STAHS
PREP SENIOR SIXTH

Academic Transition Through STAHS

Teaching, Learning & Assessment Policy
Related Document

June 2026

THINK BEYOND

STAHS

PREP SENIOR SIXTH

Academic Transitions through STAHS

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1. Introduction

1.1. STAHS is a through-school, and it is our aim that every pupil who joins our school will remain with us until the end of Year 13, automatically transitioning between years, key stages, and sections of the school. This document outlines the support we offer to ensure that, to the best of our ability, we meet this aim. It also explains the circumstances and processes where the Head of STAHS Senior or Head of STAHS Prep may not allow such automatic transition into the next year group or key stage at STAHS, when in the opinion of these Heads, it will not be in the child's best interests to do so.

1.2. STAHS is an ambitious, supportive and inclusive educational community. We value integrity, clarity and transparency in all aspects of school life, including in our process for admissions of pupils to the school and the transition of pupils from one Key Stage to another, and from the Prep School to the Senior School and from the Senior School to the Sixth Form.

1.3. We are ambitious in that we are academically selective at all points of entry and have the highest of expectations for pupil achievement and attainment. We are supportive in that our first response to pupil difficulty or individual underperformance will always be meaningful intervention in partnership with children, families and staff to provide all appropriate support to help the pupil to succeed. We are inclusive in that we value our community's diversity and work to ensure that all children admitted to the school reach their educational goals. STAHS always complies with our obligations under the Equality Act. In the interest of integrity, clarity and transparency, we will engage openly with families and children when there is evidence that any child may no longer be able to thrive within the STAHS community.

1.4. Pupils are admitted to the school on the basis that they will be able to enjoy our educational opportunities and meet our high academic expectations. For information on the school's admissions process, please see the STAHS Admissions Policy, available through the Parent Portal and on the school's website. All pupils are encouraged to discover and develop their knowledge, skills and interests on a journey culminating a wealth of opportunity and choice for their future path by the time the reach Year 13.

1.5. It is the aim of the school to ensure that all pupils meet the minimum academic thresholds to be sure of transition to the next phase of the school. By tracking and monitoring progress, offering timely academic intervention and maintaining an open dialogue with pupils and parents, we can be confident that all pupils will be able to comfortably access the ambitious, broad and fast-paced STAHS curriculum at all stages of their education.

2. Academic Thresholds

Across the Prep School (Reception through Year 6)

2.1. The school's attainment thresholds for younger pupils are set with the pupils' futures at the Senior School and beyond in mind. STAHS engages in robust baseline and ongoing assessment throughout all Pre-Prep and Prep year groups. In this way, teachers and senior leaders can be confident that each child's academic and developmental progress is effectively tracked and monitored as they progress through the Prep School. As part of our ongoing monitoring process, this data is regularly reviewed and appropriate challenges and supportive interventions are put in place for individual pupils to ensure that they are not only making the progress we would expect them to make, but that they are each challenged to reach their personal potential.

2.2. We understand that all children grow, develop, and mature at different rates, and that is why the baseline and ongoing assessments we use in the Prep School are age-standardised and provide data which can be (in some cases) compared against a national or international cohort of tens of thousands of children in order to allow us to understand a child's attainment both in

the context of STAHS but also in a much wider context. Teachers work closely with children and their parents to ensure support is put in place where the evidence shows that a pupil may not be making adequate progress, and this support is monitored and adapted to ensure that it is effective. In most cases, pupils can benefit from this support, and will soon find themselves back on the expected trajectory. It is not uncommon for children to require additional intervention and support at various times throughout their education.

2.3. If it becomes clear over time that despite intervention and support, an individual pupil is simply not keeping up with the demands of the STAHS curriculum and is not thriving at the school, the Head of Prep may not allow automatic transition into the next stage (year or key stage) of the pupil's education at STAHS. In these rare instances, the Head of Prep and the pupil's teachers will have had several conversations with the family to help them understand the reason for the decision and to help them identify a more suitable academic environment for their child where she will be able to develop and flourish.

