

Welcome to Cornbank ELC



Our Shared Vision

Cornbank - Where everyone works together to inspire learners to be their best now and in the future.

Our Core Values

Respect, Inclusion, Safety, Excellence

#RISE

Meet the Senior Leadership Team



Lynsey Stevenson



Head Teacher

Andrew Drysdale



Deputy Head Teacher

Lesley Deas



Principal Teacher

Meet the ELC team



Emma Daly



Senior Early Years
Practitioner

Amy Finlayson



Senior Early Years
Practitioner

Fiona Mackenzie



Early Years Practitioner

Jill Grieve



Early Years Practitioner

Diane Miller



Early Years Practitioner

Caron Falconer



Early Years Practitioner

Meet the ELC team



Leah Hogarth



Early Years Practitioner

Sean Stewart



Early Years Practitioner

Brenda Ballantyne



Early Years Practitioner

Katie Smith



Early Years Practitioner

Susan McCall



Early Years Practitioner

Kim Cockburn



Learning Assistant ASN

Session Dates 2023/2024



MIDLOTHIAN COUNCIL
2023 - 2024 School Calendar

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Legend:
Yellow box: School Closed/Holidays
Blue box: Teachers In-Service Day (Closed for pupils)

These are on the Midlothian Council and our own website for downloading and they have been emailed home.

These may be subject to change.

What does a day at Cornbank ELC look like?



On arrival to ELC children are encouraged to put their belongings on their peg and self register. We operate a soft start to the day with a 1 hour drop off window, after which children are invited to attend a short together time where they will spend quality time in a small group sharing learning, ideas, stories, songs and games with a member of the ELC team.





What does a day at Cornbank ELC look like?



Cornbank ELC is a free-flow play environment, inside and out. As children access the different environments freely, they will develop a greater independence. Children are encouraged to take ownership of their environment and therefore are fully involved in the daily routines. Throughout the session the children experience uninterrupted play in the ELC with frequent opportunities to choose to explore the local environment, visit the gym hall, library, music room and practical area.

Daily Organisation

- Please keep toys and precious items at home, if your child requires a specific item to support them with transition please discuss this with their keyworker.
- Children are required to wear clothes suitable for outdoor and messy play.
- Please ensure children bring a jacket as we are outdoors daily.
- We find that a swift drop off is better for settling the children, however at pick up we welcome parents/carers into the setting. This provides an opportunity to see them in the ELC environment and chat with staff.



Snack



We provide the children with a healthy snack each day. The snack menu is planned in line with national guidance to ensure a healthy and balanced diet. During snack time your child will also be offered the option of water/milk.

Snack is a valuable social time for your child where they will spend time with adults and peers.

Lunch



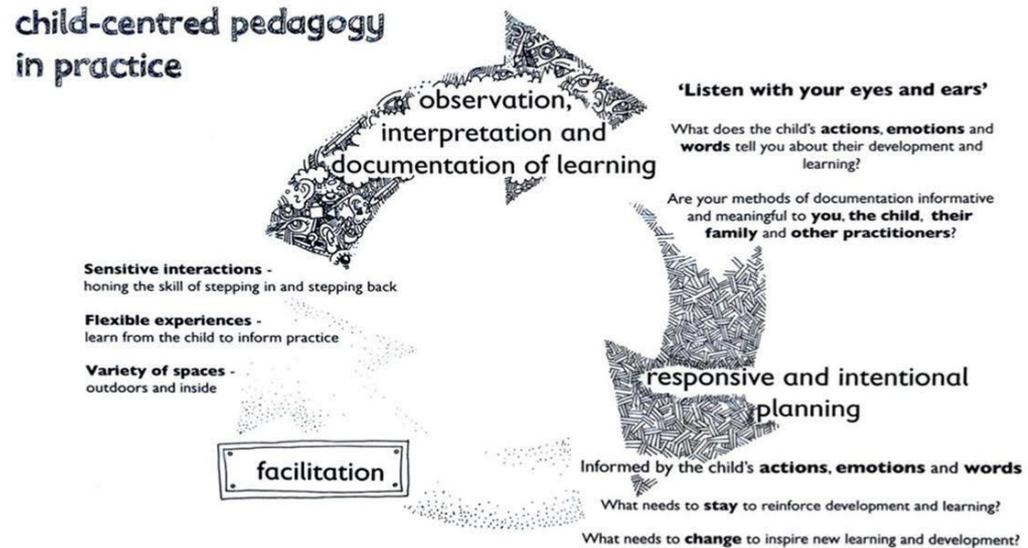
Lunch time provides a great opportunity for learning, through developing independence by making their own lunch choice in the morning, setting the table, washing their hands and collecting their food. Children practise their skills in self service, carrying their plate back to the table, pouring their own milk/ water and using cutlery. Learners enjoy sitting together with their group and key worker in a calm, sociable environment.

