

# Gullane Primary School



## Nursery Class Handbook

The First Steps in Early Years' Education

2018-2019

## Contact and Staffing Information

|                              |  |
|------------------------------|--|
| Name                         | Gullane Primary School   |
| Address                      | Muirfield Terrace, Gullane, EH31 2HL   |
| Telephone & Fax              | 01620 843455   |
| E-mail                       | <a href="mailto:gullane.ps@gullane.elcschool.org.uk">gullane.ps@gullane.elcschool.org.uk</a>   |
| Website                      | <a href="http://edubuzz.org/blogs/gullane">http://edubuzz.org/blogs/gullane</a>  |
| Head Teacher                 | <u>Mrs Seonaid McGillivray</u>   |
| Principal Teacher            | <u>Mrs Maxine Cowie</u>  |
| Class Teaching Staff         | <u>Ms Mary Ferguson</u><br><u>Mrs Lindsay Grainger</u><br><u>Mrs Alison Gordon</u><br><u>Mrs Anne-Marie MacIver ( Part-Time)</u><br><u>Mr Angus McEwan</u><br><u>Mrs Leanne Thomson</u><br><u>Mrs Laura Cooper</u><br><u>Mr Gary Adamson</u><br><u>Mrs Michelle Swaney</u> |
| Nursery Staff                | <u>Mrs Sarah Anderson (Senior Practitioner)</u><br><u>Mrs Helen Lindsay</u><br><u>Ms Linda Ross (Job Share)</u><br><u>Mrs Melanie McVay (Job Share)</u><br><u>Mrs Arran Waldman</u>  |
| Visiting Teachers            | Music - <u>Mrs Elaine Roberts</u><br>Physical Education - <u>Miss Eilidh Gordon</u><br>Art - <u>Mr Alan Connell</u><br>Brass Instructor <u>Mr David Robb</u>   |
| School Secretary             | <u>Mrs Avril Mancey</u>  |
| Clerical Assistant/Auxiliary | <u>Mrs Janet Ross</u>  |
| Classroom Assistant          | <u>Mrs Susan McHardy</u>   |
| Classroom Assistant          | <u>Mrs Belinda Elderfield</u>  |
| Auxiliary                    | <u>Mrs Janet Cameron</u>   |
| Special Needs Auxiliary      | <u>Mrs Morag Black</u>   |
| Dining Room Supervisor       | <u>Mrs Janet Cameron</u>   |
| Playground Supervisor        | Mrs Sylke Hamel  |
| Janitor                      | <u>TBA</u> <u>Mr George Blake</u>  |
| Cleaning Staff               | <u>Mrs L Gatier-Hay, Mr L Borzyszkowski Mrs A Cuthill</u>  |
| Kitchen Staff                | <u>Ms Tess Mack , (Kitchen Supervisor) Mrs Laura Gatier-Hay</u><br><u>Mrs Alexandra Cuthill, Mrs Shari Sibbald</u>   |
| School Crossing Patrol       | <u>Mr Stuart Gillies</u>   |

Note: Staffing is subject to change and personnel may vary from year to year.

# Gullane School



The original Gullane School occupied, from 1760-1872, part of the building which now houses the golf professional's shop. After four years in an upstairs room in a row of buildings off Saltcoats Road, the school moved, in 1876, to 'The Old School' in East Links Road. In 1977 the present school opened in Muirfield Terrace, south of the village.

Gullane School is open plan in design. In the school there are seven open bases and one classroom. The early years' area has a quiet room/library and the upper/middle area includes a library and staff work base.

Attached to the Early Years' Department is a self-contained nursery class which was extended in 2004 and has its own entrance area.

The school has a central hall which allows us a multi-use space for P.E., Music, Drama, Assembly and Dining for the pupils. This space is also used for a range of after school activities throughout the session.

There are attractive and extensive playing facilities in the school grounds and also in the adjoining East Lothian Council field. The nursery has its own enclosed play area.

Gullane School, which is co-educational and non-denominational, provides education for children of approximately five to twelve years. At present there are approximately 200 pupils in nine classes. The nursery provision is for 60 children aged 3-4 years with 30 spaces in the morning and 30 spaces in the afternoon. This is subject to change **dependent on need across the authority**.

Gullane Nursery Class is situated within Gullane Primary School. The children in the Nursery Class are valued members of the school and take a full part in school life through attending assemblies, being included in various focuses in school and such like. Parents and children are very welcome, and indeed encouraged, to join in with all school events. Newsletters will come out from whole school as well as particular individual newsletters from the nursery.



## **Vision**

At Gullane Primary School, our vision reflects national and local priorities, providing a broad learning environment for children, incorporating a range of outdoor and indoor learning opportunities. Our whole school community, encompassing children, staff and parents, maintain mutual respect for each other embedding support in the delivery of a dynamic curriculum. Within this, children are provided with relevant experiences creating a framework for life-long learning.

## **Values**

The community of Gullane Primary School values; fairness, trust, honesty and respect (both physical and emotional) which offers everyone an inclusive, safe environment where they have the opportunity to become confident individuals, successful learners, effective contributors and responsible citizens.

## **Aims**

The community of Gullane Primary School aims to:

Provide for the whole child within a safe and stimulating environment which welcomes diversity, promoting equity and inclusion always valuing each child as an individual.

Actively involve children in their learning through the provision of high quality learning and teaching experiences with access to well-maintained resources that challenge and guide them towards achieving the four capacities of A Curriculum for Excellence.

