



مدرسة ذا أبل انترناشيونال كوميونيتي
The Apple International
Community School



TRANSITION POLICY *2024 – 2025*

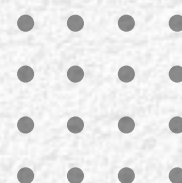
POLICY INFORMATION

POLICY WRITTEN	AUGUST 2021
POLICY UPDATED	JULY 2024
POLICY TO BE REVIEWED	FEBRUARY 2025
APPROVED BY	PRINCIPAL- PRETTY KHOSLA





INDEX



CHAPTER NUMBER	CONTENT
01	Rationale
02	Aim
03	EYFS to KS1-Year 1 transition
04	KS1- Year 1 to Year 2
05	KS1/KS2- Year 2 to Year 3
06	Transition- Year 6 to Year 7
07	Children joining at different points in the year
08	Monitoring and Evaluation





01- RATIONALE

The Apple International Community School is fully committed to the welfare of each child. We give care and attention to each stage of the individual's transition to, through and beyond the school. Transition describes the movement that takes place from one familiar setting (including the home) to another. It is defined as the process where policy and practice have been adapted to support children in settling into their new learning environment in preparation for future learning and development.

02- AIM

Entering a new situation (classroom, teacher, etc) can be a stressful time, and some points of transition between from FS to KS1 and between the key stages can be especially difficult due to the change in curriculum to a more formal one. We want our children to experience a smooth transition throughout their learning, so that the pace and quality of learning are maintained to ensure that children continue to make the very best progress. We aim to ensure each child feels confident, relaxed, and valued in an atmosphere which encourages their all-round development.

- Promote the smooth transition of children at the start of each new year group/key stage.
- Prevent and relieve stress.
- Promote continuity of high-quality teaching and learning.
- Inform parents of the transition process and expectations.
- Meet the needs of all our pupils. To make effective pastoral links to meet pupil's personal and social needs.



- Achieve continuity in teaching and learning methods.
- Maximise curriculum time for teaching.
- Enable adults teaching in the different key stages to share expertise and adopt practices in addressing current initiatives.

Effective transition aims to ensure pupils have:

- Confidence and the ability to cope with change.
- A successful attitude and ability to take risks.
- A clear understanding of the new expectations ahead of them.
- The benefit of effective communication between relevant teachers.
- Access to appropriate high-quality resources.
- Effective pastoral support.
- The support of peers as part of a group.
- A positive experience with minimal anxiety.
- The opportunity to develop personally through coping with new challenges.
- Appropriate challenging learning experiences from the start of their receiving phase.



03- EYFS TO KS1- YEAR 1 TRANSITION

- Year One teachers to observe learning in FS (maths and literacy) during the third term.
- Year One teachers to make regular drop-in and story visits to FS classes.
- Focus intervention groups to take place in Year One learning areas and/or with Year One adults.
- FS head to ensure to undertake phonics assessments and moderate book bands and share the assessment reports with the key stage 1 head.
- Parent Meeting – What to expect in Year One, to be conducted for parents in the month of May/June after school.
- Joint team meeting between EYFS/KS1 teachers and coordinators to share the attainment and progress of students with respect to the age-related expectations.
- Previous teacher/new teacher professional conversation, with notes shared with Section heads.
- Where possible, joint June/September Progress Meetings sets and confirms new targets.
- EYFS results, class teacher reports, learning journals and writing books passed on.
- FS teachers to share the ORT reading levels with the Key stage 1- year 1 teachers.
- SENCo to be closely involved with the transition of vulnerable children.



The Apple International Community School, Dubai

- The learning to learn week activities for year 1 to be planned in collaboration with the FS teachers.
- Students' emotional settlement with the peers to be shared with the KS1 section head.
- Continued ongoing support throughout Autumn term by the EYFS teachers and leaders.

04- KS1 - YEAR ONE TO YEAR TWO

- Previous teacher/new teacher professional conversation
- Where possible, joint Summer/Autumn Progress Meetings sets and confirms new targets.
- Year 2 teachers should be aware of EYFS results alongside Year 1 attainment.
- Year 1 teachers share the ORT reading levels with the Year 2 teachers.
- Learning to learn week activities to be planned in collaboration with Year 1 teachers.
- Year 1 teachers to share the numeracy and scientific enquiry levels of students along with their literacy skills.
- Shared planning during the last full week of summer term and first full week of autumn term based on the ARE and the gaps seen in learning.
- Where possible previous teacher undertakes drop-ins during the Autumn term and discuss children at team meeting.
- KS1 section head to ensure that year 1 teachers complete final phonic assessments, in close consultation with the guided reading teachers to quality assure and moderate results.
- SENCo to be closely involved to ensure transition of vulnerable children is managed well and to ensure SOD children are clearly identified and flagged up with new teachers.



