

GEMS Cambridge International Private School Sharjah Transition Policy

Last Amendment: September 2022 **Policy**

Review Date: September 2023

Rationale:

At GEMS Cambridge International Private School Sharjah (GCS), transition is an important stage in a child's education journey and even more so due to periods of missed face to face schooling due to COVID. Well-being has never been so important as we transition our students back to school where many of them have not left the parent or home setting. We are fortunate to have trained counsellors on site who support all students in our school through workshops, one to one sessions or group work.

Transition -Why is it important?

Transition describes the movement that takes place from one familiar setting, including the home, to another. This policy describes the process to support children in settling in to their new learning environment in preparation for future learning and development.

Aims

At GCS we want all our students to experience smooth transitions so that the quality of learning is maintained and children continue to make the very best progress.

This policy also aims to:

- Make a happy transition from home to school and year group to year group.
- Support all children towards independence and develop confidence and ability to cope with change.
- Give students a clear understanding of the new expectations ahead of them.
- Ensure that any relevant information from outside agencies is acknowledged and acted upon particularly in regard to children who might be considered vulnerable.
- Encourage all parents to be partners in their child's education.
- Assist parents in helping their child prepare for school and transition to each new phase.
- To ensure our students have a values-based education that develops the whole child.

Principles that underpin the Policy

This policy reflects the principles established within the school's Teaching and Learning policy.

- Approaches to teaching and learning are similar at the point of transition.
- Planning is based upon assessment from the previous class.

- Values based education so that children develop resilience in the motion of change

Approach

The approach to teaching and learning will meet the needs of the individual year groups without preconceived notions of what is appropriate for the key stage.

- Students should enjoy new approaches at transition.
- Transition should motivate and challenge students.
- The quality and pace of learning are maintained so that children continue to make good progress.
- Transition should be seen as a process rather than event.
- Parents and children should be informed and actively involved within the transition process

Curriculum Adaptation & Additional support:

As part of an inclusive school we admit students from all curricula starting points -if a student joins GCS and need additional support to access the curriculum we have a referral process so that we can best meet the needs of all our students.

Interventions/ Personalized Learning

At GCS we adapt the curriculum to meet the needs of all our learners in identifying focus students that are provided with additional support in the classroom or through group intervention. This is aimed at different students whether they are SEN or need to catch up or to be challenged further.

Transition from Grades to Years at GCS

When opening the school in 2019, it was ensured that the National Curriculum for England was implemented in line with age related expectations from the U.K. Therefore, students at GCS have always been delivered curriculum expectations relevant to their age.

Transition At GCS

Students at GCS will make several transitions as they move through the school including:

- Transition from home to EYFS (FS1 /FS2)
- Transition from FS1 to FS2
- Transition from EYFS(FS2) to Year 1
- Transition for (Casual Admissions)
- Transition from one class to another
- Transition from Year 6 to secondary school
- Transition from key stage 3 to key stage 4 moving towards IGCSE
- Transition from key stage 4 to key stage 5, IGCSE to A Level

Each of these transitions is unique with its own challenges and expectations.

GCS FS1 /FS2 Induction

As part of the introduction process to GCS planned 'Learning Together' and 'Stay and Play', sessions are organised to support children's transition into FS1 and FS2. These sessions are delivered by teachers and support staff from the school, allowing families to

become familiar with the adults that will be working with them once their child starts school in the EYFS (FS1 or FS2). For most of our children this is the first time they are coming to school.

What we provide at GCS-Transition from home to FS1/FS2:

- Meeting with parents one to one -Opportunity to share information about the child
- Parent Handbook
- Child invited to school setting
- Child meets the Class teacher (where possible) in small groups and one to one
- Webinar of GCS expectations, guidance and advice for parents
- Weekly parent drops ins to support communication and emails
- Open door policy for parents
- Nurture groups for children that are having separation and anxiety leaving the parent
- Personalised timetable if needed

Parent Meetings

- There is a meeting for new parents before their child starts school to give guidance and advice this also gives a new opportunity to meet other parents.

Transition from FS1 to FS2

- FS1 children are generally confident about the move to FS2, given the close proximity of classes and shared areas of the outdoor space and the daily interactions with the FS2 teaching team, therefore, most of the adults are already familiar. In the second half of term 3 FS1 children have planned time in the FS2 classes to experience the learning and their new setting.

