

# Bede Academy



## Transition Policy

### Transition Policy

This policy is intended to provide a framework that supports the process by which students transfer from other schools into Bede Academy North. This section of the document is provided for teaching and support staff tasked to implement the process of transfer. Documents used for this process are stored electronically and cover communications with parents, information for parents including permission forms, uniform, important dates and behaviour, and a booklet designed for students. The transition policy covers the procedures concerning the movement of students from one year to the next.

#### **Guiding principles**

Transition procedures support and maximise learning of students and the development of the social, moral, cultural and spiritual wellbeing. This policy outlines guideline transition procedures with regards to social and personal familiarisation, transition days, curriculum pedagogical coherence and personalised learning. The procedures will ensure that approaches to planning teaching, learning and assessment are harmonised to include attention to knowledge, skills and when students move year groups. Professional regard will be given to information given from the previous year/phase. Partnerships with parents will be welcomed to support the transition process. The ethos, core values and behaviour code will therefore be consistent throughout.

**Last review:** May 2020  
**Approval:** Dec 2020  
**Next review:** June 2021

The Academy is founded on the belief that all students are created as unique individuals who are valued equally in the sight of God. The Academy therefore aims to:

- promote the spiritual, moral, cultural, mental and physical development of the students and prepare them for the opportunities and responsibilities of adulthood;
- enable each student to realise their full potential;
- develop in each individual an awareness of their uniqueness;
- promote a humble yet positive self-esteem and enable them to discover their personal gifts and talents; and
- develop a well-balanced individual of upright character with commendable goals and a healthy respect for the dignity, worth and needs of others.

The students joining the Academy and their parents are made aware, in practical and sensitive ways, of these aims. The documentation and activities are therefore designed to reflect and reinforce these aims.

### **Transfer procedure**

Although students are able to transfer to the Academy at any time during the year, most will transfer at the start of the year in September into either Nursery, Reception or Year 7. Most attention will therefore be focused on these stages, although procedures for transfers at other times will be outlined.

- The Academy prospectus sets out the principles on which the Academy is founded and is the first introduction for many parents to the aims.
- Meetings with parents take place before students enter Nursery, Reception and Year 7 during the term before the transfer takes place. These meetings are taken by the Principal and contributions are also made by other staff where appropriate. The focus of the meeting is to set out the aims and expectations of the Academy and clarify the expectations and responsibilities of the parents, students and staff. Documentation includes, where appropriate, information about dates and timing of the day, agreements about behaviour and use of IT, uniform and meal arrangements. Personal invitations are sent to parents inviting them to these meetings. (see Appendix 3 for transition planning outline, and Appendix 4 for transition during Lockdown 2020)
- Pastoral and social induction takes place through preliminary visits to the Academy accompanied by parents for Nursery and Reception students and by morning visits for Year 6 students, in which students from Bede South join with students from the other local primary schools to meet the Vice Principal (Pastoral) and other key staff, write a letter to their new tutor and take part in several cooperative group activities. There is an opportunity for students to ask questions and find out about the rationale behind routines, uniform, discipline and expectations, produce a piece of written work which can reveal levels of literacy and to work with and get to know new people. During these visits, the students are given their own copy of the Year 7 Students' Handbook which reinforces the verbal information given on the day.
- Northumberland County Council has designated two 'moving up' days for Year 6 students, typically in mid June. Students from schools other than the Bede Academy South attend Bede Academy for a day designed to enable them to experience a range of curriculum subjects and become familiar with the meal arrangements. An additional day is organised for students moving from Bede South to Bede North.
- To encourage the personal development of the existing Bede students, year 9 Prefects and Heads of House organise team events after the Academy day for the Year 6 students. These activities enable the younger students to feel a part of the whole Academy and recognise that older students can be trusted but must also be respected when in positions of authority. Students are placed in their tutor groups for these activities, engendering a sense of House allegiance from the start, and building relationships amongst themselves and with their Form Tutor.

In addition to the activities organised for the parents and students, liaison takes place between the primary schools and Bede Academy concerning academic achievement levels in Numeracy, literacy and science.

