

## Contents

### Section One Establishment Aims

#### Section two General Information

- Names and job titles of our staff members
- Length of year including details of holidays
- Admission policy
- Age range of children in the establishment
- Numbers of children at each daily session and patterns of attendance
- Suitable clothing
- Register of applicants
- Enrolment procedures
- Attendance
- Child Protection and Race Equality
- Settling your child
- Arrival and collection of children
- Insurance
- Excursions and consent forms
- Transport
- Emergency closure arrangements
- Emergency contacts
- Meals
- Snacks and promotion of healthy eating habits
- Statement on No-Smoking Policy
- Secure Entry System
- Students
- Accommodation of parents



**Section Three: Medical Information**

- Medication
- If your child becomes ill
- Minor accidents and upsets
- Visit to the establishment by medical staff

**Section Four: The Nursery Curriculum**

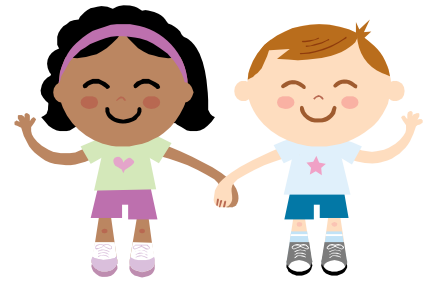
- The aims of our curriculum
- What we do
- Learning resources and cross-curricular learning
- Curricular Areas
- Assessment and Reporting
- Supporting children with additional support needs

**Section Five: Parental Partnership**

- Establishments aims for the promotion of partnership
- Working with you
- Working together to promote positive behaviour
- Information about adult groups
- Fund-raising
- Links with the primary schools

**Section Six: Other information**

- Suggestions and complaints
- Useful addresses
- Disclaimer on changes to information given



In our establishment we aim to offer the highest quality service.

### **Our Mission Statement:**

We will seek to work together in partnership with parents, carers, children and other stakeholders to ensure that we improve the life chances of our young children within the community of the nursery school and to ensure that all children and families within the nursery community are safe, healthy, well cared for and have access to the highest quality learning and teaching. We aim to develop in our young children the ability to see themselves as successful learners and believe in their own ability to reach their full potential in a positive environment which promotes and values; justice, compassion, inclusion, respect for self and others, tolerance and celebrates difference.

### **Our Aims**

- To ensure that all children are safe, nurtured, healthy, achieving, active included respected and responsible.
- To work in partnership with parents and the wider community to enhance the high quality learning experience of our young children.
- To ensure that Child Protection is at the top of the Agenda for all staff.
- To challenge all staff to continuously improve their practice through staff development and training.
- To develop creative, adaptable professionals who enjoy developing the ideas that arise from children engaged and immersed in their own learning.
- To allow all children to access the curriculum by providing additional support where required.
- To allow all children the right to be a confident individual, successful learner, effective contributor and a responsible citizen.

At Hilltop Nursery School we are committed to equal opportunities and promoting diversity, multi-cultural awareness, tolerance, respect, equality and a celebration of being "different together" through our curriculum.

Please note the following:

### **Multi-denominational policy of the nursery**

The nursery is multi-denominational. We respect and welcome children and parents of all religions, faiths and beliefs. Our diverse curriculum includes celebration of a variety of faiths and cultures. We provide a number of experiences and resources to promote inclusion and reflect the diverse population of our nursery, local community and Glasgow at large by, for example, providing books and listening materials in your child's first language.

### **Our equal opportunities policy**

The Council is committed to the social inclusion of groups of citizens who are marginalised and who may experience discrimination. We are an inclusive authority and our policy aims to enable us to include those from potentially marginalised groups such as ethnic minorities (e.g. gypsy travellers, asylum seekers and refugees). We aim to include all who may be at risk from discrimination due to gender, age, disability/illness or faith. All pre-five services should reflect the Council's equal opportunities policies. These principles are reflected in the criteria used to admit children to nursery and in the curriculum of all establishments.



## Section 2 General Information

### Names and job titles of our staff members

Below is a list of staff at the nursery and details of our regular opening hours. Details of holidays and training days specific to this year will be available in the first newsletter of the term. Every parent will receive a monthly newsletter, a copy of which will be displayed on the Parents' Notice Board in the front foyer of the nursery.

#### Head of Establishment

Mrs Jacqueline Kelly

#### Staff

#### Job Title

Mrs Jacqueline Kelly

Head Teacher

Mrs Deborah Riddell

Child Development Team Leader (Job Share)

Mrs Margaret Gourley

Child Development Team Leader (Job Share)

Ms Lorraine Provan

Child Development Team Leader

Mrs Pauline Monaghan

Child Development Officer

Ms Julieann Malarky

Child Development Officer

Ms Ashley Fretwell

Child Development Officer

Mrs Maureen Torrance

Child Development Officer

Mrs Anna Linney

Child Development Officer (Job Share)

Mrs Lynn Sloan

Child Development Officer

Mrs Jade McLachlan

Child Development Officer (Childcare Strategy)

Ms Keli Huthinson

Child Development Officer

Mrs Joanne O'Donnell

Responsibility for Lunch-Club Facility

Mrs Patricia Mills

Responsibility for Lunch-Club Facility

Mrs Sandra Connor

Catering Assistant

Mrs Kathleen Lyons

Clerical Assistant

Mrs Allyson Taylor

Clerical Assistant

Mr Stevie Martyn

Janitor

Address:

Hilltop Nursery School,  
44 Kingsbridge Drive, Glasgow G44 4JS

Telephone:

0141649 1786

Fax:

0141649 1828

Email:

[headteacher@hilltop-nurseys.glasgow.sch.uk](mailto:headteacher@hilltop-nurseys.glasgow.sch.uk)

## Child Safety and Welfare

Child protection is one of the most fundamental, yet demanding and complex areas of our work. We have a fundamental duty to contribute to the care and safety of all of our children. In fulfilling this duty, we must engage in close partnership with parents/carers and relevant agencies, primarily health and Social Work Services (within the framework of the Community Health and Care Partnership structure) and the Scottish Children's Reporter Administration (SCRA).

All Education Personnel have clear roles and responsibilities as laid down in Management Circular 57 (Revised Dec 2007). The revised management circular 57 entitled "*Child welfare and safety*" reflects the adoption of principles within "*It's Everyone's Job*" (2002); "*Safe and Well*" (2005) and the implications of the establishment of New Learning Communities and Community Health and Care Partnerships (2006).

"*The Early Years Framework*" (2008) further details the importance of inter-agency working and collaboration when intervening to protect children.

**While working in collaboration with parents/carers is of great importance to us, we recognise that the child's right to protection will take precedence over their rights and wishes.**

Children and their carers can expect honesty, explanations for actions or decisions taken and an opportunity, whenever possible, to express their views.

Our role in child protection is not simply about reporting specific incidents, but about protecting the child in the long term and supporting the family.

## Management CIRCULAR No 57

Glasgow City Council  
Education Services

### **CHILD SAFETY / CHILD PROTECTION POLICY**

All educational establishments and services must take positive steps to help children protect themselves by ensuring that programmes of health and personal safety are central to the curriculum and should have in place a curriculum that ensures that children have a clear understanding of the difference between appropriate and inappropriate behaviour on the part of another person, no matter who.

As with other areas of the curriculum, you will be kept informed of the health and personal safety programme for your child's establishment.

Schools, establishments and services must create and maintain a positive ethos and climate which actively promotes child welfare and a safe environment by:

- Ensuring that children are respected and listened to.
- Ensuring that programmes of health and personal safety are central to the curriculum
- Ensuring that the staff are aware of child protection issues and procedures
- Establishing and maintaining close working relationships and arrangements with all other agencies to make sure that professionals collaborate effectively in protecting children.

Should any member of staff have concerns regarding the welfare or safety of any child they must report these concerns to the Head of Establishment. The Head, or the person deputising for the Head, after judging that there may be grounds for concern regarding the welfare or safety of any pupil must then immediately advise the duty senior social worker at the local social work services area office of the circumstances.

