

Dysart Primary School and Nursery Curriculum Rationale

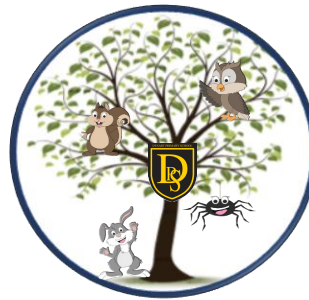
This Curriculum Rationale explains everything we want for our children at Dysart Primary School and how we plan to achieve this.

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

It considers and reflects the refreshed curriculum guidance and other documentation such as Realising the Ambition.

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 learners.

Our rationale informs our improvement plan and is developed around our vision values and aims.



When a school has a rationale for its curriculum, it means that everyone involved with the school can answer the questions 'What is it we want for these children?' and 'What are we going to do to achieve it?'
(Education Scotland)

Dysart Primary School and Nursery Curriculum Rationale

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Our Vision, Values and Aims

Our Aims and Aspirations

To support and challenge all children through high quality learning experiences ensuring achievement for all.

To be a safe, nurturing, inclusive environment that's fosters resilience and wellbeing.

To be a respectful and responsible school community that works together.

To be ready to learn, aspire to succeed in school and in life.

To inspire curiosity and adventure.

Our Values for Learning, Life and Relationships

Building a Proud Community Together...

RESILIENT

I have a positive attitude to all that I do and don't give up when things are tricky.

REFLECTIVE

I talk about my learning to help me identify how I have been successful and what my next steps are.

READY

I am ready for learning and to challenge myself to do and try new things.

SAFE

I make safe choices in school, at home and in the community.

RESPONSIVE

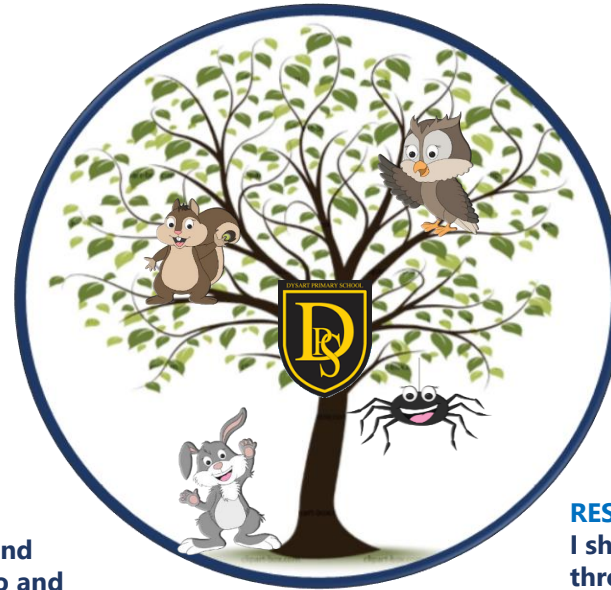
I work together with others to share learning and ideas through listening and working together.

RESOURCEFUL

I use my imagination and creativity in my learning.

RESPECTFUL

I show kindness to others through valuing and including everyone and I help to look after our school community.

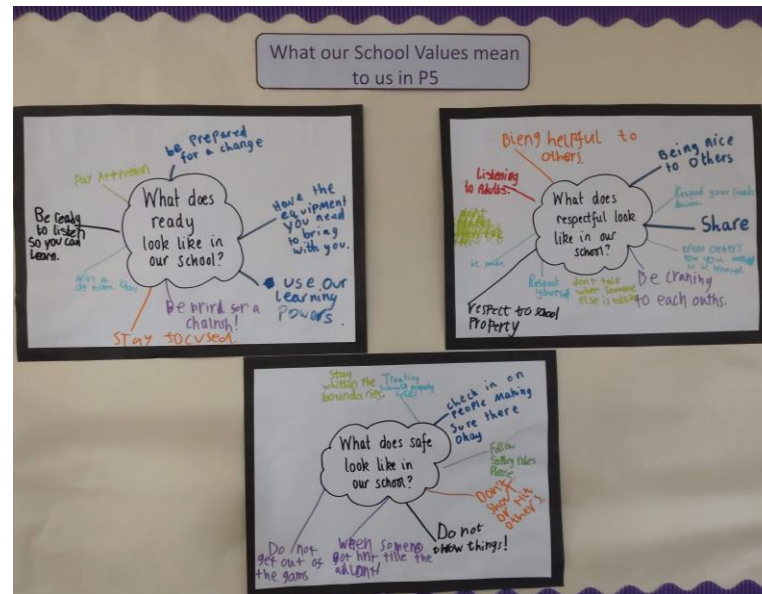
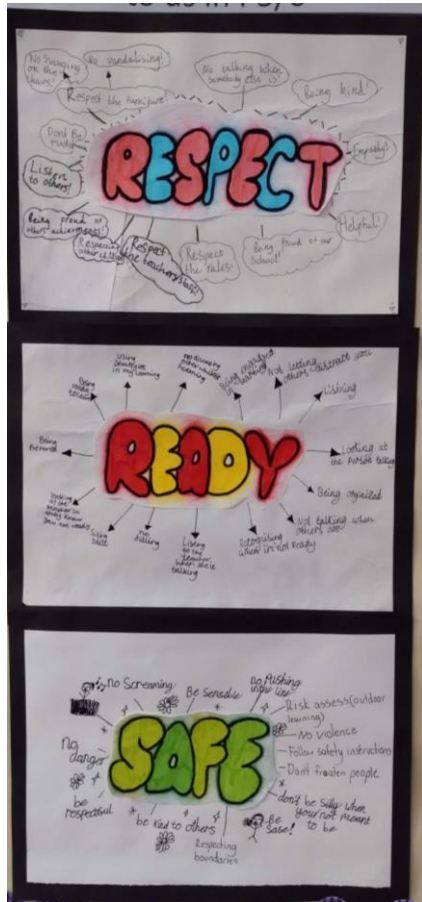


