

مدرسة ذا أبل انترناشيونال كوميونيتي
The Apple International
Community School



TRANSITION POLICY *2025 – 2026*

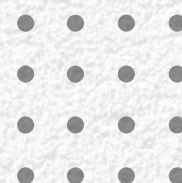
POLICY INFORMATION

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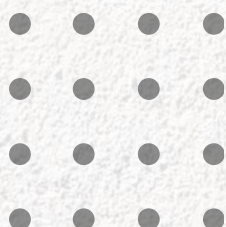




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01- RATIONALE

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- FS 2 TO YEAR 1 TRANSITION POLICY POINTS

1. Academic Continuity & Curriculum Alignment

- **Classroom Observations by Year 1 Teachers (Term 3):** Year 1 teachers observe FS2 Literacy and Numeracy sessions to understand instructional strategies and student abilities.
- **Moderation and Phonics Assessment Handover:** FS Head completes phonics assessments and moderates book bands; results are shared with KS1 Head and Year 1 team.
- **ORT Reading Levels Passed On:** FS2 teachers transfer reading levels and student learning profiles to Year 1 staff for curriculum planning continuity.
- **Learning Journals & Reports Handover:** EYFS results, journals, writing books, and teacher observations passed to Year 1 staff for informed instructional planning.

2. Planning & Teacher Collaboration

- **Joint FS2–KS1 Teacher Meetings:** Teachers and coordinators meet to discuss student attainment against Early Learning Goals and set future targets based on age-related expectations.
- **Professional Conversations:** FS2 and Year 1 teachers have structured handover discussions, with notes shared with section heads to ensure continuity.
- **Joint Planning of “Learning to Learn” Week:** FS and Year 1 teachers co-develop activities for the first week of Year 1 to bridge play-based and formal learning.



3. Student Well-being & Emotional Readiness

- **Regular Drop-ins & Story Visits:** Year 1 teachers regularly visit FS2 classes to build rapport and reduce anxiety through familiarisation.
- **Monitoring of Peer Relationships:** FS2 teachers provide insights into each child's emotional/social dynamics for smoother adaptation in Year 1.
- **Transition Support in Autumn Term:** FS teachers and leaders continue offering emotional support during the initial transition phase of Year 1.

4. Inclusion & SEN Support

- **Involvement of Inclusion head for Vulnerable Children:** Inclusion head actively participates in the transition process, ensuring all SOD students' needs and accommodations are communicated and planned for.
- **Flagging of Additional Needs:** Clear identification of vulnerable children and their strategies passed to Year 1 team for early interventions.

5. Parental Engagement

- **Parent Orientation:** "What to Expect in Year 1" (May/June): A formal meeting is conducted to explain the academic and emotional shifts from EYFS to KS1.
- **Clear Communication of Expectations:** Learning goals, classroom routines, and parent partnership expectations are outlined to families.

04. KS1 TRANSITION POLICY: YEAR 1 TO YEAR 2

To ensure a smooth and supportive transition from Year 1 to Year 2, the following structured actions are to be implemented:

1. Professional Handover and Data Sharing

- Year 1 and Year 2 teachers engage in professional conversations to share detailed information on each child's attainment in numeracy, literacy, and scientific enquiry.
- Oxford Reading Tree (ORT) reading levels and phonics assessment data are shared and moderated, with guidance from guided reading teachers and oversight from the KS1 section head.

2. Collaborative Target Setting

- Joint progress meetings, where feasible in June and/or August, are conducted to set and confirm new academic and pastoral targets for each child.
- Year 2 teachers are briefed on both the EYFS profile results and Year 1 end-of-year attainment to ensure a holistic understanding of the learner journey.

3. Curriculum Continuity and Planning

- Subject coordinators and Year 1 and 2 teachers meet to align subject progression and identify gaps or overlaps in key skills and concepts.
- Collaborative planning occurs during the final full week of the third term and continues into the first full week of the first term of the next academic year, focused on addressing the Age-Related Expectations (ARE) and addressing identified learning gaps.



4. Transition Week Activities

- Learning to Learn week is jointly planned by Year 1 and Year 2 teams to promote continuity in classroom routines, expectations, and learning behaviours.

5. Ongoing Support and Observation

- Where possible, Year 1 teachers conduct classroom drop-ins during the initial weeks of term 1 of the new academic year to provide continuity and insights into student behaviour and engagement.
- Key observations are discussed during team meetings to support early interventions if needed.

