

The Rationale of our Curriculum

Self-Evaluation - HGIOELC 2.2 Curriculum

When designing our curriculum we took account of a number of key factors:-

- Local and national policy
- Our school community and our individuality
- Play and pedagogy
- Skills for life and learning
- Attainment and achievement
- Learners' entitlement and the four capacities
- Four contexts for learning and cross-cutting themes
- Leadership

Our Vision ...

At Blackwood Primary School Nursery Class we strive to establish a caring, nurturing and stimulating environment which encourages creativity and curiosity and recognises each child as an individual, enabling them to attain and achieve.

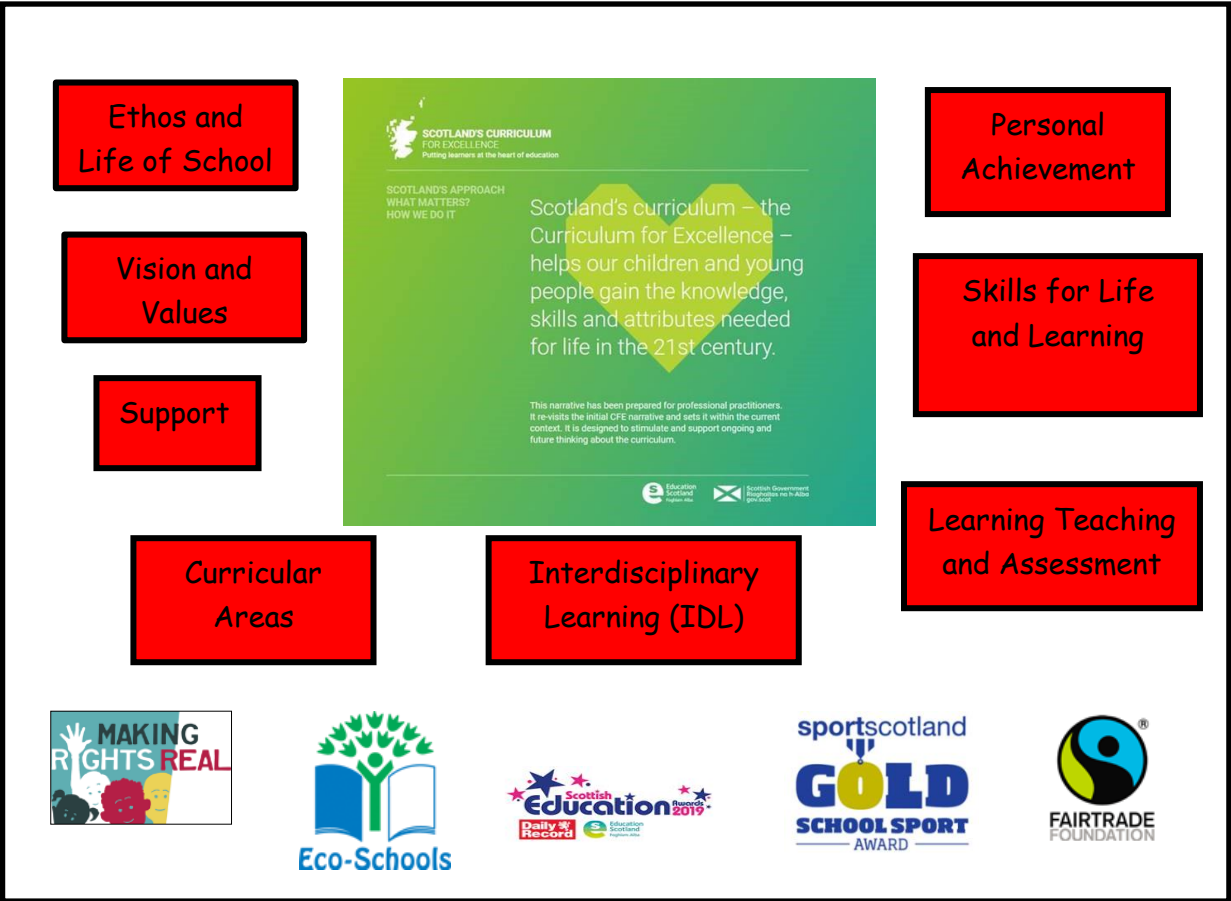
Our Values ...

