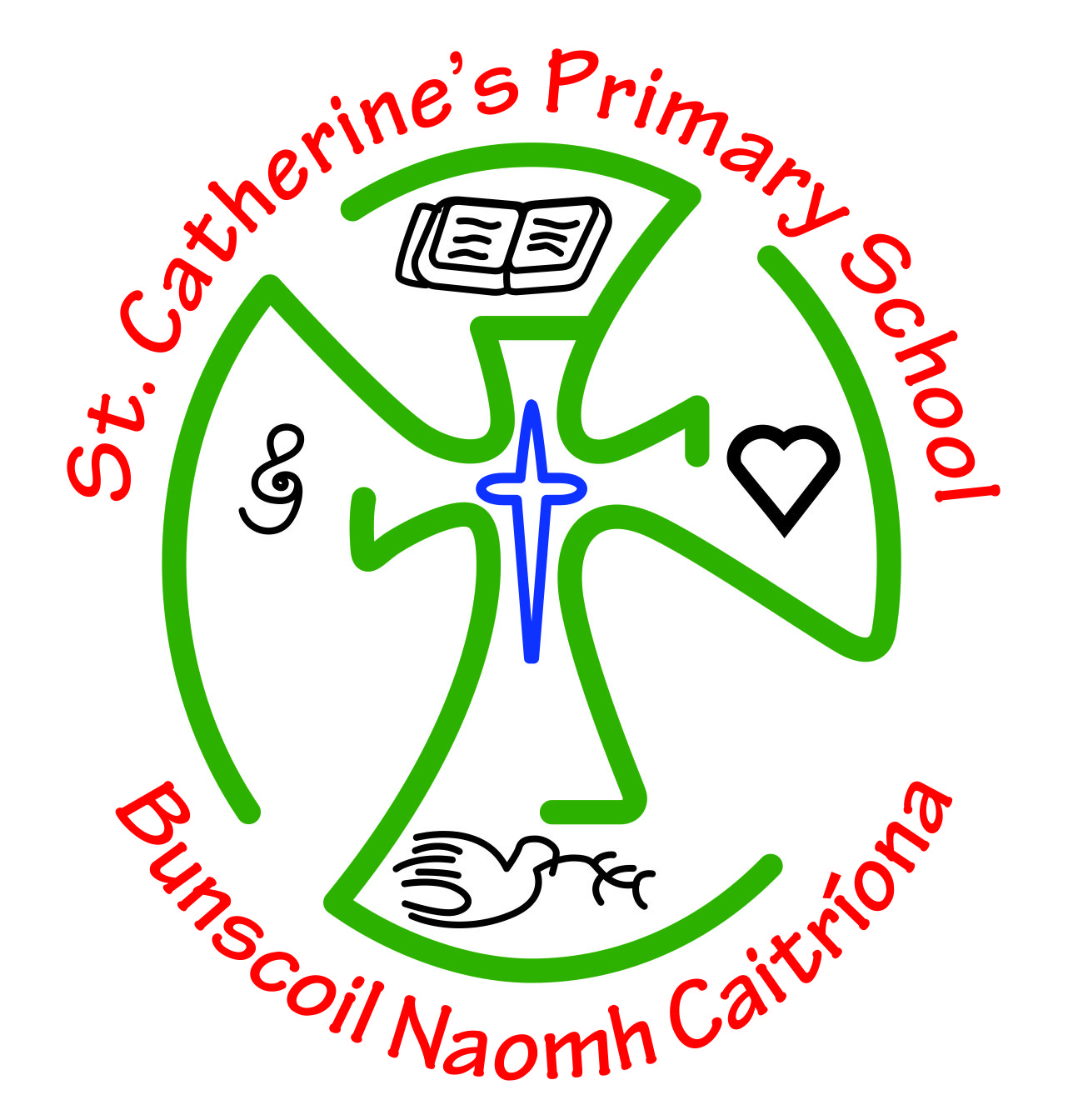
St. Catherine’s Nursery and Primary School



**Year 1**

**Settling in Policy & Procedures**

**Devised by Staff: 26th September 2016**

**Presented to B.O.G: 28th September 2016**

**Chair of Board of Governors \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**AIMS:**

* To enable children to feel secure, confident and happy, in order to make the most of all learning opportunities.
* To ensure families feel welcomed, valued and confident and that links between home and school both are established and strengthened.

