



Curriculum Rationale



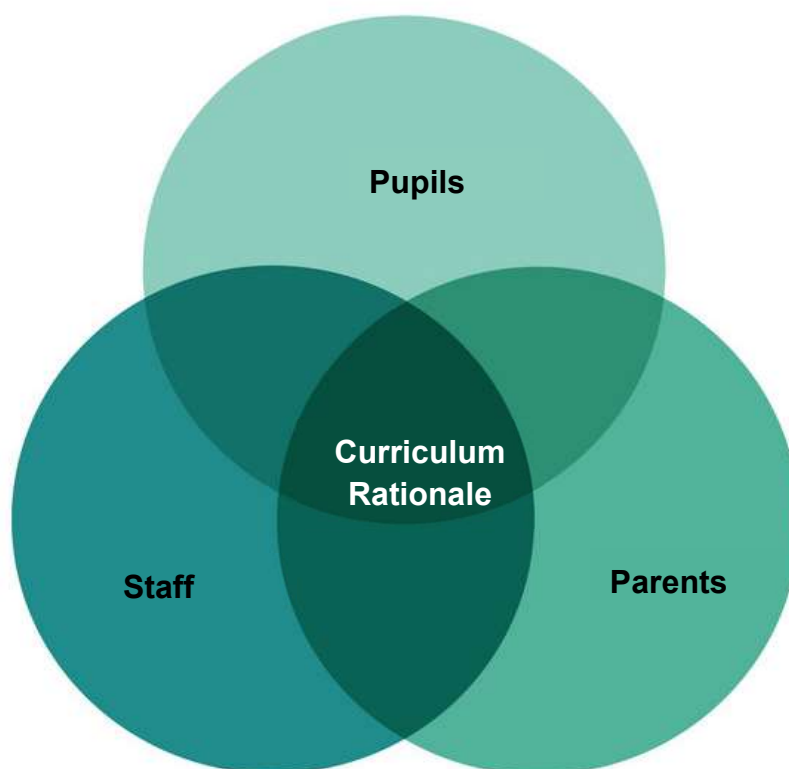
OUR CURRICULUM RATIONALE

Our Curriculum Rationale explains what we want for our learners at Lochgelly South Primary School and Nursery and how we plan to achieve this.

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

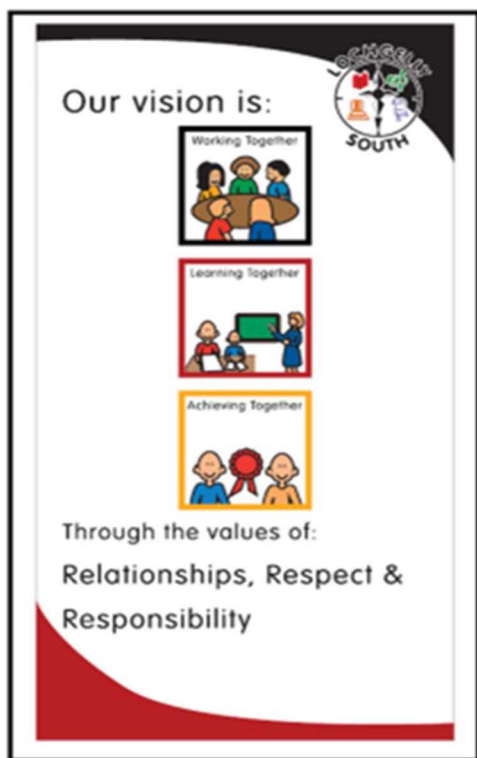
We consider this as an evolving and working document. As such, we reviewed and evaluated its content while adhering to Covid mitigations, using technology and online surveys to engage and motivate our pupils, parents and staff to share their views.

As we move forward, we recognise the importance of reviewing curriculum innovation and learning from evolving best practice. We also continually self-evaluate the rationale for our curriculum using the challenge questions and features of highly effective practice, highlighted in **HGIOS 4, quality indicator 2.2 Curriculum**.



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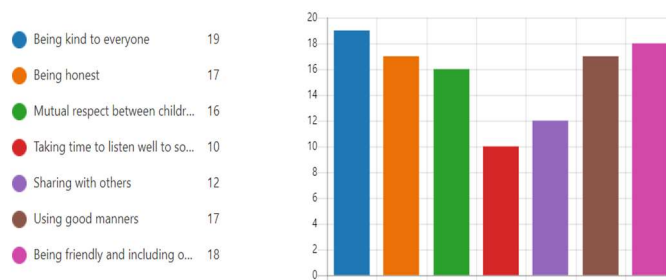
WHAT ARE OUR SCHOOL AND NURSERY VISION AND VALUES?



