

Liaison and Transition

Date	Review Date		
March 2012	As required		

We believe that it is very important to have good liaison to enable schools in different phases to obtain a better understanding of each other's needs and problems and of the way in which each operates. The requirements of the National Curriculum mean that curriculum continuity, assessment procedures, recording and reporting, and the flow of information takes on an increased importance in the transition process.

We believe transition means the movement of pupils that takes place from one setting to another. We work hard to ensure that all children are supported in settling into their new learning environment in preparation for their future learning and development.

We want all children to achieve and to produce their very best and therefore we will ensure that the transition process runs smoothly in order for this to be achieved.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

Aims

- To forge the best possible links between local nursery, primary and comprehensive schools.
- To make the transition between phases and each Key Stage as smooth as possible for the pupils in our care so that the pace and quality of learning are maintained.
- To ensure that children continue to make the very best progress.
- To maintain regular and annual meetings to discuss various liaison issues.
- To work with other schools in order to share good practice in order to improve this policy.

Procedure

Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- responsibility for ensuring funding is in place to support this policy;
- nominated a link governor to visit the school regularly, to liaise with the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- monitor the effectiveness of this policy;
- report to the Governing Body on the success and development of this policy as required.

Role of the Coordinator

The coordinator will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated governor;
- organise a school liaison programme;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy

Transition Programme

The coordinator will organise the following:

Moderation Meetings	<ul style="list-style-type: none">• All staff have training on the moderation of work and work with other colleagues across the school so that a common and consistent understanding is developed
Visits by Teachers	<ul style="list-style-type: none">• Prior to their transfer to KS3, the progress of our Y6 pupils is discussed at a meeting between the Y6 teacher and North Liverpool Academy or other High schools
'Taster' Days	<ul style="list-style-type: none">• Y6 pupils are invited to spend several days at the Academy in order to give them a real 'taste' of secondary school life.
Training Days	<ul style="list-style-type: none">• Some Training Days are planned when staff from other local primary schools attend to work alongside our staff.
Nursery-Primary Transition	<ul style="list-style-type: none">• Every effort is made to make the transition from Nursery to the Reception class as easy as possible. This is undertaken by the teachers and nursery nurses in both classes working collaboratively in the Foundation Stage. See also the relevant Foundation Stage policies.

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Primary-Secondary Transition	<ul style="list-style-type: none">• The transition from any primary school to the secondary sector is a very important period in any child's life.• It is the intention of the school to make this transition as smooth as possible by:-<ul style="list-style-type: none">• arranging times for Y6 pupils to visit the secondary school and to work alongside their secondary colleagues;• encouraging continuity in curriculum, teaching styles and classroom organisation;• encouraging the staff of the secondary school to visit to discuss pupil's progress.• The Inclusion Manager attends the transition forum where she is able to discuss children who will be received by High schools with SEN can be discussed with the right school.
Comprehensive Schools	<ul style="list-style-type: none">• Students from local Comprehensives undertake work experience weeks in various classes in the school.
Colleges	<ul style="list-style-type: none">• Students undertaking courses in NVQ Childcare and NNEB (Nursery Nurses) work mostly in our nursery as part of their training.
Universities	<ul style="list-style-type: none">• Students attend for phonics training. Year 6 visits the University

Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

Role of School Personnel

School personnel will:

- comply with this policy to ensure that all children make the very best progress;
- bring to the attention of the coordinator any concerns they have on any aspect of this policy;
- attend termly liaison and transition meetings between phases;
- attend the end of year meeting for the 'hand over' of pupil information and records;
- attend meetings to moderate pupils work;
- be available during school time to discuss transitional issues with any concerned parent

Role of Pupils

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Pupils will be aware of and comply with this policy

Role of the School Council

The School Council will be involved in:

- determining this policy with the Governing Body;
- discussing improvements to this policy during the school year;
- reviewing the effectiveness of this policy with the Governing Body

Role of Parents/Carers

Parents/carers will be invited to attend:

- an information meeting prior to their children moving between phases;
- curriculum workshops throughout the academic year;
- 'Parents and Children Working Together' events each term;
- parent-teacher consultations once per term

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

Monitoring the Effectiveness of the Policy

Annually (or when the need arises) the effectiveness of this policy will be reviewed by the coordinator, the Headteacher and the nominated governor and the necessary recommendations for improvement will be made to the Governors.

Headteacher:		Date:	
Chair of Governing Body:		Date:	

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