

Family Centred Transition

Joint Presentation from



Burnbrae Children's Centre



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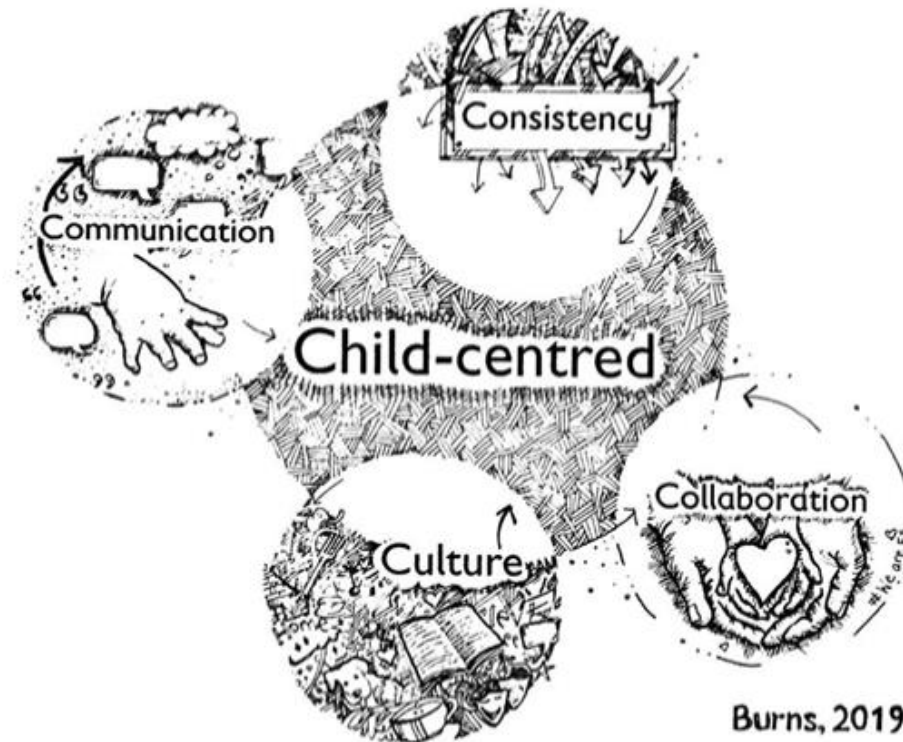
Burnbrae Children's Centre Transitions - School being ready for Our Children



Realising the Ambition: Being Me

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

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



Burns, 2019

Communication

- Discussion with parents Transition Programme
- Parental permission slips
- Seesaw videos and stories
- 1:1 chats with parents on daily basis
- Activity Programme with current P1's and P6's at Cleeves
- Buddy application forms
- Nursery questions to current Primary 1's
- Buddy welcome cards (Summer)

Relationships

- Time in school to become familiar
- Weekly Buddy Programme
- Teddy Bears picnic with buddies
- Seesaw posts updates family learning/ childs day at school visits
- Induction afternoon with parents /children/ P1 teacher (nursery staff join in)

Nursery Transition 2024

GIRFEC



The children are at the heart of Transition at Burnbrae CC



Routine

- Parents drop for a session in nursery (school campus)
- Same nursery staff accompany group of children to drop off nursery
- Visits into school space/classrooms
- Continuous Early Level play planned experiences
- Term 4 lunch time with P'1's
- Buddy visits Tuesday afternoon

Collaboration

- Cluster nursery transition project Nursery/P1
- School ready for our children
- Parent transition focus group
- Enhanced transition meetings
- Shanarri report
- Trackers
- Nursery/P1 Teacher share information



- Children are transitions experts
- Our systems create transitions
- Different people play different part but equally valued roles in transitions
- The extent to which current systems benefit a good start in the following setting is a measure of quality
- For child and family well-being we must link home, school and community
- Relationships are a key indicator of early childhood transitions
- Children make shifts in their identity in transition, becoming a day care child, a preschool child and a school child: each understood differently

(Transition Briefing Tool 1 , Education Scotland)



Relationships

NP6 Transitions

Safe Base



“We need to think carefully about how we manage children’s transition into a larger group with fewer adults around to provide them with the kind of responsive interactions they will have become accustomed to in their previous setting” (Realising the Ambition)

article 29 (goals of education)



Article 29 “Education must develop every child’s personality, talents and abilities to the full”

“...play at this time is not trivial, it is highly serious and of deep significance “ (Froebel, 1826)

Families Together:
Starting School



"Learning together as a family is the best way to support your child's learning in a fun, informal way."

