



School Readiness Policy

2024-2025

***“Children should start school healthy, happy, communicative, sociable, curious, active and ready equipped for the next phase of life and learning”
(Supporting Families in the Foundation Years).***

At Enchanted Wood Preschool, we spend much time preparing children for their next steps. We look at the attributes the children need, but also the key roles and responsibilities of families and practitioners to ensure the children are ready and able to access learning as they enter reception. We consider children to be 'School Ready' if they have achieved a good level of learning across all seven areas of the Early Years Foundation Stage (EYFS) and are confident and resilient with a keen, enthusiastic thirst for learning.

The Early Years Foundation Stage defines School Readiness as 'the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.' (Statutory Framework for the EYFS 2014)

We agree with and support UNICEF's description of 'School Readiness' which states that three elements together bolster children's likelihood of success

- Children's readiness for school affects their learning and development
- Early Years settings and School readiness for children, ensures learning environments are child friendly and adapt to the diverse needs of young learners and their families
- The families' readiness for school promotes a positive and supportive approach to education, their children's learning and the transition from home to school.

It is our belief that it is these three aspects which will maximise each child's likelihood of success as they progress through their time in school.

We do not believe in a formal approach to learning, and you will never see children completing worksheets. Children at Enchanted Wood Preschool will continue to learn through play and exploration, gaining a sense of confidence and 'can do' attitude in everything they do, understanding by strong boundaries that are able to keep children safe and know the expectations we have set for them.

All development and learning for young children is underpinned by play. It is through play that children develop physically, intellectually, creatively, socially and emotionally and gain life skills. How children learn is set out within the characteristics of effective teaching and learning. The Statutory Framework refers to the reports produced to show children's progress as 'providing parents, practitioners and teachers with a well-rounded picture of the child's knowledge, understanding and abilities, their progress against expected levels and their readiness for school'.

To become 'school ready' children need practitioners, parents and families who support them in opportunities to:

- feel socially, emotionally, and physically secure to enable them to behave appropriately and become confident active learners using all of their senses
- develop their knowledge, skills and understanding across all areas of learning
- initiate activities, showing their own initiative and making decisions
- have time to explore their own ideas and interests in depth, to make links and discuss their learning
- develop their concentration and becoming deeply involved in activities
- learn in different ways, at different rates, to recognise that they have learned something new and improved their understanding
- play and work co-operatively, learning to accept others' differences, to be resilient and to question
- play and work independently, at times without close supervision, taking responsibility, for example by caring for their environment and each other.
- know how to keep themselves safe and healthy
- follow instructions and responding to questions.

To support children in becoming 'school ready' practitioners should:

- have a rich and sensitive understanding of each child's individual background and experiences and respecting the value of each unique home learning environment
- develop meaningful and respectful relationships with parents/carers and families to foster their engagement and full involvement and participation in their children's learning provide effective care for children's physical, social and emotional needs ensuring that high levels of well-being and involvement are supported, enabling deep level learning to take place



- implement a robust 'key person' approach in which adults are sensitive to children's needs and ensure that needs of groups and individuals are well met
- practice a fully inclusive approach that meets the diverse needs of all children
- plan purposeful activities that engage and interest all the children, considering individual interests and needs
- offer a stimulating environment inside and out where continuous provision is sufficiently flexible to meet individual needs, interests and motivations through the different areas of learning
- offer a good balance between children making purposeful choices about their activities (child initiated), which consolidates learning, and adults initiating and/or directing what they do and teaching specific skills and ensuring progress
- provide opportunities to extend children's speaking skills by modelling listening and language expression well, ensuring the needs of children who communicate in alternative ways are met
- provide active opportunities to teach 'appropriate' behaviours (rather than policing) through intrinsic motivation and teaching children how they can look after themselves
- ensure opportunities for children to exercise independence, autonomy and resilience rather than 'doing things' for children.

The preschool leadership team will ensure there is a strengthened focus on the narrowing of gaps in achievement by ensuring that children in the early years who may not meet desired outcomes (including those with SEND) have their needs identified as early and possible and receive appropriate additional support to develop well.

There will be strong partnerships embedded between the preschool and local primary schools, ensuring close transitions for children and information shared about the children progress, levels of development and areas of support. This will include visits, transition reports and SEND review meetings.