### **Child Protection Committee Glasgow**

#### **Race Equality and Equal Opportunities Policy**

Our school policy reflects Glasgow City Council's policy on race equality and equal opportunities. We will take positive action to identify and support children, parents and staff who may be disadvantaged by colour, race, nationality, religion, linguistic or literacy difficulties, disability including sensory impairment, lack of mobility, illness including mental health problems, gender, age and size and our provision will take account of and address their individual needs. Everyone has the right to work and learn in an environment where they feel secure and free from discrimination. These principles are reflected in the criteria used to admit children to the nursery and in the curriculum we provide.

#### **What is a race equality policy?**

A race equality policy is a description of how education authorities and schools plan to prevent racial discrimination, and promote equal opportunities and good race relations across all areas of school activity. The education authority will develop the race equality policy, but schools have the responsibility of putting the policy into practise. The policy should be part of the planning arrangements the education authority and school already makes.



### Aims and values

Our race equality policy is based on our vision, values and aims. We are committed to eliminating unlawful racial discrimination and promoting equal opportunities and good race relations in all areas of nursery life. For example, through:

- progress, attainment, and assessment;
- promoting positive behaviour;
- Children's personal development and pastoral care;
- teaching and learning;
- admission and attendance;
- the curriculum;
- staff recruitment and professional development; and
- partnerships with parents/carers, and communities.

Meeting the criteria of our equal opportunities and race equality policy will enable us to:

- meet all of our children's needs, encouraging them to achieve their full potential, and raise educational standards;
- take specific action to tackle any differences between racial groups in terms of their attainment levels and progress, in using disciplinary measures against them (such as exclusion), in admissions, or in assessment;
- create a positive atmosphere, where there is a shared commitment to value diversity and respect difference;
- challenge and prevent racism and discrimination, and promote good relations between people from different racial groups;
- prepare pupils to be full citizens in today's multi-ethnic society;
- make our workforce more representative of the communities it serves;
- improve staff morale and performance;
- avoid losing able staff; and
- make full use of the skills and ideas among people from different racial groups (for example, in the nursery or as members of school boards).

Race equality is important, even if there is nobody from an ethnic minority group in the local community. Education plays a vital role in influencing young people, because the views and attitudes they form as pupils or students will probably stay with them for the rest of their lives.

Through our regular monitoring, review and evaluation procedures we can ensure that we are treating all service users fairly and equally.

Our staff team is committed to upholding the key principles of this policy and will actively counter any incidents of prejudice or injustice. It is expected that all users of our establishment will fully support us in our work.

Please see our "Race Equality" policy for more detail on this area.



## Settling Your Child



As we wish the settling in period to be a positive experience for all concerned we settle the children in small groups. Prior to your child starting, you will be invited in to the nursery school in order that your child becomes familiar with the environment and that you are happy with the decision you have made to send your child to our nursery. Your child's key worker will gather information about your child over this initial period regarding their preferences and learning styles and will talk to you about your child's individual needs and interests.

We will ask that you be available to stay for an hour on the first day. Please Children vary tremendously in the length of time it takes them to settle. Be guided by the Key Worker who will gradually increase the length of time your child spends in the nursery.

We have a home to nursery transition programme in place.

In the early stages we aim:

1. To develop a sense of safety and security so that your child is happy in nursery
2. To ensure that your child is aware of the play opportunities that are available
3. To help your child become familiar with the basic routines of the playroom
4. To assist your child to develop the qualities of socialising, sharing and giving consideration to others.

## Meals

Children who attend Hilltop Nursery School on a full time basis stay in the establishment for lunch and are supported during this time by our Child Care Strategy team. Glasgow City Council is committed to the long term aim of improving the health of its citizens. In 2003, the Scottish Executive published a report prepared by an expert panel on school meals entitled **Hungry for Success**. This document provides nutritional guidelines and standards for school meal providers throughout Scotland. Glasgow City Council is responding positively to the these recommendations by addressing the educational and dietary needs of Glasgow's school children and young people through a range of healthy eating initiatives.



**Cordia** are responsible for the management and operation of all school catering services. The department provides Glasgow's school population - both primary and secondary.

To find out more about healthy eating initiatives in Glasgow schools please visit the Glasgow City Council website and search the following links:

[Glasgow's Big Breakfast](#)

[Fruit Plus](#)

[Fuel Zone](#)

[Glasgow's Refresh - water in schools](#)

Fuel Zone provides a healthy lunch. There is a wide range of meals on offer and children can enjoy eating them in the attractively decorated Fuel Zone area.

With a different menu every day children have a well balanced diet throughout the week. The pick-n-mix selection allows children to choose from as many healthy snacks as they like as well as having their main meal. There is a wide selection on offer and children can pick from fruit, vegetables, soup, milk, bread and yoghurts. No matter what they choose, you can be sure it's healthy.

### **Can you apply for free meals?**

Parents/Guardians who are in receipt of Child Benefit and one of the following benefits can apply for free school meals for their child/children:

Income Support

Jobseekers Allowance (Income Based only)

Child Tax Credit only (with an annual household income of less than £15,860 and no Working Tax Credit)

Employment and Support Allowance (Income Based)

The Head of Establishment will need to sign the application form to confirm that the child has a full time place.



### **Snacks and the promotion of healthy eating**



Children have a snack every day with the emphasis on healthy eating. We also provide a selection of fruits of the season. Children have a choice of a drink, either milk or water. We are affiliated with the national "Smile Too" tooth brushing campaign. All staff are trained in instructing children how to brush correctly and maintain good oral hygiene. All children are provided with a toothbrush and are encouraged to brush their teeth once a day while in the nursery school.



We operate a strict infection control policy in the nursery and staff are vigilant in ensuring, for example, good hand-washing practise before snack or meals. Please see our infection control policy for further detail.

### **No Smoking Policy**

The nursery operates a 'No Smoking Policy'

### **Secured Entry System**

The safety of all children attending the nursery is paramount. Therefore, parents also have a responsibility for ensuring all doors are closed behind them. Doors will be open for parents and children arriving for both sessions. The Head of Establishment or another staff member will be present at the door for "meet and greet". Out with these times, parents/carers and other visitors will need to buzz to the office. Please look clearly into the camera and identify yourself when using the secure entry system.

There are panic buttons in all playrooms for safety purposes.

### **Students**

Each year we provide a number of work experience placements for pupils from local secondary schools. We are also involved in the training of teaching, child development and nursing students throughout the year. Our students are of great value to the centre and children enjoy the variety of experiences that they offer.

### **Admissions Policy:**

**Glasgow City Council is committed to the delivery of high quality education and childcare; and to ensuring that those in greatest need are supported through the fair and transparent allocation of early year's places.**



All children are admitted to Glasgow City Council nurseries in accordance with the Admissions Policy.

Only children in their pre-school year (4 year olds) and ante pre-school year (eligible 3 year olds) are guaranteed a free, term-time, part-time place (up to 3 hours per day) within a Glasgow City Council or partnership nursery. Due to a high level of demand for some nurseries, this may not always be in the establishment of the parent's or carer's first choice.

Within Glasgow City Council some establishments are able to offer a limited number of extended or full time places, for example to support parents or carers who are attempting to play a part in the economic regeneration of the city, through work, training or further education. Some establishments are also able to offer places for children under 3 years old. Further guidance can be obtained from Heads of establishments on the range of services available.

Full-time places are defined as more than one part-time session each day or more than five part-time sessions each week. Part-time places for 3 and 4 year olds are normally offered as 5 mornings or 5 afternoons, term-time.

Full-time places and places for children under 3 years old are limited. A "weighting" system to support the allocation of full-time places has been developed. The weighting system is also used to prioritise the allocation of **all** places for children under 3 years old **and** in circumstances where the demand for preschool education places exceeds availability within a particular nursery.