The importance of family engagement in learning...

How much time do children spend in school?

"children spend only 15% of their waking hours in school and so the remaining 85% of their time is spent at home or in the community."

Hi everyone,

Our families in partnership 4 week activity bags will start week commencing Monday 7th March for all pre school children.

Children will carry out the activity at nursery and then will bring their bag home each week to do with you at home.

Each week you will be given new resources but must return the empty bag at the beginning of the next week so we can provide the new activity.

You keep all resources at home (there is a dice that you will have to use in 2 activities on 2 seperate weeks).

We would really appreciate it if you could share any photos, videos or comments on your childs seesaw of you having fun at home.

Thank you, Amy and staff in 3-5s 🍷

Family learning



**This time Amy's
group used the
shakers to keep
the beat to the
song**

9/3/22

**Families in
partnership**

I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances.

EXA 0-01a

I have the freedom to use my voice, musical instruments and music technology to discover and enjoy playing with sound and rhythm.

EXA 0-17a

Family learning



Did you enjoy the homework bags? "Yeah"
What activity was your favourite? "The number game"
What did you like about having homework? "Em, I liked doing everything for my school"
Was there any activity you didn't like? "I didn't like doing the music"
Why not? "Cause it was too hard"
Is there anything you'd change about the homework? "Em, I would change, um, I would like the songs again"
The same songs or different songs? "The same songs"
What happened in the story book? "The bear got lost"
Where would you take the bear on an adventure? "To a beach and I'll be so excited"
How do you feel about going to school? "Good"
What kind of homework would you like? "I would like colouring in homework"

Thank you for taking part in our families in partnership programme



The children are learning to gather information and data and to display it in different ways such as graphs and charts. We voted for our favourite activity in the 4 week homework bags & shared our thoughts. We also spoke about school and how you are feeling about starting p1.

🏠 We are looking for feedback from parents and families on how you felt the families in partnership programme went and if you enjoyed learning together at home or if you have any ideas or changes you would recommend for the future 🏠

any feedback would be greatly appreciated.

Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.
LIT 0-9a (benchmark - Talks clearly to others in different contexts, sharing feelings, ideas and thoughts.)

I can collect objects and ask questions to gather information, organising and displaying my findings in different ways.
MNU 0-20a (benchmark - Collects and organises objects for a specific purpose)

Family learning

Number-cars!

Aim: To select the correct numeral when given the number name.

A numeral is the symbol or name that stands for a number. Look for playful ways to encourage your child to identify numerals 0 to 10. This is a crucial skill for when children begin to use written numbers.

Write numbers 0-10 on some small post its or pieces of paper. Stick these on to your child's toy cars.

Place the cars in front of your child in random order.

With support encourage them to name the numerals by pointing to or describing the cars. You may want to begin with 0-5 and build up to 10 as their confidence grows.

Where is
the car with
the number
3?

I wonder
what number
is on the ..
bus?

What
number is on
the... racing
car?

Other incidental learning opportunities

You could also encourage your child to move or 'park' the cars in the correct order starting with 0.

You will need:

- Toy cars
- Labels or post-its with numbers written on them.