Transition from EYFS to Year 1

- Transition from the FS1 to Year 1 presents a unique challenge as children move from the play-based approach of the Early Years Foundation Stage to the demands of the National Curriculum.
- During term 3, Year 1 teachers spend time in the FS2 classes and towards the end of the term 3 children visit the Year 1 classrooms and take part in learning with Year 1 teachers to establish familiarity.
- There is a handover between teachers to share important information about their class and individuals.
- During the first half of term in Year 1, children experience a gradual transition from the play-based approach to teaching and learning they have experienced within the EYFS, to a structure with more whole-class, teacher-led sessions.

Year in Year Casual Admissions

Students at GCS may start at different points of the year due to the nature of life in the UAE. Therefore, it is important that students and parents are provided with the same induction and transition process. At GCS we provide:

- Meeting with parents one to one -Opportunity to share information about the child
 - Child invited to school setting
 - Child meets their class and teacher for a short period of time
 - A buddy is provided (all children love being a buddy in our school)
 - Parent Handbook
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- Weekly parent drops ins to support communication and emails
 - Open door policy for parents

Transition from class to class- 'Move Up'

- All students visit their new classes towards the end of term 3, spending a morning in their new classroom with next year's teaching staff. Students engage in a range of activities, discuss the curriculum and have an opportunity to ask questions.
- A parent meeting is held at the beginning of the year to welcome new parents to meet the Heads of Year and new class teachers
- Weekly drop ins are available and weekly emails are shared with parents

Handovers/Transition Meetings

- Transition meetings are timetabled towards the end of term 3. At these meetings individual students are discussed to ensure the receiving teacher has a good understanding of the learning and pastoral needs of each of the children.
- Assessment information on students' attainment, progress and targets is also shared through the Target Tracker database and the handover of class assessment files for Reading, Writing and Maths. The receiving teacher also has access to each student's end of year school report (where possible). The progress of all children vulnerable to underachievement is discussed.

Transition from Primary to Secondary School

- A secondary transition meeting is held towards the middle of term 3 for parents of children in Year 6 during which the process of secondary transfer is explained.
- Transition activities are organised for all students in Year 6 in which they complete a unit of work called 'Moving Up'. This addresses many issues associated with transition including PSHE and citizenship topics such as dealing with peer pressure, personal safety and well-being. Students make their own book containing their reflections on their time at primary school
- Opportunities are planned for where students from secondary support and share their experience as part of transition.
- The achievement of the cohort of students leaving primary school is celebrated through a Year 6 leavers' performance to the school community.

- Throughout term 3 students will have the opportunity to take part in taster lessons within the secondary school. Year 7 students will act as mentors to the younger students to offer support and guidance on what the transition experience was like for them.

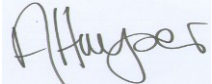
Transition from Key Stage 3 to Key stage 4

- Several meetings take place with parents and students regarding IGCSE options during term 1 and term 2 of year 9. The options process of the school is explained with key dates shared.
- Students complete careers advice and guidance tasks on the school's online system and have individual meetings with the school's senior management regarding their option choices.
- The senior management meets with all parents in year 9 to clarify any queries they may have and share the available options.
- Assemblies by the Head of Secondary with year 9 students are arranged to talk about the options process.
- Subject teacher assemblies to talk about new subject content
- Once initial choices have been made every student is interviewed by a member of the senior staff. This interviewer is mindful of the potentially conflicting requirements for equivalency for their home country, the UAE requirements, the examination profile of the school and the genuine needs and strengths of the student. Ultimately the needs of the student will take precedence.

Transition from Key Stage 4 to Key stage 5

- A dedicated Head of Sixth has been appointed to support the students' transition from year 11 to year 12
- Interviews for all students wishing to move onto A Level provision is in place to support and guide all students
- Open evenings events and taster sessions throughout term 2 and term 3 are scheduled to allow for students to make informed choices
- Careers advice and guidance is shared with students ready for progression into university to help students with their subject choices.
- Students are able to attend numerous career fairs, workshops and seminars in and out of school to learn more about different pathways and opportunities
- Students will complete the application process including an individual meeting with the senior leadership team.
- The senior management meets with all parents in year 11 to clarify any queries they may have and share the available options.
- Similar to the transition process from key stage 3 to key stage 4, once initial choices have been made every student is interviewed by a member of the senior staff. This interviewer is mindful of the potentially conflicting requirements for equivalency for their home country, the UAE requirements, the examination profile of the school and the genuine needs and strengths of the student. Ultimately the needs of the student will take precedence.

For links to other policies, please refer to:
Teaching and Learning Policy
Admissions Policy
Early Years Foundation Stage Policy
Assessment Policy
Well-being Policy
GCS Career Guidance and Counselling Handbook

A handwritten signature in black ink on a light blue rectangular background. The signature appears to be 'A. Hughes'.

Signed.....

Date: 30/08/2022

CEO/Principal