An introduction to the observation, assessment and planning cycle



Realising the Ambition says that 'learning should be facilitated through a cyclical process of responsive and intentional planning which includes observations, interpretation and documentation of learning, responsive and intentional planning and facilitation' as illustrated in diagram. Examples of our floorbooks and planning are available to see at anytime.

In addition to this, we share our weekly plan with you so you can choose to link your child's learning at home.





How we document and track learning

Planning

Responsive Plan

Practitioners respond skilfully, in the moment to a child's interests and plan to develop and extend learning opportunities based on this. They write up how they supported learning after providing the experience.

Intentional Plan

Practitioners intentionally plan experiences that promote learning based on current interests and developmental needs of learners.

Linking Our Learning Plan

SEYP creates a planning overview at the end of the week for the week ahead. This plan includes current interests/themes, a health and wellbeing, literacy and numeracy learning priority, possible lines of development for learning across the curriculum, our sign of the week and suggestions of how to support learning at home.

The form includes a table with columns for 'Priority', 'Support Strategies', and 'Evidence'. Below the table are three speech bubbles, each with a 'Learn Learning...' prompt and a 'What will help me...' response area.

Observations and Tracking

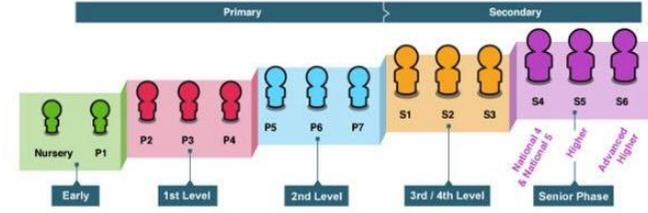
The form is divided into 'Observation' and 'Analysis of Learning' sections. Below the analysis section is a table for 'Anything Noticed' with columns for 'Quality', 'Quantity', 'Frequency', and 'Duration'. There are also sections for 'Contextual Area', 'Learning Objectives', and 'Notes/Comments'.

Practitioners observe individual and group learning daily. When significant learning takes place, practitioners will document an observation with an analysis of learning. This will be entered into your child's learning journal. We also observe in a less formal way and will provide a snapshot of learning with an accompanying photo into learning journals too. Practitioners use Pathways in Literacy, Numeracy and Health and wellbeing to track progress and inform next steps.

Learning Priorities

Literacy, Numeracy and Health & Wellbeing Learning Priorities are set in September, January and May. Parents and carers will be asked to contribute to these.

Curriculum For Excellence



The curriculum for excellence sets out the experiences and outcomes for learners at each stage, all the way from ELC to S6. We use the trackable E's and O's to guide our practice and monitor gaps. The simple guide above shows how children may move through the levels of CfE.

All children progress at their own pace and experiences are differentiated to support their learning.



First Day of ELC



ELC Graduation



First Day of P1

Learning Journals and Floorbooks



Your child will have their own learning journal which will build up a story of their learning experiences at Cornbank ELC. It consists of photos, observations, artwork and drawings done by your child. We document whole class learning in floorbooks which the children have full ownership of. These are available for you to look at any time.



Linking our learning between home and ELC



Linking our Learning Plan

Each week we post the plan for the week ahead on X (twitter) and put a paper copy up in the entrance foyer, this provides the opportunity for you to interact with our planning through the suggestions for supporting the learning at home section.

Achievement Tree



We encourage Parents/Carers to share any achievements from home with us, we also celebrate achievements in ELC and will share them with you via direct twitter message. Achievements from home and ELC are celebrated through an individual achievement leaf for each success.