**All placements are allocated by Contact, through the Local Area Admissions Panels on behalf of Glasgow City Council and are based on the needs of the child and the family.**

- Full-time places will be reviewed at least twice each year. There is no guarantee that full time placements will continue to be offered after review if circumstances have changed.
- Emergency placements will be made initially for a maximum of 12 weeks. There is no guarantee that any place allocated on an emergency basis will be continued beyond this period.
- Government funding is available to support the provision of free, part-time, term-time nursery places for children aged 4 years old, eligible 3 year olds\* and some deferred entrants to primary school. You should be aware however that charges may apply for any nursery provision in excess of a part-time place or for nursery provision for children under 3 years old. You will be provided with support to access any Working Tax Credits to which you may be entitled to offset the cost of additional childcare hours.

*\*Children aged 3 years old become eligible for free, part-time, term-time nursery provision from the start of the term following their third birthday.*

The charges for nursery provision will vary according to family circumstances and some families will be exempt from charging or entitled to a reduced fee level. The Head of Establishment can provide more information on the criteria for exemption or reduction. Charges will be payable four weekly in advance.

You will be expected to pay for any additional hours of childcare your child is allocated, whether or not they are used. (i.e. A family allocated 9am - 5pm will be expected to pay for the full number of hours even if they choose to collect their child at 4pm).

Information and "frequently asked questions" regarding the admissions and charging policy can be found on the Glasgow City Council website.

**Length of year including details of holidays:**

**Academic Session 2013/2014**

<u>August:</u>	In-service Day	Monday 12 August 2013 Tuesday 13 August 2013 Wednesday 14 August 2013
	Pupils Return	
<u>September:</u>	In-Service September Weekend	Thursday 26 September 2013 Friday 27 to Monday 30 September 2013
<u>October:</u>	First Mid-Term	Monday 14 to Friday 18 October
<u>December:</u>	Christmas/New Year	Monday 23 December 2011 to Friday 3 <sup>rd</sup> January 2014 (inclusive)



**Academic Session 2014/2015**

<u>January</u>	Return to nursery	Monday 6 <sup>th</sup> January 2014
<u>February</u>	Holiday	Monday 10 <sup>th</sup> February and Tuesday 11 <sup>th</sup> February 2014
	In-Service	Wednesday 12 <sup>th</sup> February 2014
<u>April</u>	Holiday	Monday 7 April to Monday 21 April 2014 (inclusive)
<u>May</u>	Holiday	Monday 5 May 2014
	Holiday	Friday 23 and Monday 26 May 2014
<u>June</u>	In-Service	Thursday 5 June 2014

**School closes on Wednesday 25<sup>th</sup> June 2014 at 2.30pm and re-opens Wednesday 13<sup>th</sup> August 2014 for pupils.**

**Age range of children in the establishment:** The nursery school caters for children between the ages of 3-5 years at present.

**Numbers of children at each daily session and patterns of attendance**

The nursery school can accommodate up to one hundred children at each part-time session. At present the nursery is running to capacity.

Part time sessions are 8.30-11.30 a.m.  
1pm- 4pm

Full time hours are allocated according to need.

Children are allocated a part-time session over five days, either morning or afternoon. Full-time places are available. Please speak to the Head Teacher who will be happy to help.

### **Suitable Clothing**

Children have the best fun when they are engaging in messy play. We will always try to make sure they wear aprons but accidents happen, so please dress your child in suitable clothes. Please, also make sure that your child has suitable outdoor clothing in case outdoor play or a trip is planned. If you are going somewhere special after nursery, please ask a staff member and we will help. We also have access to the primary school gym to develop your child's health and wellbeing. Therefore a pair of shorts and plimsolls would be appropriate. Each child is given a shoe bag with their name on it to keep shoes in.



### **Enrolment procedures**

Parents should enrol their child for nursery on a date following their second birthday. Children become eligible for a place in a Glasgow City Council Nursery immediately following their third birthday.

### **Attendance**

Children are offered a five-day session either morning or afternoon. It is important that children attend the nursery on a regular basis in order that the child can access the full curriculum.

### **Accessibility Strategy**

The school has a duty to ensure that all our pupils have equal access to the curriculum, supported as appropriate to their individual needs. This covers not only the content of lessons and teaching strategies but also minor adaptations to the physical environment of our building to address the needs of pupils with physical or sensory impairments, including the relocation of classes to the ground floor where feasible. We also need to ensure that parents who have a disability have equal access to information about their children. This could involve, for example, relocating the venue for parents meetings to facilitate physical access at parents evenings or individual interviews; provision of an interpreter for the deaf; agreeing a telephone contact system to provide direct feedback to parents.

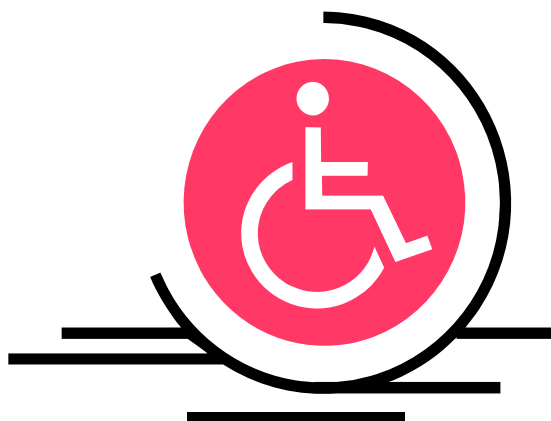
### **Physical access:**

The nursery has no lift access but arrangements can be made with the primary school for disability access.

Communication: Profile of parents meetings and the reasonable adjustments at school level to ensure equal access to information to any parent who as a consequence of their disability cannot access the building.

Curriculum: Profile of curriculum content and the pro-active approaches taken at school level to address appropriate adaptations.

Staff Development: Staff members have been involved in inset courses in order that they are fully briefed on issues (e.g. Disability Awareness Pack/ Supporting Inclusion Documentation).



### Arrival and collection of children

As identified within the enrolment form. It is expected that a responsible adult will bring a child to and from the nursery. In the interests of your child's safety, you should make a point of telling the Head of Establishment or staff members if someone other than the people identified in your return form is going to collect your child. This will be recorded in the playroom diary. This avoids difficult situations when a child cannot be allowed to leave with an adult who is a stranger to the staff.

It is important to the smooth running of the establishment, that your child be collected at the correct time. Children can become quite anxious if other children have been collected and they feel 'left behind'. If you are going to be late, you must endeavour to contact the nursery in order that your child can be re-assured by staff.



### Personal Belongings

Sometime children like to bring something special or new to nursery for their friends to see. However parents should ensure that valuable items are not left at nursery, particularly as the authority has no insurance to cover the loss of such personal items. Claims submitted are likely to be met only where the authority can be shown to have been negligent.

### Excursions and Consent forms

When outings or excursions for children are planned, the Head of Establishment or a member of staff will advise you in advance. You will be asked to complete consent forms, which give your permission for your child's participation. Please note that children cannot take part in outings unless completed consent forms have been submitted by their parent/guardian.

### Transport

Transport is not normally provided for children attending pre-five establishments. The Council may, however, provide transport to and from nursery for children with additional support needs who may require to travel some distance to take up their placement. A few establishments have their own transport but this is exceptional and generally parents should make their own travel arrangements



### Emergency closure arrangements

The nursery will be opened on the times already outlined, but on some occasions, circumstances arise which mean the nursery has to close. Establishments may be affected by, for example, severe weather, transport problems, power failures or difficulties with fuel supplies, If this happens, we will do all we can to let you know about the details of closure and re-opening.

We may be in touch by telephone, notices in local shops and community centres, announcements in local churches, in the press and on local radio.

### Emergency Contacts

Parents whose children are in the nursery are asked where possible to provide the establishment with the names, addresses and telephone numbers of two contact persons for use in the case of an emergency. **You are also asked to keep the nursery up-to-date with any changes in this information.**



## Section Three: Medical Information

### Medication

If your child is in need of medication during his/her time at nursery you should discuss his/her requirements with the head of the nursery.

