



Our Vision
 Our Children, Our School, Our Community, Our Future

Our Values
 Ambition, Success, Perseverance, Inclusion, Respect, Empower

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| Values The school's values are: Ambition, Success, Perseverance, Inclusion, Respect, Empower. | The curriculum: the building of all that is planned for children and young people to be taught and learned. | Learning and teaching The school's approach to learning and teaching is based on the following principles: |
| Equipment and resources used to enhance the learning and teaching process | Learning and teaching The school's approach to learning and teaching is based on the following principles: | Assessment and progress The school's approach to assessment and progress is based on the following principles: |
| Personal Support | Principles of curriculum design | Responsibility for |

2.4 Personalised Support

- All practitioners have an explicit understanding of the context of the school. PEF & Promise are used to support planning around individual needs.
- Universal supports are in place for individuals who needs help or desire to accelerate. This is provided through RA, LS, high quality PSA involvement in the classroom and a range of wellbeing and learning resources. Additional and intensive supports are planned for collaboratively with colleagues across school and partners, where necessary.

2.2 Curriculum

- Curriculum is planned using CfE experiences and outcomes and delivered using the Fife Learning Pathways.
- All practitioners have sound understanding of the context of the school. Additional funding is appropriately budgeted to support planning around individual needs.

2.5 Family Learning

- Communication occurs through See-Saw, Parental Consultations, Showcases of Learning and an open-door policy.
- Decider Skills Pilot and Seasons for Growth establish strong family—school links.



2.3 Learning, Teaching and Assessment

Challenge and enjoyment
Tracking of attainment to ensure needs of all learners are being met.

Breadth
School focus on developing the wider curriculum and developing the young workforce.

Progression
RoU used across the school to track progress.

Depth
Learning across different contexts available to all and cross curricular opportunities in every class.

Personalisation and choice
Learners make choices in school that improve the outcomes of their learning

Coherence
Clear links across curricular areas and IDL.

Relevance
Learners understand the purpose of their learning.

2.1 Safeguarding and Child Protection

- All staff trained in safeguarding and child protection.
- We have well embedded systems in place to promote wellbeing across all aspects of the life of the school.

2.6 Transitions

- RoU provide an overview of full class needs to adapt teaching focus. RoU are used for Responsible of All areas.
- Robust quality assurance calendar provides support and challenge activities inclusive of classroom observations, jotter monitoring, tracking meetings, force field analysis all support co create of next steps.

2.7 Partnerships

- Strong working partnerships with social care, community and third sector organisations.