



**School  
Readiness  
Practitioners  
Leaflet**

Supporting children  
in Rochdale to  
be ready for school

#SchoolReadyRochdale

**ROCHDALE**  
BOROUGH COUNCIL

# Introduction

It is well documented that there are many influences on school readiness. These are all interlinked and start in the antenatal period. Supporting a child to be ready for school is a journey that involves a wide range of people and different opportunities within a child's life.

We believe in Rochdale that school ready children are curious, confident and co-operative. When they are supported by family, professionals and the community children are able to flourish and reach their full potential.

## **This leaflet aims to support everyone involved with young children to:**

- Recognise the importance of their role in ensuring that children are school ready and life ready
- Ensure that a consistent message about school readiness is shared

## What is the definition of school readiness?

There are many definitions of school readiness, and the term can be widely interpreted across early year's services and practitioners, it can mean different things to different people. In order to support professionals in their work with families and young children in preparing children for school, it is useful to establish a common understanding.

## Rochdale's definition

### **Rochdale has adopted UNICEF's principals of school readiness:**

- Ready families and communities
- Ready services
- Ready children

School readiness does not happen in isolation; it starts before a child is born and continues through early childhood with internal and external influences. The engagement of parents during the time before their baby is born is crucial and sets the scene for them to value engagement with services and practitioners, which in turn will have a positive impact on their child's school readiness. To support all our children to be school ready it is vital that early years' practitioners and services, including schools, nurseries, children's centres, voluntary groups and health services work together in supporting families to give children the best opportunity to achieve their full potential.

# Ready families and communities

**Supportive parenting and stimulating home learning environments have been shown to be amongst the strongest predictors of school readiness and future achievement. For practitioners this means helping families to:**

- Understand that their families are the most important role-model to the child
- Play with their child regularly, by talking and sharing together and most importantly having fun together
- Provide their child with learning opportunities through everyday experiences and to let their child take the lead in play
- Sing songs and nursery rhymes to develop their language
- Support their child's self-help skills so that they learn to do things for themselves, and allow them to make choices
- Talk with their child about their feelings and emotions
- Encourage their child to develop independence skills
- Allow time for sleep, rest and play
- Establish a good sleep routine
- Read with their child everyday if they can, or tell them a story
- Feel supported to ask for professional advice and guidance, particularly in terms of health related matters.
- Understand the importance of being active and healthy





## Ready services

**All services working with young children and their families play an important role in supporting school readiness.**

**Good practice for all services and practitioners includes:**

- Communicating and sharing information about every child's unique development with their parents and other relevant partners
- Providing challenging and meaningful learning opportunities for each child, whilst giving them confidence in becoming a learner
- Having agreed shared goals, expectations and aspirations
- Recognising that everyone has a role in helping a child to become ready for school.
- Stimulating, engaging and motivating all children and allow them the opportunity to try new things and make decisions, and let them know it's alright to not always get it right first time.
- Sharing ideas about how to support home learning with parents, including routines
- Respecting and responding to children's backgrounds, circumstances and culture
- Considering the changing school readiness needs of children as they enter different phases of their education and work in partnership with others to ensure these needs are met
- Ensuring every child you meet has the opportunity to reach their full potential
- Ensuring awareness of local children's centres activities and services





- Supporting families to access the free childcare entitlement for children at 2,3 and 4 years and 30 hours childcare (more information on **[ourrochdale.org.uk](https://ourrochdale.org.uk)**) and to access the parent portal
- Ensuring parents are able to access relevant parenting programmes including Incredible Babies and Incredible Years
- Supporting families to access services on the 1001 days pathway
- Awareness of services offered by the voluntary sector including Home Start
- Supporting families to access books on prescription, library services, Bookstart packs and Bookstart Corner
- Using early help assessment effectively to ensure children and families receive support earlier
- Reading Rochdale's school readiness strategy
- Register for, use with parents and regularly check **[ourrochdale.org.uk](https://ourrochdale.org.uk)**



