

Tayport Primary and Ferryport Nursery

Curriculum Rationale



June 2023

Tayport Primary and Ferryport Nursery - Who are we?

OUR VISION

Our Vision for all learners at Tayport Primary School and Ferryport Nursery is that they are “**On TRACK to a bright future**”. This vision and re-freshed values were created in consultation with families, staff, children and the community during 2021-22 school/nursery improvement work.

OUR VALUES

Thinking - We think and talk about our learning. We concentrate to improve. We reflect on mistakes and use them to question our thinking.

Responsibility - We are responsible for our learning. We are respectful. We build trust in ourselves and others.

Achieving - We never give up. We make progress and know our next steps. We are proud of our achievements and inspire others.

Connecting - We make connections in our learning. We connect and learn in our community. We collaborate to improve.

Kindness - We are kind to ourselves, others and our environment. We care and share with others. We make our school a place where we all belong.

OUR AIMS –

Everyone at Tayport Primary and Ferryport Nursery will:

- be welcomed into a **safe, positive** and **caring** environment, where **relationships** will be fostered and valued, and **trust** built.
- develop the skills of great learners who are **mindful** of the difference they can make to their immediate and wider **community**.
- experience an **engaging**, relevant, responsive, and **creative** curriculum.





What makes Tayport unique?

What are our strengths?



We are part of a close supportive community with strong family connections

We have a very supportive parent body and a staff that goes above and beyond for families.

We value positive relationships and there is a positive team ethos in our school and nursery.

Tayport is part of a rich local historic heritage trail. Locally we have access to an abundance of resources: library, Golf course (Scotsraig), tennis, bowling, harbour, Tenstmuir forest, Kinshaldie Beach, Morton Loch, Larick Centre, and the Braes.



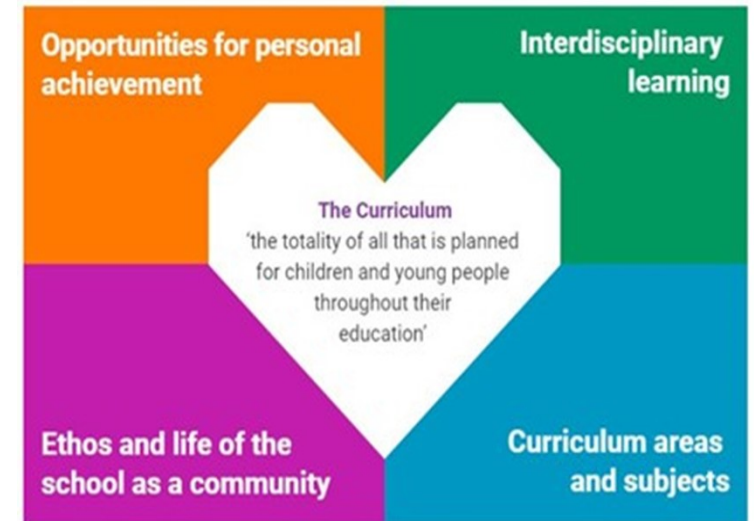
How have we organised our Curriculum?

We have designed our curriculum around the four contexts for learning:

- *Life and ethos of the school and its community*
- *Curriculum areas and subjects*
- *Interdisciplinary learning (IDL)*
- *Opportunities for personal achievement.*

Through these four contexts for learning, our learners develop the attributes described under the four capacities.

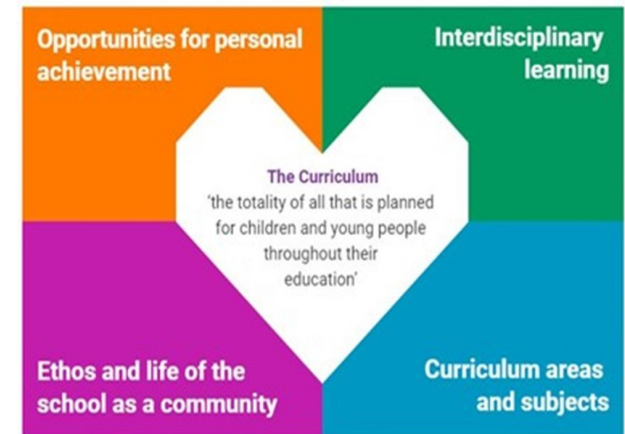
- *Successful Learners*
- *Confident Individuals*
- *Responsible Citizens*
- *Effective Contributors*



Life and ethos of the school as a community

Our focus is on bringing together the whole school/nursery community in ways which give children an opportunity to explore, collaborate, and contribute? Planned opportunities include:

