

Our Values

- **Creativity** – *noun* - the use of imagination or original ideas to create something; inventiveness.
- **Caring** – *adjective* - displaying kindness and concern for others.
- **Connectedness** – *noun* - a feeling of belonging to or having affinity with a particular person or group.

Our Vision

To Go Beyond the Dream

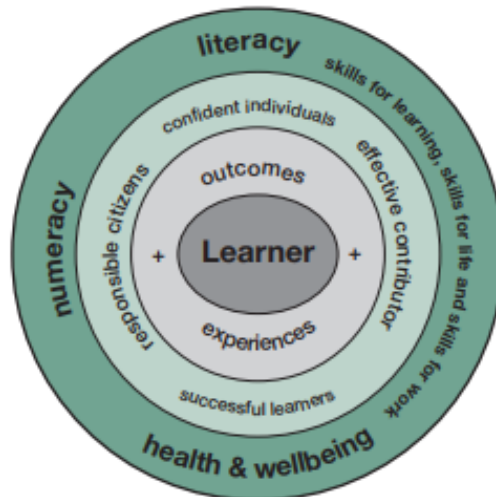
As a staple of the new Calderwood community, Calderwood Nursery is built on connectedness and acceptance of every child's uniqueness. All children are challenged to be curious, autonomous and choose their learning within a caring, creative environment. We support them to develop the skills, resilience and confidence to go beyond achieving their dreams.

Our Aims

- Culture and Ethos
 - To create a nurturing and autonomous environment where wellbeing, GIRFEC and rights of the child are enshrined throughout and success and achievement is celebrated by all
- Curriculum & Pedagogy
 - To use effective self-evaluation to design a high quality agile, child-led, play-based curriculum which encompasses creativity and skills for life learning and work, making use of outdoors and indoors
- Learning, teaching and assessment
 - To use effective assessment and tracking to 'build on what the child already knows' and provide progressive, stimulating and challenging learning spaces, interactions and experiences, involving children and parents, that will develop curiosity and creativity
- Personalised Support
 - To provide the appropriate support and challenge, engaging with all agencies, that meets the unique needs of all children to ensure they realise their potential
- Partnerships
 - To nurture positive relationships with all stakeholders and create a sense of belonging within our school community
- Transitions
 - To provide effective communication and partnership working to support transitions for all children and share tracking and monitoring progress to ensure progression of learning

Principles for Curriculum Design

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- relevance



GIRFEC Wellbeing Indicators

- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Respected
- Responsible
- Inclusive

What does this look like?

Culture and Ethos

- Enabling environments - interesting spaces indoors and outdoors
- Quality, sensitive interactions
- Experiences meaningful and in context
- Focus on GIRFEC, UNCRC, and nurturing approaches
- Celebrating successes and achievements

Curriculum and Pedagogy

- Frobel principles, engaging with nature, importance of play, creativity, relationships, autonomous learners, unity and connectedness
- Child-led learning offering choice
- Outdoor Play – nature kindergarten
- Forest School approaches
- Open ended materials and resources – loose parts
- Highly skilled and trained staff

Learning, teaching and assessment

- Skills-based learning through quality play opportunities
- Child-led, adult-led, child-initiated, adult-initiated experiences
- Quality responsive and intentional planning that meets the needs of all learners
- Consultative planning approach involving champions children, parents/carers

- Using the progression pathways and WL tracking and monitoring to ensure progressive, challenging experiences for all
- Effective use of OJ to record key observations of learning and reflect child's personal learning journey

Personalised Support

- Personal Plans
- GIRFEC planning
- CPM's
- IEP's
- Milestones to support children with ASN
- Partnership working

Partnerships

- Family learning opportunities
- Parental engagement in supporting learning
- Parental involvement in life and work of ELC
- School community and wider community
- Links across early level
- External agencies

Transitions

- Effective programmes into nursery, into Primary 1, daily transitions
- Effective communication with all stakeholders e.g. sharing tracker data