



KILCREGGAN PRIMARY SCHOOL ELCC



Early Level Transition Policy

Access to high quality Early Learning and Childcare is the entitlement of all children. An important part of this is the transition into P1. Practitioners and staff at Kilcreggan Primary School aspire to provide positive transitions practise between early learning and childcare settings and this school for all children.

Timetable for transition:

Term 3	Term 4	Summer Break	Term 1 of P1 year
<ul style="list-style-type: none"> • P1 registration opens • Parents are directed to the school website to access a copy of the school handbook • P1 teacher plays in the ELCC settings, getting to know the children 	<ul style="list-style-type: none"> • 'Being Me' completed by parents • Argyll and Bute transition topic starts in ELCCs • Children from the ELCC settings play in P1 and tour the school x4 sessions • P1 teacher holds virtual meetings around HWB, Numeracy and Literacy for parents. • Taking into account the above virtual meetings, a transition book and leaflet and a Seesaw classroom are prepared and shared with parents and practitioners • Parents come with children for a play and stay session in P1 classroom • Staff and practitioners collaborate to plan a continuous early level experience • Parents of new 3 year olds are invited for a Play and Stay session in ELCC 		<ul style="list-style-type: none"> • A play pedagogy and the Argyll and Bute topic continue into P1 • ELCC practitioners play in the P1 classroom • P1 teacher holds a 'Meet the Teacher' presentation which is posted on Seesaw and the school website

In addition to the above timetable, ELCC children at KPS take part in various whole school activities and events as part of their play and learning. For example; attending and taking part in assemblies/church services, being part of whole school Above and BEEyond, using the hall for PE, eating lunch in the hall as opportunities arise, watching pantomimes, taking part in shows and performances.



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Supporting information from Education Scotland and Argyll and Bute Council regarding transition for pre-school children into P1:

Education Scotland Position Statement:

EXTRACT: The Position Statement is informed by a shared understanding of the importance of transitions and the need to address the impact of transitions in children's lives

LINK: [Summary - Scottish Early Childhood and Families Transitions Statement \(education.gov.scot\)](https://www.education.gov.scot/publications/summary-scottish-early-childhood-and-families-transitions-statement/summary-scottish-early-childhood-and-families-transitions-statement.pdf)

Realising the Ambition (National guidance [realisingtheambition.pdf \(education.gov.scot\)](https://www.education.gov.scot/publications/realising-the-ambition/realising-the-ambition.pdf)):

Transitions, Section 8.8, Page 95

8.8 Key features of positive transitions practice from an early learning and childcare setting to school

- practitioners/teachers who recognise that for every child the transition experience is unique to them and who provide environments that are ready for children, that meet children's needs and the needs of their family
- collaboration between practitioners and teachers which is focused on planning a continuous 'early level' curriculum experience
- play pedagogy in the early stages of primary school, that is built on a clear and shared rationale and distributed leadership
- a shared understanding between practitioners and teachers of the benefits of children's active engagement in planning their learning
- induction programmes that value parents' knowledge of their child and the learning children bring with them to school
- priming activities which promote parents' active participation during the transitions process rather than being viewed as passive recipients of information and rules to be followed
- bespoke and or enhanced transition arrangements for children with additional support needs



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Northern Alliance: [NA-Transitions-Framework-FINAL-1-1.pdf \(northernalliance.scot\)](https://www.northernalliance.scot/NA-Transitions-Framework-FINAL-1-1.pdf)

Argyll and Bute Guidance, November 2020: [YOUNG CHILDREN.pptx - Google Slides](#)

'Transitions should be focussed on relationships and supporting the health and wellbeing of our children and young people'. Argyll and Bute Transition Workstream, November 2020

Argyll and Bute Transitions Document: What establishments should be doing:

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| 1. Cluster level meeting to ensure consistent approach across cluster schools. This should involve Early Years staff (e.g. where there are standalone nurseries and representation from Early Years central team locally). |
| 2. The local cluster should make agreements on: <ul style="list-style-type: none"> • Plans for virtual transitions (when should this happen); • Plan for physical transition (plans made for those pupils requiring an enhanced transition as well as for all pupils); • How Early Years staff can support Primary 1s in August. |
| 3. Primary schools should establish a Primary 1 community group/forum; the medium of which will likely be school specific. It is through this forum that schools can communicate some of the plans determined in Step 1. |
| 4. Virtual transitions should include: <ul style="list-style-type: none"> a. Meetings between key workers and Primary 1 teachers/ support staff; b. Virtual tours of new establishment; c. Head Teacher, Primary 1 Teacher and Parent / Carer session; d. Handbook, social story, photos etc to be sent to all new Primary 1s; e. Child plan/transition meetings for those who require an individualised and/or enhanced transition. |
| 5. Physical Transitions
As per guidance below, physical transitions can take place when required, providing risk assessments and establishment protocols are followed. Plans may feature children visiting the primary learning environment with key workers/ELC staff who are able to support them in meeting new, key members of Primary staff. |