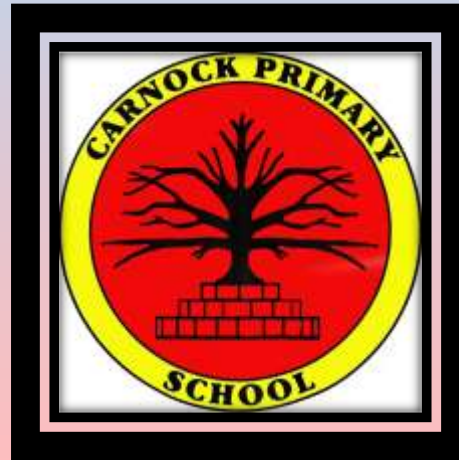


# Carnock Primary School Curriculum Rationale



September 2020

**Updated August 2023**

# Introduction

- When our curriculum rationale was refreshed in 2020, there was input from staff, parents and children at Carnock Primary School. Parents and Carers had the opportunity to contribute by means of a focus group, Parent Council or an online questionnaire. This year we will consult with children during assembly and with parents using a questionnaire.
- It outlines what we believe will provide our children with the best educational experiences as they grow and progress. In doing so, we are mindful of some associated costs and will do our utmost to keep the cost of the school day for parents/carers to a minimum.
- Our aim is to create and maintain a positive ethos where parents, pupils and staff can work together to ensure that the pupils in our care reach their full potential. Everyone is respected and valued in an environment conducive to the highest possible standards of learning and teaching. We strive to ensure that we are getting it right for every child in that they are:

**Safe Healthy Achieving Nurtured Active Respected Responsible and Included**

- In session 2023-24 we will continue to embed a rights-based approach to education: supporting our school community to learn about rights; learn through rights and to stand up for rights. We will also focus on improvements in high quality teaching, learning and assessment in literacy (particularly writing) and numeracy.

# The Carnock Way...

Our vision statement was devised by a pupil who has since left the school. The current cohort were consulted and they felt this vision was still relevant and right for Carnock. It has been shared with pupils, staff and parent representatives.



# Our Aims

This session, we have revised our aims to make them more meaningful and succinct. At Carnock Primary School, we endeavour to ensure all our young people are supported to become successful learners, confident individuals, effective contributors and responsible citizens by keeping the following aims at the heart of everything we do.

- To provide high quality learning experiences in order to meet the needs of every child.
- Through high expectations, children are encouraged and supported to achieve their full potential.
- To promote positive relationships within an inclusive school community.
- To develop a collaborative school culture involving, recognising and valuing all stakeholders.
- To embed Learning for Sustainability across the four contexts for learning.

# Our Values at Carnock

Input from staff, children and parents/carers

## Honesty

- Admit when you make a wrong choice
- Don't lie to make people feel better
- Don't keep items belonging to others
- Be honest about feelings if you need support
- Be honest if you need help with your work.
- Don't change the rules of the game to secure a win.

## Respect

- Show respect to everyone in our school community
- Respect others' rules and traditions
- Respect our school rules
- Listen when people are talking
- Treat others the way you'd like to be treated
- Care for resources and equipment
- Care for other people's belongings
- Respect nature eg the school garden
- Be polite and kind to all
- Respect others' emotions

# Our Values at Carnock

## Friendship

- Include others
- Don't talk about people behind their back
- Stand up for people if they're getting bullied
- Help people learn new things
- Never be mean
- Always apologise
- Make sure others are ok if they're hurt or sad

## Fairness

- Play fair in games: don't cheat
- Understand that people who are new to the school don't know the rules as well as you
- Don't distract others during work
- Don't always pick your friends for games
- Share playground equipment
- Let people in on your games
- Use lolly sticks if decisions can't be made

