

Culross Primary School



Curriculum Rationale

June 2019



This Curriculum Rationale explains everything we want for our children at Culross Primary School and how we plan to achieve this.

This has been developed by our whole school community, involving children, parents, staff and partners.

We view this as a working document and a flexible framework, which allows us to keep it under review to ensure it is meeting the needs of all our children. Our rationale informs our improvement plan and is developed around our Culross Code.

Our Culross Code...

VISION: for whole school community.

Be the best you can be!

VALUES: as a Rights Respecting School, our values are at the heart of all we do.

Honesty

Fairness

Caring

Hardworking

AIMS: to be...

Ready

Respectful

Safe



Be the best you can be!



To achieve this vision for all our children at Culross, it is essential that we develop a structured curriculum which ensures that all children are provided with learning opportunities that recognise and celebrate their uniqueness, allow them to fulfil their aspirations within and beyond the school gates and prepare them to meet the challenges of the 21st century.

An ethos of high aspirations and ambition for all our children is encouraged and attainment, achievement and participation are recognised and celebrated.

Team Culross

What do our values mean to us?

Children, staff, parents and partners said...



Honesty

- Being kind to everyone
- Being truthful
- Keeping promises to our friends
- Mutual respect between children, staff and families
- Talking and listening well to solve problems
- Being kind, specific and helpful when we have to give feedback



What do our values mean to us?

Children, staff, parents and partners said...



Fairness

- Including people in joining in games
- Treating people with respect
- Treating people the way you would like to be treated
- Sharing with others
- Being friendly to each other and to all our visitors
- Having good friendships
- Using big deal/little deal



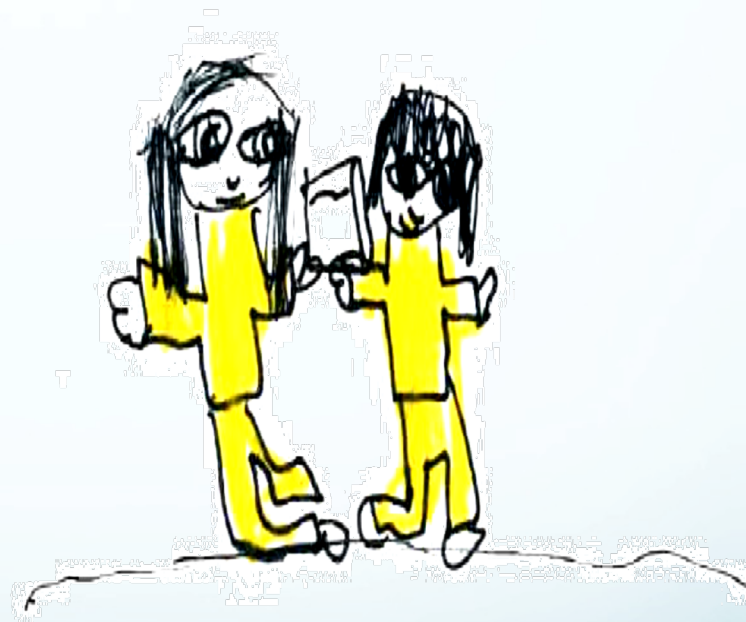
What do our values mean to us?

Children, staff, parents and partners said...



Caring

- Helping others through our Rights Respecting Schools work
- Being kind
- Thinking about the feelings of others
- Using our manners
- Thinking of people in our community
- Supporting others with learning
- Being understanding if something is tricky for someone
- Raising money for charities to help others



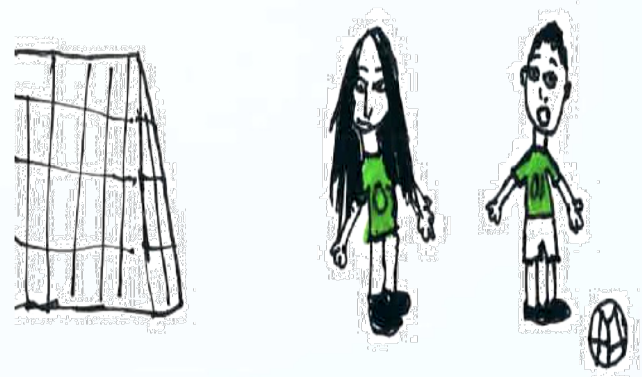
What do our values mean to us?

