



## QUEEN ETHELBURGA'S COLLEGIATE ADMISSIONS AND TRANSITION POLICY

<p><b>Reviewed:</b> 31 July 2023</p> <p><b>Due for review:</b> July 2024</p>	<p><b>This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:</b></p> <p>The Education (Independent School Standards) Regulations 2014</p> <p>National minimum standards for boarding schools, in force from 5 September 2022</p> <p>Statutory framework for the Early Years Foundation Stage (DfE, 31 March 2014, updated 12 July 2023) Applies from 4 September 2023</p> <p>Keeping children safe in education 2023, in force from 1 September 2023</p> <p>Working Together to Safeguard Children 2018 (updated 1 July 2022)</p> <p>Behaviour in Schools - Advice for headteachers and school staff (DfE, 16 July 2013, 7 October 2022)</p> <p>SEND Code of Practice: 0-25 years (DfE and DHSS, 11 June 2014, updated 30 April 2020)</p> <p>Education and Skills Act 2008</p>	<p><b>To be viewed alongside the following related policies and documentation:</b></p> <p>Accessibility Plan 2021-2024</p> <p>Anti-bullying Policy</p> <p>Attendance Policy</p> <p>Behaviour and Discipline Policy</p> <p>Careers Education Policy</p> <p>Child Protection and Safeguarding Policy</p> <p>Children Missing Education – Missing Student Policy</p> <p>Collegiate Code for Transition</p> <p>Data Protection and Privacy Policy</p>	<p><b>Publication and availability for Staff, Parents, Carers and Prospective Parents:</b></p> <p>This policy is published on the QE website and on the Parent Portal. It is available to staff on SharePoint.</p>
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	<p>Childcare Act 2006</p> <p>Equality Act 2010</p> <p>Data Protection Act 2018 and UK General Data Protection Regulation (GDPR)</p> <p><b>This policy has regard to the following guidance and advice:</b></p> <p>Children missing education (DfE, September 2016)</p> <p>Working together to improve school attendance (September 2022) (last updated 5 September 2023)</p> <p>The Independent School Standards - Guidance for independent schools (April 2019)</p>	<p>EAL Policy</p> <p>Equality, Diversity and Inclusion Policy</p> <p>Expulsion, Removal and Review Policy</p> <p>SEND Policy</p>	
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## 1. Introduction

1.1. This policy applies to Queen's Kindergarten and Chapter House Preparatory School, King's Magna Middle School, Queen Ethelburga's College, The Faculty of Queen Ethelburga's and Queen Ethelburga’s Services (QES) - hereafter referred to as “the Collegiate”. Staff from across the Collegiate are collectively known, and will be referred to, as “Team QE”. This policy also applies to Queen Ethelburga’s holiday programmes, including Holidays@QE; QE Summer Schools; and Camp QE.

## 2. Aims and Admissions

2.1. The Collegiate aims to provide an education that combines academic rigour with a broad range of curricular and extra-curricular opportunities to students from across a wide ability range. It is available for all students who will benefit from it, regardless of race, creed, gender, nationality, or any other discriminatory factor. The Admissions Policy consequently allows for the registration of students with a wide range of abilities and aptitudes, but, by careful assessment, seeks to place students on courses that are appropriate to their individual talents and needs, and will enable them ‘to be the best that they can with the gifts that they have’.

2.2. The breadth of its curriculum is something which defines the Collegiate. For younger students, this involves exposing them to a wide range of educational stimuli, to identify their



strengths and interests; for older students it requires tailoring their individual programmes of study to suit their abilities and aspirations. The Collegiate's Admissions and Transition Policy is an important part of this process.

2.3. With all prospective students, proof of identity is required before registration.

### **3. Equality, disability, and diversity**

- 3.1. If there is reason to believe that a prospective student may have any specific learning development needs, an appointment will be made with the Learning Development Department to investigate the extent of these needs and to establish whether reasonable adjustments are required to enable the applicant to participate in the admissions process. If it is considered necessary, there may be a requirement for the commissioning of an Educational Psychologist's Report in order that a full understanding of any problems is available before the admissions procedures can commence, so that any reasonable adjustments can be made both during the admissions process and later, should the offer of a place be made and accepted.
- 3.2. This policy can be viewed alongside the SEND Policy, Equality, Diversity and Inclusion Policy and the Accessibility Plan.
- 3.3. Students with disabilities will not be treated less fairly than other children.
- 3.4. Parents must also inform the Collegiate about any other disability of the prospective student. The Collegiate will make reasonable adjustments for students with disabilities and will provide details of adjustments, which it already has in place for disabled children, as well as the accessibility of the premises, facilities, and curriculum. In each case the Principal or Head of School will discuss with parents the particular requirements of the student.
- 3.5. The Collegiate will do all that is reasonable to ensure that the information and application procedure is accessible for applicants with a special educational need or disability and will make such reasonable adjustments as necessary. Similarly, if special educational needs or a disability become apparent after a place at the Collegiate has been accepted, the Collegiate will consult with the parents about adjustments that can reasonably be made, to allow the student to continue at the Collegiate.



