



Curriculum Procedure

UNCRC in Article 28: (right to education) Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.

The following procedure has been written based on, *A Curriculum for Excellence, Building the Curriculum 2, Active Learning in the Early Years*, Education Scotland, 2007; *Health and Social Care Standards My support, my life*, (regarding descriptive statements, 1.25, 1.27, 1.29-1.32) Care Inspectorate, 2017; *Building the Ambition, National Practice Guidance on Early Learning and Childcare, Children and Young People (Scotland) Act 2014*, Scottish Government. 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/Languages
- Numeracy/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 using 'Planning in the Moment' in our Nursery to ensure that the activities, resources, and focused group time sessions support learning based on the children's current interests. The focused group time sessions allow the children's interests to be developed further to support the progression of learning while allowing the children to lead their own learning and independently make choices. 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, *Building the Ambition* to support our setting to deliver a high quality provision that promotes the whole development of your child. We focus on the development of wellbeing, communication, curiosity, inquiry, and creativity.

How do we implement this guidance in setting?

Laurencekirk Nursery

All staff have the responsibility to observe and record the daily interactions of children, specifically on planned 'focus groups' 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. This will enable us to be aware of where your child is in their learning journey and how we can support their learning progression.

We recognise the important role that parents have in their child's learning and we promote partnership working between home and nursery. Parents are given the opportunity to share their child's interests from home with staff regularly to inform learning experiences provided within setting. In Term 4, all preschool children will receive a Home Pack which contains various active learning activities that children can complete with their parents/carers at home. Seesaw is used regularly to share learning and communicate with parents.

Assessment, observation, and reporting

All staff are responsible for recording observations of your child in both free play and more focused group time activities which will be monitored by key workers. It is during these observations, group times and adult led activities that we assess your child's progression and identify next steps to ensure progression of learning. Observations will document the learning and/or skills that your child has demonstrated. There can be comments added to observations by parents to share interests, learning and experiences from home. In addition to this, key workers will be observing children while using the Emerging Literacy Developmental Trackers to positively determine next steps to be implemented in their learning.

We use Seesaw to record and report about how your child is progressing in nursery. This can be used daily and sent home while the child is at Nursery to show what the current interests are and to show learning taking place in the moment.

Updated August 2021

Review August 2022