Our vision is working together, learning together & achieving together. What else does our vision mean to you?

	Working with others to learn	
	Being understanding if something is tricky for someone else	
	Having a growth mindset for learning	
	Being part of a community	

Our values are Relationships, Respect & Responsibility. What else do our values mean to you?



WHAT DO OUR VISION AND VALUES MEAN TO US?

Pupils, parents and staff said:

Our vision is, "Working together, learning together and achieving together." What does this mean to you?

- Being supportive of each other learning new things
- Pupils being involved in planning their learning
- Helping others to learn and working together
- Being understanding if something is tricky for someone else
- Asking for help
- Having a growth mindset for learning

Our values are, "Relationships, respect and responsibility." What does this mean to you?

- Being kind to everyone
- Being honest
- Respect between children, families and staff
- Having good manners
- Being friendly
- Including others



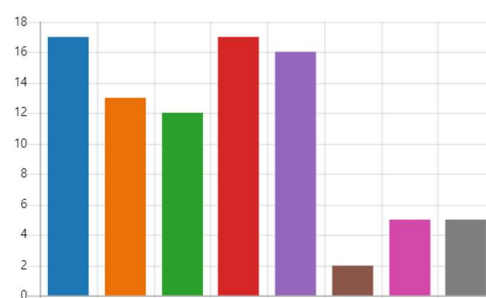
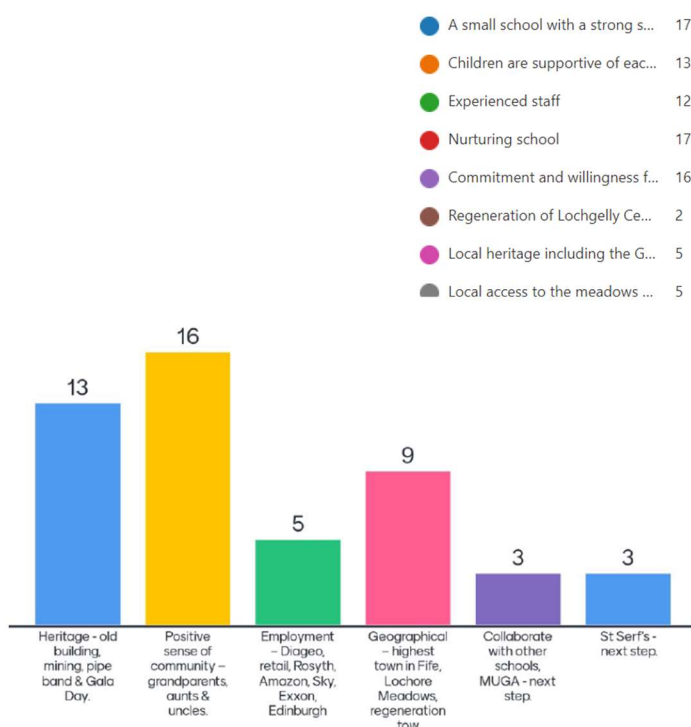
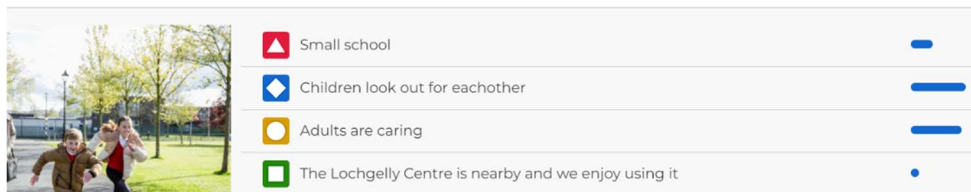
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WHAT MAKES US SPECIAL/UNIQUE AT LOCHGELLY SOUTH PRIMARY SCHOOL?

