

CASE STUDY OF EFFECTIVE PRACTICE IN TRANSITION INTO EYFS – beginning the preparations for September 2020

NAME OF SCHOOL: Randolph Beresford & Vanessa Nursery Schools **TRANSITION CONTACT:** Michele Barrett,

THE CORE CURRICULUM	PERSONAL DEVELOPMENT
<p>KEY COMMENT</p> <ul style="list-style-type: none"> - How do we help children to understand that current COVID related practice is not ‘normal’ school? 	<p>KEY COMMENT</p> <ul style="list-style-type: none"> - How do we develop strong relationships with parents and children when they are no longer able to spend time in the nursery environment and we are not able to carry out home visits? What impact will this have on children’s emotional wellbeing when their parents are not able to be present during their settling in?
SAFETY AND SAFEGUARDING	MANAGEMENT OF TEACHING AND LEARNING
<p>KEY COMMENT</p> <ul style="list-style-type: none"> - It’s the right balance between welcoming children and keeping all children safe. Separating safeguarding from health & safety... - Will we need to transition children more quickly into nursery so parents are not waiting around in the building 	<p>KEY COMMENT</p> <ul style="list-style-type: none"> - What does teaching and learning look like when our usual practice of free flow in our large and exciting space is now limited to specific areas and fewer resources?

QUESTIONS, DILEMMAS AND PLANNING PRIORITIES FOR THE SCHOOL TO CONSIDER WHEN PLANNING FOR NEW CHILDREN COMING INTO THE NURSERY FROM SEPTEMBER 2020 DURING THE COVID-19 PANDEMIC

Transition area	Comment from the school
<p>Induction</p>	<p>We are currently planning for the teachers and key workers to meet families via zoom sessions prior to the summer holidays- then in September we will resume these with school staff interacting with small groups of children and parents via zoom and our U tube channel. We have planned for a different type of 'getting to know you' visit- rather than visiting at home we are inviting parents in for a short meeting- with social distancing in place in our large hall where parents can ask questions and have a conversation while the key person plays with their child. We have set up a smoother and faster settling in procedure – it will be trial and error as we will only know if it works if it works.</p>
<p>Nursery organization - paperwork</p>	<p>We have very clear organisation and paperwork procedures so have simply enhanced those with calls and video meetings.</p> <p>Issues still being worked through are groups may not be mixed- we might have to keep our full time and part time children in separate bubbles so that staff are not working with too many children Some of our children are all year round attenders some term time- the same with staff so we may need to separate those children out too – for example a full time child at Vanessa will potentially cross paths with 70 other children and 13 staff if the bubbles are not separated.</p>
<p>Planning for safe COVID practice</p>	<p>We are creating three outside areas in our large garden so each classroom has its own area- it doesn't seem right that 100+ children could all potentially be in the same space using the same resources – even though it is now stated that we no longer need to socially distance</p>

	<p>within school unless we follow the 1 meter + or the 2 meter where we can- (if you can make sense of this you are a better person than I am) This will enable our children to continue to have a free flow between outdoors and inside- we will be focusing, as we usually do on the majority of learning happening outside. We have been 'open' throughout the pandemic so our COVID related hygiene practices are securely in place.</p>
<p>The core curriculum when we will be working in smaller group 'bubbles'</p>	<p>The focus of our curriculum will be based around the children's emotional well being and understanding of what is 'normal' and what is only now while there is a pandemic- for example children will only work with staff in their bubbles and not all of the staff as they would have previously.</p> <p>Emotional well - being alongside the characteristics of effective learning will be the core of our curriculum.</p>
<p>Meeting children's emotional needs</p>	<p>Staff will be getting to know children during the first few weeks as well as settling back in returning children who have been away since March 2020. Out outdoor, child lead learning environment and planning will focus on children's needs as they arise – the focus will move with the children creating a fluid approach to learning</p>
<p>A shorter transition period</p>	<p>Something we have learnt from remaining open during the pandemic and taking in new children where their childcare provision had fallen down is that we can, for the majority or children, speed up our settling process with clear guidelines in place- the organisation of this requires staff to be 'free' to spend time with each new child much more than we have done in the past- parents were previously able to remain in nursery for as long as it took for the child to approach and feel comfortable with their new key person – this new approach will mean key people will need to actively engage the child in a relationship without the direct support</p>

	of the parent.
Managing the adults working with the children	Keeping adults safe within the work environment is a priority- many discussions and meetings to think through how we can continue to offer the children high quality learning while safe distancing. Organising spaces for lunch breaks for staff so the bubbles do not cross over, having sufficient staffing for each group of children, how do we cover staff absence and maintain appropriate staff -pupil ratios are all areas we are working through

RESOURCES AND PHOTOGRAPHY TO FURTHER EXEMPLIFY STRONG PRACTICE

SUGGESTED COVID-19 BOOKS AND PAMPHLETS	INFORMATION FOR PARENTS
We have shared government documents and have offered our own video explanations of the virus- that is age appropriate.	We have prepared and are using our 'Guidelines for Parents' document which will be included in the information packs for all new children. We regularly send out information and organise meetings on zoom. We make weekly welfare calls to all vulnerable families.

WEBSITES	PHOTOGRAPHY
<p>We have set up our own zoom sessions and our own Utube channel to support families with home learning.</p>	<p>We have taken photos of the nursery, as it was as it is now. We have sent videos showing families what it is like around the school and in particular their new rooms and garden areas.</p>