Nurture an effective partnership with parents and strive to further strengthen and develop new relationships throughout the local community.

This handbook is designed to give outline information for children beginning their education within our nursery class. The nursery class is part of the school in Gullane.

## **Before starting Gullane Primary Nursery Class**

### **Ante Pre School Places**

When your child is two years of age you are eligible to apply for a place at a nursery class/nursery school. If you choose to register your child his/her name is put on a waiting list and as and when places become available - the start of a new term e.g. August, October, January or April - following your child's 3<sup>rd</sup> birthday - you will be offered a place. There are not always places for ante pre-school children - it very much depends on demand. Applications and the allocation of places is managed centrally in HQ in Haddington.

Unlike school, Nursery places are not ruled by catchment areas i.e. children are entitled to a place within East Lothian and not necessarily at the closest nursery. Places are allocated according to your child's place on the waiting list - not where you live. You are entitled to enrol your child at a nursery that does not 'feed in' to the catchment primary school. This does not affect your enrolment at you catchment school when your child is eligible to attend.

### **Pre School Places**

Your child becomes a pre-schooler the year preceding the year they could/should attend school and their place on the list takes precedence over the ante pre-school waiting list.

It is not necessary to have your child 'nursery ready' in every aspect - that is why we have a nursery curriculum - but it does help to plan ahead and see where you can encourage small steps in independence.

When considering enrolling for a nursery place there are a few things that you may wish to think through.

Is my child ready for the nursery experience?

Is my child confident when I leave him/her?

Is my child able to manage a little independence? E.g. managing the toilet, putting on a jacket, managing shoes/footwear?

Has my child any specific needs that nursery staff will need to be aware of?

Many parents think that if they do not accept the ante pre-school place (3 year olds) they will lose the pre-school place. This is not the case. Pre-school places take precedence over the ante pre-school year and your application would go to the pre-school waiting list. This is a little bit confusing for some and the school office staff

will explain if you have any questions - plenty will ask so you will not be alone. In most cases where you defer for an ante pre-school place a place would not be available until the child's pre-school year. This is because a place is then offered to another pupil on the waiting list. Waiting lists are often full and pre-school pupils take precedence.

Do not feel pressurised into accepting a nursery place before the pre-school year. You know your child and you know what is comfortable for your family and your child. Nursery is a change to a playgroup in number of ways; ratio of children to adults, range of activities, timings etc.

Nursery education is about an experience that will help to prepare your child as they make their way on their learning journey. This journey may be fifteen years long - hopefully a rewarding experience for your child and for your family.

Once offered a place and you accept that place an appointment will be made with a member of the nursery team to discuss various aspects of their new environment to be. Settling in to the new class is sometimes a speedy process for some children and others take a little longer to feel comfortable.

### **Enrolment for Primary School**

Your child must have reached their 4<sup>th</sup> birthday by the end of February in order to be eligible to attend Primary 1 in the August following. Primary 1 place allocation is based on catchment and your main address must be within that catchment of the school you wish your child to attend.

You may apply for a place at a school for Primary 1 that is out-with your catchment area and this requires specific paperwork which would be available at the headquarters of the authority. The main school office is more than happy to give advice here.

It may be that you would choose to defer your child's entry to primary school. This would be a parental decision if the child had a January or February birthday. If the child's birthday were prior to that then a decision to defer entry to primary school for another year would rest with the authority. There would need to be additional support needs and evidence to support this need. This is a complex area and if it were the case then the staff in school would be able to discuss this further.

## **On Starting Gullane Primary Nursery Class**

### **Settling In Policy**

The Nursery staff will work in partnership with parents/carers to settle the child into the Nursery environment.

Once the child has been offered a place in Nursery they will be invited to an "open afternoon" where they will meet the staff, look around the Nursery and meet other children and parents. There will also be an opportunity to discuss important issues pertinent to their child with a member of staff.

During the first few days/weeks parents/carers will stay with the child for sufficient time so that the child feels settled and that the parent/carer feels comfortable leaving him or her. It may be necessary for you to stay with your child or he or she may be happy to be left to play actively.

For the first few sessions the parent/carer may collect the child early if they so wish. This could be discussed at the open afternoon.

Please trust the staff if your little one is upset and they ask you to go - they are experienced and are able to judge how best to manage this. They will let you know if you ask if all is fine once you have gone away- this is likely to be a call. As we have no direct outside line in the nursery all calls are fielded through the main school office

It is important to be on time to collect your child as this can be an upsetting time for them if they think you won't come.

## **GULLANE PRIMARY NURSERY CLASS**

### **Nursery Hours**

#### **Morning Session**

This group will attend Monday to Thursday mornings. The session begins at 0830hrs and finishes at 1228hrs. Please bring your child to Nursery between 0830hrs and 0840hrs (doors open at 0830hrs) and collect your child between 1215hrs and 1228hrs).

#### **Afternoon Session**

This group will attend Monday to Thursday afternoon and Friday mornings. Please bring your child to Nursery between 1315hrs and 1330hrs, and collect your child between 1600hrs and 1615hrs. If you alert the nursery team, it will be possible to collect your pm child between 1500hrs and 1515hrs.

#### **Friday Morning Session - This session is for the afternoon group.**

Please bring your child between 0830hrs and 0840hrs and collect your child between 1205hrs and 1220 hrs on a Friday.

#### **Which session? Morning or Afternoon?**

We tend to fill the morning places first then work on to afternoon places. When you are offered a place the session will be indicated on the letter and it is important that you return the slip to say whether you accept the place. If you do not wish the place it will be offered to the next name on the list. The curriculum and planning is matched to the needs of the child no matter which session they attend.

