

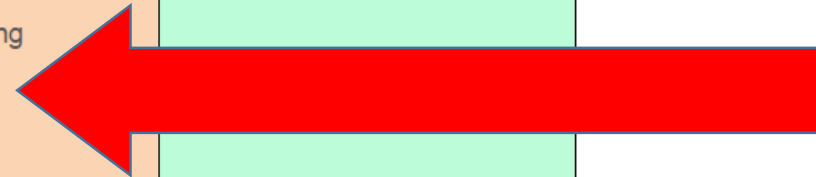
# Argyll and Bute Learning and Development Framework 0-5 Years

Supporting Effective Transitions



# How Good is our ELC? QI 2.6 - Transitions

What is our capacity for improvement?		
Leadership and management	Learning provision	Successes and achievements
How good is our leadership and approach to improvement?	How good is the quality of the care and learning we offer?	How good are we at ensuring the best possible outcomes for all our children?
1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership and management of practitioners 1.5 Management of resources to promote equity	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships	3.1 Ensuring wellbeing, equality and inclusion 3.2 Securing children's progress 3.3 Developing creativity and skills for life and learning



# Transition and Effective Communication

This indicator focuses on the need for babies, toddlers and young children to be well supported at times of transition. This includes moving into and out of the early learning and childcare setting but also includes transitions as children move through different rooms or stages of learning. **Effective communication and partnership working supports successful transition arrangements. Very good processes for tracking and recording progress and effective arrangements for sharing these are essential for curriculum continuity and progression in learning.**

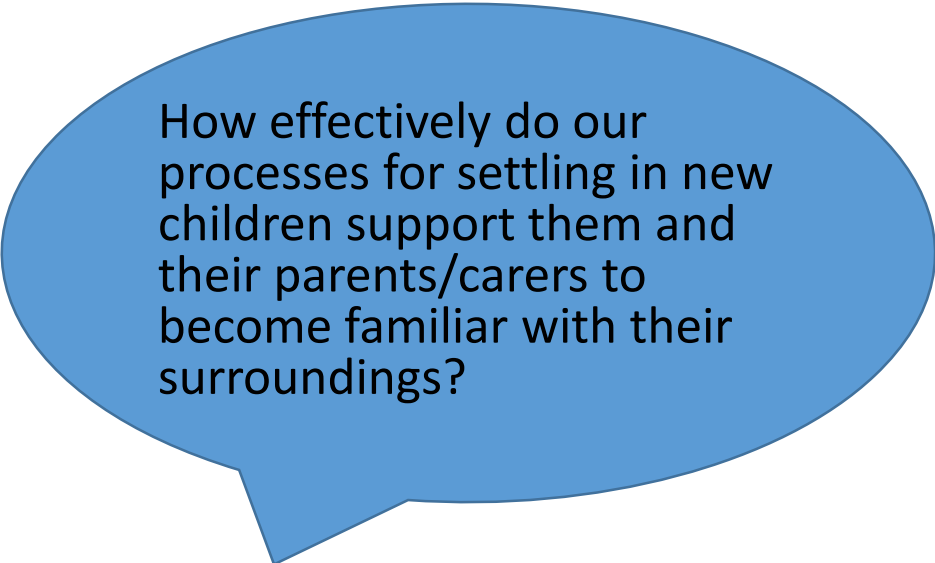
## ***Positive Transitions – 3 key ingredients***

