



EXETER MATHEMATICS SCHOOL  
SERVING CORNWALL, DEVON, DORSET AND SOMERSET

# Year 12 to year 13 Transition Policy

<b>Staff reviewer:</b>	<b>Scrutinised by link Governor:</b>	<b>Date signed off at Committee:</b>	<b>Date approved at Board:</b>	<b>Next review date:</b>
<i>Kerry Burnham</i>	<i>Philip Jenkinson</i>	<i>n/a</i>	<i>28.09.17</i>	<i>Sept '19</i>

## 1. Purpose

This policy exists to ensure that:

- decisions made regarding students' transition to year 13 are made in the best interests of the students;
- the process for making such decisions is clear and is consistently applied;
- the School's processes are open and transparent and subject to governor scrutiny.

## 2. Definitions

Pastoral Staff: Form Tutors, Lead Pastoral Tutor and deputy Headteacher with responsibility for student wellbeing and safeguarding.

## 3. Policy

Through the School's admissions process a great deal of care is taken to select students who have the potential to excel and are likely to thrive at Exeter Mathematics School (EMS). It is therefore the expectation that the vast majority of, if not all, students will successfully transition from year 12 to year 13.

Once admitted, it is the School's responsibility to support students, by all means possible within the resources available, to achieve their best and succeed. The school recognises that some students will face significant struggles either academically, emotionally or in other ways and it takes seriously and is committed to supporting such students. It is the School's aim to achieve 100% for student retention each year.

Whilst the majority of students achieve high grades (A\* to B), some do not. EMS will not prevent or discourage any students from continuing to year 13 because they are not predicted high grades. However, if at the end of year 12, a student has demonstrated that they are unlikely to cope with the demands of year 13, EMS holds the view that it may be in the student's best interests to enrol on a new course whilst they are still able to access two years of free education. The School will then provide support to enable a successful transition to an alternative provider.

Under significant exceptional circumstances a student might be able to repeat year 12 but only if the criteria of the government's 16-19 funding guidelines are fully met and the School believes this to be in the student's best interests.

## 4. Implementation

At three points in the academic year, students complete assessments from which their progress is tracked. These are used, together with evidence from classwork and homework, to identify students in need of support. The support that is provided will be dependent on the students' needs.

The students' final assessment in year 12 will be used to predict their grades for university admissions and to determine whether transition to year 13 is in the students' best interests. Following these assessments, if the evidence suggests a student is not coping at EMS, he/she will meet with the Headteacher to review their progress and determine the next steps.

All school staff are responsible for ensuring a supportive culture is sustained and have a duty to report any student concerns to a member of pastoral staff.

Form tutors are responsible for tracking the progress of their tutees and providing initial support. They have a duty to refer ongoing or significant concerns to an Academic or Pastoral Lead.

The Deputy Headteacher is responsible for ensuring that all students are provided with effective pastoral support and academic tutoring.

The Headteacher is responsible for ensuring academic support is provided and that standards of teaching remain outstanding. If a student leaves EMS, it is the Headteacher's responsibility to ensure effective support is in place to ease his/her transition.

It is the governors' responsibility to hold the Headteacher to account for the consistent implementation of this policy.

## 5. Associated Documentation

- Admissions Policy
- Funding guidance for young people 2017 to 2018: Funding regulations (link: <https://www.gov.uk/government/publications/advice-funding-regulations-for-post-16-provision>)

## 6. Monitoring, Review and Evaluation

This policy will be reviewed biannually by a link governor and will then be brought to the Curriculum and Student Experience Committee.

Data relating to students that have left the school will be reviewed annually.

## 7. Equality Analysis

Please use the 'equality analysis procedure' to guide you to complete the text boxes below, expanding them as you wish. If this is a review - please add date and make any amendments if required.

Sep 2017

### 7.1. Is your policy equality- relevant? If yes, please list which groups of people will be affected by this policy.

This policy exists to ensure a fair and consistent treatment for all.

### 7.2. How have you involved people from minority groups who may be affected by this policy?

No groups were directly consulted with in writing this policy.

### 7.3. What evidence have you considered?

The support that our students have needed over recent years has informed this policy development in as much as care has been taken to ensure that student support comes first and is at the heart of this policy. All students, whatever their needs, must be supported to succeed: this is our primary objective.

### 7.4. How will your policy fulfil the public sector duty by helping fight discrimination, advance equality of opportunity and foster good relations?

Characteristic	How does your policy help fulfil the public sector duty?
Age	Policy applies 16 to 19 students and so has limited impact regarding age.
Disability	Policy applies to all students
Gender	Policy applies to all students
Pregnancy & maternity	Policy applies to all students
Race	Policy applies to all students
Religion and belief	Policy applies to all students
Sexual orientation	Policy applies to all students
Transgender	Policy applies to all students

### 7.5. Describe any potential adverse impacts that may arise as a result of the policy.

Students for which EMS is deemed to be the wrong place may feel emotionally bruised by this decision. Time and care will be taken to lessen the impact but vulnerable students, such as those with mental health difficulties, may be affected more than others. Where a need arises, students will be offered pastoral support that is independent of the Headteacher and parents may be contacted to ensure coherent support is in place.