



## Liaison/Transfer Policy: Copnor Primary School

### Rationale

Although our main responsibility is for EYFS, KS1 and KS2, we will work with other phases to ensure that there is common understanding of the welfare of standards, good communication and exchange of views regarding the curriculum, and also of the welfare of the children and consistency in approach. We will work together to meet the school's aims and ensure that appropriate channels of communication and documentation are in place.

### Aims

Our aim is to provide continuity and progression for the children. At the point of transfer for children useful, relevant and agreed documentation will be passed on or accepted and used to plan the next stage in the children's learning.

### Roles

#### 1. Headteacher

The Headteacher has the overall responsibility of ensuring that the useful and efficient transfer is in place in a timely fashion each year, including ensuring that parents are kept well informed.

#### 2. EYFS Manager

The EYFS Manager is responsible for liaising with the pre-schools and nursery to organise efficient liaison, transfer of records and organising home-school visits before the children start with us.

#### 3. Year 6 Team

Year 6 Team will ensure we transfer all relevant records and liaise to organise visits to each of the secondary schools.

#### 4. SIMS Officer

The SIMS Officer will transfer all records electronically by CTF files each year, to both schools and the LA, and organise those that are incoming

#### 5. DSL/WO

The DSL/WO will transfer all child protection records separately each year, ensure we receive all those we need and also meet with all the relevant DSLs to explain those records.

### Procedures

There are three levels of liaison detailed below:

#### A. Within School

*Our Teaching and Learning Policy underpins all work and ensures consistency of approach.*

1. Subject Leaders are used to develop the curriculum in line with the SIP.
2. Long term planning documents and schemes of work indicate continuity and progression throughout the Key Stage and staff will build on what has gone before and aim for what is to come next in every area of the curriculum.
3. Assessment procedures are in place that ensure that all staff assess individuals on a daily/weekly basis as they plan for the next step in children's learning. Assessment procedures for recording children's progress through the National Curriculum are in place. There are individual, whole class, whole year group and whole school

views of these. These include assessing all vulnerable groups such as Pupil Premium, SEN/D and Ethnic minorities.

4. Moderation of work takes place to ensure that there is consistency in understanding standards throughout the school.
5. Children's books are passed on at the start of half-term six each year. This is to try to minimise any dips in provision or lack of continuity as the children transfer into a new year group.
6. At the end of each academic year records of assessments are passed on to the next teacher and discussion about the children take place. These assessments are used to inform the planning of the work that the children will be doing in the next academic year.

#### B. Entry into EYFS

1. Our EYFS Manager liaises with all pre-school groups and nurseries to ensure we are informed of their educational and pastoral progress.
2. Our Assistant Head (Pastoral) liaises with all pre-school groups and nurseries to ensure that we are informed of any special needs and passes on any safeguarding issues to our Welfare Officer.
3. The school runs guided tours for pre-Year R parents with Question and Answer sessions each September.
4. The school runs a welcome meeting for pre-Year R parents with Question and Answer sessions each June.
5. We send an induction pack to all parents and ask for their feedback on their child.
6. We hold an open morning in July where the Year R children and their parents can meet their new teacher and TA and become familiar with the school.
7. Our EYFS Manager organises a series of home visits for the first week of September.
8. The YR children's first topic is about our school and ourselves. This helps the children acquaint themselves with Copnor Primary School and the staff within the school.
9. The parents of YR children are invited into phonics and numeracy workshops within the first half term.

#### From Key Stage 2 to Key Stage 3

1. The first contact between KS2 and secondary school for the children and their parents is in September of Year 6 when the secondary transfer process from Portsmouth City Council begins
2. The Year 6 team lead a parents meeting in the Autumn Term with the support of the Management Team to guide the parents through the forms for selection of secondary school. Representatives from all local secondary schools are invited to this meeting
3. The HT attends the main secondary feeder school each November to administer a feedback sheet to the Y7 children on the transfer process
4. The Y7 leader from ALNS attends the school regularly and agrees a programme each year in conjunction with the Headteacher and Y6 team.
5. Secondary school staff visit year 6 at the junior school in May. They speak to the children, class teachers and the Year 6 Co-ordinator. On this occasion social groupings of the children along with particular needs and pastoral issues are discussed
6. Year 6 children visit their secondary schools in July. These arrangements vary from school to school.
7. In accordance with locally agreed procedures the following documentation is sent to the secondary schools:
  - a) Key Stage 2 data for the National Curriculum
  - b) Copy of last report to parents
  - c) Pupil data

Where applicable the following will be added to the above:

- a) Relevant family and medical records
- b) Educational Psychologist's reports
- c) Records of exclusions
- d) Safeguarding information

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