Safeguarding and Pastoral information as well as data on Special Needs such as EHC plans are exchanged during visits to each of the main primary feeder schools. These meetings are organised by the Assistant Vice Principal (Pastoral) in conjunction with the Special Needs Co-ordinators in the various institutions. Due to the all-age structure of the Academy, half of the students transferring to Year 7 are already on the Academy database so are covered by the procedures followed for transition from one year to the next.

### **Mid-year transfers and Managed Moves**

New students arriving at the Academy during the year (mid-year transfers) will meet with the Vice Principal (Pastoral) initially and will be provided with a tour of the Academy with a member of the Welfare team. They are provided with a student Study File at this initial meeting and are placed in sets that are suited to their ability as indicated by the information provided by the previous school (see Appendix 1: In Year transfer form). They are also provided with individual timetables and a student mentor. The Tutor has a significant role to play in inducting the student and their parents into the philosophy and practices of the Academy.

If a student is allocated a place at the Academy by the Local Authority's Fair Access Panel, they usually are placed in the Academy on a Managed Move basis. This is where they receive support from the Local Authority to be successful in making a fresh start, and typically follows a period of poor behaviour or social difficulty in their previous school. An initial meeting will take place with parents and the student, and the student's current school and local authority support worker will also be invited to attend, to ensure a smooth transfer of information and support. The Assistant Head of Student Welfare then supports the student as they join the Academy (see Appendix 2). At the end of the six week trial period, the student will typically transfer onto the Academy roll permanently. The trial period may be extended if the student has not settled as well as expected, but will typically last no longer than eight weeks. The receiving school can terminate a Managed Move at any time, if the student does not abide by the conditions of transfer agreed in their initial meeting.

### **Transition procedures**

The normal process of student transition from one year to the next is supported by whole Academy policies on Teaching and Learning and responding to students' work. Final assessment data is available to all staff and informs the setting of targets and the setting of students. End of year reports are also stored centrally as is personalised learning data. Child Protection information is available to designated staff throughout the Academy. Regular CPD on these policies is delivered through the published CPD programme.

### **Communication of this policy**

This policy will be communicated directly to staff designated by the Development Plan as having responsibility for implementing the Transfer and Transition policies. A copy of the policy will also be stored electronically and be available to all staff. The policy will be communicated to parents via the meetings and documentation described in the policy. This policy will be reviewed annually from opening of the Academy.

### **Accountabilities**

The Vice Principal Pastoral is accountable for all aspects of implementing this policy, supported by the Assistant Vice Principal (Pastoral).

Appendices:

1. In Year transfer form
2. Managed Move strategy of support
3. Transition planning outline
4. Transition planning for lockdown (2020)



**Appendix 1: In Year transfer form**

**Bede Academy in-year transfer form**

Name of student:	
Date and time of meeting:	
Attendees:	
Current school:	
Reason for leaving:	
Friends at Bede?	

Year group:	
Academic background (ability / option choices if y9/10/11):	
Agreed Start date:	
Uniform / paperwork arrangements:	

Additional notes:
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On completion of this form, please pass to Mrs Harrison

Admin use only

Checklist:

- Details added to SchoolPod
- Classes allocated
- Teachers informed (including pastoral team)
- Tutor instructed to meet on first day
- CTF collected from previous school
- Background summary added to SchoolPod notes on student home page
- Form filed in student file

## Appendix 2: Procedure for supporting students transferring to the Academy on a Managed Move ([and see guidance from Local Authority, stored on Q drive](#))

# Managed Move Strategy

### Initial Meeting

The new managed move student will meet with Mrs Normanton and parents covering the expectations of Bede Academy. Sometimes, a member of the LA Inclusion Team will also be in attendance. Sending school will be invited. The student will be given a study file which has a copy of behaviour and merit system, uniform, code of conduct and ethos of the school. Information pack for new starters to be provided, and a follow up meeting arranged for uniform fitting and a tour with Mrs Allan. A date will be set for a six week review.

Mrs Normanton to complete:

- Managed Move paperwork for Local Authority
- Summary blurb for Mrs Clelland, for information email to staff

### Uniform Fitting and tour

Student will attend on the following Monday or Wednesday afternoon, with their parent when they will meet with Mrs Allan. The student will attend the uniform shop for fitting and purchase of the uniform. Second hand uniform items can be offered on loan, in case the Managed Move is unsuccessful. Enrolment forms will be handed in, and passed to Mrs Harrison. Mrs Allan will give a tour of the Academy and explain monitoring and support system.

