

WHOLE SCHOOL PRACTICE FOR SEMESTER 1 WITH STUDENTS STARTING HIGH SCHOOL

To ensure we are taking a consistent approach and supporting our students in their transition to high school, all teachers need to adhere to the following guidelines, particularly in Semester 1.

Please tick or cross and return to the Year Coordinator at the end of Weeks 2,5, and 10.

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If you have a class that has just started high school this year, please complete the following:

In the last few weeks with my class I have been:

- Wearing a nametag (for the first few weeks only).

ORGANISATION & PLANNING

- Giving students time and assistance in class for organising papers and files.
- Reminding students to record homework and due dates in their diaries whenever I give homework.
- Taking time at the end of each lesson to ensure students read their timetable properly for their next class, and know where the room is located.
- In the first five minutes of the day, having students discuss in groups/whole class/ partners about their approach to their work and planning last night. How could they improve, did they do any independent learning. Give time for reflections and discussion.
- Monitoring homework consistently, writing notes in diary to parents if not completed, following the guidelines in the school's Homework Policy.

INDEPENDENT LEARNING

- Reinforcing the concept of compulsory work vs independent learning in my subject.
- Giving students a list to stick in their book of independent learning they could do for my subject this term if there is no homework for that subject.

ASSIGNMENTS

- Spending time going through assignments when they are handed out and explaining any criteria or outcomes or marking guidelines and what this means for students.
- Deconstructing the task, issue rubric/criteria and explicitly deconstructing with students to model what achievement looks like.
- Giving students an opportunity for peer discussions on the assignment then checking there are no questions about what students need to do.
- Having students highlight key information in assignments.
- Ensuring all assignments given have two dates a "Draft Date" & "Final Due Date".

- Having students write these dates into their diary and explaining expectations for draft date.
- Discussing with students the length and depth expected, and giving students guidelines as to how much time they should spend on the task.
- Giving students feedback and assistance on the Draft Due date.
- Placing all assignment due dates (and tests and any larger piece of work) on the year calendar.
- In the last 5-10 minutes of the day, having students plan their work for the evening, estimate the time it will take and list any independent learning they will try and do that night in their diary.

TESTS & ASSESSMENTS

- Whenever you tell students there is a test, spending at least 10-15 minutes reviewing the 3 step process to studying and brainstorming ways they might study for that test.
- Giving students clear guidelines as to what will be tested.
- Allocating class time before the test to teach/model/scaffold making study notes/ mind maps etc for your subject. Students view each other's notes, get feedback on notes.
- On the day of the test, having students hand in their notes and writing short feedback for them while they are doing the test.
- On every test having a short reflection question at the end "How did you study for this test, how effective was it, and what could you change or do differently to improve your approach for next time?"
- When you hand the test back, giving ample time for reflection and vary reflective practices: eg students self-reporting, don't always give the marks straight away.

If you are a roll call teacher, please complete the following:

In the last few weeks with my class I have been:

- Discussing organisation and timetables with my class on a regular basis to pinpoint students having difficulties.
- Discussing time management and planning strategies with my class on a regular basis to pinpoint students having difficulties.

Do you have any suggestions for changes/amendments/improvements to better help students with transition to high school? Please email to the person managing transition.

- Eg. The school could send out a survey to parents at the end of Week 4 to get parent perspectives.