**Lets have some fun
at home.**

**In nursey we are
learning to identify
different numerals.
Why don't you have
a go at home .**

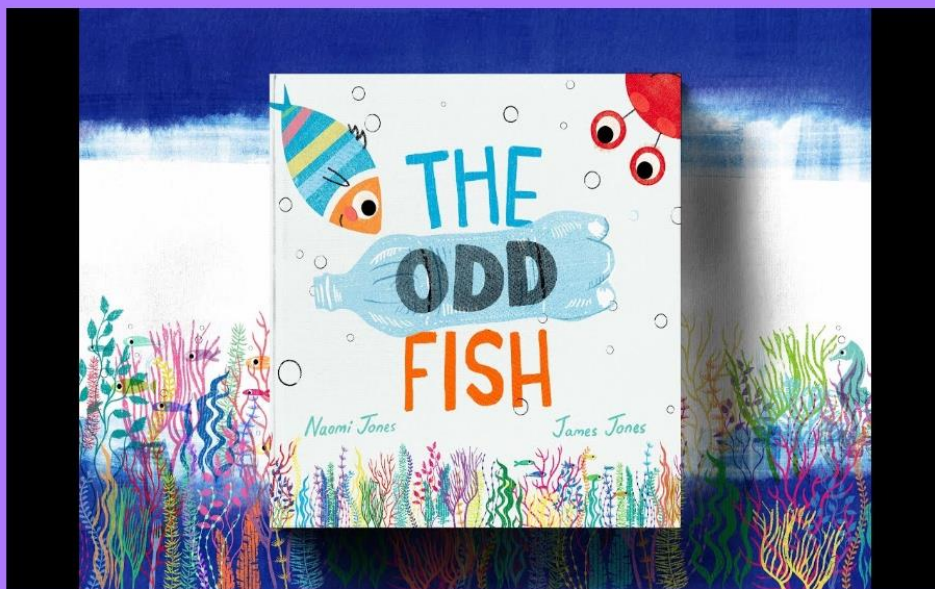
**We would
love you to
send some
pictures of
you trying
this at
home.**

Family learning

20/4/23

**Why not have a
listen at home and
lets us know what
you think?**

**Questions you could ask at the end?
what is the authors job?
what is the illustrators job?
who was your favourite character?
what was the odd fish?
why did the bottles end up in the sea?
how could we help all the sea animals?
could you draw the odd fish?
could you draw any other animals you
might find in the ocean?
what is your favourite sea animal and
why?**



**Our new story of the
month is "The odd fish".**

Teddy Bears Picnic at Cleeves Primary 🐻

This afternoon the children going to
cleeves got to enjoy games and a
teddy bears picnic with their buddies
and new friends in the school
playground ❤️



A few views from a teacher, child and parent

Feel like I know them before August and can actually start planning the learning, because I have had so much time with them and information.

Mrs Burns P'1 teacher

It's good because ... cos I'm big now and I get to play in the playground no adults.

Harvey age 4 years

Think it's really good idea because gets them use to going there and gets them use to the school building... think will make a difference when he starts Harvey's Mum

https://app.seesaw.me/pages/shared_item?item_id=item.5e8c0ace-d4a0-417d-9f37-be439f399bc4&share_token=DwAKRw0QQ0GymFSf2_kEfA&mode=share

Theory

- **Realising the Ambition: Being Me**
- **Transition as a Tool for Change Briefing Notes and the six principles as outlined in the Scottish Early Childhood, Children and Families Transition Position Statement**
- **Education Scotland - Engaging parents and families A toolkit for practitioners Section 7: Family learning**
- **<https://www.westpartnership.co.uk/transitions/>**

Quotes

*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.*

Realising the Ambition: Being Me

*Transitions research and practice suggests that a positive start to school supports children in making important **relationships** with their educators and peers, in experiencing a sense of **wellbeing and belonging** when they are met by a balance between familiarity and the new, and in developing **positive expectations**.*

Educational Transitions and Change (ETC) Research Group

Self Evaluation 2023

Looking Inwards

- Prior learning – nursery share highlighted overviews for literacy and numeracy (Cluster) and Cleeves staff call every nursery about each child
- Nursery cluster children have sessions in P1 starting in ...
- Burnbrae join school events – assemblies, lunch hall, World Book Day etc.
- Three (six enhanced) family sessions in the P1 area
- Teddy Bears Picnic to meet buddies
- 2 induction afternoons – children in class and parents talk about the school, uniform display, catering manager talk
- P7 buddies – children pick own buddy from application form, buddy sends a welcome card in summer holidays
- P1 teacher visits nurseries
- 1 to 1 parent meetings with SLT
- Pupil and parent booklets
- Pre and post parent, Burnbrae and Cleeves focus group
- Seesaw videos from class teacher and tour of classroom
- Parent questionnaires