Prescribed drugs will be given at the discretion of the Head of Establishment and you will need to fill in a form, which authorises nursery staff to administer the drugs to your child. The Head of Establishment will give you the necessary form to complete.

If your child has an allergy you must make this known to the nursery staff. Please also advise of any medication which may need to be administered or foods/situations which need to be avoided.

If your child suffers from asthma, you must tell the head of the nursery if there are any activities or specific circumstances, which are likely to bring on an attack. You will be asked to provide this information in the enrolment form.

If your child suffers from epileptic attacks you must tell the head of the nursery what emergency treatment to give.

### If your child becomes ill

The establishment would welcome a telephone call if your child was not able to attend nursery on a particular day. If we do not receive notification within two days of absence a member of the management team will contact you to ensure that all is well and to offer support where required.

If your child becomes ill while at nursery the head of establishment or designated staff member, will contact you or your representative to come and collect your child. We would ask that you do not send your child to nursery if you know that they are suffering from any ailment, as this can make them feel miserable and can sometimes spread amongst the children and staff.

Our infection control policies have strict guidelines on exclusion periods for a variety of illnesses. Please speak to staff if you would like a copy of these exclusion periods.



### Minor accidents and upsets

The care and welfare of your child is of paramount importance to staff. However, minor accidents and upsets can occur. Where this is not seen as a serious incident, you will not be contacted prior to collecting your child. We will however record it in the daily incident report book, talk to you about it when you arrive and ask you to sign the report to confirm that you have been consulted.

### Visits to the establishment by Dental staff

The dental hygienist and dentist visit the nursery on an annual basis to promote dental hygiene and care. You will be notified through the nursery newsletter prior to any visit taking place.

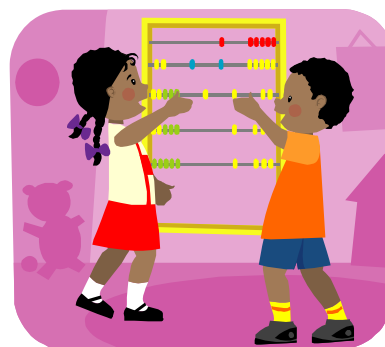


### Section Four: The Nursery Curriculum

At Hilltop Nursery we believe that the vital contribution of pre-school education lies in developing and broadening the range of learning experiences which leaves children confident, eager and enthusiastic learners and lays the foundation for the future learning experience. Each child has the right to an educational experience of the highest quality and therefore we base the learning experiences for your child on the following principles;

- ❖ Best interests of children
- ❖ Central importance of relationships
- ❖ The need for all children to feel included
- ❖ An understanding of the ways in which children learn

We place the child at the centre of their learning and at Hilltop Nursery, children are active participants in planning, assessing and identifying their own next steps in learning.



## What we do

We follow the Curriculum for Excellence framework (3-18) as set out by the Scottish Government. This curriculum enables children to meet the "four capacities" as set out in the framework and to become successful learners, confident individuals, responsible citizens and effective contributors. This ensures a smooth transition for your child between nursery to primary and primary to secondary. There are now eight areas of the curriculum with a set of "experiences and outcomes" for each area. These areas include English & Literacy, Mathematics, Science, Technology, Expressive Arts, Religious & Moral Education, Health & Wellbeing and Social Studies. Please visit our display areas to find out more information about Curriculum for Excellence at Hilltop Nursery School and to view our planning.

## Learning Resources and Cross-Curricular Learning:

Although it may appear to the casual observer that children in the nursery are merely "playing", staff carefully select appropriate resources and set the rooms up with a variety of contexts to support learning in all of the 8 curricular areas of Curriculum for Excellence and to develop the children's interests. The key is to create situations where "interdisciplinary" learning is possible. This means that, in the book area for example, your child can access all or most curricular areas, not just literacy. Inter-disciplinary, or "cross-curricular" learning opportunities are embedded throughout the Nursery.

Our "sparkle room" supports children's learning in technology through use of the interactive smart board where they can use technology to learn about all of the curricular areas. For example, children can learn about the life-cycle of a butterfly through accessing the internet, they can "read" and listen to stories online, their fine motor control can be developed through interactive jigsaws using the mouse or they may choose to bring in a favourite DVD from home (in our world of new age technology, these are now considered as "texts"!).

The recently created "Science lab" with its variety of posters, reading material, scientific resources, work bench and lab coats, supports children's learning in Science, Technology, Literacy, Maths and more.

Our outdoor play areas, visits outdoors and visiting specialists are all resources which we use regularly to develop the children's learning in contexts other than the playrooms. Curriculum for Excellence is all about "active learning" - in other words, bringing learning to life.

The children's playrooms are set up with a wide variety of interactive resources where children can self-select and follow their own interests. They can experiment and discover with all kinds of real materials - sand, water, paints, construction, jigsaws and items to sort and classify. They will develop new skills, make friends and share experiences.

We have a wide range of books, toys, games, computer/computer software and physical equipment. The staff intervene sensitively in children's play to develop their learning both through structured planned activities and while involved in self select activities. Emphasis is placed on language



development and developing literacy skills through stories, writing experiences, talking and listening with staff and friends and through a huge variety of further opportunities for learning throughout the room.

## Curricular Areas:

### HEALTH & WELLBEING

Children in early years settings need to learn to cope with people and settings out with the family. In doing so, they require to become increasingly independent and able to form positive social relationships, particularly with other children. This is a significant step for very young children. It is assisted where there are secure, warm and caring relationships, where praise is given appropriately and where a sense of humour is encouraged. Feeling safe, confident and good about themselves is necessary in its own right. It is also necessary if children are to learn effectively.

Through the health and wellbeing curriculum, children will be encouraged to

make considered decisions about their personal health and

wellbeing. Staff will enable children to follow routines

regarding tooth-brushing, hand-washing, good personal hygiene

and exercise, for example. Children will be exposed to a variety of healthy

food-stuffs in the nursery to encourage them to make healthy decisions

about food in their life out with the nursery environment.



The "Health and Wellbeing" outcomes and experiences from Curriculum for Excellence for the early stages (nursery - primary 1 approximately) are listed below:

#### Mental, emotional, social and physical wellbeing

- I am aware of and able to express my feelings and am developing the ability to talk about them. **HWB 0-01a**
- I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. **HWB 0-02a**
- I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances. **HWB 0-03a**
- I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. **HWB 0-04a**
- I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships I care and show respect for myself and others. **HWB 0-05a**
- I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available. **HWB 0-06a**

- I am learning skill and strategies which will support me in challenging times, particularly in relation to change and loss. **HWB 0-07a**
- I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. **HWB 0-08a**
- As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. **HWB 0-09a**
- I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. **HWB 0-10a**
- I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. **HWB 0-11a**
- Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. **HWB 0-12a**
- Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. **HWB 0-13a**
- I value the opportunities I am given to make friends and be part of a group in a range of situations. **HWB 0-14a**
- I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. **HWB 0-15a**
- I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. **HWB 0-16a**
- I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations. **HWB 0-17a**
- I know and can demonstrate how to travel safely. **HWB 0-18a**

#### Planning for choices and changes

- In everyday activity and play I explore and make choices to develop my learning and interests. I am encouraged to use and share my experiences. **HWB 0-19a**
- I can describe some of the kinds of work that people do and I am finding out about the wider world of work. **HWB 0-20a**

#### Physical education, physical activity and sport

- I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space **HWB 0-21a**
- I am developing my movement skills through practice and energetic play. **HWB 0-22a**
- I am aware of my own and others' needs and feelings especially when taking turns and sharing resources. I recognise the need to follow rules. **HWB 0-23a**
- By exploring and observing movement, I can describe what I have learned about it. **HWB 0-24a**

- I am enjoying daily opportunities to participate in different kinds of energetic play, both outdoors and indoors. **HWB 0-25a**

- I know that being active is a healthy way to be. **HWB 0-27a**

- I can describe how I feel after taking part in energetic activities and I am becoming aware of some of the changes that take place in my body. **HWB 0-28a**



