

Reporting a Governor visit to Kea School

Name Tracy Baker	Date 30 th October 2018
Purpose of Visit To meet with Rebecca Olive and discuss the process of Year F to Year 1 Induction. I also attended the Induction session in the Summer Term on 27 th June 2018 and the briefings on 6 th and 20 th September. Rebecca Olive (RO) is a Senior Teacher with overall responsibility for Literacy and is the Year 1 teacher.	
Links with the School Improvement Plan/ 20 Questions <i>School Development Plan 2018/2019:</i> Raising standards throughout the school – maximise progress for all children <i>20 Questions</i> Q16. Regularly visiting the school to get to know it. Q12. Listening to and understanding members of staff.	
Governor Observations and Comments Transition is the process of making a change from one environment and set of relationships to another. It offers both challenges and opportunities for growth and it is thought that early transitions may be particularly important. Kea School's induction programme aims to make the experience as seamless as possible for pupils, parents and staff. Effective and happy transition between Year F and Year 1 enables pupils to continue on their learning pathway. The step from EYFS to KS1 can be perceived as a tricky one, representing a step up from play based learning to work based learning. Rather than active, the day can feel more static for the child. Instead of being child led, it becomes more adult led. There is also an increased focus on listening and writing, rather than the broader skills set which is celebrated in Year F. The transition from Year F to Year 1 has been carefully planned by the school to encompass the needs of both pupils and parents. <u>Main scheduled aspects of the Induction Programme:</u> <ol style="list-style-type: none">1. There are three, 30 minute sessions for parents and pupils to meet RO in the classroom and take part in a lesson together. These are timed for different stages of the day to maximise the ability of parents and carers to attend. Parents have the chance to speak to RO after these times and she is very approachable and open in her delivery of these sessions.2. Children and staff swap end of day story times during the summer term to increase familiarity and understanding of both staff and rooms.3. There is a whole school 'Move Up Day', which took place on 3rd July 2018. <u>The continuous Induction Process</u> <ul style="list-style-type: none">• <i>Familiar routines and activities</i> help with transition. This has been considered as staff expectations are similar, we fortunately have cloakrooms and WCs adjoining both classrooms, children have their trays, drinks trolleys and, of course, The Chart ... the moving up of which is possibly the child's chief preoccupation during the day ...• <i>Curriculum Considerations</i> On entry to Year 1, the curriculum and activities are planned to gradually increase the change from YF to Y1, continuing the provision of, for example, 'Choosing Time', but making it more focused to become 'Challenge Time' ... which may still involve learning through play on the balcony in the sand tray! These activities are linked into their current learning, either as an introductory 'pre-teach' exploring of concepts or as a consolidation of more structured learning opportunities.	

In addition, children benefit from the mixed year teaching and activities on Entry Point Days which may occur throughout the year, for example, joining Water (YF) and Rivers (Y1) and also at times where festivals are the focus of both teaching groups, for example Christmas, Diwali and Easter.

Pupils also become increasingly familiar with activities in Year 1 as work is frequently shared and celebrated where significant achievements have been made. A group of more academically able children from Year F often join the with Year 1 pupils during the summer term for Read Write Inc. sessions.

- *Relationships:* As mentioned, RO has always been very approachable and makes clear that she is available to talk with parents about any concerns and this evidently happens from time to time. The clear start to the day and roles of TAs and other staff, enable RO to deal with any matters first thing and after school too. Also, I know that the TAs, in Year F especially, continue their care and concern for the Year 1 children into the Autumn Term, despite having their hands full with the new intake. Mrs Barnicoat and Mrs Partridge always look out for anyone having a tricky patch in the day and rapidly sort them out!
- *Progress and Data:* Formally within school, both teachers and TAs have designated time to meet and discuss pupil needs, pupil progress and any support that may be needed. Data is discussed at these meetings, showing the focus upon maintaining progress and raising achievement between EYFS and KS1.

Behaviour

The pupils were delighted to be with their parents in their new classroom with their new teacher during the Induction sessions. RO made clear the expectations of behaviour for both children and adults throughout the sessions. Parents were able to ask questions during and after the sessions and staff circulated well during the activities to facilitate them.

Parents seemed very happy with the amount of time spent before the end of Year F getting to know about Year 1.

Safeguarding.

All parents were signed in and supervised throughout their time in school. Where pupils did not have a parent or guardian at the session, provision was made for them to work with a member of staff or they were happily incorporated in activities along with their friends.

Any issues for the governing body

No issues were identified for the governing body. Resources and scheduling of activities seem to be adequate. Staff, parents and pupils are happy with Year F – Year 1 induction.

The transition from EYFS to KS1 has been carefully considered and planned. Staff are available to talk with parents, and children seem to have transferred seamlessly from one classroom to the next. Rebecca Olive is pleased with the way in which induction works and she is reflective upon the value of the different aspects of the programme. From the point of view of a parent, I have been delighted with the way in which last year's Foundation Stage children have moved happily to the learner slopes of KS1 ...