#### **Responsible Person**

Nursery children should be brought and collected by a responsible adult (i.e. someone over 16 years). It is essential to let us know if someone different will collect your child. There is a ticking in/out system with space for notes from parents to alert staff to changes/alterations in the normal routine.

It is most important that children are collected on time as staff have a very short period to have a lunch and set up the room for the afternoon class. Good timekeeping

is also encouraged at the starts of sessions as starting the day with all the other children is important for a young person's confidence.

### **Holidays**

The Nursery Class has the same holidays and In Service days\* as the rest of the school. Please refer to the holiday dates supplied by the school office and keep an eye on the diary section in the main school newsletters.

### **Picking Up/Dropping Off if Driving**

When bringing and picking up children parents are asked to use the one way system if driving. This unofficial but agreed plan eases any traffic flow. Please drive carefully.

If you choose to allow your child to use a scooter/bicycle/tricycle to travel to school we ask that you do not allow your child to cycle within the grounds. Please park all wheeled vehicles in the space provided.

### **The Cloakroom/Entrance Area**

The nursery class have their own entrance at the side of the school - all parents/nursery children should enter and leave at this doorway. The cloakroom is a busy place and it is important that all adults are careful that no child is able to leave the nursery without their responsible adult - keep doors shut etc. This cloakroom space has notice boards where daily routines are posted e.g. information regarding snack, activities, gym, library, visitors, parent helpers etc. There will also be nursery curricular information displayed here.

A reminder - do not, under any circumstances, allow a child to press the exit button.

\* In Service days - these are days where staff undertake professional training and the school is closed to pupils from Nursery to Primary 7

### **Child Profiles, Reports and Parent/Teacher Consultations**

### **Ante Pre school children**

The nursery teacher is unable to progress up to 60 appointments over a session and, therefore, there will not be formal parent/teacher consultations for this year group. Parents/Carers of the ante pre school children are given a short report on progress; this report is compiled by the nursery team. However, if you have any areas of concern/issues you wish to discuss with us, please do not hesitate to speak to us at any time.

### **Pre school children**

When your child enters their pre-school year we build up a detailed profile of your child's interests and development. You will be given an opportunity to discuss your child's progress twice a year. This consultation will be with the nursery teacher.

However, if you have any areas of concern you wish to discuss with us, please do not hesitate to speak to us at any time.

### **Reports**

During your child's time at Nursery the staff build up a profile of your child's interests and strengths. A formal report will be issued at the end of their time at nursery. The report will comment on your child's development across the curriculum and include social and emotional information as well.

### **Key Workers**

Your child will have a key worker who will be responsible gathering notes on your child's time in nursery. E.g. how your child manages the various activities, social interactions, recognition of words/letters/numbers and such like. However, all members of staff observe all the children and exchange observations on a regular, if not daily, basis.

Communication is a key focus at all times during a young person's learning journey. Keep the staff informed and ask questions if you have them. There may be times that the staff are unable to talk with you at that moment but they will make time for you as soon as is possible. It is also important to note that the Head Teacher, Mrs Maureen Tremmel, is responsible for the whole school including the nursery class and she is more than happy to speak with parents/carers.

## **Data Protection**

We observe children to assess their development throughout the course of the year. You may have access to any information we keep on your child.

## **Gym Days**

Access to the main school hall is dependent on space in the timetable. Please make sure your child has suitable soft/safe shoes - gym shoes (basic black/white plimsolls) are fine. It is helpful if a pair of these is kept in the nursery cloakroom so that children have access to them during the week - saves remembering days etc. Thank you.

The nursery pupils have direct access to an outdoor space and this is well equipped with appropriate resources. It is important for children to have coats etc. as they are out in all weathers and temperatures.

## **Clothing**

All clothing must be labelled with your child's name. No need to buy special labels - use a pen and write on the label. Please wear 'working' play clothes to the nursery as they are likely to get dirty and stained. If children are afraid of getting dirty they will hold back and miss valuable experiences. Please make it easy for your child to go to the toilet by himself/herself - elasticated waists are perfect. Dungarees and tight jeans are really tricky for a young child who is trying to manage by themselves. Shoes that stay on are important for active busy children. Flip-flops are dangerous - too many trips and falls.

If you do not wish your child to wear the spare clothes that we may have (and will use if there is an 'accident') it may be worth considering leaving a set of clothes on your child's peg.

## **Health & Well Being**

Each session (morning/afternoon each day) will offer a healthy snack to each child - how this is done is dependent on the groups/staffing/day etc. Children will be offered a drink - this will be water or milk. The staff make up a snack plan in accordance with the guidance that is given to nursery teams. The snacks will vary and it is important that the nursery team are fully aware of any specific food allergies or health concerns/issues. This does not include food fads! We encourage the children to try new tastes but they will not be forced to eat/drink anything.

A snack list is on display in the cloakroom area.

Hand washing and general hygiene are very important for all. A nursery class environment is a busy one with very young people all playing and accessing a variety of objects. It is most helpful if families encourage positive habits at home with regard to washing hands after using the toilet, before eating and after playing outside and such like.

**SNACK** - Charge £1.50 per week currently. (This is subject to change)

We would appreciate it if snack money could be paid on a termly basis. Details of the amount and payment date will be issued at the beginning of each term.

