



Kinellar Nursery

Curriculum Policy

The following policy has been written based on, *A Curriculum for Excellence, Building the Curriculum 2, Active Learning in the Early Years, 2007; National Care Standards Early Education and Childcare up to the age of 16, September 2009 (with specific reference to care standards 4 and 5); Building the Ambition, National Practice Guidance on Early Learning and Childcare, Children and Young People (Scotland) Act 2014.*

We follow the *Curriculum for Excellence* and your child will be working within the early level. The curriculum that we plan and deliver is based on the following principles:

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

The eight curriculum areas are:

- Expressive Arts
- Health and Wellbeing
- Literacy and English
- Numeracy and Mathematics
- Religious and Moral Education
- Sciences
- Social Studies
- Technologies

Each of the curricular areas contribute to developing the following four capacities:

- to enable each child or young person to be a successful learner
- a confident individual
- a responsible citizen
- an effective contributor

How do we plan to deliver our curriculum?

We follow a responsive planning method in our nursery to ensure that the activities, resources and focused group time sessions follow a common theme that has come from the observations of children made by staff.

We believe that active learning supports children to develop vital skills and knowledge and promotes a positive attitude to learning.

Active learning is learning which engages and challenges children's thinking using real-life and imaginary situations. It takes full advantage of the opportunities for learning presented by:

- spontaneous play
- planned, purposeful play
- investigating and exploring
- events and life experiences
- focused learning and teaching

Staff support these interactions when necessary through sensitive intervention to support or extend learning.

We also follow the national practice guidance of *Building the Ambition* to support our setting to deliver high quality provision that promotes the whole development of your child by focusing on the development of wellbeing, communication, curiosity, inquiry and creativity.

How do we implement this guidance in setting?

All staff have responsibility to observe and record the daily interactions of children, focusing on how they are using resources, initiating activities/play sequences, how they are developing their own play and interacting with other children and staff. By recording and reflecting on how the setting is operating informs staff as to the quality of the environment in terms of what we are providing for children.

Family Learning

We acknowledge that your child arrives in nursery with a wealth of experiences and our aim is to learn about your child from you to enable us to be aware of where your child is at in their learning journey and how we can link in and progress with it.

We recognise the important role that parents have in their child's learning and education and we promote partnership working between home and nursery.

Assessment, observation and reporting

Your child's keyworker is responsible for recording observations of your child in both free play and more focused group time activities. It is during these observations, group times and adult led activities that we assess your child's progress, identifying next steps to ensure progression. Observations will document the learning and skills that your child has demonstrated.

We use Learning Journeys to record and report about how your child is progressing in nursery. The observations are linked to the curriculum of excellence curricular areas to allow you to see how your child's experiences in nursery link to the curriculum.

Learning Journeys are accessible daily to parents, children and also termly go home to share with their families where feedback about the content of your child's learning can be given.