Children, staff, parents and partners said...



Hardworking

- Always working on having a growth mindset
- Understanding about our brain
- Being supportive of others
- Being involved in planning our learning
- Asking for help
- Doing something with the feedback we are given
- Helping others to learn
- Working well with our Talk Partners

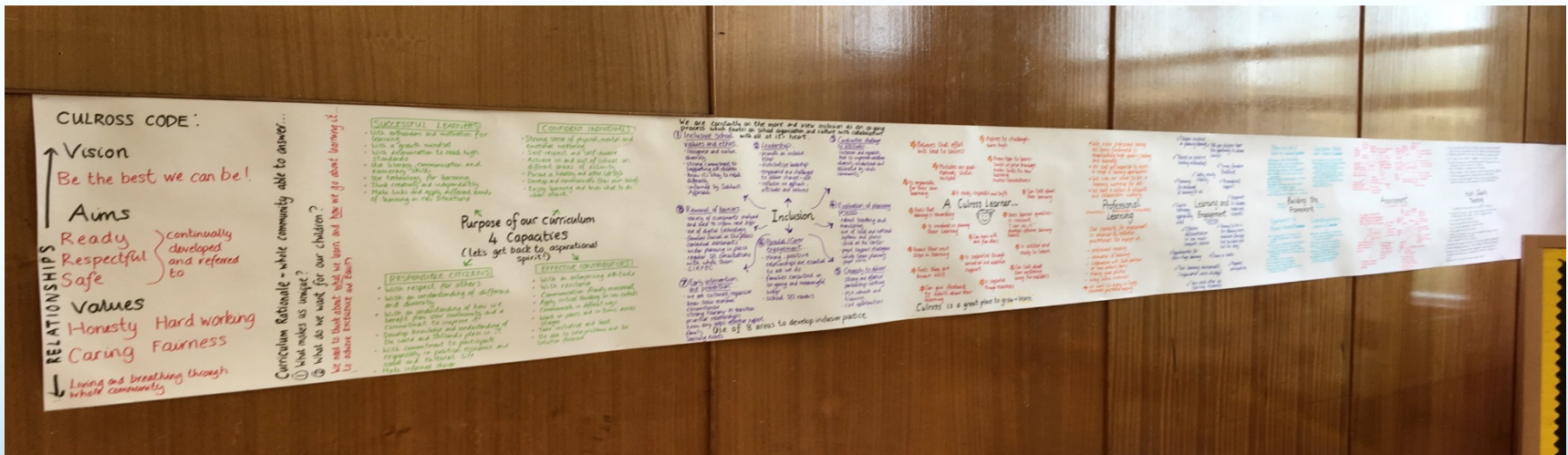


Participation of all

Children, families, staff and partners came together to answer these two key questions, which we felt would ensure our curriculum was 'alive'.

What makes us unique at Culross?

What do we want for our children?



