

# Mo Scéal: Moving from Preschool to Primary

## 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:	

PHOTO OF CHILD  
ON HIS/HER OWN

# 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.

# Section 1: Practitioner

Identity and Belonging	Always	Most of the time	Sometimes	Rarely
Child is developing a sense of his/her own identity				
Child has a strong sense of group identity with family and community				
Child has a strong sense of belonging to the group in the setting				
Child understands the different roles of people in the community				
Child helps make decisions on matters that impact on him/her				
Child has good social skills				
Child understands the rules and boundaries of acceptable behaviour				
Child is beginning to think about others and their feelings and views				
Child shows positive learning dispositions <sup>1</sup>				
Child sees himself/herself as a capable learner				
Additional comments including areas the child enjoys				

<sup>1</sup> A disposition is the tendency to respond to situations in characteristic ways. It is a pattern of behaviour shown frequently by the child, e.g., curiosity, independence, perseverance, resilience.

The statements above describe the child's sense of identity and belonging. They focus on the child's developing sense of self, family and community.

# Section 1: Practitioner

Communicating	Always	Most of the time	Sometimes	Rarely
Child uses non-verbal skills to communicate				
Child speaks clearly				
Child listens well to others and responds appropriately				
Child recites nursery rhymes and songs				
Child responds to a variety of open-ended, 'I wonder why...' type questions				
Child enjoys exploring books				
Child recognises that print has meaning				
Child uses ICT in an enjoyable and meaningful way				
Child enjoys being creative				
Child uses mark-making to show meaning				
Additional comments including areas the child enjoys				

The statements above describe the child's communication skills. They focus on the child sharing his/her experiences and feelings with growing confidence and competence.

# Section 1: Practitioner

Exploring and Thinking	Always	Most of the time	Sometimes	Rarely
Child enjoys exploring the environment using his/her senses				
Child has growing awareness of past and present in his/her own life, and in the people and places in the locality				
Child is aware of features, animals and plants in the locality				
Child uses mathematical ideas in everyday interactions				
Child enjoys counting and using numbers				
Child is developing a sense of shape and space				
Child enjoys solving problems with others				
Child is open to trying new things				
Child is beginning to develop his/her own ideas about why and how things happen				
Child is beginning to make connections between new learning and previous experiences				
Additional comments including areas the child enjoys				

The statements above describe the child's ability to explore and think. They focus on the child's experiences and interest in the things, places and people in the locality.

# Section 1: Practitioner

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

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

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

Attendance

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

# Section 2: Parent/Guardian

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?

# Section 3: Child

Name:

# Section 3: Child Assent

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.



# Section 4: Parent/Guardian Consent

As well as receiving a copy of the report to keep for yourself, you are being asked if you would like the preschool to share a copy with your child's new school. The report will only travel to the school with **your permission**. You are asked to sign this consent form after the three completed sections of the report - the section completed by the practitioner, the section you completed, and the piece your child would like to share with the school - have been shared with you.

Along with general information about your child's learning, the report may also include some sensitive information about your child such as his/her racial/ethnic origin, his/her health or a disability or special educational need.

The boxes below ask for your permission for the preschool to share your child's report with the primary school.

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:		