Our Vision, Values and Aims

At Dysart Primary School, in addition to our Learning Values (Learning Powers) we refreshed our whole school values using a range of tools to engage with stakeholders.

We have agreed three important new values – Ready, Respectful (kindness) and Safe.

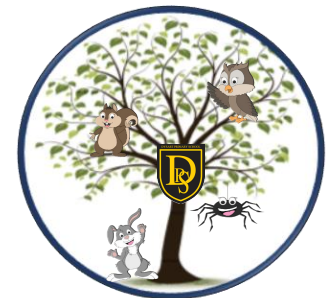
Through a range of pupil voice activities in assembly and class we are bringing these values to life ensuring they have enough depth to underpin our curriculum – life, learning and relationships.



Our Vision, Values and Aims

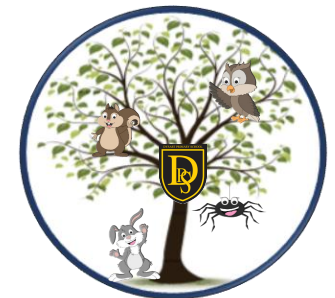
What do we want for the children at Dysart Primary and Nursery?

- A sense of belonging and responsibility to their school and community through the ethos and life of the school
- Through wider experiences in learning and life we want our children to have a sense of adventure and wonder
- Know how to make safe choices, safe actions and be safe online
- Strong moral values
- Healthy attitudes
- Be active
- Respect, empathy and tolerance
- To be resilient and engage in challenging experiences
- Strong metacognitive skills - 4 Learning Powers
- High expectations for themselves and others
- Successful learners who have celebrated their achievements throughout school
- Develop skills to support creativity through regular opportunities to be creative
- Be able to express their opinions and have regular experiences for pupil voice
- Well-developed Literacy and Numeracy skills that are transferable and relevant
- To have opportunities to learn about themselves as individuals



What makes Dysart Primary and Nursery Unique?

- Location is geographically cut off
- Close, tight knit community who engage well with school and family experiences
- Lack of amenities locally
- Rich historic landscape, with coastal path, parks, woodland, seashore contrasting with over developed housing and lack of easily accessible play spaces for children
- Community experiencing low-income related poverty
- Community is multi-generational
- Strong commitment to relationships
- School has been the centre of the community (pre-pandemic)
- Strong sense of consistent and progressive learning, teaching and assessment



