



CURRICULUM POLICY

The Care Inspectorate's Health and Social Care Standards inform the standard of practice expected of Ferryfield's staff, when following this policy they are adhering to:

Standard 1: I experience high quality care and support that is right for me.

Dignity and respect

1.1 – I am accepted and valued whatever my needs, ability, gender, age, faith, mental health status, race, background or sexual orientation.

1.2 – My human rights are protected and promoted and I experience no discrimination.

Compassion

1.6 – I get the most out of life because the people and organisation who support and care for me have an enabling attitude and believe in my potential.

1.7 – I am supported to discuss significant changes in my life, including death or dying, and this is handled sensitively.

Be included

1.9 – I am recognised as an expert in my own experiences, needs and wishes.

Responsive care and support

Experiencing my care and support

1.19 – My care and support meets my needs and is right for me.

1.30 – As a child, I have fun as I develop my skills in understanding, thinking, investigation and problem solving, including through imaginative play and storytelling.

1.31 – As a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open ended and natural materials.

Standard 2: I am fully involved in all decisions about my care and support.

Wellbeing

2.22 – I can maintain and develop my interests, activities and what matters to me in the way that I like.

2.27 – As a child, I can direct my own play and activities in the way I choose, and freely success a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity.

Standard 4: I have confidence in the organisation providing my care and support

Responsive care and support

4.11 – I experience high quality care and support based on relevant evidence, guidance and best practice.

4.19 – I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes.

Ferryfield recognises the importance of quality pre-school education. 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 learning and discovering more.

Ferryfield believes in a developmentally appropriate curriculum which takes into account the importance of the whole child and the stage of development they have achieved. We recognise that individual children learn in a variety of different ways, but for 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 and learning situations and the opportunity to play, talk, interact and socialise with other people.

The Importance of the Child

Ferryfield aims to provide a curriculum which has regard to the best interests of the child, it will do this by

- Identifying and assessing the individual needs of children.
- Building on children's previous experience.
- Keeping profiles on individual children to monitor progress and inform planning.
- Recognising the inter-dependence of care and education by paying due regard to the welfare, safety and well-being of the child.
- Adopting a flexible approach to planning the curriculum – this enables opportunities 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 with parents and carers.
- Fostering equal opportunities between adults and children involved in the group.

The Curriculum

In Ferryfield the curriculum refers to the activities and experiences, planned and unplanned (both hidden and unhidden), offered to the children from which they can learn, either formally or informally. Ferryfield uses the Curriculum for Excellence to guide its approach to provide a range of learning activities. Curriculum for Excellence offers learning opportunities in the following areas:

- Expressive arts
- Health and wellbeing
- Languages
- Mathematics
- Religious and moral education
- Sciences
- Social studies
- Technologies

Ferryfield recognises the importance of play to the child's all round development and ensures a variety and range of play activities and experiences are planned and provided which support and reflect the children's interests.

- The planning, observation and evaluation cycle are used to ensure all children's interests and struggles are being served.
- The planning cycle is flexible enough to respond to the starting points indicated by the children or their parent's or carers.

- Through the observation, talking to and listening to the children in Ferryfield, staff can monitor and record the individual children’s achievements.
- All information gathered is used to ensure children’s needs are being fully met and that they are being offered activities and experiences which are relevant and meaningful to them.
- Individual personal learning plans are kept for each child and parent’s and carers are encouraged to contribute to their contents.

Evaluation

Evaluation is an important part of the provision of an adaptive curriculum, it ensures that opportunities being offered are being utilised to their full potential and that they are age and stage appropriate for the children in Ferryfield.

- The staff will use their weekly administration time to discuss learning opportunities that have been offered that week to evaluate the impact on the children’s learning.
- The children are encouraged to evaluate their own learning as they engage in their daily play.
- Children spend time together each day discussing, what they have achieved and how they would like to take their learning forward.
- Children are regularly given formal opportunities to evaluate the learning and play opportunities they are provided with whilst in Ferryfield.

Adopted by the Committee

Date

August 2019