



Lismore Primary School and ELC

Curriculum Rationale

Refreshed May 2022



Vision, Values and Aims

Our Vision, Values and Aims were created in collaboration with learners, staff, parents and partners during session 2021-2022. As a school community, we reflect regularly on what they mean and how we can apply them to our daily life in order to be the very best we can be.

At Lismore Primary School and ELC we view our setting as a Learning Community. As such all children, staff, families and members of the community are listened to and their contributions are valued and help us to drive forward change.

Vision

For all at Lismore Primary School to be happy, safe and learning; to adopt a growth mind set and be provided with opportunities to be the best that they can be now and in the future.

Values

Kindness

Respect

Honesty

Equity

Compassion

Aims

- Provide choice, challenge and play to enable children to learn through enquiry and have access to uncapped learning.
- Encourage a growth mind set through setting achievable targets, celebrating success and embracing mistakes as opportunities to learn.
- Develop kindness through an ethos of mutual respect.
- Enable appreciation of our local community, diversity and the wider world.
- Create a calm, purposeful and fun learning environment in which children feel safe, happy and ready to learn.
- Celebrate and embrace difference and cultural diversity.
- Promote resilience and skills for life, learning and work.

The Curriculum for Excellence

The curriculum is the totality of experiences which are planned, implemented and assessed for our pupils throughout their education. It includes the ethos and life of the school as a community, curriculum areas, interdisciplinary learning and opportunities for personal learning.

The 3-18 curriculum aims to ensure that all children and young people develop the attributes, knowledge and skills they will need to succeed in life, learning and work- allowing them to developmentally demonstrate four capacities or learning: to be successful learners, confident individuals, responsible citizens and effective contributors.

Ethos and life of the school as a community

Our school ethos is built on our 5 core values: honesty, compassion, equity, respect and kindness. We pride ourselves on pupil voice and pupil autonomy. Inclusion is at the core of what we do and all decisions take account of what keeps us happy, safe and learning. We have recently developed a new Positive Relationship policy which ensures our expectations are realistic, clear and most important tailored to the individuals in front of us.

As a small school all members of the school are part of our pupil council; all parents are part of our parent council and all pupils are part of our eco-committee. We are continually thinking of new ways to keep connected with our community and build on positive relationships already in place.

Some examples of our community involvement over the past couple of years:

2020-2021	Crafting for the Community Project Christmas Messages Island Card Christmas Cake at the Craft Fair Visit to Lismore's archaeological dig
2021-2022	Trees for everyone (planting project) One Planet Picnic The Lismore Project (cultural and heritage programme) Drawings for our community hall Signs for the local raft race and sports day

Curriculum Areas Experiences and Outcomes

In Scotland, we have a responsibility to provide children with a Broad General Education from pre-school to S3. At Lismore Primary, we prioritise HWB, Literacy and Numeracy as core areas of education and teach these subjects discreetly, alongside embedding them within a range of learning contexts. Other curricular areas delivered are: Expressive Arts, Religious and Moral Education, Sciences, Social Studies and Technologies. For some of these areas we provide experiences in a cross curricular context (through engaging and relevant topics and

projects) and for others we deliver them as a discreet but progressive body of work (R.M.E for example).

Inter-Disciplinary Learning

Interdisciplinary learning opportunities feature across all stages and can take the form of long or short projects, with most spanning a term. Each project or topic provides a relevant and interesting context for the children to develop skills across the curriculum. Projects are wide ranging, taking account of the current needs/interests of the learners, school and local context alongside national and global topical news/trends.

Opportunities for Personal Learning/Celebrating Personal Achievement

Personal achievement provides learners with a sense of satisfaction and helps build motivation, resilience and confidence. To do this, we support and encourage learners to take on challenges, follow their interests and have their voices heard.

The school offers music tuition and (when possible) extra-curricular activities. Sporting opportunities are provided in school and we often have coaches (football, rugby etc.) visiting us through our partnership with Active Schools. Active schools also work with our learners to help develop leadership skills.

