



Transition Policy

Reviewed in September 2023

JSSPS Vision Statement on Wellbeing

At JSS Private School (JSSPS) we promote, develop, equip and prepare healthy learners for life. We are committed to making it our mission to promote resilience, positive wellbeing and mental health for all our pupils and staff. We understand wellbeing to be a state of being comfortable, healthy and happy. We aim to drive this message forward, and to ensure that mental health and well-being is “**everyone’s business**” across the whole school community. We strive to create an environment that has a whole school approach, in providing excellent mental health support, understanding and intervention. We put Wellbeing at the heart of our school to ensure successful learning, and commit to our policies reflecting this practice.

JSSPS Vision Statement on Inclusion

At JSSPS, we adopted a legislative frame work for inclusive education based on UAE Federal Law No.(29), 2006 & Law No.(2) 2014. The implementation and impact of the standards included within Dubai Inclusive Education Policy Framework (2017) are monitored and regulated by the Knowledge and Human Development Authority (KHDA).

We understand that a diversity and inclusion plan will be effective only when founded on a ***true belief in and understanding of the value of diversity and inclusion***. Therefore, we aspire to create a school culture that reflects appreciation for diversity and inclusion at all levels. We know that our mission of driving personal and economic growth through learning and our vision of becoming the best community will only be achieved by hiring and retaining the best people possible while creating a school community that is reflective of the diverse audiences we serve.

JSSPS recognizes that the vibrancy of our community is enhanced by **diversity**, which we define as the range of human differences. We believe a culture of **inclusion** puts diversity into action by creating an environment of involvement, respect and engagement – where a multiplicity of beliefs, interests, experiences, and viewpoints are harnessed to accomplish our goals.

We work to achieve diversity and inclusion by:

- Delivering services in a culturally sensitive manner.
- Fostering an environment in which students and staff embrace and promote inclusion and understanding of the value of diversity as demonstrated through interactions with one another.
- Integrating diversity into strategies, decisions, and teaching-learning processes.
- Aligning diversity and inclusion efforts with strategic imperatives.
- Increasing effectiveness and accountability of efforts by developing measureable goals.

Transition Policy

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1 DEFINITION

In this policy, '*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 has been adapted to support children in settling in to their new learning environment in preparation for future learning and development.

2 AIMS AND OBJECTIVES

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.

This policy addresses issues of planning and assessment as well as classroom organisation and teaching styles.

3 ROLES AND RESPONSIBILITIES

3.1 SLT

- Ensure smooth transition from one Grade to another and from one Phase to another phase
- Planning and scheduling the meetings
- Ensure equity and fairness
- Ensure necessary documents are shared between grades
- Orientation for teachers, parents and students at the beginning of the year.

3.2 Teachers

- Consolidating authentic data and sharing with next grade teacher
- Sharing anecdotal remarks and personal details of individual student which directly affects learning with next Grade teacher.
- Sharing expectations with students and parents at the beginning of the year.

3.3 Parents

- Sharing all official documents necessary during admission and further details as when updated.
- Clarity of expectations at the beginning of the academic year

3.4 Students

- Complete expected work and submit all relevant documents before moving from one grade to another
- Have clarity in the new grade and have a shared target.

4 POLICY PRINCIPLES

- Approaches to teaching and learning are harmonised at the point of transition
- Planning is based upon assessment information from the previous class
- Styles of teaching and learning meet the needs of the children and not pre-conceived

notions of what is appropriate for the next phase.

- There is a professional regard for the information from the previous phase
- Children are able to enjoy new approaches at transition
- Transition motivates and challenges children
- Transition records from one grade to another gives clarity of planning to next grade teachers.
- Formal meeting is held to share records to devoid any gaps in learning
- Curriculum continuity analysis is shared to minimize gaps and for informed intervention at the starting point.
- New students details are fed in KHDA portal and child registered officially.

5 CONTINUITY OF TEACHING AND LEARNING

At JSSPS, we use the following processes:

5.1 Transition from Pre-School to the Kindergarten:

- Phase 1 teachers hold a one to one interaction with students seeking admission in phase 1
- Parents of prospective children are invited to a meeting after their first visit to talk through the transition process
- Parents receive a 'Parents' guide' with information about the school and its procedures
- Children aged 4 by March are given admission in KG1.
- Through observations, a baseline record is completed within the first few weeks of entry – this will also highlight the need for any early intervention
- An orientation for parents conducted before the start and monthly feedback sessions arranged to explain the teaching of the kindergarten curriculum
- Phase 1 staff are always available before and after school to chat to parents informally – they are proactive in talking to parents about issues that may arrive with individual children
- Individual tours of the school are offered to all incoming parents and children

5.2 In Transition from the Kindergarten to Grade 1

The Grade 1 curriculum builds on and extends the experiences children have had during the Kindergarten. Teaching and learning is delivered in a creative and hands-on way to support the children's transition.

The Grade 1 classroom aims to reflect a similarity to the Kindergarten classroom as it exhibits areas of learning available to the children (e.g. literacy, numeracy, UTW and role play areas).

Although Grade 1 is the first year in which the CBSE Curriculum is followed, we continue to develop the independent learning skills established in the Kindergarten. Children in Gr1 are encouraged to select resources and activities independently and apply critical thinking skills in their learning.

