

## Key Features of Our Curriculum

**Learning and Teaching:** Teachers regularly review resources and seek to teach ways which encourage and enable pupils to be confident and motivated learners who can learn both co-operatively and as individuals. Opportunities to enhance and build on learning across classes and in partnership with parents and the community are encouraged across the school and include learning through Number Partners, paired reading and Walkwise annually as well as visits to and from the community. Learning intentions and success criteria are used in P1-7 to ensure children know what they are learning and how to be successful and Learning Pits are used from nursery-P7 to engage children in reflecting on their learning and support strategies. Differentiated 'Super Success Criteria' and a range of approaches to make learning visible eg 'challenge by choice' are also being used, as appropriate to provide opportunities for children to see their progress and further challenge themselves. Any pupil groupings in literacy and numeracy are determined by various types of assessments and observations taking place before, during and after learning and groupings therefore remain fluid, changing as individual needs are identified to enhance pace, challenge and support. To enable reflection and sharing of effective practice, staff engage in a range of moderation activities across the school. This includes visiting other classes and discussing learning and assessment as well as liaising and training with cluster colleagues to further improve learning and teaching each session.

**Assessment:** A range of assessment methods related to intended learning and success criteria are used by staff to identify pupil progress and learning on a daily basis. Children are also involved in this process in different ways including discussion about their strengths and next steps and self and peer assessing, depending on the age and stage of the children and the learning taking place. In addition to these on-going formative assessments, staff use a range of diagnostic assessments including cold and hot tasks undertaken at the start and end of a block of learning, maths progress assessments undertaken at the start and end of each school year and SNSAs in P1, P4 and P7 all of which help inform teacher judgements about learner's needs. At all stages staff seek and provide the children with feedback either verbal or written to support their progress and build on the children's understanding of their learning. Each planning block children from P1 to P7 set personal targets and record key learning in their Learning Logs showing learning before and after learning experiences and therefore their progress. These logs also record upcoming key learning. Learning Logs go home toward the end of the planning block to share learning and progress with parents. In the nursery, children's learning is stored in their folios which can be accessed by parents at any time. In addition, teachers share pupil progress with parents through two parent meetings and a formal written report each session and have an open door policy, meeting parents to discuss progress as required.

**Transitions:** All teaching staff and the nursery EYPs meet in June to ensure children's wellbeing information is shared and to ensure continuity and progression in learning. Also in June, the children all participate in 'move up morning' to meet their new teacher and throughout term 4 P3 pupils start to follow aspects of the P4-7 routines. Additional activities and links for nursery-P1, and P7-S1 are planned each session including visits to P1/S1 to take part in learning opportunities and access the playground/social areas. Children who are joining P1 from another nursery are also included in transition activities to support their start at Woodlands. P1 and nursery also plan a joint learning context for term 4 whilst P7 pupils prepare a personal profile for S1. Enhanced transition is planned for children who have particular needs to further aid a smooth transition.

**BELIEVE AND ACHIEVE**

# Woodlands Primary School

## Curriculum Rationale



### **What our parents want for their children:**

- A safe and secure environment
- Happy children
- Approachable staff
- An inclusive approach
- Children learning social skills as well as academic skills

### **What our children want:**

- Learning that is fun
- Steps of challenge – everyone to feel challenged
- Opportunities to challenge themselves
- Teachers who listen, are polite and helpful
- A school where children listen, are listened to, are polite and are kind, helpful and honest.

### **What our staff want for our children:**

- Effective communication
- Quality resources
- A positive ethos
- A safe, happy, healthy, caring environment
- Children who feel motivated, encouraged, challenged and supported
- Quality, meaningful learning and teaching experiences
- Smooth transitions
- Progression
- Feedback that is supportive to children
- Interdisciplinary learning
- Outdoor learning
- Parental/family support and involvement

### **Our Shared Vision:**

Believe and Achieve

### **Our Shared Values:**

Safe, Healthy, Achieving, Nurtured, Active, Responsible, Respectful and Inclusive

### **Our Shared Aims:**

to be happy,  
to try our best,  
to make learning fun and enjoyable,  
to be a responsible person,  
to work independently and as part of a team,  
to share our learning with families and the community.

