

To: Education and Children Policy Board

On: 9 March 2017

Report by: Director of Children's Services

Heading: Early Learning and Childcare to Primary Transfer of Information

1. Summary

- 1.1. Ensuring that children have the best start in primary school is one of the priorities for children's services. To help children make a successful transition from early learning and childcare services to primary school there is a need for information on the child to be shared. Renfrewshire Children's Services has in place a formal process to support the sharing of information.
 - 1.2. The early learning and childcare to primary transfer of information guidelines, content and format have been updated by a working group (representing partners, pre 5 centres, our nursery classes and schools), to reflect information contained within the Child's Plan and Care Plan, reporting arrangements for the National Improvement Framework, the national Tackling Bureaucracy agenda and reviewed reporting guidance provided to primary school staff. The new guidelines developed by the working group are attached at Appendix 1.
 - 1.3. The revised guidelines and format provide a consistent format which will be used by all early learning and childcare establishments, including partnership nurseries. The new format continues to include contributions from the child and the parent/carer.
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2. Recommendations

- 2.1. The education and children policy board is asked to approve the revised early learning and childcare to primary transfer of information guidelines which are attached at Appendix 1.

3. Background

- 3.1. The transfer of information guidelines for early learning and childcare settings to primary school were last revised in 2013. These guidelines have now been updated to provide greater depth of detail on a child's progress in Literacy, Numeracy and Health and Wellbeing in order to help inform primary staff when planning a child's next steps in learning. The Guidance also provides establishments with advice on good transition practice.
- 3.2. A working group comprising promoted staff members from pre 5 centres, primary schools with nursery classes, the Early Years Teaching Team and partner nurseries was established in December 2016. This group has now reported and made recommendations about the format and content of the transfer of information report and guidance on transition required by establishments. Due to timescales, the revised documentation and guidance was circulated to a small group within the sector for comment in order that any changes could be made.
- 3.3. Most children will progress through the experiences and outcomes from the early level of CfE during their pre-school years and into primary 1. It is therefore important that the information that is transferred for each child, from early learning and childcare settings to primary school is current and relevant, of a high quality and helps staff to plan future learning to ensure greater consistency in a child's progress.
- 3.4. The revised transfer of information guidelines provide a consistent format which will be used by all early learning and childcare establishments, including partnership nurseries. While this will provide the minimum information required, it is also expected that there will be ongoing dialogue/meetings between establishments - professional dialogue is key to improving learning. Paperwork should be kept to the minimum required to support this process.
- 3.5. The contribution of the child and the parent / carer is important and must be included in the information which is transferred to primary school. There are sections within the transfer of information document in which the 'voice of the child' and the 'voice of the parent / carer' should be recorded.
- 3.6. The early learning and childcare to primary transfer of information will be available to staff in either electronic or paper format.
- 3.7. If approved, the transfer of information guidelines and transition guidance will be disseminated to all early learning and childcare establishments and will remain in draft form for one year in order to take feedback and make further improvements for next session (2017/18).

Implications of this report

1. **Financial Implications**
None
2. **HR and Organisational Development Implications**
None
3. **Community Plan/Council Plan Implications**

None

4. Legal Implications

None

5. Property/Assets Implications

None

6. Information Technology Implications

None

7. Equality and Human Rights Implications

Consistent, relevant information will be passed from pre-school to primary establishments.

8. Health and Safety Implications

None

9. Procurement Implications

None

10. Risk Implications

None

11. Privacy Impact

Personal information held will be done so in accordance with all data protection legislation.

*Children's Services
JC/JT/LG
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Author: Julie Colquhoun, Education Officer, 0141 618 6009
julie.colquhoun@renfrewshire.gcsx.gov.uk



**Renfrewshire Council
Children's Services**

**Transfer of Information Guidelines
Early Learning and Childcare to Primary**

2017

Guidance for completion of the transfer of information document

1. Purpose

- 1.1 In order to provide consistent information to all establishments on learners transferring from early learning and childcare to primary, all establishments in Renfrewshire will use the standard pro-forma attached for the communication of that information. The information contained within this pro-forma is considered to be **the minimum requirement** in terms of transferring information between establishments.
- 1.2 The form will be completed by all establishments to provide a holistic overview for each individual child.
- 1.3 The completed pro forma should be forwarded to the receiving establishment **no later** than the first week in June of each year.