Friendship, Respect, Equality, Determination

The Curriculum

"...the totality of experiences which are planned for children throughout their education."

"...a framework to meet the needs of all learners 3-18."





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Our Values ...

Our values are central to all aspects of life in the nursery. We work together as a team with staff, children and parents and carers to embed these values across all aspects of life in the Nursery and the wider community.

Friendship	To build positive relationships with other children and adults within the nursery and school.
Respect	To work together to value everyone in our nursery, school and wider community to become responsible citizens.
Equality	To understand that everyone is equal and should receive the same opportunities and support as required.
Determination	To believe in yourself to be the best that you can even if things are difficult.

Our Aims...

We aim to:

- Provide a safe, supportive and nurturing learning environment which builds resilience and where every child is valued and respected as an individual.
- Create an enabling environment, both indoors and outdoors, which encourages creativity, curiosity and inquiry through the use of real-life and natural resources.
- Deliver a curriculum which offers high quality, open ended and challenging experiences where adults sensitively intervene to support and facilitate children's learning.
- Embed the development of Literacy, Numeracy and Health and Wellbeing naturally within children's play experiences.
- Build positive partnerships with our parents/carers, other professionals and the wider community to support children in their learning and development.



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4 Contexts of Learning

Our Ethos and Life of the Nursery

We have developed a positive ethos and climate of respect and trust based on our shared values across the nursery and wider school community. All staff are involved in decision-making through a consultative approach. The positive, supportive relationships that staff develop with children help them to feel safe and secure. Our children feel listened to and are supported to contribute to the life and work of the nursery. We actively seek the views of our parents/carers and use the information we gain to inform our future practice. We have high expectations for all our children to attain and achieve and our responsive approach to planning encourages our children to actively lead their own learning. Nurturing in our ethos, we are a Rights Respecting school, an ECO school, a Health Promoting school, secured Fairtrade status and have achieved Gold sportsotland Schools Award. We were finalist at the Education Scottish Awards in the category Raising Attainment in Literacy (June 2019). We won the Local Authority Award at First Minister's Reading Challenge in its first year (June 2017) and have continued to build on this success.

Personal Achievement

Our children are encouraged to share their learning both in and out of nursery, building motivation, resilience and confidence in order to experience a sense of achievement and understand the reasons for their success. The introduction of our 'Wow Wall' allows our children the opportunity to recognise and celebrate the achievements of their peers, their families and the staff, enabling our children to see that learning is lifelong. Our Online Learning Journals celebrate personal achievements both at nursery and at home and provide parents/carers an opportunity to share in their child's learning.

Interdisciplinary Learning ...

Interdisciplinary learning occurs naturally across the playroom as staff plan and facilitate learning opportunities in response to children's needs and interests. At times, where appropriate and relevant, whole-nursery focuses are planned and developed following consultation with the children. The learning journey is recorded on our Learning Wall. We also use feedback through consultation with parents/carers to inform our planning and identify relevant contexts for learning.



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Curricular Areas

<i>Literacy and English</i>	<i>Numeracy and Mathematics</i>	<i>Health and Wellbeing</i>		
<i>Social Studies</i>	<i>Technologies</i>	<i>Expressive Arts</i>	<i>Science</i>	<i>RME</i>

At Blackwood Primary School Nursery Class, we believe that every child is an individual. Through our curriculum, we endeavour for all our children to become Confident Individuals, Responsible Citizens, Effective Contributors and Successful Learners. The principles of both 'Building the Ambition' and 'Together We Can and We Will' support our practice to ensure that our curriculum provides children with meaningful experiences which respond to their interests, whilst fostering Health and Wellbeing, Communication, Curiosity and Creativity.

Through observation and consultation with our children, we plan opportunities to meet their individual needs, abilities and preferences taking account of the eight Wellbeing Indicators from *Getting It Right For Every Child (GIRFEC)*. The partnerships we develop with our families, the community and other professionals are vital in supporting our children to attain and achieve.

We believe that play is vital within children's learning. We recognise the importance of 'free-flow' play and how it enables children to develop greater independence, progress at their own pace, develop their decision making skills and build an understanding of their environment. The delivery of our curriculum links directly with the Experiences and Outcomes from Curriculum for Excellence. Almost all children are learning within the Early Level. Some learners require an enhanced curriculum.

