



# Swallowcliffe P-6

Be Safe, Be Kind, Work Hard

## Swallowcliffe P-6 School Continuity of Learning Policy

### **RATIONALE**

Swallowcliffe P-6 School believes all transitions are a significant milestone and will strive to ensure continuity of learning for every child. Our School and PreSchool supports continuity of learning and transitions for each child by sharing information, responsibilities and strategies that support positive transitions. Continuity of learning will be enhanced through the establishment and maintenance of effective, collaborative partnerships within the School and PreSchool learning community in conjunction with relevant and meaningful active learning experiences.

*“Continuity of children’s learning is enhanced when before school educators, share positive and explicit information about each child with their colleagues in schools. And continuity of learning is greatly enhanced when educators in the first year of school ensure that they are very familiar with the Early Years Learning Framework (EYLF) and its directions so that they can assess children’s progress towards the Framework’s Outcomes and build on children’s developing capabilities” (Every Child Volume 17, Number 1, 2011)*

*“When leaders and leadership teams across sites collaborate to plan purposefully for children’s transition over time, it is more likely that children and families will have successful transition experiences.” (Transition to School Department of Education Position Paper)*

### **National Quality Framework**

QA6	6.2.1	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities
	6.1.1	There is an effective enrolment and orientation process for families
QA7	7.1.3	Every effort is made to promote continuity of educators and co-ordinators at the service

***Expectations – “Transition to school is a time of changing expectations for all involved”  
Transition Position Statement***

### **STRATEGIES**

***PreSchool and School Staff:***

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- Encourage children to start thinking and talking about school by exploring various elements of the school experience eg uniforms, talking to older peers about school, walking through the school environment
- Engage with families to see if all their child's needs are being met.
- Engage with children about starting school, respecting any concerns that the children have and communicating these with their families.
- Promote continuity of learning for each child throughout the Early Years. Have conversations around how staff can create a continuous learning environment from PreSchool to School.
- Establish effective partnerships with children, parents/caregivers and other professionals to enhance children's learning
- Familiarise all staff with the Continuity of Learning Policy and Early Years Framework (EYLF).
- Create a learner-centred curriculum that provides opportunities for children to engage in purposeful and real life learning experiences
- Communicate with families to ensure individual strengths and needs of the children and families are being met.
- Consider family priorities and any concerns about the transition process. Each families cultural and linguistic needs will be respected, along with family diversity.
- Develop, maintain and monitor a program to ensure smooth transitions.
- Focus on school readiness in all areas of development throughout the day. Children will be encouraged to extend their knowledge via their interests and educators will assist children to challenge their skills regularly.
- Regularly discuss children's development and readiness for school with families.
- Support each families decision about when to send their child to PreSchool/School, acknowledging DfE start dates provide new information.
- Provide families with an information pack about starting PreSchool transition and transition to school. This will include information on school readiness skills, how to support children and what to expect with the transition process. This package will be reviewed each year to meet the needs of the families. This will be provided at enrolment meetings.
- Provide and maintain safe, flexible and developmentally appropriate indoor and outdoor learning environments.
- Buddy systems with new arrivals and current students throughout the term. (as needed per student)

## **Leader:**

- Ensure continuity of learning across PreSchool to School.
- Support Staff to access professional development opportunities to ensure current knowledge and practice regarding transition to school.
- Regular promotion of the importance of the continuity of learning, EYS pedagogies and frameworks.

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- Locate where possible early year classes in close proximity to each other for multiple and flexible use of resources and facilities.
- Organise family meetings and information for families.

## ***We would like Reception staff to***

- Observe the PreSchool teaching areas at different times during the year to increase their own understanding of the EYLF and PreSchool expectations of the children. This may look like teachers using their NIT time to do this.
- Identify opportunities for structured play in reception through sharing of ideas and good practise with colleagues, both within and outside the school.
- Actively involve children in the learning when delivering the National Curriculum.
- Play activities to have a learning intention and success criteria and to be planned for.

