

**Continuity – Aspect 1 Pre School to Reception**

<b>Background</b>	<b>Best Practice / Options</b>	<b>Further Advice</b>
<p>Most schools with maintained nursery classes have tended to stick to their traditional service, offering 5 morning or 5 afternoon sessions.</p> <p>This has contributed to the surplus places in classes because the service offered does not meet the needs of the parents in employment and training.</p>	<p>The entitlement to 5 sessions is statutory but these can be taken over 2.5 days. Schools would need to ensure that children can access lunch with appropriate supervision. Appropriate supervision would be 1:8 but with a minimum of 2 staff. i.e. For 8 children 2 staff but the 2 staff could supervise up to 16.</p> <hr/> <ul style="list-style-type: none"> <li>▪ Develop services to incorporate Early Education and Childcare. The additional services cannot be funded from the school budget so services could be developed via a Management Committee or in partnership with a private provider.</li> <li>▪ All finances must be kept separate and any staff employed in the childcare would have to be funded from the income generated by the service.</li> <li>▪ Additional Services could be:-               <ul style="list-style-type: none"> <li>➢ Breakfast Club, After School Club, Lunch Club</li> <li>➢ “Wrap around Care” which is a session of up to 4 hours wrapped around the traditional 2.5 hour nursery session.</li> <li>➢ “Full Day Care” where children can literally access services typically from 8am to 6pm.</li> </ul> </li> <li>▪ All additional services would need to be registered with Ofsted and would be subject to inspection.</li> <li>▪ Some funding is available for the development of new places.</li> </ul>	<p align="center">Sure Start Service Development Team</p> <p align="center">01942 206205</p>



**Continuity – Aspect 1 Pre School to Reception cont'd**

<b>Background</b>	<b>Best Practice / Options</b>	<b>Further Advice</b>
<p>Some schools have continued to keep induction systems as they have always been. For some children this has meant discontinuity – from full time care and education to a mass of sessional permutations that can span up to 5 weeks, often wreaking havoc for parents in employment.</p> <p>Some schools spend a lot of time engaged in home visiting.</p>	<ul style="list-style-type: none"> <li>▪ Schools should review their induction procedures to see if they:-                             <ul style="list-style-type: none"> <li>➢ disadvantage children who have been in full time provision</li> <li>➢ make the start to school more complicated and drawn out than it needs to be</li> <li>➢ make things difficult for parents in full time work or training</li> <li>➢ consider whether home visits should continue in their existing format, taking account of the demands on staff time, the delay to the start of school, threat or inconvenience for parents</li> </ul> </li> </ul>	<p>Sure Start Early Years Quality Team Via Suzanne Payne 01942 206205</p>
<p>Nursery Education can be accessed in any of the LEA maintained nursery schools or classes or in one of the 110 Private / Voluntary or Independent settings registered with Wigan LEA.</p> <p>The Private &amp; Voluntary Settings are registered with Ofsted and inspected by them regularly.</p> <p>They access qualified teacher support via the SureStart Quality Team / Community Advisory Teachers.</p>	<ul style="list-style-type: none"> <li>▪ Schools should identify and develop links with the settings that feed their schools.</li> <li>▪ At times of transfer practitioners from both setting and school should make opportunities to facilitate continuity for children by:-                             <ul style="list-style-type: none"> <li>➢ Liaising with the new setting to facilitate visits for parents and children</li> <li>➢ Facilitating links for parents</li> <li>➢ Receiving information about individual children including information about each child's progress on the Stepping Stones. (Private &amp; Voluntary providers do not complete the Foundation Stage Profile)</li> <li>➢ Receiving information about themes / experiences</li> </ul> </li> </ul>	



**Continuity – Aspect 2 Partnership with Parents**

<b>Background</b>	<b>Best Practice / Options</b>	<b>Further Advice</b>
<p>The importance of building good relationships with parents is well established.</p> <p>Well informed parents who feel valued and respected are usually supportive. Research identifies the positive impact that supportive parents have on children’s learning.</p>	<ul style="list-style-type: none"> <li>▪ Many schools already run the “Inspire” or similar sessions with either new nursery or new reception parents. These sessions are designed to support children’s induction into school or nursery, to develop parent’s confidence, to familiarise both parent and child with the learning environment and to help parents understand the curriculum. Schools also produce guidance booklets.</li> <li>▪ Other Early Years Projects eg “Flying Start”, “Forward Together” help parents to help their children by engaging them in purposeful practical activity at home that supports the targets for learning that have been set in school.</li> <li>▪ Parents meetings to discuss children’s progress are well established and some schools have introduced the “Class Meeting” system where parents have the opportunity to meet with the receiving class teacher ahead of the start of a new academic year. This provides an opportunity for parents to ask questions and for teachers to explain some of the changes that they will notice.</li> <li>▪ Opportunities such as this have raised parent’s expectations. Schools need to consider whether parents:-             <ul style="list-style-type: none"> <li>➢ Have opportunities to be engaged in a purposeful way that ensure they have enough information about the curriculum, management, organisation etc to keep them engaged in supporting their children’s learning as they move from Foundation Stage to Key Stage 1 and beyond.</li> </ul> </li> </ul>	<p>Sure Start Early Years Quality Team 01942 206205</p>