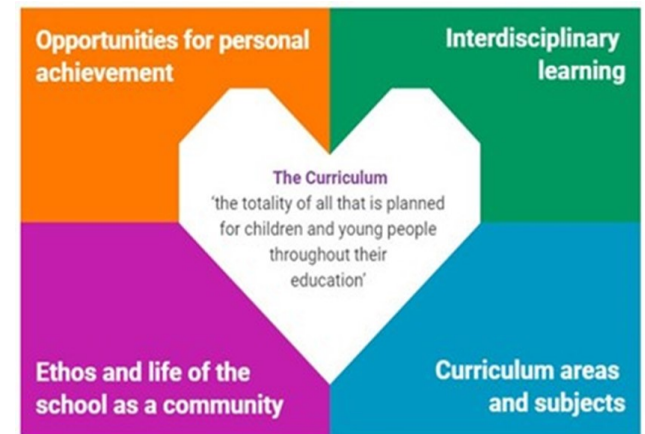
- We are a "rights committed" school and working towards our silver accreditation this year. This is led by our house captains and global citizen MAD group.
- Pupil leadership of learning matters to us—everyone is a member of a Making a Difference (MAD) Group.
- From September 2023 each MAD group will support running a Reading Café session to celebrate reading and bring our community together.
- We hold termly sharing our learning events by running an open house session or through short videos too. Nursery to P3 use Seesaw to share learning over the week.
- Through Tesco Funding we are developing a community Zen Den in school.
- Play pedagogy is used and is being developed across the school to support explicitly teach skills in cooperation and thinking.
- All children are learning strategies to build their resilience.
- P5-7 pupils experience preparing and then performing a Scottish Opera production.
- The nursery and all school classes regularly visit the local community Library.
- Teachers and children plan interdisciplinary whole school topics.
- Our teacher lead learning and school improvement in Impact Teams.
- Our Junior Road Safety Officers lead our school travel plan in a bid to make routes to school safer and keep everyone healthy.
- Other Pupil Leadership opportunities such as peer mediation, young sports leaders and older children delivering kit bag sessions to younger pupils.
- Various clubs run within school such as choir, Football, Dance clubs and we perform and take part in local events and tournaments.



Curriculum Areas and Subjects

Based upon our knowledge of our families and community and the needs of our learners we have designed our curriculum in the following way:

1. *Health and Wellbeing is a high priority—we aim to build resilience by learning strategies and support children in making positive choices.*
2. *Literacy and Numeracy are core areas. Our professional learning and development is focused on these areas. We are a Reading School and now working towards silver level.*
3. *We bundle the remaining areas of the curriculum in an Interdisciplinary way to ensure breadth of experience and depth of learning. Where possible this is linked to our local area and context. It is a mechanism for children to transfer skills too.*
4. *Children have the opportunity to work across different classes by being members of Making A Difference (MAD) groups and other pupil leadership experiences. These provide planned opportunities for children to exercise their rights and participate in decision making. We currently have the bronze level rights respecting school award and are working towards silver this session.*
5. *Our 1+2 language is French and this is taught progressively from P1— P7. In 2022-23 older classes were introduced to British Sign Language. During 2023-24 our planned third language is Spanish.*



Interdisciplinary Learning (IDL)

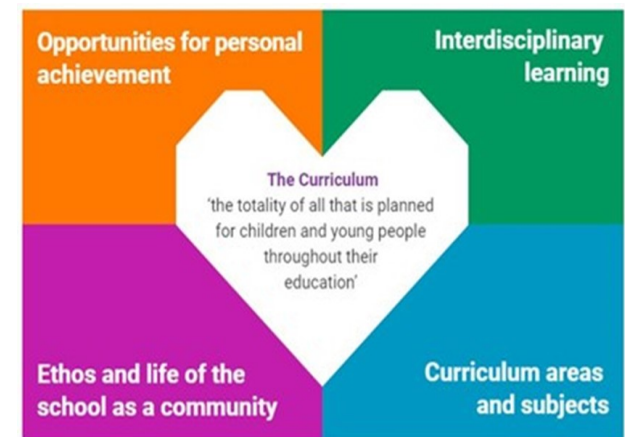
Learning is planned in discreet and whole school interdisciplinary contexts as appropriate. IDL offers learners the opportunity to:

- Link learning through “bundling” experiences and outcomes.
- Make connections and join up learning in a number of curricular areas within a specific context.
- Develop cooperative learning skills.
- Apply learning in new and unfamiliar contexts.
- Apply skills across different learning experiences.
- Promote thinking creatively and independently.
- Build links with out local community where possible

Within IDL our teacher plan for opportunities in personal achievement and make clear how learning links to the ethos and life of our school.