**Please contact a member of the school team if you have any concerns/worries/issues about the payment nursery snack money.**

### **Nursery Golden Rules**

Children need limits set in order to control their own behaviour, unlimited freedom puts too much responsibility on them. Equally too many rules can be confusing and easily forgotten. However here are some rules/codes of behaviour that we would share with children staff and parents.

### **Nursery Expected Behaviour**

We are kind and friendly to everyone  
If someone is hurt we help them  
If we are unhappy or hurt we tell someone

We keep the nursery toys and environment tidy  
We always walk in the nursery  
We always listen to others  
We always do our best

We always remember to wash our hands after we have been to the toilet and before we have a snack.

### **Biting /Violent/Aggressive Behaviour**

Small children learn through their interactions with others. The nursery environment is a busy and purposeful place. There will be occasions where a frustrated child does something that they shouldn't. This is especially true if a 'special' item is wanted by more than one child and one child becomes focused and then angry or upset. This may result in a bite, scratch, a nip or other such basic instinct. The nursery team will

manage these unfortunate events as and when. Parent should appreciate that action will be taken depending on what has happened e.g. a 'quiet time' for the child away from the others but within the nursery class area. Being flexible is important. Parents will need to be informed as there may be a mark. This does not mean that we will 'judge' your child. These things happen and young children learn about these things. Please remember that if this kind of behaviour happens too often we will expect a conversation about how we may help your child manage when frustrated.

### **Parental Involvement**

We welcome parents, grandparents, and carers in the nursery. We need your help in many ways:

- by helping to be involved in the nursery on a rota basis
- by participating on visits
- by helping to raise money
- by sharing expertise and time

We are also keen to have a varied selection of items to enhance what is provided by the school budget. Here are some things we need on a regular basis for Nursery: Wool, cardboard tubes (no toilet rolls please) scrap material, empty boxes, egg boxes, ice-cream tubs, plastic trays, old hats, scarves, jewellery, interesting fabrics/clothes, buttons etc.

### **Sweatshirts**

We sell nursery class sweatshirts and polo shirts. Please ask staff for an order form. Orders are made at key times during the school session. You will receive information about this as the session develops. There may be some new and good second-hand sweatshirts in stock- please enquire at nursery.

### **Health**

If your child is ill or feeling poorly he/she is usually much better at home than in the busy nursery.

If there is an accident, simple first aid is applied in school. If a doctor is needed we will contact you first therefore it is important that you update us with any changes of telephone numbers or address.

Please let us know if your child has an infectious illness such as:

- Chickenpox
- Measles
- Mumps
- Rubella (German measles)
- Whooping Cough
- Infective Hepatitis (Jaundice)
- Diarrhoea

If your child has a tummy bug, please do not bring your child to nursery until fully recovered, and the **sickness/diarrhoea has ceased for 48 hours** from the last bout (as advised in East Lothian guidance).

### **Toileting and Toileting Needs**

Most children are able to manage toileting themselves. There will be occasions where 'accidents' happen and the child may wet or soil. If your child attended a playgroup it is likely that the adults would have 'taken' your child to the toilet and there would have been support in dressing/undressing for this. Nappies etc would have been changed and such like. In a nursery class the children are reminded to go to the toilet - the toilet space is very nicely decorated and suited to a small child - they are given appropriate support but the staff do not physically dress and undress children. They do not 'wipe' bottoms. Where a 'wet' accident happens the child is given a change of clothes and some support to clean up. Where a child soils themselves we will endeavour to change the child but this is dependent on staff ratios at the time. There may be times where we have to call a child's parents or contacts and ask them to come in to change their child. If your child requires changing on a daily/regular basis it may be worth having a conversation with the school staff to see best how to manage this.

### **Absence**

Please phone school if your child is going to be absent that day - stating the reason. The phone number is on Page 2 and there is an answering machine which is checked regularly. (The answering machine is only on when a member of staff is not by the phone)

New guidelines on nursery attendance means that your child's attendance is now officially recorded and the records must be accurate.

## **Occasional and Emergency Arrangements**

Letters will be sent out to notify families re arrangements for days when there are planned early closures. These may well be as part of a newsletter.

In the case of an unplanned closure (e.g. heating failure in midwinter) we contact parents/emergency contacts to have the children collected. We endeavour to inform parents/carers as soon we know if there is a closure. No pupil will be sent home if we know there is no adult to receive him/her and we are unable to get in touch with the emergency contact. All staff remain on site where possible depending on emergency.

In the event of the school having to be closed and we know in good time information will be given on Radio Forth where possible. All closures are subject to approval from Head Office.

Parents are therefore reminded of their responsibility to provide the school with up-to-date information regarding changes of address and persons to be contacted in emergencies.

## **A Curriculum for Excellence**

The curriculum review and the development of 'A Curriculum for Excellence' has been underway with Education Scotland, Scottish Government and local authorities. This curriculum contains sets of experiences and outcomes that all Scottish schools are working within. The curriculum spans pupils from the age of 3-18. Each school is working with their local authorities to ensure that school teams develop at the expected pace. We also use various other approved documents as guidance.

**The key purposes of this revised curriculum are:**

*"Our aspiration for all children and for every young person is that they should be successful learners, confident individuals, responsible citizens and effective contributors to society and at work." Scottish Government 2004*

**...and the key principles are those of:**

Challenges and enjoyment

Breadth

Progression

Depth

Personalisation and choice

Coherence

Relevance

## **Curriculum and Assessment**

The areas included in our school curriculum are:

Literacy and English Language

Numeracy and Mathematics

Social Studies

Expressive Arts - Drama, Music, Art & Design, Dance

Science

Technologies - this includes computing science, craft/design, food & textiles

Health & Well Being - this encompasses PE

Religious and Moral Education

The curriculum is described in sets of experiences and outcomes. These experiences and outcomes span a pupil's education throughout school, including nursery - not by the end of primary.