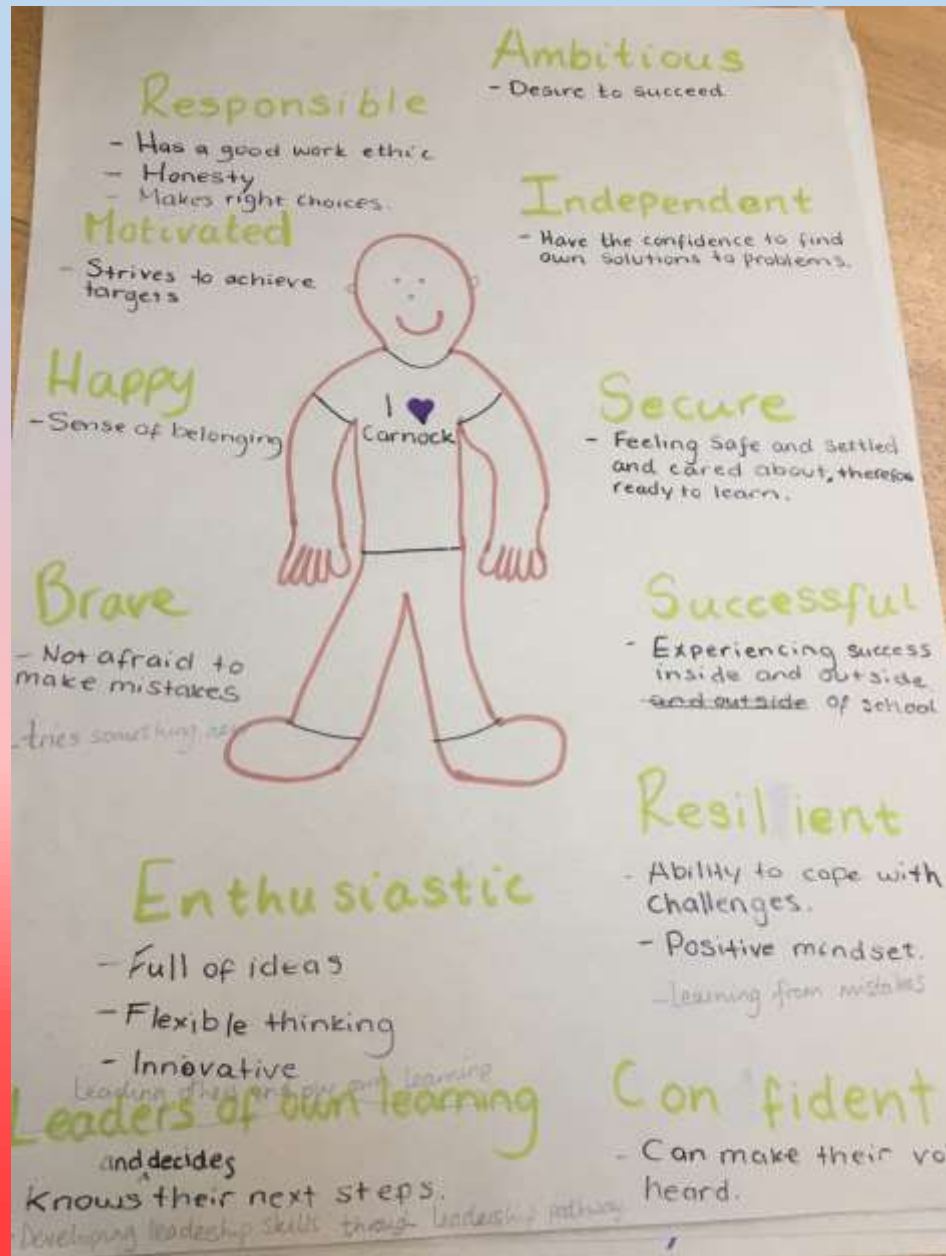
## Responsibility

- Take school and classrooms jobs of responsibility seriously
- Help people who need help
- Don't do things you're told not to
- Be proactive
- Take responsibility for your actions
- Tidy up your own mess
- Challenge yourself

# What makes us unique?

- There is a strong sense of school community within this farming village.
- Children know each other throughout the school and, as a result, have formed lovely friendships/relationships across the stages.
- We are a supportive and nurturing school.
- We are very welcoming.
- We have a well-stocked library.
- We are in a semi-rural location which serves 2 villages with limited services.
- We are under a joint headship model with Crossford Primary.
- The vast majority of parents are in employment.
- All parents/carers and school staff are well-known to each other.
- We have three multi-composite classes.
- We have a school garden used for learning/play and a park just across the road which we use when weather permits.
- Teachers make learning fun whenever possible.

# The Carnock Way



We often talk to the children about **The Carnock Way**. We have tried to encapsulate what this looks like at Carnock Primary School.



# What we want for our children...

## Our Priorities

In considering our curriculum, we have listened to various views and opinions.

Nationally, the curricular priorities continue to be Literacy, Numeracy, Health and Wellbeing. At Carnock Primary School our curriculum will take cognisance of this.

