



مدرسة جيمس متروبول الواحة  
GEMS Metropole School  
AL WAHA

# Student Induction & Transition

Approved by:

Jeremy Hallum (Principal)

Last reviewed on:

August 2023

Next review due by:

August 2026

## MISSION

Lead, nurture and succeed.

## VISION

A sustainable and inclusive community hub, nurturing future leaders.

*Nurturing*  
**LEADERSHIP**



This policy is applied at MTW alongside our school's vision, mission and values. Alongside the principles of High Performance Learning; VAA and A.C.P. characteristics.

Our Induction & Transition Policy outlines the successful movement from one familiar setting to a new one. The policy defines the process and how our learning environments support children as they prepare for future education and development. Smooth transition is essential to facilitate continuity in pupils' learning, progress and confidence.

### 1. Aims and Objectives

- Induct our families to secure confidence and wellbeing
- Harmonise approaches to teaching during the transition phase
- Detailed assessment information about pupils is used in highly purposeful ways
- Teaching styles are adapted to facilitate continuity between settings and phases
- Adaptations are in place to secure inclusivity for all
- Transition is motivating and challenging
- All stakeholders are part of pupil transition
- Pupils are ready for the next stage of their learning

### 2. Processes and Procedures

The attached appendices lay out the specific arrangements for each transition phase and also includes the transition processes for pupils who join our school mid-term from other settings. Measures are taken to ensure pupils with access difficulties experience a similar and appropriate transition alongside their peers. The ultimate aim is to secure pupils who are confident and eager to begin the next stage of their educational journey.

### 3. Induction to School

- Tours of the school are offered to all incoming parents and children
- Children attend for an assessment and meet key staff
- 'Parents' Packs' with information about the EYFS curriculum and 'readiness' for school are issued
- Class visits are offered and events such as 'Bring your Nanny to School'
- A baseline is captured within the first few weeks of entry to FS and the data is used for planning
- Early assessment of well-being and involvement completed to support happiness of the children
- Parent/teacher meetings occur during Term 1. The meetings cover questionnaires, baselines and the curriculum.

### 4. Transition from Stages of Learning

- Teachers and leaders are paired together to complete observations and moderation tasks
- Curriculum modifications are planned for as required, including taster lessons & assemblies
- A detailed pack of pupil information is passed to the new teacher or Head of Year
- Timely parent guidance is circulated and face to face sessions take place
- Pupil tours of new facilities and familiarization of new rules and expectations
- Student leaders are utilized to become 'buddies' and supportive peers



- Open door approach ensures parents can drop in at any time to address concerns
- SEND and G&T students may have a personalised/adapted transition plan as per needs

## 5. Monitoring and review

This policy is monitored by MTW Senior Leaders and will be reviewed every three years or earlier if necessary.