All staff take responsibility for embedding literacy and numeracy learning opportunities across the playroom and outdoors in order to provide relevant and real-life contexts for learning. We continue to enhance our learning environment to incorporate more natural resources to develop our 'Loose Parts' play. Loose Parts, as described by the architect Simon Nicholson, are materials with varied properties that can be moved and manipulated in many ways. Natural resources encourage children to observe closely and use all of their senses, helping to develop their curiosity and creativity.

Our Forest School programme offers our children regular opportunities to achieve and develop their confidence and self-esteem through hands on learning experiences in a natural environment. As well as providing them with the opportunity to explore and discover an area within their local community, it also allows them to experience and manage risk, to build resilience, to develop positive relationships with others and to foster their creativity.



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Skills for life and learning

Through our responsive approach, our children are developing a broad range of skills across the curriculum within a range of relevant and real-life contexts. We have established links within the wider community to support children's understanding of the world including visits to the community library, doctors, shops, and the local park. Visits from the police, fire service, ambulance service, school crossing patrol and a farmer have developed children's knowledge and understanding of the wider world of work. Raising money through events such as Children in Need supports the development of enterprise.

Learning, Teaching and Assessment

All staff are committed to achieving the best possible outcome for all our children and to this end engage in a wide range of professional learning and self-evaluation activities.

Each child has an individual tracking sheet which is used to record progress in Health and Wellbeing, Literacy and Numeracy. A spreadsheet is used to collate the information and monitor children's learning. The Care Plan is used to record and share children's individual learning targets. Targets are identified, reviewed and evaluated on a termly basis. This is done in consultation with the parents/carers and we continue to build the involvement of the child.

Individual Online Learning Journals are used to capture and share children's learning experiences. The children are encouraged to help record their achievements and reflect on their learning. Parents/Carers have the opportunity to comment on their child's learning and share achievements from home.

Parents/Carers are encouraged to discuss their child's progress with their keyworker informally throughout the year. All parents/carers have the opportunity to attend a formal meeting to discuss their child's progress. Children who have an Additional Support Plan (ASP) will have their targets reviewed regularly and shared with the parent/carer.

Curriculum Workshops, Family Learning activities and Stay and Play events are hosted throughout the year to enable parents/carers the opportunity to share in their child's learning and gain ideas on how they can support their child's learning at home.

Support: Additional Support for Learning and Emotional Wellbeing

At Blackwood Primary School Nursery Class we cater for the individual needs of all our children and are committed to the wellbeing and holistic development of all our children to ensure we are 'Getting it Right for Every Child'. We encourage and support children with a range of needs and work closely with parents/carers and partnership agencies. These include our Early Years Specialist Support Teacher, Speech and Language Therapists, Educational Psychologist, Teacher for the Deaf, Occupational Therapists and the Community Paediatrician.

Some children with additional support needs may require an Additional Support Plan (ASP) and will be working to achieve individual targets. These targets will be reviewed and updated throughout the year in consultation with parents/carers and appropriate professionals. Early Years Multi Agency Team (EYMAT) meetings will take place during the school year to ensure a cohesive approach.

If any member of staff has concerns relating to a child's development or learning, they will speak in the first instance to the Nursery Teacher in order for observations to be carried out. Concerns will be shared with parents/carers and, with their agreement, the nursery will follow the Staged Intervention process to support the child.

The nursery is friendly, welcoming and safe learning environment. Staff are excellent and strive to keep parents informed and up to date with any aspects of their child's nursery progress. Keep doing what you do and please know that it is appreciated.

(Parent)





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Transitions

Transition to Blackwood Primary School Nursery:

In order to support the transition process, parents/carers are asked to make an appointment when first applying for their child to attend our nursery. The Nursery Teacher or Team Leader will meet with the parent/carer to complete the paperwork and gather information about the child. The information gained can help to determine whether an enhanced transition would be beneficial or if additional support is required. This helps to ensure a smooth transition.

Parent/Carers have the opportunity to visit the nursery with their child prior to beginning nursery. This can either be through an open evening or on an individual basis. A parent/carer information session is also held on an annual basis to explain the settling/induction process and provide parent/carers with information about the nursery.