### First day at Bede Academy

Student will arrive at 8.20am and meet with Mrs Allan who will issue the student with their timetable and check that they have what they need. They will be collected from reception by their form tutor and given a "buddy" to support their induction to Bede.

### Daily support

The student's Form Tutor will meet with them twice daily to check organisation, homework, RFL report and any issues that have been highlighted by staff. This will give the student an opportunity to ask any questions and deal with any issues arising. In addition, Mrs Allan will monitor progress and meet formally twice a week. They will gradually meet less frequently once student is settling. Compulsory after school support will be implemented, where needed.

### Weekly reviews with SMT

Mrs Allan will meet with the student on a fortnightly basis, along with a senior member of staff (Mrs Normanton or Mr Read) to address any issues that have been highlighted by staff.

### 3 Week Review

Mrs Allan will undertake an interim review, by sending a round robin to student's teachers, and collating feedback. This will be shared with feeder school and parents, and a meeting will be called with parents if there are issues to discuss.

### 6 Week Review

Mrs Normanton will meet with sender school, parents and any support groups to review the student's progress at Bede Academy. Typically, at the end of 6 weeks, the Managed Move process will complete, but may be extended if concerns are ongoing. Outcome form completed and sent to Local Authority.



**Bede Academy Pastoral Team**



### Appendix 3: Planning strategy for y7 transition programme

WHEN	WHAT	WHO
End of April	Identify / allocate roles to y7 tutors	JNO
End of April	Begin data / information collation from primary schools	SRE / SEND / welfare
Beginning of May	<i>Welcome e- postcard from Principal:</i>	ATH /DSW/KTH
By mid June	<ul style="list-style-type: none"> <li>Allocate students to TGs, to ensure equal distribution of gender / ability / SEND / vulnerability / behaviour</li> </ul>	SRE
Mid June	<ol style="list-style-type: none"> <li>Transition mornings for students, spread over three days (a third at a time – in Feeder School groupings). Activities include: <ul style="list-style-type: none"> <li>A letter to my tutor</li> <li>Introduction to key staff</li> <li>Issue of y7 Handbook</li> <li>Take fingerprints for non-Bede South students</li> </ul> </li> <li>Parents information evening. Presentations from senior staff, students, PE and music. Also: <ol style="list-style-type: none"> <li>Uniform shop open</li> <li>Issue welcome packs <ol style="list-style-type: none"> <li><i>Consent forms:</i> <ul style="list-style-type: none"> <li>Home school agreement</li> <li>Acceptable internet use</li> <li>Student behaviour contract</li> <li>Peripatetic music lesson consent</li> <li>Consent data form</li> <li>Privacy notice for parents</li> <li>Clarion call</li> <li>Academy meals system</li> </ul> </li> <li><i>Instructions to access and complete online data collection forms</i></li> <li>Extra Curricular timetable Autumn term</li> <li>Parents’ Handbook</li> </ol> </li> </ol> </li> </ol>	SRE / JNO / KTH
Late June	<p>Transition evenings: Spread over 3 evenings – one per house Students attend the Academy in casual clothes and work as a tutor group to:</p> <ol style="list-style-type: none"> <li>Undertake team building activities</li> <li>Building “treasure hunt” to build site familiarity</li> <li>Enjoy a meal together</li> </ol>	Heads of House / SRE / y9 prefects
End of August	Send parents ParentPay login details	KTh
September	<p>Mop up outstanding fingerprint scanning (non-Bede South) and take photographs during extended tutor time day 1 Students to have separate break time on first day, and different arrangements for lunch</p>	JNO / AMO / DSW

