



Curriculum Policy

This policy was adopted at a meeting of:

East Craigs Playgroup

Academic Year 2022/23

Signed : Caroline Wilkinson

Designation: Manager

1. Statement of Purpose

1.1

Within our setting we recognise the importance and value of high-quality early education and childcare (ELC). We are 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. We aim to be responsive to each child's individual needs, including any additional support needs, and to build on the child's prior learning and natural curiosity.

Throughout this guidance the term '*parents*' is used to include all main caregivers.

2. National Guidance

2.1

We will be guided by the guidance to:

- make links between practice, theory, and policy guidance to reinforce aspects of high-quality provision and the critical role practitioner's play
- build confidence and capability of those who work with children and families from pre-birth to starting school and beyond
- support improvement and quality by encouraging discussion, self-reflection and questioning about relevant practice
- provide advice on achieving the highest quality of ELC provision that will enable young children to experience and to play their own part in Scotland being the best place in the world to grow up

2.2

We embrace the values inscribed on the mace of the Scottish Parliament (wisdom, justice, compassion, and integrity) which underpin Curriculum for Excellence.

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

Experiences and outcomes will support progress in learning. Across the eight curriculum areas; Expressive arts, Health and wellbeing, Languages, Mathematics, Religious and moral education, Sciences, Social studies, and Technologies.

2.4

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

Curriculum content will be driven by the experiences and outcomes for early level, described in Curriculum for Excellence, within the broad curriculum areas of:

- Health and wellbeing
- 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.

2.5

All children have a right to a broad general education, so although our curriculum will be driven by children's needs and interests, we will ensure that they have access to a wide range of experiences across all curricular areas. The Scottish Government has identified health and wellbeing, 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. Seasonal activities and the celebration of festivals will form a backdrop to our planning as appropriate, rather than the key focus of learning, which will be dictated by children's needs and interests in conjunction with the guidance above.

3. Approaches to Learning

3.1

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, focussing 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. We will constantly revisit experiences and outcomes to consolidate and embed learning. We will introduce cross-cutting themes as appropriate, ensuring rich, meaningful and challenging learning experiences for children.

3.3

Outdoor Learning provides rich opportunities for children to learn in exciting, absorbing, imaginative and meaningful ways. We will seek to make good use of these opportunities in and around the setting. Outdoor learning is an approach to learning that is integral to the curriculum. It takes place in the setting and the Gyle Park. Its purposes include health and wellbeing; we will encourage investigation and exploration, physical activity, and personal and social development.

We will support learning outdoors to engage children and young people in many different ways. Our practitioners will act as facilitators, using multi-sensory and experiential approaches to provide learning experiences for all.

4. Learning Environment

The setting will provide a safe, stimulating indoor and outdoor environment, where children feel secure and confident to explore, to experiment, 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.

5. 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. Parents will be encouraged and supported to participate in their child's learning within the setting and in the home. We value their knowledge of the child's prior learning and their role as prime educator of the child.

6. Planning for Progress

6.1

We will identify and build on the child's prior learning. Activities to encourage children's learning development 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 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.

7. Transitions

7.1 Transition times for the child from home to setting can be a time of great uncertainty and anxiety for them. We work with parents to take the time it needs to settle the child into our setting, firstly arranging a visit followed by up to a fortnight of gradually increasing

sessions until the child is confident leaving their caregiver. Each child is treated as an individual and sometimes, for example if a child is not emotionally ready, a place will be kept, where financially possible, to repeat the process in a month or two or even the following term. We also handle transitions to nursery and school with sensitivity and positivity and will be responsive to the individual child.

Our record keeping for all safeguarding matters, including planning is maintained to the highest standards and stored safely and securely ensuring all sensitive information is only accessible to relevant members of staff.

7.2 We will work together with our children and their families to support positive transitions, [The Scottish Children and Families Transitions Position Statement](#) recognises the value of working together with children and their families, positive relationships, positive continuity, learning, play and wellbeing. The Position Statement is informed by a shared understanding of the importance of transitions and the need to address the impact of transitions in children's lives.

Monitoring of this Policy

It will be the responsibility of Caroline Wilkinson (*Manager*) to ensure that all staff, including new or temporary staff, are familiar with this policy and to monitor that it is being implemented. This will be achieved through both formal and informal observation of staff practice, staff review of curriculum plans and management review of all planning documentation and children's progress records. The quality indicators outlined in : Self-evaluation in the early years (HMIE) will inform our monitoring practice.

See also:

Responsive Care Policy
Staff Development Policy
Participation Policy
Monitoring and Assessment Policy
Quality Assurance Policy
Use of IT Policy
Outings Policy
Equal Opportunities Policy
Additional Support for Learning Policy
Tracking Children's Progress Policy
Transitions Policy

Links to national policy:

When reviewing your policy, please reflect on the 'Health & Social Care Standards: My support, My life' <https://www.gov.scot/publications/health-social-care-standards-support-life/>

[How good is our early learning and childcare? | Self-evaluation | National Improvement Hub \(education.gov.scot\)](#)

Getting it right for every child (GIRFEC)
<https://www.gov.scot/policies/girfec/wellbeing-indicators-shanarri/>

The Scottish Government website also provides up to date information about **early learning and childcare policy** and **Covid-19 guidance for the sector**.

[GIRFEC National Practice Model - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/girfec-national-practice-model/pages/introduction.aspx)

[Play Strategy For Scotland: Learning About Play - Investigating Play Through Relevant Qualifications In Scotland - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/play-strategy-for-scotland/pages/introduction.aspx)

Find out more:

A summary of early learning and childcare (ELC) resources

<https://education.gov.scot/improvement/practice-exemplars/a-summary-of-elc-resources/>

Useful Publications

[A quality framework for daycare of children, childminding and school aged childcare](#)
June 2021

[Early learning and childcare improvement programme | Care Inspectorate Hub](#)

Our Creative Journey

<https://hub.careinspectorate.com/media/603624/our-creative-journey-aug-17-master-combined.pdf>

My World [Outdoors](#)

Early Learning and Childcare: Delivering High Quality Play and Learning Environments
[Outdoors](#)

[Early learning and childcare improvement programme](#)

The Hub ([Resources](#))

[Education Scotland-Successful approaches to learning outdoors](#)