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## POLICY ON TRANSITION

At **The Indian Academy, Dubai**, we ensure a smooth transition for students between each transition phase. Students and parents/guardians need to feel confident to face the challenge at the start of the school and the subsequent changes as they progress through different phases knowing that our students could be vulnerable at the transition phases. We believe that effective strategies and activities can ensure a smooth and happy transition. Our pedagogical practices are harmonized to ensure smooth transition to each phase. We take every step to ensure that our transition should challenge and motivate our students and they are prepared for the next phase of their learning. Our students of determination are identified based on the directives from the school "Sahaya Team" comprising of SENDCo, Counsellor and Special Educators. Those students with determination need to get extra care and support during the transition phase. Wave 3 students avail the exemptions granted by the Ministry of Education/KHDA/CBSE in the form of exemptions as per their personalised needs.

The beginning of Phase 2, i.e. the Primary curriculum builds on and stretches the experiences children have had during Phase 1, i.e. the Kindergarten where a kinesthetic approach to Teaching and Learning is maintained and built upon to offer creative, hands on and experiential method of Teaching and Learning taking the best practices from EYFS.

The Grade 1 classroom aims to reflect a similarity to the Kindergarten classroom as it exhibits areas of creative & spontaneous learning available to the children like learning corners, art and creativity, music, dance, ICT, reading, etc.

With the NCERT curriculum in Grade 1, we continue to develop the independent learning skills established in the Kindergarten phase. In Grade 1, students experience investigative and enquiry-based learning enhancing their decision making and problem-solving skills.

We have transition meetings face-to-face and virtual where our teachers discuss at length, the progression of each child. Teachers inform the successive teacher of the child's ability level, special learning needs if any, and any other information relevant to the wellbeing and

development of the child.

The transition reports are shared at the end of the academic year, and the information passed onto the Grade 1 teachers include:

LITERACY	MATHS	Understanding the World
<ul style="list-style-type: none"><li>• Basic grammar</li><li>• Writing, Comprehension, Composition</li><li>• Read all Low and almost all high frequency words</li><li>• Creative writing</li></ul>	<ul style="list-style-type: none"><li>• Nos. 1 to 100</li><li>• Orals up to 200</li><li>• Single digit addition and subtraction</li><li>• 2D and 3D shapes</li><li>• Patterns</li><li>• Measurement of non-standard measurements</li></ul>	<ul style="list-style-type: none"><li>• Students will be able to predict, compare and conclude</li><li>• To think critically</li></ul>

**Aims of Phase 1 to Phase 2 Transition serves to ensure:**

- Readiness level of children to the next phase.
- Students experience a smooth transition.
- Quality and pace are maintained for continuous students' progress.
- Students follow the appropriate curriculum as their needs define.
- Teachers see transition as a process.
- Parents, Teachers and Pupils are a part of this transition process.
- The student profiles (created through Assessments like Tests we take, recording and reporting) serves as a tool and help our Grade 1 teachers to group pupils, adjust the curriculum and set future targets.
- Teachers of both the phases meet before the start of the new academic year to discuss at length about each pupil's learning needs by adjusting their teaching strategies
- Baseline tests are conducted to check the variables mentioned in the transition profiles
- Scheduled transition meetings/paired/ peer lesson observations are calendared as a part of the curriculum review and progression.
- Clear links are made between Kindergarten and Primary NCERT curriculum mapped with UAE National Agenda targets specifically in line with the key objectives for Literacy and Numeracy skills.
- In- house PD /coaching sessions are conducted as per the need/ bridge the gap.

**Students in Kindergarten (Phase 1)**

- Parents are given orientation with information about the school and a copy of the orientation presentation are shared with parents through email.

- New admission students go through an admission test and assessed by the class teacher and /or SENDCO.
- Taster lessons enlightens students at the transition phase and is conducted in the last term of the academic year.