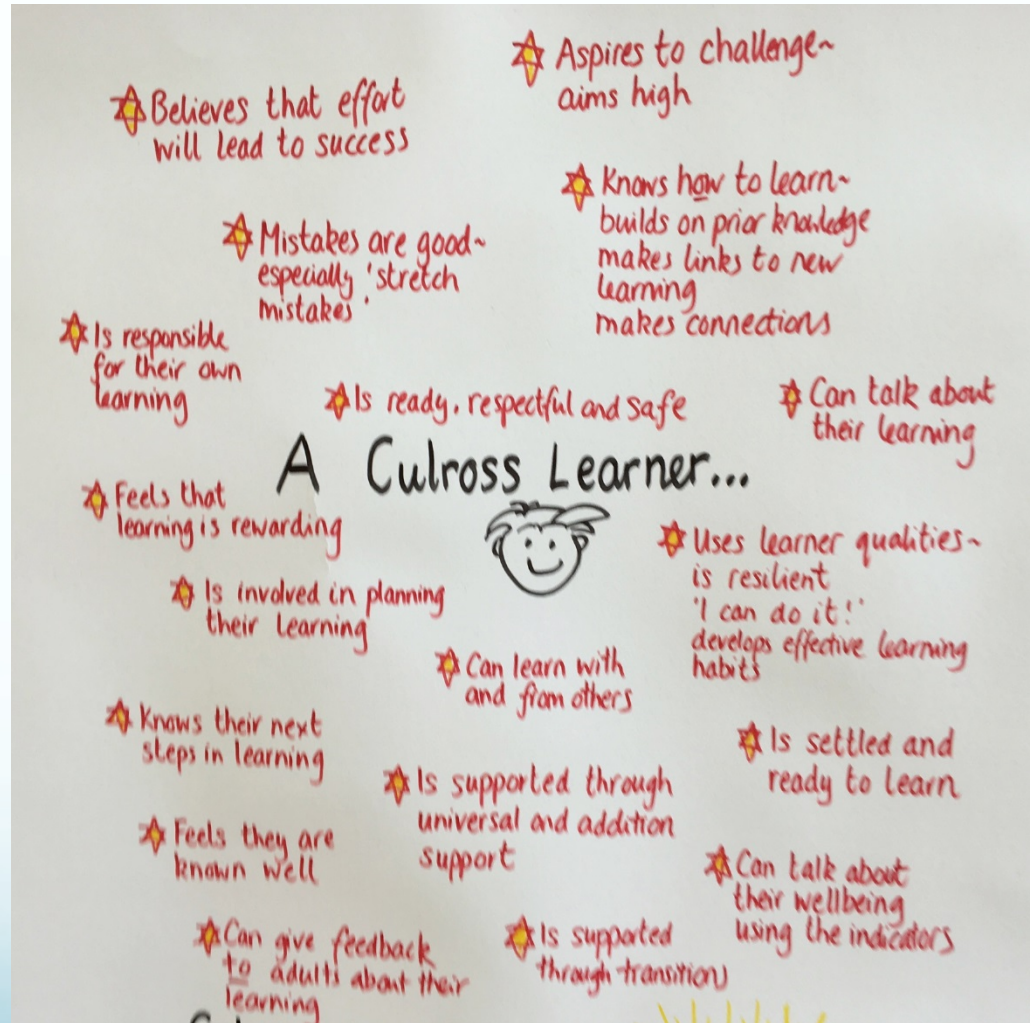
From the wide range of information gathered, we mapped out our curriculum rationale.

What makes us unique/special?

The children, parents, staff and partners feel our school is unique in the following ways...

- Our school is **friendly** and happy.
- We work well as a **team** – children, staff, families and partners.
- We are in the heart of our **community** and we benefit from lots of local **partners** working with us.
- We are a **small** school with two classes.
- We have lots of opportunities for cross-stage **collaborative** learning.
- Our school is situated in a **historic** village and we have the beach and park right next to us. We enjoy learning outside.
- We have a great **playground** and everyone has a bike to play on.
- We have an amazing **Confucius Hub** in our school. Lots of children from other primary schools visit us and we support other Hubs all over Scotland. We speak **Mandarin** from P1.
- We are part of a wider **learning community** with Torryburn Primary.

What do we want for our children?



What do we want for our children?

✓ Children involved in planning learning ✓ All our children have the opportunity to achieve success

✓ Based on positive trusting relationships

✓ Safety, security, stability

✓ Timely, formative feedback

✓ Planning for enrichment of learning for all

✓ Personalised support

✓ Digital technology appropriately used

Learning and Engagement

✓ Responsive to children's needs and interests

✓ Effective differentiation in our multi-composite classes

✓ Aiming to be in the learning zone... Goldilocks porridge 'not too hard and not too easy'

✓ Opportunities for cross stage learning

✓ Choice in tasks

✓ Rich learning environments (organisation, access, display)

✓ Maximise participation

(Use each other as...)

The purposes of the curriculum

Our aspiration is for *every* child to develop the ‘four capacities’

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 belief
- > ambition

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

What else do the capacities mean to us at Culross?

SUCCESSFUL LEARNERS

- With enthusiasm and motivation for learning
- With a growth mindset
- With determination to reach high standards
- Use literacy, communication and numeracy skills
- Use technology for learning
- Think creatively and independently
- Make links and apply different kinds of learning in new situations

CONFIDENT INDIVIDUALS

- Strong sense of physical, mental and emotional wellbeing
- Self-respect and self-aware
- Achieve in and out of school in different areas of activity
- Pursue a healthy and active life-style
- Develop and communicate their own beliefs
- Enjoy learning and know what to do when stuck

Purpose of our curriculum

4 Capacities

(Let's get back to aspirational spirit!)