### Food and health

- I enjoy eating a diversity of foods in a range of social situations. **HWB 0-29a**
- Together we enjoy handling, tasting, talking and learning about different foods, discovering ways in which eating and drinking may help us to grow and keep healthy. **HWB 0-30a**
- I know that people need different kinds of food to keep them healthy. **HWB 0-32a**
- I am becoming aware of how cleanliness, hygiene and safety can affect health and wellbeing and I apply this knowledge in my everyday routines such as taking care of my teeth. **HWB 0-33a**
- I explore and discover where foods come from as I choose, prepare and taste different foods. **HWB 0-35a**

### Substance misuse

- I understand there are things I should not touch or eat and how to keep myself safe, and I am learning what is meant by medicines and harmful substances. **HWB 0-38a**
- I can show ways of getting help in unsafe situations and emergencies. **HWB 0-42a**

### Relationships, sexual health and parenthood

- I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships. **HWB 0-44a**
- I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to. **HWB 0-44b**
- I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults. **HWB 0-45a**
- I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. **HWB 0-45b**
- I recognise that we have similarities and differences but are all unique. **HWB 0-47a**
- I am aware of my growing body and I am learning the correct names for its different parts and how they work. **HWB 0-47b**
- I am learning what I can do to look after my body and who can help me. **HWB 0-48a**



- I am learning about respect for my body and what behaviour is right and wrong. I know who I should talk to if I am worried about this. **HWB 0-49a**
- I am learning about where living things come from and about how they grow, develop and are nurtured. **HWB 0-50a**
- I am able to show an awareness of the tasks required to look after a baby. **HWB 0-51a**

## LITERACY & ENGLISH

Language and literacy are of personal, social and economic importance. Our ability to use language lies at the centre of the development and expression of our emotions, our thinking, our learning and our sense of personal identity.

Language is itself a key aspect of our culture. Through language, children and young people can gain access to the literary heritage of humanity and develop their appreciation of the richness and breadth of Scotland's literary heritage.

Children encounter, enjoy and learn from the diversity of language used in their homes, their communities, by the media and by their peers.

Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum.

Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and work, and contributes strongly to the development of all four capacities of Curriculum for Excellence.

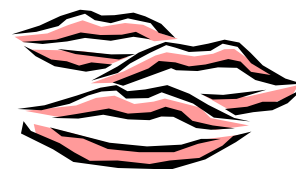
The Literacy and English framework promotes the development of critical and creative thinking as well as competence in listening and talking, reading, writing and the personal, interpersonal and team-working skills which are so important in life and in the world of work. The framework provides, for learners, parents and teachers, broad descriptions of the range of learning opportunities which will contribute to the development of literacy, including critical literacy, creativity, and knowledge and appreciation of literature and culture.

Within Hilltop Nursery, literacy is promoted throughout. Children's various experiences of languages are celebrated through a variety of multi-cultural and dual-language resources and opportunities to read, write, talk and listen are available everywhere.



### Listening and talking

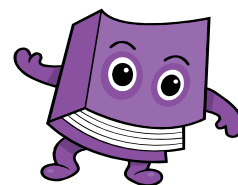
- I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn. **LIT 0-01a/ LIT0-11a/ LIT0-20a**
- I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. **LIT 0-01b/ LIT0-11b**
- I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. **LIT 0-01c**
- As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen. **LIT 0-02a / ENG 0-03a**



- I listen or watch for useful or interesting information and I use this to make choices or learn new things. **LIT 0-04a**
- To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. **LIT 0-07a / lit 0-16a /ENG 0-17a**
- Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. **LIT 0-09a**
- I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways. **LIT 0-09b / LIT 0-31a**
- As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings. **LIT 0-10a**

### Reading

- I enjoy exploring and playing with the patterns and sounds of language and can use what I learn. **LIT 0-01a / LIT 0-11a / LIT 0-20a**
- I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. **LIT 0-01b / LIT 0 -11b**
- I explore sounds, letters and words, discovering how they work together and I can use what I learn to help me as I read and write. **Eng 0-12a / lit 0-13a/ LIT0-21a**
- I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things. **Lit 0-14a**
- To help me understand stories and other texts, I ask question and link what I am learning with what I already know. **LIT 0-07a / LIT0-16a / ENG 0-17a**
- I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. **LIT 0-19a**



### Writing

- I enjoy exploring and playing with the patterns and sounds of language and can use what I learn. **LIT 0-01a / LIT 0-11a / LIT0-20a**
- I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read or write. **ENG 0-12a / LIT0-13a /LIT 0-21a**
- As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information. **LIT 0-21b**
- Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. **LIT 0-26a**
- I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways. **LIT 0-09b/lit 0-31a**



## MATHEMATICS

Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

Mathematics plays an important role in areas such as science or technologies, and is vital to research and development in fields such as engineering, computing science, medicine and finance. Learning mathematics gives children access to the wider curriculum and the opportunity to pursue further studies and interests.

Because mathematics is rich and stimulating, it engages and fascinates learners of all ages, interests and abilities. Learning mathematics develops logical reasoning, analysis, problem-solving skills, creativity and the ability to think in abstract ways. It uses a universal language of numbers and symbols which allows us to communicate ideas in a concise, unambiguous and rigorous way.

To face the challenges of the 21st century, each young person needs to have confidence in using mathematical skills, and Scotland needs both specialist mathematicians and a highly numerate population.

*Building the Curriculum 1*



Mathematics equips us with many of the skills required for life, learning and work. Understanding the part that mathematics plays in almost all aspects of life is crucial. This reinforces the need for mathematics to play an integral part in lifelong learning and be appreciated for the richness it brings.

Mathematics is embedded in the curriculum at Hilltop Nursery and opportunities to explore, investigate and problem solve with mathematics are available throughout the nursery.



### Number, money and measure

- I am developing a sense of size and amount by observing, exploring, using and communicating with others about things in the world around me. [MNU 0-01a](#)
- I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order. . [MNU 0-02a](#)
- I use practical materials and can 'count on and back' to help me to understand addition and subtraction, recording my ideas and solutions in different ways. . [MNU 0-03a](#)
- I can share out a group of items by making smaller groups and can split a whole object into smaller parts. . [MNU 0-07a](#)
- I am developing my awareness of how money is used and can recognise and use a range of coins. . [MNU 0-09a](#)

- I am aware of how routines and events in my world link with times and seasons, and have explored ways to record and display these using clocks, calendars and other methods. . [MNU 0-10a](#)
- I have experimented with everyday items as units of measure to investigate and compare sizes and amounts in my environment, sharing my findings with others. . [MNU 0-11a](#)
- I have spotted and explored patterns in my own and the wider environment and can copy and continue these and create my own patterns. [MHT0-13a](#)

### Shape, position and movement

- I enjoy investigating objects and shapes and can sort, describe and be creative with them. [MHT 0-16a](#)
- In movement, games, and in using technology I can use simple directions and describe positions. [MHT 0-17a](#)
- I have had fun creating a range of symmetrical pictures and patterns using a range of media. [MHT 0-19a](#)

### Information handling

- I can collect objects and ask questions to gather information, organising and displaying my findings in different ways. [MNU 0-20a](#)
- I can match objects, and sort using my own and others' criteria, sharing my ideas with others. [MNU 0-20b](#)

## SCIENCES

Science is an important part of our heritage and we use its applications every day in our lives at work, at leisure and in the home. Science and the application of science are central to our economic future and to our health and wellbeing as individuals and as a society. Scotland has a long tradition of scientific discovery, of innovation in the application of scientific discovery, and of the application of science in the protection and enhancement of the natural and built environment. Children are fascinated by new discoveries and technologies and become increasingly aware of, and passionate about, the impact of science on their own health and wellbeing, the health of society and the health of the environment.

Through learning in the sciences, children and young people develop their interest in, and understanding of, the living, material and physical world. They engage in a wide range of collaborative investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy.

Children at Hilltop experience Science in a number of areas throughout the nursery. They can investigate and explore the world around them outdoors, experiment in the "Science Lab" and problem solve through the use of natural materials such as sand and water.