As part of our transition and settling process, when each child starts in our nursery, a member of staff (where possible their keyworker) completes a Care Plan with the child's parent/carer. The Care Plan gathers a range of information using the Wellbeing Indicators in order to assist us in getting to know each child better.

Transition to Primary School:

Each child's progress will be recorded using South Lanarkshire Council's Transition documentation. This includes a Transition Profile and a Transition Report. When required, a Transition Passport will be completed to support individual children through the transition process.

The nursery provides a range of opportunities to support both children and their parents/carers in the transition to primary school. This includes: spending time in the school playground, walks around the school, using the school dining hall for snack and lunch, shared events with Primary 1, Buddy opportunities with Primary 6 throughout the year and parent/carer information sessions.

For those children not transitioning to Blackwood Primary School, the nursery staff organise opportunities to take the children for visits to their receiving school and follow their programme of transition.

Nursery staff liaise with each receiving school and share information relating to children's progress and development at nursery and possible continued support needs at school. For individual children who may require additional support and for those children transitioning to a support base, enhanced transition processes are undertaken.



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Self-Evaluation

In November 2019 our staff undertook an evaluation of our curriculum using How Good is our Early Learning and Childcare? - Quality Indicator 2.2 Curriculum. The table below outlines our strengths as a nursery class and the next steps identified for our improvement. This will be revisited in the session 2023/24.

Strengths (Sources of Evidence)	Next Steps
<ul style="list-style-type: none"> • Vision and values have been developed with all stakeholders and are shared and reinforced through displays, handbooks, website, and the actions of staff • Level 1 Rights Respecting School - children are actively involved in creating nursery charter to help raise awareness of their rights. • Implementing CfE • Gender equality actively being promoted - linked to PDR target • Our Learning Wall - documenting the learning journey of different topics/contexts • Effective Transition Programme • Online Learning Journals - parents/carers can access at home, comment and share learning • Planning - responsive and child-initiated, backdrop plan • Children risk assessing - Forest schools, woodwork area, outdoors • Loose parts Play and Block Play been introduced - open-ended • Tracking sheets - HWB, literacy, numeracy. Enhanced trackers used where appropriate • Learner Conversations and Consultations • Outdoor Learning and Forest School Programme • Enterprise - Children in Need • Family Learning - library events, Stay & Play, workshops, Bookbug • Community Links - e.g. Library (inc. Bookbug), park, farmer, emergency services • Wow Wall - sharing achievements (wider nursery community e.g. staff, children's family members) • Strong partnership working e.g. EYSST, Hearing Impaired teacher, SALT, EYMAT Meetings • Playroom Visits to monitor practice • Prompt interventions responding to individual needs • Termly target setting and review for each individual child 	<ul style="list-style-type: none"> • Curriculum Rationale position statement • Continue to promote creativity in the art area through increased self-selection. • Continue to promote and develop Loose Parts and Block Play - CLPL and visiting other establishments. • Continue to build relationships with other establishments - events and meetings. Building on learning community Team Leader meetings. • Continue to promote the roles/jobs of different people in the local area. • Continue to embed literacy and numeracy opportunities across the playroom. • Introduce 'What have I been learning?' dice to encourage children to reflect on their learning.



How are we embedding the 7 principles?