### successful learners

#### with

- enthusiasm and motivation for learning
- determination to reach high standards of achievement

#### and able to

- use literacy, communication and numeracy skills
- use technology for learning
- think creatively and independently
- learn independently and as part of a group
- make reasoned evaluations
- link and apply different kinds of learning in new situations

### confident individuals

#### with

- self respect
- a sense of physical, mental and emotional wellbeing
- secure values and beliefs
- ambition

#### and able to

- relate to others and manage themselves
- pursue a healthy and active lifestyle
- be self aware
- develop and communicate their own beliefs and view of the world
- live as independently as they can
- assess risk and take informed decisions
- achieve success in different areas of activity

To enable all young people to become

### responsible citizens

#### with

- respect for others
- commitment to participate responsibly in political, economic, social and cultural life

#### and able to

- develop knowledge and understanding of the world and Scotland's place in it
- understand different beliefs and cultures
- make informed choices and decisions
- evaluate environmental, scientific and technological issues
- develop informed, ethical views of complex issues

### effective contributors

#### with

- an enterprising attitude
- resilience
- self-reliance

#### and able to

- communicate in different ways and in different settings
- work in partnership and in teams
- take the initiative and lead
- apply critical thinking in new contexts
- create and develop
- solve problems

Further and more in depth information is available from the Education Scotland website.

## Attainment Levels

Within the Curriculum for Excellence there are 4 key stages.

| Level            | Stage   |
|------------------|---|
| Early            | the pre-school years and P1                                   |
| First            | to the end of P4,   |
| Second           | to the end of P7,   |
| Third and Fourth | S1 to S3,<br>The fourth level broadly equates to SCQF level 4 |
| Senior phase     | S4 – S6 and college or other means of study.                  |

Assessment is carried out by staff and they use a range of methods to gain an insight into your child's learning journey and the progress they have made.

East Lothian Council also provide the tools and materials for each school to carry out standardised assessments as part of the cycle of evaluation. This is not applicable in the nursery setting - there are no formal assessments for children at this stage.

Teaching and learning in the school is based on a range of strategies, including direct teaching, investigation, problem solving and discussion, and often involves activities using a wide variety of materials. Each pupil is assessed to determine his or her levels of work. Group and individual methods form the basis of the teaching in order that the curriculum can be tailored as far as possible to fit the needs of each pupil.

## Nursery Curriculum

Our nursery class curriculum is delivered thorough the experiences and outcomes set out in a Curriculum for Excellence and is supported by 'A Curriculum Framework for Children in their Pre-School Years'.

Children in the nursery class are engaged in activities designed to develop their personal development; communicating, investigating, recording, interpreting and designing and making skills.

Content for the nursery class curriculum is drawn from the following areas of experience: ourselves; society; the natural world; mathematical experience; and aesthetic experience. Outdoor play is also very important.

Activities which are used to further children's learning are: Art/Craft, Music/Dance, Cooking, Drama/Dressing Up, Home Play, Nature, Science, Stories, Singing, Language/Maths, Outdoor Play.

The curriculum provided in the nursery gives the foundation on which early years' staff, and subsequent staff, build.

Our work in the Nursery reflects the seasons, interests and needs of the children at that time.

### **Planning the Curriculum**

The planning within the nursery classes is the responsibility of the staff team. The planning will follow broad guidance and will reflect the passing year. The nursery children are involved in the planning. This may be seen through the 'Talking and Thinking Floor Book' kept in the nursery classroom. This evidences the motivation and interests of the children where they add comments, pictures, photos and such like. Children come into class and ask questions, notice things, talk about things they have done and seen. This is all considered when planning the work of the class.

### **Why Play Is Important**

People often think that children in Nursery are "just playing", but "play" is children's work. Young children learn very naturally through play. In their play for example, they may find out about materials, use and develop language, act out situations, ask questions, solve problems, look for information in books, make friends, learn rules, read stories etc. Staff support children by observing them at play. They will stretch children in their play by offering ideas, materials or vocabulary, by asking questions, setting challenges or by helping to explain by showing how things may be done. The staff are also aware when it is better not to join in and step back.

### **Complaints Procedure**

If you have any suggestions, problems, concerns, queries or complaints please speak to a member of staff or make an appointment with Mrs Seonaid McGillivray our head teacher. If the concern has not been managed effectively, in your opinion, ELC has a complaints procedure: -

East Lothian Council  
John Muir House  
Haddington  
EH41 3HA - Tel 01620 827827

You may also get in touch with the Social Care and Social Work Improvement Scotland (SCSWIS). They can be contacted at: -

SCSWIS

South East Region

Stuart House

Eskmills

Musselburgh

EH21 7PB - Tel 0131-653 4100/4149

### **Child Protection**

Should the need arise we have a statutory duty to inform the relevant authorities about any concerns we have about individual children. The Child Protection Officer is Mrs Seonaid McGillivray, Head Teacher, and she is fully trained in all aspects. Staff receive regular and appropriate training in this area.

Volunteers, including parents, are not given unsupervised access to children. If a volunteer is working within our school and is working alone with a pupil on individual support then a formal procedure is taken forward to ensure that the person is suitable and is approved by an external body.

