

TRANSITION POLICY

Rationale

Bishop Barrington School aims to be a place where everyone, irrespective of race, religion, gender, physical attributes, ability and social circumstance is able to thrive within an ethos of safety and respect. Our Transition Policy reflects the school's mission statement: "We believe that every child matters. A child only has one school life and together, we must make it count."

General Principles

- Children should experience continuity and progression in their teaching and learning – KS2/KS3.
- Transition should motivate and challenge children
- Planning should be based upon assessment from the feeder primary school; Both teacher assessment and KS2 SAT's results
- Staff allocation should give particular attention to the individual needs of the children
- Working in partnership with our feeder primary schools we will recognise the difficulties and fears which children experience on changing schools and work to lessen the effect of them.
- We will manage transition in accordance with the agreed protocol.

Aims of the Policy

Focussing on collaboration the intention is that:

- Key people in the partner schools are known to each other and liaison is therefore welcomed and useful
- The Assistant Head Teacher (Engagement) will visit all feeder primary schools and liaise with the Year 6 teacher to collect information on incoming pupils. This will include: teacher assessments (core subjects); SEN status and any other relevant information on issues that could affect a successful transition. Another member of Bishop Barrington staff will deliver a lesson to the year 6 class in line with the attached protocol.
- In the case of SEN children with statements, the SINCO will attend Year 6 reviews on invitation. Support can then be put in to place so that it is available on arrival
- All information will be collated and shared with staff prior to September
- Information will be used to place pupils in appropriate subject and form groups and to begin allocation of any additional support via learning mentors, Parent Support Advisors, literacy intervention strategies etc.
- The Community of Learning (COL) transition worker will bring small groups of identified (by primary or parents) vulnerable pupils for visits prior to September. He will continue to work with these children, if necessary, at the beginning of year 7.
- In July all year 6 pupils are invited into school for 3 days transition. They will meet their form tutor and sample a range of lessons. This allows staff and pupils to build crucial early relationships. On the evening of the second day there is a parents' evening where there is the opportunity to meet with

members of the Transition Team to discuss concerns, allay any fears and answer any questions.

- Pupils will be invited to attend our Summer School (EIC), which is a useful way of forging new friendships in a fun environment.
- When pupils arrive in September their day begins with an assembly to remind them who the key members of the transition team are. This is followed by a form tutor period.
- A helper is assigned to each Year 7 form class and remains with them for the first two weeks of term. This helps the pupils to find their way around the school and feel secure.
- 'Moving Up' is offered to parents of all Year 6 pupils who have chosen Bishop Barrington School. This is delivered by a Pupil Link Officer and Learning Mentor. The aim is to alleviate /address any concerns parents/carers may have about transition, and foster close home/school contact.

Monitoring and Evaluation

The success of the transition provision is monitored by the Assistant Head Teacher (Engagement), and the SINCO. Attendance and punctuality, along with progress, are closely monitored as a

measure of our success. We believe that safe, happy achievers want to attend school.

This policy will be reviewed on a yearly basis to take account of any changes in Transition protocol.

Policy approved by Governors on 24th June 2010 (Curriculum Committee)

Policy review date June 2011