*Children meaningfully involved in transition*

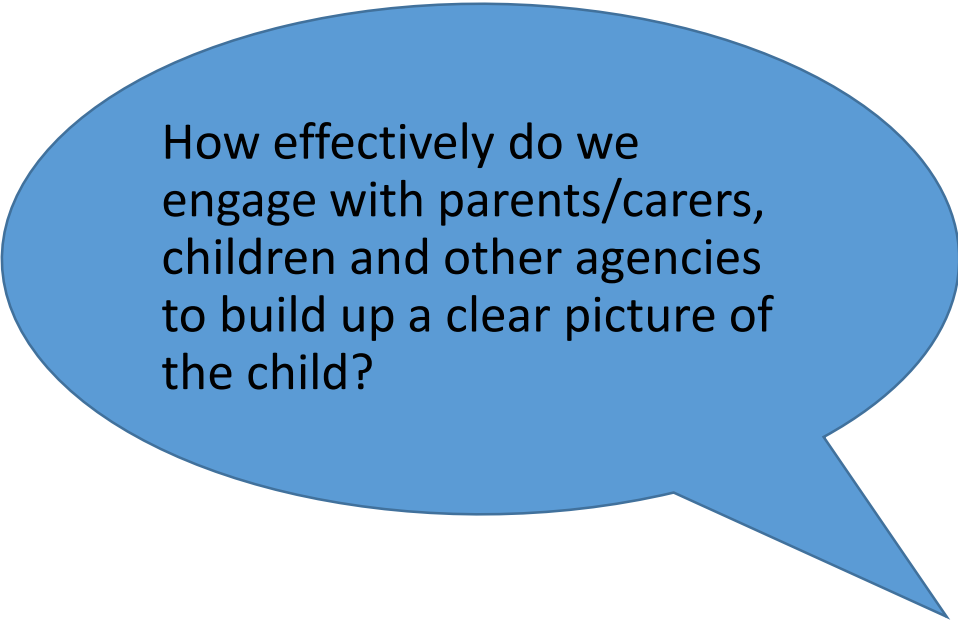
*Parents meaningfully involved in transition*

*smooth lines of communication between professionals*

*Continuity and progression important*



How effectively do our processes for settling in new children support them and their parents/carers to become familiar with their surroundings?



How effectively do we engage with parents/carers, children and other agencies to build up a clear picture of the child?