Where volunteers are in school advice is given about appropriate practice especially where physical contact may occur. E.g. holding a child's hand, giving a child a 'cuddle' if they are hurt or sad. We endeavour to be reasonable and we are appropriate in these matters.

The following pages on transition information have been written to outline what happens as your child moves from education in the home and then on through the stages of school and further/higher education and into work.

We are piloting the idea of including this information this session and we would welcome any thoughts you may have about including this in a starting nursery handbook. We are planning to insert the transition information into our handbook as of next year if parents/staff find it to be a useful 'big picture'. Parents of nursery children would then receive this as part of the main school handbook.

It may be useful/interesting to families to have an insight into how the process is planned and managed for the fifteen or so years your family and your child will be working with us.

We have worked together as a cluster to collate the information and we have tried not to make it too individual. The secondary information is specific to North Berwick High school. Please note that the sections in italics are taken directly from Scottish Government information and are there to provide the background to our statements. Apologies if they are loaded with jargon!

June 2018



## Transition Information For Parents / Carers

*"All children and young people have an entitlement to a curriculum which they experience as a coherent whole, with smooth and well-paced progression through the experiences and outcomes, particularly across transitions, for example from pre-school to primary or from secondary school to college. Those planning the curriculum have a responsibility to plan, in partnership with others involved in learning, how they will jointly enable children to move smoothly between establishments, building on prior learning and achievement in a manner appropriate to the learning needs of the individual. This includes liaison between establishments where children and young people change schools at times other than the 'standard' transitions. The transition from the period of compulsory education to positive and sustained destinations needs very careful planning in conjunction with appropriate partners for each individual young person." (Building The Curriculum 3)*

Traditionally transition is thought of as the move from either nursery to Primary 1 or from Primary 7 to secondary school. However, transition happens much more often. There is a small transition when a child moves from one class stage to another, when they move school and a significant transition when they move from school into either the work place or further/higher education. The new curriculum makes it very clear that these points of transition must be planned for with care, considering the needs of each individual child and meeting their particular transition needs. In this leaflet it is our intention to share with you the planning and thought we put into creating a smooth transition between classes, schools, further/higher education and the world of work.

Based on the above quote what can you expect from your schools? How will we go about creating an educational experience as a coherent whole? How will we ensure "well paced progression"? How will we "plan together" and create an ethos of sharing and caring across the classes, schools and sectors?



## From Nursery to Primary 1

When you first enrol your child in school, there will be an opportunity for you to see round the school and meet some of the staff and management team. There will be an introductory pack that will tell you all the things you need to know about the school to reassure you and make you familiar with the experiences your child will have. This pack may also contain some activities for you and your child to complete together before school begins.

Often before the end of the summer term, or in a term decided by your school, the school will afford you the opportunity to attend a meeting led by the head teacher to give you further curriculum information and allow you the chance to ask any questions about your child's schooling that you would like answered. At this stage it is important that we, as your school, gain your trust and that your child feels relaxed as well as excited about coming to school. We believe if we address your anxieties we will support this process.

The primary one teacher - who may change each year - often organises an "event" or some other opportunity for your child to come into the primary one classroom and spend some time there. If your child has attended an in-school nursery, such as Gullane, then it is likely that, over the year, building gradually, they will have had experiences of coming to assembly, working in the P1 area, using the gym hall and so on. This means that when they eventually make that move nothing is completely strange for them.

We want parents and carers to be familiar and comfortable with our school too and we would encourage you to take the opportunities to help out in the nursery, come to our meetings, open days, meet the teachers and especially the management team so they are familiar faces should you need help or information.

Should your child have additional support needs then appropriate staged assessment meetings will take place well in advance of your child starting school. Any other services that have been involved with your child will be asked to share this information with the school so we have as full a picture as possible of your child's needs. How these needs will be met in the primary school will be noted on an action plan and put in place by the appropriate members of staff and other professionals working with your child. These will be reviewed regularly as agreed with parents / carers and other professionals.

And so we hope that the transition through from nursery to primary one is a successful and exciting experience for both parents/ carers and children.

## From Class to Class

Moving from class to class is generally an easy transition for children to make but there are some instances where the smooth transition can be more difficult. One of these situations is if their class has to be composited and they suddenly find themselves with a new group of children to work with. We recognise this as difficult for some children and we spend a lot of time in the first few weeks of term building the new learning community through games, circle times, group work etc. We also keep a close eye on the playground for those who are perhaps no longer in their best friend's class and make extra sure that no one is left upset or unhappy. Although we try our best, sometimes children do not make it obvious to us that they have problems and these may become apparent at home. We would ask that you do not hesitate to come in and speak to us. We will do our best to resolve any issues or problems children may be having settling into their new class.

( If you wish more information on what a composite class is and why they are in place please speak with the school.)

So, we have made sure that your child is as happy as they can be. What do we do to ensure that the work of the previous year is considered when planning the new session's curriculum?

In different ways in different schools teachers complete what is commonly known as a **hand on file**. This file contains all the information that the next teacher needs to move the children on from where they left off. Good practice includes a face - to - face meeting with the previous teacher to underpin all the written information, but be reassured if this cannot happen for some reason then the written data is designed to deliver a very clear picture. As we move towards our new curriculum it is important not only to know where children are in terms of their academic progress - though this is still of high importance in terms of pace and challenge - but a picture needs to emerge about the children and the development of the skills they need to be independent successful learners. Holistic - a 'picture' of the whole child - information about your child is therefore required to be handed on to the next teacher. This should include any particular interests or hobbies that they have. It is the intention of the school to encourage children to develop their full capacity in all areas of life.