Following consultation with stakeholders, we will also prioritise the following:

- Outdoor Learning
- Life for life including money, cooking
- Mental Wellbeing including resilience
- Sustainability

2. Staff work hard to teach not only the curricular areas as expected in Curriculum for Excellence, but also develop knowledge, skills, attitudes and habits through a wide range...

### 10 Responses

2	anonymous	Dealing with money and household tasks. We do this at home, but maybe others don't or can't.
3	anonymous	Expressive Arts & ICT. Also, class topics that are historical as well as those that are more relevant to children today.
4	anonymous	Outdoor learning, residential, learning skills for future life i.e cooking,
5	anonymous	Sustainability, homework habits, budgeting skills (money based budgeting)
6	anonymous	Languages, social media awareness, science and technology.
7	anonymous	How to budget, save and plan for future
8	anonymous	More science More music Using the outside space more in lesson time such as teaching a subject through a game outside along with the in class material, some kids learn better by doing.
9	anonymous	Music!
10	anonymous	Science and engineering activities, life skills such as cooking, sewing etc and also seeing curricular learning used in real life contexts.

# We will develop these capacities in all our young people....

## successful learners

### with

- › enthusiasm and motivation for learning
- › determination to reach high standards of achievement
- › openness to new thinking and ideas

### and able to

- › use literacy, communication and numeracy skills
- › use technology for learning
- › think creatively and independently
- › learn independently and as part of a group
- › make reasoned evaluations
- › link and apply different kinds of learning in new situations

## confident individuals

### with

- › self respect
- › a sense of physical, mental and emotional wellbeing
- › secure values and beliefs

### and able to

- › relate to others and manage themselves
- › pursue a healthy and active lifestyle
- › be self aware
- › develop and communicate their own beliefs and view of the world
- › live as independently as they can
- › assess risk and take informed decisions
- › achieve success in different areas of activity

To enable all young people to become

## responsible citizens

### with

- › respect for others
- › commitment to participate responsibly in political, economic, social and cultural life

### and able to

- › develop knowledge and understanding of the world and Scotland's place in it
- › understand different beliefs and cultures
- › make informed choices and decisions
- › evaluate environmental, scientific and technological issues
- › develop informed, ethical views of complex issues

## effective contributors

### with

- › an enterprising attitude
- › resilience
- › self-reliance

### and able to

- › communicate in different ways and in different settings
- › work in partnership and in teams
- › take the initiative and lead
- › apply critical thinking in new contexts
- › create and develop
- › solve problems

# ...Through the four contexts for learning

## CURRICULAR AREAS

- Paired learning
- Visiting art specialist
- QAHS Sports Ambassadors
- Our Minds Matter
- Celebrating Scotland
- Maths Week
- Scottish Book Week / World Book Day
- Festivals
  - Scottish Country Dance
  - Music
  - Creative Dance
  - Athletics
- YMI
- WOW Week
- Literacy
- Numeracy
- HWB
- Science
- Social Subjects
- RME
- Expressive Arts
- Technologies

class trips/visits linked to the curriculum

• Flexible pathways being developed

## IDL

Offering opportunities for personalisation and choice - Relevant context to children.

- Outdoor Learning
  - Natural Connections
  - John Muir
  - Munro Challenge
- Outdoor Learning Days (multi-stage learning)
  - woods
  - park
  - burn

Development of what has been learned in new and different ways.

Deepening of learning  
Flexibility of thinking  
Skills for life and work

Links across different subjects or disciplines to enhance learning and make connections/links in learning.

## ETHOS AND LIFE OF THE SCHOOL

- Class and whole school jobs
  - litter pickers
  - Playground leaders
  - Peer mediators
  - Lunch monitors
  - class jobs
  - tuckshop
- Pupil participation/Voice
  - School leaders
  - Time to talk
  - Class meetings
  - Assemblies
- Parent participation/Voice
  - Shared start/finish
  - Surveys
  - Trips
  - WOW week
  - Sharing assemblies
  - Sharing learning on 'Twitter'
- Committees
- Sustainability
- P7 led clubs
- Community Police involvement

