

Mo Scéal: Moving from Preschool to Primary

Information for practitioners Template 2

Introduction

Mo Scéal reports provide information about a child's strengths, interests and challenges as he/she makes the transition from preschool to primary school.

There are four sections in the reporting templates

- **Section 1:** Practitioner
- **Section 2:** Parent/Guardian
- **Section 3:** Child
- **Section 4:** Parent/Guardian Consent

The reporting templates are available in two formats so that the preschool can choose how to share written information about a child's learning and development.

In each format, only Section 1: Practitioner is different. Sections 2, 3 and 4 are identical in both

- **Template 1** provides space for **narrative descriptions based on Aistear's four themes.**
- **Template 2** provides ten **statements related to each of Aistear's four themes accompanied by a 4-point rating scale.**

This is the **Information Guide for Practitioners for Template 2.**

Only one reporting template should be completed for each child, either Template 1 or Template 2.

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The first page of the reporting template records the child's personal details and those of the preschool and primary school.

Child's Personal Details	
First name:	
Likes to be known as:	
Surname:	
Date of birth:	

Primary School and Preschool Details	
Primary School child is enrolled in:	
Preschool:	
Preschool contact number:	
Preschool contact person:	
Role of contact person:	

There is also space at the bottom of the first page to include a photograph of the child.

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Section 1: Practitioner

Template 2 has lists of statements under each of *Aistear*'s themes that describe the child's dispositions, values and attitudes, skills, knowledge, and understanding. Think about the child the report is for and tick the most appropriate box beside each statement from the 4-point scale. There is space directly beneath each list of statements to include additional comments, including areas the child enjoys. There are four pages, one for each of *Aistear*'s themes – Well-being, Identity and Belonging, Communicating, and Exploring and Thinking.

Section 1: Practitioner

Well-being	Always	Most of the time	Sometimes	Rarely
Child has good relationships with other children in the setting				
Child enjoys participating in different kinds of play				
Child is confident				
Child has good gross motor skills				
Child has good fine motor skills				
Child is independent				
Child copes well with transitions				
Child is generally resilient and can keep going when things don't go as planned				
Child can manage his/her feelings well				
Child shows good judgement when taking risks				
Additional comments including areas the child enjoys				

The information above briefly describes the child's well-being. It focuses on the child's confidence and happiness.

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Summary/additional information on the child's strengths, interests and challenges

The final page in this section is identical in Templates 1 and 2. Using a strengths-based approach, provide a summary of the child's strengths, interests and challenges based on the information already provided in the report along with any additional information you wish to include. It is important to give a full picture of a child's learning. In completing the summary, consider:

- what activities does the child like most?
- what are the child's strengths?
- what are the child's emergent interests?
- what things does the child find challenging, avoid or have difficulty with?

Provide information that:

- focuses on the child's skills, dispositions and knowledge using a strengths-based approach. This does not mean only including positive comments; it is also important to mention activities the child finds challenging, avoids or has difficulty with.
- focuses on key messages rather than providing too much detail.
- avoids labelling the child.
- is presented in easily understandable language for parents/guardians.
- is legible, if hand-written.
- is evidence-based using a range of assessment methods. Can the information in the report be backed-up with photos, observations or notes?
- is consistent with feedback shared with children and their parents/guardians throughout the year.

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Useful strategies/ideas to support the child's transition to primary school

Here you are asked to include useful strategies/ideas to support the child's transition to primary school. The following are examples of the kinds of ideas that might be useful to teachers.

- In the pretend play area, adding props along with factual books with pictures related to the child's interests (dinosaurs, farming) helps the child as she/he has a great memory for facts and loves exploring books.
- The child loves to 'write' letters and draw pictures for her Granny in Poland.
- The child likes to bring a favourite toy or photo from home to preschool.
- A visual display illustrating the sequence of daily events helps the child understand what is happening next in the routine.
- Singing an action song helps the child transition from one part of the routine to the next.
- Being in a group of less than four helps the child to cope better with turn-taking and co-operating with other children.
- If the child holds a prop related to a story, it helps his/her engagement during story times.
- The child loves responding to open-ended questions, so it's important to give him/her lots of opportunities to think and talk in one-to-one with the adult and in small group sessions

How parent(s)/guardian(s) can further support the child's learning during the summer

Here you are asked to provide some suggestions for parents/guardians to further support learning during the summer. This could include things like encouraging parents/guardians to:

- organise outings/play dates with children moving to the same school.
- join the library and read and discuss a selection of picture books.
- try some adventurous play outdoors, climb a local hill or cycle longer than usual distances.
- support independence in self-care and at home generally. Involve the child in activities such as recycling and setting the table in addition to dressing themselves, washing hands and looking after own belongings.
- provide open-ended play props at home like boxes, recycled food packages, fabric, paper, crayons, paint, brushes, scissors, sticky tape.