## PERSONAL PLANS

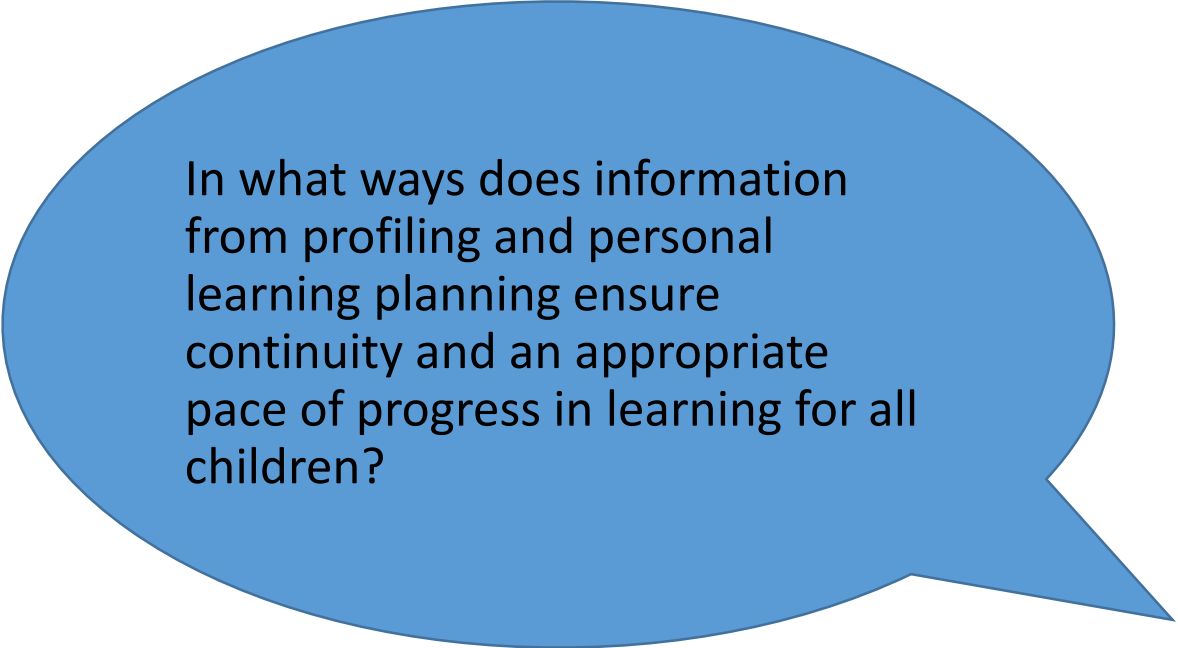
All about Me

More about Me

Pre-Birth to 3 Care Plan

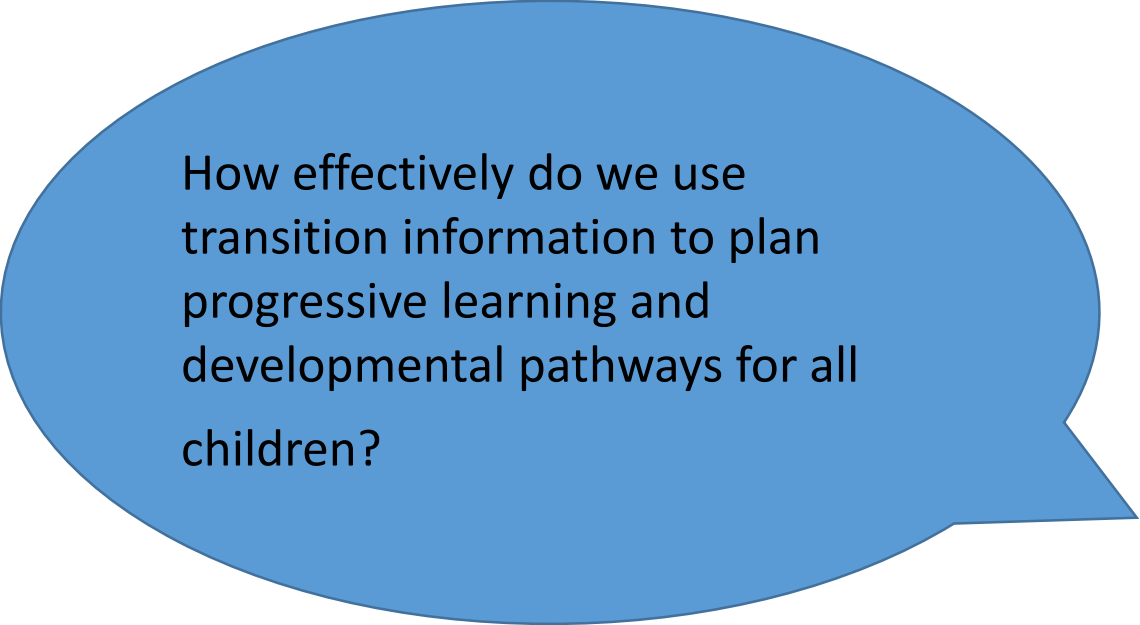
Registration Information

Personal Learning Plans (PLPs)



In what ways does information from profiling and personal learning planning ensure continuity and an appropriate pace of progress in learning for all children?

- Pre birth to 3
- Progress/Transition sheet
- Developmental Milestone
- Progress Tracker/Transition Record
- ELC Literacy Tracker
- ELC Numeracy Tracker



How effectively do we use transition information to plan progressive learning and developmental pathways for all children?

- Parents / Carers
- Updates from Shared / Split Placements
- Health Visitor / Named Person
- Partner Agencies
- Transition Information

Name.....

Date of Birth.....

Shared Placements:

Key Workers:

Weekly Pattern:

Information to help settle within shared placements – e.g. colour of toothbrush, snack routine etc.

Information on each child's progress should be shared between settings as often as possible (see shared placement progression template). Progress should be formally shared at least twice a year in relation to developmental milestones, literacy and numeracy progression– see below:

Please tick box to show learning and development information has been shared between each placement using the progression records for developmental milestones, literacy and numeracy:

December  June

Insert photo

Name..... Date.....

ELC Provider.....

