

The British School

Transition Policy And Procedure

Overview

We aim to ensure that the transition of children, whether joining or departing the school will be as smooth and positive as possible. Many TBS students experience the significant upheavals of a life in transition whether for a short-term or longer stay. Making the move to a new school, Key Stage or new country can be a challenging experience. Whilst some students adapt well to these changes, other students need carefully planned support to help them integrate into a new culture and/or environment. The [Primary RAFT](#) and [Secondary RAFT](#) models are used to support transition for newly arrived and departing students.

Aims

- Promote a positive transition experience for students at the start of each new setting.
- Ensure students settle into school quickly, understand routines and build secure relationships with peers and adults.
- Ensure that students who are moving on to other schools or institutions have gained the skills and confidence they need to successfully transition to a new environment.
- Prevent and alleviate any stress associated with the transition.
- Promote continuity of learning.

Transition for new students is set out in the Admissions checklist and monitored by the relevant Assistant Head.

General Transition Information

- Meetings set up with ALNC for any children requiring specific intervention.
- Data and any relevant information is shared with the receiving teacher(s) including targets.
- Children to visit new classes and work alongside new teachers during an agreed slot in Term 4.

Transition from Preschool into Foundation 1 and Foundation 2

- Morning or afternoon transition session for F1/F2 children.
- Stay and Play for new parents.
- Key workers assigned to each child as a point of contact for parents and home visits are arranged.
- Staggered starts and/or half days during Term 1.

Transition from Foundation 2 to Year 1

- Year 1 classrooms will reflect the ethos of Foundation 2 learning and will include a mixture of child-initiated, adult-initiated and small group learning.
- More opportunities for whole class teaching will be slowly introduced
- The importance of play is emphasised and the organisation of the classroom reflects this.

Transition from KS2 to KS3

- Transition week where Year 6 spend a selection of lessons across the week in Secondary during Term 4.
- Year 6 teachers meet the Head of KS3 and mentors in Term 4 to assist in the transfer of information.

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- Secondary teachers invited to Exit Points to understand learning taking place in Primary and to get to know the children.
- Information sheets with key children and important pastoral and learning information created for each Y6 class and shared with Y6 teachers.
- Year 7 teachers team teach English and Mathematics lessons in Term 4.
- Year 6 teachers to take part in ICE week with Secondary in Term 4.
- All Year 7 children take CAT4 tests at the start of Year 7.

Transition from KS3 to KS4

- There is an IGCSE information evening in Year 9 where the IGCSE subjects and Key Stage 4 life are introduced.
- Year 9 mentors provide one-to-one and group support on academic and social transition.
- All Year 10 children take CAT4 tests at the start of Year 10.
- In PSHE sessions there is a goal setting activity and a study skills session at the start of Year 10 to help with student targets and preparation for the increase of work that Key Stage 4 students experience.
- There is a Year 9 to Year 10 transition day where students will get a taster of Key Stage 4
- Year 9 students will have 1 on 1 meetings with the Head of Key Stage and members of the SLT team for final decision making on option choices.
- The Assistant Head has optional 1 on 1 meetings with any parents or students that request a meeting to discuss option choices.

Transition from KS4 to KS5

- Head of Sixth Form to work with the Head of KS4 in Year 11 to discuss and manage option choices at A Level.
- Sixth Form information evening is held in Year 11 to outline for both students and parents key points and issues about systems post 16, how the A Level system works and the expectations and provision here at TBS.
- Students given a 1-on-1 consultation in Year 11 to discuss future plans, concerns & ask questions about Sixth Form study.
- Year 11 participate in a bridging course after IGCSE examinations which introduces students to Sixth Form life, mentors and mentor groups. Students do academic, social & community service related activities to facilitate successful transition.
- Sixth Form students are in vertical tutor groups, enabling peer induction and interaction.
- All Year 12 children take CAT4 tests at the start of Year 12 to identify targets for A level study.

Transition from TBS to University

- There are several university information opportunities open to students from Year 11 upwards which occur throughout the year including TBS hosted university fairs, USEF events and visits from university representatives.
- PSAT is available to Year 11 and 12 students.
- There is a dedicated Higher Education coordinator at TBS.
- Students have 1-on-1 consultations with mentors and the HE Coordinator about university plans. Progress and planning records kept.

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- Dedicated university sessions are held for Year 12 students and parents outlining the systems available post 18, how admissions procedures work and the expectations and provision at TBS.
- Students are supported to write personal statements and make choices by mentors and HE Coordinator throughout Year 13 and beyond both through dedicated PSHE time and an open door or appointment policy.
- University related topics are discussed in PSHE at intervals throughout the Years 12 and 13.
- Students are consulted about references before applications are submitted.
- SLT, the HE Coordinator and Sixth Form Mentors are available on examination results day and beyond to answer questions and offer support with issues arising.

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