- 3.6. The Collegiate will take care not to discriminate against applicants on the grounds of sex, gender reassignment, pregnancy and maternity, race, disability, religion or belief, sexual orientation, or social background.

#### **4. Queen's Kindergarten**

- 4.1. Queen's Kindergarten is registered to accept children between the ages of 3 months and 3 years. When deciding which child can be offered a place, extra weight is given to those who have been on the waiting list for the longest. We also consider:
  - 4.1.1. The ability of Queen's Kindergarten to provide the facilities for the welfare of the child.
  - 4.1.2. The effect on the existing children and staff on admission of that child.
  - 4.1.3. Priority for a child requiring a full-time place over a child requiring a part-time place.
  - 4.1.4. Priority for those children who are siblings of those already in the Collegiate.
- 4.2. **Please see Appendix A for The Early Years good practice in detail**

#### **5. Chapter House**

- 5.1. Chapter House Preparatory School welcomes children from the age of 3 to the end of Year 5. When students apply to join the school, they and their parents/guardians are encouraged to undertake a tour of the school accompanied by the Head or a senior member of staff. This gives children, parents, and guardians the opportunity to ask questions and raise any concerns. It also allows Collegiate staff to gain more relevant information, both academic and personal, that will enable a smooth transition for the child into Chapter House.
- 5.2. If possible, students will also spend a day in school. This is so that they may familiarise themselves with the atmosphere and routines of the school, and staff will have an opportunity to assess the prospective student, so that we can ensure that we are able to meet their needs, both socially and academically.
- 5.3. On their taster or application day, children in Years 1-3 take a written reading test and children in Years 4 and 5 complete a CAT4 assessment. Admission is recommended for those children with an overall standardised score of 85 and above.



- 5.4. We require written reports, from previous educational settings, and conversations/interviews with a senior teacher (either online or face-to-face) that indicate the level of attainment achieved by the prospective student across the range of subjects and indicate the student's approach to learning.

## **6. King's Magna, College, and Faculty**

- 6.1. Admission to each of these schools from outside the Collegiate is based on the following general requirements:
  - 6.1.1. An interview with the Principal or Head of the relevant school; in the case of international students, our admissions representatives may carry out a face-to-face or SKYPE interview on behalf of the relevant school.
  - 6.1.2. School reports from previous educational establishments.
  - 6.1.3. One or more tests set by the Collegiate, including the CAT4 assessment, in which students are expected to be in the top 75% in each section for entry to King's Magna and the Faculty, and in the top 40% in each section for the College. The exception to this is the Vocabulary Section for international students, as their ability in this area is judged by performance in the Oxford English test or in an external English test such as IELTS. English language requirements for international students are outlined in the following paragraphs, but include the requirement to complete a brief résumé, allowing an assessment of their written English to be made.

## **7. Additional expectations for admission to each school**

### **7.1. King's Magna – Years 6 to 9**

- 7.1.1. King's Magna accepts students from the ability range outlined above, and successful application requires a positive approach to education in all its forms and a good behaviour record.
- 7.1.2. For students for whom English is not their first language, there is a requirement that their conversational English would be of a standard to support them in settling easily into an English-speaking community. For entry into Year 6, students are expected to achieve a score of 40+ in the Oxford Young Learners



English Test. In the same test, applicants would be expected to achieve 60+ for entry into Year 7 and 66+ for entry into Year 8. For entry into Year 9, there is an expectation that students will have achieved 53+ in the Oxford Online English Test.

7.1.3. There are also Year 8 and Year 9 Intensive English Programmes (KMIEP) for students who need extra support with their English, which require scores of 60+ (Young Learners) and 46+ (Oxford Online) respectively. These courses provide extra English support and a reduced programme of core academic subjects. Successful completion of these courses normally allows students to progress to the next year group in the following academic year.

7.1.4. Evidence of achievement in other English tests will be considered as part of the application process for all courses.