RESPONSIBLE CITIZENS

- With respect for others
- With an understanding of difference and diversity
- With an understanding of how we benefit from our community and a commitment to improve it
- Develop knowledge and understanding of the world and Scotland's place in it
- With commitment to participate responsibly in political, economic and cultural life

EFFECTIVE CONTRIBUTORS

- With an enterprising attitude
- With resilience
- Communication friendly environment
- Apply critical thinking in new contexts
- Communicate in different ways
- Work in pairs and in teams across stages
- Take initiative and lead
- Be able to solve problems and be solution focused

Our Core Curriculum Structure

When designing our curriculum we took a number of factors into consideration, these include:

- The needs of our local area
- What our children and families wanted
- Our attainment results
- What is needed for our children to become effective contributors, responsible citizens, successful learners and confident individuals



Our Curriculum Design

The Curriculum for Excellence recognises the need for children to access a broad range of achievements, as well as striving for high attainment.

We have organised our curriculum experiences under the 4 contexts for learning:

- **The 8 curriculum areas:** Languages; Mathematics; Social Studies; Expressive Arts; Religious and Moral Education; Health and Wellbeing; Technologies.
- **Interdisciplinary learning** – making connections across subjects or between subjects through a theme, context or challenge.
- **Opportunities for personal achievement.**
- **Ethos and life of the school as a community.**

Our curriculum is built around the 7 principles of curricular design:

**breadth – challenge and enjoyment – coherence – depth –
personalisation and choice – progression - relevance**

Building the framework at Culross – the 4 contexts for learning:

Ethos and life of Culross as a community

- Everyone feels they belong at Culross
- Positive unconditional regard for all is how we do business
- UNICEF Rights Respecting School Award
- Intergenerational community links (e.g., The Stables)
- Use of Sway on our website to show ongoing learning
- Community involvement in celebrations, special assemblies and events (e.g., Burns Society)
- Cycle Friendly/Bikeability School Award
- All children contribute to the life and work of the school through daily decision-making in their classroom
- All children participate as a committee member involving cross-stage learning and leadership roles
- Children plan and organise charity events throughout the year



Curriculum areas and pathways

- Flexible learning pathways in place for each area of the curriculum which show how knowledge, skills and understanding are built over time
- Continuous focus on Literacy, Maths and Health and Wellbeing, which are taught discreetly and also in a cross-curricular way in a range of contexts
- Opportunities for mastery and expertise
- Strong focus on developing the skills needed in the world of work
- Continually seek ways to improve approaches to digital learning
- Opportunities for collaborative group work in multi-composite classes
- Time is protected for professional learning and collegiate working to develop the curriculum and to consider the impact on children
- Use made of local, national and international resources to support curriculum development



Opportunities for personal achievement

- Ongoing tracking of wider achievement and celebration of motivation, resilience and confidence.
- Participation in wide range of active school events
- Celebrations on our 'write up' wider achievement board
- IDL opportunities involving the expressive arts (e.g., performances, plays, dances)
- Participation in Natural Connections for P1-3 and John Muir for P4-7
- Use of the strengths of the staff team to create opportunities for wider achievement through running before/after school clubs
- Developing growth mindsets
- 'Teacher Talk Time' every term gives children an opportunity to talk about achievements and next steps
- Opportunities for personalisation and choice within daily learning and teaching
- Children organise enterprise activities and raise funds for charities, enhancing their responsibility as global citizens