Home Links

We encourage you to send in photos, toys and books that link to the planning. This develops children's confidence, sense of belonging and promotes engagement in learning. We share home links at together time each day.

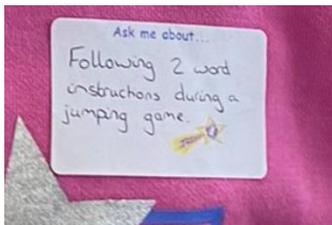
Linking our Learning Planning Week commencing: 16.5.22

Planning Linked to our Improvement Priorities		Current interests and Possible Lines of Development
Literacy	Numeracy	
Superhero story Can add self-portrait Question about a book. Can identify rhyming words.	Countdown game October top. Can identify a line. Recognise dots on a line.	<p>Learning across the curriculum</p> <p>Continued learning about bees:</p> <ul style="list-style-type: none"> Continue and appreciate the wonder of nature within different environments and have great fun creating for the environment. <p>Resources provided for mini-bee provocations in various areas in the nursery:</p> <ul style="list-style-type: none"> Access to a range of objects. Can explore and understand the ability, strength and strength through children's senses and challenge. (M&A etc) <p>Nature - IT Transition: This week's transition story is, <i>Bees</i> by David McKee and the Transition principle is, <i>Expectations</i>. Please see separate transition plan for <i>possible learning outcomes</i> and supporting this at home.</p> <p>Suggestions for supporting the learning at home:</p> <p>Do you have any rhyming stories at home? Julia Donaldson books usually have lots of rhymes. Ask an adult to read these with you and see if you can identify the rhyming words.</p>
Health and Wellbeing & Nature	Music and Movement	
Developing independence with signing in the morning, helping with snack preparation and clear up and working on self-help skills in relation to snack time.	This week's sign along Sign	
<ul style="list-style-type: none"> Can accompany with self-help skills Can develop a sense of belonging Can identify the bees recognition Can cut the fabric, sew and participate socially during snack time. Can choose and prepare my own snack Can accompany with skills which a program food 	<p>Worm</p> <p>Wormy, worm, hold back stem, pointing forward frog. Here's what I can do.</p>	
Digital Learning		
Episodes Games have been shared A understand how technology can help me learn.		

Don't forget to encourage your child to share any home learning with us. This can be done over 'together' or show and tell times or be brought in on a Monday (or the first day of attendance if your child doesn't attend on Mondays) @cornbanknursery #RISE #HomeLinks

Ask me about stickers

For if your child has a "wow moment in ELC, perhaps they have done something for the first time or they have learned something new. We will let you know by issuing one of these stickers, prompting discussions at home.



O brought in these books relevant to our current topic today. He also confidently helped to tell us one of the stories. Well done O.
[#LinkingLearning #HomeLinks](#)



06:58 · 07/06/2022 · Twitter for iPhone

X (formerly known as twitter) @cornbankNursery

We share photos of daily learning on our ELC page. We will also DM you any personal achievements or celebrations.

