

School Readiness

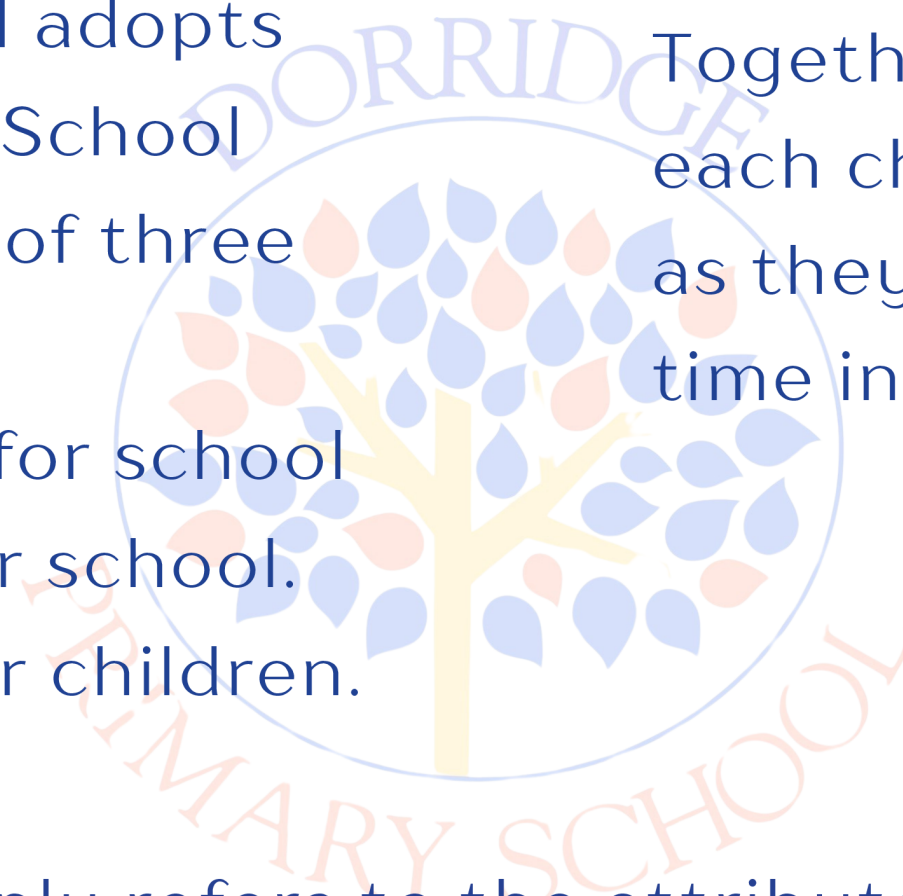
Dorridge Primary School adopts UNICEF's description of School Readiness as consisting of three pillars –

- Children's readiness for school
- Family's readiness for school.
- School's readiness for children.

Together, these pillars maximise each child's likelihood of success as they progress through their time in school.

School readiness not only refers to the attributes of a child but also the roles and responsibilities of families, teachers and practitioners in ensuring children are ready and able to access learning as they enter school and beyond.

We Believe that Children are 'school ready' when they are resilient and confident, with a keenness to learn and have effective personal and social skills.



FAMILY

CHILD



SCHOOL

School Readiness

From a child's point of view they will:

- Be excited, enthusiastic, curious and confident about learning
- Be resilient and ready to take on all that is on offer
- Ask questions, take risks and find solutions
- Feel safe, secure and cared for
- Know that they are at the forefront of the adult's mind.
- Feel that the contributions they make are valued and respected
- Have a broad range of knowledge and skills gained through everyday experiences
- Be active and healthy
- Feel that their efforts will be recognised and celebrated
- Be comfortable to communicate their thoughts, ideas and needs in their own way.
- Start to develop an awareness of their own emotions and behaviour as well as being able to reflect upon them
- Be independent by using self-care skills
- Start to develop their turn taking and co-operative skills
- Be comfortable in approaching others



From a family's point of view this means:

- Recognising that you are your child's most important role-model.
- Having fun with your child: playing, talking and sharing together regularly and frequently.
- Using everyday experiences as learning opportunities and giving your child opportunities to take the lead.
- Doing familiar and different things together and showing your interest in discovering new things.
- Encouraging your child to try out their ideas and different ways of doing things.
- Celebrating your child's achievement in language development – singing songs, nursery etc.
- Supporting your child's self-help skills so that they learn to do things for themselves.
- Recognising and talking through your child's feelings and different emotions.
- Providing other opportunities for your child to develop independence skills.
- Allowing enough time for relaxation, rest and play.
- Providing opportunities for your child to meet and relate to others including adults beyond close family and friends.
- Establishing a good sleep routine.
- Reading with and to your child, everyday if you can.
- Seeking professional advice and guidance, particularly in terms of health related matters.
- Ensuring your child is as active and healthy as they can be.
- Providing meaningful opportunities for your child to experience that not everything happens at once and on their demand.
- Promoting children's independence skills by giving them choices.

School and teachers will:

- Demonstrate professional respect by communicating and sharing information about every child's unique transition journey.
- Demonstrate high expectations for each unique child by providing challenge, promoting resilience and raising aspirations.
- Enthuse, engage and motivate all children and allow them the opportunity to make decisions, giving them the confidence to learn.
- Operate in the best interests of the child and adapt practices when necessary.
- Establish positive relationships and effectively consult with parents.
- Share ideas about how to support children's development and learning with parents, including home routines.
- Understand the different stages of child development, how these relate to each other and how to plan developmentally appropriate responses.
- Track individual children's progress and share outcomes with all relevant partners.
- Celebrate successes widely, especially with families.
- Respect and respond to the children's backgrounds and circumstances.
- Provide appropriate continuity of care.
- When planning activities and teaching children as they first arrive into school, recognise, record and respond to the different ways that children learn and reflect this in their provision and practice.
- Consider the changing school readiness needs of children as they enter