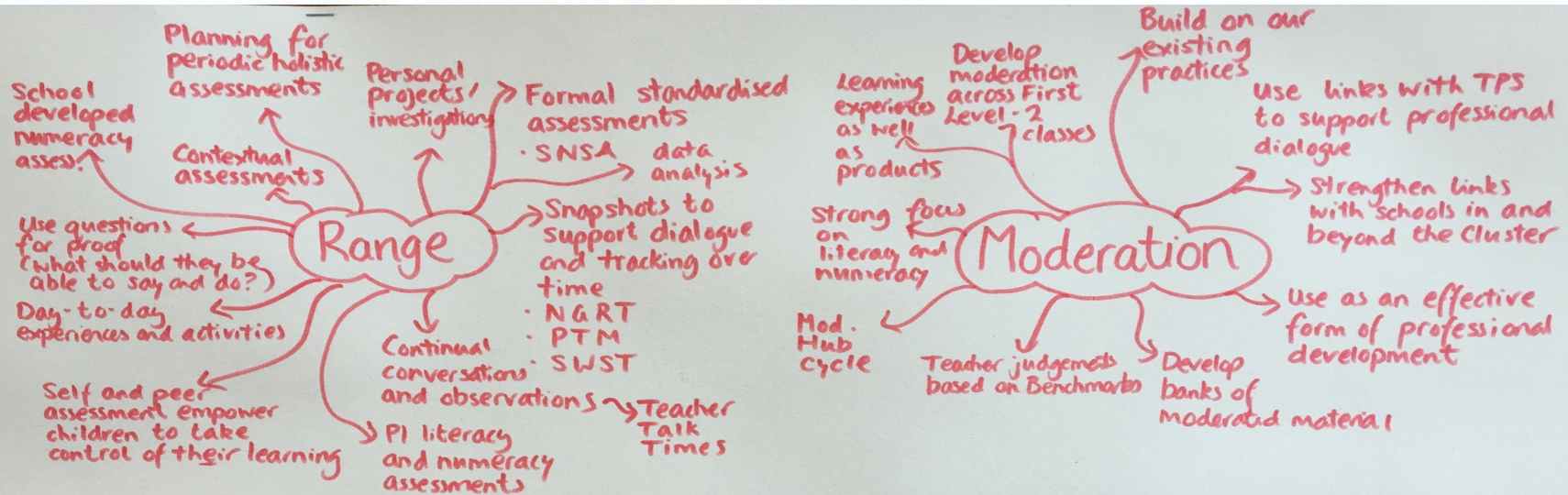


Interdisciplinary Learning

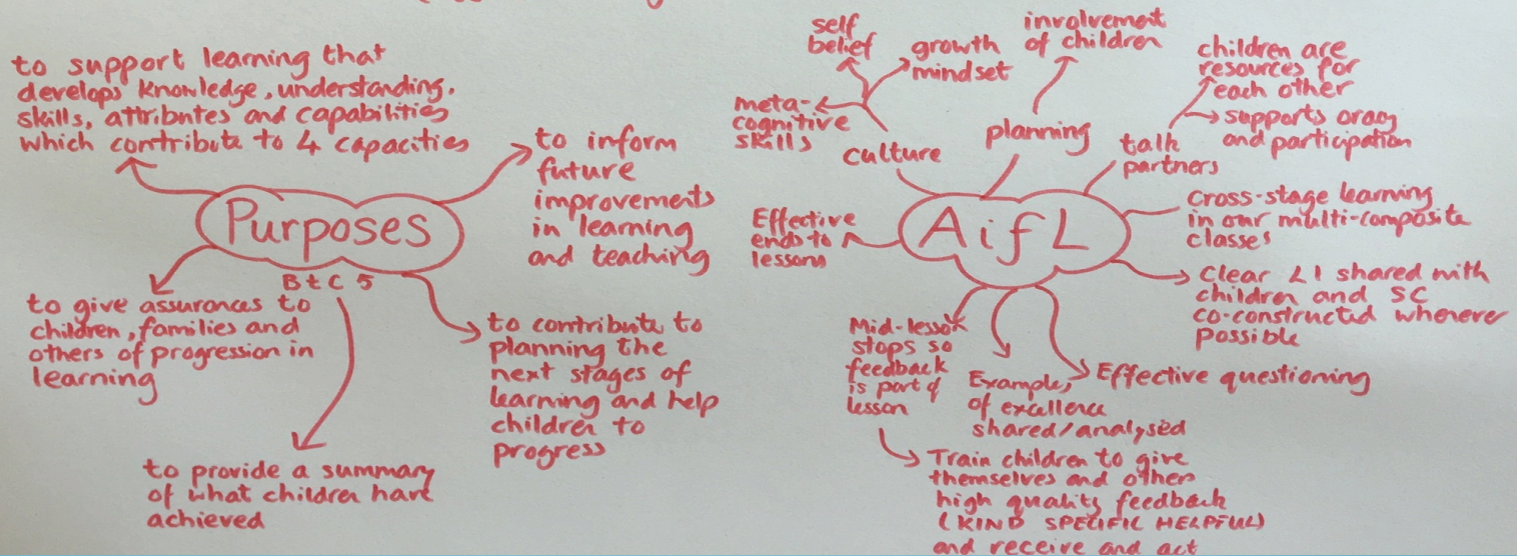
- Our IDL makes connections in learning through drawing knowledge from two or more disciplines
- Children are involved in determining their learning by allowing opportunities for personalisation and choice.
- Areas of interest can be studied at greater depth
- Our IDL is planned around clear purposes
- Use is made of IDL opportunities to revisit concepts or skills to deepen learning within the context of the Broad General Education
- We take advantage of support our families and partners can provide with enriching IDL experiences
- Use is made of our rich local environment where possible to enrich IDL
- All children are supported to participate in a personal IDL project involving learning at home