<p>Breadth: <i>All children should have the opportunities for a broad, suitably weighted range of experiences. The Curriculum should be organised so that they learn and develop through a variety of contexts within the playroom, the outdoors and other aspects of school life. Literacy, numeracy and HWB opportunities should be embedded within the playroom.</i></p>	<ul style="list-style-type: none"> Literacy, Numeracy and Health and Wellbeing are being embedded across the playroom outdoors using real-life and meaningful contexts. Breadth is achieved by planning learning opportunities across all curricular areas. The coverage of experiences and outcomes is tracked and monitored to ensure breadth. Our children are provided with motivating and challenging experiences across the curricular areas and the 4 contexts for learning.
<p>Depth: <i>Opportunities should be provided for children to deepen their knowledge and understanding, where staff take account of children's prior knowledge and build on what children already know. Opportunities should be provided for children to apply skills in different contexts.</i></p>	<ul style="list-style-type: none"> Staff observe and consult with children to plan appropriate contexts for learning. Through observation and consultation with our children, staff plan learning experiences which build on children's knowledge and deepen their understanding and develop their skills The nursery routine is planned in order to give children time to engage fully in their play and learning. Staff intervene sensitively to support and challenge children's thinking and deepen their understanding. The range of opportunities planned for children enable them to apply their skills in a variety of real-life and meaningful contexts.
<p>Challenge and Enjoyment: <i>Children should find learning experiences challenging, engaging and motivating. The curriculum should encourage high aspirations and ambition for all. Staff should support and encourage children to enable each individual to achieve his or her potential. The learning environment should be stimulating with resources which engage children and sustain their interest. Playroom areas should be imaginatively resourced, encouraging children's creativity and supporting them to think imaginatively. The opportunities and resources being provided should appeal to different learning styles, with staff facilitating learning, intervening appropriately and sensitively and using questioning and interactions to stimulate and challenge children's thinking.</i></p>	<ul style="list-style-type: none"> Learning experiences are suitably challenging, engaging and motivating, encouraging high aspirations and ambitions for all learners Planning within the experiences and outcomes focuses on creating opportunities for learners to actively engage in their learning both indoors and outdoors. Natural, real-life resources encourage children to observe closely and use all of their senses, helping to develop their curiosity and creativity. Our Forest School programme provides children with the opportunity to explore the outdoors, manage risk, build resilience and promote creativity.

<p>Progression: <i>Learning should build on children's existing knowledge and achievements. Children should be able to progress at a rate which meets their needs and aptitudes, with processes in place to track children's progress within the E&Os. Children should be encouraged to reflect on their learning and celebrate their achievements.</i></p>	<ul style="list-style-type: none"> • Literacy, Numeracy and Health and Wellbeing trackers are used to record and monitor each child's progress. • Online Learning Journals are used to support children to reflect on their learning and share their achievements with parents/carers. • Individual learning targets are identified, reviewed and evaluated on a termly basis. This is done in consultation with the parents/carers and we continue to build the involvement of the child.
<p>Coherence: <i>Children's learning experiences should combine to form a coherent experience. There should be clear links between the different aspects of children learning, with opportunities to extend activities which draw different strands of learning together. Opportunities should be provided in order for children to develop skills which they can use in different contexts/situations (transferable skills).</i></p>	<ul style="list-style-type: none"> • Contexts for learning enable learning to take place across different curricular areas, supporting children to make links in their learning and provide depth of understanding. • Where appropriate, educational visits and visitors are used to enhance the children's learning experiences. • Experiences across the playroom provide children with the opportunity to develop their skills in different situations.
<p>Personalisation and Choice: <i>Staff should be responsive to children's individual needs, interests and talents, consulting with children and using their ideas to develop the playroom. Staff should provide opportunities for children to make choices, with resources being accessible for children, encouraging self-selection.</i></p>	<ul style="list-style-type: none"> • Staff plan responsively in order to support the needs and interests of the children. • Resources are arranged to encourage self-selection and support children to make choices in their learning. • Children are consulted on different aspects of their learning and their ideas are used to develop the playroom.
<p>Relevance: <i>Staff should support children to understand the purpose of what they are learning, helping the children to see how it is relevant to them. Contexts for learning should be meaningful for children and take account of their prior learning, interests and learning needs. Tracking of children's progress should be in place in order to plan opportunities to meet their individual learning needs.</i></p>	<ul style="list-style-type: none"> • Where possible, natural and real-life resources are used to support children's learning. • Staff respond to children's interests in order to provide learning experiences which are meaningful and relevant. • Staff observe and consult with children to identify prior knowledge in order to build on this.

What our children say:

I used to feel nervous coming to nursery when mummy and daddy were going but now I feel good. I love coming to nursery all week. My favourite things are dinosaurs and building. I am making an instruction manual for building a dinosaur cage.

I like playing with the cars and playdough. I like seeing my friends.

I like painting pictures. I like stories. I have a packed lunch.

We have a den to play in.

We get lots of time to play.

The house corner has loads to play with like real food and babies.

We get a yummy lunch!

We play lots of games.

Nursery is fun!

I like playing games and building. Forest school was good fun.

I love forest school. We found a dragon and Rosey Posey rescued it. We had hot chocolate. I climbed trees. I love dinosaurs.



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