Looking Forwards

- Consider if the 1 to 1 meeting questions are appropriate – parent focus group, staff meeting
- Use parent questionnaire data and focus group information to shape next programme
- Make time for new P1 video questions and answers
- Ensure P6 children are regularly attending nursery for visits
- Re-look at transition policy and update
- Presenting and sharing at the Family Centred Transition Group

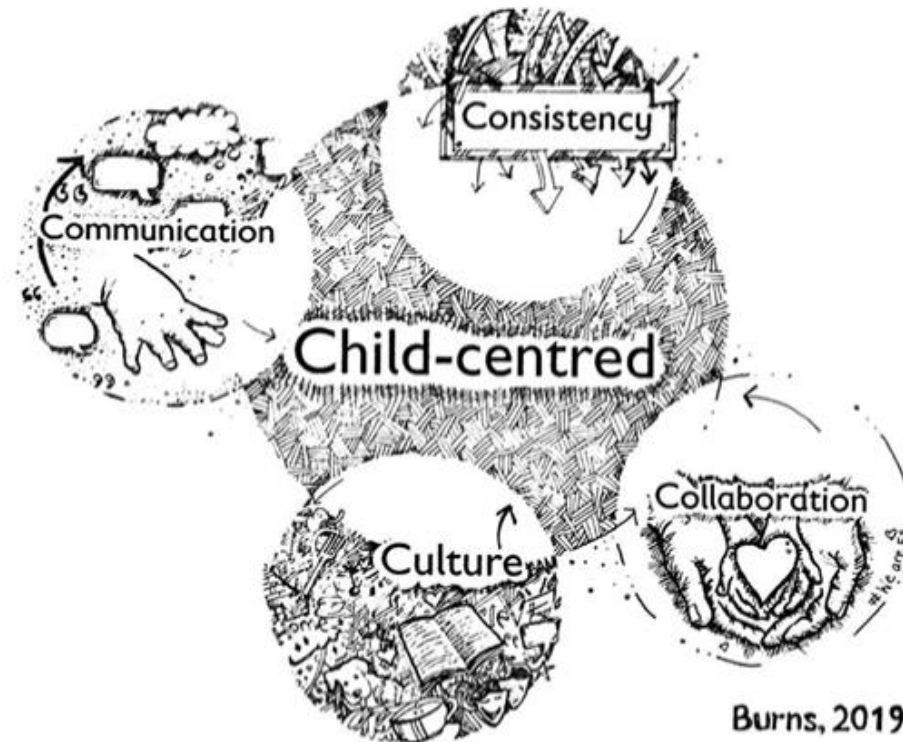
Looking Outwards

- Good practice discussions at Family Centred Transition Group
- Research into transition – Education Scotland - Scottish Early Childhood, Children and Families Transitions Position Statement and briefings, Realising the Ambition: Being Me
- Transition group with schools and nurseries in the cluster
- Links with Family Learning Officer

Realising the Ambition: Being Me

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

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



Burns, 2019

Communication

- Transition home pack
- Induction sessions
- Seesaw and Parentpay workshop
- Seesaw videos and stories
- MY questions answered by current P1 children
- Child and parent questionnaires
- DHT at Burnbrae door
- Buddy welcome cards

Culture

- Family learning sessions
- Teddy Bears picnic with buddies
- Meet the teacher and tour of the school videos on Seesaw
- Induction afternoon with P1 teacher
- Weekly buddy programme

Primary 1 Transition 2024



Child Centred



The children are at the heart of transition at Cleeves



Consistency

- Nursery and P1 planning
- Nursery hand over meetings
- Nursery visits from school staff
- Continuous Early Level play experiences
- Burnbrae lunches at the hatch
- Buddy visits
- Cluster nursery weekly visits to P1

Collaboration

- Family learning sessions
- Parent transition focus group
- Cluster nursery transition project
- 1 to 1 parent meetings
- Enhanced transition meetings
- Burnbrae Nursery and P1 staff planning and moderation meetings



Consistency

- Provide a **continuous** Early Level pedagogical approach to ensure progression in their learning pathways
- Gain knowledge of the child's Early Learning and Childcare experience

West Partnerships website summarised from Realising the Ambition: Being Me

- **Cluster nursery weekly visits to P1**
- **Nursery hand over meetings**
- **Nursery and P1 planning**
- **Nursery visits from school staff**
- **Continuous Early Level play experiences**
- **Burnbrae lunches at the hatch**
- **Buddy visits starting in November**