Before the children move from the Kindergarten into Grade 1:

Teaching staff meet to discuss the children's progress. Kindergarten teachers inform the future teacher of the child's level of ability, Special Educational Needs and any other information relevant to the well-being and development of the child.

Information passed onto Gr1 teachers includes:

- Knowledge of the Phonics phases and sounds within
- Reading ability
- Writing ability
- Maths ability
- UTW, PSED

Information is used to group pupils, adjust / fine-tune the curriculum and set future targets.

Links are made between Grade Level Expectations and CBSE Curriculum learning objectives.

5.3 Transition in subsequent years throughout the school

The following procedures will occur:

- Teachers meet after year end exam to discuss individual children and their progress as they move from class to class
- All children visit new classes and work alongside new teachers during Transition week.
- Identified children during curriculum continuity assessment is addressed during spring break and prepared for next grade.
- USE OF TRANSITION SHEET: Annual tracking of children's progress. Triangulated data, anecdotal remarks and e -portfolio is shared with next grade teacher. Transfer of records, for example, SEN data, assessment and attendance data helps in planning.
- Transition Sheet; informs the child's next teacher targets and learning goals for the following year.

- Throughout the year, there are shared assemblies, fusion flow, PE coaching and project based opportunities where children from different age and phases mix together to enable them to get to know other staff as well as one other.

5.4 Children Joining Phase 2

- Individual tours offered to all incoming parents and children
- Induction sessions are available to allow a child to become familiar with their new class and surroundings
- Parents receive orientation with information about the school
- New children assessed quickly by class teacher and / or SENCO
- A ‘buddy’ is identified to help the new child to integrate
- Records from previous school are made available to the classteacher and SENCO
- Confirmation is sought that all necessary records have been received by the school, this includes confidential files and safeguarding concerns.
- Internal transfer of students within school happens smoothly as per the policy and scaffolding by one Gr teacher to next Grade teacher

5.5 Transition from Primary to Middle school and to secondary

- The Middle school teachers visit Primary and Secondary school teachers visit Middle school to meet the children and discuss their thoughts and concerns ahead of transfer.
- A formal meeting takes place between the phase teachers to transfer particular information about individual children
- The phase coordinators create a profile of assessment data and transition needs for each child
- Identified children (e.g. SEN) receive additional support before and after transition
- Internal transfer of students within school happens smoothly as per the policy and scaffolding by one Gr teacher to next Grade teacher
- Grade 11 sees an influx of students from other CBSE schools. During admission orientation about academic expectations and curriculum transaction is shared.
- Students joining from other schools are expected to share all GR 10 board records to admission dept prior to joining.
- Children may be identified as benefitting from a ‘buddy’ to help them during transition phase – the buddy supports them during the transition to JSSPS.

5.6 a) NEW ADMISSIONS:

- Provide a warm welcome for children and their family and reassure them that school is a safe and caring environment.
- Provide children and families with accessible information about the school and the curriculum.
- Ensure children submit properly assessed medical reports on entry to the school.
- Record relevant information about a child's background and previous educational background. Student to submit previous years academic transcripts at the time of admission.
- Acknowledge and celebrate the skills and knowledge that new children bring to the school.
- Ensure children's wider needs are addressed through co-ordination with Phase leader and all departments.
- Develop strategies to encourage new pupils to make friends and have a positive peer support.
- Enable each child to participate in the curriculum at an appropriate level.

5.6 b) Class teacher responsibilities in supporting new arrivals

- Read the pupil's admission form.
- Organise a buddy system (ensure peers have the skills to be class buddies) so the new child is well supported.
- Ensure the class is a safe and welcoming place for the newly arrived pupil; preparing books, and study material as appropriate, helping the child to learn class routines, rules and expectations, preparing the class for the new child.
- Ensure students starting point is assessed either through a written exam / online exam / viva. Observations to be used for informed planning.
- Acknowledge the child's previous learning, achievements, experiences and culture.

6 EQUALITY, DIVERSITY AND INCLUSION

Children and parents are actively involved in all transition processes that take place while at JSSPS and their perceptions about transition are explored and valued.

Measures are taken to ensure that pupils with learning or access difficulties experience a similar ease of transfer as other pupils.

At JSSPS, we aim to ensure that no member of the school community experiences harassment, less favourable treatment or discrimination within the learning environment because of their age; any disability they may have; their ethnicity, their gender; their religion or beliefs.

We value the diversity of individuals within our school and do not discriminate against anyone because of 'differences'. We believe that all our children matter and we value their families too. We give our children every opportunity to achieve their best by taking account of our children's range of life experiences when devising and implementing school policies and

procedures.

7 POLICY REVIEW

This policy will be regularly reviewed by the Governing Body and updated annually.

Reviewed and Approved by

Mr. Govindrao Naik
Chief Executive Officer

Mrs Chitra Sharma
Principal

Date: 15/09/2023

8. REVIEW OF POLICY

The transport policy will be reviewed by the SLT on an annual basis.

Policy Details	
Version date	May 2021
Last review	September 2023
Next review	September 2024
Responsible SLT	Principal