



Student Transition and Induction Policy

'Together we are stronger'

Rossington Pyramid Transition Policy KS2 - KS3

This policy is written for:

Teachers and senior leaders at Rossington All Saints Academy
Teachers and senior leaders at local primary schools
Parents and carers of all Rossington students
All other agencies involved in KS2-KS3 transition.

Aims: To ensure that the transition process from KS2 to KS3 is as smooth and enjoyable as possible for all students.

The transition process will involve staff, students and parents with regular communication between all parties. A smooth transition to secondary school will be encouraged by:

Transfer of records from primaries

School file
Safeguarding file (only in some cases – CPOMs transfer)
Student background notes
Summary of concerns re. Vulnerable students and intervention from external agencies
Progress and attainment data

Programme of events leading up to transition

RASA staff to deliver sessions at feeder schools throughout the year (maths, music and Spanish)
SENCO to attend relevant review meetings at feeder schools

Y5 taster days (July) and open days for parents
Y6 Open evening (September/October)
The ROSCARS provide an opportunity for students to visit

Information evening for parents with information booklet for parents and students
Transition Day
Vulnerable students to attend additional induction day with student support staff

RASA testing – reading, spelling

Joint moderation of English work for secondary

Y6 students to be placed in appropriate houses, forms and teaching groups
Y7 students are the first in school in Sept.
Vulnerable students to receive extra support
Y7 pastoral parent's evening in first half term

Format of key events held at RASA

Y5 Taster days (July)

Students to take part in afternoon lessons in subject areas.

Transition Day

The Y6 students will meet their form tutor and form group. They will also get to know their House Director. The day will then be spent attending taster lessons with some of the teachers that they will have in Y7. At the end of the day the students and parents will have an opportunity to order uniforms.

Y6 Open evening and morning

In the morning the Academy is open for parent's to meet the Principal and look around. In the evening parents and students meet the Principal, tour the Academy and attend a taster lesson.

Equal Opportunities

Whenever possible, measures will be taken to ensure that all students can fully participate in the transition process full. Where necessary some students may receive extra support with the process.

Student Induction

1 STATEMENT OF PRINCIPLE

Every student entering Rossington All Saints Academy will be inducted and welcomed into our learning ethos. High expectations, with regard to both academic progress and behaviour, will be expected throughout the Academy.

Vigorous and accurate use of baseline data will assure that every student is grouped according to their ability and support the principle of every student receiving a personalised learning plan to maximise their learning potential. We intend to provide a seamless transition between each phase and stage, to ensure that all students are fully equipped and able to maximise their potential.

2 AIMS

- To provide opportunities for students in KS2 to familiarise themselves with the Academy ethos and principles by setting up innovative transition sessions.
- To welcome every Year 7 into the Academy, instilling values of high expectations, challenge and innovation, responsibility, academic success and integrity in order to create active citizens with a lifelong love for learning and achievement.
- To provide an environment where students of all abilities, cultures and religious beliefs work

- Harmoniously together, demonstrating mutual respect for each other's individuality.
- To provide learning opportunities both within and outside the classroom to raise standards of achievement and attainment of all students.
- To ensure the curriculum is challenging and builds on prior achievement in every subject area.
- To provide a personalised curriculum to guarantee the needs of every individual are met through both challenge and support as necessary

3 OBJECTIVES

3.1 For Students

- To be fully committed to the ethos, rules, regulations and expectations of the Rossington All Saints Academy, adopting a responsible attitude towards their development as learners and active citizens.
- To understand the consequences of not following the guidelines set out by the Academy and endeavouring to maintain a calm, purposeful and focused attitude to their learning.

3.2 For Parents and Carers

To actively support the ethos of the Rossington All Saints Academy, ensuring their child is fully equipped to cope with the demands of secondary education. To support the Academy's homework, behaviour, attendance and punctuality, uniform and equal opportunities policies to sustain a positive, collaborative relationship with the Academy.

3.3 For Teachers

- To formally induct all Year 7 students to ensure that they are welcomed into the Rossington All Saints Academy ethos.
- Tutors to ensure induction checklist is completed and placed on students file.
- To enthusiastically take part in pastoral and academic induction programmes with students to ensure that they are welcomed into the Rossington All Saints Academy ethos and its requirements in terms of behaviour and aspirations for their learning and progress;
- To give appropriate support and guidance to students on an ongoing basis to ensure that they fulfil potential and cope with the transition to the Academy;
- To utilise the profile of need provided for each class that they teach and to ensure appropriate intervention in planning teaching and learning activities;
- To take a lead role in introducing, modelling and developing enterprise capability with students so that they can begin to develop the characteristics of enterprising learners.

3.4 For Tutors

- To ensure the induction checklist is completed, signed off and placed on the student's file.
- To conscientiously induct their tutees to the expectations of the Academy.
- To oversee a smooth transfer from Primary school.

3.5 For House Directors

- To ensure students and parents have a single direct contact within the Academy.
- To ensure that Academy policies on behaviour, attendance, punctuality and uniform are adhered to.
- To ensure all questions from students/parents/carers are answered during the transition meetings/days.
- Ensure that concerns are dealt with promptly.

