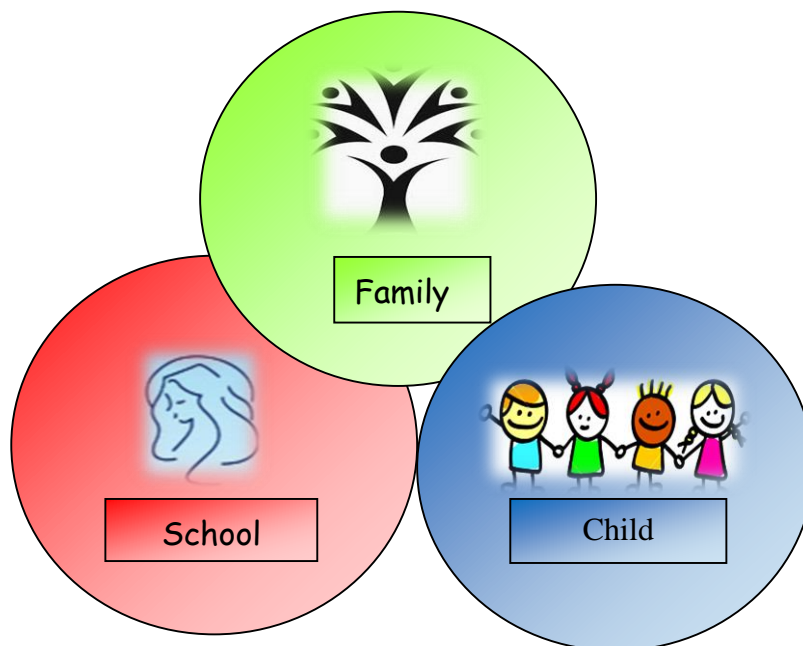




School Readiness

While the revised EYFS provides a general definition of school readiness, this term can be widely interpreted. The EYFS defines school readiness as 'the broad range of skills, knowledge and attitudes children need as foundations for good future progress.' (*Statutory Framework for the Early Years Foundation Stage, page 4*).



At Our Ladys we have adopted the approach that 'school readiness' will accommodate 3 aspects; children's readiness for school, school's readiness for children and family's readiness for school. Together, these will maximise each child's likelihood of success as they progress through their time in school.

We recognise that when most children begin in a primary school reception class, they arrive with a host of different experiences, skills and expectations. They have come from different families, different environments and childcare settings.

At Our Ladys we acknowledge that a child is 'school ready' when they;

- Are curious about the world
- Have a desire to learn
- Can cope emotionally with being separated from their parents
- Are relatively independent with their personal care

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Head Teacher – Mrs P McGuffie

Children's readiness for school – goals for effective early learning

From a child's perspective:

- Be excited, enthusiastic, curious and confident about learning
- Be resilient and ready to take on all that is on offer
- Ask questions, take risks and find solutions
- Feel safe, secure and cared for
- Feel that the contributions they make are valued and respected
- Have a broad range of knowledge and skills gained through everyday experiences
- Be active and healthy
- Feel that their efforts will be recognised and celebrated
- Be comfortable to communicate their thoughts, ideas and needs in their own way.
- Start to develop an awareness of their own emotions and behaviour as well as being able to reflect upon them
- Be independent by using self-care skills
- Start to develop their turn taking and co-operative skills
- Be comfortable in approaching others

School readiness from a family's point of view means:

- Recognising that you are your child's most important role-model
- Having fun with your child: playing, talking and sharing together regularly and frequently
- Using everyday experiences as learning opportunities and giving your child opportunities to take the lead
- Doing familiar and different things together and showing your interest in discovering new things
- Encouraging your child to try out their ideas and different ways of doing things.
- Being encouraging by giving feedback and showing an interest.
- Celebrating your child's achievement in language development – singing songs, nursery and finger rhymes and making time for talk
- Supporting your child's self-help skills so that they learn to do things for themselves
- Recognising and talking through your child's feelings and different emotions
- Providing other opportunities for your child to develop independence skills.
- Allowing enough time for relaxation, rest and play

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- Providing opportunities for your child to meet and relate to others including adults beyond close family and friends so that they positively experience socialising, sharing toys and turn taking
- Establishing a good sleep routine
- Reading with and to your child, everyday if you can.
- Involving your child in getting to know their school before starting
- Seeking professional advice and guidance, particularly in terms of health related matters
- Ensuring your child is as active and healthy as they can be
- Providing meaningful opportunities for your child to experience that not everything happens at once and on their demand
- Promoting children's independence skills by giving them choices
- Talking and communicating with your child to develop speaking and listening skills.

School readiness for Schools and Early Years practitioners means:

- Demonstrate professional respect by communicating and sharing information about every child's unique transition journey
- Demonstrate high expectations for each child by providing challenge, promoting resilience and raising aspirations
- Enthuse, engage and motivate all children and allow them the opportunity to make decisions, giving them the confidence to learn
- Operate in the best interests of the child and adapt practices when necessary.
- Establish positive relationships and effectively consult with parents
- Share ideas about how to support children's development and learning with parents, including home routines
- Assign every child a key person and inform each family of what this role will mean for them
- Understand the different stages of child development, how these relate to each other and how to plan developmentally appropriate responses
- Track individual children's progress and share outcomes with all relevant partners
- Celebrate successes widely, especially with families
- Respect and respond to the children's backgrounds and circumstances
- Provide appropriate continuity of care
- Use objective led planned activities and teach children as they first arrive into school, recognise, record and respond to the different ways that children learn and reflect this in their provision and practice.

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- Provide a stimulating environment inside and out where continuous provision is sufficiently flexible to meet individual needs, interests and motivations through the different areas of learning
- Promote the use of communication and language through rich modelled dialogue and questioning.

To support children in becoming 'school ready' **adults** should provide:

- Effective care for children's physical, social and emotional needs ensuring that high levels of well being and involvement are supported, enabling deep level learning to take place using the outdoor environment as much as possible (wellie walks and Forest School)
- A 'Key Person' approach in which adults are sensitive to children's needs and ensure that needs of groups and individuals are well met
- An inclusive approach that meets the diverse needs of all children
- Well planned and purposeful activities that engage and interest the children
- A good balance between children making purposeful choices about their activities (child initiated) which consolidates learning and adults directing (adult directed or initiated) what they do and teaching specific skills and ensuring progress
- Opportunities to extend children's speaking skills by modelling language well
- Active opportunities to teach 'good' behaviour (rather than policing) through intrinsic motivation and teaching children how they can look after themselves with clear roles and high expectations for all within the setting
- Opportunities for independence rather than 'doing things' for children
- Time to make links with previous learning
- Activities to Challenge thinking
- Opportunities to promote the development of speech and language to enhance communication skills
- Experiences to develop confidence when speaking to adults and peers