## **8. Queen Ethelburga's College**

### **8.1. Years 10 and 11**

8.1.1. The College accepts students from the ability range outlined above who have the potential to work at the swift pace of the College curriculum. Successful application requires a positive approach to education in all its forms and a good behaviour record.

8.1.2. International students are expected to achieve 66+ in the Oxford Online English Test for entry into Year 10 or for entry onto a one-year GCSE course for outstanding students. There is also a Year 11 Advanced Intensive English Programme (AIEP) which requires a score of 60+ in the same. This course provides extra English support and a reduced programme of core academic GCSEs.

8.1.3. Evidence of achievement in other English tests will be considered as part of the application process for all courses.

8.1.4. Students in the College will follow GCSE courses and complete these qualifications over one or two years.



- 8.1.5. 6.215 Should a student be unable to access the curriculum of the College for any reason, a consultation process will be held with the student and their parents to satisfactorily resolve the situation.

## 8.2. Sixth Form

- 8.2.1. Students joining Year 12 in the College complete CAT4 assessments, and these are used to determine entry to the year group. Students taking GCSEs are also expected to achieve grade 7 or above in those subjects that they wish to study at A Level. If a subject has not been taken at GCSE, then performance in subjects requiring similar skills will be taken into account.
- 8.2.2. Prospective students whose first language is not English are required to achieve marks of 73+ in the Oxford Online English Test. There is also a Year 12 Advanced Intensive English Programme that requires a score of 60+ in the same test. This course provides extra English support and a reduced programme of core academic GCSEs. Successful completion of this course normally allows students to progress into mainstream Year 12 in the following academic year. Evidence of achievement in other English tests will be considered as part of the application process for all courses.
- 8.2.3. For international students from other educational systems, a report from the previous educational setting will be requested. Generally, this should show achievement within the top 20% in the particular educational system across the majority of subjects, and particularly in those subjects which the student wishes to pursue at A level. The report should also show a high level of motivation and good behaviour. Students who have not taken GCSE qualifications are expected to achieve comparable scores in their own educational system.
- 8.2.4. Should the student be unable to access the sixth form curriculum of the College for any reason, then a consultation process will be held with the student and their parents to satisfactorily resolve the situation.



## **9. The Faculty of Queen Ethelburga's**

### **9.1. Years 10 and 11**

- 9.1.1. The Faculty admits a broader range of ability than the College in Years 10 and 11, as outlined in the criteria above. However, successful application also requires a positive approach to education in all its forms and a good behaviour record.
- 9.1.2. Prospective students whose first language is not English are required to achieve a score of 60+ on the Oxford Online English Test to join Year 10. There are also Year 10 and Year 11 Intensive English Programme Courses for students who need extra support with their English that require scores of 46+ and 53+ respectively in the same test. These courses provide extra English support and a reduced programme of core academic subjects. Successful completion of these courses normally allows students to progress to the next year group in the following academic year. Evidence of achievement in other English tests will be considered as part of the application process for all courses.
- 9.1.3. Entry into Year 10 of the Faculty is also based on school reports showing that the student is able to access the courses provided in English, Mathematics, Science, and a minimum of two GCSE options.
- 9.1.4. Students within the Faculty will study a range of GCSE or BTEC courses. Care will be taken to make sure that the programme selected for each student is appropriate to their abilities and will lead to success.
- 9.1.5. Should the student be unable to access the curriculum of the Faculty for any reason, a consultation process will be held with the student and their parents, to satisfactorily resolve the situation.

### **9.2. Sixth Form**

- 9.2.1. Students joining Year 12 in the Faculty complete CAT4 assessments, and these are used to determine entry to the year group. Students taking GCSEs are also expected to achieve grade 6 or above in those subjects that they wish to study at A Level. They must have a grade 7 or above in GCSE Mathematics to choose A Level Further Mathematics, and two grade 7s and above in science subjects at GCSE if a student wishes to take more than one science A Level (Biology, Chemistry, Physics and





Psychology). If a subject has not been taken at GCSE, then performance in subjects requiring similar skills will be taken into account. Where a student has achieved grade 6s in their GCSEs, their programme of study will include at least one BTEC qualification.

