



The  
HighScope  
Approach

# Westfield Nursery School 'Our High Scope Curriculum'

## Introduction

At Westfield Nursery School we believe that parents are a child's first and enduring teachers. They play a crucial role in helping their children learn. Where parents are involved with their children's education and learning both at home and in partnership with the school, their children do better and achieve more. These benefits can be long-lasting and extend to better health, relationships and improved employment prospects.

We made this book entitled 'Our High Scope Curriculum' following a consultation process with parents. Previous parents have found it useful; we hope you do too. We welcome any feedback and further ideas, so we can keep this leaflet up to date. If you have any comments, please speak to your child's teacher.

We would like to take this opportunity to thank all those involved in the creation of this leaflet.





## **Benefits of Parental Partnership**

The benefits for the children are:

- It is easier for children to learn when they get encouragement from home.
- They will do better and achieve more when their parents are involved.
- Children get access to more activities in and out of school when there are more adults to help.
- Their concerns can be sorted out more quickly when their parents have a positive relationship with school staff.
- They are happy when their parents are enjoying events in the school.

The benefits for parents are:

- Their children do better when they are involved.
- They are better able to help and encourage their children.
- They have more information about their children's education.
- Parents can build their own confidence and skills.
- Where there is a positive relationship between parents and their child's school there are benefits all round.
- Parents get reassurance that their children are receiving a good education.

## **High Scope Principles**

High/Scope is based on three fundamental principles:

- Active participation of children in choosing, organizing, and evaluating learning activities, which are undertaken with careful adult observation and guidance in a learning environment replete with a rich variety of materials located in various classroom learning areas
- Regular daily planning by the staff in accord with a developmentally based curriculum model and careful child observations
- Developmentally sequenced goals and materials for children based on the High/Scope "key experiences".



## The Five Elements of the High Scope Approach



### 1. Active Learning

The idea that children are the source of their own learning forms the centre of the High Scope curriculum. Adults support children's active learning by providing a variety of materials, making plans and reviewing activities with children, interacting with and carefully observing individual children, and leading small- and large-group active learning activities.

### 2. Classroom Arrangement

The classroom arrangement invites children to engage in personal, meaningful, educational experiences. In addition, the classroom contains three or more interest areas that encourage choice. For example, the creative area, the Maths area and the writing area.



The classroom organization of materials and equipment supports the daily routine—children know where to find materials and what materials they can use. This encourages development of self-direction and independence.

The adults prepare the areas and activities to use in the classroom based on several considerations:

- Opportunities for facilitating active involvement in a range of skills and concepts, such as: number, time relations, classification, spatial relations, and language development

- Interests of the children

We follow 'Possible Lines of Development' (PLOD's), this means where a child has a particular interest staff will provide materials and opportunities to develop this.



A child finding a mini-beast in the garden may then be supplied with magnifying glasses, non-fiction books, clipboard, paper and pencil to make further studies of mini-beasts; Boxes and joining materials are available to make a mini-beast home; storybooks and story sacks with a minibeast story will be shared; creative materials will be supplied to make mini-beasts. Lots of child-initiated learning can come from one exciting find in the garden!



### 3. Daily Schedule

The schedule considers developmental levels of children, incorporates a plan-do-review process, provides for content areas, is as consistent throughout the day as possible.



The plan-do-review process is an important part of the High Scope approach. The plan-do-review is a sequence in which children, with the help of the adult, initiate plans for projects or activities; work in learning areas to implement their plans; and then review what they have done with the adults and their fellow classmates.

#### A Typical Day:

##### Morning Session

Outdoor play	08:45
Bell rings	08:55
Message board/Greeting/Phonics/ Planning	09:00
Work Time inside	09:15
Tidy Up Time	10.15
Snack Time/ Review	10.20
Work Time outside	10.35
Tidy Up Time	11.25
Large Group Time	11.30
Home Time	11.40-11.45am

##### Afternoon Session

Outdoor play	12.30
Bell rings	12.40
Message board/Greeting/Phonics/ Planning	12.45
Work Time inside	1.00
Tidy Up Time	1.50
Snack Time/ Review	2.00
Work Time outside	2.15
Tidy Up Time	2.55
Large Group Time	3.15
Home Time	3.15-3.30pm

### 4. Assessment

Adults keep notes about significant behaviours, changes, statements, and things that help them better understand a child's way of thinking and learning.



### 5. Curriculum

The High Scope curriculum comes from two sources: children's interests and the key experiences, which are lists of observable learning behaviours, for these we use the Early Years Foundation Stage Curriculum.