## ***We would like Year 1 staff to***

- Observe the reception teaching areas at different times during the year to increase their own understanding of the curriculum the children.
- Identify opportunities for structured play in Year 1 curriculum through sharing of ideas and good practice with colleagues, both within and outside the school
- Actively involve children in their learning when delivering the National Curriculum
- Play activities to have a learning intention and success criteria and to be planned for.

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**Entitlement – “All children are entitled to access high quality education that is respectful of, and responsive to, their existing competencies, cultural heritage and histories.” (Transition Position Statement)**

**Therefore;**

- We will ensure that children are not sitting for too long of a period and should also ensure that the learning activities are appropriately challenging and delivered effectively, taking into account a range of learning styles.
- There should be an initial focus on children’s personal, social and emotional development. (Some children settle more quickly than others and staff need to be flexible and allow for this in their planning)
- A strong focus will also be given to speaking and listening.
- The layout of the Reception and Year 1 classrooms should include space and resources so that children can undertake continuous provision, eg sand trays, role play in the first term of schooling
- We will have realistic and high expectations
- We will show respect to the role of the caregiver
- We value the importance of building relationships with families
- All will be familiar with the Early Years Learning Framework
- Assessment/ Teacher information to be passed on to the student’s teacher the following year ie speed dating, Markit
- We will ensure transition visits are fun and create a safe environment for all children. This may look like asking children about their interests and families at the beginning of the visits, having a book and pencils for the children already organised and labelled, using their photo’s already in class etc
- When provided attend PD as an Early Years group re transition and continuity of learning
- Provide opportunities for teacher observations of other teachers to support consistency

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*Opportunities – “Beginning School is also a time when all involved have responsibilities to promote a positive transition” Transition to school Position Statement*

**PRE ENTRY – THE YEAR BEFORE THEY FORMALLY BEGIN PRESCHOOL**

	Term 1	Term 2	Term 3	Term 4
<b>Children</b>				Children to attend pre entry sessions if available (depending on capacity) If unable due to capacity offer a twilight option for families
<b>Families</b>	Families to enrol their child/ Playgroup recommended to these families Connect Families to See Saw	Families to enrol their child/ Playgroup recommended to these families	Families to enrol their child/ Playgroup recommended to these families Families to attend enrolment meeting including information and orientation. Term 3 Week 3/5 – acceptance letters go out to families	Families to enrol their child/ Playgroup recommended to these families Families to attend enrolment meeting including information and orientation. Families to attend PreSchool Information Session and orientation visit
<b>Educators</b>	To engage with playgroup families	To engage with playgroup families	To engage with playgroup families Start enrolment meetings from week 5. Week 6 start planning for transition for children with a disability Week 10 plan with the school transition visits for term 4.	To engage with playgroup families Contact families either by mail or phone regarding enrolment sessions Review transition process with families
<b>Communities</b>			PreSchool to advertise at Shopping Centre for new enrolments if needed	

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## PreSchool Aged Children

	Term 1	Term 2	Term 3	Term 4
<b>Children</b>	PreSchool to start to implement the PreLit Program from week 5 in small groups. Storybook session 1x a day and Small group 1x a day for each session. PreSchool to start to implement Heggerty daily. Undertake assessment for speech and language/PASM	PreSchool to implement the PreLit Program from week 5 in small groups. Storybook session 1x a day and Small group 1x a day for each session. Undertake assessment for speech and language/PASM for any new students	PreSchool to implement the PreLit Program from week 5 in small groups. Storybook session 1x a day and Small group 1x a day for each session. PreSchool to implement Heggerty daily. Undertake assessment for speech and language/PASM for any new students Attend school assemblies, special events and incursions	Orientation Visits with the school 4 sessions during the term. Attend school assemblies, special events and incursions Graduation Ceremony Transition visits to school yard during a play time 1x session a week.
<b>Families</b>	PreLit Information Session including online sessions for the online platform Open Morning Connect families to See Saw	Parent Teacher Interviews	Morning Tea	School Staff Member - Enrolment meeting Staff Member - Contacting families that are not from our PreSchool re an Enrolment meeting and transition time Contacting PreSchool they attended for information  Family in the Park Award Ceremony PreSchool Graduation
<b>Educators</b>	Screeners and PASM assessments Continuous PD to support consistency	Screeners and PASM assessments for new students Continuous PD to support consistency	Screeners and PASM assessments for new students Continuous PD to support consistency	PreSchool educators provide School teachers with basic information sheet regarding each