Indoor Learning Environment



Sand



Water



Playdough



Mark Making



Story Corner



Numeracy



Small World



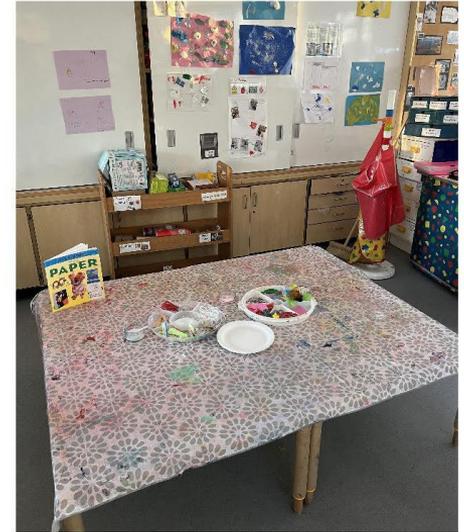
House Corner



Block Area



Wood Work



Messy Area

Outdoor Learning Environment



Mud Kitchen



Outdoor Story Corner



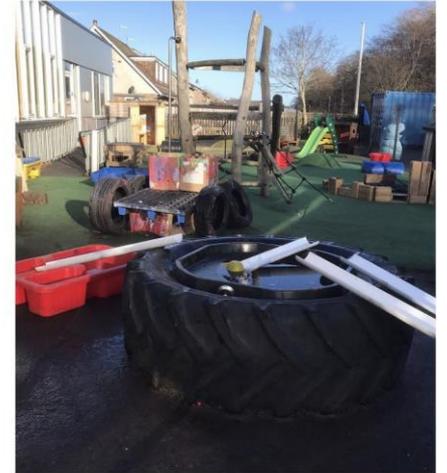
Outdoor Sand Area



Writers Shed



Music



Garden

Literacy

I develop and extend my literacy skills when I have opportunities to:

- Play in a wide range of areas.
- Actively listen in various sized groups.
- Make marks in a variety of ways.
- Make myself understood.
- Make and tell my own stories in a variety of ways.
- Share my ideas.
- Take part and engage in songs and rhymes.



Numeracy



I develop and extend my numeracy skills when I have opportunities to:

- Join in with number rhymes, songs and stories.
- Explore measurement through play.
- use numbers in my play.
- Collect and display objects by size.
- Explore patterns.
- Follow simple directions, forwards, backwards, up, down etc.
- Use language of measurement, long/short, large/small, full/empty, heavy/light.



Health and Wellbeing

I develop and extend my health and wellbeing skills when I have the opportunities to:

- Be part of a group.
- Choose activities I enjoy.
- Join in with physical play.
- Persevere with something tricky.
- Do things for myself.
- Reflect on what I've learned.
- Collaborate with others.



Wider Curriculum



I develop and extend my skills across the curriculum when I have the opportunities to:

- take part in performances for an audience
- choose ways to create images and objects using a variety of materials.
- learn about science through everyday play.
- Explore different festivals and events throughout the year.



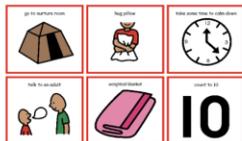
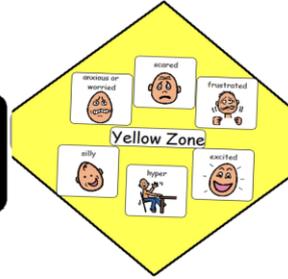
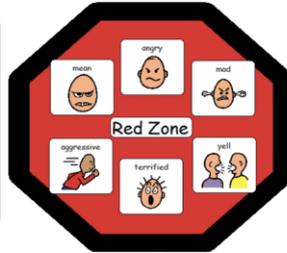
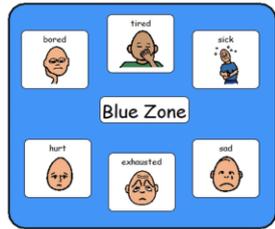
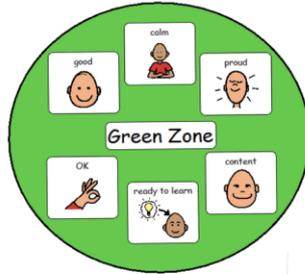
Digital

I develop and extend my digital skills when I have the opportunities to:

- Explore digital technologies and use what I learn to solve problems.
- Explore, play and communicate using digital technologies safely and securely.
- Use digital technologies to explore and find out information.



Zones of Regulation



- The **Zones of Regulation** is an approach to support children in developing their self-regulation skills.
- Systematic, cognitive behaviour approach.
- Categorizes feelings and states of alertness we experience into four concrete zones.
- Teaches children to become aware of, and independent in; controlling their emotions and impulses, managing their sensory needs, and improving their ability to problem solve conflicts.
- Addresses underlying deficits in emotional and sensory regulation, executive functions, and social cognition, to help move students toward independent regulation.
- The Zones of Regulation incorporates Social Thinking® (www.socialthinking.com)

Communication



School & ELC Website: cornbank.mgfl.net

Twitter/ X: @CornbankNursery @CornbankPS

Email: Cornbank.PS@midlothian.gov.uk

Telephone: 0131 271 4576

Chat to us 😊

Questions



