



## Rationale for our Curriculum

Our curriculum has been developed in partnership with practitioners, parents, children and partners using the key documents Building the Ambition, Curriculum for Excellence (Early Level) and Pre-Birth to Three.

Our vision is for all our children, parents, practitioners and partners '**to be the best they can be!**' through valuing the importance of play in a nurturing environment.



Our vision for the children of Soroba Young Family Group aligns with the Scottish Government's vision:

- **Excellence through raising attainment:** ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed; and
- **Achieving equity:** ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

Our vision also aligns with Argyll and Bute Council's vision to ensure that Argyll and Bute is the best place in Scotland for our children to grow up and that **together we will realise ambition, excellence and equality for all.**

Key themes within our learning are:

- Quality learning experiences
- Child and family involvement
- Equity
- Indoor and outdoor learning
- Community partnership
- The environment
- Planning for progress, and
- The role of the adult.

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## Design Principles

When planning learning through play, the following design principles are applied to help ensure that we 'get it right' in terms of children's learning and development.

### Challenge and enjoyment

At SYFG, we work with our children to ensure experiences are appropriately challenging and are active and engaging for all. We have high expectations attainment and take into account the needs and abilities of all our children.



### Breadth

We plan to ensure learners have the breadth of curricular experiences and use our curriculum planning to help ensure this.



### Progression

Taking into account of prior learning and specific needs, we plan for continuous progress with our learners. Resources are reviewed and refreshed as part of our self-evaluation process to ensure ongoing progress. Our tracking and monitoring process helps us focus on continuous improvement. The use of Argyll and Bute ELC Learning and Development Framework



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provides benchmarks of learning across Literacy, Numeracy and Developmental Milestones. Our transition arrangements also support continuous progression for our learners.



### Depth

We provide our learners with experience that allow them to learn in enough depth across the curricular areas, so that they can confidently apply their learning in different contexts. We encourage our children to be creative and independent thinkers through providing experiences that provoke curiosity, inquiry and discovery.



### Personalisation and Choice

Through play within our curriculum framework, we ensure that our learners are at the heart of what they learn and how they learn according to their individual interests and needs. Learning experiences related to the culture and environment of our ELC will be planned –and will arise throughout the year. Experiences will also promote learning away from ELC, and will provide opportunities for explorative and investigate outdoor learning. Experiences will include opportunities for applying skills in Literacy, Numeracy and Health and Wellbeing as well as other curricular areas. Learning in these areas of the curriculum will allow for progression of knowledge, understanding and skills. Personalisation and choice within the planning process is evident in floorbooks and children’s personal learning plans.

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### Coherence

We ensure a coherent learning experience for our children, linking appropriate curricular areas and deepening understanding within learning experiences – eg. 'Our Bodies', linking Literacy, Numeracy and Health and Wellbeing.



### Relevance

We ensure that our children's learning is relevant by utilising strong partnerships with our parents and within our community, helping our children to identify how their learning will provide strong foundations for future life and work. We encourage our children to be reflective learners, identifying when and how they will use what they have learned later on in life.

### Curriculum areas and subjects

We plan curricular learning under the following headings:

- Language and literacy
- Mathematics and numeracy
- Health and wellbeing
- Science
- Social studies
- Religious and moral education
- Technologies
- Expressive arts

Opportunities to explore curricular areas not covered in depth within learning experiences will be developed in a balanced way that provides breadth,

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challenge and enjoyment, relevance and progression across the curriculum thorough out the session and all through quality play experiences.

### **Assessment**

We use effective observations to tell us how well our children are learning. Moderation and professional dialogue are used to reach a shared understanding of progress for each child and to identify appropriate and relevant next steps. Individual next steps are identified through observations and what children say, write, make and do. Evidence is also used as a basis for weekly meetings to discuss appropriate next steps in key aspects of learning.

### **Literacy, numeracy and health and well being**

We ensure that rich literacy, numeracy and health and wellbeing knowledge and understanding feature in our curriculum focussing on the development of core knowledge, understanding and skills. Wherever possible, learning will relate to skills required by our children to apply within tasks related to interdisciplinary learning, personal achievement and the ethos and life of the centre. These will be applied in ongoing learning experiences observing and reflecting on what our children say, write make and do to inform appropriate next steps.

We observe children's developmental milestones progress and within each of the GIRFEC wellbeing indicators in order to ensure we are meeting the learning and development needs of every child. The Argyll and Bute Learning and Development Framework supports the development of core skills and the continuing themes within Curriculum for Excellence, as well as developing the capabilities and attributes within the four capacities using contexts for learning both within and out with the setting.

Effective, open questions and effective intervention will be central to methodology and learning to promote active investigative learning. This is used by all staff and children to personalise learning and challenge individuals to develop skills in a progressive way.

### **Opportunities for personal achievement**

Throughout their time at SYFG we place a high value in children's personal successes. Recognising and supporting wider achievements provide children with a sense of satisfaction and helps build confidence, resilience and confidence. We celebrate success through our achievement display and in

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their PLPs. Parents also share wider achievements via their online 'Seesaw' Personal Learning Plans.

### **Self-evaluation and improvement planning**

At SYFG there is ongoing professional dialogue about learning and how we may change aspects of practice to improve outcomes for children. Throughout the year staff self-evaluate against key aspects of ELC improvements using 'How Good Is Our Early Learning Childcare?' (HGIOELC) and Building the Ambition. Based on this self-evaluation, we identify strengths and areas for improvement in partnership with our children, parents and partners, and produce an improvement plan.

### **Family Learning and Engagement**

Our curriculum is shared with families through our topic Home-Link information detailing specific learning and offering family learning challenges, daily updates via Seesaw, displays and our daily learning board.



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