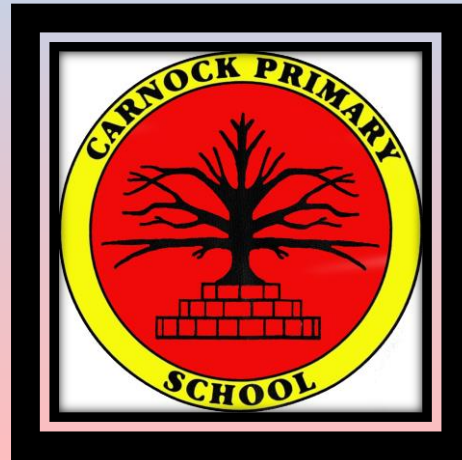


Carnock Primary School Curriculum Rationale



September 2020

Updated October 2024

Introduction

- When our curriculum rationale was refreshed in 2020, there was input from staff, parents and children at Carnock Primary School. Parents/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.
- Our rationale 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 2024-25 our focus will be on improvements in high quality teaching, learning and assessment in literacy (particularly spelling); digital literacy and using the CIRCLE framework to support neurodiversity in our younger classes.

The Carnock Way...

Our vision statement was devised by a former pupil. The current cohort were consulted and they felt this vision was still relevant and right for Carnock. The design has been refreshed in September 2024 to be more meaningful. Our new poster has been shared within our school community.



Our Aims

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 e.g. 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

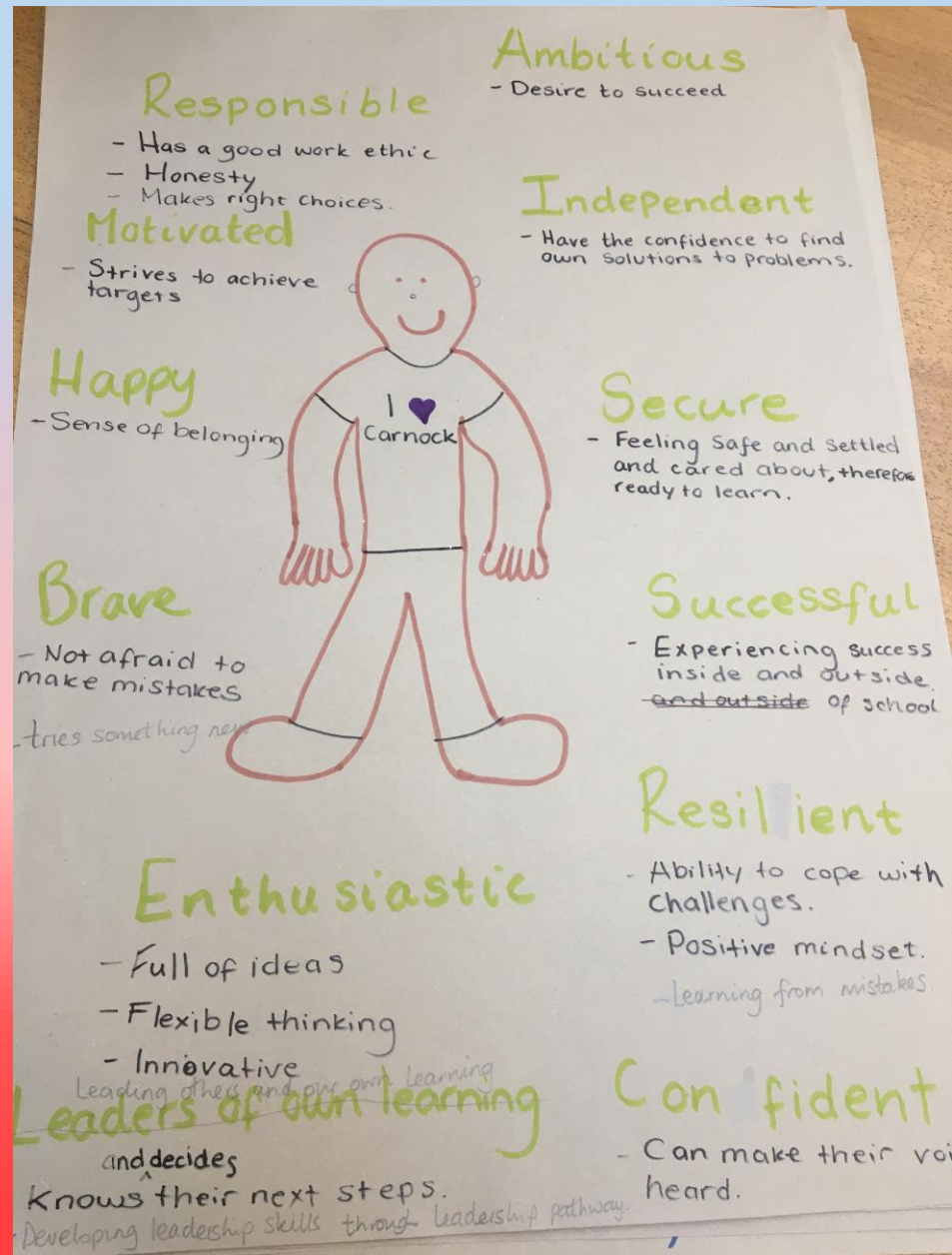
Responsibility

- 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 two multi-composite and one composite class.
- We have a school garden used for learning/play and a park just across the road which we use when weather permits.
- We endeavour to make learning fun.

