

Transitions

Category: Early Years

Risk Management and Legal Implications

Failure to manage risk may impact on the delivery of Service objectives and the outcomes achieved by Service users. Education and Children’s Services aim to mitigate the implications by ongoing management and review of risk in all elements of work activity.

The production of this document is one way in which we aim to reduce our exposure to risk. By providing staff with information on good practice, making reference to other guidance that is available across the Council and providing clarity on how we should do things, we can ensure that the management of risk is intrinsic to what we do.

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Transitions

“Common as such experiences may be, we cannot assume that they are plain sailing. For some children the winds of change blow fair, for others the passage can be stormy, for others still they drift into the new, and for some they set off on a huge adventure, as explorers in search of something new.

It is in this very variety of possible experience, including how parents experience their child’s transition to school, and the educators working with them, that demand that we work together to support children to maximise the opportunities and learning at times of change.”

(Informing Transitions in the early years, Maidenhead Open University Press)

“Children face a number of transitions throughout their learner journey..... The system must ensure that these transitions support continuity, coherence and progression.”

(A Blueprint for 2020: The Expansion of Early Learning & Childcare in Scotland)

“Quality transitions that are well-presented 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) quoted in Realising the Ambition – Being Me

Transitions:

- are part of life learning and growing
- help children learn to manage change
- have an influence on future progress
- provide positive future opportunities
- broaden experiences

“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. As practitioners across ELC settings and schools we need to work together to plan for progression in learning and for continuity across a child-centred play pedagogy and curriculum.

Our aspiration should be to promote in babies and children a sense of belonging by providing them with their entitlement to continuity of learning in a caring and respectful environment which reflects the setting’s unique culture.”

(Realising the Ambition – Being Me)

Curriculum for Excellence provides us with a clear message regarding transition:

- 3 – 18 curriculum is a continuum
- allows ELC and Primary sectors to share a common language



- Early Level is focused on active learning experiences
- Early Level is focused on planning responsively

Therefore, we need to consider and ensure effective:

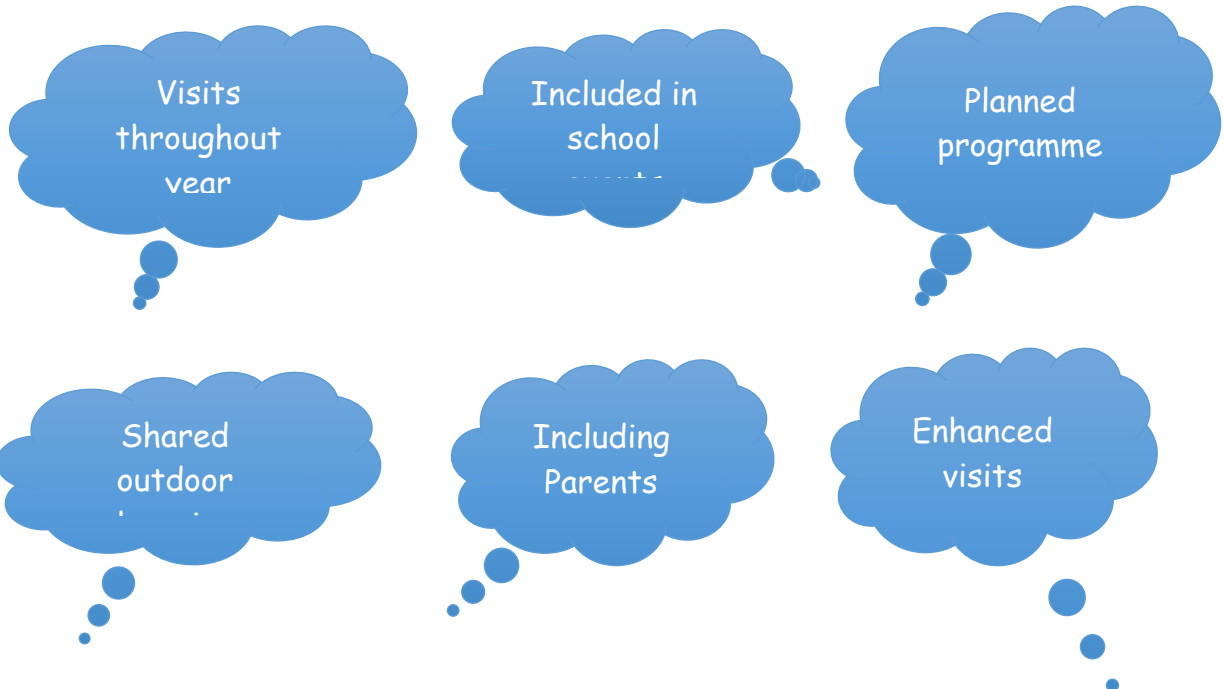
- Pastoral transitions
- Nurturing relationships
- Enhanced transitions for children who require this
- Use of nursery summative reports
- Sharing of PLJ information
- Development of active learning approaches
- Time is provided for practitioners to share pedagogy and practice between ELC and primary school
- Continuity of learning experiences for children
- Partnership working to increase quality provision across the early level
- Learning transitions for across the early level
- Development of a shared understanding of how children learn and develop across the early level
- Sharing of practice to improve the quality of children's experiences across the early level

Building on pastoral transitions & developing how we share learning transitions

“Effective transition approaches should be found which ensure progression for all children, particularly across multiple pre-school and primary settings”
(CfE Pre School into Primary Transitions, 2010, LTS)

Pastoral Transitions

Good practice could include...





Nursery summative reports

“There is a need to make more effective use of individual children’s profiles in primary one and to create time for dialogue with children, parents and colleagues.”
(CfE Pre School into Primary Transitions, 2010, LTS)

Good practice could include...



- a shared understanding of quality, challenge and progression.
- a shared understanding of how children progress across the early level
- transition documentation is agreed and informs next steps in learning
- pastoral transition is agreed

Realising the Ambition – Being Me, has set the agenda and made it very clear that ‘.....the concept of ‘early learning and childcare’ expands the idea that early learning and childcare are indivisible and should be seamless.

Positive transitions daily will be crucial for the child’s development and wellbeing. It will be essential that individual settings communicate effectively with each other and with parents/carers to ensure that the governments aspiration to improve outcomes for children and families and ‘Getting it Right for Every Child’ are realised.