In class, learners are challenged through appropriately differentiated activities and choice (chilli challenges-ensuring learning is not capped). Throughout the year learners are also provided with time to complete personal projects of their own interest. To ensure pupils have their voices heard we have weekly floor book sessions (where children can discuss and record their thoughts on certain topics), class blogs (where our older pupils reflect and share their learning) and pupil autonomy with see-saw (where pupils choose work, photos etc. to share with people at home).

We celebrate learning and achievement through our 'Bucket Filling' certificates for following school values and displaying positive behaviour and our weekly star writer certificates. The children's work is displayed throughout the school and we have a dedicated 'Work Gallery' to display work the children have chosen.

Principles of Curriculum Design

The curriculum is designed to reflect the seven principles of curriculum design: challenge and enjoyment, breadth, depth, progression, personalisation and choice, coherence and relevance. These align with our school vision, values and aims. They also align with national guidance such as 'GIRFEC' - getting it right for every child. When planning for the children at Lismore Primary and ELC we consider how we offer a range of experiences and outcomes with the design principles in mind. These also helped inform our overall curriculum design. Please see how, below.

Principle	How is this evident here at Lismore
Challenge and Enjoyment	We use a variety of methodologies and pedagogy to create learning experiences that are challenging and enjoyable for all. We consider every child as an individual, tap in to their interests and strengths, consider their learning styles and preferences and continually encourage exploration, critical thinking and problem solving.
Breadth	We use Bloom's taxonomy to promote higher order thinking skills. This helps us ensure that when creating a termly planner we offer experiences based on a wide range of thinking skills and that they are appropriate to age and stage.
Depth	We plan on reflect on learning together which helps ensure children are continuously consolidating prior learning, developing new learning and applying learning across different contexts.
Progression	We use progression frameworks to ensure each individual is progressing through the stages of a curriculum for excellence at an appropriate pace for them.
Relevance	All experiences are planned with the learners at the centre. We consider their preferences, interests, strengths and challenges alongside what is relevant locally and nationally.
Coherence	Pupils have regular opportunities to make links between learning and apply learning in different contexts to secure their overall understanding. We ensure assessment approaches are holistic and dynamic in order to gain an accurate depiction of our learners.
Personalisation and Choice	Learners are involved in planning and assessing. Choice is a big priority here- we develop autonomy within our learners, encouraging them to make important choices about their own learning such as which level, which type of activity etc.

Teaching, Learning and Assessment

All teaching, learning and assessment starts with the learner. After consulting with learners on planning, our teachers prepare quality learning experiences to suit the needs of each individuals. This is often achieved through choice on the learners part. Learners are often encouraged to choose their level (through chilli challenges), task (varied levels according to Blooms taxonomy), method of working (working independently or working with a range of ages and stages across our multi-composite classroom) and order/pace. During each lesson the learning intention is discussed; followed by the setting of clearly defined co-constructed success criteria. This helps the learner work towards realistic goals and understand the expectations for them as individuals.

Assessment is carried out in a holistic manner- again with the pupils in mind. At times, this is carried out in a summative manner, at the end of a block of learning, through rich tasks that incorporate a selection of prior learning (e.g. create an instructional video on the different written methods for adding and subtracting 6 digit numbers). Summative assessments help us to see how much a pupil has learned about a particular subject. We also carry out regular formative assessments (assessments which take place throughout a course of work) which help us determine how pupils are learning, which aspects of the learning they are enjoying

and what specific next steps are needed to help them progress. Alongside, holistic assessments teachers gather evidence daily based on the things children write, make, say and do. This evidence, alongside more formalised assessments helps us, as teachers, make professional judgements about a child's knowledge, understanding and skills in curriculum areas.

At the beginning of each term, the children work with their teachers to set targets for the upcoming term for Literacy, Numeracy and HWB. At the end of each term, the children reflect on their targets and wider learning. They also reflect on each curricular area using a red, amber, green format to help them assess where they are with specific knowledge and skills.

We are now developing our practice in moderation to share standards and expectations in learning and teaching and assessment with children in other schools.