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
- Skills 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

- Holistic Assessment
- School trips/visits
- STEAM
- Solving problems
- Exploring an issue
- Projects

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/committees - sustainability coffee morning - BBC 500 words photography
- 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.

Individual progression through pathways in Literacy and Numeracy/Maths are recorded on Records of Understanding. Records of Understanding in Computer Science/Digital Literacy have recently been introduced across Fife and we will start incorporating these into our practice.

Curricular Pathways *cont.*

| Literacy | Fife Council Progression Pathways | |
|--------------------|--|--|
| Numeracy and Maths | Fife Council Progression Pathways | Using Heinnean Active Maths |
| Health & Wellbeing | Fife Council Progression Pathways Relationships, Sexual Health and Parenthood Progression HWB progression | PEPAS rhsp.scot progressions Healthyschools.scot |
| Science | Fife Council Progression Pathways | |
| Social Studies | Fife Council Progression Pathways | New Fife Council Progression Pathways have recently been put in place. (2024) We will start to incorporate these in our planning from early 2025. |
| Expressive Arts | Fife Council Progression Pathways | |
| Technologies | Fife Council Progression Pathways | |
| RME | Fife Council Progression Pathways | |
| Modern Languages | Fife Council Progression Pathways | L2 – French: Camembear in early years L3 – other languages including German |
| Outdoor Learning | School-devised progression pathway | Incorporates 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)
- 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 e.g. 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 continued focus on writing in session 2024-25.
- 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 as and when required
- Learning Support staff
- Help me resources
- Specific IT software

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?
 - Are pupils able to transfer skills to new learning?
 - Tracking attainment regularly
- Assessing against the benchmarks in Literacy, Numeracy and Maths, HWB, Art, Computer Science, Digital Literacy for session 2024-25
 - Standardised tests (SWRT, SWST, BASE, NSA)
 - Review meetings

Achievements within and out with school

We are very proud of our pupils' achievements and celebrate and track them in a variety of ways. We use the information to ensure that every pupil is getting the opportunity to achieve.

- Sharing and celebrating achievements at weekly assemblies.
- Displaying achievements on a board in the shared area.
- Sharing through **X** (Twitter).
- Recording and utilising our whole school achievement tracker to ensure we are supporting pupil participation without boundaries. See sample on next page.

Achievements within and out with school

We recognise, celebrate and record children's achievements both within and out with school.

| Sports outwith school | Clubs (other than sports) outwith school | Community involvement outwith school | School involvement eg music tuition, STEM Leaders | Termly HT Awards | Assembly Awards (Not used since March 2020) | Successful Learner | Responsible Citizen | Effective Contributor | Confident Individual | Committees | School Trips/Outings | Festivals/Tournaments |
|---|--|--------------------------------------|---|------------------|---|--------------------|---------------------|-----------------------|----------------------|---|--|---|
| swimming, judo; Swimming, Judo P5; P6 - swimming | beavers, | | Winter Natural Connections Feb 23; Quiz club - P5; P6 learning to play the Fife; After-school rugby; Lunchtime quiz club | | | | | | | PEPAS Garden Gang Global Goals Junior Civic Group P6 - Gardening | Joseph Coelho- Book Week- Rothes Halls Kelvingrove Dippy Visit Feb 19 Nov 19 - Cineworld Jun22 - Andrew Carnegie Birthplace Museum Into Film cinema Nov22 Into Film cinema trip and Lendrick Muir Nov 23 YMI concert June 24 | Creative Dance 2019 Music January 2020 Music Festival January 2023 P6 - netball tournament |
| destination judo, swimming, golf, rugby; Swimming, golf, judo P5; P6 - golf, judo, boxing | beavers P6 - Scouts | | Pars Football - P5; Chess club - P5; After-school basketball club - P5; Winter Natural Connections Feb 23; P6 learning to play the Fife; After-school rugby | | | | | | P2 | World of Work PEPAS Global Goals junior civic group 22; P6 - Healthy Living | Joseph Coelho- Book Week- Rothes Halls. Kelvingrove Dippy Visit Feb 19 Nov 19 - Cineworld Jun22 - Andrew Carnegie Birthplace Museum cineworld nov 22; Dynamic Earth - Feb 23 Into Film cinema trip and Lendrick Muir Nov 23 YMI concert June 24 | Creative Dance 2019 Music January 2020 P6 - Football tournament |
| gymnastics, dancing, swimming, tap and ballet, circus skills; Acro, circus skills, swimming, gymnastics P5; P6 - cheerleading, acro, circus, jazz | | | Led an after-school club - P5; Winter Natural Connections Feb 23; P6 learning to play the Fife; Leading an After-school club | | Nov 18- Trying hard and listening well. Feb 19. attempting to write her own sentence rather than one I wrote. | P4 | P4; P6 | P4 | P6 | Learning for Sustainability Learning for Sustainability UNCRC rights of the child Digital Technologies P6 - Carnock history | Joseph Coelho- Book Week- Rothes Halls. Kelvingrove Dippy Visit Feb Dundee Science Centre Body Parts June 19 Nov 19 - Cineworld Jun22 - Andrew Carnegie Birthplace Museum Into Film cinema Nov22 Into Film cinema trip and Lendrick Muir Nov 23 | Creative Dance 2019 Music January 2020 Music Festival January 2023 |