



Early Learning and Childcare Centre

CURRICULAR RATIONALE

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 has developed this policy with reference to the following documents. *Building the Curriculum 1, 2, 3, 4 and 5 Towards a Curriculum Rationale, Journey to Excellence, HGIOELC, Building the Ambition*

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Curricular Rationale

Policy Rationale

We aim to provide a broad, experiential curriculum that meets the needs of all of our children and which develops skills for learning, skills for life and skills for work. In doing so, we are preparing Ferryfield's children to take their place in modern progressive society.

This means that every child at Ferryfield is entitled to a curriculum which is:

- Coherent from their first day at Ferryfield through to S3 of their secondary education
- Founded on sound learning and teaching practices including well-planned active learning experiences which are engaging and fun.
- Based upon developing skills and competences in literacy and numeracy and an ability to make informed choices about their health and well being
- Real and relevant now and in the future

All staff have a responsibility to build our children's capacity to become

- Successful learners
- Confident individuals
- Responsible Citizens
- Effective Contributors

By developing a curriculum which is based upon the 7 key principles of

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

Ferryfield staff have extensive knowledge and understanding of the Curriculum for Excellence and child development, and by adopting a collegiate approach to developing experiences and outcomes are able to provide teaching and learning of the highest quality for the children at Ferryfield.

The key aims for our curriculum are:

- to have a clear focus on learning and teaching
- to provide high quality teaching of core skills (literacy, numeracy, ICT, Learning and Thinking Skills, Problem Solving).
- to provide real contexts for learning and link learning to support children's understanding of the world around them
- to develop the key personal qualities of resilience, perseverance and a positive attitude to learning.
- To encourage parental involvement.

Organising Learning

The ethos of Ferryfield is a crucial element in the delivery of Curriculum for Excellence. The experience of our pupils will be based on sound pedagogy. We will deliver experiences that develop the values and principles through:

- active learning – which is differentiated and challenging
- independent and collaborative learning
- play which is adult directed or initiated *and* child initiated
- problem solving through investigating and exploring.
- celebrating successes and achievements of individual children

Citizenship, Enterprising learning and Teaching, Creativity and understanding of Sustainable Development are core elements which underpin our ethos and all learning should be planned to reflect these basic themes and principles.

Supporting all our children to become literate and numerate is a key factor. This will have implications for the organisation of our learning:

- Ferryfield staff place a high priority on developing literacy, numeracy and providing health and wellbeing learning, through real life and active play experiences.
- Collaborative, participative and peer learning will be embedded from the early stages to ensure continuity for our children and encouraging them to become active learners.
- Opportunities to embed literacy and numeracy in all curriculum areas will be a priority. Real and relevant contexts will support this. All staff will be explicit about the use of literacy and numeracy skills in differing contexts to underpin our children's understanding.
- At all stages this learning should be linked to skills for life.

The curriculum has been organised following the Curriculum for Excellence Learning Outcomes and Ed Scotland's expectation and guidance

Curriculum for Excellence

- Languages
- Mathematics
- Health & Wellbeing
- Social Subjects
- Sciences
- Technologies
- Expressive Arts
- RME

'Planning should encourage participation by, as well as being responsive to, the learner, who can and should influence and contribute to the process.'

Building the Curriculum 3

Consideration will be given to the way we plan. Activities should be planned with the children. Termly planning will be broader and more flexible. Weekly planning will need to reflect what is happening in the nursery and should include learning intentions, next steps and impact on learning alongside activities and outcomes to influence the process through involvement in planning and evaluating.

HGIOELC Quality Indicators and supporting strategies, as well as Personal learning journeys and Building the Ambition, will be used as a key tools in assessing the effectiveness of learning and teaching in our nursery.

Gathering evidence will be crucial in this process and we will use dedicated observations and assessment – recorded in PLJs for each child. This will allow us to track individual and group achievement and attainment.

Digital photographs and written observations along with pictures, artwork and information from parents/carers will celebrate a child’s success and achievement.

The nursery will set up and maintain a folio of school initiatives and learning in the community.

Learning and teaching will continue to be monitored and will feed in to our evaluation processes to ensure that Ferryport Nursery continues to improve and provide the highest quality learning experiences.

We will continue to work closely with parents/carers and our community. We will take every opportunity to involve them in the life and work of the school, to share our achievements and to build links which enhance our curriculum.

This rationale will be reviewed regularly to ensure that it reflects the delivery of a Curriculum for Excellence.

Adopted by the Committee

Date

August 2019