**WE BELIEVE THE SETTLING IN PERIOD IS IMPORTANT BECAUSE:**

* Children are entering a new environment, and getting used to a large group of people (children and adults).
* It may be the first time they have been away from home/separated from parents.
* At times, it can be bewildering for some children to have so much choice and to deal with new expectations. Children need to feel confident and secure if they are to be able to learn.
* It enables staff and parents to form a relationship in order that parents feel confident about leaving their children and sharing relevant information.
* It is an opportunity for parents to observe the practice in the Year 1 Environment and learn about our philosophy.

**What Children Learn During the Settling in Period**

Knowledge and Understanding:

* of the layout of the Year 1 Facility , in and out of doors
* of where to find their personal belongings e.g. coat, folder, etc.
* of daily routine e.g. break time procedures, using toilets, story time, tidy up time, home time and that they will be collected at the end of the session
* that they can use the whole learning environment and that they can make choices about what they want to do
* that they need to take responsibility for clearing away any equipment that they have used
* of school expectations/rules e.g. wearing aprons, leaving curriculum areas clean and tidy
* of names of different areas within Year 1 Classroom e.g. home corner, play dough area, writing table, role play area, writing area, sand / water area, small world construction area, art/craft, sensory play area etc
* of how and where things can be used
* of how to use equipment appropriately and to keep it in good condition
* of basic hygiene e.g. washing hands, flushing the toilet
* of who their teacher and Classroom assistants are and the names of all the other adults working in the Early Years Environment of our Primary School.

Skills

* to be able to cope with being part of a large group
* to be able to find their way around the environment
* to be able to share equipment and adult time
* to be able to express their needs and feelings
* to be able to use the resources appropriately and make choices
* to use appropriate self help skills e.g. coats, aprons, buttons, toileting, hand-washing etc
* to be able to recognise their name labels by picture and/or name
* to be able to listen and take part in group activities
* to be able to explore different area
* to be aware of other children.

Attitudes

* to be able to let parent/carer go
* to begin to be confident to approach an adult
* to begin to be confident to make their needs known to an adult
* to begin to be confident to try new equipment/experiences
* to begin to be confident to use the whole environment
* to begin to be confident to make choices
* to begin to be confident to explore
* to begin to show a willingness to "have a go" as part of a group
* to begin to show care for themselves, for others, for equipment and for living things to enjoy coming to school.

**WHAT ADULTS DO**

* ensure children and their families feel comfortable about being part of the Primary School
* develop a sense of security to enable children to let their parents/carers leave them
* be aware of the child's needs, interests and any anxieties
* help children to find their way around the Year 1 Classroom , introduce them to different areas indoors and out doors
* encourage children to try new experiences
* encourage children to make their own choice of activity and to have responsibility to tidy away
* encourage children to be independent giving them time and confidence to do things for themselves
* support children through group times, ensuring activities reflect the needs of all children
* help children to develop assertive strategies
* work closely with parents/carers encouraging them to support their child appropriately and explaining why this is important
* respecting the parent/carer as the child's first educator and acknowledge their views
* making parents/carers aware of the Year 1 curriculum, how we work and the importance of learning through play.
* supporting parents understanding of the importance of the outdoor curriculum
* share information between the whole staff team to ensure everybody gives appropriate support to new children
* observe and assess children leading to the completion of the Initial Baseline Assessment and sharing this information with parents/carers.

**MONITORING AND EVALUATION**

The monitoring and evaluation of this policy will be undertaken by:-

* regular informal feedback sessions on 'the settling in process' with parents
* involving parents and governors in a questionnaire for parents about ways in which this process could be improved and how they felt it was for their child and themselves
* the Principal to look at initial assessment forms
* informal discussions with parents regarding the settling in process.