6 . Inclusion and SEN Support

- Inclusion head is actively involved in the transition process to ensure that children with Special Educational Needs or Disabilities (SOD) are clearly identified, and their learning profiles are communicated effectively to the new teaching team.
- Vulnerable children are given additional attention, with tailored strategies in place to ensure emotional and academic security during the transition.



05-KS1/KS2 - YEAR TWO TO YEAR THREE TRANSITION

Academic & Curriculum Planning

- Staff training to increase Year 3 teachers' awareness of KS1 practices.
- Joint planning of long/medium-term plans integrating KS1/KS2 for smooth progression.
- Transition Booklets to capture Year 2 exit and Year 3 entry data.
- Booklets used to identify strengths/needs and inform Year 3 planning.
- KS1 Heads brief KS2 leaders using KS1 profiles and assessment data.
- Joint planning and moderation meetings to align developmental stages and curriculum.

Well-being & Pastoral Support

- Organize a "Transition Party" for Year 2 to meet KS2 staff.
- Classroom tours and KS2 area walk-throughs for Year 2 students.
- Introduce Year 4 mentors to support new Year 3 students.
- Student well-being monitored via surveys and check-ins.
- Conduct "Know Your Teacher" day at the beginning of the academic year.

Inclusion & SEN/EAL Support

- SOD and EAL students are supported through differentiated resources.
- Individual plans (IEPs, behaviour strategies) implemented from Day 1 in Year 3.
- SENCo involved throughout transition planning.



Teaching & Learning Practices

- Peer observation among Year 3 staff to identify strengths and development needs.
- Outdoor area used as a regular learning space, with clear learning objectives.
- Year 3 planning to include KS1 National Curriculum objectives and learning intentions.
- Focus on curriculum integration and cross-curricular links.

Parental Involvement

- Parents informed about what to expect when children move to Year 3.
- Orientation sessions and translated materials shared with families.

06-YEAR 6 TO YEAR 7 TRANSITION POLICY POINTS

1. Academic Continuity & Curriculum Alignment

- **Curriculum Heads Meeting (May):** Heads of departments meet to develop subject-specific transition proposals.
- **Joint Meetings of Section Heads and HODs:** To ensure planning of curriculum progression and alignment across KS2 and KS3.
- **Curriculum Mapping:** Subject coordinators from KS2 and KS3 collaborate to identify skill gaps and continuity between the key stages.
- **Reinforcement Week (First Week of Year 7):** Subject skills reinforced through Back-to-School activities to ease curriculum jump.



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2. Orientation and Familiarization

- **Orientation Session for Year 6 Students:** Led by KS3 Section Heads and Subject Coordinators, introducing Year 7 curriculum, pastoral care, and extra-curricular offerings.
- **School Tour for Vulnerable Students:** Individual/small group visits arranged by the Inclusion team for students needing additional reassurance.
- **Parent Orientation during School Open Day:** Parents of Year 7 students are invited to explore school facilities, curriculum offers, and meet key staff.
- **“Know Your Teacher” Activities:** Conducted at the start of Year 7 to help students bond with new subject teachers and form tutors.

3. Peer Support & Mentorship

- **Welcome Activity by Year 7 Students:** Current Year 7 students organize a session for incoming Year 6s to share experiences and ease concerns.
- **Peer-Led Talks:** Senior students demystify Year 7 expectations through relatable insights and build peer support networks.

4. Inclusion and SEN/EAL Support

- **Transition Profiles for SOD/EAL Students:** Includes academic baselines, behavioral notes, and support strategies.
- **IEP and Behavior Plan Handover:** Inclusion head ensures updated plans are shared and reviewed with Year 7 staff before the term starts.
- **Mentor Assignment:** Peer mentors or buddies are assigned to SOD or vulnerable students.
- **Ongoing Support and Monitoring (Term 1):** Inclusion team conducts regular check-ins to monitor adjustment and engagement.



5. Parent Communication

- **Parental Briefings on Inclusion:** Specific sessions held to address the needs and expectations of parents of SOD and EAL learners.
- **Clear Expectations Communicated Early:** Academic, behavioural, and well-being expectations are shared with parents in Term 3 of Year 6.