**What are the main purposes of learning in the sciences?**



Children participating in the experiences and outcomes in the sciences will:

- develop a curiosity and understanding of their environment and their place in the living, material and physical world
- demonstrate a secure knowledge and understanding of the big ideas and concepts of the sciences
- develop skills for learning, life and work
- develop skills of scientific inquiry and investigation using practical techniques
- develop skills in the accurate use of scientific language, formulae and equations
- recognise the role of creativity and inventiveness in the development of the sciences
- apply safety measures and take necessary actions to control risk and hazards
- recognise the impact the sciences make on their lives, the lives of others, the environment and on society
- develop an understanding of the Earth's resources and the need for responsible use of them
- express opinions and make decisions on social, moral, ethical, economic and environmental issues based upon sound understanding
- develop as scientifically literate citizens with a lifelong interest in the sciences
- establish the foundation for more advanced learning and, for some, future careers in the sciences and the technologies.



#### Planet Earth

- I have observed living things in the environment over time and am becoming aware of how they depend on each other. **SCN 0-01a**
- I have helped to grow plants and can name their basic parts. I can talk about how they grow and what I need to do to look after them. **SCN 0-03a**
- I have experienced, used and described a wide range of toys and common appliances. I can say 'what makes it go' and say what they do when they work. **SCN 0-04a**
- By investigating how water can change from one form to another, I can relate my findings to everyday experiences. **SCN 0-05a**
- I have experienced the wonder of looking at the vastness of the sky, and can recognise the sun, moon and stars and link them to daily patterns of life. **SCN 0-06a**

#### Forces, electricity and waves

- Through everyday experiences and play with a variety of toys and other objects, I can recognise simple types of forces and describe their effects. **SCN 0-07a**
- I know how to stay safe when using electricity. I have helped to make a display to show the importance of electricity in our daily lives. **SCN 0-09a**
- Through play, I have explored a variety of ways of making sounds. **SCN 0-11a**



#### Biological systems

- I am aware of my growing body and I am learning the correct names for its different parts and how they work. **HWB 0-47b**
- I can identify my senses and use them to explore the world around me. **SCN 0-12a**
- I recognise that we have similarities and differences but are all unique. **HWB 0-47a**

### Materials

- Through creative play, I explore different materials and can share my reasoning for selecting materials for different purposes. **SCN 0-15a**
- I can talk about science stories to develop my understanding of science and the world around me. **SCN 0-20a**

I can use the signs and charts around me for information, helping me plan and make choices and decisions in my daily life. **MNU 0-20c**

## SOCIAL STUDIES

### What will learning in social studies enable children and young people to do?

Through social studies, children develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and of how it has been shaped. As they mature, children and young people's experiences will be broadened using Scottish, British, European and wider contexts for learning, while maintaining a focus on the historical, social, geographic, economic and political changes that have shaped Scotland. Children and young people learn about human achievements and about how to make sense of changes in society, of conflicts and of environmental issues. With greater understanding comes the opportunity and ability to influence events by exercising informed and responsible citizenship.

Children and young people as they participate in experiences and outcomes in social studies will:

- develop their understanding of the history, heritage and culture of Scotland, and an appreciation of their local and national heritage within the world
- broaden their understanding of the world by learning about human activities and achievements in the past and present
- develop their understanding of their own values, beliefs and cultures and those of others
- develop an understanding of the principles of democracy and citizenship through experience of critical and independent thinking
- explore and evaluate different types of sources and evidence
- learn how to locate, explore and link periods, people and events in time and place

- learn how to locate, explore and link features and places locally and further afield
- engage in activities which encourage enterprising attitudes
- develop an understanding of concepts that encourage enterprise and influence business
- establish firm foundations for lifelong learning and for further specialised study and careers.

### People, past events and societies

- I am aware that different types of evidence can help me to find out about the past. **SOC 0-01a**
- I can make a personal link to the past by exploring items or images connected with important individuals or special events in my life. **SOC 0-02a**
- I have explored how people lived in the past and have used imaginative play to show how their lives were different from my own and the people around me. **SOC 0-04a**

### People, place and environment

- I explore and discover the interesting features of my local environment to develop an awareness of the world around me. **SOC 0-07a**
- I explore and appreciate the wonder of nature within different environments and have played a part in caring for the environment. **SOC 0-08a**
- I explore and discover where foods come from as I choose, prepare and taste different foods. **HWB 0-35a**
- I have experimented with imaginative ways such as modelling and drawing, to represent the world around me, the journeys I make and the different ways I can travel. **SOC 0-09a**
- While learning outdoors in differing weathers, I have described and recorded the weather, its effects and how it makes me feel and can relate my recordings to the seasons. **SOC 0-12a**



### People in society, economy and business

- I am aware that different types of evidence can help me to find out about the world around me. **SOC 0-15a**
- By exploring my local community, I have discovered the different roles people play and how they can help. **SOC 0-16a**
- I make decisions and take responsibility in my everyday experiences and play, showing consideration for others. **SOC 0-17a**
- Within my everyday experiences and play, I make choices about where I work, how I work and who I work with. **SOC 0-18a**

In real-life settings and imaginary play, I explore how local shops and services provide us with what we need in our daily lives. **SOC 0-20a**

## TECHNOLOGIES



### What does learning in the technologies enable children and young people to do?

Technology - the application of knowledge and skills to extend human capabilities and to help satisfy human needs and wants - has had profound effects on society.

Scotland has a strong tradition of excellence and innovation in technological research. This is especially true in areas such as engineering, electronics, optoelectronics, biomedical research, genomics and cell engineering. Scotland's people need to be skilled in technologies and to be aware of the impact of technologies on society and the environment, now and in the future. Learning in the technologies provides a strong foundation for the development of skills and knowledge which are, and will continue to be, essential in maintaining Scotland's economic prosperity.

Within Curriculum for Excellence, the technologies curriculum area relates particularly to contexts that provide scope for developing technological skills, knowledge, understanding and attributes through creative, practical and work-related activities. For this reason, the framework provides experiences and outcomes which can be applied in business, computing science, food, textiles, craft, design, engineering, graphics and applied technologies. These experiences and outcomes offer a rich context for the development of all of the four capacities and for developing the life skills that are recognised as being important for success in the world of work. They also offer an excellent platform for a range of technology-related careers.

The technologies framework offers challenging activities which involve research, problem solving, exploration of new and unfamiliar concepts, skills and materials, and the rewarding learning which often results from creating products which have real applications. It provides progression in cognitive skills. Children will develop their creativity and entrepreneurial skills and be encouraged to become innovative and critical designers of the future. These attributes are essential if, in the future, our children and young people are to play a major part in the global economy and embrace technological developments in the 21st century. At Hilltop Nursery, children learn about technology through the use of a variety of different resources such as computers and associated software, the interactive "smartboard", programmable and remote control toys, cameras, video-cameras and a variety of other technology. Learning how to use of this technology is not an end in itself but rather enables the children to make use of these resources to develop their learning in a variety of other areas.



### What are the main purposes of learning in the technologies?

Learning in the technologies enables children to be informed, skilled, thoughtful, adaptable and enterprising citizens, and to:

- develop understanding of the role and impact of technologies in changing and influencing societies
- contribute to building a better world by taking responsible ethical actions to improve their lives, the lives of others and the environment
- gain the skills and confidence to embrace and use technologies now and in the future, at home, at work and in the wider community
- become informed consumers and producers who have an appreciation of the merits and impacts of products and services
- be capable of making reasoned choices relating to the environment, to sustainable development and to ethical, economic and cultural issues
- broaden their understanding of the role that information and communications technology (ICT) has in Scotland and in the global community
- broaden their understanding of the applications and concepts behind technological thinking, including the nature of engineering and the links between the technologies and the sciences
- experience work-related learning, establish firm foundations for lifelong learning and, for some, for specialised study and a diverse range of careers.

