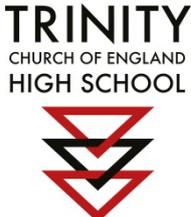


## TRANSITION POLICY

 <p><b>TRINITY</b> CHURCH OF ENGLAND HIGH SCHOOL</p>	<b>Reviewed by:</b>	Governors' Personnel Committee
	<b>Approved by:</b>	Full Governing Body
	<b>Date approved:</b>	9 <sup>th</sup> July, 2019
	<b>Next review due by:</b>	End of 2021/22 academic year

### AIM/PURPOSE

The aim is to ensure that students are able to move from primary school to Trinity as successfully as possible and are welcomed into a safe, secure, caring and happy High School environment.

### GENERAL PRINCIPLES

Trinity provides an inclusive school where children can reach their full potential. Consequently, the concerns of pupils and parents are at the centre of our transition process.

Our principles concentrate on the following;

- Planning should be based upon information gained from the previous school relating to all aspects of each student including background, attainment, strengths and weaknesses. Important information from primary schools and parents, incorporating Key Stage 2 results, is distributed to staff prior to students starting at Trinity in September.
- Styles of teaching and learning should meet the needs of the students and build upon prior attainment.
- Transition should motivate and challenge students and encourage them to make progress from the outset in Year 7.
- Allocation of staff and form groups should pay particular attention to the individual needs of the students.
- Trinity values the individual; this is central to our ethos.

### TRANSITION TO TRINITY CHURCH OF ENGLAND HIGH SCHOOL

- The families of Year 4, 5 and 6 students are invited to attend open mornings in June, September and October where parents and prospective students meet the Head, tour the school and visit lessons. An Open Evening takes place in September.
- Following the allocation of places on 1<sup>st</sup> March, all primary schools from which Year 6 students will join Trinity are contacted for initial information about the students. Members of the transition team including the Pastoral Tutor, Senior Tutor and Assistant Head responsible for transition, contact or visit each primary school to speak with teachers about the students, finding out as much relevant information as possible about them.
- In the case of students with Education Health Care Plans, Individual Health Care Plans or those with additional Special Educational Needs, the SENCO or a member of the SEND team visits the primary school. They make preparations for support to be put in place during the transition process and for the students' arrival to Trinity in September.
- In June or July, Year 6 students attend a taster day, where they experience a range of activities. The days are organised by the Assistant Head responsible for Transition, who is supported by the Senior Tutor and Pastoral Tutor. Students are provided with refreshments at break time.

- Year 6s and their parents are invited to attend a 'new intake' evening. At the meeting, the important information needed for September is finalised and parents receive a copy of the Parents' Handbook, containing information needed for a positive start to life at Trinity.
- To further aid the transition process following the main 'taster day', students who fall under the remit of the SEND team are invited into school for extra 'taster' sessions.
- Dependent on government funding, a 'Summer School' for students who meet the Free School Meals Ever 6 criteria is held for the first two weeks of the summer holiday. This is organised by an appointed 'Summer School' Leader and line-managed by the Assistant Head responsible for Transition.
- When students arrive as Year 7s in September, following the Head's "welcome" act of worship, they meet their Form Tutor and the other students from their form before starting lessons. They are expected to be 'on-site' at 8.15am in order that the first day can officially start the assembly at 8.30am. They then spend the first hours with their Form Tutor, familiarising themselves with their new environment before beginning lessons at 11.20am.
- The main transition process lasts for the first two weeks of the school year. During this time, Teaching Assistants are assigned to Year 7 lessons to provide support and identify any areas of concern. The Assistant Head responsible for Transition, Senior Tutor and Assistant Head responsible for Key Stage 3 are available to deal with any concerns that parents, students or teachers may have. Parents are encouraged to contact school at the earliest opportunity if they have any queries.
- During the first two weeks at Trinity, students will take the NFER Cognitive Ability Tests. These are used to identify potential strengths and/or areas of difficulty.
- An opportunity for parents and carers to meet with their child's Form Tutor takes place at the beginning of October. This is a chance to find out how their child is settling and to ask questions.
- Throughout Year 7, Form Tutors monitor the academic progress of students in their care as well as dealing with pastoral issues. Tutors aim to build positive relationships with parents and should be the first point of contact. A Pastoral Tutor is assigned to Year 7 to help and guide them through their first year at Trinity.
- During the academic year, primary school enrichment activities are planned for Year 4 and 5 children at particular primary schools. Many of these are whole-class initiatives aimed at deepening childrens' understanding of the Key Stage 2 curriculum and providing development for primary school staff in the teaching of subjects such as science, ICT, DT and RE. Occasionally, the activities are for 'gifted and talented' groups, choirs or sports teams. The latter are led by music or sports leaders from the student body at Trinity, though support is provided from teaching staff. These initiatives provide part of a longer-term transition process for students and are often targeted at particular Church of England primary schools as part of our wider work in the Manchester Diocese.

## MONITORING AND EVALUATION

The success of the transition provision is monitored by the Deputy Head (Student Support), in liaison with the Head, the Assistant Heads responsible for Transition and Key Stage 3 and the Senior Tutor, and recommendations made to the Head.

Relevant data will be referred to the Governors' Personnel Committee who also have responsibility for the policy. Any changes to the policy will be ratified by the Full Governing Body.