**We develop successful learners, responsible citizens, confident individuals and effective contributors through the four contexts of learning:**

### **The Life and Ethos of our School**

Woodlands has a very positive, welcoming and inclusive ethos and regularly receives feedback from visitors highlighting this strength. Children are central to the life and work of the school and are encouraged and given opportunities to be involved, not only in their learning but also in the wider aspects of school life. A range of activities and clubs are organised that take account of pupil interest and needs including a range of sports clubs, choir, dancing, art club and code club. Older children are starting to adopt leadership roles through the organising and the running of clubs for younger pupils based on their interest and skills thereby enabling them to develop the skills for learning, life and work through real-life contexts. Leadership roles children are encouraged to undertake include House Captains, Eco Council, Young Leaders, Pupil Council, Fairtrade Committee, Junior Librarians, Reading Council and recently we have introduced the roles of Sports Councilors. Pupil groups provide further opportunities for children from a range of stages to be involved in decision-making and develop aspects of the school. These pupil groups as well as individual teachers and classes foster positive links within the community through sharing their learning and skills as well as seeking community support to further enhance learning across the school. In addition to these pupil groups, we invite pupils to express their opinions and provide feedback on their learning and the life of the school through surveys, class discussion, assemblies and participation in focus groups, for example. Achievements throughout the school are shared and celebrated in class through the sharing of information returned in learning logs and from individual pupils as well as through assemblies, the WOW wall in the nursery, newsletters, our achievement wall, twitter, Good News Books and the class Pink Pig Books. A growth mindset approach and culture continues to be developed to further enhance and embed our positive ethos and 'can do' approach to life and learning.

**Opportunities for Personal Achievement:** Prior learning and the needs of the children are taken into account when staff plan learning. Children are involved in discussing their learning to further enhance their personal achievements and their key learning is shared with parents through individual learning logs. Each child also identifies a personal target in their learning log as well as identifying learning he/she is proud of, returning to evaluate their target towards the end of a block of learning. Parents are invited to share their child's personal achievements out with school through learning logs and in preparation for achievement assemblies and staff discuss these with the children who record the skills they gain in the class Pink Pig Book. Staff then take account of what is shared when planning extra-curricular activities. Skills for learning, life and work are further developed through the range of extra-curricular activities planned to provide children with increased opportunities for personal achievement. Outdoor areas are used not only as learning and play spaces in addition to classrooms and our hall, but also as environments from which to learn. These spaces are developed as appropriate by the Eco Council as well as through feedback from children.

**Curriculum Areas:** Teachers work collegiately to ensure children progress through the levels, with planning based on the Curriculum for Excellence experiences and outcomes and learning intentions and standards provided by Angus Council. These learning intentions and standards link to the national Benchmarks, as identified by Education Scotland. Our planning also reflects the principles of curriculum design, namely; challenge, enjoyment, breadth, depth, progression, relevance, coherence, personalisation and choice. At Woodlands we use pathways of progression in literacy, numeracy and maths and health and wellbeing and will continue to develop our use of these to track progression and moderate expectations across the school and within the cluster. Staff also use commercial resources such as Scottish Heinemann Maths, Numicon, Jolly Phonics, Storyworld, Nessy Learning and Literacy World to provide structured learning activities to further support pupil achievement. Resources and approaches are regularly reviewed to ensure they remain relevant and appropriate. Through feedback and assessment, planning takes account of children's strengths and needs. This, along with discussions about interests, challenge, wellbeing and prior learning also ensures children are actively involved in planning their learning and further enhances our implementation of the principles of design. Children who have particular needs, requiring aspects of the curriculum and /or approaches to be adapted have Individual Education Plans (IEPs) in place to ensure their needs are met. These are reviewed each term through consultation between staff, parents and the pupil.

**Interdisciplinary Learning:** Teacher's plans are made of core learning in each subject area and include opportunities for children to make connections between different areas of learning, as experiences and outcomes are grouped within and across the curriculum areas through three year planners. Grouping of experiences and outcomes in science, technology and social subjects also provides increased coherence, breadth and depth to our curriculum. Every August teachers plan for the coming session by identifying further coherence between Es and Os across subjects and planning interdisciplinary learning contexts. They seek to promote natural links between subjects and provide interesting and innovative, meaningful learning contexts.