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Attendance

Here you are asked to record if the child has attended preschool for one or two years by ticking the appropriate box. Record the number of days the child has attended preschool during the current preschool year. This highlights the value in regular attendance for parents/guardians.

Attendance			
Years in Preschool	1 year		2 years
Number of days attended in this preschool year		___ out of	___

Section 2: Parent/Guardian

This section is optional for parents/guardians, but they must be informed about the opportunity to complete it. Here parents/guardians can share information about their child and, in doing so, further support their child's learning as they transition to school. While most parents/guardians will complete this section independently, others may require some help. You can offer support for parents/guardians in completing this section or they can fill it in at home—you know the children's parents best. The *Mo Scéal: Moving from Preschool to Primary Information for parents/guardians* should be shared with parents/guardians prior to completing this section. In addition to personal details there are three questions for parents/guardians to respond to - things they would like to tell the child's primary school about him/her, any suggestions they might have to help the child settle in to junior infants and any additional information they want to share.

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Name of family member completing this form

First name:	
Surname:	
Relationship to child:	

What would you like your child's new primary school to know about him/her?

Have you any suggestions that might help your child settle into junior infants?

Is there additional information about your child that you would like to share with the primary school?

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Section 3: Child

This section should only be completed if the child gives his/her assent (permission) that

1. he/she is happy to take part in an activity about going to school.
2. he /she is happy to share an activity with the primary school.

The happy/sad faces will help the child to understand what is being asked. Some children, for example those with Special Educational Needs (SEN), may not be able to mark the page but the practitioner, in consultation with parents, will decide if the child is happy to partake or not.

Ensure the child's name is clearly written at the top of the page with their drawing/photo/cut-out. Some children might like to write their own name or to make a mark on the page as well.

Section 3: Child

Name:

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To be completed by the preschool practitioner with the child. By marking the appropriate face, the child is given the option to:

- (1) take part in an activity about going to school
- (2) share an activity with the primary school.

Mark the appropriate face

I am happy to take part in an activity about going to my new primary school.



I am happy for you to share my activity with my new primary school.



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Transition activities

Transition activities will help children to think about what they might like to draw or share with their new teacher. Reading and discussing books about starting school will also help.

It might be a drawing of:

- the preschool – the place, people, activities and toys there.
- the school building or yard/playground.
- some of the activities they want to do when they go to school.
- items for school – uniform, school bag, lunch box or track-suit.
- family, friends, pets that are important to them.

For the child who doesn't want to draw or who has difficulties drawing, provide the option of selecting a favourite photo or a cut-out from a magazine. It might be:

- a photograph of him/her at a favourite activity.
- a photograph of him/her at the playground.
- a photograph of a family pet.
- a cut-out picture from a magazine.

Once **Section 3: Child** is complete you might encourage the child to talk about it and, with their assent, you might add comments to the picture so that the teacher understands the picture or the relevance of the photo/cut-out. Write the description on a separate page, then attach to the picture/photo/cut-out.

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Section 4: Parent/Guardian Consent

Parent/Guardian consent is required for the child's completed report to travel to the relevant primary school. The report cannot travel to the primary school unless consent is given. In requesting consent, parents/guardians should be made aware that as well as general information about their child's learning, the report may also include some sensitive information about their racial/ethnic origin, their well-being or about a disability or special educational need. Once the three sections of the report (Practitioners, Parent/Guardian, Child) have been shared with parents/guardians, they should be asked to tick the options provided, and then to sign and date the report. The practitioner completing the report and the manager also sign and date the report. *Mo Scéal: Moving from Preschool to Primary Information for parents/guardians* is provided for parents/guardians outlining this request in more detail and it should be provided to them when they are given the Parent/Guardian section to complete. Having a laminated copy available to parents on the day they are asked for consent is also a good idea.

Please tick from the following options				
I have read the report about my child.	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
I give consent to the preschool to share all information including any sensitive information in the report, with my child's primary school.	Yes, I give consent.	<input type="checkbox"/>	No, I do not give consent.	<input type="checkbox"/>
I give consent for the preschool and the primary school to discuss the content of the report.	Yes, I give consent.	<input type="checkbox"/>	No, I do not give consent.	<input type="checkbox"/>

Signature		Date
Parent/Guardian:		
Practitioner:		
Manager:		

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Conclusion

Completing all the sections of the report will ensure that a comprehensive picture of the child's learning and development is compiled at the end of the preschool year. Having this information is very important for parents and will be invaluable to teachers also as children progress on their educational journey from preschool to primary school.