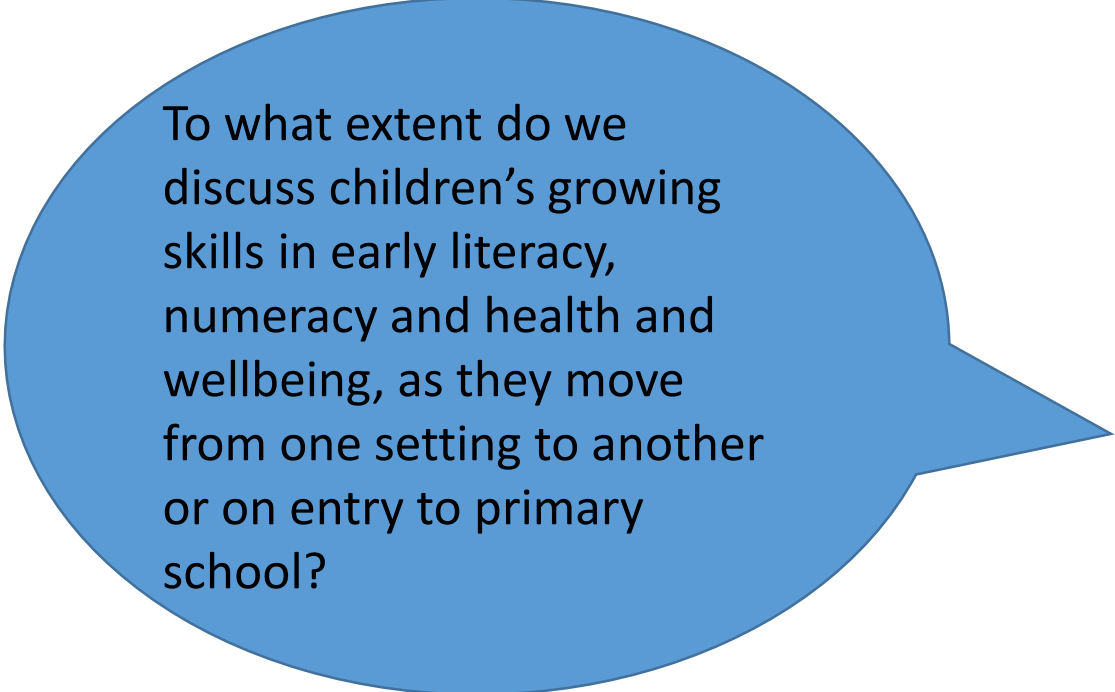
I have been learning:

Next steps for me:

Key Worker comment:

Signed.....





To what extent do we discuss children's growing skills in early literacy, numeracy and health and wellbeing, as they move from one setting to another or on entry to primary school?

- Personal Learning Plans
- Developmental Milestone Progress
- Literacy and Numeracy Progression
- Learning and Development Meetings
- Shared Placement Information

## Date

26 Jan 2017

## Key Worker

Jane and Rob

## General Comments / Issues

Library area changed to add pirate stories and books about the sea  
RT - Gran now picking up as mum has returned to work

## Learning/Development Outcome(s) Discussed:

Literacy - Talk about stories selected from library  
Numeracy - Continue a pattern  
DM - Following instructions

## Outstanding Aspects Identified:

CM & KT need encouragement to follow instructions to help keep me safe  
KT - reluctant to talk about stories he has listened to  
CM & JS - further experience needed to understand pattern

## Next Steps for Individual Children:

CM & KT - I can follow rules and instructions to keep me safe  
KT - I can say what I think about the stories I choose  
CM & JS - I can recognise the rule of pattern

# Preparing for the General Data Protection Regulation (GDPR)

## ***What is it?***

GDPR stands for General Data Protection Regulation. It's an EU law that is set to replace the Data Protection Act which was introduced in 1998. Both laws are all about how organisations can hold and process an individual's personal data.

## ***When does it come into effect?***

The GDPR will come into effect on 25<sup>th</sup> May 2018

## ***Does it apply to me?***

It applies to anyone who collects or processes the personal data of EU citizens. So it will apply to us.

# What can you do?

- Think about the information you currently store and share
- Local Authority ELC settings will be provided with advice and guidance
- Early Years Scotland is working in partnership with SSSC to develop online training on GDPR
- SCMA have shared information and advice on GDPR in a recent publication of their magazine



# Effective Communication is key to successful transitions