Communication



- *Communication is **well-planned** and started in a timely manner*
- *Develop positive and **flexible** communication links with all stakeholders — the child, the family, the Early Learning and Childcare setting, receiving school and relevant partners*

- **Welcome to Cleeves letter and email with important dates posted and emailed to parent/ carers and nurseries**
- **Reminders by email and Twitter for all events**
- **‘My Questions’**
- **Transition home pack – pupil booklet, parent school guide, QR codes for free school meals and clothing grant applications as well as how to download our School App**
- **Two induction sessions with guest speakers**
- **Seesaw videos and stories in the summer holidays**
- **Parent Forms questionnaire at the end of the transition programme**
- **Weekly feedback at the family sessions from children and parents**
- **DHT at Burnbrae door to welcome families**
- **Buddy welcome cards during the summer holidays**

Collaboration



- *Involve parents and carers in journey, valuing their **bespoke** knowledge of the child*
 - *Provide opportunities to work across Early Learning and Childcare curricular links*
 - *Ensure partnership working to gain knowledge and understanding of whole child development*
-
- **Three family learning sessions (six for enhanced transition) with home tasks**
 - **Parent and child feedback after every session and plans adjusted**
 - **Parent transition focus group meet before and after programme**
 - **Cluster nursery transition focus group**
 - **1 to 1 parent meetings – choice of meeting or telephone call**
 - **Enhanced transition meetings and child passport**
 - **Burnbrae and P1 staff planning and moderation meetings**

Culture

• *Create a culture that values the importance of **transitions** ensuring the child's social, emotional and cognitive needs are understood, shared and built upon*



- **Three family learning sessions**
- **1 to 1 meetings**
- **Nursery transition meetings**
- **Teddy Bears picnic with buddies**
- **Meet the teacher and tour of the school videos on Seesaw**
- **Two induction afternoons with P1 teacher**
- **Weekly buddy programme**

Child - Centred



- *Start with the child — gain knowledge of the child's early learning and childcare experience*
- *Listen to the child's voice*
- *Design a **bespoke** transition around the child*
- *Build on the child's care plan as the transition to P1 is being considered and **well-planned***

