

Little Treasures Nursery Curriculum for Excellence Policy

Rationale

To provide children with a sound basis for their development as lifelong learners with the capacity to develop skills for learning, skills for life and skills for work.

Aims and Objectives

Curriculum for Excellence is about ensuring that we help develop and educate our children and invest in them to become:

- Successful Learners with enthusiasm and motivation for learning and openness to new ideas and determined to reach high standards of achievement.
- Confident Individuals with physical, mental and emotional wellbeing and self respect and ambition.
- Responsible Citizens with respect for others and a commitment to participate responsibly in political, economic, social and cultural life whilst developing a knowledge of the world and Scotland's place in it.
- Effective Contributors with resilience and self-reliance, who can communicate, work in partnership and apply critical thinking, solve problems and be enterprising and creative.

Implementation

- Challenge and Enjoyment- To ensure the children find their learning challenging, engaging and motivating. The curriculum should encourage high aspirations and ambitions for all.
- Breadth- All children should have opportunities for a broad, suitably weighted range of experiences.
- Progression- The children should experience continuous progression in their learning from 3 to 18 within a single curriculum framework.
- Depth- There should be opportunities for children to develop their full capacity for different types of thinking and learning.
- Personalisation and Choice- The curriculum should respond to individual needs and support particular aptitudes and talents.

- *Coherence-* Taken as a whole, children's learning activities should combine to form a coherent experience.
- *Relevance-* Children should understand the purpose of their experiences. They should see the value of what they are learning and its relevance to their lives, present and future.

National Care Standards- Engaging with children, Standard 4

Quality of experience, Standard 5

Support and development, Standard 6

A caring environment, Standard 7

Access to resources, Standard 11

Reviewed April 2010