



APPLE INTERNATIONAL SCHOOL

TRANSITION POLICY

Cultivating better individuals for a better society



Rationale:

The Apple International 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.

Aim:

Entering a new situation (classroom, teacher, etc) can be a stressful time, and some points of transition (such as year 6 to year 7) 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 in both phases 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.

Transition year 6 to 7 , year 9 to 10:

To ensure that close working relationships, exist between the sections of the school and that smooth transition does occur, a variety of activity takes place including the following

Joint working and collaboration

- Section heads of KS2 and KS3 and KS3 and KS4 will meet to agree dates, arrangements for transition plans and mark it on the school activity calendar.
- The section heads and the subject coordinators/HODs meet on a regular basis to co-ordinate the transition programme activities which are developed in consultation with subject teachers.
- There is regular communication between the SENCo's of different key stages. These meetings to be used as opportunities to share information about future students and their needs.
- The curriculum heads will meet in May to discuss and develop transition proposals for the following year.
- The Inclusion department organizes individual and small group visits of vulnerable students with an opportunity for a structured visit, including a tour of the school and the opportunity to meet the SENDCo and other key staff to reassure the students about the movement.
- Year 6 students and year 9 students spend an induction day before the end of the school, which is used to familiarise students with the KS3/KS4 premise, procedures and key personnel and to give students the opportunity to meet their class teachers and participate in team building with their new classmates.
- During the school orientation day at the beginning of the academic year all parents of year 7 and year 10 students can attend the school's open day to review facilities, familiarise themselves with the school ethos and curriculum offer as well as meeting key staff.

Curriculum transition projects:

- Subject coordinators of KS2 and KS3 and HODs will coordinate for comparing the progression in curriculum between the key stages for their subjects and identify the necessary the necessary skills/ gaps in learning.
- Transition activities will be planned for the students where the students get opportunities to revisit the necessary skills needed for the next key stage learning through a "PASSPORT".
- Taster classes will be organised through PBL for year 6 students based on year 7 curriculum and for year 9 students based on year 10 curriculum for different subjects.
- Orientation will be given to year 6 students by the KS3 section heads and subject coordinators about year 7 curriculum and pastoral care and extra-curricular activities.
- Students and parents of year 9 will be given an orientation of the different subjects and different career prospects during the Options day before they choose their IGCSE subjects.

- Students will be guided by the subject teachers in choosing the subjects based on their aptitude and career aspirations to make a smooth transition to year 10.
- The school counsellor will conduct meetings with vulnerable students of year 9 to support them in making subject choices.
- Year 7 and year 10 students should organise a welcome activity respectively for year 6 and 9 students where they can share about their experiences of the transition process and of life after transition. Pupils are more likely to listen to their peers than they are to their teachers and will be relieved to hear from pupils in the year above them that life in big school isn't quite as daunting as they think.

Executive Principal

The Apple International School, Dubai

Enacted and enforced: The 15th of November 2015

Reviewed Annually

Last date of Review: The 23rd May 2026