Tayport Primary School – 3 Year Curriculum Overview -

	2022 – 23	2023-24	2024-25
1 – Aug – Oct	Vive La France! – Social Studies – B2	Novel study/ RR3 – charters/ Circle Framework focus Our Rights Our Choices – Social Studies – C1	Novel study/ RR3 – charters/ Circle Framework focus Our Tayport – Social Studies – A1
2 – Oct – Dec	Celebration! – RME – A5 – Christmas Fair	Anti-bullying Fortnight focus How does that work? – Science – B1	Motion – Science – A2 Anti-bullying Fortnight Focus
3 – Jan – Feb	Exploring – Science – C3 Scots Poetry	Time Machine – Social Studies – B3 Scots Poetry focus L3 – Spain/ Spanish focus fortnight	Scots Poetry Focus My brilliant machine! – Science – A3
4 – Feb – Mar	H2O – Science – B4		
5 – Apr – Jun	Peace & Conflict – Social Studies – C4	Space Mission – Science – C2 World of Work focus	Farm to Fork [a 150 year anniversary – Tayport PS] – A4
		We care – RME – B5] – being delivered by NCCT teacher	Diverse beliefs – RME – C5 – delivered by NCCT teacher



Opportunities for Personal Achievement

Pupils are able to access a wide range of opportunities to experience personal success and achievement, including:

Everyone—MAD groups, Sports Day, Christmas Cheer, TRACK certificates, Bletcher about Books, STAR writer, House points Scottish poetry recitals, each class shares an aspect of learning linked to school values.

Nursery—Sports Day, Christmas get together.

P1—Nativity, Big Pal Wee Pal

P2—Nativity, Lunch Club

P3—Year group performance—Easter, Show and Tell

P4—Year group performance—Harvest. Show and Tell, Dance Club

P5— Scottish Opera, Football, Choir, Bikeability, Drumming

P6- Scottish Opera, Football, Choir, Bikeability, Peer Mediators, Junior Leaders, JRSOs, Brass

P7—Big Pal Wee Pal, Residential experience, House Captains, Scottish Opera, Junior Leaders, JRSOs, Choir, Football, Interviewing other pupils for roles, Door Monitors, Brass, School end of year awards, Rotary Quiz



Our Core Curriculum

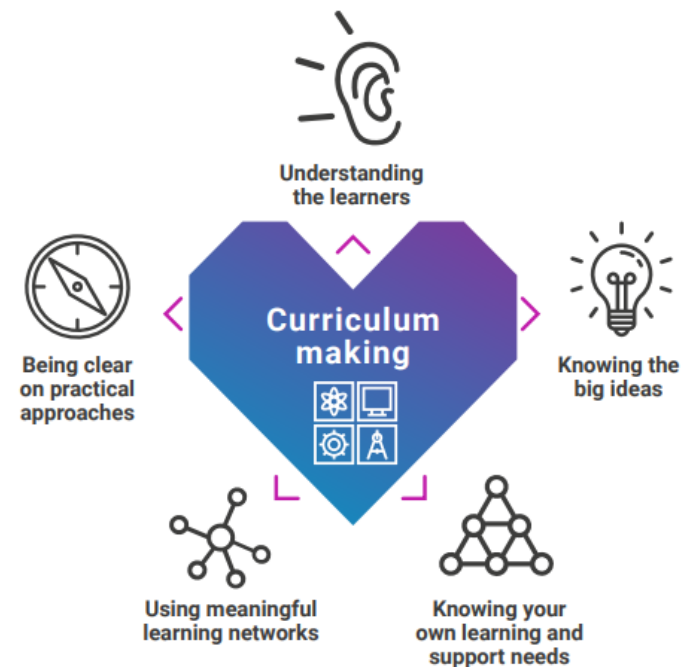
We use the Fife Progression Frameworks alongside our literacy and numeracy Tayport Learning Targets to support teachers to deliver a consistent curriculum to all learners. This ensures there is a consistent and shared understanding of standards and expectations too. The frameworks provide guidance on providing **breadth, depth** and **challenge** for all learners.

To ensure appropriate **pace, challenge** and **progression** in learning all teachers plan with their stage partners, taking account of their learners' needs and participate in termly planning and tracking meetings with the leadership team.

Our IDL impact team leads on planning **meaningful** and **relevant** learning experiences to meet the needs of all learners, taking into account our local context, allowing for **personalisation and choice** whilst providing consistency of experience and equality of opportunity for all learners.

The frameworks and whole school interdisciplinary planning allow a **coherent** approach to track progress through stages and at key points of transition for all learners.

We asked learners, their families and staff what skills and attributes learners should have by the time they leave Tayport Primary in order to contribute positively to society both today and in the future. This will be developed by the Learning Leaders MAD group in 2023-24.



