

 Killorglin Community Childcare Centre CLG		TRANSITION TO PRIMARY SCHOOL POLICY			
POLICY NO.:	CCP No. 27	REV. NO.:	3	REV. DATE:	01.04.2025

PREPARED BY:  Centre Manager	Date: 30/3/25
APPROVED BY:  Board of Directors	Date: 15/5/25

Policy Statement:

At Scamps and Scholars Childcare Centre 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, OECD (2017) and Early Years: An Inspector's Perspective on Practice and Policy, Hislop (2018)

Rationale:

At Scamps and Scholars Childcare Centre our aim is to support progression and continuity of experience as children move through and eventually 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 additional needs.
- An informed experience by ensuring the transfer of information on children's learning and development between the preschool and the Primary School.

Procedures:

In preparation for a child moving through the service internally, we will provide for such a change happening at the quietest time of the year and normally this falls over the months of July and August.

We will talk in advance of the change to the children and allow them to have some contact with their new potential room and staff members where this is possible.

A transition form will be completed by the staff of the room the child is leaving, and this information will be passed onto to the parent of the child. Parents/guardian will need to look over and sign their consent for the information to be forwarded to the staff of the new school the child is entering.

We will liaise with the parents of the child in advance to ensure that the move being undertaken meets their needs. We will always attempt to ensure that a child has a choice of rooms, be sensitive to their peer group of friends and other requirements as they arise, notwithstanding the maximum numbers allowed in each room.

Preparation for the move to primary school begins at Scamps and 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 and 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')
- 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.

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 Details

Primary School child is enrolled in:

Preschool:

Preschool contact number:

Preschool contact person:

Role of contact person:

PHOTO OF CHILD
ON HIS/HER OWN



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Section 1: Practitioner

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				

The information above briefly describes the child's well-being. It focuses on the child's confidence and happiness.

Section 1: Practitioner

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 dispositions¹

Child sees himself/herself as a capable learner

Additional comments including areas the child enjoys

¹ 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 child's developing sense of self, family and community.

Section 1: Practitioner

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, 'I 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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Section 1: Practitioner

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.

Section 1: Practitioner

Summary/additional information on the child's strengths, interests and challenges

Useful strategies/ideas to support the child's transition to primary school

How parent(s)/guardian(s) can further support the child's learning during the summer

Attendance

Years in Preschool

1 year

2 years

Number of days attended in this preschool year

— out of —



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Section 2: Parent/Guardian

Name of family member completing this form

First name:

Surname:

Relationship to child:

What would you like your child's new primary school to know about him/her?

Have you any suggestions that might help your child settle into junior infants?

Is there additional information about your child that you would like to share with the primary school?



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Section 3: Child

Name:



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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

I am happy to take part in an activity about going to my new primary school.



I am happy for you to share my activity with my new primary school.



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

I have read the report about my child.	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
I give consent to the preschool to share all information including any sensitive information in the report, with my child's primary school.	Yes, I give consent.	<input type="checkbox"/>	No, I do not give consent.	<input type="checkbox"/>
I give consent for the preschool and the primary school to discuss the content of the report.	Yes, I give consent.	<input type="checkbox"/>	No, I do not give consent.	<input type="checkbox"/>

Signature	Date
Parent/Guardian:	
Practitioner:	
Manager:	