2. Information

- 2.1 Establishments should transfer the most recent child's plan for every child (updated within the previous 3 months) along with any confidential information in relation to additional support needs and child protection. These documents should be available to the receiving establishment by the start of the new term each year (August). Other information held by the early learning and childcare establishment may be transferred between establishments e.g. child's profile, learning journey etc.
- 2.2 Personal dialogue between establishments is as important as any written material contained in the transfer of information document. **The value of these additional meetings cannot be underestimated, however, it is crucial that there is a clear audit trail of all such verbal disclosures - all meetings should be properly minuted to clearly show what information has been shared and why.**

3. Completion

- 3.1 This document focuses on the three core areas of Health and Well-being, Numeracy and Literacy.
Staff should comment on each child as an individual and use the helpful bullet points and sample comments to support them with this. Almost all children in early learning establishments are working within the early level of curriculum for excellence which spans pre-school and Primary 1.
- 3.2 For children who attend more than one establishment, it would be considered good practice for staff from each establishment to get together to discuss the completion of the transfer of information document. However, it is the responsibility of the child's **most frequently attended** early learning establishment to complete and forward the document to the receiving school

4. Section 1 Personal details – to be completed by the early learning establishment

- 4.1 Staff should record if a child attends nursery regularly by recording yes or no.
- 4.2 **Personal Health & Wellbeing** – indicate here to show there is important information contained within the Child's Plan
- 4.3 **Additional Support Needs** – indicate here to show there is important information contained within the Child's Plan

5. Section 2 Curriculum for Excellence Early Level

- 5.1 This section should be completed by the keyworker-specific guidance is included which gives assistance with the completion of this section. When completing this section – staff should comment on the child's personal qualities through Health and Well-being, Numeracy and Literacy.

6. Section 3 The voice of the child

- 6.1 This section should be completed by the key worker in discussion with the child. It should inform receiving staff to help them plan appropriate activities for the child's arrival in school.

7. Section 4 The voice of the parent/carers

- 7.1 During discussion, key workers should record any information that the parent wishes to share with the receiving school.

Renfrewshire Council **Transition to School Good Practice Guidelines**

- Before planning the transition to school, consult with all stakeholders* to ensure they have a voice in the transition programme** – **(this should look different every year to cater to the needs of the children and families making the transition).**
- In order to evaluate your transition practice, reference should be made to 'How Good Is Our Early Learning and Childcare' Quality Indicator 2.6 Transitions.
- Procedures are in place to ensure all relevant information about the wellbeing of children and their families are transferred to the school. This transfer should take place in the term before the child is due to start to allow the school to cater to the individual needs of the child.
- Highlight children who may require an enhanced transition as early as possible after enrolment to school. Discuss with all stakeholders what this should look like for those individual children.
- Visiting children in their current nursery environment(s) allows future P1 teachers to build positive relationships in an environment familiar to the child. This will also allow the teacher time for professional dialogue with early years practitioners (e.g. specific friendships, strategies used, behaviour, particular likes/dislikes, family background etc). Early Years teachers can support this by allowing P1 teachers the time to make these visits.
- Practice within the P1 classroom should recognise children as competent, capable and creative individuals who have already learned a great deal before they enter school.

* Stakeholders may include children, families, early years practitioners, teachers, school staff, outside agencies/relevant professionals.

**Transition Programme may include shared learning visits, playground visits, lunch visits etc



Child's Photograph
(This **must** be recent)

Own
Logo

Name of
Establishment

Transfer of Information Early Learning and Childcare to Primary 2017

Child's name: _____ Known as: _____

Expected Date of Delivery: _____ Actual Date of birth: _____

Parent's/Carer's Name: _____

Siblings :	D.O.B.	Educational Establishment (if relevant)

Attendance:

Regular (Yes/No)	
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Section 1

Personal Health and Wellbeing	Information contained within Child's Plan?
Health Issues	Yes/No
Confidential information held	Yes/No

Additional Support Needs	Information contained within Child's Plan?
English as an Additional Language	Yes/No
Coordinated Support Plan	Yes/No
IEP/Stepped Intervention	Yes/No/previous
Integrated Assessment Framework	Yes/No/previous
LAC / LAAC	Yes/No/previous

Other Additional Support Information	Information contained within Child's Plan?

Section 2

Curriculum for Excellence – Early Level

Literacy and English

Key workers should complete this section with a **holistic view** of the child as an **individual**, taking in to consideration their **personal qualities**. Please note **only significant progress** made.