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	<p>across the site (oral language/PA/PreLit..) Review Statement of Practice Self Assessment PQIP End of term - Early Years Team to meet to discuss the early years transition/orientation process for that year using this policy and reviews from previous years.</p>	<p>across the site (oral language/PA/PreLit..) Self Assessment PQIP</p>	<p>across the site (oral language/PA/PreLit..) Self Assessment PQIP Early Years Educators to visit PreSchool in their NIT time to build relationships with the children Discuss with Early Years Team extended transition needs</p>	<p>child's emotional needs/abilities/interests Statement of Learning Meet with Early Years Team/ School leadership re transition/orientation PreSchool staff attend School staff meeting to pass on information regarding individual students Review transition process with families</p>
Communities			<p>Include information in the school newsletter and skoolbag app regarding transition and enrolment meetings and class dojo.</p>	<p>Include information in the school newsletter and skoolbag app regarding transition Inform available support staff in school of transition and ask for their support in classes and working with families eg pastoral care worker, Aboriginal Officers</p>

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## *Aspirations – Continuing the strong partnerships with families*

### **Reception Children**

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
Interviews Term Overview to families Information Sessions for families re InitialLit including filmed session for the online platform Speech Path buy in time to observe all reception classes – observe students complete assessments Open Morning Review InitialLit Statement of Practice and Continuity of Learning Policy Connect parents to SeeSaw	Term Overview to families Information Sessions for families re InitialLit, literacy/numeracy information session/ volunteering Speech Path buy in time to observe all reception classes – observe students complete assessments	Interviews on request Term Overview to families Speech Path buy in time to observe all reception classes – observe students complete assessments	Term Overview to families Speech Path buy in time to observe all reception classes – observe students complete assessments Transition/Orientation visits – 4 sessions and additional visits for students needing extended visits. Reports Review transition process with PreSchool and this policy <b>**** Optional - In the Christmas break Reception teachers to send a note home or on their online platform to welcome the new students into the school</b>

### **Orientation for children to include...**

- A tour of the school including the toilets
- Yard play expectations and boundaries
- Class expectations
- Fun places at school
- Places and People that are safe in the school

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## Continuity of...

Language	Environment
Growth mindset Small and big worries Early Warning Signs Phonological Awareness – <ul style="list-style-type: none"><li>• Beats (syllables)</li><li>• Alliteration</li><li>• Rhyme</li><li>•</li></ul> Red and Green Choices Who's the Boss	Visual routines eg for lunches Short whole group time Indoor and outdoor learning environments such as using sand and water play in wet areas, gardening outside, time out on the oval kicking balls etc, open ended tasks outside, use of environment to explore and investigate, dress ups in class, stories with props, hands on props Sensory tools Green rooms

## Families Meetings

- Attend an enrolment meeting and collect an information package at the beginning of PreEntry. This session will include meeting staff, the process of transition and the beginning of PreSchool and the expectations for the following year.
- Attend an enrolment session and collect an information package at the beginning Term 4.
- The PreSchool staff will meet with the School staff in term 4 of the school year to discuss placement of children, academic abilities, specific needs and any relevant family information or safeguarding issues.

## Sources

Education and care Services National Regulations 2011

National Quality Standard

Early Years Learning Framework

Feedback from Early Years Meetings

Transition to School Conversation Starters, DECD Position Paper and rubric

Continuity of Learning (a resource to support effective transition to school and school age care)

Transition School – Position Statement

Endorsed by Governing Council Term 1 2022 – updated as needed by site

Changes made and updated 2023

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