# Ready children

**It is important that practitioners are aware of their role in supporting children to be ready for school, and that children are provided with opportunities to develop the skills and attributes they will need.**

**'School ready' children are:**

- Confident in approaching and communicating with others
- Excited, enthusiastic, curious and confident about learning
- Resilient and ready to take on new things
- Take risks and solve problems
- Feel safe, secure, cared for and listened to
- Feel that they are valued and respected
- Have a broad range of knowledge and skills
- Active and healthy
- Start to develop an awareness of their own emotions and behaviour and be able to reflect upon them
- Independently use self-care skills
- Start to develop their turn taking and co-operation with others
- Make choices

## Why it matters...

**The practitioner's role in supporting young children and their families in preparing for school is an important and varied one. A child who is ready for school is more likely to meet their full potential, throughout their schooling, and in life beyond the school gates. What you do as practitioners in these early years really does make a difference to the rest of a child's life.**



# Key school readiness outcomes for Rochdale

**By working in a collaborative way and bringing together families, communities and services we aim to:**

- Increase the number of children reaching and exceeding the expected level of development at the integrated 2 year assessment in line with north west (NW) average
- Increase the number of children achieving a Good Level of Development so that it is as a minimum in line with the national average by 2020
- To further reduce the number of children whose achievement is in the lowest 20%.
- To ensure children who are in need, on child protection plans and cared for children achieve their full potential
- To ensure effective local implementation of the Greater Manchester early years delivery model enabling children and families to access evidence based assessments and interventions.

## Children's centres

Children's centres are at the heart of providing support for families for children under 5 years old and as such have a huge role in school readiness. With their multi-agency teams they support families from pre-birth and beyond. Children's centres provide courses and activities that support families with child development, parenting skills, parenting aspirations and child and family health.

For more details of sessions at your local children's centre please visit:  
**[rochdale.gov.uk/childrenscentres](http://rochdale.gov.uk/childrenscentres)**



# Rochdale Borough's children's centres

## **Belfield**

Samson Street,  
Rochdale  
OL16 2XW  
01706 356 634

## **Castleton**

Melville Street,  
Rochdale  
OL11 2PL  
01706 516 310

## **Deeplish**

Hare Street,  
Rochdale  
OL11 1JT  
01706 647 959

## **Heybrook**

Park Road,  
Rochdale  
OL12 9BJ  
01706 630 712

## **Howard Street**

Howard Street,  
Rochdale  
OL12 0PP  
01706 926 700

## **Meanwood**

Churchill Street,  
Rochdale  
OL12 7DJ  
01706 753240

## **Moorhouse**

Moorhouse Primary  
School, Crossley  
Street, Milnrow,  
Rochdale  
OL16 4DR  
01706 837480

## **Newbold**

Moss Street,  
Rochdale  
OL16 5NL  
01706 649 729

## **Norden**

Shawfield Lane,  
Norden, Rochdale  
OL12 7RQ  
01706 926740

## **Sandbrook**

Hartley Lane,  
Rochdale  
OL11 2LR  
01706 653 67

## **Boarshaw**

Stanycliffe Lane,  
Middleton  
M24 2PB  
0161 655 8850

## **Hollin**

Tintern Road,  
Middleton  
M24 6JP  
0161 655 4429

## **Kirkway**

Kirkway,  
Middleton  
M24 1FL  
01706 927 292

## **Langley**

Windermere Road,  
Middleton  
M24 4LA  
0161 653 9526

## **Derby Street**

Derby Street,  
Heywood  
OL10 4QJ  
01706 369 899

## **Woodland**

Regent Street,  
Heywood  
OL10 3BX  
01706 926 800

## **Littleborough**

Denhurst Road,  
Littleborough  
OL15 9LD  
01706 378 166

## **Early years**

Early help and schools,  
Floor 4  
Number One Riverside,  
Smith Street,  
Rochdale  
OL10 1XU