



HEADLANDS SCHOOL
SINCE 1965

Transition Policy

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Headlands School

Transition Policy

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Introduction

By 'transition' we mean the movement that takes students from one stage to another. This includes the process of leaving Key Stage 2 and joining Key Stage 3 as well as leaving Key Stage 4 and joining Key stage 5 and onwards.

Aims

Transition can be a stressful time for students and their family so Headlands School aims to make the process as positive as possible. In order to do this we have a transition schedule that supports children in settling in to their new environment in preparation for future learning and development.

Principles

- Promote the continuity of teaching and learning;
- Collect and effectively use the required data (pastoral and academic) about the students from their previous setting;
- To ensure that all students entering in to and progressing from Headlands School are happy and have the opportunity to reach their full potential;

Key stage 2 transition

Prior to joining Headlands School

- Students from year 3 onwards from all schools, but in particular the rural schools, have the opportunity to visit us. This could be in the form of school tours or 'Transition Learning Days';
- Year 5 and 6 'Super Learning Days' in English, Science and Maths. Giving the primary school's additional curriculum support as well as providing students with a secondary school experience;
- Open Evening and Open Morning for families to visit and tour the school as well as to hear our vision.

Once selecting Headlands School

- Pastoral and academic data collected from primary schools;
- Year Leader, SENCO and Director of Student Services visit primary schools to introduce themselves and gain any other data needed;
- Transition Evening to allow children and families to visit Headlands and meet the staff;
- Transition days where the whole year group come to Headlands and experience what the next year will be like. Additional transition days are arranged for students with additional needs;
- Summer school open to all new students for a final chance to see the school and staff;
- On the first day of school, year 7 students attend school without the rest of the year groups;
- Student Leader (Peer Mentor) support for all students where necessary.

Key stage 4 transition

- Year 9 as a bridging year for students to gain the skills needed to start their exam years;
- Careers programme giving all students information, advice and guidance as well as contact with employers and apprenticeship and Higher Education providers;
- Year 10 taster day at 6th form or college;
- Destinations data used and analysed to inform future planning.

Roles and Responsibilities

All staff

- To be aware of the principles of the policy and how they can contribute towards it.

Assistant Head - Community

- To provide strategic leadership of the transition process;
- To provide appropriate support to the Student Services team;
- Communicate effectively with the primary schools and the other local secondary school;
- To monitor and evaluate the delivery and impact of the policy;
- To modify and update the policy in the light of on-going developments and the changing needs of the school.

Director of Student Services

- To manage and provide appropriate support to the Student Services team;
- To collect and effectively use data required about students involved in the transition process.

SENCO

- To collect and effectively use data about students involved in the transition process;
- Co-ordinate additional support for students with SEND and liaise with their parents, teachers and other professionals who are involved with them.

Year Leader (Year 7)

- To collect and effectively use data about students involved in the transition process;
- Assist in the appropriate grouping of students;
- To meet with students and their families moving from primary to secondary school;
- To manage the needs of their year group.

Curriculum Leaders

- Use prior data to effectively coordinate the planning of long, medium and short term schemes of learning taking into consideration the aims and objectives of the policy.

Teaching staff

- Have a responsibility, collectively and individually, to contribute to the elements of the transition process for example the Super Learning Days and other transition events.

Year Leader (Year 11)

- Ensure that students have a positive destination when leaving Year 11.

Director of Sixth Form

- Ensure that students have a positive destination when leaving Year 13.

Careers Leader

- Ensure that appropriate Information, Advice and Guidance is given to students to allow for positive destinations.

Year 7 tutor teacher

- Be the first line of contact for year 7 students and parents and assist in achieving the aims of this policy.