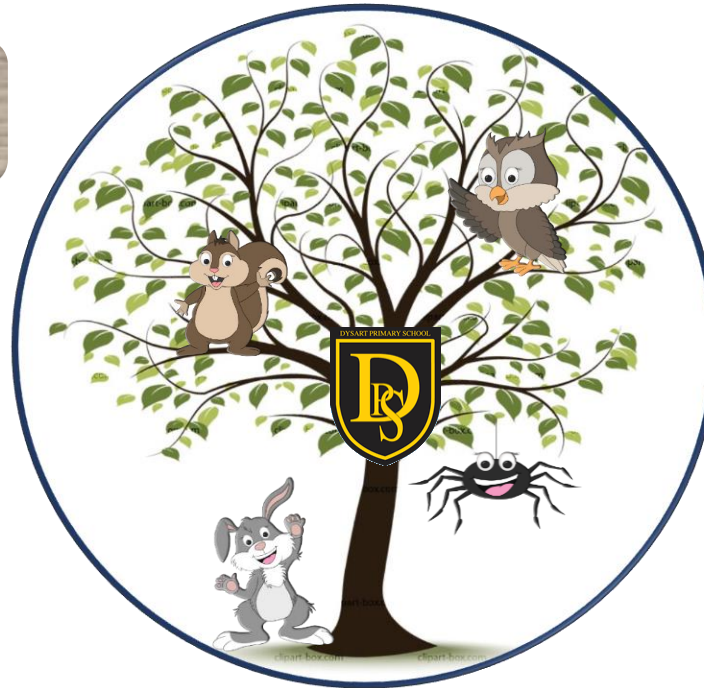
Our Key Drivers at Dysart Primary and Nursery



Excellence and Equity

Literacy, Numeracy and Health and Wellbeing

We have a continuous focus on Literacy, Numeracy and Health and Wellbeing with all staff having a responsibility to develop, reinforce and extend learning in these areas.



High quality Learning, Teaching and Assessment

When designing and reviewing our curriculum, we consider our context (the needs of our local area), our attainment data/trends and what our families and learners say, through self-evaluation for self-improvement.

Raising Attainment for all

Our curriculum will provide a broad general education that ensures progression through all the experiences and outcomes that is consistent with all pupils learning needs and prior learning.

Partnership Working



A Dysart Learner is...



Resourceful



Reflective

I suggest ideas and investigate.

I ask questions about learning.

I use my imagination.

I make connections.



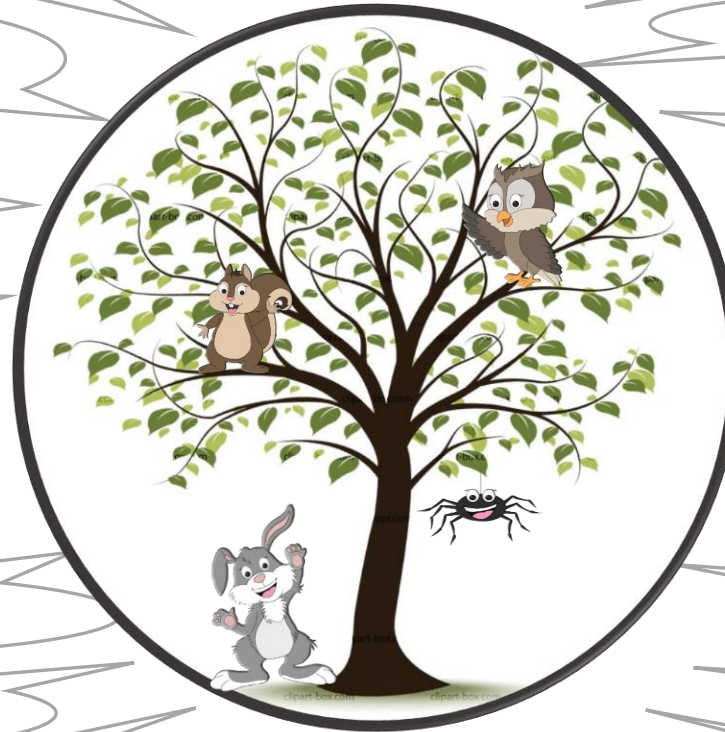
Responsive

I share learning with others.

I listen well to others.

I learn well by myself.

I make good learning choices.



I talk about my learning.

I know what I've done well.

I am organised for learning.

I know how to be successful.

Resilient



I get lost in learning.

I am creative.

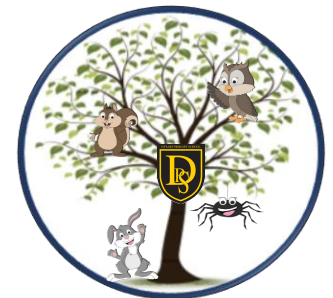
I stay focused.

I keep trying.

I notice things.

What does Learning, Teaching and Assessment look like at Dysart Primary and Nursery?

