



KING'S PARK LEARNING COMMUNITY EARLY YEARS TRANSITION GROUP

A whole community approach

THE WHY — LOTS OF QUESTIONS ?

- Realising the Ambition
- Being me – children deserved the best experiences as part of their learning journey
- Were we providing the key elements of quality provision – environment, practitioners, practice ?
- Transition events did not align with good practice when building relationships with home and school
- Partnerships nurseries were not included in transition group
- GCC guidelines for transitions

WHAT DID WE DO ?

- Ensured that all nurseries that were part of our Learning Community (including Partnership nurseries) were invited to a “let’s get thinking “ meeting
- Was agreed at meeting that we should have a shared approach to teaching and learning and assessment
- From there a calendar of events was created
- It was agreed that we would use “Nessie’s Selfie” as a focus for the early years and that when the children came for the their transition visits, the activities on offer would be centred around this
- Monthly meetings
- Created a Literacy focus that we used at transition

WHAT WORKED AND WHAT DO WE STILL NEED TO DO ?

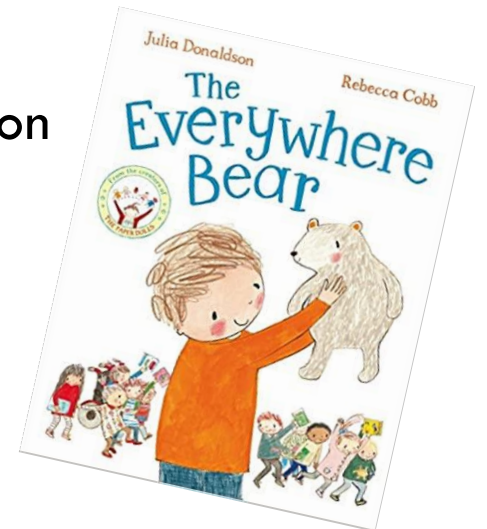
- Whole community approach worked extremely well and the children benefitted from being able to make the connection from early years to school
- A more child- centred approach to transitions and parents / carers took part in all the transition activities (rather than being separated from the children and being spoke at)
- BUT
- Model did not support our EAL children
- Did we have enough evidence that the model was working ?
- Was the information we needed consistent ?

ADAPTATIONS

- Invited Tricia Grimes (EAL service) to meeting to discuss best way to support our EAL children and parents/carers
- EAL teacher visited early years with DHT to gather information
- Used All My languages form as part of transition paperwork
- Created a GLOW form that had information around SIMD, medical needs, third party involvement. This was sent to all feeder nurseries so that information was consistent and also allowed schools to liaise with early years and any sector parties.
- Used phonological awareness screening tool to look at gaps in literacy and discuss with early years what we could do to support any gaps.

NEXT !!!

- Now using *The Everywhere Bear* as a transition focus for the learning community and programme is devised that early years offer sessions and the primary follows this up at transitions events and also first few weeks at school. This allows for consistent approach and a feeling of familiarity for children.
- *The Everywhere Bear* has been translated into different languages which makes EAL children feel included.
- Seesaw account created for children when they first visit school so information about visits and parents/carers can post about their child.



SUCCESSSES !!!!!

- Group is still running and many of our partnership nurseries are still attending
- Applied for funding for Play Along Maths and this was cascaded through the community
- Sharing ideas and resources
- Families Connect –used across community as a piece of transition work and will be delivered to another LC as transition work
- Sleep Scotland
- Story Massage

FAMILIES CONNECT NURSERY – P1 TRANSITION



- 2 staff from Croftfoot attended Feb training
- 1 staff member from Hilltop and 2 from King's Park completed training in May
- Plan to work together to create an Enhanced Transition programme for children and families.
- Coffee, Cake and Connections afternoon early in new term for P1 and Nursery families.
- Group of 9 families (5 P1s and 4 nursery), reduced to 8 regular attendees.
- Wednesday mornings, 9.15 – 11.15am



GROUP 1, OCT – DEC '23



PROS

- Having 3 staff trained
- Formed relationships with new families
- Parents supported each other and still doing so!
- EAL was celebrated, not a barrier
- Very positive feedback
- A point in the week where I switched off from everything else

CONS

- Mix of 3 year olds with 5 year olds was tricky
- School setting and discussions was overwhelming for some new nursery parents at times
- Logistics of separate parent/child parts
- Cost and preparation of snack
- Big time commitment



GROUP 2, JAN – MAR '24



- 3 staff rotating
- Group of 12 families with children starting school in August, 5 of whom have older siblings
- EAL focus – 9 families
- Switched to afternoon session
- Reduced time of session



FAMILIES IN PARTNERSHIP GRANT - PLAY ALONG MATHS

- Successful joint bid for the learning community
- Aiming to provide consistency in approach
- Purchased resources for 5 Play Along Maths boxes, rotated across establishments
- King's Park Secondary created bags for the project
- Receiving schools can build on good practice by utilising the second set of PAM cards

WE'RE NOT CLONES!



We...

- Collaborate, communicate, support, learn and laugh with one another

BUT

We are not clones...

- We each run individual transition events
- We provide our own information sheets about nursery or school
- We record evidence in different ways e.g. Book Creator, Seesaw/Showbie, Floor Books
- We know our context!

QUESTIONS ??????

