

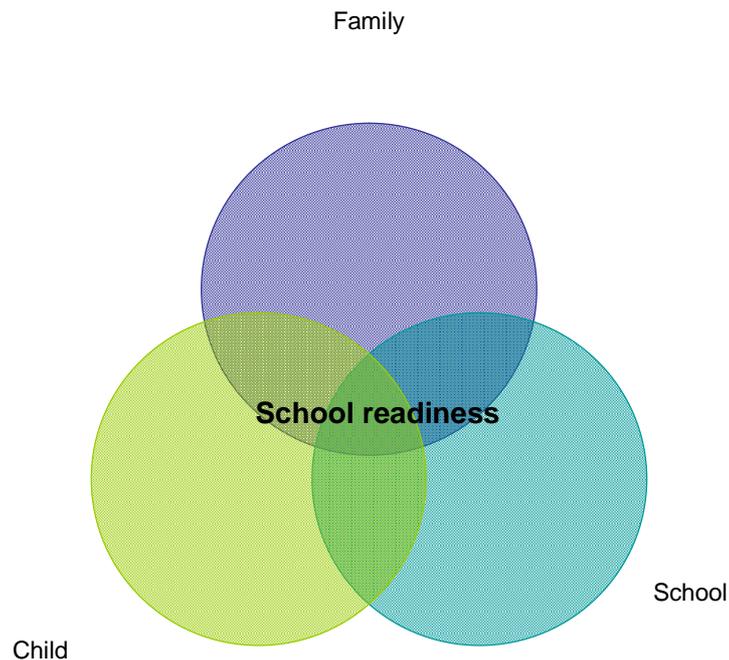
# School Readiness

Unicef: -

Children's readiness for school

Schools readiness for children

Family's readiness for school



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

### **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 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.

### **Schools, Early Years practitioners and Children's Centres role in school readiness:**

#### **Prior to and upon entry to school, teachers, early years' practitioners, and children's centres 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.
- Assign every child a key person and inform each family of what this role will mean for them.
- 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, recognise, record, and respond to the different ways that children learn and reflect this in provision and practice.
- Consider the changing school readiness needs of children as they enter different phases of their life

### **Families and parents - Enabling children to be 'school ready'**

#### **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 interest in discovering new things.
- Encouraging your child to try out their ideas and different ways of doing things.
- Being encouraging by giving feedback and showing an interest.
- Celebrating your child's achievement in language development – singing songs, nursery and finger rhymes and making time for talking.
- 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 so that they positively experience socialising, sharing toys, and turn taking.
- Establishing a good sleep routine.
- Reading with and to your child, every day if you can.
- Involving your child in becoming familiar with their school before they start.
- 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.