



GRANGE SCHOOL
A Culture of Continuous Improvement

Transition Policy

Compiled by: Signature: Date:	Approved by Governing Body () Signature: Print name: Date:
Revision Number:	Next Review date:

TRANSITION POLICY

STATEMENT OF INTENT

This policy aims to set out our distinctive practice in supporting pupils in their transfer from primary phase to the secondary phase and how we monitor, evaluate and develop the practice.

We believe that every child matters, therefore, we are committed to providing them with the appropriate social and academic support on an individual and group level. This support is founded on strong partnerships with a range of key stakeholders including parents.

The move from primary to secondary school is potentially an exciting time for pupils, however we must not underestimate the challenges that many pupils face in making this step. Therefore we aim to provide an entitlement for all pupils but provide additional support where appropriate. In this way we can ensure that pupils are fully able to make sense of their prior experiences in primary school and integrate them into their practice in Year 7 and beyond.

KEY RESPONSIBILITIES

KEY STAGE COORDINATOR- TRANSITION (KSCT)

- To oversee the transition process from a pastoral perspective.
- To provide the initial link to primary phase particularly in terms of subject links.
- To monitor pupil progress across the curriculum and identify where intervention is required.
- To supervise the Year 7 PSHE programme.
- To provide a spiritual and moral perspective on transition and transfer through links to areas such as student voice and community cohesion.

DEPUTY KEY STAGE COORDINATOR –TRANSITION (DKSTC)

- To provide administrative and organisational support for the KSCT.
- To support the transition and transfer process through pastoral care and student mentoring.

FORM TUTOR

- To provide pastoral and learning support for pupils in their group.
- To ensure that pupils make a successful start to their lives at Grange Secondary phase.
- To develop links to the primary phase through a focus on teaching and learning, grouping and early intervention (as early as year 5)

FORM TUTOR 2

- Assists tutors in their responsibilities of pastoral care, learning and progress mentoring of students in year 7.
- To run the PSHE programme during registration.

DIRECTOR OF LEARNING

Monitors pupil progress, particularly in all areas needing intervention

HEADS OF FACULTIES

Supports tutors in their duties.

DIRECTOR OF PUPIL AFFAIRS

Line manages the Transition Coordinator (KSCT)

WHO IS INVOLVED

- Children(Years 5-7)
- Parents
- Primary Phase
- Student Mentors
- Faculties

TRANSITION ACTION PLAN

KEY DATES	EVENTS
SEPTEMBER	<ul style="list-style-type: none">• YEARS 6 AND 7 ORIENTATION• MEETING WITH NEW PARENTS
OCTOBER	<ul style="list-style-type: none">• PARENTS AFTERNOON- FEEDBACK ON CHILD'S TRANSITION• TRANSITION NEWSLETTER
NOVEMBER	<ul style="list-style-type: none">• YEAR 6 AND 7 TRACKING / EARLY INTERVENTION(ACADEMIC AND BEHAVIOURAL)
DECEMBER	PARENTS CONFERENCE-END OF TERM
JANUARY	YEAR 6 AND 7 TRACKING AND INTERVENTION
FEBRUARY	<ul style="list-style-type: none">• PROGRAMME FOR GIFTED AND TALENTED CHILDREN(YEARS 6 AND 7)• TRANSITION NEWSLETTER
MARCH	ASSIGNMENT OF CHILDREN TO CLASS
APRIL	YEAR 6 AND 7 TRACKING AND INTERVENTION
MAY/ JUNE	CROSS-PHASE TEACHING
JUNE	<ul style="list-style-type: none">• TUTOR MEETING• TRACKING FOR YEAR 5's- ACADEMIC AND BEHAVIOURAL• TRANSITION NEWSLETTER
JULY	YEAR 6 AND 7 ORIENTATION PLANNING