



## Early Level guidance

This document sits within the context of Health and Safety advice and National Practice guidance (Realising the Ambition: Being Me).

We are awaiting further guidance following the announcement from the DfM on 23/6/20. We are assuming that physical distancing between adults and enhanced hygiene protocols remain in place.

The following considerations are organised under the headings from *Realising the Ambition: Being Me*<sup>1</sup>

- Interactions
- Experiences
- Spaces

## Interactions

| Key features of pedagogy                     | Considerations for practice   | Possible solution-focused protocols  |
|--|---|--|
| Emotional warmth and responsive interactions | <ul style="list-style-type: none"> <li>- Adults socially distance from each other, although not with children in the group</li> </ul>           | <p>Lots of positive adult availability eg:</p> <ul style="list-style-type: none"> <li>- Eye contact</li> <li>- Smiles</li> <li>- Presence and conversation</li> <li>- calm, consistent, warm approach</li> </ul> <p>Use of Bear Hunt ideas for transition project [see attached]</p> <p>Use of stories eg books, persona dolls, Edinburgh Bear transition stories and social stories to support understanding and wellbeing</p> <p>Use of consistent language to name emotions, developing shared vocabulary with our children eg: Emotion Talks</p> <p>Use of strategies to support regulation – important information to gather through the transition process about what items make children feel secure/ support regulation.</p> |
| Adults who notice non-verbal cues            | Children may express their emotions and needs through non-verbal means, <i>including children who prior to COVID-19 were using verbal means</i> | <p>Key information gathered from transition</p> <p>Continue to offer naming words</p> <p>Calm acceptance</p> <p>Meet children where they are (mind minded)</p> <p>Use small world, puppets etc to model and name emotions</p>  |

<sup>1</sup> [Realising the Ambition:being me](#)

|                                 |  |  |
|---------------------------------|--|--|
| Calm, well-regulated adults     | Children “borrow” our emotions<br>Adults will be experiencing their own levels of stress | Buddy system across teams to support adult check-ins<br>Time and space for regular supportive conversations<br>1:1, small group or in teams focusing on Wellbeing (eg <a href="#">Kitbag</a> ) |
| Independent, empowered children | Need for this re infection control Important as part of sense of self                    | Engage families in supporting self-help skills and appropriate clothing [shoes, jackets, elasticated waists]   |

## Experiences

| Key features of pedagogy   | Considerations for practice   | Possible solution-focused protocols   |
|--|---|---|
| Positive, nurturing routines   | Retain as much of the value of routines as possible eg social aspect to snack/mealtimes<br><br>Children cannot help with food preparation or baking<br><br>Hand-washing is key  | Social stories re changes to mealtime routines, importance of hand-washing etc<br><br>Edinburgh Bear transition stories   |
| Opportunity for physical activity  | Children require developmentally appropriate opportunities to jump, run, balance etc.   | Consider use of spaces and routines to support access for all learners<br>Consider creative use of outdoor spaces<br>Use of music and dance   |
| Individual approach  | There are some aspects of Early Level that need to be taught in Primary 1<br>There is likely to be a spread in your class of which children are ready to access more formal learning<br>We need to start from the child to make sure that we meet their needs<br>Observation skills will be crucial to support assessment of children | Short individual input to support and develop children’s learning<br><br>Effective communication and partnership with families to support individual approach   |
| Responsive and Intentional planning to develop thinking and extend learning<br>(Revised ELC Planning Guidance to come) | <b>HWB is the focus for the first term,</b> particularly emotional wellbeing<br><br>Child centred pedagogy requires observation, interpretation and documentation of learning<br>Elements of the Early Level require intentional planning<br>Achievement of Early Level is the expectation for all children by the end of P1          | Revised Planning guidance for ELC in the context of RtA (Pg 64) to come in August.<br><br>Moderation to ensure understanding of what achievement of Early Level looks like (Primary 1)<br><br>Use big book, mind maps etc with each bubble/group as discussion/planning record along with individual responses to children’s play<br><br>Time set aside for observation of play in P1 |

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|---|--|---|
| Open-ended opportunities where adults should follow children's lead | Movement of children and use of resources within the setting may be restricted | Cleaning protocols/ specific materials<br>Use of outdoor space (Information sheets within SORT) |
|---|--|---|

## Spaces

| Key features of pedagogy                             | Possible solution-focused protocols  |
|--|--|
| Mark making  | Individual packs of mark-making materials including pritt stick and scissors, or shared resources for the group/bubble that are cleaned                    |
| Reading  |  |
| Role play  | Individual resource baskets and bags for each bubble/group – including paper   |
| Exploratory play                                     |  |
| Loose parts  | Freely available books and story-telling experiences, including props for retelling [wash/wipeable]  |
| Block play   |  |
| <b>WASH or REST materials to suppress the virus.</b> |  |
| <b>NO sand, water, malleables [as at 24/6/20]</b>    | Rest book packs for at least 72 hours before using with another group.   |
|  | Nurturing spaces are very important – cosy spaces need washable fleecy blankets/toys/cushion covers.   |
|  | Washing soft materials at the end of each day as washing at 60 degrees C has been shown to kill the virus <sup>2</sup>                                     |
|  | Open-ended materials are important to allow children to lead their own learning. Any donated loose part should be allowed to rest for 72 hours before use. |
|  | If materials are plastic these can be disinfected at the end of the day  |
|  | Sensory experiences eg small stones that can be washed   |
|  | <b>Please ensure up to date guidance is followed from SG and CI</b>  |