



At Castle Douglas Primary we aim to

- a) provide a broad, experiential curriculum that meets the needs of all our learners (Early Learning and Childcare to P7 pupils) which develops their skills for learning, skills for life and skills for work.
- b) to prepare our learners for a world and a workplace which is rapidly changing.
- c) nurture our pupils as successful learners, confident individuals, effective contributors and responsible citizens.

'The curriculum is the totality of the experiences which are planned for young children through their education, wherever they are being educated. It includes the ethos and life of the school as a community; curriculum areas and subjects; interdisciplinary learning; opportunities for personal achievement.'

Building the Curriculum 3

Our School is a co-educational primary school serving the market town of Castle Douglas and surrounding rural area. We have an Early Learning and Childcare Unit (Nursery) for 3 and 4 year olds, an Additional Support Needs Base (Learning Centre) and mainstream classes from Primary 1 to Primary 7 (5 – 12 year olds).

Our curriculum has, at its core, the national curriculum 'A Curriculum for Excellence' which gives the school the flexibility and opportunity to develop its own curriculum to reflect local needs, circumstances and environment. In our school we aim to have a balance of local, national and international learning contexts for our pupils to explore and experience e.g.

- ✓ local – environmental studies such as Threave Gardens for nature study or sharing learning with the community – visits to Homes for the Elderly.
- ✓ national – visits to Edinburgh for historical research and activities.
- ✓ international – focused study of another country e.g. India.

Our curricular planning is flexible to allow learners and teachers to respond to learning contexts and opportunities arising from :

- ✓ pupil interests
- ✓ family news e.g. a new baby
- ✓ current affairs e.g. natural disaster, elections, items of news which have engaged pupil interest
- ✓ local, national and international events e.g. Commonwealth Games

Through the teaching of our curriculum, we will develop in children, knowledge, skills, attitudes and techniques to foster independence and responsibility in the learning situation. The curriculum will also provide the base from which children develop intellectually, creatively, socially, physically and spiritually.

Our Learning Journey

At Castle Douglas Primary our learners from Nursery to Primary 7 will experience a 'learning journey' which is planned to avoid gaps and overlaps in learning and to make the most of achievements outside school.

Our learners will

- ✓ work at a pace that suits their learning needs, with enough challenge and support to stretch them.
- ✓ experience lessons that are engaging, inspiring and relevant to everyday life enabling them to make connections between subjects, helping them to make sense of the world.
- ✓ learn how to learn and how to use their learning to help them adapt in an uncertain future with the ability to think for themselves, make sound judgements, challenge, enquire and find solutions.
- ✓ experience a curriculum which has, at it's core, a focus on knowledge and skills, including vital skills: literacy and numeracy, which underpin all learning and are critical in life.



The Six Entitlements.

Our learners are entitled to a curriculum that includes a range of features at the different stages of learning. The entitlements ensure that our learners are provided with continuous opportunities to develop skills for learning, skills for life and skills for work.

It is the responsibility of our school and partners to bring together the experiences and outcomes and apply these entitlements to produce programmes for learning across a broad curriculum.

Every learner is entitled to

- ✓ experience a broad general education.
- ✓ experience a curriculum which is coherent from 3 to 18.
- ✓ support to enable them to gain as much as possible from the opportunities which Curriculum for Excellence can provide.
- ✓ support in moving into a positive and sustained destination.
- ✓ experience a senior phase where he or she can continue to develop the four capacities and also achieve qualifications.
- ✓ develop skills for learning, skills for life and skills for work, with a continuous focus on literacy and numeracy and health and wellbeing.

Our Curriculum is based on the following **7 Principles** :

Challenge and Enjoyment

Learners should find their learning challenging, engaging and motivating. The curriculum should encourage high aspirations and ambitions for all. At all stages, learners of all aptitudes and abilities should experience an appropriate level of challenge, to enable each individual to achieve his or her potential. They should be active in their learning and have opportunities to develop and demonstrate their creativity. There should be support to enable children to sustain their effort.

Breadth

All learners should have opportunities for a broad, suitably weighted range of experiences. The curriculum should be organised so that they will learn and develop through a variety of contexts within both the classroom and other aspects of school life.

Progression

Learners should experience continuous progression in their learning from 3 to 18 within a single curriculum framework. Each stage should build upon earlier knowledge and achievements. Learners should be able to progress at a rate which meets their needs and aptitudes, and keep options open so that routes are not closed off too early.

Depth

There should be opportunities for learners to develop their full capacity for different types of thinking and learning. As they progress, they should develop and apply increasing intellectual rigour, drawing different strands of learning together, and exploring and achieving more advanced levels of understanding.

Personalisation and Choice

The curriculum should respond to individual needs and support particular aptitudes and talents. It should give each learner increasing opportunities for exercising responsible personal choice as they move through their school career. Once they have achieved suitable levels of attainment across a wide range of areas of learning the choice should become as open as possible. There should be safeguards to ensure that choices are soundly based and lead to successful outcomes.

Coherence

Taken as a whole, children's learning activities should combine to form a coherent experience. There should be clear links between the different aspects of children's learning, including opportunities for extended activities which draw different strands of learning together.

Relevance

Learners should understand the purposes of their activities. They should see the value of what they are learning and its relevance to their lives, present and future.



ORGANISING LEARNING

Our curriculum is designed to offer opportunities for our children to develop through

- ✓ active learning
- ✓ independent and collaborative learning
- ✓ play which is teacher directed or initiated and pupil initiated across the stages
- ✓ problem solving through investigating and exploring

Citizenship, Enterprise, Creativity and Sustainable Development are important elements in a global society. We aim to equip our children with the attitudes and skills which will allow them to make a positive contribution in these key areas.

