

THE VALE OF BELVOIR FAMILY OF SCHOOLS
POLICY ON INDUCTION AND TRANSFER

Introduction

This policy was drafted as a starting point for a new phase of successful transition between the Vale Primary Schools and Belvoir High School. It forms part of a transition project resulting from a conference and successful funding bid in 2011. The project proposes a number of changes based on accepted good practice, including far greater liaison between the Vale primaries and Belvoir High School.

As it has been developed within the Vale development group, this policy refers *only* to transition between the Vale primaries and Belvoir High School. Schools will need to make sure that they have appropriate policies / arrangements in place with regards to any other schools they feed children to / take children from.

Defining the Term

In this policy, '**Transition**' describes the movement that takes place from one familiar setting (including the home) to another, less familiar, setting. 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.

Aims

If inadequate, transition from primary to secondary school can be a barrier to progress. However, if successful, it can be a key driver to *raising standards*. The main aim of this policy is thus to ensure that the transfer of pupils and information between primary and secondary school is a *successful process*, resulting in *continuity* and *progression* for each pupil.

We aim to ensure that pupils have:

- A positive transition experience, with minimal anxiety and stress.
- The confidence and ability to cope with change.
- A positive attitude and an ability to take risks.
- A clear understanding of the new expectations ahead of them.
- The benefit of effective communication between relevant parties.
- Access to high quality resources.
- Effective pastoral support.
- The support of their peers as part of a group.
- The opportunity to develop faith / PSHCE through coping with new challenges.
- Appropriately challenging learning experiences from the start of their secondary school phase.
- Motivation and high self esteem.

The policy is also designed to build on, and strengthen further, the successful partnership already established between the primary and secondary schools in the Vale.

Principles That Underpin the Policy

- ✓ Schools work effectively together with a common vision, shared responsibility and mutual trust.
- ✓ Continuity of teaching and learning is maximised.
- ✓ The process involves mutual understanding through shared experiences and a common language.
- ✓ There is a high professional regard for the information from the previous / next school.
- ✓ Children are able to enjoy new approaches at transition.
- ✓ Transition motivates and challenges children.
- ✓ The process is inclusive, meeting the needs of ALL children, regardless of their gender, race, class, religion, culture, sexuality, faith, ability or disability.

Roles and responsibilities

The transition co-ordinator shall be responsible for:

- Timetabling (meetings / projects).
- Co-ordinating / chairing meetings.
- Providing contact information.
- Keeping this policy up to date.
- Proposing projects and liaising with staff to implement them.
- Liaising with all parties concerned about any changes.

Year 6 and 7 teachers shall be responsible for:

- Taking part in assessment activities / attending meetings.
- Taking part in bridging projects.
- Sharing and promoting good practice.
- Providing the required assessment / transfer data in the agreed timescale (Year 6 teachers).
- Meeting with teachers to share information about children.
- Liaising with parents to provide information about transition.

The transition process

The transition process is divided into three areas:

1. Induction arrangements
2. Transfer of data
3. Curriculum aspects (including assessment for learning)

1. Induction arrangements

The table below outlines how we will provide opportunities for Year 6 children to visit Belvoir High school and become familiar with the staff, older pupils, routines, buildings and approaches to teaching and learning.

<i>Autumn term:</i>	BHS	Send out prospectus to Year 6 children. Open week for parents and year 6 children to visit. <i>Peacock Press</i> – distributed to Primary schools.
	Vale primaries:	Hold meeting for / give advice to year 6 children re transition / applying for secondary schools.
<i>Spring Term</i>	BHS and Vale primaries.	Enrichment projects (art / music / sport) involving Year 6 and 7 teachers and pupils. <i>Peacock Press</i> – distributed to Primary schools. Buddy system begins.
<i>Summer Term</i>	BHS and Vale primaries.	Visits by BHS Head teacher / Head of Year 7 / other appropriate teachers (including SENCO) to all Vale primaries to meet Year 6 pupils and parents. Two day induction visits by Year 6 Vale primary pupils to BHS. An open evening for new parents at BHS. Enrichment projects (art / music / sport) involving year 6 and 7 teachers and pupils. <i>Peacock Press</i> – distributed to Primary schools.

2. Transfer of data

Responsibility for transferring data lies with both teachers and admin staff. A separate document outlines what data should be transferred, when, and who needs to be responsible for that data. This was all agreed at the Vale Transition meeting on 25.5.11

3. Curriculum aspects

Initially in 2012, as part of the transition project, year 5/6 teachers from Vale primaries will have met with year 7 teachers / heads of department to discuss closer liaison and how best to ensure continuity and progression. They will have discussed a 'common language' and teaching / learning approaches for maths and literacy, and will adapted some of their practice as a result.

Once the project is fully embedded, the following will take place on a yearly basis:

<i>Autumn Term</i>	BHS and Vale primaries.	Review the arrangements for the previous year – what worked well / needs adapting. Review the bridging projects – did they work? Decide on projects for next year. (This can be done at joint Vale staff meeting).
<i>Summer Term</i>	BHS and Vale primaries.	A common extended writing task, implemented in year 6 and year 7 in the same half term. Moderation meetings between year 6 and 7 teachers to look at levelled pieces of work from this assessment task. This will result in a bank of levelled, moderated writing work to draw on in future years.
		A joint maths investigation project involving year 6 teachers and children, <i>either</i> introduced by year 7 staff at a visit to primary schools, <i>and / or</i> continued in the first few weeks in year 7.
		A joint literacy project involving year 6 teachers and children, to be continued in the first few weeks in year 7.
		Year 7 teachers to meet with year 6 teachers to discuss cohorts, attainment, targets, the social and emotional needs of the children and issues surrounding any SEN / 'vulnerable' children. (These meetings could take place directly after the year 6 and parents meetings at the Vale primaries.)
		We will also aim to undertake further activities such as: <ul style="list-style-type: none"> • video-conferencing • activities linked to specific themes or national / regional events.

Monitoring and evaluation

This policy, and the impact of the transition project, will be reviewed in September 2013.