

# FOUNDATIONS PROGRAMME

SILVER AWARD

Nursery / ELC Name

Lochside Primary School ELC, Angus Council

Shared by Carolann Brophy EYP, Helen Seabrook EYP, Elaine Fowler Lead SEYP

## SECTION 1. STAFF DEVELOPMENT & PROGRAMME UNDERSTANDING

### 1.1 Emotion Works Lead Practitioner/s

Has there been a change to the Lead Emotion Works Practitioner since applying for your Bronze award? **No**

Please confirm that any senior practitioners / people involved in leading and co-ordinating your EW roll-out have engaged in EW Foundations Introductory Training and worked through the Early Learning Practitioner Checklist **Yes**

### 1.2 Staff knowledge, understanding & planning of Emotion Works Foundation Language

Note – this is about staff development, understanding & planning rather than evidencing practice with children

Please provide a statement to explain how you and your staff are developing an increasing awareness of Emotion Works Foundation Language, and what steps you've taken to incorporate it into planning your activities, environment and interactions with children (Such as training, website engagement, guidance documents, word grid, vocabulary planner, staff meetings)

Throughout the setting staff have been engaging in peer sessions (group times) based around Emotion Works. These were led by Carolann, where she demonstrated the use of the Emotion Works tools and resources with each group, these varied depending on the learning that was taking place although were mostly incorporated into a story that the children were already familiar with. Following this staff were encouraged to include EW into their own planning and were supported as they incorporated their knowledge into their activities and interactions with their group.

Each member of staff completed an evaluation form providing feedback on the Peer Sessions and the next steps that they would like to be involved in.

A dedicated folder has been created to compile the training documents and the word grid which staff are encouraged to use whilst planning. Carolann has created a monitoring pro forma which is used to record the experiences that incorporate EW. Staff are encouraged to complete one of these forms and provide an evaluation of the experience that they have implemented with the options to show the curricular and SHANARRI links. This also details the children's engagement and their understanding of their emotions.

Emotion Works Evaluation of Emotion Works

Name: Carolann / Helen Date: December 2025

|                                                               |                                                       |
|---------------------------------------------------------------|-------------------------------------------------------|
| RESOURCES<br>Christmas Story<br>Story based<br>Activity Cards | EMOTIONS & COGS<br>Emotion Symbols<br>Body Sensations |
|---------------------------------------------------------------|-------------------------------------------------------|

EXPERIENCE Exploring the Christmas Story  
Thinking about the events & characters  
& the emotions they may feel

EVALUATION The children from a variety of groups  
were able to choose a part of the  
story. They selected from a variety of  
emotions and were able to link the  
emotion to a trigger. Whilst sharing  
their des through group discussion  
the children demonstrated their understanding  
along with empathy for the characters

CURRICULAR LINK  
RME  
LIT  
HWB

SHANARRI

Values  
Kind  
Busy ✓  
Choice ✓

Emotion Works Evaluation of Emotion Works

Name: Anne / Debs Date: 21 / 8 / 24

|                                          |                               |
|------------------------------------------|-------------------------------|
| RESOURCES<br>Emotion Puppets<br>TV Frame | EMOTIONS & COGS<br>Orange Cog |
|------------------------------------------|-------------------------------|

EXPERIENCE Give the opportunity for the children  
to identify, act out the emotion and then share  
what might make them feel that way.

EVALUATION Most of the children were able to  
identify the majority of the emotion puppets  
create their own version and identify and share  
why they might feel that way. Those that  
found it challenging were supported by staff through  
questions & actions.

CURRICULAR LINK  
HWB O-OLA  
EXA C-12A

SHANARRI

Values  
Kind  
Choice  
Busy ✓

Emotionworks Peer Session Evaluation Form

How did you find the EW peer session?

Peer session was good to see using the  
resources in action & in different ways.

What aspects of the EW peer session have you been using?

Incorporating the card visuals into sessions,  
group time & story time.

How do you plan to use EW during future learning experiences?

Continue to incorporate at the start/end of session  
check ins, use during stories / drama / accidents / bad  
to understand emotions.

Do you feel that further peer sessions on how to use EW language and body  
sensations would be beneficial to your practice?

Perhaps look at body sensations peer session.

