

# Greenbank Pre School

## Curriculum Policy



**Greenbank Pre School**

Edinburgh Greenbank Parish Church of Scotland  
Braiburn Terrace  
Edinburgh EH10 6ES

SPPA Registration No: 0923  
Charity No SCO11325

## **Curriculum Policy**

Greenbank Pre School (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 child. It will do this by:

- identifying and assessing the individual needs of children
- building on children's previous experience
- keeping learning stories and observations for each individual child 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 child
- 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
- fostering equal opportunities between adults and children involved in the group

### **The Curriculum**

In the group the curriculum refers to the activities and experiences, planned and unplanned, offered to the children from which they can learn, either formally or informally. The curriculum aims to support and guide children's learning and development in the following areas:

Health and Wellbeing,  
Literacy and Numeracy  
Expressive Arts  
Technologies,  
Social Studies,  
Sciences,  
Religious and Moral Education.

(Source *Curriculum for Excellence*)

The group offers a safe, stimulating environment, indoors and outdoors, where children feel secure and confident to explore, experiment, interact and take up new challenges in their learning and development. The group uses '*Building the Ambition*' and '*How Good is our Early Learning and Childcare?*' to guide its approach to provide a range of learning activities and experiences, which motivate children and build on their previous experiences.

The group recognises the importance of play to children's all round development and ensures that a variety and range of play activities and experiences are planned and provided which support children's learning and development in the key aspects.

Planning, observation, record keeping and assessment are used to ensure children's best interests are being served. Planning helps staff provide breadth and balance across the curriculum as well as setting out clear goals for children's learning and development. Time is set aside on a weekly basis to encourage children to think about what they are learning and what they would like to learn next. We aim 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 in the group are able to monitor and record individual children's progress. The information gained is 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.

Online journals and Literacy, Numeracy and Health & Wellbeing trackers are kept for each child in the group and parents or carers of the child are

encouraged to contribute to their content along with the child and group staff. The information contained in the journals and trackers is 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 Learning Stories are the property of the child and will be given to the child when he or she leaves the group.**

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 complies fully with the inspection process requirements of HMI and the Care Inspectorate.

Staff meetings are 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 SPPA's Quality Assurance Accreditation Scheme and the Scottish Executive's '*Building the Ambition*', '*How Good is Your Early Learning and Childcare?*' And '*My World Outdoors*' are used to review and evaluate the curriculum offered and to formulate development plans for maintaining and improving quality across the curriculum.

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**All staff and committee members will have a working knowledge of this policy.**

**Date of review May 2017**

**Name Joan Ritchie**

**Due review by May 2020**