6. Assessment Readiness

- **KS2 Assessment Data Sharing:** Year 6 attainment records shared with KS3 to inform planning.
- **Structured Handover Meetings:** Discussions around student progress, strengths, and needs.

7. Student Well-Being and Confidence Building

- **“Passport” Activities:** Students complete activities revisiting key KS2 skills and preparing for KS3.
- **Well-being Surveys/Check-ins:** Conducted within the first month to monitor emotional transition.
- **Safe Spaces & Pastoral Support:** Availability of dedicated staff or safe rooms for overwhelmed students



07-YEAR 9 TO YEAR 10 TRANSITION POLICY POINTS

1. Academic Readiness & IGCSE Familiarisation

- **IGCSE Readiness Parent-Student Meeting (Term 1, Year 9):** A formal session by school leadership to explain IGCSE subjects, expectations, and assessment formats.
- **Option Booklet Distribution:** Detailed guides outlining subject content, entry requirements, assessment structure, and career relevance provided to all students and parents.
- **Bridging Curriculum Activities (From January, Year 9):** Core subjects gradually introduce IGCSE-level concepts to ensure curriculum continuity and smooth academic transition.
- **Inclusion of IGCSE-style Questions in Year 9 Exams:** To build familiarity with IGCSE assessment types ahead of Year 10.
- **Past Paper Compilation & Textbook Review:** Shared with students by June to help them prepare over the break and ensure readiness for IGCSE standards.

2. Subject Selection & Monitoring

- **Taster Sessions for Optional Subjects:** Students attend demo lessons in various optional subjects to make informed choices.
- **Early Option Confirmation (End of June):** Final choices submitted with flexibility to change within the first month of Year 10.
- **Transition Booklet Completion:** Documents individual student strengths, learning preferences, and academic progress to guide Year 10 planning.
- **Term 1 Monitoring of Subject Fit:** Teachers track student progress and engagement to recommend changes or additional support if needed.



3. Teacher Preparedness & CPD

- **CAIE Introductory CPD for New IGCSE Teachers:** Conducted from September to November to build assessment literacy and understanding of standards.
- **Cross-Departmental Collaboration:** Subject HODs align curriculum delivery between Year 9 and Year 10 for a seamless learning progression.

4. Inclusion & Support for SOD/EAL Learners

- **Student Transition Profiles:** Detailed academic and behavioral records created for SOD and EAL students, including support strategies and learning accommodations.
- **Term 1 Continuous Monitoring:** Regular inclusion team check-ins for vulnerable students throughout the first term to monitor adaptation and engagement.
- **IEP and Behaviour Plan Handover:** All updated plans are reviewed by Year 10 teachers before the academic year begins. Conduct a review 6 weeks into Year 10 to evaluate adjustment progress for SOD/EAL students and revise support strategies if needed.
- **Peer Buddy & Mentor Assignment:** Vulnerable students are matched with trained peers to support them emotionally during the transition.
- **EAL Differentiation:** Teachers provide scaffolded materials and modified content during Term 1 to ease academic adjustment.



08- CHILDREN JOINING MID-YEAR

- Parents receive the school prospectus, which provides comprehensive information about the school's ethos, curriculum, and expectations.
- Families are invited for a school tour and a meeting with the Section Head and the child's new Form Tutor to discuss any concerns and ensure a smooth transition.
- New students are assessed promptly by subject teachers to establish a baseline. In addition, students complete the CAT4 assessment, with results shared with both the Form Tutor and relevant subject teachers.
- Records from the previous school are obtained and shared with the receiving Form Tutor, and where appropriate, the SENCo is informed to ensure continuity of support.
- Each new student is assigned a peer 'buddy' to help them adjust to the class and daily routines.
- For students newly arrived in the country, particularly those with limited English proficiency, we recognise the added challenges they may face. These students will be enrolled in the EAL (English as an Additional Language) programme, and external agency support will be sought when necessary.



09- CHILDREN LEAVING MID-YEAR

- Parents are invited to meet with the Section Head to discuss the transition and ensure a smooth handover.
- All student records, including SEN and safeguarding information, are transferred promptly and securely to the receiving school.

10-MONITORING AND EVALUATION

- Transition processes are a shared responsibility between outgoing and incoming teachers.
- The Senior Leadership Team (SLT) oversees and evaluates the effectiveness of transition arrangements.
- Feedback from parents and pupils on transition processes is gathered annually through school questionnaires to inform improvements.