## SECTION 2. WORKING WITH CHILDREN - PRACTICE EVIDENCE

### 2.1 Using a Book, Story or other Literacy Stimulus demonstrating the learning and teaching of foundation language through symbols, adult-child interactions, environment and activities

The children enjoy the Love Monster collection written by Rachel Bright, in particular 'Love Monster & The Perfect Present'. After reading & watching the story the children were given the opportunity to explore a story basket filled with a variety of EW symbols. Together they explored the story, this time taking turns to link an event in the story to an emotion word, a body sensation, body language, emotion behaviours or an emotion trigger.

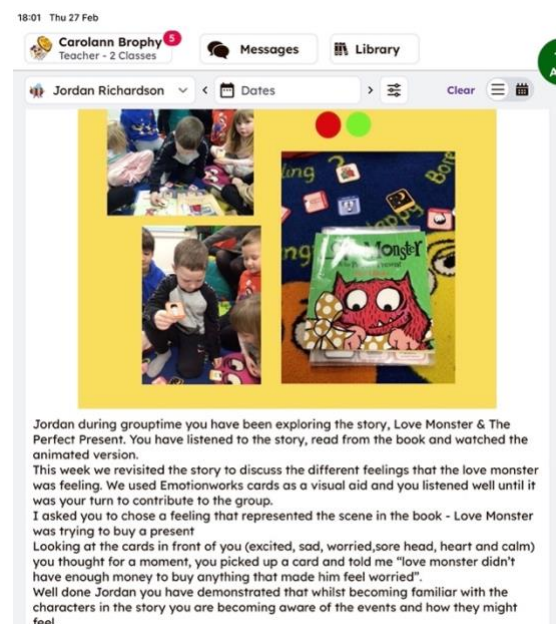
Afterwards they were given the opportunity to discuss and share their ideas, some children also chose to draw pictures or create their own love monsters using a variety of materials. This planned experience was to enable the children to learn how to use face & body language to share how they feel with others and to link this knowledge to the events & the characters in the story.

The learning is displayed proudly on the wall, it represents the depth in the children's emotional literacy skills and how they can use their learning of foundation language to share their individual ideas and experiences.

One child told me

"Love Monster didn't have enough money to buy anything, that made him feel worried" and "Worried can make your head feel fuzzy".

Another said: "They are best friends, their hearts are full of love".



## SECTION 2. continued WORKING WITH CHILDREN - PRACTICE EVIDENCE

### 2.2 An area or display you've developed for Emotion Works learning indoors, outdoors, topic, theme or interest related etc.

A calm area had originally been introduced into the setting however on reflection the area was too noisy to enable the children to regulate their emotions or relax with an activity. After a team discussion it was decided that the area should be moved into a quieter room where the children are encouraged to use indoor voices whilst engaging in quieter experiences. The EW symbols are accessible in this area and symbol books are displayed throughout the setting and in the story areas. The children are encouraged to share how they are feeling throughout each day, their thoughts and feelings are displayed in this area in a variety of ways which include a floorbook and wall display.

At the entrance to the setting a smaller display has been created to inform our families and visitors about the amazing work that we have been doing. We have displayed our Bronze Award alongside examples of the children's work. Once again, the Emotion Words and other symbols are displayed in a way that they can be moved around the setting, this has provided a prompt for our families to discuss their emotions as they arrive each day. We have received some fabulous feedback from parents which is also displayed in this area.

Overall the thread of EW learning along with visuals is thread throughout the setting. The depth of the learning is evident through Wall Displays, Floor books, Observations (seesaw) and children's conversations.



## SECTION 2. continued WORKING WITH CHILDREN - PRACTICE EVIDENCE

### 2.3 Another learning activity or experience of your choice eg., Song, Game Outing, Floorbook Discussion etc.

During a recent planning period the children were provided with opportunities that would enable them to ask questions to gather information or develop their own learning and interests. A child approached me to share the wonderful work that she had been doing. She decided that she would like to ask everyone how they were feeling that day. She spontaneously designed her own way to record her findings representing her choice of emotions with a drawing. After asking the children and the adults we had the following conversation:

"I drew all the Emotions and asked everyone 'How do you feel like today?'"

"What did you find out?"

"There was a whole lot of Emotions but the most one was Happy".

This experience was published as an observation on seesaw.

Later in the week the family contacted me to share how the child had transferred these skills to an experience out with the setting. They provided a photograph and a statement which has since been recorded on the child's learning journey showing the link from home.