WHAT MAKES US UNIQUE AT LOCHGELLY SOUTH PRIMARY SCHOOL?		
PUPILS	PARENTS AND COMMUNITY	STAFF
<ul style="list-style-type: none"> • Children look out for each other • Adults are caring • We can easily ask adults for help 	<ul style="list-style-type: none"> • Strong sense of community • Nurturing school • Commitment and willingness from staff • Children are supportive of each other • Experienced staff 	<ul style="list-style-type: none"> • Pupil voice and pupil council • HWB and life choices • Growth mindset • Experienced staff who know families • Open to new initiatives • Sense of community • Lochgelly heritage

Evidence of data collection:

What makes us special at Lochgelly South?



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WHAT DO WE WANT FOR OUR CHILDREN AT LOCHGELLY SOUTH PRIMARY SCHOOL?

WHAT DO WE WANT FOR OUR CHILDREN?		
PUPILS	PARENTS AND COMMUNITY	STAFF
<ul style="list-style-type: none"> • Social skills to help me make friends • Life skills like baking, working with money and helping others • Success in my learning • A range of learning experiences, like outdoor learning, ICT and school trips • Achievements out of the classroom like clubs and activities 	<ul style="list-style-type: none"> • A range of learning experiences • Skills to support personal, social and emotional wellbeing • Transferrable skills and problem-solving abilities • Life skills • High aspirations and attainment 	<ul style="list-style-type: none"> • Raising attainment, bridging the learning gap and equity • Confident, independent, reflective learners • Life-long learners and growth mindset • Self-evaluation, improvement and innovation



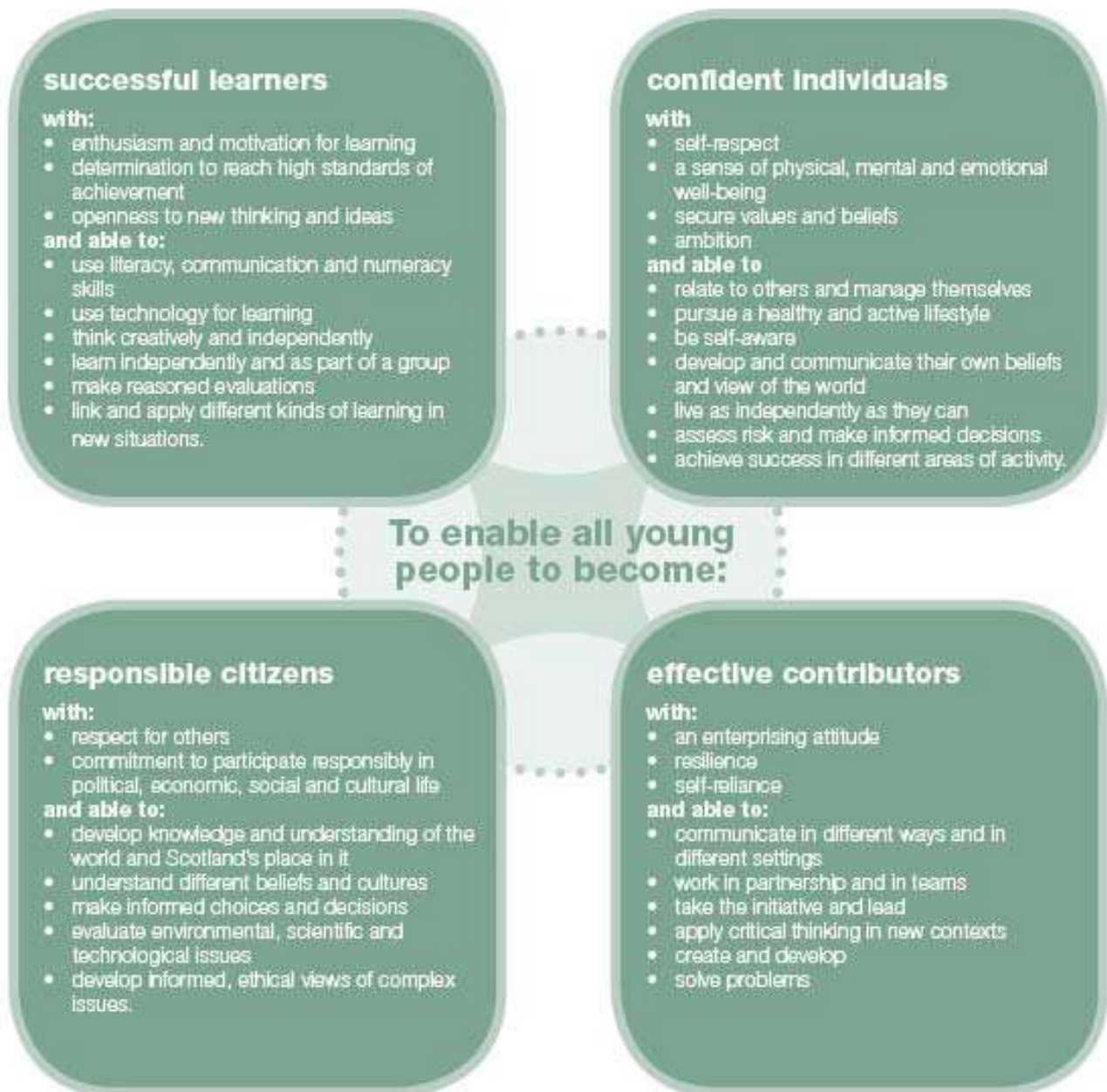
WHAT DOES A LOCHGELLY SOUTH PRIMARY SCHOOL LEARNER LOOK LIKE?