If your child has additional needs these will be managed within the process of staged assessment and intervention policy for East Lothian.

## From School to School

From time to time children have to move schools and this can be a difficult time for them. We aim to make the transition to their new school as painless as possible by promptly sending on all the information that we have on a child. Where it is necessary, the head teacher or the previous class teacher will talk on the phone with

the new school if the written information needs to be supplemented in any way. This can be the case with additional support needs. All the professional bodies that have been involved with your child will be responsible for passing on their records.

As with other transitions the information passed on will be concerned with both academic and wider achievement.

### From Primary 7 to Secondary School

*"Curriculum for Excellence can best be delivered through partnership working. All establishments should work with partners and share a common understanding and language around skills development and application. Together, they should plan and deliver learning and other experiences which meet the needs of individual children and young people."* (Building the Curriculum 4)

In order to facilitate transition for the 21C and the new curriculum it is important that as cluster schools we work closely together. We recognise the need to smooth the transition from primary to secondary so that the experiences that children have flow from one experience into the other.

In primary school we will endeavour to meet the challenge of preparing your children to be independent thinkers capable of higher order thinking and reasoning. We will have put this in place via careful progression through the curriculum levels and skills. As the children approach the end of second level (Curriculum for Excellence Levels) in primary 7 some of them will be ready to begin on some work at third level and we turn to the expertise of our subject specialists at our secondary school who are often willing to help out through either making a visit to work with us, providing information over the internet / blog / email, inviting staff and or pupils up to the secondary school to work with some of their pupils, bringing pupils from the secondary school down to work with us in the primary. These are all things that have happened in the past and will become more common practices in the future. These are important links for your children to have as they move towards the next stage of their education. Moving on is now an extension of the work they are doing in the primary, they meet teachers from the secondary school and see that they are not so different! Primary teachers are afforded the opportunity to extend their own experience of how the secondary school works and are in a better place to answer your children's questions and perhaps engage in cross sector projects with the secondary school. The work with our secondary colleagues is dependent on time and the ability to release staff to work in this way.

We will keep a variety of records of your child's progress and their specific needs to share with our secondary school. This record will provide the secondary school with information on your child's academic progress. This will allow teachers an accurate

picture of where your child is with subject areas. We are continually developing ways to record their "critical skills" or life skills. How are they at organizing themselves? Others? Can they lead or facilitate a group? Are they independent quality learners? What work still needs to be put in place to help them achieve this? Our new curriculum asks that together all working in partnership give your children the following skills:

*"..... literacy, numeracy and associated thinking skills; skills for health and wellbeing, including personal learning planning, career management skills, working with others, leadership and physical co-ordination and movement skills; and skills for enterprise and employability. These skills will be relevant to all children and young people and the responsibility of all practitioners." (Building the Curriculum 4)*

We aim to pass on your child's progress in all these areas so that they can continue their progress seamlessly into their secondary phase. Portfolios of each child and their progress will be put together in an easy to read format that allows a clear picture of each individual child to emerge. These will again be handed on at a face - to -face meeting with teachers from the secondary school who have responsibility for transition.

In addition to this work that will go on through P6 and P7 to engage with the secondary school in a variety of ways, there will continue to be meetings for parents with the secondary school head teacher or other management staff. We will continue to offer various experiences/events to allow the pupils from the cluster schools the chance to meet each other before they make the transition to secondary school. This has proven to be very successful in helping children make new friends and build an excitement about moving on.

If your child has additional needs then we begin looking at transition earlier than the start of P7; this may sometimes take place from Primary 5 if staff training is required. We offer enhanced transition which takes a variety of forms and is be tailored to the needs of the individual child. Review meetings will agree all that needs to be put in place to ensure barriers are minimal to continuous learning and progress. This will include informing secondary staff and making sure they have all the information that they need to make the continuing educational journey a successful one.

*In Improving Scottish Education 2005-2008, HMIE have said that:*

*"Working in partnership with others is a fundamental way for educational establishments and services to help practitioners act in ways that make positive differences for children, young people and adult learners. A coherent curriculum requires close collaboration across transitions. This means that educational providers must work with each other, with parents and with other services for children and adults to ease*

*learners' transitions between stages and educational sectors. Such joint working ensures a continuous lifelong learning experience where barriers to learning are successfully identified and tackled."*

It is our intention to achieve this.

Of course this is not the end of the transition experiences your child will have, they will continue from stage to stage in the secondary school and then from secondary school to either further/higher education or the work place. The final part of this leaflet deals with those transitions.

### Let's Look at the Secondary School Experience

*'As young people move into the secondary school they will build on skills in personal learning planning to develop self-awareness and the confidence to gather and organise educational and occupational information, enabling them to better manage future learning and work pathways.'*

***(Building the Curriculum 4, 2009)***

#### P7-S1

As indicated previously, transition to secondary school is a gradual process rather than a single event, with continuing communication between primary and secondary staff. Towards the end of the summer term, P7 pupils will attend two 'Induction' days at North Berwick High School. Leaflets are issued beforehand giving all the necessary information. During these days pupils will be introduced to their teachers and will follow normal timetables as far as possible. They will also meet Guidance staff, who will be key in providing pastoral support throughout their time at school. At a parents' evening on the first Induction day parents will meet the senior management team and Guidance teachers. This is an information evening and also an opportunity to ask questions.