#### Technological developments in society

- I enjoy playing with and exploring technologies to discover what they can do and how they can help us. [TCH 0-01a](#)
- Within and beyond my place of learning, I can reduce, re-use and recycle resources I use, to help care for the environment. [TCH 0-02a](#)

#### ICT to enhance learning

- I explore software and use what I learn to solve problems and present my ideas, thoughts, or information. [TCH 0-03a](#)
- I enjoy exploring and using technologies to communicate with others within and beyond my place of learning. [TCH 0-04a](#)
- I enjoy taking photographs or recording sound and images to represent my experiences and the world around me. [TCH 0-04b](#)

#### Computing science contexts for developing technological skills and concepts

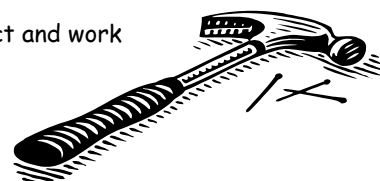
- I am developing problem solving strategies, navigation and co-ordination skills, as I play and learn with electronic games, remote control or programmable toys. [TCH 0-09a](#)

#### Food and textiles contexts for developing technological skills and knowledge

- Together we enjoy handling, tasting, talking and learning about different foods, discovering ways in which eating and drinking may help us to grow and keep healthy. **HWB 0-30a**
- I explore and discover where foods come from as I choose, prepare and taste different foods. **HWB 0-35a**
- Throughout my learning, I share my thoughts with others to help further develop ideas and solve problems. **TCH 0-11a**

#### Craft, design, engineering and graphics contexts for developing technological skills and knowledge

- Within real and imaginary settings, I am developing my practical skills as I select and work with a range of materials, tools and software. **TCH 0-12a**
- Through discovery, natural curiosity and imagination, I explore ways to construct models or solve problems. **TCH 0-14a**
- Throughout my learning, I explore and discover different ways of representing my ideas in imaginative ways. **TCH 0-15a**



## EXPRESSIVE ARTS



### What can learning in the expressive arts achieve for children and young people?

The inspiration and power of the arts play a vital role in enabling our children to enhance their creative talent and develop their artistic skills.

By engaging in experiences within the expressive arts, children will recognise and represent feelings and emotions, both their own and those of others. The expressive arts play a central role in shaping our sense of our personal, social and cultural identity. Learning in the expressive arts also plays an important role in supporting children and young people to recognise and value the variety and vitality of culture locally, nationally and globally.

Learning in, through and about the expressive arts enables children to:

- be creative and express themselves in different ways
- experience enjoyment and contribute to other people's enjoyment through creative and expressive performance and presentation
- develop important skills, both those specific to the expressive arts and those which are transferable
- develop an appreciation of aesthetic and cultural values, identities and ideas and, for some, prepare for advanced learning and future careers by building foundations for excellence in the expressive arts.

*Building the Curriculum 1 [amended]*

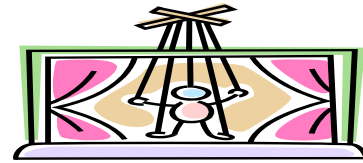
The expressive arts are rich and stimulating, with the capacity to engage and fascinate learners of all ages, interests and levels of skill and achievement. Expressive arts are interwoven into our daily routine at Hilltop Nursery with regular opportunities for children to



engage in singing, listening to music, exploring musical instruments, role-playing within a number of contexts using costumes, puppets and props and self-selecting from a wide variety of creative and artistic materials.

### Participation in performances and presentations

- I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances. **EXA 0-1a**



### Art and design

- I have the freedom to discover and choose ways to create images and objects using a variety of materials. **EXA 0-02a**
- I can create a range of visual information through observing and recording from my experiences across the curriculum. **EXA 0-04a**
- Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. **EXA 0-05a**
- Working on my own and with others, I use my curiosity and imagination to solve design problems. **EXA 0-06a**
- I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. **EXA 0-07a**

### Dance

- I have the opportunity and freedom to choose and explore ways that I can move rhythmically, expressively and playfully. **EXA 0-08a**
- Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through creative work in dance. **EXA 0-09a**
- I have opportunities to enjoy taking part in dance experiences. **EXA 0-010a**
- I can respond to the experience or dance by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. **EXA 0-11a**



### Drama

- I have the freedom to choose and explore how I can use my voice, movement, and expression in role play and drama. **EXA 0-12a**
- Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. **EXA 0-13a**

- I use drama to explore real and imaginary situations, helping me to understand my world. **EXA 0-14a**
- I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. **EXA 0-15a**

### Music

- I enjoy singing and playing along to music of different styles and cultures. **EXA 0-16a**
- I have the freedom to use my voice, musical instruments and music technology to discover and enjoy playing with sound and rhythm. **EXA 0-17a**
- Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities. **EXA 0-18a**
- I can respond to music by describing my thoughts and feelings about my own and others' work. **EXA 0-19a**



## RELIGIOUS AND MORAL EDUCATION



**Why is religious and moral education important for all children?<sup>1</sup> What do children achieve through learning in religious and moral education?**

Scotland is a nation whose people hold a wide range of beliefs from the many branches of the Christian faith represented throughout the land to the world's other major religions and to beliefs which lie out with religious traditions. Such diversity enriches the Scottish nation and serves as an inspiring and thought-provoking background for our children and young people to develop their own beliefs and values.

Religious and moral education enables children and young people to explore the world's major religions and views which are independent of religious belief and to consider the challenges posed by these beliefs and values. It supports them in developing and reflecting upon their values and their capacity for moral judgement. Through developing awareness and appreciation of the value of each individual in a diverse society, religious and moral education engenders responsible attitudes to other people. This awareness and appreciation will assist in counteracting prejudice and intolerance as children consider issues such as sectarianism and discrimination more broadly.

Religious and moral education is a process where children and young people engage in a search for meaning, value and purpose in life. This involves both the exploration of beliefs and values and the study of how such beliefs and values are expressed.

*Building the Curriculum 1*

Children and young people must become aware that beliefs and values are fundamental to families and to the fabric of society in communities, local and global. There is an intrinsic value in learning about religion as well as learning from religion, as children develop their understanding of diversity in our society and their own roles in it. The skills of reflection and critical thinking and an enhanced understanding of the beliefs and values of others are all crucial in assisting in this process.

Learning through religious and moral education enables children to:

- recognise religion as an important expression of human experience
- learn about and from the beliefs, values, practices and traditions of Christianity and the world religions selected for study, other traditions, and viewpoints independent of religious belief
- explore and develop knowledge and understanding of religions, recognising the place of Christianity in the Scottish context
- investigate and understand the responses which religious and non-religious views can offer to questions about the nature and meaning of life
- recognise and understand religious diversity and the importance of religion in society
- develop respect for others and an understanding of beliefs and practices which are different from their own
- explore and establish values such as wisdom, justice, compassion and integrity and engage in the development of and reflection upon their own moral values
- develop their beliefs, attitudes, values and practices through reflection, discovery and critical evaluation
- develop the skills of reflection, discernment, critical thinking and deciding how to act when making moral decisions
- make a positive difference to the world by putting their beliefs and values into action
- establish a firm foundation for lifelong learning, further learning and adult life.



Religious and moral education is therefore an essential part of every child or young person's educational experience.