WHAT DOES A LSPS LEARNER LOOK LIKE?		
PUPILS	PARENTS AND COMMUNITY	STAFF
<ul style="list-style-type: none"> • Respectful • Proud • Kind • Keep trying when I find things hard • Gets on well with others • Happy 	<ul style="list-style-type: none"> • Respected and respectful • Happy • Ambitious and proud of themselves • Kind • Enthusiastic and engaged 	<ul style="list-style-type: none"> • Ambitious • Happy • Respected and respectful • Confident • Resilient



THE PURPOSES OF THE CURRICULUM.

The purpose of the curriculum is for every learner to develop the four capacities.



OUR CORE CURRICULUM STRUCTURE

When designing our curriculum we consider several factors, including:

- The needs and demographic of our local community
- What our pupils and parents wanted from our data gathering process
- Our attainment results
- How can we support our pupils to fulfil the “four capacities” of the Curriculum for Excellence?



OUR CURRICULUM DESIGN

Curriculum is defined as the totality of all that is planned for children and young people from early learning and childcare, through school and beyond. That totality can be planned for and experienced by learners across four contexts:

- Curriculum areas and subjects – the 8 curriculum subjects: Languages; Mathematics; Social Studies; Expressive Arts; Religious and Moral Education; Health and Wellbeing; Technologies.
- Interdisciplinary learning
- Ethos and life of the school
- Opportunities for personal achievement.



In addition, our curriculum is built around the seven design principles of the Curriculum for Excellence:

BREADTH, CHALLENGE AND ENJOYMENT, COHERENCE, DEPTH,
PERSONALISATION AND CHOICE, PROGRESSION & REVELANCE.

We have engaged with **HGIOS 4, quality indicator 2.2 Curriculum** to develop this rationale and design for our curriculum. This leads naturally into **quality indicator 2.3 Learning, Teaching and Assessment** in which we have engaged further to develop our Learning, Teaching and Assessment policy.



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EXAMPLES OF OUR UNIQUE CURRICULUM

- Annual Leadership and Citizenship awards.
- Weekly "Four Capacity" and VIP certificates linking to our Core Skills and self-awareness.
- Ardroy residential.
- Active Schools; Hill Walking Challenge, football tournaments and athletics.
- Scottish Opera.
- Bikeability awards and connections with Fife's Cycle Park.
- Learning Logs
- Munro Hillwalking Challenge
- 4 to Fortune

- Planning and running of charity events, including the MacMillan Coffee Morning, Christmas Fayre and Summer Fayre
- Museum project boxes
- RHET Farming connections
- Writers' challenges
- BP Read On
- Five Ws co-operative planning
- Virtual athletics



- A strong sense of community at LSPS
- Peer reading
- Junior sports leaders
- Remembrance participation with the local Legion
- Carol singing and letter with local care homes
- Lochgelly Pipe band and the popularity of chanter playing in families and the community
- Use of SWAY to share learning (Scottish Learning SWAYS)
- UNICEF Rights Respecting School development
- Sports Day and the community support
- ECO School Award development

- Connections with Active Schools and the provision of taster sessions
 - STEAM links with Fife College

- Opportunities to participate Generation Science workshops
- St Serf's Church school visitors and Nurture Club
- Links with the Library service through Chatterbooks and the Summer Reading Challenge.
- Rotary Club quiz.
- On Fife Library Reading Challenge
- Musical instrument instruction
- Lochgelly Bowling Club visits.

