



Curriculum

Policy

Dunscore Pre-school Centre recognises the importance and value of high quality early education and childcare. It is committed to providing a nurturing, stimulating and challenging environment which will develop and broaden children's learning experiences, leaving them confident, eager, highly motivated and disposed to learn more. All at the centre are responsive to each child's individual needs, including any additional support needs, and build on the child's prior learning and natural curiosity. In the design and delivery of the curriculum we will adhere to national guidance appropriate to the ages and stage of children's development and will always base our curriculum on the child's individual needs.

National Guidance

For our youngest children we will be guided by:

Pre-Birth to Three: Positive Outcomes for Scotland's Children and Families based on the key principles of:

- Rights of the Children
- Relationships
- Responsive Care
- Respect

Building the Ambition: National Practice Guidance on Early Learning and Childcare with regard to what children need, taking account of its advice on experiences, adult input and environment.

For older children we will be guided by *Curriculum for Excellence: early level*. Our aim is to nurture each child's capacity to become a:

- Successful learner
- Confident individual
- Responsible citizen
- Effective contributor

Our curriculum will provide experiences and opportunities to foster these capacities.

Curriculum planning will follow the design principles of:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and Choice
- Coherence
- Relevance

***Scottish Government has placed a particular emphasis on raising attainment and acquiring skills for work and employability in later life and we will look to these as we consider progression and relevance within our planning. (*Raising Attainment for All Programme*, June 2014. *Developing the Young Workforce – Scotland's Youth Employment Strategy*, December 2014).

All children have a right to a broad general education and while our curriculum will always be primarily driven by children's needs and interests, we will ensure that they have access to a wide range of experiences across all curricular areas outlined in *Curriculum for Excellence: early level*.

- Health and well-being
- Languages
- Mathematics
- Social studies
- Expressive arts
- Religious and moral education
- Sciences
- Technologies

The principles and practice guidance within each of these curricular areas will support our understanding of subject importance, structure, progression, assessment and its relevance within the wider curriculum. We will use this guidance to inform our role in delivering the curriculum. Scottish Government has identified health and well-being, literacy and numeracy as key areas of learning and development for all and we will ensure that opportunities to foster learning and skills in these areas permeate our curriculum and all aspects of the setting's life. We will also encourage French through active learning to support the Scottish Government's pledge to promote a modern foreign language in the early level.

The Centre's life and ethos along with seasonal activities, the celebration of festivals, and discussing current events will form a backdrop to our planning as appropriate, reflecting the children's needs and interests.

Approaches to Learning

All children learn in different ways and we will employ a variety of approaches to learning and teaching. Our curriculum will be driven by children's needs and interests.

We will ensure active and experiential learning with a strong emphasis on learning through play. We take a holistic view of learning and will ensure coherence of curricular areas and experiences, focusing on their relevance for the child. This will involve planned, meaningful interdisciplinary learning experiences for children.

Co-operative learning and peer education strategies that allow for collaboration among children will be used to support and consolidate children's learning. Parents will be regularly informed of their children's progress and offered additional support material. We will regularly revisit experiences and outcomes to consolidate and embed learning.

- Creativity
- Enterprise
- Global Citizenship
- Sustainable Development
- Studying Scotland and the Scots language

will be introduced across the curriculum as appropriate, ensuring rich, meaningful and challenging learning experiences for children.

We will use schemas to monitor, assess and accommodate individual learning styles, and share information with parents.

We recognise that information and communications technology (ICT) plays a prominent role in the lives of children today. While ensuring that children have access to the experiences within the technologies section of Curriculum for Excellence early level, we will also seek to find new and innovative ways to incorporate the use of ICT into our learning and teaching approaches and into the daily life of the setting.

Learning Environment

The setting will provide a safe, stimulating indoor and outdoor environment, where children feel secure and confident to explore, experiment, assess risks, interact and take up new challenges in their learning and development. The learning environment will be stimulating and rich in opportunities that foster inquiry, communication and language development. We will be responsive to children's needs, interests and preferred approaches to learning. We will plan for daily outdoor learning encouraging children to investigate natural materials and their environment and develop key skills including problem solving, critical thinking and personal interaction.

Role of the Adult

Staff will provide nurturing and caring support for children's learning. They will observe and monitor children's learning and use this knowledge to plan for progression, intervening skilfully to support shared thinking and foster new learning. They will also use this information to help identify children with additional support needs and to develop individual programmes of learning and support as required.

Newsletters, notice boards and regular learning conversations encourage and support parents to participate in their child's learning within the setting and in the home. We value parent's knowledge of the child's prior learning and their role as prime educator of the child.

Planning for Progress

We will identify and build on the child's prior learning. We will set out clear goals for children's learning and development which will be flexible enough to respond to the breadth of starting points indicated by the children themselves, or their parents.

Through observing, talking to and listening to children, staff will monitor and record individual children's progress. The information gained will be used to ensure that children's needs are being met and that they are being offered activities and experiences which are relevant and meaningful to them.

Individual profiles of the child's development will be kept for each child and these are easily accessible for children and their parents to contribute to along with the staff. The information contained in the file will be shared with parents informally during day to day activities, and formally at individual parents' meetings with a member of staff. These records are the property of the child and will be given to the child when they leave. Information will not be disclosed to any other person without the consent of parents.

Transitions

Dunscore Pre-school Centre recognises that transition times for the child (home to setting, within the setting, across settings and onward to primary school) can be times of great uncertainty and anxiety for them. We will handle these transitions sensitively and positively, being responsive to the individual child. We will ensure good lines of communication with child, parent and all colleagues involved to plan carefully for each transition, aiming to make it an exciting and positive experience that leaves the child feeling confident and secure. An 'All About Me' booklet will be offered to the child and their family before starting at the Centre and before their Pre-School year to share information to help get to know and care for the child. Practitioners and families will plan a variety of activities such as series of visits in preparation for the transition or ensuring familiar activities and routines across settings. Where a child is on a shared placement with another ELCC practitioners will regularly discuss the child's progress.

In order to ensure a continuum of learning we will share information about the child's learning and development with relevant colleagues through meetings and transition records as appropriate. As Curriculum for Excellence early level carries on into primary school, practitioners will meet with colleagues and will provide colleagues with reports providing meaningful and relevant information on the child's progress to date within this level. Parental permission for this will always be sought. The child's readiness to move on will be our prime concern rather than their chronological age.