



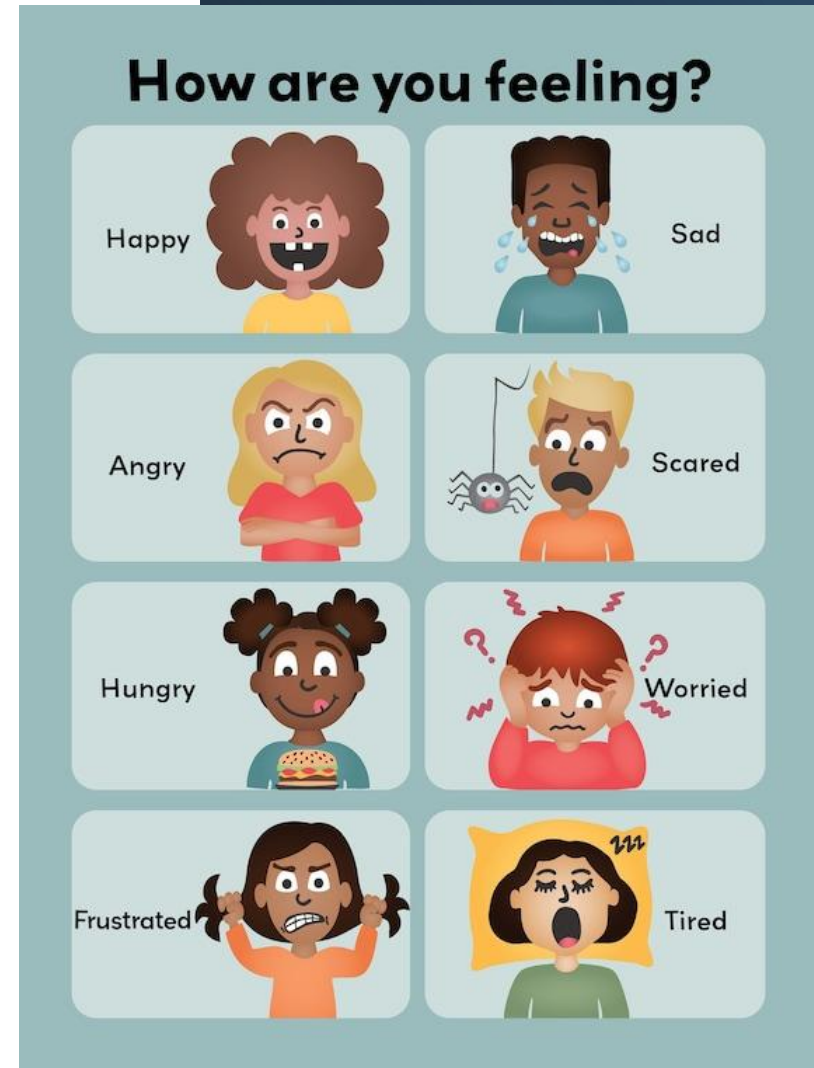
**Netherton Park
Nursery School**

School readiness

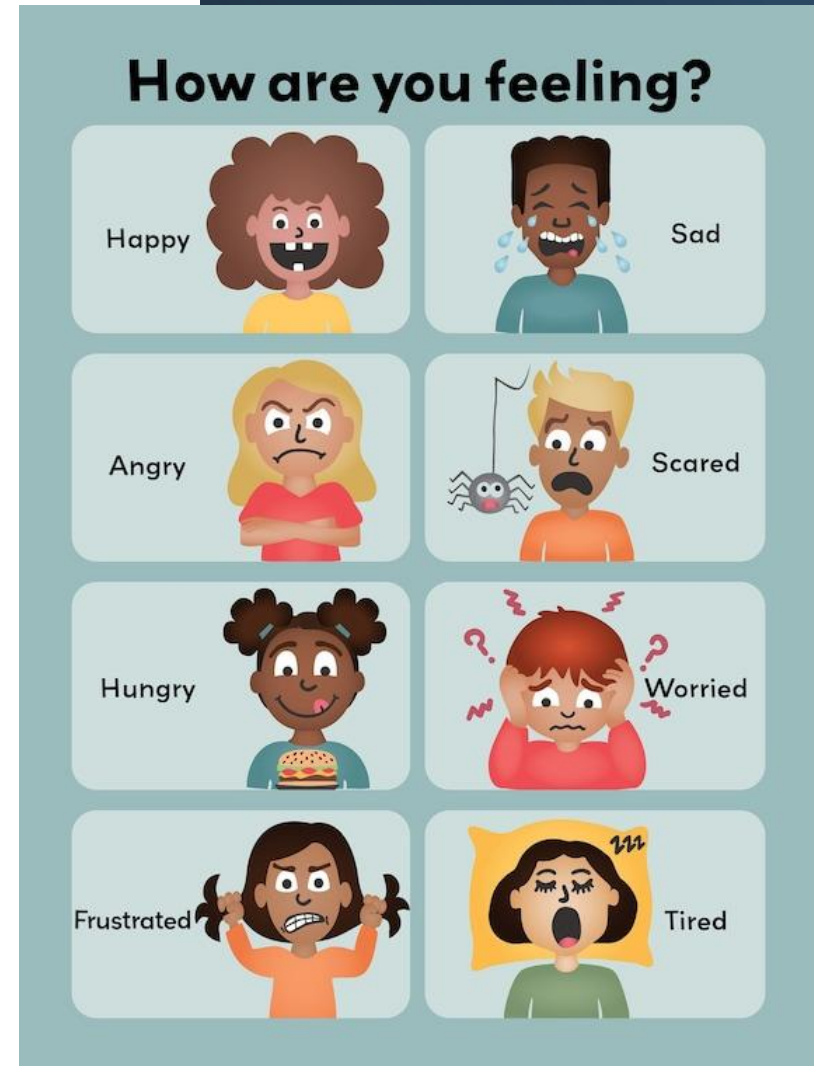
What does it mean for my child and
how can I best support them?




