

Transition at BIS: Statement of practice

This statement of practice details BIS' activities and commitments in supporting our students in transition in and out of the school at the end, beginning and during the school year.

Towards the end of every school year, many of our families prepare to move on from BIS, and those who are staying get ready to say goodbye to friends. We also start to look forward to welcoming new students arriving in August. This is a normal part of international school life, but as well as being a transience that creates a lot of the amazing diversity we celebrate at BIS, it can be a difficult and emotional time for everyone involved. BIS is committed to the safe passage of students from one educational environment to the next. Supporting students who are leaving BIS will enable them to have a smoother entry into their new learning environment and we want new students to quickly feel comfortable at BIS.

Transitions Committee

We have a Transitions Committee formed of the following members of staff: primary school and high school counsellors, section principals, and parent representatives. The committee meets early in term 4 each year to plan the year's transition activities, and remain in touch, meeting where necessary, to coordinate plans. Responsibility for organisation and oversight of transitions rest with the relevant principals with activities which include (but are not limited to):

1. Departures from BIS

a. At the end of the academic year

- i. We organise a whole school assembly where we say goodbye to staff and students who will be leaving at the end of the academic year. Students are invited to the front of the assembly to receive a certificate and a small gift, and they are given the opportunity to address the school or show a picture of a favourite BIS memory.
- ii. We publish resources on transition and change in Voices for the school community to read. Articles published in May 2022 can be found in editions 33, 34 and 35 [here](#).
- iii. An online workshop about transition and change is offered to the parent community, delivered by a field expert.
- iv. Our primary and high school counsellors offer visits to classes or small group/individual sessions to give specific support.
- v. For Grade 12 students, we organise a reflection dinner and graduation ceremony.
- vi. Survey of parents who left in October after leaving in the summer.
- vii. Alumni association.

b. During the academic year

- i. We organise a class/programme assembly where we say goodbye to the students leaving, if appropriate for the student. Some students may prefer a smaller celebration within their classrooms with the teachers that have been working closely with the student
- ii. We provide a transition pack for the departing families which includes:
 1. Good quality class photo
 2. Letters by classmates and teachers, physical or digital
 3. BIS memorabilia for each student

4. Transition resources, as published during the most recent end of academic year event (if the student has been supported by the LS then he has a progression report no matter when he leaves with or without the diagnostic assessment report.
- iii. We organise an exit interview with the departing family, hosted by the programme principal, homeroom/form teacher, admissions officer, and other relevant support staff

2. Arrivals to BIS

a. At the end of the academic year

- i. Form teachers organise a buddy system for new arrivals to support settling in.
- ii. For students arriving from different countries and unable to take part in information sessions on campus, families can request to organise a Zoom call with key members of staff.
- iii. Students joining during or at the beginning of the school year can take part in 'taster days' or 'taster periods' with their grade - this helps with making decisions about grade placement but also helps the student get to know the school and their classmates before joining the school.
- iv. Students and families are invited to visit the school before the first day of school in August to familiarise themselves with the campus (including their classroom(s)).
- v. Admissions to send a check in survey to new families at the end of the first month at school to determine which areas of support are needed

b. During the academic year

- i. Same as points i-v above,
- ii. The programme principal will meet a new student at the gate on their first day and lead the student to their homeroom/form class
- iii. The programme principal will have a check in meeting with the new student at the end of the first week, and one at the end of the first month
- iv. The programme principal will organise a meeting with the new family the first two weeks of joining the school to expand on programme information, school expectations, and parental engagement

3. Transition to new classes and programmes

- i. All students in Preschool 3, Grade 5, Grade 8 and Grade 10 are given the opportunity to participate in age-appropriate activities to prepare them for moving to the next programme. Examples include: preschool 3 visit to their classroom (where possible), Grade 5 MYP Experience Day, Grade 8 and Grade 10 information sessions.
- ii. Where possible, primary students are introduced in person to their new teachers.
- iii. Where face-to-face introductions for primary school are not possible, teachers introduce themselves to students in introductory videos which are shared with families over the summer.