**SCHOOL READINESS POLICY**

Windmill Pre-School understands the importance of ensuring all children are ready for the transition to school. All practitioners will ensure that, over their time in Pre-school, the children will develop the broad range of skills, knowledge and attitudes they need to ensure they are ready to take on the next part of their education. These can be referred to as the ‘foundations for good future progress.’

‘School Readiness’ as a concept, begins the day the child is born, as every interaction and experience they have builds on their development, self-confidence, resilience and self-esteem, to name a few.

**AIMS**

At Windmill Pre-School we aim to ensure the children become curious about the World, that they have the desire to learn, can cope emotionally from being separated from their main carer and are relatively independent in their personal care. Children can only learn when they feel safe, they are secure in their own abilities and have their emotional needs met. This will be achieved through focusing on the Prime areas of development throughout their time in Pre-school as these are the areas that underpin all future learning.

*Personal, social and emotional development*

We aim to ensure that children;

 - make relationships with others, and can deal with any conflicts that arise appropriately.

 - are confident to ask others for help and to give their own opinions to others.

 - can recognise their feelings and emotions and are beginning to understand how to deal with these.

 - are aware of the boundaries in the setting and understand why these are in place.

 - are beginning to accept the needs of others and to share and take turns.

 - are willing to ‘have a go’ and adapt ideas when needed.

*Communication and language*

We aim to ensure that children;

* Can communicate their needs, thoughts and feelings with others
* Can listen in a group situation
* Enjoy stories
* Can follow directions and instructions
* Can listen to the needs of others during conversation and play
* Learn and use new words that are relevant to their play/interests
* Enjoy exploring and having fun with spoken language

*Physical development*

We aim to ensure that children;

* Have time outside to develop and build their gross skills and core muscles.
* Take part in activities to build hand and fingers strength, e.g. playdough
* Take part in activities to build their fine motor skills, e.g. using tweezers and threading
* Have space and time outside to build on their self-awareness in relation to their own bodies.
* Are encouraged to take care of their self-care needs, e.g., toileting and putting coats and shoes on.
* Are able to recognise for themselves if they are too hot/cold and what they need to do in these instances.
* Are able to manage their own risks and understand the consequences of these.

During their last half term at Pre-School, class 2 staff will introduce the Jolly Phonics programme to the children through song and rhyme. This is an introduction to the programme as they will build on this once they are at school. Class 2 also have the ‘Letters and Sounds’ programme embedded into their continuous provision. This exposes the children to listening games, rhyming games, word formation and many more pre reading and pre writing skills. Our continuous provision also has pre maths skills embedded within in it and all mathematical concepts are built on and developed during play and quality interactions with practitioners. The children’s literacy skills are developed through play and follow the child’s interests. The children are encouraged to mark make using a variety of resources both inside and outside.

**Parents**

Windmill Pre-School encourages our parents to take an active role in ensuring their children are ‘ready for school’. We share ideas through different media, for example, parents evening, social media and information letters. Some of the ideas we promote include;

* Having fun with your child: playing, talking and sharing together regularly and frequently
* Doing familiar and different things together and showing your interest in discovering new things
* Singing songs, nursery and finger rhymes and making time for talk
* 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 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, everyday if you can
* Involving your child in getting to know their school before starting
* Ensuring your child is as active and healthy as they can be
* Teaching your child how to use a knife and fork or open packets and bags ready for school lunches

Windmill Pre-School will ensure that each child is treated as an individual with regards to ‘school readiness’. Any Special educational needs will be taken into account and expectations will be appropriate for each individual child.

This Policy was This Policy was reviewed with no amendments on 15th March 2022

Bryony Smith – Chair of Windmill Pre-School Management Committee

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Claire Baker – Manager of Windmill Pre-School

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