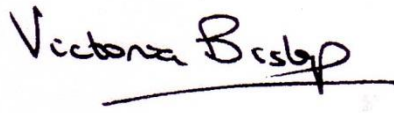




Sir Christopher Hatton Academy

A Member of Hatton Academies Trust



Title	Induction of Pupils – Transition Between Key Stages Policy
Reviewed	February 17
Next Review	February 19
Associated Policies	
Originator	A Mitchell
Approved	



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1. RATIONALE

The purposes of these notes are:

- To ensure that there is a smooth and effective change in academic emphasis from one key stage to another.
- That the information advice and guidance given to pupils and parents is appropriate, informative and is supportive.

1.1 KS2-3. Years 6-7

The process of Induction from year 6 to 7 begins in term 5 and 6 before the pupils start in September of the new academic year.

Each Primary School will have a visit from either the Director of Year 7 or Senior Assistant Vice Principal alongside our anti bullying co ordinator and a team of Peer Buddies. This is to ensure that a contact is made with each child before they join the Academy.

At the visits we provide information about the school and the Peer Buddies work with the young pupils to show where support is available. Information is also shared between the schools to ensure that the Academy is prepared for the pupils both academically and pastorally. The SENCo from Hatton will also visit the Primary schools and focus mainly on the Statemented pupils as well as others that may have a Special Educational Need or vulnerable.

During July the Academy will run two Induction Days where pupils from the Primaries will attend SCHA for taster days.

1.2 KS3-4. Years 8-9

Sir Christopher Hatton Academy runs a two year key stage 3 and a three year key stage 4 structure. The main reason being that spending more time following a programme of study which leads directly to the first formal, external qualifications and the foundation of all future study and life chances seems most sensible.

The process begins around January for Year 8 when this year group has their parents evening, pupils have an information assembly and there is a parent 'Option Information' evening within a two or three week period. It is for this last event that parents are given the most suitable 'route' (see the Academy's Curriculum policy). Shortly after this event is the deadline for pupils to hand in their completed option sheet to their tutor, which is then processed with the focus on providing the pupils with the choices



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that they opted for whilst at the same time producing an economically effective distribution of classes. Whilst every effort is made to secure all of the subject preferences that pupils have opted for there are logistical limitations which may inhibit all pupils from receiving all of their first choices. This then forms part of the curriculum structure for the academic year for the following September.

Parents and pupils will be invited to a 'Key Stage Transition Evening' in May/June where they will be given their confirmed choices and then invited to listen to a number of key note speeches and workshops where pupils and parents will be given advice and guidance as to how best to prepare themselves for key stage 4 in order to maximise their success.

During the first term a small number of pupils inevitably change their mind as to the choices that they have made and wish to change these. Up until Christmas every effort is made to accommodate these requests. There may, however, be reasons why this is not practically or logistically possible. The senior leader who oversees the Curriculum structure/timetable and or the destination subject leader will have the final say in this matter

1.3 KS4-5. Years 11-12

Sir Christopher Hatton Academy runs a two year key stage 5 structure, where pupils study linear A levels or BTEC level 3 courses through Year 12 and 13. In the summer of Year 12, internal exams are sat in each A Level and BTEC Level 3 subject and these are used to make decisions on whether the student continues to study a subject in Year 13.

The application process for those pupils intending on applying to VI Form begins in late October/early November with a student and parent VI Form Open Evening. The event is promoted via the academy website and banners around the academy site and internally via assembly announcements. Letters of invitation are sent to all Year 11 pupils at the academy and a generic letter of invite to external students is uploaded onto the website. At the Open Evening and the informational assemblies the VI Form team give a speech on the VI Form life and the application process. The subjects are placed in two pathways depending on the GCSE grades required to study them. At the Open Evening, pupils and parents are then given the opportunity to collect a VI Form prospectus that details VI Form information and each of the subject areas. They are then invited to visit any subject area they are interested in and discuss the curriculum with the lead subject teacher. All prospectus information is placed on the academy website. The option blocks are pre-determined based on the likely and historical uptake of subjects at KS5 and published at the Open Evening. This is done at this time so that students can choose their options without the concern of clashes happening later on in the application process, thus preventing them from studying their subjects of choice.

The application deadline for internal and external students is in December, by the end of term. We do however accept external applications after this date.

During January the academy runs a 'Mock Results Day' for the Year 11 pupils. This is followed the next day by the 'VI Form Taster Day' where they are treated as VI Form students for the day and both all internal and external applicants are invited to attend. The students are given the opportunity to participate in a KS5 lesson for the subjects they have opted for. The day is timetabled and the session gives them the opportunity to experience what the subject incorporates and whether in fact it is a subject that they want to pursue. At this point, pupils are given the opportunity to amend their options



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if the timetable allows. During the period where pupils are not in lessons, they are invited to the VI Form block where the VI Form team explain and prepare them for their interview.

VI Form interviews are conducted two weeks later and the expectation is that every student has prepared themselves for the appointment using the prompt sheet given out on the 'VI Form Taster Day'. The interviews are conducted by the VI Form team.

After the February half term, letters are sent to pupils to tell them whether they have been successful in their application or not. Each letter is personalised, will list the subjects each student wishes to study and may highlight any conditions necessary regarding attendance, behaviour and punctuality. All letters come with the condition that the student must achieve the entry requirements to study the course.

The VI Form team meet with those pupils who have still not reached the grades to study the subjects they have opted for, and although they are given the opportunity right up to the end of their GCSE courses to achieve these, alternatives are looked at in the event that these are not met.

In July and after the GCSE exams, the VI Form team run an 'Induction Day' where all successful applicants are invited to attend to prepare them for VI Form study and life. Students that are interested in either of the House Captain or Senior Student roles can express their interest on this day and will be invited back for interview at a later date.

After GCSE results day, pupils are invited into school to discuss with the VI Form team if they need or want to change subjects. Just prior to the school's training day pupils are asked to attend an enrolment day. Even at this late stage it is still possible for pupils to change course if they have met the entry requirements, the timetable allows and the maximum class size has not been met.