Bloom's Taxonomy

This hierarchical model helps us plan tasks/questions that promote the full range of thinking. The model has 6 levels of complexity and specificity from bottom, up: remember, understand, apply, analyse, evaluate, create. Ensuring our learning experiences take account of each of the different levels, helps promote higher order thinking skills in our children.

Maslow's Hierarchy of Needs

Maslow's hierarchy of needs is a theory of motivation, which states that five categories of human needs dictate an individual's behaviour. Those needs are physiological needs, safety needs, love and belonging needs, esteem needs, and self-actualization needs. At Lismore Primary school we use this to assess a child's readiness to learn. We must first, as responsible adults, ensure a child's basic needs are being met including their need to feel safe and secure. We do this through creating a nurturing, supportive, inclusive learning environment. We ensure children have access to comfortable spaces, their own personal learning space, water, warmth and have time to play and rest. We also ensure children feel cared for, loved and have a sense of belonging.

Pupil Support

All pupils are supported to reach their potential. We continuously strive to find new innovative ways to offer the right amount of challenge and support to every learner across the curriculum. We are a big advocate of providing choice to achieve this. We work closely with parents and partner agencies to ensure the best outcome for all our learners. We deploy support staff accurately and effectively, where needed. We listen to our learners and aim to ensure we are meeting their holistic needs. We offer targeted intervention to support specific needs where necessary and adopt inclusive strategies to ensuring a wide range of needs are supported in the day to day running of our classroom.

Pupil/Parent/Staff/Community Consultation

The final vital piece of our jigsaw is you- the parents and partners. When embarking on the process of revising our curriculum rational and design we looked to pupils, parents, staff and the local community to provide feedback on what Lismore meant to them. We also looked to local guidance from Argyll and Bute and national guidance from Education Scotland and the Scottish Government. We hope this provides us with a curriculum that is relevant to our local context, meets the needs of our individual learners and correlates with the good practice found from other curriculum offerings across Scotland.

As such, alongside the discreet curricular areas detailed above and IDL projects we offer opportunities for Gaelic, Growing/Planting, Community outreach projects, Baking/cooking, Play, Digital learning and Outdoor learning.

We are working hard to embed these opportunities within the every-day life of the school. Please see how we are getting on with this below:

Gaelic	The children receive at least one Gaelic lesson a week. We also use Gaelic around the school for greetings, numbers, colours etc. We are working hard to build this up over time.
Growing/Planting	Every Friday (Spring and Summer terms) we have a growing/planting group. Mrs Barry works with small groups to take care of the garden. The children are involved in learning about soil, compost, different types of flowers, vegetables and weeds. They spend time weeding, planting, watering and taking general care of the area.
Community Outreach	With Covid restrictions easing we can plan more community outreach projects. We are currently in the process of planning for a parent and toddler (weekly) group and a pensioner's tea afternoon (monthly). We hope to be able to implement these in the 2022-2023 session.
Baking/Cooking	We involve the children in baking and cooking sporadically (at least a few times a term). Next session we will be beginning a baking/cooking group once a week.
Play	We are trying hard to embed play into the children's learning. We believe it is important for all children throughout the school. Alongside the everyday play opportunities we offer, we have a messy play session once a week. During this time children play with sand, water, playdough, paint, slime, orbies etc.
Digital Learning	We are trying hard to embed digital learning across the curriculum. The children are capable at using programmes to enhance their learning such as Sumdog and Nessy. Now we are focussing on how we can take digital learning beyond computer programmes whilst continuing to work on basic digital skills (accessing programmes and functions on computers and ipads). We have a digital learning group once a week to focus on a progressive digital programme- here we are learning skills such as how to work with imovie, powtoons and thinglink as well as learning about coding, cyber safety and general technology.

Outdoor Learning

We learn outside as often as possible. All P.E. is outside. We also have an outdoor learning group once a week and a gardening group once a week. Next session we plan on starting outdoor expeditions exploring provocations and using skills for life, learning and work to solve problems.