

Resources and References

UNICEF

School Readiness: a conceptual framework
[https://www.unicef.org/earlychildhood/files/Child2Child_ConceptualFramework_FINAL\(1\).pdf](https://www.unicef.org/earlychildhood/files/Child2Child_ConceptualFramework_FINAL(1).pdf)

Ofsted

Are you ready? Good practice in school readiness
<https://www.gov.uk/government/publications/are-you-ready-good-practice-in-school-readiness>

Department of Education

Improving the home learning environment
<https://www.gov.uk/government/publications/improving-the-home-learning-environment>

Professional Association for Childcare and Early Years

What does 'school ready' really mean?
<https://www.pacey.org.uk/working-in-childcare/spotlight-on/being-school-ready/>

National Literacy Trust

<https://literacytrust.org.uk/policy-and-campaigns/home-learning-environment/small-talk/>

Useful Local Links

Action on ACEs

www.actionaces.org

Health Visiting Services

Please visit <https://ghc.nhs.uk/a-z/> and select 'H' to navigate to Health Visiting

School Nursing Services

Please visit <https://ghc.nhs.uk/a-z/> and select 'S' to navigate to School Nursing

Is your child ready for school?

A guide for families

This leaflet can be found at <https://www.gloucestershire.gov.uk/school-readiness>

Improving Early Outcomes for Children



A Guide to School Readiness for Professionals

Purpose

This leaflet aims to support professionals involved with young children to:

- Recognise the importance of their role in helping children and their families to be school and life ready
- Have a shared understanding of what being 'school ready' means
- Continuously seek to develop relationships with others who can influence a child's outcomes



What do we mean by School Readiness?

Over the past decade, recognition has grown over the importance of early years' development on a child's experience and outcomes at school.

In Gloucestershire, we believe all children should have a safe, happy and healthy early childhood which prepares them for achieving their potential in education and beyond. We recognise that children learn and develop in different ways and at different rates and our approaches need to take account of this.

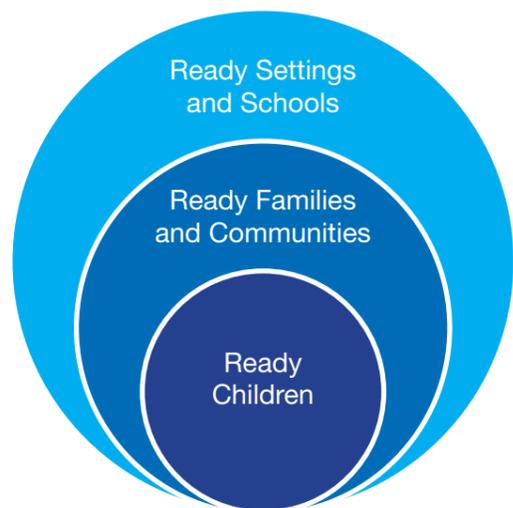
The national policy and frameworks on School Readiness are helping us to achieve this vision.

Gloucestershire adopts UNICEF's description of the three aspects of school readiness:

- Children's readiness for school
- Families and communities' readiness for school
- Settings' and schools' readiness for children

These three key elements highlight the importance of working together to improve a child's chances of achieving successful outcomes. Children have the potential to be well prepared to start school when families, communities, settings and schools work together to support the development of children's confidence, curiosity and resilience.

The following model illustrates the importance of partnership working and shows children at the heart of all that we do.



“School Readiness” is a term that can mean different things to different people. Many interpret



it to mean ready to start the reception class in school. However, the Public Health school readiness indicator (the only national measure) is based on the Early Years Foundation Stage Profile (EYFSP) assessments at the end of Reception and relates to a child being ready to start Key Stage One learning i.e. ready to transition from Reception to Year One. To help us to work towards a common understanding of what being school ready means, we have consulted with representatives from a range of Early Years organisations and groups to reach some consensus on ‘what good looks like’ in Gloucestershire for Ready Children, Ready Families and Ready Settings and Schools.

Reception Ready Children

A child who is ready to transition to Reception should:

- Feel safe and secure
- Attached to or can identify at least one trusted adult
- Can cope with separation from their main carers
- Self-sufficient for simple tasks
- Able to communicate or indicate needs and how they feel
- Recognise and respond to their name
- Familiar with some social conventions such as sharing and taking turns
- Able to understand boundaries and routine
- Be curious and confident about learning
- Be comfortable with making new friends
- Be healthy e.g. healthy diet, childhood immunisations up to date, registered with a dentist
- Keep as physically active as they can

Year One Ready Children

Many children who are ready to transition to Year One may additionally:

- Enjoy and engage in independent learning
- Be starting to engage in more formal learning

- Be developing specific skills such as phonics and numbers
- Be willing to participate in group learning
- Should have an established school routine

Ready Families

Supportive parenting and stimulating home environments have been shown to be among the strongest predictors of how well a child will do at school and beyond.

Families who are ‘school ready’ will:

- Recognise that they are their child's most important role model and their greatest resource
- Value the child's voice
- Understand the importance of attention, creativity, imagination and play
- Are creative and provide opportunities for learning and social interaction via every day experiences
- Read, sing songs and recite nursery rhymes often with their child
- Are aware of child development milestones such as speech and physical capabilities and development of empathy
- Support their child's self-help skills so that they learn to do things for themselves
- Support good attendance
- Are able to engage with settings and schools and understand their role in supporting their child's learning and development including in the home
- Ensure their child is active, healthy and has a good sleep routine
- Have supportive networks and feel part of their community
- Know how and when to access professional advice and guidance if necessary

Ready Settings and Schools

All practitioners who work with young children and their families play an important role in preparing a child to reach their potential in school and in life.

Ready Early Years Provision

- Provide a nurturing environment where children learn to follow adult instructions
- Understand child developmental stages and their attachment needs

- Promote activities which encourage creativity, play and imagination
- Help children to find joy in learning
- Identify individual learning needs and will tailor support accordingly
- Help children to understand what is right and what is not
- Have clear expectations of the home learning environment and support families in meeting these
- Be informed by and share information with parents and other relevant partners
- Understand the schools' expectations of reception ready children
- Support smooth transitions into school for all children and families
- Be willing to share learning and adopt good practice models.

Ready Schools

- Help children to feel safe, valued and respected
- Provide a nurturing environment which creates opportunities to learn and develop physically and emotionally
- Are open and welcoming
- Understand child developmental stages and their attachment needs
- Value individual differences and are tolerant and adaptive to these
- Recognise the importance of learning through play and making learning fun
- Are questioning and reflective
- Promote physical development
- Support all children and families with making smooth transitions into school
- Support good attendance
- Form positive relationships with parents, the local community and other professionals
- Have good clear understanding of Early Years assessments and how they should be approached