In the development of these attitudes and skills, literacy and numeracy will be at the core.

- ✓ In the early years, developing literacy and numeracy will be a key priority.
- ✓ Collaboration and participation will be practised from the early stages and time will be taken to support our children in becoming active and reflective learners.
- ✓ Opportunities to embed literacy and numeracy in all curriculum areas will be a priority. Real and relevant contexts will support this.
- ✓ At all stages, teachers will be mindful of developing skills for life and skills for work.

The curriculum is organised into 8 areas (Appendix 2 – School Handbook Summary)

- **Languages**
- **Mathematics**
- **Health and Wellbeing**
- **Social Subjects**
- **Sciences**
- **Technologies**
- **Expressive Arts**
- **Religious Education**

within five levels -

Level	Stage :
Early	Pre-school and P1
First	To the end of P4, but earlier for some children
Second	To the end of P7, but earlier for some children
Third and Fourth	S1-S3, but earlier for some.
Senior Phase	

Each curricular area has a list of national **Experiences and Outcomes** which gives our school guidance on the progression of learning through the above levels.

Each curricular area may be taught as a specific stand alone subject or, when appropriate, through a cross curricular/interdisciplinary approach with a focus on a key number of linked experiences and outcomes being delivered to ensure a quality learning experiences.

Learning Intentions (what the pupil will learn) and Success Criteria (what the pupil will then be able to do) are identified for each curricular area and teachers use these to plan a broad, progressive programme for all learners covering all curricular areas over a school session.



When teachers are planning learning and teaching across the various areas of the curriculum relevant and meaningful contexts are used to engage learners. Children's prior learning is taken into consideration when planning and preparing lessons and pre and post topic assessments are used to plan learning and teaching to ensure progression in children's experiences.

Literacy, Numeracy and Health and Wellbeing (including 2 hours of weekly PE activities) are the **responsibility of all staff** and can be taught through core learning activities or through contextualised / inter-disciplinary learning i.e. it will be appropriate to have specific lessons on experiences and outcomes e.g. punctuation (literacy), or drug and alcohol awareness (Health and Wellbeing) or forms of worship in a world religion (RE). Or, if based on a learning context, a 'bundle' of experiences and outcomes from no more than four curricular areas will be planned and evaluated to ensure breadth and depth.

In order to make learning meaningful and purposeful staff recognise the need to link learning to real life experiences. Learners will have the opportunity to be involved in visits and events, meet speakers, face challenges, take part in enterprise activities, etc

The school ethos offers many opportunities for learning e.g. Pupil Council, Eco-Committee, assemblies, helping others, individual praise and encouragement, self and peer assessment, and self-evaluation (Achievement Folders / Eportfolios).

The Wider Curriculum.

As well as through the above curricular areas our learners experience a wide variety of additional learning opportunities through experiences outwith the school e.g.

- ✓ learning activities in and around the local community and further afield which includes positive links with community groups
- ✓ pupils' own out of school achievements and activities.
- ✓ family involvement in and out of the school.

At Castle Douglas Primary we are continually reviewing and reflecting on our curriculum to ensure that we are meeting the needs of all our learners to prepare them for their role in a constantly changing world.

For further information on our Curriculum please refer to our School Website <https://blogs.glowscotland.org.uk/dg/cdps/> where the following can be viewed and / or downloaded

- ✓ the Nursery and School handbooks which have summaries of each curricular area.

<https://blogs.glowscotland.org.uk/dg/cdps/handbooks-nursery-and-school/>

- ✓ examples of 'What We Are Learning'

<https://blogs.glowscotland.org.uk/dg/WhatWeAreLearningCDPS/>

- ✓ examples of curricular activities

Please have a look at our Weekly news posts.

For information on the 3-18 Curriculum at national level please refer to

<http://www.educationscotland.gov.uk/thecurriculum/whatiscurriculumforexcellence/index.asp>



Our Curriculum – Local Dimension

The Nursery and School has as an excellent learning and teaching resource – our local community and environment.

Summarised below are some of the key features.

Visitors to the School	Visits from the School	Community Links
<ul style="list-style-type: none"> • After School Clubs • Authors • Castle Douglas Burns Club • CDHS • Co-Op Fairtrade • Countryside Rangers • Fire and Rescue Service • First Aid - Red Cross • Food Suppliers - butcher, Indian Food • Galloway Mountain Rescue • Granny and Grandpas • Local MP, MSPs • Nurse • Parent Helpers • Police Scotland • QoS Football Coaching • S6 Pupils • School Chaplains • Scottish Ambulance Service • Stewartry Rugby Club • Tesco • Transition Activities - CDHS • Transition Activities – Early Learning Partnership Groups 	<ul style="list-style-type: none"> • Beaches • Carlingwark Loch • Church Visits • Co-Op Fairtrade • Countryside Rangers • Cream of Galloway • Fire and Rescue Service • Fullarton Theatre • Galloway Hydro - Tongland Power Station • Library • Market - RHET • Outdoor Education Activities • Police Scotland • Salmon Project • Scottish Ambulance Service • Swimming Pool • Tesco • Threave Castle • Threave Estate • Town Walk - History • Town Walk - Shops • Transition Activities - CDHS • Woodlands 	<ul style="list-style-type: none"> • Care Homes - Choir, etc • Food Bank • Food Town Day • Harvest • Hydropool • Marie Curie • Newspaper Reports • Poppy Appeal • PTA Events • Remembrance Day Service • Rotary Quiz • Rotary (Corporate Membership) • Summer Scheme