Below are some points which **may** be considered when completing this section and a comment example:

How does the child respond to:

- listening and attention skills
- listening and following simple/more complex instructions
- using language to communicate in a variety of situations
- initiating interaction with adult/peers, holding a conversation and taking turns appropriately
- phonological awareness skills (e.g. rhyme, syllable structure, initial word sounds)
- showing an interest in stories/books
- experimenting with mark making

Comment example:

Child X has made steady progress in literacy during his time in nursery. He follows simple instructions well and is beginning to follow more complex instructions. Child X has a rich vocabulary which is particularly apparent when engaging in conversations about his favourite topic - dinosaurs.

Child X enjoys learning about the new author of the month and takes a keen interest in engaging in new stories. He is interested in non-fiction books and can often be observed sharing this interest with his peers. He can identify rhyme and is beginning to generate his own rhyming words.

Child X needs encouragement to engage in mark making experiences. Recently he has worked with his key worker to create a non-fiction book about dinosaurs for use in the nursery. Child X's interest in dinosaurs has been a valuable tool in engaging him in new experiences.

Numeracy and Mathematics

Key workers should complete this section with a **holistic view** of the child as an **individual**, taking in to consideration their **personal qualities**. Please note **only significant progress** made.

Below are some points which **may** be considered when completing this section and a comment example:

How does the child respond to:

- showing an awareness and recognition of numbers/numerals
- forwards and backwards number word sequences from/to zero (e.g. rote counting forwards & backwards)
- understanding that numbers represent quantities (e.g. 1:1 correspondence)
- ability to apply numerical knowledge in a variety of play situations
- understanding and using a range of mathematical and positional language through play
- showing an awareness and recognition of shape and pattern

Comment example:

Child X shows particular strengths in Numeracy and Mathematics. She is extremely confident with the number system and enjoys working with numbers to 100. She is able to explain her thinking during mathematical problems and enjoys sharing different strategies with her peers. Child X particularly enjoys applying her numerical and mathematical skills through construction for example comparing the sizes of towers, discussing their properties in relation to height and weight.

Child X would benefit from being challenged to ensure her numeracy skills are continuously built upon.

Health and Wellbeing

Key workers should complete this section with a **holistic view** of the child as an **individual**, taking into consideration their **personal qualities**. Please note **only significant progress** made.

Below are some points which **may** be considered when completing this section and a comment example:

How does the child respond to:

- forming positive relationships with others
- understanding that their actions can impact on others
- taking turns and playing co-operatively
- expressing their feelings/emotions appropriately
- coping with/adapting to change
- persevering in tasks self-chosen/adult led experiences
- independently making choices through play
- following simple routines and instructions
- demonstrating an understanding of safety and potential risks
- dressing/undressing, toileting and following personal hygiene routines independently

Comment example:

Child X now feels comfortable and safe in the nursery environment and will separate from parents with ease. He has a positive relationship with his key worker but finds it challenging to work with unfamiliar adults. Child X participates well in small group situations but finds larger groups overwhelming. He benefits from working alongside supportive friends. He engages well in self chosen experiences however, he finds it difficult to persevere in adult led experiences. His level of engagement can often depend on his interest, attention or level of understanding. Child X requires simple, individualised instructions and before he can follow these, eye contact should be made to ensure you have his full attention. At times, Child X requires assistance to follow toilet routines.

Other information

Key workers can add any other relevant information to help support transition to school such as strategies used to help the child learn/specific interests/personal qualities etc.

When completing it might be helpful to consider:

Does the child show specific interests in any other curricular area/area within the nursery/out with nursery?

Does the child have any preferred friends/Do they find making friends easy?

Have there been/is there likely to be any significant events in the child's life? If so how did/will they cope with this/strategies used to support them.

What engages the child most in play?

Section 3
The Voice of the Child



What I want my teacher to know about me



What I want to learn about in school

Section 4
The Voice of the Parent/Carer

I would like my child's school to know:

Report completed by: _____

Date: _____

Head of establishment: _____

Date: _____

I understand this information will be shared with the receiving primary school (it is necessary to share this information to ensure the effective progressive provision of education for your child).

Parent/Carer_____

Date:_____

Where there is a legal requirement to do so, information may, in any event, be passed on to the receiving primary school in accordance with the relevant statutory provision.