Year 6 to Year 7

2.4. In keeping with our through-school ethos, nearly all girls in Year 6 at STAHS Prep School are granted automatic admission into Year 7 at STAHS Senior School without the need for admission assessment. It is our belief that the education provided by the Prep School is of such a high standard that all pupils who are making good progress throughout Years 4, 5 and 6 will be more than capable of accessing the Senior School curriculum and thriving in our ambitious and highly academic Senior School environment. By removing the need for admissions testing (and the practice and preparation that accompanies such testing), we are allowing more curriculum time in Year 6 to further explore academic pursuits. Many families choose not to register for admissions examinations at any other schools, safe in the knowledge that their child has already secured entrance into STAHS, one of the country's leading independent schools. Nonetheless, a STAHS education prepares pupils for any future pathway. Should they opt to change to another school, our curriculum develops pupils who are capable of accessing any entrance test without formal practice and preparation. It is the parents' responsibility to source revision materials for specific entrance tests. STAHS does not provide revision materials or individual or group tutoring for admission to other schools.

2.5. There may be some pupils for whom the scope and pace of the Senior School curriculum and our high academic demand is simply not appropriate. Where this is the case, automatic entry into Year 7 may not be granted. While pupils are in Year 4, the STAHS Transitions Panel meets to discuss the progress of each Prep pupil. The Panel consists of members of the Prep and Senior School Leadership Teams, the Prep School SENDCo, the Senior School Head of Learning Support, and member(s) of the Admissions team. The data used by The Panel includes several metrics, such as standardised test scores, internal assessment data and school reports. Following the initial Panel meeting, the Head of Prep and Deputy Head Academic (Prep) meet families for all Year 4 pupils and will explain whether or not each child is on-track for automatic transition or not and what interventions will be in place (as appropriate) to support their child if they are not on-track.

2.6. Parents of pupils not on-track meet again with the Head of Prep and the Deputy Head Academic (Prep) in Year 5 to review progress, following any interventions and additional data, including any standardised assessment data. The Transition Panel have a second meeting in Lent Term of Year 5 to make their final decisions on whether automatic transition is to be granted or not. Written confirmation is provided from the Head of STAHS at this stage to all families, to confirm whether or not automatic transition has been granted.

2.7. Should a family wish for their child to be considered for entry into STAHS Year 7 when automatic transition has not been granted, they may register their child for 11+ admission to

the Senior School via the admissions process for external candidates. The standard admissions process will be followed, and admission decisions will be in-line with the published procedures. The fact that the pupil is currently at STAHS Prep will be neither advantageous nor disadvantageous with respect to the decision whether to offer her admission into Year 7.

2.8. The Transition Panel will meet finally in Michaelmas Term of Year 6 to determine which pupils are invited for academic scholarship assessment. The Head of STAHS Senior School writes to all parents in Year 6 with an update on transition, including an invitation to the academic scholarship assessment for those selected pupils. Further information on the process for academic scholarships can be found in the Admissions Policy Related Document, *Bursaries and Scholarships*.

Across Key Stage 3 (Years 7 through 9)

2.9. It is expected that all pupils at STAHS should be at least meeting the expected standard for the school in all of their subjects most of the time. Where it becomes clear that a pupil is falling below this standard, subject-specific or wider academic intervention will be put in place to support them and help them to make adequate progress.

2.10. Intervention typically takes the form of Maths, English and/or languages work through the summer between Year 7 and 8 or Year 8 and 9. This is in recognition of the importance of building on those skills throughout Key Stage 3, whereas subject-specific interventions around knowledge acquisition from Year 7 or 8 is less essential and impactful.

2.11. Should a pupil continue to fall below the expected standard, despite intervention efforts by her teachers, pastoral and academic staff, it may become necessary to decline automatic transition into Year 10. The aim of the school is to ensure families are made aware of our concerns as early as possible, to enable them to seek alternative arrangements for their child.

Year 10 to 11

2.12. We do not normally withdraw places for pupils in the middle of their GCSE curriculum, at the end of Year 10, based on academic attainment.

