



HAILSHAM COMMUNITY COLLEGE ACADEMY TRUST

'Be the very best you can be'

TRANSITION POLICY

SLT responsible:	Vice Principal – Aspirations and Ethos
Last reviewed:	March 2019
To be ratified by Governors:	n/a

Introduction

An effective transition policy practically supports the process to ensure that the experience of transition from KS3 to 4 for all stake holders is as free of stress and anxiety as possible, thereby ensuring emotional well being and maximising progress across the board.

Aims

This policy address Galton's 5 bridges of transition, which are;

- ***The bureaucratic bridge*** - including arrangements for the communication of student records both personal and academic and administrative meetings between school staff.
- ***The social bridge*** – to ensure that primary students become familiar with their secondary school prior to transition and feel comfortable and confident with the changes of teachers, key school routines, new peer group and physical surroundings.
- ***The curriculum bridge*** – to ensure curriculum continuity between phases so that secondary teachers can develop existing levels of achievement and attainment rather than seeing the secondary curriculum as a 'blank slate'.
- ***The pedagogic bridge*** – to develop cross phase links between teachers of Year 6 and 7 to ensure a consistency in pedagogic approaches in the classroom.
- ***The management of learning bridge*** – to ensure that students are aware of the challenges of transition and are given the opportunity to make their own decisions and to add their voice as active participants in the transition.

Barber (1999)

In this section the actual components of the transition plan are listed as policy statements linked to associated actions.

For clarity they are organised to show how they address each of Galton's bridges.

It is our policy to engage fully with all of our feeder primary schools to ensure the efficient transfer of information.

Currently in place we have;

The bureaucratic bridge - including arrangements for the communication of student records both personal and academic and administrative meetings between school staff.

- Information transfer via SIMS
- A complex form that is completed by Year 6 teachers giving us TA's SAT's, recommendations about class placement based on stated criteria, and SEN data, including UPA
- Additional meetings are held with year 6 key staff specifically around special needs as early as Year 4 to support any possible need to statement in preparation for success at secondary school.
- A form that is completed by parents and / or Year 6 students requesting particular placement in our House / mentor system. This includes the opportunity to request separation from other named students.
- A series of Transitional Operational group meetings at which policy and practice are jointly developed.
- One to one meetings between the Transition Lead Practitioner and Year 6 teachers to discuss individual students and their needs.
- One to one meetings and visits between the SENCO and Year 6 special needs staff / Year 6 teachers to discuss students with SEN's. Parents and students may request additional visits to the College to support with the transition process.
- Sample lessons delivered by HCC teachers in the primary schools to ensure continuity and the maintenance of levels of progress.
- Students bring exemplar work with them on one of their visits which will be incorporated in to displays so that the environment has familiar elements and teachers are aware of the best work that students are capable of producing.

The social bridge – to ensure that primary students become familiar with their secondary school prior to transition and feel comfortable and confident with the changes of teachers, key school routines, new peer group and physical surroundings.

- Early contact is made primarily through sport. Junior Leaders assist at primary events as early as Year 4 and the college uses its excellent sport facilities to support sporting events for primary schools.
- Formal contact is made by the Principal who visits each primary school to lead a Year 4 assembly based on describing HCC and its ethos / policies with an opportunity for questions.
- In Year 5 the visit is co hosted by the Principal and the Lead Practitioner for Transition. Parents are invited. The Principal presents his ethos and policies to them and then the LP describes the transition process in detail.
- Year 5 and 6 parents and children are invited to attend college open mornings, when the school is fully operational. They are taken on tours on specific routes but can request to go anywhere they wish. The college also holds an Open Evening in October.
- Children attend a visit in each of Year 5 and Year 6. In both they meet with and talk informally to Year 7 students who are alumni of their school. In Year 5 there is a formal tour and in Year 6 an orienteering activity {accompanied in small groups}. Later in Year 6 the LPT visits them in their classroom for feedback and questions.
- Year 6 students are encouraged to attend both drama, science and trampoline clubs at HCC. There are other sporting clubs on offer also, eg; junior rugby.
- Prior to September, parents fill in a mentor group option form in which they can highlight both positive and negative situations. Mentor allocations are made on the basis of this.
- All students attend a full three day early transition experience in which they are gradually integrated into their Year 7 teaching groups and their new mentor groups, as well as being enrolled in terms of the cashless canteen system and the ICT network.
- Early in Year 7 a programme of team building activities is carried out across a variety of lessons to ensure the formation of effective learning communities.

The curriculum bridge – to ensure curriculum continuity between phases so that secondary teachers can develop existing levels of achievement and attainment rather than seeing the secondary curriculum as a ‘blank slate’.

- We have developed transition units in literacy and numeracy that begin at primary school and end in secondary school

The management of learning bridge – to ensure that students are aware of the challenges of transition and are given the opportunity to make their own decisions and to add their voice as active participants in the transition.

- It is the policy of the college to listen to and respond to the needs of all stakeholders, including those who make the transition at unusual times because of movement into the area or because of inter-college transfers.