

**Dalintober Primary School  
and Pre-5 Unit  
Curriculum Plan/Statement  
May 2014**



**‘Forward Together’**

## **The Purpose of Our Curriculum**

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 of learning – to be successful learners, confident individuals, responsible citizens and effective contributors.

Our curriculum is designed to reflect the seven design principles of ‘Curriculum for Excellence’ and strongly reflects the vision, values and aims of our school. We seek to provide innovative, flexible curricular experiences that meet the needs of all our learners.

We seek to involve pupils’, parents’ and partners’ views in our ever-evolving curriculum. This may be through discussion, forums, questionnaires and surveys. We seek to involve others throughout the planning, implementation and evaluation stages. We inform others of curriculum developments through workshops, flyers, open sessions and assemblies.

We review our curriculum and its delivery through an ongoing cycle of self-evaluation.

## **Our Vision**

Our vision is that our school provides a safe, happy, healthy and motivating learning environment. Pupils feel nurtured, included and valued. They acquire a range of skills and knowledge to enable them to fulfil their full potential.

## **Our Aims**

- ✓ To foster respect for self and others
- ✓ To provide opportunities to develop creativity and personal choice
- ✓ To promote literacy, numeracy and health and wellbeing within the school community
- ✓ To ensure pupils’ entitlement to opportunities for developing skills for learning, life and work
- ✓ To be aware of, and actively involved in addressing, issues which impact on a local, national and global level
- ✓ To encourage educational progress for all and celebrate the achievements of all learners
- ✓ To develop independent, responsible citizens of the future
- ✓ To welcome parental involvement and community links with the school

## **Learners' Entitlements**

All children and young people are entitled to experience:

- a coherent curriculum from 3-18 years
- a broad, general education including well planned experiences and outcomes across the curriculum areas
- a senior phase which provides opportunities to study for qualifications and develop the four capacities
- opportunities for developing skills for learning, skills for life and skills for work with a continuing focus on literacy, numeracy and health and well-being
- opportunities to achieve to the highest level they can through appropriate personal support and challenge
- opportunities to move into positive and sustained destinations beyond school

These sit within the principles of our curriculum design and the vision, values and aims of our school.

## **Organisation of the Curriculum**

Our curriculum is organised so that it extends across the four contexts of the curriculum –

Curriculum Areas and Subjects

Interdisciplinary Learning

Opportunities for Personal Achievement

Ethos and Life of the School

### **Curriculum Areas and Subjects and Interdisciplinary Learning**

Our curriculum takes account of a variety of pupil learning styles and pedagogy. Pupils work independently, co-operatively and actively. Pupils are aware of what they are learning and why. They are involved in discussion on how they can assess, evaluate and evidence their learning.

The eight curriculum areas are: Health and Wellbeing, Languages and Literacy, Mathematics and Numeracy, Expressive Arts, Religious and Moral Education, Sciences, Social Studies and Technologies.

There is also an emphasis on current affairs, Scottish contexts and topical events.

Priorities are:

- Clear and focussed outcomes of learning that will pay due heed to knowledge, skills and attributes and link to Curriculum for Excellence Experience and Outcomes
- Development of skills for learning, life and work and an emphasis on higher order thinking skills through the use of Bloom's Taxonomy
- Clear links to the Four Capacities (Successful Learners, Responsible Citizens, Effective Contributors, Confident Individuals)
- Clear consideration to the Design Principles (breadth, coherence, challenge & enjoyment, personalisation & choice, depth, progression, relevance)
- Opportunities to recognise personal interest and achievement
- In-built assessment and evaluation of learning

Curricular areas may be taught through interdisciplinary learning – combining two or more areas – or through discrete tasks. In any case, there will be an emphasis on the progressive accumulation of skills and knowledge. Literacy, Numeracy and Health & Wellbeing cut across all areas of learning and have a focus in every aspect of the curriculum.

We seek to be innovative in our approach to curriculum and 'Mixed Maths' (maths and numeracy across stages) and 'Options' (personal skills/achievements across stages) exemplify our commitment to exploring ways of delivering the curriculum through explorative methods.

Interdisciplinary learning opportunities feature across all stages and can take the form of long or short programmes. It focusses on different curricular areas and skills and often uses knowledge and skills acquired through discrete teaching in different and more challenging ways. It provides relevant, challenging and enjoyable learning experiences within stimulating contexts. It provides opportunities for us to plan and work with partners and parents on their roles. Pupils are involved in establishing the form their interdisciplinary learning will take through by being involved in the planning of this learning and in identifying assessment opportunities.

