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Curriculum Policy

This policy was adopted at a meeting of:

Bananas Playgroup

Address *c/o Broughton Primary School
 Broughton
 ML12 6HQ*

On *20th August 2014*

At *Staff and Committee Meeting*

Signed Chairperson

Name (*print*)..... Chairperson

Witnessed by (*sign here*).....

Witnessed by (*print name*).....

Curriculum Policy

The group recognises the importance of quality pre-school care and education for young children. It is 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.

As a member of SPPA, the group believes in a developmentally appropriate curriculum which takes into account the importance of the whole child and the stage of development he or she has reached. It recognises that people learn in a variety of different ways and that for very 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
- the opportunity to play
- the opportunity to talk, interact and socialise with other people.

The Importance of the Child

The group aims to provide a curriculum which has regard to the best interests of the children. It will do this by:

- identifying and assessing the individual needs of the children
- building on the children's previous experience
- keeping profiles on individual children to monitor progress and inform planning
- recognising the interdependence of care and education by paying due regard to the welfare, safety and well-being of the children
- adopting a flexible approach to planning the curriculum 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, and involving them in their child's learning and development in the group setting
- fostering equal opportunities between adults and children involved in the setting.

The Curriculum

The curriculum refers to the activities and experiences, planned and unplanned, offered to the children from which they can learn, either formally or informally. It offers a framework, which combined with the children's previous experiences and learning, aims to support and guide their learning and development by enabling them to:

- develop knowledge and understanding
- practice and acquire skills
- acquire values and attitudes
- acquire confidence, self-esteem and resilience
- make friends and form relationships.

The curriculum framework will emphasise the processes by which children learn for example communicating, playing, observing, investigating, problem solving, experimenting, reflecting, and practising.

It will offer a wide range of situations, experiences, events and activities which will excite children's curiosity and motivate and stimulate them to learn.

It will offer a broad and balanced approach to the learning opportunities necessary to promote and support children's learning and development.

Curriculum for Excellence

The setting will plan learning and development opportunities using the Curriculum for Excellence (3-18) ¹ which sets out to enable all children to become:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

The following curriculum areas, identified in Curriculum for Excellence, will be followed at the early years level:

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

The setting will follow the principles of curriculum design:

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

Where appropriate, the curriculum will also take into account the key principles of Pre-Birth to Three: Positive Outcomes for Scotland's Children and Families ² which are:

- Rights of the child
- Relationships

- Responsive care
- Respect

The group recognises the importance of play to children's all round development and will ensure that a variety and range of play activities and experiences are planned and provided which supports their learning. SPPA's Codes of Practice ³ define the core activities and experiences which should be offered.

The group will offer 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.

Planning, observation, record keeping and assessment will be used to ensure the children's best interests are being served. Planning will help staff to provide breadth and balance across the curriculum, as well as setting out clear goals for children's learning and development. It will be flexible enough to respond to starting points indicated by the children themselves, or their parents or carers.

Through observing, talking to and listening to children, staff and helpers will monitor and record 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.

Individual profiles/records of the child's development will be kept for each child. Children and their parents or carers will be encouraged to contribute to its content along with the staff. The information contained in the file will be shared with parents or carers informally during day to day activities, and formally at individual parent or carer meetings with a member of staff. These records are the property of the child and will be given to the child when they leave. Information will not be disclosed to any other person without the consent of parents or carers.

Evaluating the Curriculum

The group's primary aim is to offer high quality childcare and education and it recognises the importance of reviewing and evaluating its practice against this aim.

The group will comply with the inspection process carried out by the Care Inspectorate, using the National Care Standards for Early Education and Childcare up to the Age of 16. If the group is in partnership with a local authority, it will comply with the inspection requirements of Education Scotland and will endeavour to implement recommendations from inspection visits within a reasonable timescale and will also implement any actions that arise from its own reviews of the curriculum.

Staff meetings will be used to monitor and assess the relevance of the curriculum. Staff will attend training in curriculum development, in order to keep abreast of developments. Evaluation tools, such as The Child at the Centre Self Evaluation in the Early Years⁴ will be used to review and evaluate the curriculum offered, and to formulate development plans for maintaining and improving quality across the curriculum.

Notes

1. Curriculum for Excellence 3-18

Visit www.educationscotland.gov.uk/thecurriculum/whatiscurriculumforexcellence/index.asp

2. Pre-Birth to Three: Positive Outcomes for Scotland's Children and Families

Visit www.educationscotland.gov.uk/earlyyears/prebirthtothree/nationalguidance/index.asp

3. A Code of Practice for Early Years Settings and Running a Toddler Group: a Code of Practice

Visit www.sppa.org.uk

4. The Child at the Centre Self Evaluation in the Early Years

Visit www.educationscotland.gov.uk/Images/hgios3bEarlyYears_tcm4-489372.pdf

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