

# Curriculum Rationale



## Why do we have this rationale?

At Moniaive Primary, we believe that all children are entitled to a broad and balanced education. This education should be delivered in a way which recognises the varied needs of our pupils and allows each individual to maximise their learning potential; preparing them for future study and life beyond education.

## Who should be familiar with this rationale?

All school staff, including visiting specialists, should be familiar with this rationale. We also encourage parents and learning partners to become aware of its content.

## What does this rationale cover?

This rationale sets out:

- our vision, values and aims
- the educational context of our school
- the community context of our school
- the under-pinning principles of the curriculum
- an overview of how we deliver the curriculum

## What does this rationale not cover?

This rationale does not include:

- policies and guidance on planning, delivery, assessment and tracking of the curriculum,
- supporting learners with additional needs.

Please see: *Additional Support for Learning Policy; Learning and Teaching Policy; Mathematics Policy; Maths Marking Policy; Language Policy; Writing Policy; Reading Policy*

## What are our vision, values and aims?

At Moniaive Primary our vision is to be '*Learning Lots – Learning Well – Learning Together*'.

We reviewed our values in May 2013 and, in consultation with staff, pupils and parents, agreed that we should have three values that underpin and inspire our everyday learning:

*Respect Ourselves; Respect Others; Respect the Environment.*

Through embedding our vision and values, we aim to:

- be a learning community of children, parents and our community, working together to improve our school and our environment
- inspire and support all our pupils to achieve their full potential, by building an ever richer environment for learning, using the outdoors, ICT and a variety of approaches to learning and teaching
- encourage all pupils to be confident in their own abilities, to challenge themselves, take

responsibility for their own learning and collaborate with others in our learning community to be the best they can be

- foster a climate of mutual care and respect in the whole school community
- be imaginative, innovative and child-centred in developing a curriculum for excellence.

## What is the educational context of our school?

Moniaive Primary is a small school in the heart of Moniaive. Built in the 1850s it was extended in 1972, and now has three classrooms, a library/computer area and dining hall. Its catchment area extends as far north as Cairnhead, to Monybuie in the south, Maxwellton in the east and Troston in the west. It has a roll of 49 pupils (as of August 2013) organised in two multi-composite classes. We are part of the Wallace Hall Academy Cluster and work very closely with our neighbouring primaries as well as Wallace Hall Academy itself. This collaborative working has enabled us to be innovative in developing our curriculum and to share resources, which has ensured access to excellent teaching and learning materials for our pupils.

## What is the community context of our school?

Our school is part of the vibrant community of Moniaive. Our pupils benefit from excellent links with a number of local organisations, such as the Horticultural Society. There is a strong art, craft and music culture in the village and pupils regularly enjoy visits from local performers, and also have the opportunity to perform themselves in community events, such as the Day of the Region. We are also supported by a number of parents and local residents who volunteer in the school. We benefit from village facilities such as the Memorial Institute Hall and the playing fields which are used regularly for PE lessons. The surrounding countryside also provides a rich environment for learning.

## What are the under-pinning principles of the curriculum?

Since 2010 all Scottish schools have followed the Curriculum for Excellence (CfE). Its purpose is to ensure that all children develop the knowledge, skills and attributes they will need if they are to flourish in life, learning and work - now and in the future. At its foundation are the four capacities:

That all children will be -

- successful learners
- confident individuals
- responsible citizens
- effective contributors.

A key principle of the CfE is that all children should receive a broad general education. The curriculum is organised into eight curriculum areas:

- Expressive arts (*art and design; dance; drama; music*)
- Health and wellbeing (*physical education and sport; planning for choices and change; food and health; substance misuse; relationships, sexual health and parenthood; mental, emotional, social and physical wellbeing*)
- Languages (*listening and talking; reading; writing; modern foreign languages*)

- Mathematics (*numbers, money and measure; shape, position and movement; information handling*)
- Religious and moral education (*Christianity; world religions; development of beliefs and values*)
- Sciences (*planet earth; forces, electricity and waves; biological systems; materials; topical science*)
- Social studies (*people, past events and societies; people, place and environment; people in society, economy and business*)
- Technologies (*technological developments in society; ICT; business; computing science; food and textiles; craft, design, engineering and graphics*)

Each curriculum area is made up of a number of experiences and outcomes (Es & Os), which describe the expectations of learning.

Within CfE there are five levels of learning through which pupils progress:

- Early – pre-school and P1, or later for some
- First – to the end of P4, but earlier or later for some
- Second – to the end of P7, but earlier or later for some
- Third and Fourth – S1 to S3, but earlier for some.

In Moniaive Primary we are mainly concerned with the delivery of the early, first and second level curriculum, however, staff teaching upper years classes are fully aware of the content of third level and will extend the learning of more able pupils as appropriate.

Detailed information on the content of CfE, and the rationale behind it, can be found at [www.educationscotland.gov.uk](http://www.educationscotland.gov.uk).

## How do we deliver the curriculum?

The principles and Es & Os of CfE are our starting point for all learning. However, in planning for and delivering learning staff will take into account the individual strengths and development needs of each pupil.

Planned activities are frequently able to make connections across curricular areas, for example Language and Social Studies can be linked by writing a letter to a historical figure. Teachers will actively look for connections and opportunities to multi-dividend, and these will be reflected in inter-disciplinary planning. In addition, standard plans and records are used to track learning and identify gaps so that, over the year, areas which cannot be covered by cross curricular work are planned for.

As part of daily planning, learning intentions and success criteria are identified and shared with pupils. Pupils are also encouraged to take responsibility for their own learning by setting regular targets and recording achievement in their Achievement Logs.

A variety of formal and informal assessment techniques are used by staff to monitor pupil progress. Staff regularly discuss pupil attainment with the head teacher, and pupils who may benefit from support to achieve their full potential are quickly identified and the appropriate programmes put in place.

In addition to the input provided by class teacher, pupils also benefit from regular input by specialists in Art, Music and PE, and a visiting Support for Learning Teacher. Class teachers also specialise in areas of the curriculum in which they have a particular expertise or interest, such as Science or Information Technology. One afternoon per week pupils rotate between

classes for discrete lessons in these subjects. In this way pupils get the benefit of the teacher's expertise, and also have the opportunity to get to know all the teaching staff in the school, facilitating future transitions..