*The children and their families are at the heart of
transition at Cleeves*



Cleeves is at the HARRT of the Community

Yearly Overview

	Transition Co-ordinator	Adults / Staff in Cleeves and Burnbrae	All Pre Entrant Children	Children in Burnbrae/Cluster Nurseries 	Children in Cleeves 	Parent Opportunities
August	<ul style="list-style-type: none"> Organise staff meet to discuss learning and coverage of the curriculum in nursery Share calendar with Burnbrae, P1 and P6 teachers 	<ul style="list-style-type: none"> Burnbrae staff to visit P1 children in Cleeves Staff meet to discuss learning and coverage of the curriculum in nursery 	•	•		
September	<ul style="list-style-type: none"> Organise follow up meetings for children who had an enhanced transition Cluster school/nursery transition meeting 	<ul style="list-style-type: none"> Burnbrae staff to visit P1 children in Cleeves 	•	•	•	• Focus group evaluation
October	•	•	•	•	•	•
November	•	•	•	• 2 P6 buddies to play in Burnbrae every Tuesday afternoon	• 2 P6 buddies to play in Burnbrae every Tuesday afternoon	• Apply for P1 place
December	•	<ul style="list-style-type: none"> Attend Burnbrae Nativity 	•	<ul style="list-style-type: none"> P1 – P3s & P4s <u>Entrants</u> Nativity Dress Rehearsal – Children attend 2 P6 buddies to play in Burnbrae every Tuesday afternoon 	<ul style="list-style-type: none"> P1 children to attend Burnbrae Nativity 2 P6 buddies to play in Burnbrae every Tuesday afternoon 	•
January	<ul style="list-style-type: none"> Cluster school/nursery transition meeting 	<ul style="list-style-type: none"> Organise Burns Event Liaise with P1 teacher for cluster nursery transition sessions in P1 class/area every Tuesday 	•	<ul style="list-style-type: none"> Burns' Event - Children attend P1 class for a Scottish Story at 11am & 2pm - Cluster nurseries 2 P6 buddies to play in Burnbrae every Tuesday afternoon cluster nursery transition sessions in P1 class/area every Tuesday 	<ul style="list-style-type: none"> Burns events 2 P6 buddies to play in Burnbrae every Tuesday afternoon 	•
February	•	•	•	<ul style="list-style-type: none"> 2 P6 buddies to play in Burnbrae every Tuesday afternoon cluster nursery transition sessions in P1 class/area every Tuesday 	<ul style="list-style-type: none"> 2 P6 buddies to play in Burnbrae every Tuesday afternoon 	•
March	•	<ul style="list-style-type: none"> Organise World Book Day event 	•	<ul style="list-style-type: none"> World Book Day P6 readers to Burnbrae at 11am & 2pm - Cluster nurseries 2 P6 buddies to play in Burnbrae every Tuesday afternoon My questions about P1 videos cluster nursery transition sessions in P1 class/area every Tuesday 	<ul style="list-style-type: none"> Current P1 children to send back videos World Book day events 2 P6 buddies to play in Burnbrae every Tuesday afternoon 	•
April	<ul style="list-style-type: none"> Organise transition and enhanced transition meetings Attend transition and enhanced transition meetings Organise Induction Programme (x2 afternoons) Email nurseries dates of transition afternoons 	<ul style="list-style-type: none"> Organise Easter activities Organise P6 readers to visit weekly 	•	<ul style="list-style-type: none"> Easter Egg Hunt with P1 - Cluster nurseries 2 P6 buddies to play in Burnbrae every Tuesday afternoon P6 paired reading in Burnbrae cluster nursery transition sessions in P1 class/area every Tuesday 	<ul style="list-style-type: none"> P6 to complete buddy applications Easter egg hunt 2 P6 buddies to play in Burnbrae every Tuesday afternoon 	• Transition focus group
	<ul style="list-style-type: none"> Set up transition focus group with new parents 					
May	<ul style="list-style-type: none"> Attend transition and enhanced transition meetings Organise classes and buddies Email nurseries parent, pupil booklets 	<ul style="list-style-type: none"> Liaise to develop transition session activities for induction afternoons 	<ul style="list-style-type: none"> 3 Family sessions Teddy Bears picnic - meet buddy Look at Pupil Booklet sent to all nurseries 	<ul style="list-style-type: none"> Induction Programme (x2 afternoons) Complete transition sessions with buddy 2 P6 buddies to play in Burnbrae every Tuesday afternoon P6 paired reading in Burnbrae cluster nursery transition sessions in P1 class/area every Tuesday 	<ul style="list-style-type: none"> P6 buddies to support children during teddy bears picnic P6 buddies to read to Burnbrae children once per week 2 P6 buddies to play in Burnbrae every Tuesday afternoon 	<ul style="list-style-type: none"> 1 to 1 meeting with SLT 3 Family sessions Coffee afternoon during teddy bears picnic
June	<ul style="list-style-type: none"> Review Transition Calendar Compile results of parent questionnaire Ensure nursery records are passed on 	<ul style="list-style-type: none"> P1 Teachers to visit Burnbrae Burnbrae to pass on nursery records Set up role play area 	<ul style="list-style-type: none"> 2 Induction afternoons Pupil photo booklet Buddy postcard through the post 	<ul style="list-style-type: none"> P6 paired reading in Burnbrae Cluster nurseries lunch hall practice with P1 P6 buddies to support Burnbrae Sports Day School role play area in nursery Burnbrae attend Talent Show cluster nursery transition sessions in P1 class/area every Tuesday 	<ul style="list-style-type: none"> P6 buddies to read to Burnbrae children once per week P6 buddies to help at Burnbrae sports day P1 pupils to watch Burnbrae show 2 P6 buddies to play in Burnbrae every Tuesday afternoon 	<ul style="list-style-type: none"> Induction afternoons – booklets, talk from SLT, tour, opportunity to meet other parents Coffee session during teddy bears picnic to meet other parents