### Christianity

- As I explore Christian stories, images, music and poems, I am becoming familiar with some beliefs Christian people have about God and Jesus.  
**RME 0-01a**
- As I play and learn, I am developing my understanding of what is fair and



unfair and the importance of caring for, sharing and cooperating with others. **RME 0-02a**

- I am becoming aware of the importance of celebrations, festivals and customs in Christian people's lives. **RME 0-03a**

### World religions selected for study

- As I explore stories, images, music and poems, I am becoming familiar with the beliefs of the world religions I am learning about. **RME 0-04a**
- As I play and learn, I am developing my understanding of what is fair and unfair and the importance of caring for, sharing and cooperating with others. **RME 0-05a**
- I am becoming aware of the importance of celebrations, festivals and customs in religious people's lives. **RME 0-06a**



### Development of values and beliefs

- I am developing respect for others and my understanding of their beliefs and values. **RME 0-07a**
- As I play and learn, I am developing my understanding of what is fair and unfair and why caring and sharing are important. **RME 0-09a**

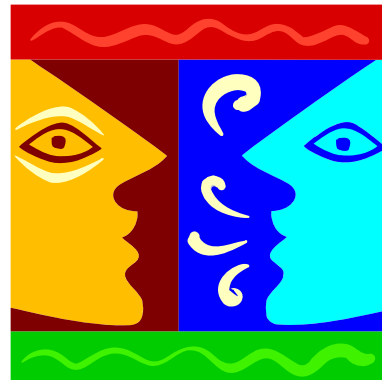


### Assessment and Reporting

Staff at Hilltop Nursery use a number of "Assessment is for Learning" strategies to assess your child's progress. Children are actively involved in planning and assessing their own learning and regularly undertake personal learning planning and planning using "learning trees". We encourage children to self and peer assess through strategies such as "2 stars and a wish". This ability to assess allows children to determine where they wish to take their

learning next and allow staff to plan experiences and contexts which will allow them to do this. Each child has an assessment profile containing examples of work and evidence of progress. Staff will feed back regularly to children and parents.

Staff undertake regular reporting to parents on an informal basis. Parents will receive information on their child's progress through a summative report and their child's eventual transition record for school.



### **Supporting children with additional support needs**

Our planning system is flexible and adaptable enough to support the needs of the majority of children. However, some children may require an additional support plan to accommodate their needs. Staff will report to parents any concerns they may have regarding their child's learning and development. Similarly, if you have any concerns regarding your child's progress, please relate these to your child's key worker who can talk to you about additional support mechanisms.

Further information regarding additional support can be obtained from the office and/or the Glasgow City Council website.



## Section Five: Parental Partnership

### Partnership with parents

At Hilltop nursery school we are very aware of the importance of parents as the prime educators of their children. We would wish the parents to continue to play a major role in their young child's life while at nursery.

We value the parent's role and work to create a genuine partnership. When we work together to support your child's learning, it can have significant positive effects on the way in which children value themselves and those around them.

The starting point for this partnership is the Open day where children can feel welcomed and familiar with the new setting and parents have the opportunity to discuss their child with the appropriate staff member and to ask any relevant questions.

Hopefully this two-way communication will be continued to develop a successful partnership with parents and staff of the nursery,

The regular informal contacts parents make with staff when children are brought to the nursery and collected will be useful for exchanging information about the children.

Displays of the children's work and photographs will help to explain the learning gained from activities and experiences. Please feel free to view the children's work in the playrooms and ask staff about the learning experiences.

We will also communicate with parents through the monthly newsletter to keep you up to date with life at the nursery.



### Donations

We ask every parent to contribute £3.00 each week. This pays for the children's daily snack (selection of fruits in season and a choice of healthy eating snacks). Additionally the donation goes towards the following for your children.

- ❖ All cooking, baking and tasting ingredients
- ❖ Fared/outings of a local nature
- ❖ Costs of extra resources e.g. special effect paints, paper etc
- ❖ Fresh flowers for nursery and foyer
- ❖ Children's parties, cards, presents etc
- ❖ Monthly newsletters and worksheets for children
- ❖ Many other items not detailed on this list!
- ❖ Snack
- ❖ Cultural celebrations
- ❖ Birthday celebrations



- ❖ Consumables
- ❖ Materials and apparatus not covered by authority budget
- ❖ Presents
- ❖ Cards
- ❖ End of term gifts and presentations to parents

### Fund Raising

The nursery is involved in Fund Raising for both charity and for the children in the nursery. We hold a Christmas Fayre to raise funds for children's parties and presents. We also hold a raffle at some point during the year.

For charity, we are involved in the "Child line Cookie Challenge" and we also participate in "Red Nose" day. One of our most recent ventures with "Mary's meals" involved children, staff and parents packing bags full of useful implements for nursery and school children in Malawi. We also have adopted the Prince and Princess of Wales Hospice as one of our charities.

### Parents Committee

Our Parents Association is re-formed annually. A list of office bearers, the constitution and minutes of the last meeting and details of planned events will be posted on the Parent's Notice board.

The Parents Association organises fund-raising activities to finance major events such as the creation of outdoor play facility and other proposed nursery events. They are always keen to attract new members.

Our parents are also involved in the self-evaluation and standards and quality of our nursery provision through the committee. We are always looking for new parents to join - if you are interested in being part of this group, please contact Mrs Margaret Gourley who is a member of the management team and the staff representative on the group.

### Links with the Primary School

#### Going to school

When the time approaches for your child to move on to primary school, we will inform you of the arrangements of our local primary schools.

We have formed very positive links with the following primary schools;

King's Park Primary School  
 St. Mirin's Primary School  
 St. Fillan's Primary School  
 Croftfoot Primary School



### Promoting Positive Behaviour

At Hilltop Nursery School we aim to promote positive behaviour within the nursery in order to instil in children the importance of treating themselves and others with respect to allow them to reach their full potential in all areas of development. We have a nursery behaviour management policy that is displayed outside the playrooms and was created in conjunction with children, parent and staff. This policy is discussed at the Parent's Open Evening in September.

Staff works with children each year to formulate their own set of "Golden Rules". This enables children to better understand why we need rules and allows them ownership over what they believe is important to keep themselves safe and well.

### Returning Nursery Items

If you find little pieces of equipment in your child's pockets e.g. Lego, jigsaw pieces or bits of games do not worry - this is not unusual. Simply bring them back to school. Quite often children forget that they have them, but one piece missing can ruin a game or a jigsaw.



### Newsletter

Our monthly newsletter will keep you up to date with life in the nursery. This newsletter includes details of the areas of the curriculum we will be covering, along with details of nursery events.

Please collect your copy of the newsletter from your child's Key Worker.

### School and Community

We have forged strong links with other educational establishments, outside agencies such as social work, health, assessment centres, community education, local churches and the local library.

It is important that the children have access to and feel confident in the local community. Visits to locations in the local area are organised and members of the community, such as the lollipop person or the local police officer, may be invited into the nursery to talk to the children





## Section Six: Other Information

### Partnership with parents

Your child arrives in nursery with experience, knowledge and a variety of skills developed in your home. You know your own child better than we ever will. Therefore, our partnership with you is crucial to the holistic development of your child. We have parents who come in to the nursery to help in a number of ways:

- To talk to children during specific festivals
- To do gardening with children and staff
- To go on outings with children and staff
- To offer assistance in all sorts of ways e.g.



### Enquiries and Complaints

If you have a query about a specific policy or procedure, please speak to your child's Key Worker in the first instance.

If you are unhappy with any situation in the nursery school, you should approach a member of the management team who will deal with your complaint.

If your complaint remains unresolved you can contact the Customer Care Team at Glasgow City Council or Maureen McKenna our Service Director for Education.

Mrs M McKenna  
Executive Director of Education  
Education Services  
City Chambers East  
40 John Street  
Glasgow G1 1JL  
Telephone: 0141 287 6714  
e-mail: [maureen.mckenna@education.glasgow.gov.uk](mailto:maureen.mckenna@education.glasgow.gov.uk)

Customer Care Team  
Education Services  
City Chambers East  
40 John Street  
Glasgow  
G1 1JL  
Telephone: 0141 287 3655/4688  
e-mail: [education@glasgow.gov.uk](mailto:education@glasgow.gov.uk)

If you believe there is a racial element to your complaint you may contact one of the race equality officers on 0141 287 8204/5

If you do not wish to contact Glasgow City Council directly you are free to contact the Scottish Social Services Council  
4<sup>th</sup> Floor  
1 Smithhill St  
Paisley  
PA1 1EB  
Telephone: 0141 843 4230

Although this information was correct at the time of printing, there could be changes affecting any of the matters dealt with in the document:

- a) Before the commencement or during the course of the establishment year in question.
- b) In relation to subsequent establishment years.