POLICY NO.68 Transition to Primary School Policy

REV: 01 REV. DATE: 16.08.2021

Policy on Transition from Preschool to Primary School

Policy Statement.

At Scamps & Scholars Childcare we are very conscious of the importance of support, guidance and sensitivity at the time when a child is transitioning from any level of education to another. This is no different for the child who is transitioning from preschool to primary school.

This policy is informed by the National Council for Curriculum and Assessment's (NCCA) Preschool to Primary Transition Initiative, Transition from Preschool to Primary School: Research Report 19 (O'Kane, 2016), Starting Strong: Transitions from Early Childhood Education and Care to Primary Education, 0ECD (2017) and Early Years: An Inspector's Perspective on Practice and Policy, Hislop (2018)

AIMS

At Scamps & Scholars Childcare our aim is to support progression and continuity of experience as children move from our Centre to the next step in their education, Primary School.

We aim to make this transition

- A positive experience
- As smooth as possible, by promoting certain dispositions, skills and knowledge, including a strong focus on oral language/communication, and the development of positive learning dispositions, including curiosity, independence and resilience
- Easier for the child by fostering a greater alignment between the curriculum of the preschool (inspired by Aistear) and the curriculum of the Primary School
- Pleasant for the child and his/her family by the development of trusting relationships between the preschool and the Primary School
- Positive experience for those children who may be experiencing disadvantage, children whose first language is not English, or children with Special Educational Needs (SEN)
- An informed experience by ensuring the transfer of information on children's learning and development between the preschool and the Primary School

Procedures

Preparation for the move to primary school begins, at Scamps & Scholars Childcare, as soon as a young child comes through our doors for the first time.

It is important to remember that transformative transitions are not a one-off event, they are something that is prepared for over several months and even years.

Every time the child develops another aspect of independence, sitting comfortably on a chair, using a spoon, holding a crayon, being confident enough to express an opinion, – he or she is getting ready for the next stage – getting ready to move on to Primary School.

In the months preceding the children's entry into Primary School the following September, a more structured programme of preparation may be initiated. This includes the children themselves, as they are the most important people in the process, personnel from the Primary schools if applicable, the parents and families of the child and the Early Years Educators at Scamps & Scholars.

The following is list of activities that may be used by individual crèches to support the transition:

- A visit to the school by the Educator
- Children maybe visiting the school
- Stories about going to school
- Use of a Transition Resource Box with school related items
- Role-play (at 'big school')
- Use of a HOPE TREE where the leaves represent the hopes of both parents and children for their new school
- Room displays of photographs of the different schools with children attending below each one
- Dolls dressed in uniforms at the entrance to the crèche
- Display of picture maps showing where the schools are located

Feedback to Parents

Parents play an important role in the transition process and should be seen as collaborators, with respectful dialogue being all important. In pursuit of this aim a Parent-Educator meeting may be organised for your child moving to Primary School.

APPROVAL DATE: _____

IMPLEMENTATION DATE:

SIGNED:

(On behalf of the Board of Directors)

Appendix

Mó Sceal Transition form

Mo Scéal: Moving from Preschool to Primary

| Child's Personal Details | |
|--------------------------------------|------|
| First name: | |
| Likes to be known as: | |
| Surname: | |
| Date of birth: | |
| Primary School and Preschool Deta | ails |
| Primary School child is enrolled in: | |
| Preschool: | |
| Preschool contact number: | |
| | |
| Preschool contact person: | |



| Well-being | Always | Most of the time | Sometimes | Rarely | |
|---|--|---------------------|----------------|-------------|------------|
| Child has good relationships with other children in the setting | | | | | |
| Child enjoys participating in different kinds of play | | | | | |
| Child is confident | | | | | |
| Child has good gross motor skills | | | | | |
| Child has good fine motor skills | | | | | |
| Child is independent | | | | | |
| Child copes well with transitions | | | | | |
| Child is generally resilient and can keep going when things don't go as planned | | | | | |
| Child can manage his/her feelings well | | | | | |
| Child shows good judgement when taking risks | | | | | |
| Additional comments including areas | the child enjoys | | | | |
| | | | | | |
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| | | | | | |
| | | | | | |
| | | | | | |
| The information above briefly deso confidence and happiness. | cribes the child' | 's well-being. It | focuses on the | child's | |
| NCCCA Active to the second sec | primar developments trais sa bhunscalach | 5 | n | cca.ie/earl | /childhood |

| Identity and Belonging | Always | Most of the time | Sometimes | Rarely | |
|--|-------------------|---------------------|-----------------|--------------|--|
| Child is developing a sense of his/her own identity | | | | | |
| Child has a strong sense of group identity with family and community | | | | | |
| Child has a strong sense of belonging to the group in the setting | | | | | |
| Child understands the different roles of people in the community | | | | | |
| Child helps make decisions on matters that impact on him/her | | | | | |
| Child has good social skills | | | | | |
| Child understands the rules and boundaries of acceptable behaviour | | | | | |
| Child is beginning to think about others and their feelings and views | | | | | |
| Child shows positive learning dispositions ¹ | | | | | |
| Child sees himself/herself as a capable learner | | | | | |
| Additional comments including areas | the child enjoys | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| A disposition is the tendency to respond to situations in characteristic ways. It is a pattern of behaviour shown frequently by the child, e.g., curiosity, independence, perseverance, resilience. | | | | | |
| The statements above describe the child's sense of identity and belonging. They focus on the | | | | | |
| The statements above describe the | e child's sense (| bridentity and l | belonging. They | rocus on the | |

child's developing sense of self, family and community.





