

THE ROCHE SCHOOL
11+ & Transition to Secondary School Preparation Policy

This policy which applies to the whole school is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office.

Information Sharing Category	Public Domain
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The Roche School 11+ & Transition to Secondary School Policy applies to The Roche School Nursery, our Early Years Foundation Stage and Key Stage 1 and 2 at The Roche School.

The procedures described comply with the Independent Schools Standards Regulations (The Education [Independent School Standards, England] Regulations 2010, as amended from January 2013) also known as the ISSRs.

In accordance with, and beyond the requirements of these regulations, The Roche School makes its policies available to view on the public area of the school's website – www.therocheschool.com.

Definition

This policy relates to the preparation undertaken by all children through the school for the 11+ examinations in Year 6 as well as their subsequent programme of transition to secondary schools across the country and the world.

Aims & Values

The Roche School commits itself to a strong 11+ process and transition programme which is carefully considered and steadily builds up through the children's time here. The aim is that children are fully prepared for their examinations and transition without feeling overworked or over-pressured and that they hit their examination peak at the right time in Year 6 without any burnout.

In order to ensure that this process works as smoothly as possible it begins far before Year 6 but in a gentle and gradual way.

Planning

Year 4 & the 11+

Starting in Year 4, the children are put into sets for weekly Verbal & Non-Verbal Reasoning lessons.

They also start the ISEB English Comprehension curriculum which continues into Year 5.

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In the Spring term the children will sit the CAT4 – a comprehensive battery of standardised reasoning tests often used by secondary schools as an entrance measure or requested as part of an application.

Year 5 & the 11+

In Year 5 the preparation for the wider aspects of entry to secondary school begin in earnest. Each child completes a Soapbox assembly on a topic of their choosing. This develops both research and presentation skills which are help with preparation for the interview process. Similarly, weekly Philosophy for Children lessons augment their speaking and listening skills.

From the second half of the Spring Term (when the 11+ exams in Y6 have concluded), Year 5 gain an additional set in both English & Maths to allow for even smaller group sizes and more time with the teacher per child. They will also sit the Year 5 CAT4 in the Spring term.

At this point, parents are also able to begin to book in meetings with Mrs Adams & Mrs Ricki as the start of our schools consultation process. We start by creating a longlist of schools in collaboration with each set of parents, specific to the child. The next meeting will be in September at the latest but parents are encouraged to be in touch regularly with any queries and can book a follow-up appointment in the Summer term if they so choose.

We also hold a Secondary School's Fair in the latter part of the Spring term every other year. This is an opportunity for parents to talk directly to schools and get a better understanding of what is on offer.

From the Summer term onwards, the children will begin to complete 10 & 11+ papers in the main examined subjects (English, Maths, VR & NVR). The intention here is for them to get used to the varied formats, question types and timing pressures. It is important to note that marks in these tests are not the focus and they will still complete a standardised school assessment this term, the marks from which will go on their Summer term report.

Finally, the Year 5 team will also set a comprehensive packet of work to completed over the Summer holidays as it is important that the children do little-and-often so that they can start promptly come September. An Reference Information Request Form is also sent home which parents and children are asked to fill in together and return to the Year 6 class teacher asap in September. We use this information as an aid when writing the references which go on to each secondary school a child applies to.

Year 6 & the 11+

From the start of the Autumn term all children in Year 6 will complete 11+ papers under timed conditions in English, Maths & Reasoning each week. The results will also be tracked by the teachers although they will not, for the most part, be shared with the children. For the children the focus should be on technique and improvement in specific areas rather than considering specific marks. The reasoning behind this is that, firstly, individuals can become obsessive over marks therefore losing sight of the bigger picture. Furthermore, the papers are all of varying difficulty, so a 'lower' mark in one paper may actually denote an overall improvement but it is very difficult to grasp that as the individual who has sat the paper.

There are also 'booster' sessions every morning through the week. These are: English, Maths, Reasoning and interview prep. On Wednesday mornings all Year 6 children are also expected to attend Senior Choir.

After the Autumn half-term we have the opportunity to add a further group to our English teaching in Year 6. Mrs Adams will take a small group for further English practice, with a general focus on high-level poetry analysis. They also sit the Year 6 CAT4 in the Autumn term.

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We also offer 'Christmas School' – a few mornings at the immediate start of the Christmas holidays where Year 6 come in in their own clothes for some further, focussed prep. These generally run from 09:30 – 12:00 for 3 or 4 mornings.

We continue with our smaller sets all through the main examination period (January – February) and after the spring half-term our Transition to Secondary Programme begins.

Year 6 & the Transition to Secondary School

Year 6 will sit internal school assessments in the Spring term but we aim to then reduce the academic pressure on them somewhat – without negating all their hard work – and begin to look at further, broader skills.

They will complete a First Aid course designed, not only to give them key skills but also to start the conversation of what it means to have responsibility.

They also complete a full PSHE unit on 'The Wider World' which covers a variety of areas they may encounter including time management, organisation in a larger school, travelling to and from school using public transport and interpersonal relationships. We also utilise PSHE Association Approved Sex & Relationship Education scheme of work.

Finally, we take the Year 6 children on a week long residential PGL trip as a way of celebrating their time at The Roche School together. This same sentiment is echoed in the Year 6 end-of-year and end-of-school production which is (COVID dependant) a widely attended and celebrated event.

Teaching and Learning

KS2 – Outlined in 'Planning' section

Children with Special Educational Needs and/or English as an Additional Language

The SEND & EAL departments work directly in tandem with the 11+ team to support all children with any additional need of any degree.

Development

Changes in the 11+, particularly a move to hybrid examinations, have required us to develop our preparatory programme. This includes utilising digital platforms for exam practice as well as homeworks.

Social developments, particularly in the realms of technology & communication, have resulted in an even more pronounced need for appropriate teaching time and workshops for children on the topics of e-safety and general social relationships, alongside our original programme of activities.

Links to Other Curriculum Areas

The 11+ programme directly links with all areas of the curriculum. In core subjects & Reasoning this is mainly in terms of assessment preparation. In non-core subjects this link is based in ensuring that all children under our care remain well-rounded individuals with varied interests.

The Transition to Secondary Schools programme links with all subjects in the curriculum (apart from Reasoning) by virtue of those subjects continuing to be studied in Secondary School. However, the most

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relevant area is PSHE (and the crossover of Science regarding SRE) as the primary concern in preparing the children is ensuring they are appropriately equipped to deal with the enhanced pressures and responsibility of moving on.