- You will be respected and challenged in your learning and be supported by all adults working within the school and nursery
- You will develop Resilience, Reflectiveness, Resourcefulness and Responsiveness (Our Learning Powers)
- Through our Visible Learning approach, you will know what you are learning, why you are learning and how to be successful which is supported by the 4 Part Lesson Model and Learning Walls
- You will have a personal learning profile with your targets and pieces of learning showing your progress towards these targets
- You will be given effective feedback that gives you a clear idea of what you are doing well and what you need to improve
- Effective questioning will be used to allow all learners to actively think, contribute and problem solve to move your learning forward

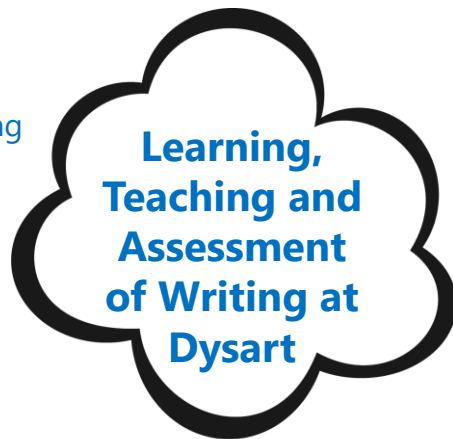


How We Create LI & SC

- CfE Benchmarks
- Records of Understanding
- Fife Pyramids
- Fife Writing Assessments

Learning and Teaching Approaches

- 4 Part Lesson Model
- Co-creation of S.C.
- Modelling/WAGOLLS
- Writer's Chair
- Story Maps
- Talk/Discussion
- Scaffolding/Shared Writing
- Mid Lesson Stop
- Independent Learning
- Learning Buddies
- Group Discussion
- No Hands Up
- Think Pair Share
- Elbow Partners
- Carousel



Feedback

- Highlight success criteria
- Success Criteria assessment grid
- Writer's Chair
- Peer Feedback
- 2 Stars and a Wish
- Tickled Pink/Green for Growth
- Verbal Feedback
- Fist of Five
- Thumbs
- Self Assessment
- Exit Cards

How We Gather Evidence

- BASE/SNSA
- Writing Assessment Folders
- Text Type Overview
- Samples across the text types (termly – 2, 2, 3, 2)

Contexts to Support Breadth, Challenge and Application

- Genres - Cross Curricular/IDL
- Differentiation/Choice
- Real World Contexts - linked to curricular areas
- Varied Stimuli (visual, experiments, experience)

Features of Our Practice

- WOW Words/Tier 2 Words
- Colourful Semantics
- Daily Write
- VCOP
- Oxford Owl Handwriting
- Workshop for Literacy

TEXT TYPES

FACTUAL

Procedure

A procedure tells how to do something.

Information Report

An information report is used to present information about someone or something.

Explanation

An explanation makes clear how or why things are, or how things work.

IMAGINATIVE/PERSONAL

Narrative

A narrative text tells a story and entertains the reader.

Recount

A recount tells what happened during a particular event or experience.

Description

A description details the features of a subject whether real or imagined.

PERSUASIVE/OPINION

Response/Review

A response/review is a personal evaluation of a particular product or performance.

Exposition

A persuasive text puts forward an argument or particular point of view.

Discussion

A discussion presents information and opinions from different sides of an issue.

How we Deliver the 4 Contexts at Dysart Primary and Nursery

Ethos and Life of the School Community

Use of Seesaw to share events and information
Family learning, e.g. Bookbug
House Point System – House Captains and Vice Captains – Tolbooth, Pan Ha', Frances, St Serf's
UNCRC – Class Charters
P7 Buddies for P1 children
Peer Mediation
Play Leaders
Kitbag Ambassadors
Assemblies – sharing wider achievements and information
Open mornings – stay and play
Shared Starts/Finishes
Daily Diary to celebrate birthdays
Using our local community for linked learning experiences
Breakfast Café
Playpod
School Allotment
Parent Council – Fayres, Discos

Opportunities for Personal Achievement

Sharing individual progress and celebrating success through Seesaw
Michael Vallance Cup
Assemblies
Sports Day
After school clubs and Active Schools
Winning House Picnic
Scots Poetry Competition
Creative Dance Festival
Assemblies – sharing wider achievements and information
House Points
Rotary Quiz
Pupil planning across the curriculum
Munro Challenge
Outdoor Learning/Awards
House Captains and Vice House Captains
Playground Leaders
Prefects
Instrumental opportunities and performing at church services
Fife Youth Music Initiative
Christmas Shows, Assemblies
P7 Residential Trip

How we Deliver the 4 Contexts at Dysart Primary and Nursery

Opportunities for Interdisciplinary Learning

Interdisciplinary Learning (IDL) is based upon groupings of Experiences and Outcomes from within and across curriculum areas, which provide relevant, challenging and enjoyable learning experiences as well as stimulating contexts. IDL allows children to make connections across learning.

