

CURRICULUM POLICY

Rationale

The Early Level of Curriculum for Excellence includes Early Learning and Childcare and Primary 1 encouraging better continuity and progression of learning. Curriculum for Excellence builds on the solid foundations developed in the critical years from Pre-birth to 3 which is supported by the National Pre-Birth to Three Guidance and the guidance in Realising the Ambition: Being Me (2020) for those working with children aged 0 to 5. The refreshed narrative for Curriculum for Excellence places learners at the heart of their education. [Scotland's Curriculum](#)

This guidance will help providers and staff to take into account the relevant [Health and Social Care Standards](#)

1.27 I am supported to achieve my potential in education and employment if this 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.

1.32 As a child, I play outdoors every day and regularly explore a natural environment.

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

This guidance will help providers and staff to take into account the relevant Quality Indicators from How Good is our Early Learning and Childcare: [How Good Is Our Early Learning and Childcare](#)

2.2 Curriculum

2.3 Learning, teaching and assessment

3.2 Securing children's progress

3.3 Developing creativity and skills for life and learning

This guidance will help providers and staff to take into account the relevant articles from the UN Convention on the Rights of the Child: [A Summary of the UN Convention on the Rights of the Child](#)

Article 12 – respect for the views of the child

Article 13 – freedom of expression

Article 29 – goals of education

Article 31 – leisure, play and culture

This policy will be monitored by / through: ELC Staff Team in consultation, children, parents, staff and other professionals using audits, planning, observations, folios and consultation.

This policy will be reviewed in:	12 months
Review Date:	August 2025
Reviewed By:	Management

AIMS	OUTCOMES	IMPLEMENTATION
<ul style="list-style-type: none"> To promote a child-centred approach where learning is relevant, meaningful and based firmly on play and active learning using responsive and intentional planning approaches and ensure equity to all children and families Having a key role in creating an inspiring curriculum which provides motivating learning provocations and appropriate challenge for all children. Informed by the child's actions, emotions and words build on prior knowledge, skills and experiences in order to ensure appropriate pace, challenge and progression in children's learning. To provide high quality experiences, interactions and learning environment: 	<ul style="list-style-type: none"> Children take ownership of their own learning and are supported by skilful practitioners The curriculum offers children interactions, experiences and spaces that are developmentally appropriate. The curriculum is engaging and active with challenging opportunities which are relevant for each child Expectations and standards are shared with children, staff and families Staff are able to use knowledge of child development in order to provide developmentally appropriate experiences An ethos is established in which staff have a shared understanding of pedagogy and are ready to engage in professional reflection Children have rich, relevant experiences to enhance and extend their learning through play in both the indoor and outdoor environments Staff interactions are well planned to develop children's learning 	<ul style="list-style-type: none"> Full account is taken of children's rights and is considered in respect of their stage of development including when planning learning across the curriculum Using observations and interpretations of the child's actions, emotions and words to inform responsive planning and provocations. Use key national and local guidance (Curriculum for Excellence, Realising the Ambition, Angus Council Pedagogical Documentation Policy) Early Level Curriculum for Excellence: Education Scotland - supporting early level National pre-birth to three guidance: Education Scotland – Pre-Birth - Three Realising the Ambition: Being me: Education Scotland - Realising the Ambition: Being Me Follow guidance in Health & Social Care Standards 1.27, 1.30, 1.31, 1.32 & 2.22: Health and Social Care Standards How Good is Our Early Learning and Childcare Quality Indicators – 2.2, 2.3, 3.2, and 3.3

<ul style="list-style-type: none"> • What needs to stay to reinforce learning and development • What needs to change to inspire new learning and development • To establish strong connections with children, families and the wider community in shaping the curriculum design and delivery which link to the four capacities • To encourage children to be curious, imaginative and creative in their play based learning using natural objects and loose parts materials • To use our professional judgement and plan the most suitable learning intention to ensure children are offered a rich, meaningful, play based learning experience, especially when a child has a particular need • Linking Curriculum for Excellence and Play Pedagogy when planning the outdoor curriculum • Having a key role in providing the children the right to play outdoors • Ensuring children have space to explore and learn through curiosity safely in an outdoor environment 	<ul style="list-style-type: none"> • The curriculum provides open-ended experiences and materials to allow more exploration. • Shared vision and values underpin the delivery of an appropriate curriculum relevant to the local community • Practitioners understand the learning possibilities afforded by the interactions, experiences and spaces we facilitate for the children so that learning can be both responsively and intentionally planned for, supported and extended • Children's curiosity and wonder for learning is stimulated with more opportunities in outdoor environment • Effective systems help ensure good outcomes for the children • Children have daily routine access to a stimulating outdoor play/learning • Children have the freedom of choice to move between the indoor and outdoor environments, the opportunity to explore the natural environment • Access to a range of high-quality outdoor play and learning opportunities throughout the year • Within and beyond our setting there is a shared understanding of wellbeing and children's rights 	<ul style="list-style-type: none"> • Staff engage with curriculum development and have an understanding of how to effectively facilitate children's learning • Time is prioritised to audit and review curriculum delivery with all staff, children and families and appropriate action taken • Planning, assessment through observation and tracking and monitoring should ensure continuity and progression of learning. • Staff have an understanding on the role of the adult, (sensitive interactions), spaces that are responsive and adaptable (Outdoors and inside) and flexible experiences (learn from the child to inform practice.) • Staff value high quality early years' provision, understanding this promotes children's development and learning, enhancing future possibilities for the children in their setting. • Practitioners facilitate daily outdoor learning opportunities which provide positive fun, challenging, playful and enjoyable experiences that offers wider and deeper play opportunities and supports greater learning and curiosity • Children can access space: • By frequently re visiting a space, a child's connection is deepened • Space where the child discovers and master's new skills and activities • Space for loose parts, this goes beyond recycled, junk, natural materials and random found objects. • Space for ropes, drawing materials including paint brushes and child friendly tools.
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<ul style="list-style-type: none">• To ensure children's rights are upheld in accordance with the UNCRC		<ul style="list-style-type: none">• Space to use bags of resources such as book bags, bird watching resources, numeracy and threading materials.• Space for climbing, building dens and engaging with natural material.• Space to create floor books to evaluate and review learning.
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