



Serlby Park Academy

Pupil Induction Arrangements

Setting standards for success

Date of Last Review/update:	December 2016
Reviewed by:	MC
Date of next Review:	December 2017

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1.0 Roles and Responsibilities

The responsibility for the implementation of this policy and provision rests with the Principal. On an operational basis, the management, responsibility and evaluation of this policy will be undertaken by the **Associate Assistant Principal**.

2.0 Suggested Audience

All teaching and support staff, parent/carers and pupils. As part of their academy induction programme or professional development all teaching and support staff will become familiar with the academy's pupil induction procedures.

3.0 Related policies

This policy is part of a suite of policies which should also be referred to:

- Student organisation and grouping
- Admissions Policy
- Inclusion Policy
- Pastoral organisation
- Behaviour Policy

4.0 Academy Mission Statement

Setting standards for success

5.0 Introduction

5.1 The Academy is a member of Delta Academies Trust and it works closely with Delta Academy personnel and other Delta academies to provide excellent education, reflecting best practice. The academy has a focus on high academic standards and will offer pupils a broad range of courses including GCSEs and Applied Learning. This first-class provision will enable every pupil to make excellent progress and move easily on to education, training or employment.

5.2 A stable staff in a state of the art new building will enable the academy to transform the quality of pupils' learning through the provision of excellent and consistent teaching, accurate use of data to set robust and challenging targets, a greater focus on Quality Assurance and a curriculum which captures pupils' interest and enthusiasm at every age.

5.3 Induction programmes will be carefully devised to ensure that every pupil feels safe, secure and valued, reflecting the inclusive ethos of the academy.

6.0 Aims

6.1 The pupil induction process will quickly and smoothly enable pupils to:

- work collaboratively together, be respectful of each person's unique background, experiences and differing aspirations;

- prepare for transition either from home to school or from the primary phase to the secondary phase;
- ensure that all pupils are familiar with and confident in using the resources, facilities and environment of the academy ;
- understand academy systems and processes;
- understand the ethos and values of the academy;
- have a clear understanding of academy expectations;
- understand how they will learn effectively;
- communicate their hopes and fears;
- engage efficiently in learning;
- be supported to make excellent progress; and
- feel safe.

6.2 Academy staff will:

- know their pupils; their interests, strengths and prior attainment
- have data to inform their lesson preparations to ensure that each pupil is challenged, lessons are well-paced and all pupils are motivated;
- develop partnership links with parents and feeder primary schools;

6.3 Parents/carers will:

- understand the academy's values, aims and expectations; and be wholly supportive of the academy's aims;
- more fully support their child's learning, and
- feel confident to either visit the academy and/or communicate with staff to fully understand their child's progress, needs and how best to support them.

7.0 Pre- induction activities

7.1 A programme of meetings, visits and information sharing will start well-before any child starts at the academy. Primary phase academy staff will have home visits to all children joining the academy at age 3 or 4. Children joining from nurseries will have met academy staff and academy staff will have completed an assessment of children's progress and needs before they join the academy. Long before Year 7 pupils formally start their education at the academy, they will have participated in a programme of activities which will help to prepare them for academy life. A thorough programme of engagement with Year 6 pupils, who already attend the academy, and pupils from feeder primary schools will be developed over time to facilitate their induction.

Activities will:

- Establish a forum for feeder primary headteachers
- Ensure pupil data is robustly and sensitively communicated
- Enable pupils to participate enthusiastically in pre- academy induction activities
- Provide information and opportunities for future parents/carers to question and fully understand how they can best support their child's learning.#

7.2 Examples of Pre - Induction activities

- Reception class children will participate in a phased joining programme, with small groups of new pupils joining reception during the first week of school.
- On arriving in Year 7, in September, for the first two weeks, pupils may learn in mixed ability groups for all subjects enabling relationships to form, during this time they will also be tested using Cognitive Ability Tests (CATS) or a similar system.
- During week three, targets will be set for each pupil and pupils will be placed in ability groups for English, mathematics, science and modern foreign languages and moved to mixed-ability groups for other subjects.
- At the start of week four (or after October half term) pupils will move into their new groups and sets to enable them to be appropriately supported and challenged to make progress
- Additional staffing resources will be deployed to support pupils who need to attain level 4 in numeracy, literacy and science.

8.0 Pastoral organisation of pupils

- 8.1 In the primary phase, pupils will be carefully allocated to one of two classes in Year R.
- 8.2 In the secondary phase, there will be a three day induction followed by an event evening for new year 7 pupils and parents during the summer term prior to the start of the new academic year.
- 8.3 In order to further support Year 7 pupils, the academy will consider holding one-day 'conferences' or retreats in the second half of the Autumn term. These events may take place away from the academy, in a calm and reflective atmosphere which enables pupils and staff to review their first few weeks in the academy, resolve any initial issues, look forward and prepare for the rest of their Year 7 studies.

9.0 Broad Induction Arrangements

9.1 Pupil Planner

The pupil planner will be developed to provide clear information to pupils; it will clearly define the academy's high expectations around attendance, punctuality, behaviour, rewards, academy day and has space for pupils to write their personal timetables.

9.2 New Pupil Induction to the Academy

Prospective primary phase pupils are welcome to visit the academy prior to their start in September on request. Staff will carry out home visits for early years starters. New nursery pupils will have a half day induction visit. Prior to the start of the new academic year in the secondary phase, all new Year 7 pupils will visit the Academy for a three day induction event into their new tutor groups supported by, Form Tutors and Learning Manager. Parents will also be provided the opportunity to visit the academy to meet with key staff in order to ensure the best possible starting point on which positive relationships will be built.

At the latter point of the summer term, an induction programme for all Post 16 students will also take place so that they are able to get a feel for 6th form life, the school (for external entrants) and the high aspirations of the academy. There will also be a planned programme of induction into the collaborative provision within the Delta Academy Trust Post 16 arrangements.

9.3 First day arrangements as part of a conventional new school year

The Principal will consider carefully the most effective and sensitive procedure for pupils to start a new school year. All pupils may start on the same day or, a phased programme of induction may be implemented. Reception class children may join the academy over several days. In the secondary phase, 'key' year groups, who are new (Year 7) or who have external examination commitments (Years 10, 11 and 13) may return on day one, with pupils in other year groups returning on day two.

9.4 Indicative first day programme:

An enhanced number of staff will be on duty from 8.00 am to welcome pupils and introduce them to the relevant staff. Activities will commence, including a tour around the academy, allowing for suitable breaks and lunch. At the end of core learning time, Year 7 pupils will be escorted by staff to the main student entrance where pupils will make their way home, bus stops will be supervised and parents/carers will be welcomed into the academy to ask questions. There will be no extended activities available on this first day. Any absence will be followed up on the day of the absence. On day two, pupils from Years 8, 9 and 12 will start at the academy.

10.0 Monitoring and Review

The Associate Assistant Principal will be responsible for monitoring and reviewing these arrangements. On completion of each induction phase, meetings will be held with senior leaders and staff to review, and where necessary amend and develop for subsequent arrangements. Staff and pupils will be required to evaluate their experience.

11.0 Approval by the Local Governing Body and Review Date

This policy has been formally approved and adopted by the Local Governing Body at a formally convened meeting

Policy approved: _____
(Chair of Local Governing Body)

Date: _____

Date of Policy review: _____

End of Statement