Building Relationships – Involving Families in Transition

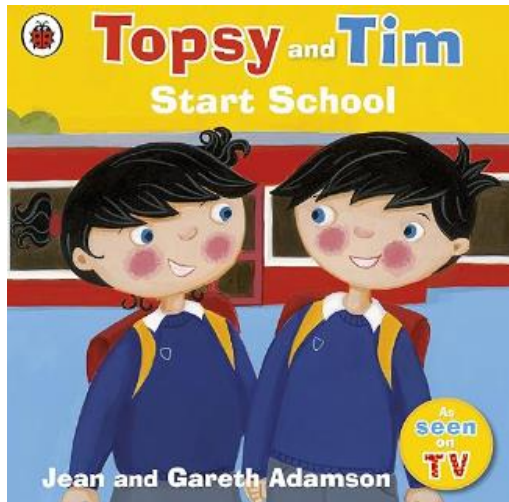
- **Open afternoon before applying for P1 place**
- **IT support to help apply**
- **Transition Focus group**
- **1 to 1 meeting with SLT**
- **3 family sessions with take home activities**
- **Induction afternoons – booklets, QR codes, talk from SLT, tour, opportunity to meet other parents**
- **Coffee session during teddy bears picnic to meet other parents**

Family Sessions

- Child and family member invited
- Siblings welcome
- 3 family sessions (6 enhanced sessions) led by DHT and SflW
- Story of the week with literacy, numeracy or health and wellbeing focus
- Two must do tasks and play activities set up in street area
- Weekly parent and child feedback which alters play set up
- Take home activities link to learning that session
- Forms questionnaire



Family Session Books & Take Home Activities



Today we read a story all about Topsy and Tim starting school. Here are some links to watch Topsy and Tim visit school and on their first day. We hope you enjoy watching them.

Visiting School



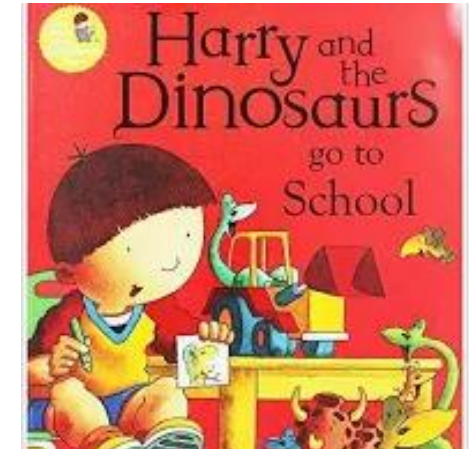
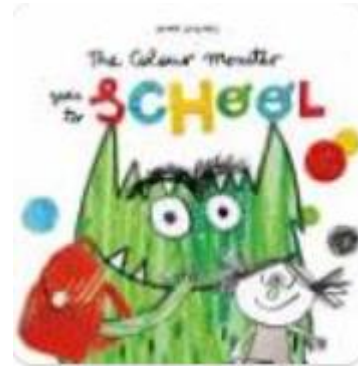
First Day at School



After watching the programmes, ask your child these questions?

What did Topsy and Tim do? What are you looking forward to doing in P1?

How did Topsy and Tim feel about starting school? How do you feel?



Activity 2 - Make my own Dinosaur



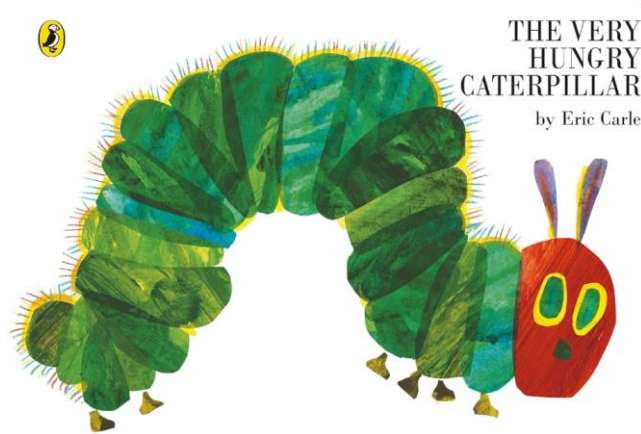
Together with your child, see if you can make a dinosaur. You might want to make it using junk, play dough or you could even draw/paint it. Ask your child to give it a special name and special powers.