**Appendix 4: Planning for off-site y7 transition in the event of a temporary school closure (Lockdown 2020)**

WHEN	WHAT	WHO
End of April	Identify / allocate roles to y7 tutors	JNO
End of April	Begin data / information collation from primary schools	SRE to lead JAM/ HCO and PSM / KTN to liaise regarding individuals with SEND / welfare needs
Beginning of May	<p><i>Welcome e- postcard from Principal:</i></p> <ul style="list-style-type: none"> <li>• <i>Welcome to Bede Academy</i></li> <li>• <i>We want to provide reassurance that our new starters have not been forgotten during this period of school closure, and we are making arrangements to support their transition in new ways this year. Further details will be provided in due course, and families can expect to receive an information pack through their letterbox at the beginning of June. There will also be a dedicated section of the Academy Website where electronic copies of all transition information will be posted. Please ensure that you let us know if your email address or contact numbers change so that we can keep in touch over the coming weeks.</i></li> </ul>	ATH to record welcome message DSW postcard design KTH to distribute
Beginning of May	<p>Transition section of website created</p> <ul style="list-style-type: none"> <li>• Welcome postcard uploaded</li> <li>• Virtual tour of Academy uploaded</li> </ul>	DSW
Beginning / mid May	Students of Key Workers in the Academy to make welcome video for new y7s, including common questions and things they love about Bede	SRE DSW to add to website
End of May (may be delayed by data collection timescales)	<ul style="list-style-type: none"> <li>• Allocate students to TGs, to ensure equal distribution of gender / ability / SEND / vulnerability / behaviour</li> <li>• Allocate on SP</li> <li>• Set up Google Classrooms tutor rooms</li> </ul>	SRE ECL / KHA SEL (JNO has asked Kyle to general logins for new staff)
Beginning of June	<p>Distribution of welcome packs to new students' homes, to include:</p> <ol style="list-style-type: none"> <li>1. <i>Welcome to Bede Academy letter from Principal, including outline of transition arrangements</i></li> <li>2. <i>Letter to inform tutor / house allocation (providing allocation has been possible by this stage) and first house challenge</i></li> <li>3. <i>Instructions re. setting up google classrooms to meet the tutor, and instructions provided to new tutors</i></li> <li>4. <i>Student information booklet (usually handed out at transition events) JN / SRE / DSW</i></li> </ol> <p>To include transition tasks:</p> <ol style="list-style-type: none"> <li>1. <i>House challenge</i></li> <li>2. <i>Letter to tutor</i></li> <li>3. <i>Quizzes – test on virtual tour</i></li> </ol>	<p>KTH to arrange distribution DSW to upload e-versions to website JNO / ATH</p> <p>SRE</p> <p>SEL</p> <p>JNO/ SRE / DSW</p>

	<p>4. <i>Extended writing – hopes and fears</i></p> <p>5. <i>Grid of key questions: favourite colour, best pet, favourite holiday</i></p>	
Beginning of June	<p>Form Tutors and Heads of House begin transition support for new tutees on google classroom</p> <ul style="list-style-type: none"> <li>• Welcome video from Head of House (and also posted on transition page of website / sent via twitter)</li> <li>• Post Assemblies every Monday</li> <li>• Support with transition tasks</li> </ul> <p>Welcome postcard from Head of House sent home, to signpost to activities on GC and to engender house allegiance from the start</p>	Heads of House / form tutors – guided by JNO / SRE
Mid June	<p><i>Parents information evening to be made into video presentation and added to website / emailed out to parents, along with parents’ handbook</i></p> <p><i>Parents handbook to include hyperlinks to home school agreement and other policies for review, and also “next steps” section which links to google form</i></p>	<p><i>Prepare recordings of presentations to parents (JNO / SRE / SEL / ATH / AMO / DSW)</i></p> <p><i>JNO / SRE / KTH / DSW to review parents’ handbook</i></p>
Mid June	<i>Extra support for SEND / anxious students</i>	HCO / JAM / Welfare team
Mid July	<p><i>Online transition quiz:</i></p> <p><i>Questions from the virtual tour</i></p> <p><i>“What to do if” multi choice questionnaire</i></p> <p><i>Reminders re. equipment / uniform etc.</i></p>	Heads of House
End of August	<i>Send parents ParentPay login details</i>	KTh
September	<i>Scan fingerprints (non-Bede South) and take photographs during extended tutor time day 1</i>	JNO / AMO / DSW
<p><i>NB – if lifting of restrictions allow, students can be brought into the Academy for team building / transition activities during summer holidays, or during INSET days in September. Also to consider if staggered start needed, to break them in gently.</i></p>		