### **Students once admitted in Grade 1 (Phase 2)**

- Children continue to work and ongoing assessment strategies are in place to achieve the expected Grade 1 target in Term I. (Monthly transition meetings to bridge the gaps, if any)
- Children who do not attain the expected targets within the prescribed curriculum will have strategies measured against their achieved targets.
- There continues to be opportunities for independent and spontaneous learning through planned activities. The amount of time spent by Grade 1 students in active listening is gradually increased so that the pupils remain motivated, enthused and eager learners.
- Students are provided with various curricular subjects such as English, Math, Science, SST, ME, Hindi, French, Islamic, Lifeskill, Arabic, ICT and Various Co-curricular activities like, Music, Dance, Art, PE and ZFABLAB (club activities like coding, speech and drama, painting, STREAM and Language clubs)

### **For Senior Students Support**

Lower and Higher Primary students create / initiate reading and storytelling for Kindergarteners and Lower Primary students to enhance their reading skills. Older students assist Kindergarten team as support teaching assistants in classrooms and in learning corner. From January 2020, Grade 4 is involved in innovative vocational enhancement programme to assist Kindergarteners as a part of volunteering and social contribution.

### **Aims of Phase 2 to Phase 3 (Primary to Middle School) transition to ensure:**

- Students experience a smooth transition.
- Quality and pace of learning are maintained for continuous progress.
- Students follow the appropriate curriculum that is connected and continuous with Phase 2.
- Teachers see transition as a process.
- Teachers of both phases meet before the start of the new academic year to discuss at length about each pupil's learning needs. Minutes of meeting is available and shared regularly.
- Inform parents and pupils about the transition process, during orientation programmes and whenever the need arises. Parents of Grade 4 are given special orientation to introduce them to Middle school, teachers, curriculum and assessments.
- Transition reports are shared to ensure smooth transition.
- Students develop confidence, understanding and skills they need to become independent learners
- Students use technology independently for academic purposes.

- Expectations are set right for all the stake holders through the Parent orientations.

### **Students once admitted in Grade 5**

- The transition is gradual and consistent until the students get familiar with the culture.
- Students receive extensive support to attempt internal and external assessments.
- Learning gaps are identified and students receive effective remediation.
- Students are provided varied co-curricular choices in performing Arts and Music.
- Learners are given the flexibility to choose a skill they wish to acquire and are extensively trained for the same during the Acquired Skill Acquisition period.
- Opportunities such as group activities and collaborative assignments are provided to develop life skills, communication skills and strategies for dealing with challenges and uncertain times.
- A healthy balance between curricular and co-curricular activities is integrated.
- Students take up leadership positions that help them to be responsible, confident and situation changers.
- Students excelling and training in any particular sport are allowed to register for Rahaal to avail the privilege of special curriculum adaptations as per the KHDA norms.
- Several opportunities such as inter-school competitions, inter-house competitions encourage the students to develop their interests and intellect.
- The curriculum takes the students beyond the text to a real world where they learn to solve real life problems.

### **Aims of Phase 3 to Phase 4 (Middle to Senior School) transition to ensure:**

- The foci are on Academics.
- Bridge classes are conducted to bridge the learning gaps if any, especially for the new students.
- New class teachers receive detailed **transition reports** from the previous class teacher on the performances / behavioral and medical details of every child. Minutes of the meeting and medical details are available in the clinic and SEN Dept.
- Transition ensures smooth curriculum adaptation and modification if required.
- The students are supported to select alternate /optional subjects to ensure optimum use of their proficiency in a stronger area.
- Remedial/ extra classes are planned by teachers to reinforce topics and improve readiness of students for their CBSE Board Exams.
- The counselling and guidance team visit classes and speak to students to overcome challenges and to tackle the behavioral changes.
- Leadership skills are enhanced through the student leadership module
- Student voice place a major role in decision-making about school's academic and operational matters.

- Career guidance and counselling is a major part of the culture as the students near the exit point.
- Counselling sessions by external experts are conducted on a regular basis for parents and students.
- Aptitude tests are conducted to identify the students' potential and bent of mind before deciding the choice of streams
- Career fairs and tours are conducted to introduce the students to the International openings for their higher studies. They have counselling sessions and guest guidance sessions for the same.

Signed by:

  
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**Ms. Shiny Davison**  
**Principal**

Date: 08.22.2022