## Continuity – Aspect 3 Curriculum and Learning Environment

Background	Best Practice / Options	Further Advice
<p>The management and organisation of a good Foundation Stage class is distinctive. It takes account of the fact that children are active learners who thrive on good quality first hand experiences, opportunities to be active and meaningful interactions with staff.</p> <p>It recognises that there needs to be a balance between directed and independent activity; that some things work well with a whole class group but others need to be targeted to a smaller group; that some children can maintain their concentration for longer than others and activities are adapted to accommodate this.</p> <p>It is resourced and organised in a way that appeals to children and it incorporates opportunities in the outside learning environment as well as the indoor.</p> <p>The Curriculum for the Foundation Stage is developmental with colour coded stages known as Stepping Stones leading to the achievement of the Early Learning Goals by the end of the Reception Year.</p> <p>The Foundation Stage Profile - the statutory baseline assessment that is completed at the end of the reception year is a common summative assessment that should inform next steps</p>	<ul style="list-style-type: none"> <li>▪ Most schools have planned opportunities for staff to discuss individual children as they transfer from one class to the next to enable personal, social and academic information to be passed on.</li> <li>▪ Because the curriculum and practice in the reception class is so distinctive, best practice would include some or all of the following:-             <ul style="list-style-type: none"> <li>➢ Year 1 staff being familiar with the curriculum, management and organisation in the Reception Class</li> <li>➢ Year 1 staff having opportunities to observe learning &amp; teaching in the Reception class</li> <li>➢ Year 1 staff taking story sessions etc with Reception in the Reception classroom</li> <li>➢ Familiarising children with the Year 1 class and teacher as above and by arranging for Reception children to visit Year 1 for incidental and planned activities</li> </ul> </li> <li>▪ If continuity from Reception to Year 1 is to include continuity of curriculum, in order that they can build on the children's current achievements and tailor their teaching at an appropriate level. Year 1 staff need to be familiar with:-             <ul style="list-style-type: none"> <li>➢ The Curriculum for the Foundation Stage</li> <li>➢ The Stepping Stones and Early Learning Goals</li> <li>➢ Assessment and The Foundation Stage Profile</li> <li>➢ Early Years Projects on going</li> <li>➢ The management and organisation of the learning environment</li> <li>➢ Routines and systems</li> </ul> </li> <li>▪ It may be appropriate to access training on the Philosophy and Practice of the Foundation Stage for staff who are unfamiliar with this stage. A variety of courses are run by the Early Years Quality Team eg Effective Reception Class Practice, Foundation Stage Profile, Introduction to the Foundation Stage</li> </ul>	<p style="text-align: center;">Sure Start Early Years Quality Team 01942 206205</p>



Continuity – Aspect 3 Curriculum and Learning Environment Cont'd

Background	Best Practice / Options	Further Advice
	<ul style="list-style-type: none"> <li>▪ Since no guidance on the <i>delivery</i> of the National Curriculum has been produced and in the light of the Learning and Teaching Framework, schools should take the opportunity to review the management and organisation in Year 1 to ensure it meets the needs of the children in order to preserve continuity. The current stark change in many schools to a three part lesson for every subject does not enable teachers to make gradual changes to teaching and learning that take account of children's developmental needs.</li> <li>▪ At the very least the introduction of the full literacy and numeracy lessons should be built up over a period of weeks, allowing time initially for the children to become familiar with their new surroundings and staff. Continuity can be built in by specifically duplicating some resources that children have been familiar with in the Reception class.</li> <li>▪ The use of Teaching Assistants and how best to deploy them to support children at different ability levels needs to be considered in the light of the fact that some children will not have achieved the Early Learning Goals on entry to Year 1.</li> <li>▪ Ideally Year 1 (and subsequent teachers) should have the opportunity to examine what has gone before, keep the things that work well and are appropriate and change others. Indeed this continual review and evaluation should be ongoing so that the classroom is continually reflecting the needs of the children at that particular stage.</li> </ul>	<p>Sure Start Early Years Quality Team 01942 206205</p>

