
- Solve one-step multiplication & division using objects, pictorial representations and arrays.
- Recognise half and quarter of object, shape or quantity.
- Sequence events in chronological order.
- Use language of day, week, month and year.
- Tell time to hour & half past.

### **From year 2 into year 3**

I can...

#### **Reading expectations by the end of Year 2**

- Be Secure with year group phonic expectations.
- Recognise simple recurring literary language.
- Read ahead to help with fluency & expression.
- Comment on plot, setting & characters in familiar & unfamiliar stories.
- Recount main themes & events.
- Comment on structure of the text.
- Use commas, question marks & exclamation marks to vary expression.
- Read aloud with expression & intonation.
- Recognise:
  - Commas in lists
  - Apostrophe (singular noun)
- Identify past/present tense and why the writer has used the tense.
- Use content and index to locate information.

#### **Writing expectations by the end of Year 2**

- Write different kinds of sentence: statement, question, exclamation, command.
- Use expanded noun phrases to add description & specification.
- Write using subordination (when, if, that, because) and coordination (or, and, but).
- Correct & consistent use of present tense & past tense.
- Correct use of verb tenses.
- Write with correct & consistent use of:
  - Capital letters
  - Full stops
  - Question marks
  - Exclamation marks
- Use commas in a list

- Use apostrophe to mark omission and singular possession in nouns.
- Write under headings
- Write lower case letters correct size relative to one another.
- Show evidence of diagonal & horizontal strokes to join

### Maths expectations at the end of Year 2

- Compare and order numbers up to 100 and use  $<$   $>$   $=$ .
- Read and write numbers to 100 in digits & words.
- Say 10 more/less than any number to 100.
- Count in steps of 2, 3 & 5 from zero and in 10s from any numbers (forwards and backwards).
- Recall and use multiplication & division facts for 2, 5 & 10 tables.
- Recall and use +/- facts to 20.
- Derive and use related facts to 100.
- Recognise place value of any 2-digit number.
- Add & subtract;
  - 2-digit numbers & ones
  - 2-digit numbers & tens
  - Two 2-digit numbers
  - Three 1-digit numbers
- Recognise and use inverse (+/-).
- Calculate and write multiplication & division calculations using multiplication tables.
- Write & recognise and use inverse.
- Recognise, find, name and write  $\frac{1}{3}$ ;  $\frac{1}{4}$ ;  $\frac{2}{4}$ ;  $\frac{3}{4}$ .
- Write and recognise equivalence of simple fractions.
- Tell time to five minutes, including quarter past/to.

### Home learning

Home learning will look different in each year group and the children will be prepared for the change in expectation through opportunities for their parents to meet class teachers at both formal and informal meetings.

Home learning in each year group is outlined in the table below:

Year group	Maths	English	Other
Foundation stage	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Reading – daily</li> <li>• Phonics – weekly</li> <li>• Phonics –wordworm booklet – (Autumn)</li> <li>• HFW – booklet (Autumn)</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>• Maths games (Autumn)</li> <li>• Challenge Me (Spring)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading – daily</li> <li>• Phonic Word Workbooklet (Autumn)</li> <li>• Spellings (Summer)</li> </ul>	<ul style="list-style-type: none"> <li>• Take away menu</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Maths games (Autumn)</li> <li>• Challenge Me (Spring)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading – daily</li> <li>• Spellings (Autumn)</li> </ul>	<ul style="list-style-type: none"> <li>• Take away menu</li> </ul>
Y3-Y6	<b>Weekly expectations – ‘Weekly Flight Checks’</b> <ul style="list-style-type: none"> <li>• Daily reading, to be recorded in individual ‘Learning passports’</li> <li>• Times table practice</li> <li>• Abacus online homework set by the class teacher</li> <li>• Spelling, punctuation and/or grammar set by the class teacher</li> </ul>		

	<ul style="list-style-type: none"><li>• Optional: choose a way in which to present further work related to that week's learning in class, as listed on a 'Weekly Destinations' sheet. This should be completed in the child's learning journal.</li></ul> <p><b>Half-termly expectations – 'In Flight Menu'</b></p> <ul style="list-style-type: none"><li>• Complete a set number of tasks related to that half-term's learning from a selection of literacy, numeracy, topic or art/craft choices (a new list is given out at the start of a new half term). This is usually self-directed in terms of choice and time, with a deadline set for submission. To help make this more manageable, the deadline is normally set as the first week of the next half term, giving pupils and parents a holiday period to catch up/complete the tasks.</li><li>• Be prepared to display these tasks in class as part of half-termly open afternoon drop-ins for parents. This is normally on the Friday afternoon of the first week of each half term, displaying work created from the previous half term</li></ul>
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## Appendix F