## PERSONAL ACHIEVEMENT

- 4 to Fortune
- Residential pathway - Lochore, Fordell, Ardroy
- National awards - Bikeability, Natural Connections, John Muir
- Formally tracked and celebrated achievements (Class and whole school)
- Participation in national competitions - Rotary of West Fife - story/photography
  - Committees - sustainability
  - coffee morning
  - BBC 500 words
- Sharing assembly
  - P7 clubs - leadership opportunities
  - Cake sale for charity
- Cluster festivals
- Sporting events
- Local competitions - Big Book Brain Quiz
  - Art competitions
  - Intaflora daffodil challenge
- Achievement wall
  - Chess
  - Crafts
  - film club
  - book club
  - cooking
  - wake up, shake up

# Curricular Pathways

Curricular areas as detailed in Curriculum for Excellence: Languages are English and Modern Languages; Mathematics; Health and Wellbeing; Science; Social Studies; Expressive Arts; Technologies, Religious and Moral Education. We also have a pathway for outdoor learning.

Our curricular pathways are based on the seven principles of design – breadth, depth, progression, coherence, relevance, personalization and choice, challenge and enjoyment.

# Curricular Pathways *cont.*

**Literacy** – Fife Council Progression Pathways

**Mathematics** – Fife Council Progression Pathways using Heinemann Active Maths as a key resource

**Health and Wellbeing** –

School HWB progression organised under the wellbeing indicators and linked to UNCRC articles based on [Healthy Schools](#)

PEPAS – Fife Council Progression Pathway

Relationships, Sexual Health and Parenthood using the pathways at [rshp.scot](#)

**Science** – Fife Council Progression Pathways

**Social Studies** – Teachers will plan according to appropriate Experiences and Outcomes: explicit links will be made to Learning for Sustainability theme (including UNCRC articles) and Developing the Young Workforce

**Expressive Arts** – Fife Council Progression Pathways

**Technologies** –

Digital Literacy and Computer Science - Fife Council Progression Pathways.

Food and Textile

Technological Developments in Society and Business

Craft, Design, Engineering and Graphics

**Using the Experiences and Outcomes to support**

**RME** – Fife Council Progression Pathways

**Modern Languages** –

French (L2) – Fife Council Progression Pathways: using Camembear resource in early stages

Other languages inc German (L3) – P5-7 Fife Council Progression Pathways

**Outdoor Learning** - School devised pathway based on developing Knowledge, Attitudes, Skills and Habits

# Assessment

## Purposes of Assessment

- To ascertain current levels of knowledge and skills
- To plan appropriate teaching and next steps in learning that meet learners' specific needs
- To ensure pupils are receiving appropriate support and interventions
- To ensure progression within and across levels through the 4 areas of learning
- To inform future improvements in our teaching and learning

## How we assess at Carnock

- Using the Benchmarks. Records of Understanding
- Diagnostic – Contextual assessments
- Standardised – SWRT, SWST, BASE (P1), POLAAR (P2), NSA (P4 and P7), GL assessment and YARC reading assessment in P5
- Continual formative (AiFL), questioning, observation
- Clearly stating LI and SC; having a plenary session
- Pre-/post topic assessment
- Support from outside agencies eg EP service

## Pupil Involvement in Assessment

- Children co-construct Success Criteria
- Using WAGOLs
- Support in learning to self-assess and identify next steps
- Peer assessment
- Collaborative learning eg paired reading
- Discussing with pupils what level they are at and their progress through the level
- Supporting pupils in gaining an awareness of next steps
- Opportunities to respond to feedback

## Moderation

- Develop the use of the moderation cycle to moderate across 4 contexts for learning or curricular areas with a particular focus on reading and numeracy in session 2022-23
- Why? Ensuring consistency in standards across the school; working collegiately to improve outcomes for learners at Carnock; ensuring pupils are meeting the expected national benchmarks

# Raising Attainment Strategy

## Resources

- Boardmaker
- Pupil support staff
- Nurture Groups
- Learning Support staff
- Help me resources
- Specific IT software
- CLICKER 8

## Strategies

- Differentiation
- Continual formative assessment
- Specific interventions
- Peer reading programmes
- Collaborative learning e.g. Pit Pals
- High and consistent expectations
- Parental engagement through positive relationships

## How are we measuring the impact?

- Metacognition. Are children able to articulate their learning?
  - Tracking attainment 3 times each year
- Assessing against the benchmarks particularly in Literacy, Numeracy and Maths, HWB
  - Standardised tests (SWRT, SWST, BASE, SNSA, GL Maths, YARC)
    - Review meetings
  - Are pupils able to transfer skills to new learning?