

Transitions Between ELC and Primary 1 Matter

“Curriculum for Excellence (2007) gives prominence to play, particularly across the early level and the transition between ELC and primary school. This transition will likely be smoother for the child if play remains and continues as the main vehicle for their early learning in P1 and beyond.” (Realising the Ambition, 2020:45)

UNCRC

To ensure a smooth, successful and positive transition, we need the important adults in a child's life to recognise and ensure ...

Quality transitions that are well-prepared and child-centred, managed by trained staff collaborating with one another, and guided by an appropriate curriculum, enhance the likelihood that the positive impacts of early learning and childcare will last through primary school and beyond. (OECD, 2017:19)



Culture

- Ethos, vision, values and aims are consistent within ELC and across schools in relation to transition
- The importance of a shared understanding of successful transitions, is recognised by all
- Relationships before, during and beyond transitions are responsive and consistent
- The significance of transition experiences on the child and family is understood and respected
- High quality provision, both outdoors and indoors, demonstrates that play pedagogy and developmentally appropriate practice is valued within ELC and beyond
- Transition ensures consistency and progression across the Early Level

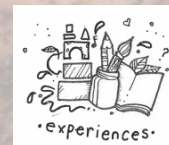
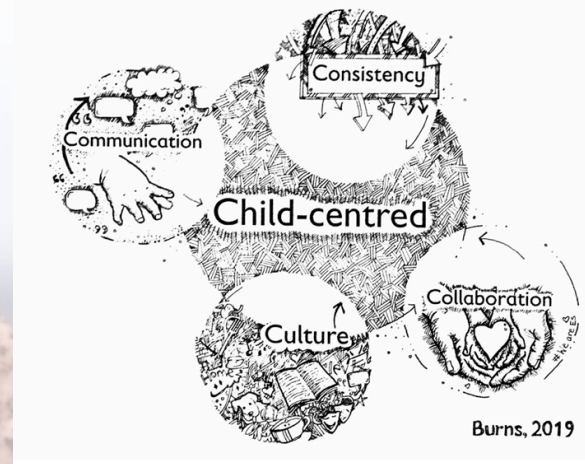
Collaboration

- All significant adults, families and agencies have a fundamental role in the transition process.
- Appropriate documentation and information should be shared and used as a starting point within responsive and intentional planning. This is particularly important where a child is transitioning to a school which is not linked to their ELC
- There is a clear, developmentally appropriate curriculum rationale within school teams and beyond
- Professional learning and dialogue, in relation to national guidance and pedagogy supports practice
- Reviewing transition arrangements and its impact will help ensure individualised approaches and positive outcomes for all

The Six Principles of Transition

The Scottish transition position statement aims that 'The Six Principles of Transition' are all valued and respected through mutual knowledge sharing to support children and their families through changes.

The five 'C's that contribute to a positive transition



Child Centred

- It is recognised that each child, their families and experiences are unique
- All individual needs are carefully considered and planned for as part of the process
- All individual needs underpin pedagogy, practice, policy and procedure
- Children's wellbeing, security and sense of belonging are central to transition processes
- Children are active participants in transition processes and their voice is heard
- Where enhanced transitions are required, the process should be timely, thorough and with the child at the centre
- Consideration should be given to flexible routines and structures within the day ensuring we meet children where they are

Consistency

The learning environment in the early stages of primary school should not look or feel starkly different from a motivating ELC environment. The level of provocation might be greater, the interaction might be more challenging, and the experiences on offer might be different, but the school environment should be conducive to learning through play. (Realising the Ambition, 2020:46)

- Careful consideration to developmentally appropriate play and pedagogical approaches should be given to ensure challenge and progression for each child
- Thought should be given to ensure different spaces are available in the primary one environment as well as enhancements such as soft furnishings and relaxed lighting to meet the child's needs
- A successful play pedagogy in the early stages of primary school begins with the needs of the child and is built on a clear and shared curriculum rationale
- Consistency of relationships is very important. Flexible use of practitioners across Early Level to support the transition processes can be considered, where there is capacity
- New routines and systems should be planned well to ensure a positive and streamlined approach so children are clear on new processes
- Be mindful of the level of structure a new primary one child will be familiar with. Keep new routines flexible and gradually build on this

Communication

- Sufficient time is required to allow positive relationships to be established between parents and carers, ELC settings and schools
- The voice of the child and their family is included in transition planning
- Key information is shared appropriately and in good time to ensure a shared understanding of each individual child and their needs
- Professional dialogue and partnership working with other agencies ensures a holistic understanding of individual needs
- Interactions are warm, responsive and positive

Wellbeing Indicators

- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Respected
- Responsible
- Included

Aspirations

Expectations

Opportunities

Entitlements

Participation

Contribution