- 9.2.2. For vocational courses, students are required to achieve GCSE grade 5 in the subject they wish to study and other sources of information regarding aptitude for these courses may be considered.
- 9.2.3. Prospective students whose first language is not English are also required to achieve a score of 73+ in the Oxford Online English Test.
- 9.2.4. There is a Year 12 Intensive English Course (IEP) for students who need extra support with their English, which requires a score of 53+ in the same test. This course provides extra English support and a reduced programme of core academic subjects along with A-Level preparation in science, social science, or mathematics. Successful completion of the course normally allows students to progress into mainstream Year 12 in the following academic year. Evidence of achievement in other English tests will be considered as part of the application process for all courses.
- 9.2.5. For international students from other educational systems, a report from the previous educational setting will be requested. Generally, this should show achievement within the top 40% in the particular educational system across the majority of subjects, and particularly in those subjects which the student wishes to pursue. The report should also show a high level of motivation and good behaviour. Students who have not taken GCSE qualifications are expected to achieve comparable scores in their own educational system, although other types of evidence may also be considered for those wishing to study vocational courses.
- 9.2.6. Should the student be unable to access the sixth form curriculum of the Faculty for any reason, a consultation process will be held with the student and their parents to satisfactorily resolve the situation.



## **10. General**

10.1. At all stages, the admission of a prospective student is at the discretion of the Principal. A holistic approach will be taken, and all information considered in deciding whether QE will be able to cater for the needs of individual students.

## **11. Transition**

11.1. Students already studying in the Collegiate benefit from a full programme of support with regards to transition to the next year group or key stage. This involves publications at the key transition points that give extensive information to parents and students (particularly at points where option choices are made), information meetings and individual consultations with school and subject staff.

### **11.2. Chapter House to King's Magna**

11.2.1. A 'moving up' transition day is held, in June, for all current students moving through Chapter House, and a transition booklet is given to parents to provide more information about the next year group.

11.2.2. Transition days and transition interviews are held throughout the year for the Year 5 students moving through into King's Magna, giving them the opportunity to discuss their thoughts and concerns ahead of the transfer. Prefects from Year 9 visit the Year 5 pupils in their forms to discuss transition from a student perspective, and they also take lunch with them so that they can answer questions in an informal setting. In the summer term, parents are invited to a presentation about Year 6, where they have the opportunity to meet key staff in King's Magna and can have any questions answered. There are also formal meetings held in the summer term, between the Year 5 and 6 tutors, to create a profile of assessment data and transition needs for each child.

### **11.3. King's Magna to College/Faculty**

11.3.1. The transition process from Year 9 into Year 10 begins at the start of the autumn term of Year 9, when all pupils take a Morrisby careers profiling test to identify careers options which match their interests and abilities.



- 11.3.2. In Personal Development lessons, pupils in Year 9 have the opportunity to discuss the results of their Morrisby tests and are introduced to the different subjects on offer in Key Stage 4.
- 11.3.3. A taster day is then held during the autumn term, when students can gather more information about Year 10. Students are also given more information about the differences between the two senior schools in Personal Development lessons, and talks are given by the school teams and students from both the College and Faculty. Pathway recommendation letters are sent out to parents during the spring term, based on CAT4 data, current school reports and any other relevant information.
- 11.3.4. This is followed by our Options Convention and Careers Fair, so that students and parents can find out more and make informed decisions on their school and subject choices. There are presentations from the school teams and detailed subject information is available from stands run by the academic departments.
- 11.3.5. Following the Options Convention, students make provisional school and options choices, which are followed up with conversations with their form tutor and with a senior member of staff from either the College or Faculty.
- 11.3.6. Students and parents receive a significant amount of information and support throughout this process so that a smooth transition can be made.

#### **11.4. Year 11 to Year 12**

- 11.4.1. At the beginning of Year 11, students review their progress in Year 10 with their Heads of Year and begin exploratory conversations about their intentions for Year 12. This is followed by a more formal transition interview with a senior member of their school staff early in the Spring term of Year 11 when specific options can be discussed in the light of CAT4 data and predicted grades.
- 11.4.2. Year 11 students also undertake detailed Morrisby Careers Testing, and all have a one-to-one Careers Interview which supports the transition process.
- 11.4.3. An Options Convention and Careers Fair are held in the Spring Term to provide extensive information for students and their parents, to help them to make informed decisions. Following these, students are asked to make provisional school and subject choices and offered follow up transition meetings with members of each



senior school, but options are not finalised until the publication of GCSE results in the summer.

11.4.4. Students must meet the subject and course requirements for their programme of study, as laid out in the Admissions section of this policy, but it is possible for a student to move between College and Faculty or vice versa at this transition point subject to CAT4 or other aptitude data.

### **11.5. Year 12 to Year 13**

11.5.1. The Collegiate Code for transition is in place for students moving between Years 12 and 13 in both College and Faculty.

