**Crossroads Nursery Curriculum Policy**

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**UNCRCs**

*Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children’s dignity and their rights. Richer countries must help poorer countries achieve this.*

*Article 29 (goals of education) Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.*

*Article 30 (children from minority or indigenous groups) Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.*

**The Purpose of the Curriculum**

The purpose of our curriculum at the early level is to support children in all aspects of their emotional, social, cognitive, and physical development. It should enable them to become increasingly independent, responsible, and eager to progress in their learning.

Our Staff will help to achieve this through skilled interactions with each child and by providing stimulating contexts for active learning, by recognising each stage of development and building upon the child's knowledge and skills.

(RtA, 2020) states that a learning environment must promote *‘a happy, interesting and empowering learning environment,* [where staff consider] *the interactions, experiences and spaces. We as practitioners add value to what children already know and can do.’*

**Curriculum for Excellence**

The “*Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum for 3- to 18-year-olds.*

*The curriculum includes the totality of experiences planned for children and young people through their education, wherever they are being educated*”.

(Learning & Teaching Scotland)**.**

The purpose of the Curriculum for Excellence is to enable each child to become a successful learner, a confident individual, a responsible citizen and an effective contributor through the use of the Early Level Curriculum.

Using the **7 Key Principles of Learning** as the basis of the curriculum which includes carefully planned learning experiences that provide:

* Challenge and Enjoyment
* Breadth
* Progression
* Depth
* Coherence
* Relevance
* Personalisation and Choice

**Curricular Areas**

Learning experiences provided are linked to a curricular area:

* Health and Wellbeing
* Literacy
* Numeracy
* Expressive Arts
* Social Studies
* Religious and Moral Education
* Science
* Technology.

**Benchmarks (2017)**

Benchmarks are used as a tool by practitioners to ensure no significant gaps in the learning across the curricular areas occur by providing a **breadth** of learning across knowledge, understanding, and skills set out in the experiences and outcomes at the early level. Practitioners ensure they set **challenge** in the learning environment allowing for the learning to move forward, allowing children to apply what they have learned in unfamiliar situations.

**Literacy, Numeracy & Health & Wellbeing**

To support these areas, we use Highland Council’s Developmental overviews for all age groups to find out the children’s strengths, allowing practitioners to assess and plan for their key children.

*The overviews are a guide for practitioners and include targeted learning and teaching at the Emerging, Developing and Expanding stages of development. (Highland Council, Undated).*

**Environment**

**We provide this in an environment where:**

* The children are fully engaged in their learning, which is interactive, purposeful and defined within the outcomes and experiences.
* The learning environment is relaxed and supportive, with opportunities for observation, interaction and further exploration of interests and activities.
* The learning environment is imaginatively resourced and stimulating, allowing for engagement in exploratory and spontaneous play.
* The imaginative use of space and resources creates an opportunity for children to work independently or collaboratively.

**With staff who**:

* Are the key person responsible for ensuring individual children’s learning needs are met, through quality observations, responsive planning and child lead learning.
* Are open, positive, and supportive relationships in which children will feel that they are listened to.
* Promote a climate in which children and young people feel safe and secure.
* Model behaviour that promotes effective learning and wellbeing.
* Are sensitive and responsive to each child’s wellbeing.

Children should be encouraged to contribute to the life and work of the nursery. Including opportunities to participate responsibly in decision-making, contribute as leaders and role models, offer support to others, and play an active part in putting the values of the nursery community into practice. Staff will use the experiences and outcomes at the early level to plan coherently for progression in learning across the curriculum.

**GIRFEC**

A child who is safe, healthy, accepted, nurtured, achieving, respected, responsible and included will benefit more from the educational experiences and outcomes on offer (SHANARRI).

The principle of Getting it Right for Every Child promotes integrated working, sharing information and actions to meet a broader range of support needs and promote wellbeing.

**Additional Support Needs**

Inclusion is an entitlement for all our service users, and we strive to create a secure and accepting environment that will recognise and value diversity. Inclusion is a matter of entitlement and equal rights as stated in the UN Convention on the Rights of the Child, the European Convention of Human Rights, and National Legislation.

The Education (Additional Support for Learning) (Scotland) Act 2009 is underpinned by the theme of equality. It requires establishments, local authorities, and other agencies to address additional support needs that may arise during a child/young person’s education. It legislates that it is everyone's responsibility to ensure that support enables children to become successful learners, confident individuals, responsible citizens, and effective contributors.

**Aims:**

* Ensure all children’s individual needs are met, allowing them to meet their full potential.
* To provide support and guidance and work in partnership with all parties to identify, assess, and deliver additional support for learning.
* To strive for close co-operation and partnership between all agencies concerned.
* To ensure staff will further support children through continuity, appropriate planning and effective use of available resources e.g. Makaton, Visual Timetable, Symbols, PEC’s and Pixon Boards.
* Ensure staff provide support and guidance to parents through parental involvement and partnership.
* To take into account the parent’s knowledge of their child.
* To strive for close co-operation and partnerships between parents and all agencies involved.
* To provide staff with the appropriate training and keep staff up to date with current legislation.

Where a child has additional support needs, a plan of action is created using their personal plan and information shared by parents and other professionals. This will be in the format of a ‘Nursery Support Plan’

* Triggers or factors which impact the child’s educational, emotional, social, medical, communication and behavioural needs.
* Enable appropriate support by working collaboratively with other agencies.
* How support will be implemented.
* The roles and responsibilities of all involved.

Planning may be short term or long-term depending on a child’s circumstances.

There are several ways in which we plan to meet the needs of our children in our setting. These include:

* Forward planning for the class/playroom.
* Care plans.
* Multi-Agency Partnerships through the Child’s Plan.
* Individual Education Plan (IEP).
* Co-Ordinated support plan (CSP).

We constantly review the adequacy of support for all pupils working closely with the child and their family and have responsibility for monitoring and reviewing their support plan. Where support is agreed from external agencies, we will work in partnership to support the child—ensuring that Crossroads Nursery uses the well-being indicators of getting it right for every child.