**Programme of events for transition 2017**  
**Barnes Farm Infant School**

For School:

Term	Date	Early years	Year 1	Year 2	Actioned and comments
Spring 2017	January	Parents informed of new class structure policy.			
	February	Transition policy is reviewed by both schools and ratified by both governing bodies Invite Junior Head teacher for assembly			
	March	Transition policy shared with parent council			
Summer	May	Design sheet for children to choose children they would like to work with			
	June	Teachers and SLT to use information gathered to place children into new classes			
	27 <sup>th</sup> June	Children visit new classes. Letters sent home to parents informing of new class/teacher			

For pupils:

Term	Date	Coming into Early years	Early years	Year 1	Year 2	Actioned and comments
Spring 2017	Wk Beg: 27 <sup>th</sup> March	Year 2 to visit Rainbows nursery	Opportunities to work informally within each year group, for example, sharing a story, across classes for golden time			
	Wk Beg: 27 <sup>th</sup> March	Letter to feeder Pre-Schools to inform them of the 'working session' date in May				
			Head teacher of the juniors to complete an assembly			
	16 <sup>th</sup> March				Visit juniors for year 3 assembly	
Summer term 2017	18 <sup>th</sup> April	Letter out to 'Key Workers' for working pm session 11 <sup>th</sup> May				
	WK Beg: 24 <sup>th</sup> April		To complete craft activities across year groups for fund raising			
	WK Beg: 24 <sup>th</sup> April	Send letter informing of 'Stay and Play' sessions				
		Main feeder Nurseries given opportunities to EYs classes				
	11 <sup>th</sup> May	EY's pm working session				
	22 <sup>nd</sup> May					Attend Whole school junior assembly
	25 <sup>th</sup> May	Pre-School reports are given to the school				
	24 <sup>th</sup> May					All Year 2 to



				have lunch and play at the Juniors	
<b>May Half Term</b>			Children given sheet draw three children they would like to work with.		
Wk Beg: 5 <sup>th</sup> June				Yr2's to visit the Junior School for lunch	
7 <sup>th</sup> June				All Year 2 to have lunch and play at the Juniors	
8 <sup>th</sup> June	Organise classes for new intake Letters sent to new parents				
9 <sup>th</sup> June	Letter to new parents with transition information			Attend Commendation assembly at the Juniors  All Year 2 to have lunch and play at the Juniors	
12 <sup>th</sup> June				Yr2s pair with yr5 for reading	
Thursday 15 <sup>th</sup> June PM	15 new children visit per class	Children will move up for the afternoon – this will be informal and randomly selected		To carry out carousel of activities Yr2s pair with yr5 for reading	
Monday 19 <sup>th</sup> June PM	15 new children visit per class	Children will move up for the afternoon – this will be informal and randomly selected		To carry out carousel of activities	
Thursday 22 <sup>nd</sup> AM and PM	Formal welcome to EYFS parents. Outside agencies are invited.				
Tuesday 27 <sup>th</sup> June PM	All EYFS visit	All classes visit their new classes and teacher (wherever possible). The children will take home a letter with who their class teacher will be for 2017/18 for both Infant and Junior school.			
Wednesday 28 <sup>th</sup> June	Fox class taster lunch				
Thursday 29 <sup>th</sup> June				Attend Class 3HM assembly	
Wednesday 5 <sup>th</sup> July	Badger class taster lunch				Mr McTaggart to visit Infants for school assembly

	Thursday 6 <sup>th</sup> July AM	All EYFS visit	Final class change around morning for all classes	Morning spent with new teachers	
	Friday 7 <sup>th</sup> July	Visit Junior school to see their displays			
	Monday 10 <sup>th</sup> July	Mace playce session			
	Wednesday 12 <sup>th</sup> July	Rabbit class taster lunch		Y3/Y4 singing assembly	
	Thursday 13 <sup>th</sup> July AM and PM	Phonic phase 1 meetings for new parents			
					Complete exit questionnaires
Autumn term 2017	Monday 4 <sup>th</sup> September	Uniform available			
	Tuesday 5 <sup>th</sup> – Friday 8 <sup>th</sup> September		Children attend mornings only Home visits – am and pm	Friendship week	
	11 <sup>th</sup> – 15 <sup>th</sup> September		Children attend mornings and stay for lunch until 1pm Home visits – pm		
			Children stay at school all day		