Here is a play dough recipe

½ cup of salt
1 ½ cups of plain flour
Water
Food colouring
Mix all the dry ingredients together in a mixing bowl, add a few drops of food colouring and add a little water at a time until it forms a ball.

Remember to send us your photos on Twitter @cleevesps

Family Session Adapted by Interest



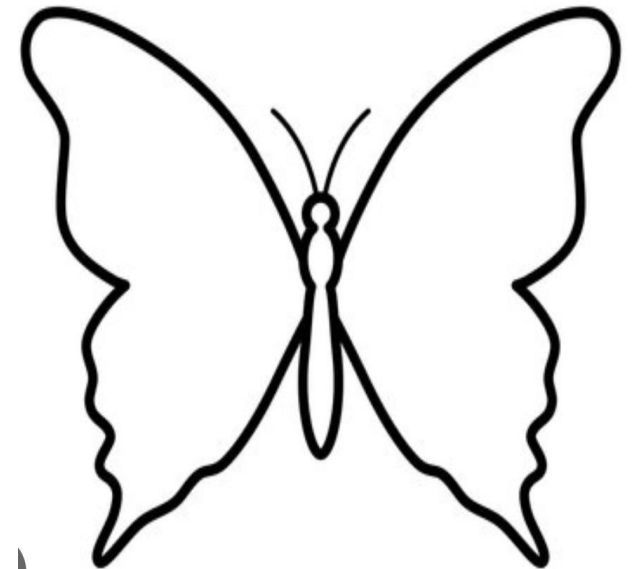
The Very Hungry Caterpillar

Name

I can make this Hungry Caterpillar 5 prints long.

I can make this Hungry Caterpillar 8 prints long.

I can make this Hungry Caterpillar 10 prints long.



Family Sessions



Family Session Parent Weekly Feedback

great to see James's
new school environment.
Helps kids to get used
to new rules.
good sessions

It was good for all kids
to meet up and get on
with each other before they
all start school

Seeing him interacting
in an unfamiliar setting, seeing how
the school is set up.

- Enjoyed seeing Kain in the School environment.
- Engaging in activities with Kain.
- Watching Kain interact with other children

IT WAS GREAT TO SEE HARRY FOLLOW
TASKS SET TO HIM TO THEN BE ABLE
TO ENJOY PLAYING WITH THE BOYS AND
INTERACTING WITH THE OTHER CHILDREN.

Family Session Forms Feedback

Transition to Primary 1 2023

11 Responses 05:17 Average time to complete Active Status

[Review answers](#) [Post scores](#) [Open in Excel](#) ...

1. Did your child attend the transition family sessions? (5th, 12th and 19th May) (0 point)

[More Details](#) [Insights](#)

3 sessions	7
2 sessions	3
1 session	1
Did not attend	0



2. Did you and your child enjoy the family sessions? (0 point)

[More Details](#) [Insights](#)

Yes	10
No	1
Did not attend	0



3. What did you and your child enjoy the family sessions? (0 point)

[More Details](#) [Insights](#)

11 Responses

Latest Responses
 "Spending time together"
 "Everything"

"Getting to know everyone and seeing what the classes are like help ..."

11. Is there anything that should be added to the pack? (0 point)

[More Details](#) [Insights](#)

11 Responses

Latest Responses

"No"
 "No"
 "No"

8 respondents (73%) answered **No** for this question.

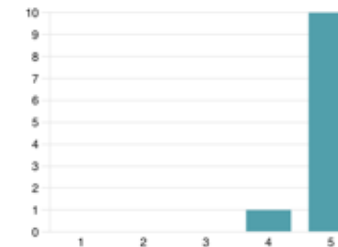
Links **No** uniform
 perfect

12. Rate the overall transition programme at Cleeves (3 family sessions, 2 induction afternoons and teddy bears picnic) (0 point)

(0 point)

[More Details](#) [Insights](#)

4.91
 Average Rating





Family Centred Transition @ Cleeves PS



*The children and their families are at
the HARRT of Cleeves*

My first day of school.

Just another day!

https://app.seesaw.me/pages/shared_item?item_id=item.eb520893-a806-47b1-986e-da7b30647f1e&share_token=UP5GFNCsRmi5_GgxX_Ibwg&mode=share