Think of one word to describe how you feel about your child moving to Primary School in September




Think of one word to describe how your child may be/is feeling about moving to Primary School in September





Research from PACEY shows that almost three quarters (71%) of parents were anxious about their child starting school for the first time in September, with close to half of parents (48%) more anxious than their child about starting school.



What do
you think
'school
ready'
means?

Children have the potential to become 'school ready' when families, early years providers and schools work together to support the development of children's confidence, resilience and curiosity.



I have strong social skills –
I can play with others and
am learning to share and
take turns

I can cope emotionally
with being separated from
my parents

I am relatively
independent in their own
personal care

I can follow simple
instructions and
boundaries

I can let you know what I
need and can tell you what
is important to me

I have a curiosity about
the world and a desire to
learn

I can listen and take turns
in conversations

I can join in with songs,
rhymes and stories

PACEY research into what
child carers, teachers,
parents and children felt
"being school ready" really
means, concluded that:

***‘Children should have a
curiosity about the world
and a desire to learn’.***

What school-ready children look like

Recognise numbers and quantities in the everyday environment

Participate in music activities such as singing

Have good oral health

Are able to take turns, sit, listen and play

Are able to communicate their needs and have a good vocabulary

Are able to socialise with peers and form friendships

Are independent in eating

Develop motor control and balance for a range of physical activities

Are independent in getting dressed and going to the toilet



Have received all childhood immunisations

Are well nourished and within normal weight for height

***Children entering
Reception DO NOT
need to be able to
read and write***

***they need to be READY
to learn to read and
write.***





Being 'Reception Ready' Means:

Having time, not pressure.

Children don't need to be rushed into readiness, they need us to meet them where they are.



Being 'Reception Ready' Means:

Being seen as competent and capable.

Children bring their own strengths, we must recognise them.



Being 'Reception Ready' Means:

Exploring their emotions safely.

Emotional development is learning too.



Being 'Reception Ready' Means:

Being listened to and valued.

Children's voices matter, in every space they enter.



Being 'Reception Ready' Means:

Building strong relationships.

With adults and peers, because connection comes before curriculum.



Being 'Reception Ready' Means:

Having space to play freely.

Play builds imagination, confidence, and problem-solving.



Being 'Reception Ready' Means:

Being curious about the world.

A sense of wonder drives exploration, play, and learning.



Being 'Reception Ready' Means:

Feeling safe and loved.

Because children thrive when they feel secure and connected.

A group of Reception teachers were asked what “school ready” skills they thought were important.

Here’s what they said:

- 533 teachers consider that children being independent, managing their own personal hygiene was important – this was the top ‘school ready’ skill
- 470 mentioned children being able to play alongside others happily
- 346 teachers said having the confidence to separate from their parents/carers
- 291 said being able to manage their own belongings (carrying own bags, gathering belongings to go home, etc)
- 238 said that being a skilful communicator was important
- 152 mentioned being able to dress and undress (i.e. able to manage their coats and changing for PE)
- 106 teachers said being able to tell an adult they feel unwell or if something hurts
- 86 mentioned being able to respond to an adult when spoken to
- 64 mentioned children being able to recognise their name in print
- 37 mentioned listening and attention skills to be able to listen to a story
- 24 teachers said willing to have a go at a task independently with another 2 people, mentioning being willing to try new activities and join in

Only 10 teachers mentioned being able to write their own name and only 1 teacher said that knowing their phonic sounds was important!

There is not a single defined statement about what ‘school ready’ means, but we can see the main skills teachers would like to see outlined above.




