

POLICY ON TRANSITION

Policy Reviewed - March 2024
Date of Next Review- March 2025

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 a smooth transition to each phase. We take every step to ensure that our transition should challenge and motivate our students and that they are prepared for the next phase of their learning. Our students of determination are identified based on the directives from the school “R.I.S.E Team” comprising of Inclusion Champion, a Counsellor, and Special Educators. Those students with determination need to get extra care and support during the transition phase. Level 3 students avail the exemptions granted by the Ministry of Education/KHDA/CBSE in the form of exemptions as per their personalized 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 inquiry-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 aims of Phase 1 to Phase 2 Transition serve to ensure:

- ◆ Readiness level of children to the next phase.
- ◆ Students experience a smooth transition.
- ◆ Quality and pace are maintained for continuous student progress.
- ◆ Students follow the appropriate curriculum as their needs define.
- ◆ Teachers see the 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) serve as a tool and help our Grade 1 teacher
- ◆ to group pupils, adjust the curriculum and set future targets.
- ◆ Teachers of both phases meet before the start of the new academic year
- ◆ to discuss at length 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/to bridge the gap.

Students in Kindergarten (Phase 1)

- ◆ Parents are given orientation with information about the school and a copy of the orientation presentation is shared with parents through email.
- ◆ New admission students go through an admission test and are assessed by the class teacher and /or Inclusion Champion
- ◆ Taster lessons enlighten students during the transition phase and are 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 continue 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, MSC, Hindi, French, Malayalam, Islamic, Life skills, Arabic, ICT, and Various Co-curricular activities like Music, Dance, Art, PE, and LLB (club activities like coding, speech and drama).

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 the Kindergarten team as support teaching assistants in classrooms and in learning corners.

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 the transition as a process.
- ♦ Teachers of both phases meet before the start of the new academic year to discuss at length each pupil's learning needs. Minutes of the meeting are available and shared regularly.
- ♦ Inform parents and pupils about the transition process, during orientation programs and whenever the need arises. Parents of Grade 5 are given special orientation to introduce them to Middle school, teachers, curriculum, and assessments. They spend time with Phase 3 teachers and have taster lessons.
- ♦ Transition reports are shared to ensure a 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 stakeholders through the Parent orientations.

Students once admitted in Grade 6

- ♦ 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 with varied co-curricular choices in performing Arts, LBB, and Music.
- ♦ Learners are given the flexibility to choose a skill they wish to acquire and are extensively trained for the same during the LBB period. Phase 3 follows the Skill India CBSE Program for its LBB 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 and HIFZ (memorizing Quran) 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 and inter-house competitions encourage the students to develop their interests and intellect.
- ♦ The curriculum takes the students beyond the text to the 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 focus is 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 / behavioural and medical details of every child. Minutes of the meeting and medical details are available in the clinic and R.I.S.E Departments
- ♦ 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 the readiness of students for their CBSE Board Exams.
- ♦ The counselling and guidance team visits classes and speaks to students to overcome challenges and tackle behavioral changes.

- ◆ Leadership skills are enhanced through the student leadership module
- ◆ Student's voice plays a major role in decision-making about the school's academic and operational matters.
- ◆ Career guidance and counseling is a major part of the culture as the students near the exit point.
- ◆ Counselling sessions and Career Talks 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 counseling sessions and guest guidance sessions for the same.

Regards,

Shiny Davison

Principal