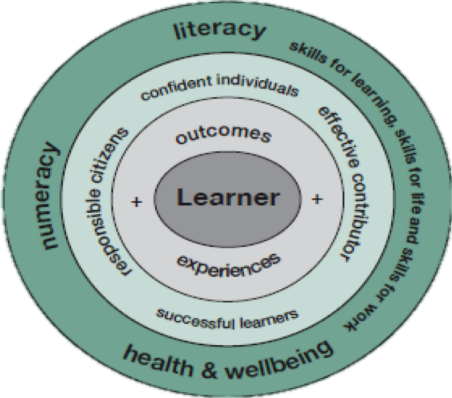
Our Assessment Framework



Assessment (‘to sit alongside’ - Latin root)



Our Raising Attainment Strategy

<p><u>Intervention strategies</u></p> <ul style="list-style-type: none"> • Children are at the centre of all planning as active participants in their learning and development • Additional support builds on robust universal support and children's needs are identified early through on-going assessment • Work with families and partners to take proactive steps to ensure barriers to learning are minimised and proportional and timely support is experienced by children 	<p><u>What and where are our gaps?</u></p> <ul style="list-style-type: none"> • Regular whole team involvement in using a wide range of performance information on attainment and achievement to identify gaps and set relevant targets • Further develop our system of tracking attainment and achievement over time to focus on individual children • Continue to take account of local and national documents and guidance • Introduce stronger data-driven evaluations 	<p><u>Planning, tracking and monitoring</u></p> <ul style="list-style-type: none"> • Further develop methods to monitor and evaluate pedagogies, resources and initiatives for impact on all children • Focus our 'support and challenge' discussions on our gaps and what is working in our school • Raise our awareness of the achievement gap in order to implement research-informed interventions • Develop teacher's skills in data analysis which are focused on improvement
<p><u>Attainment in literacy and numeracy</u></p> <ul style="list-style-type: none"> • School improvement planning to maintain a focus on the quality of teaching, learning and assessment in literacy and numeracy • Build confidence in using local authority progression pathways to support highly effective teaching, learning and assessment • Ensure collegiate working, as part of a wider learning community, impacts positively on children's knowledge, skills and understanding in literacy and numeracy • Continue to develop leaders at all levels in the team in order to further develop capacity and improve outcomes 		<p><u>Family learning</u></p> <ul style="list-style-type: none"> • Continually strive to improve and increase the ways in which parents and families can engage in partnership with school • Offer high-quality universal and targeted support to help parents use appropriate strategies to support their child • Work with families to reduce potential barriers to engagement • Link each area of school improvement planning with a beyond-school component • Continue to consult with families about what they need support with – one size doesn't fit all • Ensure families benefit from strong collaboration with colleagues from other sectors
<p><u>Resources and staffing</u></p> <ul style="list-style-type: none"> • Learning environments are conducive to effective learning and play is a key feature for learning in the classroom and outdoors • Appropriate sharing of resources with families • Use of local natural connections programme and John Muir awards to support motivation and engagement of learning outdoors • PSA timetables responsive to needs across the school • Pupil Equity Funding is well-planned and focussed on gaps in attainment and achievement 	<p><u>Transition</u></p> <ul style="list-style-type: none"> • Strong focus on ensuring a high level of social and emotional support for all children at points of transition • Work collaboratively to ensure children and families experience a well-planned programme of transition arrangements when moving onto P1, into the P4-7 class and S1 • Ensure we have robust tracking of progress and record keeping to support continuity in learning at points of transition 	<p><u>Effective use of assessment</u></p> <ul style="list-style-type: none"> • Further develop use of Benchmarks across the curriculum • Use of school diagnostic assessments in P1 to identify gaps early in literacy and numeracy and to support next steps • Continue to develop staff understanding of the moderation cycle and build on arrangements for moderation across stages, the curriculum with other schools • Ensure assessment approaches are matched to the learning needs of children

High Quality Teaching

We believe the success of any curriculum is through the delivery of high quality learning and teaching

What is important at Culross Primary?