### **Opportunities for Personal Achievement**

Personal achievement provides learners with a sense of satisfaction and helps to build motivation, resilience and confidence. Through our 'Options' programme, we encourage pupils to select personal areas of interest to develop further. At all stages, pupils are involved in Sustainable Education and community projects. The school offers a range of music tuition and extra-curricular activities. Sporting opportunities are provided both in and out of school. We encourage links with local partner groups and involve the local community in our learning, where possible. Pupils' personal achievements are celebrated in a variety of ways – through assemblies, 'Celebration Walls' and on SAL.

### **Ethos and Life of the School**

There is an inclusive and supportive ethos within our school and community based on our values of respect, challenge and achievement. We have very clear expected behaviour systems in place to support learning and ethos. ‘Playground Buddies’ model and encourage expected behaviour. Parents are very supportive and are engaged with the school – information sharing is a priority and parents are kept informed of their child’s learning through Learning Journeys, formal parent appointments and invitation to the school to see final outcomes of interdisciplinary learning or be involved in Learning Workshops. We have an active Pupil Council, Parent Council, Eco-Council, Sport Council and PTA. The school has a high profile in the community and works hard to maintain these positive links.

### **Design of the Curriculum**

The seven Curriculum Design principles are evident in our learning and teaching:

Principle	How is this evident in learning and teaching?
Challenge and enjoyment	Learning experiences are delivered through a variety of methodologies and pedagogy, engaging and challenging pupils’ thinking with an emphasis on exploration and enjoyment
Breadth	Learning experiences across curricular areas and through interdisciplinary learning opportunities, transferring skills where applicable. Full use of partner agencies and parent expertise within and beyond the classroom
Depth	Giving learner’s opportunities to deepen their learning through re-visiting prior learning, applying learning to new and unfamiliar contexts and problem solving and investigation.
Progression	Curricular plans promote higher order skills through use of Bloom’s Taxonomy. Revisiting learning across school stages to a higher and more challenging level
Relevance	Planned contexts for learning are appropriate to stage of development, interests, topicality and learners’ needs
Coherence	Pupils have regular opportunities to make links between learning and, therefore, understand and apply learning across a range of contexts
Personalisation and Choice	Learners will be involved in planning and assessment – making decisions on what they want to learn, why they want to learnt it and evidencing their learning. ‘Pupil Voice’ opportunities across all stages and learning opportunities

### **Key Features of Our Curriculum**

## Transitions

Continuity in pupils' journeys through our school is a key factor in enabling them to make good progress. We ensure that all transitions are secure and supported. Pupils are given opportunities to meet and work with new teachers and staff prior to transitions and our 'Meet the Teacher' evening early in the session involves parents in this process.

Transition Point	Actions	Impact
Starting pre-school	Initial profile gathering information about the child from parent/carers and partners, learning opportunities that are relevant to Pre-Birth to Three guidance and Early Level	<ul style="list-style-type: none"> <li>Learners are secure and happy in their new learning environment</li> </ul>
Pre-school to Primary 1	Weekly joint 'Active Play' sessions from October, planned transition visits in April – June, regular planning, evaluation and liaison between Pre-5 and Primary 1 staff, parent/carer Information Session in June, community and whole-school events, Learning Journeys and agreed targets being passed on from Pre-5 to Primary 1, involvement in GIRFEC meetings in Pre-5 and leading their continuation in Primary 1	<ul style="list-style-type: none"> <li>Parents feel supported and valued</li> <li>Staff feel confident in delivering learning experiences which challenge and motivate learners.</li> </ul>
Between stages	'Mixed Maths' and 'Options' mixed stage teaching, Learning Journeys and agreed targets, SEEMiS Tracking & Monitoring and Pastoral Notes, Parent Reports, skills progression charts and assessment logs, familiarisation visits, GIRFEC meetings and profiles/plans, community and whole-school events	
Primary 7 to Secondary	Visits by secondary school staff and transition visits, residential trip, extra-curricular activities, primary/secondary staff liaison meetings, extended transitions for pupils with specific needs, SEEMiS Tracking & Monitoring and Pastoral Notes, Parent Reports, skills progression charts and assessment logs, GIRFEC meetings and profiles/plans, community and whole-school events	

## Pupil Support

In Dalintober PS, all pupils are supported to ensure they reach their maximum potential. We work closely together and with parents and partner agencies to ensure the best outcomes for all our learners. GIRFEC and SHANARRI principles underline our whole school ethos and service. We deploy Support Staff accurately and effectively and ensure they are involved in planning and assessment processes.

### **Assessment**

Pupils are involved in various informal and formal assessment processes. We encourage pupils to be involved in deciding how they wish their learning to be evidenced through Learning Journeys and discussion in the planning stages of interdisciplinary learning. Pupils set regular learning targets and know their next steps. They regularly self and peer assess and can articulate their thoughts and give reasons for their opinions. Tracking and monitoring takes place regularly over the course of a year so that we can ensure progression and provide support where needed.