



Together Everyone Achieves More

Our Vision

To build a community of healthy, confident lifelong learners who embrace challenges, respect others and make a positive contribution to both their local and global community.
In all that they do, we want our learners to be the best that they can be.

Who we are

Calside Primary School has been in the centre of the Calside community since 1980. The bungalow-style building encloses a semi-open plan layout of classrooms and activity areas, set within a large, secure playground consisting of landscaped garden areas and open spaces with exciting playground equipment. The Staff team bring their diverse experiences to create a friendly, welcoming atmosphere where all children feel valued and safe, with many of our former pupils now contributing as confident, responsible members of the global community.

Our vision was created by all stakeholders with a focus on values which were important to all:-



To achieve this vision and to embed our values, it is essential that our structured curriculum ensures that all our children are provided with learning opportunities that recognise and celebrate the learner's individuality, develop their full potential, allow them to fulfil their aspirations and prepare them to meet the challenges that they will face in the 21st century. At every level, an ethos of high aspirations and ambition for all our learners is encouraged with attainment, achievement and participation being recognised and celebrated.

We work within the school with the indicators

Safe Healthy Achieving Nurtured Active Respected Responsible Included

These help us reduce barriers to learning and evaluate that we are Getting It Right For Every Child and its underlying principles.

The Calside Community

Calside is situated on the outskirts of Dumfries, enjoying a mixture of both urban and rural environments. We are a welcoming school with a family atmosphere where children benefit from a safe, nurturing environment with staff who know them well as individuals. Staff and pupils demonstrate a caring and respectful attitude towards each other and other visitors.

Our pupils have continuous opportunities to develop skills for learning, skills for life, skills for work and we promote opportunities for individual achievement. Celebrations of learning and achievements are recognised through weekly assemblies, newsletters and the school website as well as through class displays and celebrations of learning. Throughout the year, our pupils contribute to community events such as the Scots Poetry competition, Burns Supper, Easter Fun Day, Civic Pride, Guid Nychburris, Summer Barbecue, Christmas Fayre and Christmas performances as well as fundraising events such as Children in Need and Comic Relief.

We firmly believe that pupils and parents are full members of our Calside community, and they are encouraged to participate in decision-making. They are involved in the evaluation of school practice and policy which leads to positive change in a wide variety of areas throughout the school. The pupils and parents feel they have a voice and suggestions are taken on board, discussed and then acted upon, if appropriate. The wider parental body support the school and enjoy the communication provided by regular newsletters, electronic Learning Passports, the school website and the celebrations of learning across the year.

The Parent and Pupil Councils play an active part in organising events and fundraising to widen pupils' experiences and opportunities. The school also plays host to local organisations such as Brownies and Rainbows, enjoys close links with the local football club Heston Rovers and benefits from having Happy Faces after-school club onsite. The teaching staff offer a wide range of after-school activities throughout the year such as art and craft, technology and sports, and we also work closely with the Active Schools team to offer a variety of sports clubs. P6 and P7 pupils undertake Play Leader training and then offer clubs at playtimes for the younger pupils to access, such as Lego, badminton and computers. Parents are also actively encouraged to volunteer with clubs, such as gardening and sports, as well as in class time, following the Council protocols for volunteers.

The school team works closely with professional partners to reduce barriers to learning for each pupil and this can include partnership working with Dumfries High School through transition projects and cluster working; class and community support from Police Scotland; and liaison with Social Services and Health Services. We benefit from a local environment that supports the pupils' learning opportunities, with a host of experts who we invite into school or visit to enrich learning.

Our Curriculum

In Calside Primary School, we provide a Broad General Education through which our learners are actively engaged in planning and developing their own learning. We strive to achieve A Curriculum for Excellence which identifies key **values** for life, four **contexts** in which learning takes place, six **entitlements** for learners, seven **principles** for curriculum design and eight **curriculum areas** in which learning is organised. These values, contexts, entitlements, principles and curriculum areas are at the heart of decision making regarding our curriculum overview (Appendix 1 Our High Level Curriculum Plan, and Appendix 2 Principles for Curriculum Design).

In Calside, skills are developed through an 'I can' approach, across all years with the delivery of Experiences and Outcomes. The development of skills is essential to learning and enables and supports our pupils in developing the four capacities: becoming successful learners, confident individuals, responsible citizens and effective contributors. The skills and attributes that our pupils develop will provide them with a sound basis for their development as lifelong learners in their adult, social and working lives, enabling them to reach their full potential. There is a focus on developing Literacy, Numeracy, Health and Well-being and Digital Literacy: how these link with the ambitions our pupils have for their lives.

The success of our curriculum is as a result of the delivery of high-quality learning and teaching. This is at the heart of our work and the use of a variety of teaching methodologies is an essential feature of our curriculum. Staff implement a wide range of teaching strategies with varied approaches to learning and assessment that are pupil-centred. These include direct teaching, independent and collaborative working, self and peer assessment, text-based work and practical work, creative or personalised challenges, the use of digital technologies to enhance learning, outdoor learning, global citizenship, educational visits and visiting speakers. These are examples of approaches and methodologies designed to actively engage our pupils in their learning.

Class timetables have a focus on Literacy, Numeracy and Health & Well-being, with opportunities for bundling other area outcomes together to create contexts. The school has frameworks which are continually evaluated in light of new guidance from Education Scotland, shared practice from other schools and feedback from the impact the frameworks have on learning and teaching. All staff strive to raise attainment for all pupils, working closely as a Team Around the Child to target school support where it will have impact and reduce the gap in achievement.

Staff engage pupils in learning conversations on a daily basis which allows pupils to be part of learning, have an understanding of why and what they are learning and be able to describe how successful they have been in their learning. This is shared with parents and carers who are involved in these conversations at various points in the year.

There is a focus on continually supporting the professional development of our staff in the field of learning and teaching which involves colleagues sharing practice, within both the school and the cluster which has led to further reflection of practice, incorporating new ways of engaging and supporting our learners. Formal and informal observation, survey results, attainment analysis and feedback are considered to promote improvement. Resources are revised and enhanced as funding allows.

The school puts self evaluation at its core. Staff, parents and pupils reflect on what the school is doing well, and how we can make things even better. Ideas and areas for development are discussed and a focused development plan allows the organisation of time and resources and the direction of skills and knowledge to allow change to happen.