- ✓ Positive relationships
- ✓ Inclusive learning environment
- ✓ Effective partnerships with home
- ✓ Seeing learning through the eyes of children
- ✓ Putting the child at the centre of planning
- ✓ Learning intentions and success criteria are routinely shared and constructed with children
- ✓ Feedback is given so children understand their next steps in learning
- ✓ Praise language – effort, use of strategies and improvement through acting on feedback
- ✓ Environments support learning and with displays showing a balance of children's work, commercial items and interactive displays

A Quality Lesson – may include most or all of the following...

- ✓ Lesson set in context: share learning intentions and success criteria, co-constructed where possible. These should build on prior learning and be revisited throughout the lesson
- ✓ Clear explanations and instructions
- ✓ Purposeful teacher talk and lots of opportunities for children to talk to each other
- ✓ Effective differentiation to ensure appropriate support and challenge
- ✓ Pace appropriate to the learning
- ✓ Learning from mistakes is valued
- ✓ Relevant and engaging resources
- ✓ Learning is well matched to needs and interests of the children
- ✓ Skilled and challenging questions to lead and support learning
- ✓ Feedback that is formative, enhances engagement and ensures individuals are challenged and focused on how improvements can be made
- ✓ Opportunities given to discuss and analyse examples of work
- ✓ Use of visuals and concrete materials
- ✓ Use of digital technology to enhance learning

Inclusion

Our curriculum embraces the principles of Getting It Right For Every Child (GIRFEC) and is designed to support all children to be included, engaged and involved in the life of the school.

“There are 8 key areas that are crucial in helping develop inclusive practice in schools.”
(Scottish Government, 2018)

1. **Values and ethos** - relationships are our golden thread running through our curriculum; practice is informed by the Solihull Approach
2. **Leadership** - everyone is empowered and challenged to deliver change
3. **Constructive challenge to attitudes** - diversity understood and celebrated by whole community
4. **Evaluation of planning processes** – use of local and national plans with the child at the centre
5. **Capacity to deliver** – termly training in school with PSAs; effective partnership working
6. **Parental/carer engagement** – families involved in ongoing meaningful ways
7. **Early intervention and prevention** – strong transition to P1; know our gaps and have effective support in place; family support is differentiated
8. **Removal of barriers** – variety of assessments used and analysed to inform next steps; wider planning has strong pupil voice

Leadership and Learning –

We view our school as a ‘learning workshop for all’

We support each other to access a range of professional learning opportunities to nurture and develop professional skills and expertise and are improving ways to demonstrate the impact of this.

All staff work collaboratively to take forward improvement priorities and learn with and from each other.

We continually reflect on the ways in which we provide opportunities and support to ensure children can take responsibility for their learning, successes and achievements.

We are developing the range of strategies to support children in engaging in dialogue with others about their learning and progress in order to use this to set targets in learning.

- We view professional learning as being fundamental to maintaining high quality teaching and learning.
- All staff are supported to access a range of learning opportunities.
- We view our school to be a learning workshop for all
- We have a culture of collegiate and collaborative working

Professional Learning
INWARDS – OUTWARDS – FORWARDS

Our capacity for improvement is enhanced by reflective practitioners. We engage in...

- ~ professional reading
- ~ observation of learning
- ~ collaboration with cluster partners or local authority teams
- ~ sharing good practice
- ~ using online resources
- we want to engage in highly structured practitioner enquiry

Curriculum Area Overviews

As we move forward, we recognise the importance of reviewing curriculum innovation and learning from evolving best practice.

Continuing to have all staff involved in strategic development at school, cluster and authority level will allow for reflection and opportunity to refine and further develop a curriculum which will meet the challenges of the 21st century.

The following curriculum overviews demonstrate that ongoing process...