"A good quality home learning environment contributes more to children's intellectual and social development than parental occupation, education or income. Providing an enriched home learning environment enables children to build up important relationships with their parents, builds confidence and gives them the necessary building blocks for doing well in life. **This is especially important when preparing children to start school ready to learn."**

(Department of Education, Sylva, K, The Effective Provision of pre-school (EPPE) project: findings from pre-school to end of KS1, 2004)

**Is there a balance
to be had between
children being
ready for school
and school being
ready for the
children?**

‘School ready’ does not mean children knowing their sounds, learning letters, writing their names, being able to read, etc. In the UK (unlike some of our European counterparts) children start school at the tender age of 4 or 5 years old. They are still young and still developing skills, building the foundations for all future learning and life experiences. Therefore, how they feel about starting school and how this transition is supported and managed is very important.



What do we do at Netherton Park to support the children with the transition to Primary School?

- We have detailed Transition Policy, processes and procedures
- Liaising with all Primary Schools – handover meetings, inviting staff to visit the children, discussions with key workers
- Group times about moving to a new school – sharing school uniforms, reading stories etc
- Pairing children/supporting friendships of children who are going to the same school



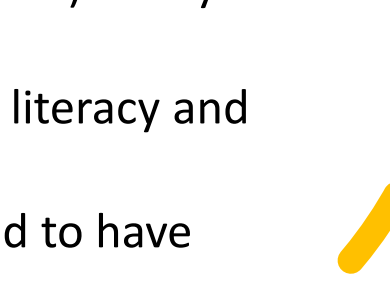
What should you expect from the Primary School?

- Contact/communication from the school
- Parent meeting
- Stay and play sessions
- Home visit



How different will Primary School be from Nursery?

In some cases very!

- Staff won't be known by their first names
 - The school day will be longer and more structured – children will be tired!
 - Staff ratio Nursery 1:13 – Reception 1:30 (There **may** be a Teaching Assistant)
 - You may have less/very little contact with the class teacher on a daily basis
 - Children will be expected to go to the toilet by themselves, put on and do up their own shoes and coat
 - Children will need to be able to feed themselves – using a knife and fork (All children will receive a free school meal). They will need to carry their food tray by themselves
 - Children will take part in adult led **daily** phonics, literacy and maths sessions
 - Attendance will be a focus with children expected to have attendance higher than 97%
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Uniform information

- <https://www.northfield.dudley.sch.uk/uniform/>
- <https://www.netherbrook.dudley.sch.uk/school-information/uniforms-meals>
- <https://www.netherton.dudley.sch.uk/page/?title=Uniform&pid=64>
- <https://www.dudley-wood.dudley.sch.uk/school-uniform/>
- [Uniform | Sledmere Primary School](#)
- [Uniform | Huntingtree Primary School](#)

Early Years curriculum information

Northfield Road

<https://primariesite-prod-sorted.s3.amazonaws.com/northfield-road-primary-school/UploadedDocument/b553232c-d5d1-4b35-ac9e-b2032da6b1e5/northfield-road-primary-school-spring-2024.pdf>

Netherbrook

<https://www.netherbrook.dudley.sch.uk/curriculum/eyfs>

https://drive.google.com/file/d/1P954XIIPN_JbQugPrr6VqUJT-qo6wEux/view

Netherton CofE

<https://www.netherton.dudley.sch.uk/page/?title=Early+Years&pid=19#:~:text=Our%20Early%20Years%20Foundation%20Stage,thrive%20and%20become%20independent%20learners.>

Dudley Wood

<https://www.dudley-wood.dudley.sch.uk/early-years-foundation-stage/>

Sledmere

[EYFS | Sledmere Primary School](#)

[Huntingtree reception-booklet.pdf](#)

Useful video links



- [Preparing for school - Best Start in Life](#)
- <https://startingreception.co.uk/>
- <https://www.bbc.co.uk/tiny-happy-people/how-to-prepare-your-child-for-school/zxpc8p3>
- <https://www.youtube.com/watch?v=zel-6Rog2IE&t=3s>
- <https://www.dudley.gov.uk/residents/early-years-and-childcare/for-parents-and-carers/getting-your-child-ready-for-school/>
- <https://www.youtube.com/watch?v=p7sihyQWH1E> – Alison reading 'Little Chick starts school'
- <https://literacytrust.org.uk/programmes/everyone-ready-school>



Reception Baseline Assessment

- This is a statutory assessment for all children starting Reception
- It replaced the end of KS1 SATS
- It is used to measure progress between entry to reception and the end of Year 6
- Carried out in the first 6 weeks of starting Reception
- A 1:1 short interactive assessment (approx. 20 mins) covering Mathematics, Communication and Literacy
- Suitable for MOST pupils with SEND or EAL
- There is no 'pass' or 'fail' and there is no legal requirement to share the outcomes with parents
- There is also a statutory phonics screen in Year 1

If a child can hold a pencil,
write their own name,
count to 100,
recognise all the colours & shapes.
But doesn't know how to make friends.
Manage their emotions
and conflict resolution.
To be independent
& have self help skills.
None of the other stuff matters.

When You:

*Cut it for me,
Write it for me,
Open it for me,
Set it up for me,
Draw it for me or
Find it for me,*

All I learn is:

that you do it better than me