ncca.ie/earlychildhood

| Communicating | Always | Most of the time | Sometimes | Rarely |
|---|------------------|---------------------|-----------|--------|
| Child uses non-verbal skills to communicate | | | | |
| Child speaks clearly | | | | |
| Child listens well to others and responds appropriately | | | | |
| Child recites nursery rhymes and songs | | | | |
| Child responds to a variety of open-ended, 'l wonder why…' type questions | | | | |
| Child enjoys exploring books | | | | |
| Child recognises that print has meaning | | | | |
| Child uses ICT in an enjoyable and meaningful way | | | | |
| Child enjoys being creative | | | | |
| Child uses mark-making to show meaning | | | | |
| Additional comments including areas | the child enjoys | | | |
| | | | | |

The statements above describe the child's communication skills. They focus on the child sharing his/her experiences and feelings with growing confidence and competence.





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| Exploring and Thinking | Always | Most of the time | Sometimes | Rarely |
|--|------------------|---------------------|-----------|--------|
| Child enjoys exploring the environment using his/her senses | | | | |
| Child has growing awareness of past and present in his/her own life, and in the people and places in the locality | | | | |
| Child is aware of features, animals and plants in the locality | | | | |
| Child uses mathematical ideas in everyday interactions | | | | |
| Child enjoys counting and using numbers | | | | |
| Child is developing a sense of shape and space | | | | |
| Child enjoys solving problems with others | | | | |
| Child is open to trying new things | | | | |
| Child is beginning to develop his/her own ideas about why and how things happen | | | | |
| Child is beginning to make connections between new learning and previous experiences | | | | |
| Additional comments including areas | the child enjoys | | | |
| | | | | |
| | | | | |
| | | | | |

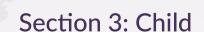
The statements above describe the child's ability to explore and think. They focus on the child's experiences and interest in the things, places and people in the locality.



| Summary/additional information on the o | child's stren | gths, intei | rests and challer | nges | |
|--|---------------|-------------|-------------------|-------------|--|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Useful strategies/ideas to support the child | d's transitio | n to prima | ary school | | |
| | | | | | |
| | | | | | |
| | | | | | |
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| | | | | | |
| | | | | | |
| How parent(s)/guardian(s) can further su | pport the ch | ild's learr | ing during the s | ummer | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Attendance | | | | | |
| Years in Preschool | 1 year | | 2 years | | |
| Number of days attended in this preschool year | | | out of | | |
| | | | | | |
| Ø | 2 | | | | |
| NCCA Aistear | rimor | | | ca.ie/early | |

Section 2: Parent/Guardian

| | ember completing th | is form | | | |
|--|------------------------|-----------------------|--------------------|--------------|--|
| First name: | | | | | |
| Surname: | | | | | |
| Relationship to child: | | | | | |
| | | | | | |
| What would you li | ke your child's new pi | rimary school to kr | iow about him/h | ier? | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Have you any sugg | sestions that might he | elp your child settle | e into junior infa | nts? | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | our child that you v | | | |
| | information about y | | vould like to sha | ire with the | |
| Is there additional primary school? | information about y | | vould like to sha | ire with the | |
| | information about y | | vould like to sha | ire with the | |
| | information about y | | vould like to sha | ire with the | |
| | information about y | | vould like to sha | ire with the | |
| | information about y | | vould like to sha | ire with the | |
| | information about y | | vould like to sha | ire with the | |



Name:



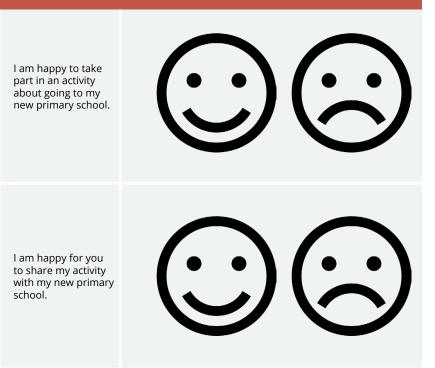
Section 3: Child Assent

To be completed by the preschool practitioner with the child. By marking the appropriate face, the child is given the option to:

(1) take part in an activity about going to school

(2) share an activity with the primary school.

Mark the appropriate face





Section 4: Parent/Guardian Consent

As well as receiving a copy of the report to keep for yourself, you are being asked if you would like the preschool to share a copy with your child's new school. The report will only travel to the school with **your permission**. You are asked to sign this consent form after the three completed sections of the report - the section completed by the practitioner, the section you completed, and the piece your child would like to share with the school - have been shared with you.

Along with general information about your child's learning, the report may also include some sensitive information about your child such as his/her racial/ethnic origin, his/her health or a disability or special educational need.

The boxes below ask for your permission for the preschool to share your child's report with the primary school.

| Please tick from the following options | | | |
|---|-------------------------|----------------------------------|--|
| l have read the report about my child. | Yes | No | |
| l give consent to the preschool to share all information including any sensitive information in the report, with my child's primary school. | Yes, l give consent. | No, I do not give consent. | |
| l give consent for the preschool and the primary school to discuss the content of the report. | Yes, l give consent. | No, I do not give consent. | |

| | Signature | Date |
|------------------|-----------|------|
| Parent/Guardian: | | |
| Practitioner: | | |
| Manager: | | |