3.6 House Directors

- To ensure that schemes of work, policies and PHSEE, Citizenship and Enterprise programmes are in place to meet the needs of all students and are explicit about KS2-3 transition
- To monitor, evaluate and review the effectiveness of programmes of study and teaching and learning of Year 7 students, and provide relevant intervention strategies as appropriate to student need.
- To analyse baseline data to ascertain most appropriate class grouping and personalised programme of study as relevant to each student.
- To ensure Academy policies on behaviour, teaching and learning, use of equipment, attendance and punctuality are adhered to consistently by all staff in subject teams.

3.7 For the Academy Leadership Team

- To provide a flexible, innovative and personalised curriculum for the full ability range of Year 7 students
- To instigate innovative intervention strategies to minimise underachievement and/ or poor behaviour
- To devise a programme in liaison with primary feeder Academies, to endeavour to create a smooth KS2--KS3transition
- To devise assessment, target setting and monitoring systems to efficiently monitor academic and social progress of each student

3.8 For the Governors

- To support the Academy's induction policy and uphold intervention strategies proposed by Academy staff with regard to student achievement and behaviour in Year 7.

4 TUTOR GROUP ORGANISATION

- Each student will be placed in a vertical tutor group in which they will remain (except in exceptional circumstances) for their entire time at the Academy. The tutor group will be affiliated with a House, along with other tutor groups.
- It will be primarily the responsibility of each tutor to successfully induct each Year 7 student. The tutor will ensure his/her tutees are fully equipped for each lesson; are wearing the appropriate uniform; are fully aware of the consequences of failing to meet standards of attendance and punctuality as well as closely monitoring the academic and social progress of each student.
- A clear schedule of activities including silent reading will be timetabled for each tutor time in order to maximise learning potential and fully prepare each Year 7 for the challenges of his/her day.

5 GROUPING OF STUDENTS

5.1 Students will be grouped through use of the following data:

- KS2 levels of attainment / APS
- CAT testing
- Baseline assessments set by subject areas
- With due account taken of students with SEN or English as an additional language

5.2 Each student will receive a personalised learning plan which will outline their current levels of attainment as well as target levels of attainment.

5.3 The majority of students will follow the condensed 2 Year KS3 strategy, sitting their KS3 Tests at the end of Year 8. However, we will ensure that after scrutiny of baseline data and assessment of individual need, that the programme of study chosen for each individual is tailored to suit their specific learning needs.

5.4 All subject areas will devise transition units to ensure that the students' learning pathway is carefully mapped to bridge the gap between KS2 and KS3. Collaboration with feeder primary school, DfE and DAT will ensure a consistent, appropriate and challenging model is implemented.

6 TRANSITION ACTIVITIES KS2 – KS3

Students attend an induction day in the summer term. All subject areas will have specific transition units in place; these will set high expectations across the Academy in order to avoid a Year 7/8 dip in progress.

As part of the extensive work with feeder primaries throughout the year, many of our feeder primary schools will experience a range of activities relating to Maths, English, Languages,

Science and PE. This will enable students to gain an insight into the Academy, meet key members of staff, as well as improve transition.

We will hold a 'Meet and Greet' evening for parents/ carers in the first half term of the Autumn Term. This will provide an opportunity for parents/ carers to have an informal meeting with House Directors, discuss how well their son/ daughter has integrated into the Academy and ask any relevant questions regarding induction.

7 STUDENT VOICE AND STUDENT LEADERSHIP

All students will have the opportunity to join their House and Whole Academy Student Council. In addition, students will have the opportunity to voice their views through:

- Academy newsletter
- PHSEE, Citizenship, Specialist days and tutor time
- Subject curricula and student voice questions.
- Assemblies
- Whole academy questionnaires

Each Year 7 student will be supported by older students in their form.

8 MONITORING EVALUATION AND REVIEW

Monitoring the progress of Year 7 students both academically and in terms of social wellbeing will be ongoing.

Formal 6 weekly assessments and attendance/ punctuality figures will be updated onto the SIMS system. Tutors will meet individually with their tutees at least once each half term to review progress via their ILP. Subject staff and tutors will need to raise any causes for concern with appropriate line manager, who will then investigate the possibility of any intervention or in serious case make a referral to student support services.

9 CROSS CURRICULAR

In order to fully access the breadth and depth of the KS3 curriculum, all students will be supported to attain baseline levels of Literacy, Numeracy and ICT. It is the responsibility of all staff to integrate opportunities for Year 7 students to improve each of these key skills.

Approval by the Education Advisory Body and Review Date

This policy has been formally approved and adopted by the Education Advisory Body at a formally convened meeting

Policy approved



Chair of EAB)

Date: 12/12/2016

Date of Policy review: 12/12/2017

Timetable of Events

Term	Event	Venue
Autumn Term	Y7 students arrive early on first day	RASA
	Y6 Open Day/Evening	RASA
	Y7 Pastoral Parents Evening	RASA
	Visit RASA to watch Church Services	RASA
Summer Term	Y5 Activity Days (with RASA staff and students)	At primary schools
	Y5 Activity Days (with RASA staff)	RASA
	Y5 Open Days	RASA
	ROSCARS	RASA
	Y6 Transition Day	RASA
	Y6 Information Evening for Parents	RASA
Ongoing	Joint moderation of English Work for secondary. Vulnerable students receive additional support. RASA staff delivering sessions at primary schools (maths, music, Spanish). SENCO to attend relevant review meetings at feeder schools.	