The evidence gained from these processes will inform the evaluation which will feed into the three yearly school development plan.

Settling is an ongoing process in the Primary School and therefore it is vital that we get it right. One of the main features is communication between staff and the families.

***To support the aims of the settling in policy the following procedures are undertaken****:*

**OPEN AFTERNOON**

Parents and children are invited to attend an Open Afternoon where a talk is given explaining the running of Year 1 in the Primary School and what the school has to offer our younger children.

**INDUCTION**

If offered a place, Parents and child are invited into school to talk with Year 1 Teacher, view the setting, meet appropriate staff.

Data Capture Forms are completed by the parents. Parents are given the opportunity to talk confidentially if necessary and to discuss any specific concerns they may have. Families are invited to spend time within the Year 1 setting.

Purpose: - to begin to gather and give information

to establish a relationship with the family

to offer opportunity to raise concerns

to familiarise the family with the Year 1 environment.

**SETTLING IN**

Each child should start school on a staggered intake basis as agreed with parents on the Initial Visit in June of the Year that the children are due to start in September.

The child's initial separation from parent and home should be made as gradually and gently as

possible, ensuring smooth transition into school.

The individual needs of every child should be met and flexibility is all-important.

Attendance, length and frequency of sessions should reflect the needs of the individual child.

Purpose:

to support child in an unfamiliar environment

to offer parents the opportunity to take part in the session and to observe Year 1 practice

to offer further opportunities to ask questions / share information

to allow the child to become familiar and confident within the Year 1 Environment at his / her own pace.

to tailor the length and frequency of sessions to reflect the needs of the individual child

to give parents sufficient time to become confident about leaving their child within the Year 1 environment to develop a positive partnership with parents / carers and to establish an ethos of shared communication and support.

**GUIDELINES**

* Communication between parents, child and staff member is vital.
* Children should participate in whole group situations only when they are ready to do so.
* Parents are welcome to go into these sessions to offer support.
* The length of time a parent is to leave child for should be fully discussed and agreed upon.
* The length of time can be gradually increased in line with the child's needs.
* Parents must say goodbye and reassure their child that he / she will return.
* Parents should return punctually at the required time.
* Parent's rights to confidentiality will be respected. Information will be shared on a need to know basis with parental involvement.

**STAGGERED INTAKE PLAN**

* **Weeks 1-2: 9am-12.00 Noon**
* **Week 3: 9am – 12.45pm (Pupils stay for lunch)**
* **Week 4 onwards: 9am-2.15pm (Pupils experience the Full Year 1 Day)**

**It should be noted that all the pupils in the Primary School from Years 2-7 gather in the assembly hall each morning for prayer. Year 1 should go straight to their class room each day for the first four weeks until they are more familiar with the Primary School environment. Then on Week 5 the children will join the others for morning prayer in the assembly hall also.**

**Pupil of the Week Award will also begin for Year 1 pupils on Week 5.**

**YEAR 1 (4 WEEK PARENT INDUCTION PROGRAMME)**

Parents are invited to the Year 1 Class Suite to meet with the Teachers again to take part in a programme which focuses in on what exactly is taught in Year 1 every day and how best the parents can support this work at home. This 4 week programme is very indepth , “down to earth” and helpful as it explains the Year 1 Curriculum in more detail for parents over a staggered period of time through interactive workshops in the presence of the Year 1 Teaching Staff allowing time to build relationships and promote interaction between parents and staff.

**YEAR 1 CURRICULUM INFORMATION NEWSLETTER**

This newsletter is given out termly to all parents so that they are kept up to date with the aspects of the Year 1 Curriculum that are being taught for that term so that similar activities can be completed at home if the parents wish to extend the learning.

**WEEKLY NOTE**

A weekly note is distributed to all parents to explain what is happening in school in general e.g. photographer, educational visits etc

**PARENTS EVENINGS (NOVEMBER)**

All parents are invited to attend a Parents meeting. Detailed information is given about each child to their parents and how they are settling in to Year 1 in general. Any strengths/ areas for development/ concerns from either teachers or parents are discussed and ways forward agreed.