The Pupil Prolife Record (PPR - this contains key information with regard to your child e.g. address, date of birth and past school reports on progress) for each pupil is passed to us at the end of the summer term. For children joining us from outside the catchment area, PPRs will also be sent as soon as possible and we will liaise with their school for further information where needed.

Pupils on the enhanced transition programme will bring a transition passport with them. Under Curriculum for Excellence it is envisaged that every pupil will have completed an information sheet about themselves and will continue with their 'portfolio' at secondary school. S1 pupils will evaluate the transition during the first term at secondary school and will be actively involved in setting their own targets

*'Active learning should continue beyond the early years. As young people progress through primary school and into secondary school ..... their learning experiences should provide them with a range of opportunities to continue to engage actively in their learning and to apply the knowledge and skills in practical ways.'*

*(Building the Curriculum 4, 2009)*

We see the P7/S1 transition as a two-way process. S1 pupils produce guides and groups of former pupils return to their primaries to talk to P7 classes. Similarly former pupils from S6 accompany the head teacher to parent information evenings held at our Cluster primaries in the autumn term of P7. In addition S1 pupils have made a film in English lessons to address concerns and to highlight new opportunities at secondary school.

### **S1-S3 and transition between stages**

A young person's progress is tracked and monitored throughout secondary school, with information passed on to teachers in the next year group as they move on. In particular the Pupil Support department will continue to work with those young people with additional support needs and will communicate strategies and changing needs to their new teachers.

Traditionally secondary schools have tended to be divided into three stages (S1/2, S3/4, S5/6). Under Curriculum for Excellence the focus is rather on two stages, namely S1-S3, followed by a senior phase of S4-S6.

So the first three years will concentrate on giving a broad education in which young people can experience a variety of subjects which will enable them to make an informed choice for the senior phase. Increasingly there will be an emphasis on skills, on interdisciplinary learning and on helping young people to achieve at least level three (some level four) in the different curricular areas. In addition, numeracy and literacy will be assessed and health and well-being will be an integral part of their school experience.

*'Learners will experience a broad general education from S1-S3. They will progress through the experiences and outcomes of the eight curriculum areas at differing rates..... The period from S1 to S3 has a clear purpose: that all young people have a strong platform for later learning and for successful transition to qualifications at the right level for them.'*

*(Curriculum for Excellence S1-S6 Progression: 'A coherent learning experience.') 2009*

### **Wider achievement**

The curriculum is not, of course, limited to individual subjects and to qualifications. There are many opportunities for wider achievement and these are also recognised and communicated to staff involved at different stages.

*'The curriculum is the totality of experiences ..... It includes the ethos and life of the school as a community; curriculum areas and subjects; interdisciplinary learning; and opportunities for personal achievement.'*

*(Building the Curriculum 3, 2008)*

These experiences and outcomes, including opportunities for wider achievement, are provided through the numerous clubs, activities, councils and House events that make up the life of the school. Young people have the opportunity to pursue (where possible) existing interests and also to branch out and experience new activities.

### **Subject choices**

When making subject choices (at present towards the end of S2) pupils will have experienced a range of subjects and will have a fair idea of where their strengths and interests lie. They also need to consider future career requirements. At this age many young people aren't clear which career path they will take, so our advice is to keep their choices as broad as possible. With an increasing emphasis on generic skills, this will ensure that options are kept open for them. The Pupil Support department works closely with young people with additional support needs to ensure that an appropriate (and in some cases an alternative) curriculum is tailored to their needs.

### **Transition to the senior phase and beyond school.**

*'The senior phase..... builds firmly on the broad general education which went before....(it) must offer the opportunity to extend and deepen their education as they continue to build a portfolio of qualifications which recognises their learning, enables them to continue to develop skills and offers pathways to the next stage – whether that is further or higher education, training or employment.'*

*(Curriculum for Excellence S1-S6 Progression: 'A coherent learning experience.')* 2009

Learners will be engaged in programmes of learning which meet their needs. In some cases, and where appropriate, this may include a mixture of school-based subjects with a college course or work experience/training. There will be increased scope for personalisation and choice. During S4 all young people complete a work experience unit in PSE and take part in a week's work experience. This not only introduces them to skills for work and life, but often gives them a clearer idea of which career path to follow. The national programme of *16+ Learning Choices* supports the planning and delivery of a coherent and inclusive curriculum in the senior phase, with increasing flexibility and involving young people in planning for the future. Partnership working will characterise this phase, working with colleges, local training providers, employers, universities and Skills Development Scotland, to agree and align provision. The strategy of *'More Choices, More Chances'* promotes such a multi-agency approach to

support young people to move into positive destinations when they leave school - so that they will progress to further/higher education, into training or into employment. The Pupil Support department also works closely with outside agencies, (such as Social Work, Skills Development Scotland) to support those who are more vulnerable or have additional support needs, in their transition to life after school.

**In conclusion**, North Berwick High School aims to build on the firm foundations of our Cluster Primaries and to support our young people as they progress through secondary school. We support them to make individual progress in wider achievement and qualifications, in skills for learning, skills for life and skills for work. In partnership with our Primaries on transition from P7 to S1, throughout the different stages of secondary school and in partnership with other agencies as they prepare to leave school, we aim to provide a coherent and all-round experience for our young people in order to equip them to continue as *successful learners, confident individuals, responsible citizens and effective contributors*.

### **And Finally...**

We look forward to your child starting Gullane Primary School Nursery Class and hope they are happy and enjoy the experience.

Gullane Primary School June 2018