



Year 12 to Year 13 Transition Policy

Staff reviewer:	Date:	Share with link Governor for awareness:	Next review date:
Liam Cattle	March 2024	Liene Penny	March 2026

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, and the Pastoral and Designated Safeguarding Lead.

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 current 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, they will meet with a senior member of staff to review their progress and determine the next steps.

All school staff are responsible for ensuring a supportive culture is maintained 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 Pastoral Lead is responsible for ensuring that all students are provided with effective pastoral support and the Assistant Headteacher for ensuring they have excellent 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 their 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 regulations for post-16 provision 2023 to 2024: [Advice: funding regulations for post-16 provision - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/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

The following equality analysis section should be completed by the policy holder as part of every policy review and carries the same date as the main policy. EAs are particularly helpful in revealing any unintended, indirect discrimination. Under the Equality Act (2010) we have a duty to;

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

We need to consider each protected characteristic individually and in combination. The interaction of different layers of characteristics is called intersectionality. This recognises that the barriers for each group are not homogenous, and instead are a combination of layers of identity interacting. For further detail or to support the completion of the following, please see our equality and diversity policy.

<p>1. Evidence considered <i>What data or other information have you used to evaluate if this proposal is likely to have a positive or an adverse impact upon protected groups when implemented? Where were information gaps, and what steps can you take to remedy these gaps? Can the RM Intelligence Dashboard (student counts) provide any insight into which protected characteristics are likely to be affected by the changes?</i></p> <p>We have not identified any groups who are likely to be adversely impacted by this policy.</p>					
<p>2. Consultation. <i>How have you consulted staff and student communities and representatives including those from protected groups? What were their views? Who else has been consulted in this proposal?</i></p> <p>No further consultation has been made at this stage due to the policy being well established.</p>					
<p>3. Promoting equality. <i>Does this policy have a positive impact on equality? What evidence is there to support this? Could it do more?</i></p> <p>This policy exists to make clear the transition process for all students and to ensure the process is properly understood so that all students, including those with protected characteristics, are able to access the same high standard of education and support</p>					
<p>4. Identifying the impact of policies Identify any issues in the document which could have an adverse impact on any people who are protected by the Equality Act 2010. The protected characteristics are:</p> <ol style="list-style-type: none"> 1. Age 2. Disability 3. Gender reassignment 4. Marriage and civil partnership 5. Pregnancy and maternity 6. Race 7. Religion or beliefs 8. Sex 9. Sexual orientation 					
<p>Issue Assessed <i>E.g. policy section or practice.</i></p>	<p>Protected Group</p>	<p>Impact and Evidence <i>What are the possible impacts on people from the protected groups above, and explain how you have made that assessment. Are these impacts positive or negative?</i></p>	<p>Justification <i>Can the issue be justified for academic or business reasons? Please explain.</i></p>	<p>Proposed Action/Timeline <i>If this has a negative impact, what will you do to reduce, minimise or eliminate negative impact? If this has a positive impact, how will you promote, develop or utilise this opportunity?</i></p>	<p>Person responsible for action(s)</p>
<p>5. Monitoring <i>How will you monitor the actual impact that your proposal has had following its implementation? When will you do this?</i></p> <p>This policy is reviewed bi-annually</p>					
<p>6. Summary <i>Summarise the outcome of this Equality Assessment, and state any actions you will be taking as a result.</i></p> <p>No Actions</p>					