05. KS1/KS2 - YEAR TWO TO YEAR THREE

- Year 3 teacher visits year 2 Literacy/Maths lessons by April/May
- Parent Meeting or booklet – ‘What to Expect in Key Stage Two’, during the summer break.
- Previous teacher/new teacher professional conversation
- KS1/KS2 joint team meeting on the attainment and progress based on the age-related expectations and the gaps to be covered.
- Y2/Y3 to conduct form tutor moderation by sharing information about students learning abilities, key observations in behaviour, strategies used etc.
- SENCo to devise transition programme for vulnerable children.
- Where possible, joint Summer/Autumn Progress Meetings sets and confirms new targets.
- Transition activities will be planned for the students where the students get opportunities to revisit the necessary skills needed for the next key stage learning through a “PASSPORT”.
- Parent orientation to focus on the academic requirements in year 3 and the support provided by school and expectations from parents.
- Conduct ‘know your teacher’ day at the very beginning of the new academic year for parents and form tutor/subject teachers to establish rapport and to familiarize with the expectations from each other and garner parent teacher partnership.



06. TRANSITION YEAR 6 TO YEAR 7

To ensure that close working relationships, exist between the sections of the school and that smooth transition does occur, a variety of activity takes place including the following.

Joint working and collaboration

- Section heads of KS2 and KS3 will meet to agree dates, arrangements for transition plans and mark it on the school activity calendar.
- The section heads and the subject coordinators/HODs meet on a regular basis to co-ordinate the transition programme activities which are developed in consultation with subject teachers.
- There is regular communication between the SENCo with section heads of different key stages. These meetings are to be used as opportunities to share information about future students and their needs.
- The curriculum heads will meet in May to discuss and develop transition proposals for the following year.
- The Inclusion department organizes individual and small group visits of vulnerable students with an opportunity for a structured visit, including a tour of the school and the opportunity to meet the SENCo and other key staff to reassure the students about the movement.
- In the first week of the Academic Year, the skills in the subjects should be reinforced. (Back to School activities).
- During the school orientation day at the beginning of the academic year all parents of year 7 students can attend the school's open day to review facilities, familiarise themselves with the school ethos and curriculum offer as well as meeting key staff.



Curriculum transition projects:

- Subject coordinators of KS2 and KS3 and HODs will coordinate for comparing the progression in curriculum between the key stages for their subjects and identify the necessary the necessary skills/ gaps in learning.
- Transition activities will be planned for the students where the students get opportunities to revisit the necessary skills needed for the next key stage learning through a “PASSPORT”.
- Taster classes will be organised through project-based learning for year 6 students based on year 7 curriculum for different subjects.
- Orientation will be given to year 6 students by the KS3 section heads and subject coordinators about year 7 curriculum and pastoral care and extra-curricular activities.
- Year 7 students should organize a welcome activity for year 6 students where they can share their experiences of the transition process and of life after transition. Pupils are more likely to listen to their peers than they are to their teachers and will be relieved to hear from pupils in the year above them that life in a big school isn't quite as daunting as they think.



07. CHILDREN JOINING AT DIFFERENT POINTS IN THE YEAR

- Parents receive a prospectus with information about the school.
- Parents and children are invited to tour the school and discuss any issues with the Section head and new form tutor.
- New children are assessed quickly by their subject teachers for their baseline. New students are tested for their CAT4, and results shared with the form tutors and subject teachers.
- Records from previous schools are made available to the receiving form tutor and, where appropriate, the SENCo.
- Any new children are assigned a peer 'buddy' to help them settle into their new class and routines. For those children who have recently entered the country, we recognise that the transition process can be more challenging, especially when English is not their first language. Where necessary, we will seek additional support from external agencies. Such students will be put into the EAL programme.

Children leaving at different points in the year:

- Parents are invited to a meeting with the Section head.
- All records are passed on promptly – including SOD records and any information related to safeguarding.



08- MONITORING AND EVALUATION

The transition procedures are the collective responsibility of the teachers relinquishing and receiving the relevant students. The effectiveness of the transition phases is monitored by the Senior Leadership Team. The views of parents and pupils regarding transition arrangements will be sought via the annual questionnaires.