The following curricular areas are delivered through IDL topics or stand-alone lessons [where no natural links exist]. Wherever possible, staff will plan contextualized opportunities for Numeracy, Literacy and Health and Well-Being within these IDL topics.

- Religious Education
- Technology - ICT – Digital Literacy
- Expressive Arts - Art and design - Music - Dance - Drama and Role Play

Ideally, IDL at Dysart will be recognised by one or more of these features:

- It may be individual one-off projects or longer courses of study
- It is planned around clear purposes
- It is based upon Experiences and Outcomes drawn from different curriculum areas or subjects within them
- It ensures progression in skills and knowledge and understanding
- It can provide opportunities for mixed stage learning which is interest based

Our Social Studies and Science Progression is linked to opportunities for achievement - opportunities that arise throughout the year may also provide excellent opportunities for IDL e.g. Scottish Opera, Enterprise, Eco Schools, STEM (Science, Technology, Engineering & Maths) Initiatives.

Themes are linked to the community and local area and to real world examples.

Outdoor learning—diverse landscape on our doorstep and opportunities to work towards awards.

School trips are linked to class learning experiences.

How we Deliver the 4 Contexts at Dysart Primary and Nursery

Curriculum Areas and Subjects

The delivery of our curriculum comes directly from the Curriculum for Excellence. There are eight curriculum areas, all of which are delivered through a blend of discrete subject learning, cross curricular themes or topics and interdisciplinary opportunities, allowing pupils to develop as successful learners.

The prior knowledge and personal interests of pupils are considered in order to make learning relevant and enjoyable. During lessons, Learning Intentions and Success Criteria are shared.

We have a variety of resources, approaches and schemes of work which the teachers use thoughtfully to ensure the learning taking place is progressive, challenging and meeting the needs of all our learners.

The varied expertise and experience of class teachers, visiting specialists, parents and family members are drawn on to deliver high quality learning experiences for our pupils.

Our curriculum is very much designed to develop the whole child and to equip them with the skills, knowledge and attributes which they will need to adapt and thrive in the 21st Century.

The development of skills in the three core subjects of Literacy, Maths and Numeracy and Health and Wellbeing are a focus for all lessons and life in school. To ensure a balanced curriculum, the pupils also learn about the subjects listed below:

- Expressive Arts
- Religious and Moral Education
- Sciences
- Social Studies
- Technologies

How we Deliver the 4 Contexts at Dysart Primary and Nursery

Curriculum Areas and Subjects			
Curricular Area	What?	How?	Assessment
Literacy - Reading	Fife's Workshop for Literacy Approach Fife's Progression Planners Jolly Phonics Storyworld Rising Stars Rapid Reader Catch Up Literacy		GL Assessment NSAs, BASE, Elips Jotters Teacher Professional Judgement Fife's Records of Understanding
Literacy - Writing	Fife's Workshop for Literacy Approach Fife's Progression Planners Nelson Handwritng Write from the Start Pie Corbett – Talk for Writing		Fife's Text Type Assessment Pack GL Assessment NSAs, BASE, Elips Jotters Teacher Professional Judgement Fife's Records of Understanding
Literacy – Talking and Listening	Fife's Workshop for Literacy Approach Fife's Progression Planners		
Maths and Numeracy	Fife's Conceptual Numeracy Approach Fife's Progression Planners Maths No Problem! Numicon Catch Up Numeracy P4-7 5 A Day		GL Assessment NSAs, BASE, Elips Jotters Teacher Professional Judgement Fife's Records of Understanding

How we Deliver the 4 Contexts at Dysart Primary and Nursery

Curriculum Areas and Subjects			
Curricular Area	What?	How?	Assessment
Health and Wellbeing			
Social Studies			
Science			
Technologies			
Expressive Arts			
Religious and Moral Education			

Our School Improvement Priorities

Our School Improvement Priorities 2022-2023

Priority 1

Increase writing attainment by developing high quality assessment and moderation.

Priority 2

All children will have positive eating experiences through a range of improved mealtimes and food experiences in Nursery (3-5yrs)

Priority 3

Through more effective differentiation, children from P1-P7 will experience Maths and Numeracy learning which is appropriately differentiated and provides support and challenge.

Priority 4

Children will have improved knowledge and skills in Languages (1+2) by developing high quality, progressive learning and teaching of languages.

Our School Improvement Priorities 2023-2024

Priority 1

Increase engagement in learning through more effective universal and target supports. (Nursery to P7)

Priority 2

Develop Digital Learning and Literacy progression. (P1-P7)

Priority 3

Improve early Maths and Numeracy experiences in the ELC.

Priority 4

Further develop approached to Assessment and Moderation across different curricular areas.