2.13. Where a pupil is consistently not meeting the expected standard in one or more of their courses, the school may alter the GCSE profile for that pupil (e.g., remove them from one or more of their courses, in some cases to allow them additional study periods during which they could focus more extensively on raising their attainment in their remaining courses).

2.14. Typical interventions for those who continue to not meet expectations include meetings with the Academic Leadership Team and Head of Year to develop an Academic Action Plan. These most often arise following the end of year examinations in the summer term of Year 10 to provide pupils with the summer to improve. The school may reduce the GCSE profile for a pupil at any point during Years 10 and 11 if in the opinion of the Head of STAHS Senior and Deputy Head Academic it is in the pupil's best interests to do so.

Year 11 into the Sixth Form

2.5 Entry into the STAHS Sixth Form is dependent upon achieving the required GCSE grades for the subjects the pupil wishes to study at A level. These can be found in the most current STAHS Sixth Form Prospectus, available on the school's website. Pupils are also required to achieve a minimum of a Grade 6 in both GCSE Maths and GCSE English Language or Literature.

2.6 Provided Year 11 pupils have achieved GCSE results that allow for a meaningful programme of A Level Study, that is able to be timetabled, they will enjoy automatic transition into Year 12.

2.7 Where progress in Year 11 suggests that a pupil may not meet the threshold for A Level study

in the STAHS Sixth Form, supportive intervention will be made alongside clear dialogue with the pupil and their family. This will likely include support through the Form Tutor, Head of Year and members of the Senior Leadership Team, such as the Deputy Head Academic where it is felt appropriate.

2.8 It is the responsibility of the family to ensure that they have considered alternative Sixth Form provision in the event of their child not meeting the published STAHS Sixth Form entry requirements. The school will not waive entry requirements to Sixth Form on the basis that the pupil has not secured a place for post-16 study at an alternative institution.

2.9 All pupils joining the STAHS Sixth Form are required to engage fully in the STAHS Diploma journey. This means committing to all four pillars of the Diploma and maintaining their personal Diploma Portfolio. All Year 12 pupils are required to embark on the study of four A level subjects and will be expected to commit fully to the study of all four subjects for a minimum of one academic term.

Year 12 to 13

2.10 Automatic transition from Year 12 to Year 13 is dependent upon achieving no lower than C grades in their end-of-year exams during the summer term of Year 12.

2.11 Pupils not achieving this should not expect to automatically continue studying at STAHS in Year 13. The clear majority Year 13 pupils at STAHS apply for places at competitive institutions of Higher Education or training and employment. Entering Year 13 with less than grades of B, B, C (or B, B, C, C if studying 4 subjects) is not a basis for success in these applications.

2.12 Where progress earlier in Year 12 suggests this threshold may not be met, supportive intervention will be made alongside clear dialogue with the pupil and their family. It is always our intention that this intervention will help a pupil to a position where they do achieve at least B, B, C (B, B, C, C) by the end of the year, and consequently continue towards success in Year 13.

2.13 Pupils who wish to move from four A levels to three are able to do so at the end of the autumn term of Year 12. They are invited to discuss this with the Head of Sixth Form after which feedback is received from all the pupil's class teachers to consider whether dropping a particular subject is a sensible course of action when considering their attainment in their other subjects and in the context of future higher education or career choices. Pupils are able to move to three A levels at any stage after autumn term of Year 12, following the same process as above. This is not true for A level Drama, however, as they must drop the subject either after Michaelmas term of Year 12 or at the end of Trinity term of Year 12. This is because in Lent and Trinity terms they are completing group NEAs (coursework) which require their continued participation as it influences the outcomes of all other pupils in the group.

2.14 The school may reduce the A Level profile for a pupil at any point during Years 12 and 13 if in the opinion of the Head of STAHS Senior, the Deputy Head Academic and the Head of Sixth Form it is in the pupil's best interest to do so. These decisions are normally based on significant academic underperformance and failure to make required progress in one or more subjects, or due to medical or educational needs that impact on a pupil's ability to access the curriculum.