



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 bespoke 'Super Learning Days' in all subjects. 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 allocated Headlands School

- Pastoral and academic data collected from primary schools;
- Assistant Headteacher - Community, Year Leader, Pastoral Manager, SENCO and Director of Student Services visit primary schools to introduce themselves and gain any other data needed;
- Allocated students can access the Transition Google Classroom. This includes relevant documentation as well as the opportunity to ask questions and speak with their fellow peers as well as Headlands Staff and Student Leaders;
- 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;
- On the first day of school, year 7 students attend school without the full compliment of year groups to help them settle quickly in a quieter setting;
- Student Leader 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 9 and 10 taster days at 6th form and/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/carers and assist in achieving the aims of this policy.

Administration Manager

- To manage the effective communication with parents/carers regarding the transition process.

Data Officer

- Communicate with Assistant Head - Community and Year Leaders regarding allocations;
- Collating and input of new student data on all relevant systems;