SCAMPS+ SCHOLARS

Killorglin Community Childcare Centre CLG

TRANSITION TO PRIMARY SCHOOL POLICY

POLICY NO.: CCP No. 27 REV. NO.: 3 REV. DATE: 01.04.2025

Radel Alem	Date: 30 3 25
Centre Manager	
Poard of Directors	Date: 15/5/25
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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, 0ECD (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

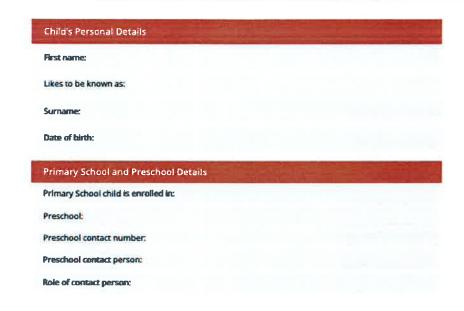
Feedback to Parents:

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















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.



















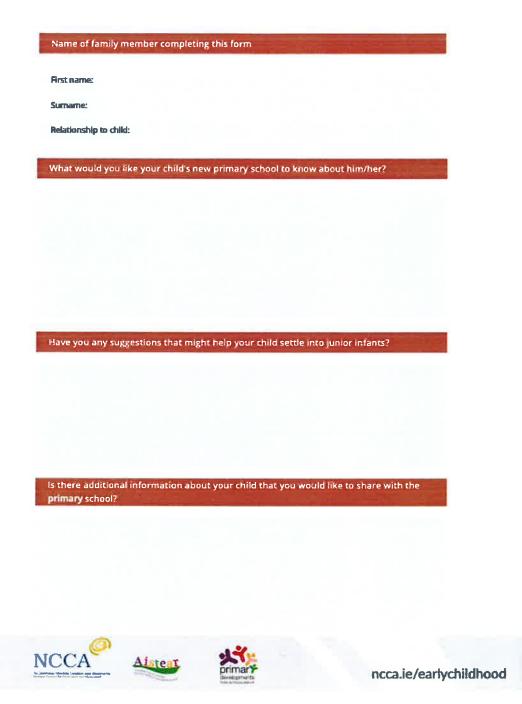




child's experiences and interest in the things, places and people in the locality.



Section 2: Parent/Guardian



Section 3: Child

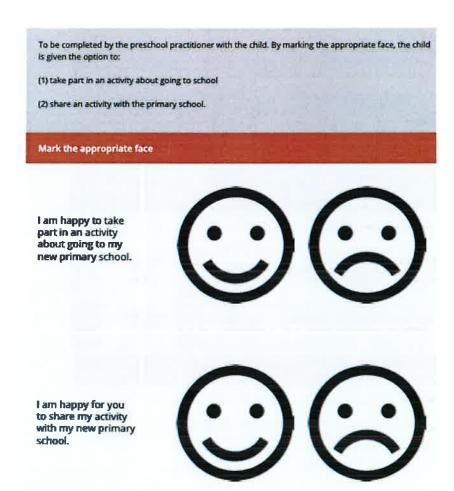
Name:







Section 3: Child Assent









Section 4: Parent/Guardian Consent