11.5.2. Those completing AS Level courses are expected to achieve a minimum of a B grade in any subject, they wish to continue with to the full A Level. Students following BTEC programmes should have passed any required examinations and be working at least at a Merit grade.

11.5.3. Where these conditions have not been met for one or more subjects, students may be offered alternative programmes of study, to provide them with the greatest opportunity to move successfully onto the next stage of their education or future career. In a small number of cases, students may be recommended to retake Year 12 to maximise their chances of success.

### **11.6. Other points of transition**

11.6.1. Students on Intensive English Programmes within the Collegiate are supported to improve their levels of English in order to transition to the next year of their education. Recommendations are made in the Spring term based on CAT4 and other data, although final placement may be subject to improvement in English by the beginning of the next school year.

11.6.2. Those entering the Collegiate at any stage from outside will be supported with detailed publications and individual interviews with admissions or academic staff. This will help to ensure that correct choices are made in relation to the courses to be studied and to help prospective students and parents to understand the pastoral and domestic arrangements and how they will be assisted to settle into the QE environment.



## Appendix A

### 1. The Early Years good practice in detail

- 1.1. Before starting in Early Years parents receive a full and detailed prospectus, including school contact details, and individual tours are offered to all prospective parents and children.
- 1.2. Before children start in the Early Years, parents and carers are sent a Parent information booklet which has key information and forms to return, including:
  - 1.2.1. Information about the child's Tapestry account which is set up for the child and parents.
  - 1.2.2. Parents are asked to fill in the 'About me' section before the child starts at in the Early Years.
  - 1.2.3. Medical form.
  - 1.2.4. Explanation of the role of the child's key person.
  - 1.2.5. Regular collection form.
- 1.3. If applicable, records from their previous childcare provider will be requested. All this information is used by the key person as the basis for planning to support the child's development and learning.

### 2. Settling new children

- 2.1. All children entering Early Years will be offered one full or two half day taster sessions. Staff will encourage parents and carers to leave their child with their key person; however, parents may stay in the Parent Lounge for the duration of the taster session if they feel more comfortable doing so.
- 2.2. The key person's role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child, and build a relationship with their parents. (The statutory framework for the Early Years Foundation Stage 2023)
- 2.3. Children are encouraged to bring comforters from home if this will enable them to settle more quickly.



### **3. Initial and on-going assessment in Early Years**

- 3.1. The key person will complete an on-entry baseline for the child; this helps the Early Years Senior Teacher to keep an overview of the progress that children make while in the Early Years setting.
  
- 3.2. The key person records children's learning across all seven areas of learning in their Tapestry online learning journey through making observations of children's play, talk and activities. This record gives a clear overview of the child and celebrates what they can do as well as identifying next steps for their learning.

### **4. Moving rooms or changing key person within the Early Years**

- 4.1. If the child is moving rooms, the current key person will complete a transition report on Tapestry, detailing information about the 3 prime areas. All children will be given the opportunity to have settling in sessions tailored to their own needs.
  
- 4.2. The 2-year check, giving detailed information on how the child is achieving in the three prime areas and a summary of the four specific areas, is completed in the half term when they turn 30 months. Parents are invited to a meeting to discuss their child's development.
  
- 4.3. We recognise that, for some children, moving from Kindergarten into Nursery can be challenging for both children and parents, due to change in key person, routine, and environment. Children will be encouraged to have two morning visits when they will be brought to the setting by their current key person. If necessary, the key person will stay with the child to settle them in during these sessions. Children must be toilet-trained before starting in Nursery.

### **5. Transition from Early Years into Chapter House**

- 5.1. Moving from Reception into Year 1 (Key Stage 1) is made easier for the children, as they get to know the older Chapter House children and staff through joint playtimes, assemblies, and events.
  
- 5.2. The Reception children are regularly encouraged to visit Year 1 to share good work, go to whole school assemblies and join in with the EYFS and KS1 Christmas production.
  
- 5.3. The Reception and Year 1 teachers meet in the summer term to discuss individual children's needs and progress they have made during their Reception year. This data informs the next



teacher of targets for the following year. For Reception children this includes the data entered onto the NYCC 'On track' assessment and end of Reception Base results to inform future planning. The children's Learning Journeys will also be shared in order for the Year 1 teacher to know the individual interests of the children. The Year 1 teacher will also moderate pieces of writing with the Reception teacher in the summer term.

- 5.4. In these important formative years, every effort is made to work with parents toward achieving smooth transition at each stage of the young persons' educational journey.