

CASTLE DOUGLAS NURSERY (ELCC)

CURRICULUM POLICY

The Nursery recognises the importance of quality early learning, education and childcare for young children. It is committed to providing a stimulating and challenging environment, which will develop and broaden children's learning experiences, leaving them confident, eager, highly motivated and disposed to learn more. The Nursery believes in a developmentally appropriate curriculum, which takes into account the importance of the whole child and the stage of development he or she has reached. It recognises that people learn in a variety of different ways and that for very young children the following opportunities make powerful contributions to a child's learning: the opportunity to have first hand experience of a range of different activities; the opportunity to play, the opportunity to talk, interact and socialise with other people.

The Importance of the Child

The Nursery aims to provide a curriculum which takes into account the best interests of the child. It will do this by:

- Identifying and assessing the individual needs of the children
- Building on children's previous experience
- Keeping profiles on individual children (Personal Learning Plans) to monitor progress and inform planning
- Recognising the interdependence of early learning, education and childcare by paying due regard to the welfare, safety and well-being of the child
- Adopting a flexible approach to planning the curriculum to incorporate ideas, interests, and concerns indicated by the children, and/or parents or carers

- Encouraging all children to participate in the full range of activities and experiences offered
- Working along with parents and carers
- Fostering equal opportunities between adults and children involved in the group.

Curriculum for Excellence

This states that children should become:

- Confident individuals
 - Successful learners
 - Responsible citizens
 - Effective contributors
- (The Four Capacities)

In the Nursery the curriculum refers to the activities and experiences, planned (forward) and unplanned (retrospective, in the moment), offered to the children from which they can learn, either formally or informally. The Curriculum for Excellence aims to support and guide children's learning and development in the following eight curricular areas:

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

There are five key aspects of development within these areas:

- Emotional, personal and social development
- Communication and language

- Knowledge and understanding of the world
- Creative and aesthetic development
- Physical development and movement

The Nursery offers a safe, stimulating environment, indoors and outdoors, where children feel secure and confident to explore, experiment, interact and take up new challenges in their learning and development. The Nursery uses Curriculum for Excellence (Early Level) to guide its approach to provide a range of learning activities and experiences, which motivate children and build on their previous experiences.

The Nursery recognises the importance of play to children's all round development and ensures that a variety and range of play activities and experiences are planned and provided which support children's learning and development in the 8 curricular areas and 5 key aspects.

Planning, observation, record keeping and assessment are used to ensure children's best interests are being served. Long term planning helps staff provide breadth and balance across the curriculum as well as setting out clear goals for children's learning and development. Shorter term planning is responsive and involves children at all stages and is flexible enough to respond to starting points indicated by the children themselves, or their parents and carers.

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

Personal Learning Plans are kept for each child in the group. Every child has a key worker who is responsible for these. Children and parents are encouraged to contribute to their content along with staff. The information contained in this electronic and printed file is available to be shared with parents or carers informally during day to day activities, and more formally at individual parent/carer meetings with Nursery staff.

Evaluating the Curriculum.

The Nursery's primary aim is to offer high quality early learning, education and childcare, and it recognises the importance of reviewing and evaluating its practice against this aim. Staff meetings are used to monitor and assess the relevance of the curriculum. Staff will attend training in curriculum development, in order to keep abreast of developments. Evaluation tools, such as the Scottish executive's *How Good is our Early Learning and Childcare and Health and Social Care Standards*, and a range of Curriculum for Excellence documentation such as *Building the Ambition*, are used to review and evaluate the curriculum offered and to formulate development plans for maintaining and improving quality across the curriculum. Teaching staff are also involved in whole school development and improvement planning. An annual Quality Assurance Framework/ Self Evaluation process is completed by Nursery staff and this is also used to inform the School Improvement Plan. As part of this parents and other users of the service receive questionnaires about various aspects of the Nursery.

Fiona Baird

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Next update due January 2021