Literacy and Numeracy

Literacy:

Reading

Workshop for Literacy approaches

Jolly Phonics—sounds of the week

Common /key words—words of the week—word wall

Play Pedagogy—reading throughout play areas

Inviting reading corners

Rhyming—use of songbirds

CVC words

Reading Eggs

Writing

Play Pedagogy

Foundations of writing—detail in pictures

Emergent Writing—mark making/lists/have a go at being a writer/labels

Workshop for Literacy

Jolly Phonics—letter formation/names

PM Writing



Numeracy & Maths:

Approaches P1-7:

Conceptual numeracy and use of Five Progression Pyramids

Big Maths resources—mental

Play Pedagogy—numeracy opportunities in play areas

Active and enquiry based learning opportunities including outdoor learning

Assessment:

NSA, Base, Cold/Hot Tasks, Reading Ages, Common words, Phonic checkers, Schonell Spelling, PM Writing

Professional Learning for 2023-24:

Regular Moderation and quality assurance activities

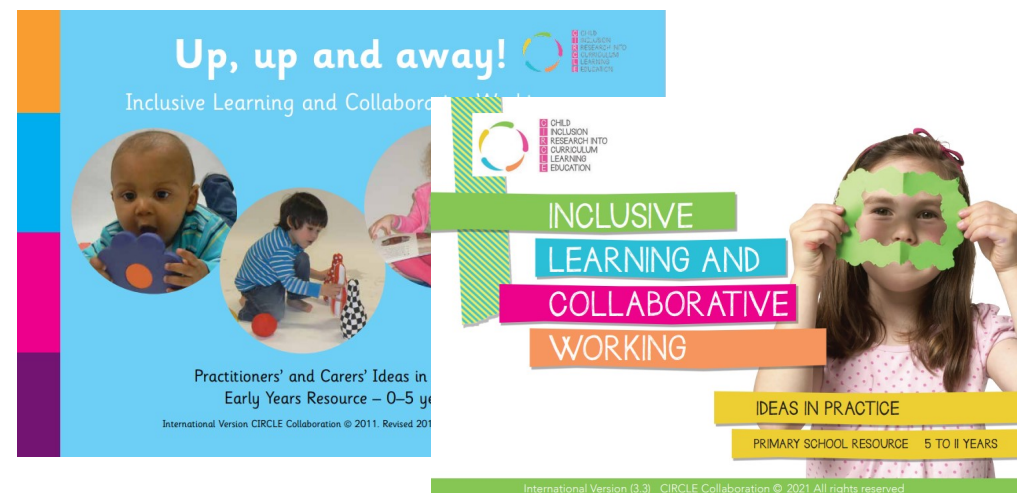
PM Writing

Conceptual numeracy and Workshop for Literacy refreshers.

Consistencies

Consistency helps learners make sense of how things work. Consistency lends familiarity and predictability to the classroom and wider school environment so learners feel secure and confident. We are currently use The Circle and Up, Up and Away Frameworks to support us with this. Consistencies you will see in all classes at Tayport Primary School:

- Our School Values and Vision On TRACK to a Bright Future displays
- Class charters
- Visual timetables using Boardmaker
- Helping Hands—pupil roles
- Systems for gaining House points
- Positive behaviour management strategies
- Toilet system
- Transitional activities—soft start, Newsround, milk
- P1-3—Class Learning Reflections and P4-7—Individual learning reflections in jotters.
- Appealing reading area
- Tidy classroom environments with supports to encourage independence
- Learning walls/ displays and scaffolds to support learning—linked to current learning



Interventions for Equity

At Tayport Primary School we aim to support all our young people to be on track to a bright future. We do this through many avenues. These are summarised against Education Scotland's interventions for equity:

1. Early intervention and prevention

Early Intervention & Prevention—Elips and Base results, class spreadsheet data, transition meetings, N-P1 and P7-S1 transition programme, Summary of Support document kept up to date, Termly Support for Learning Consultation, Teachers visiting nursery as part of transition.

4. Targeted approaches to literacy and numeracy

Targeted approaches to literacy & numeracy—5 and 10 minute boxes, pegs to paper sessions, Reading Eggs, Clicker to support independent writing, Doorway speller, Colourful Semantics are just some of the individualised support.

7. Using evidence and data

Using evidence & data—Class data spreadsheets linked to support for learning targeted groups, NSA and Base data triangulated with class spreadsheets etc, PEF children's attainment tracked. Attendance monitoring. HWB tracked. Participation tracked.

10. Partnership working

Partnership Working—Family Support Service, EPS, Teacher for the Deaf, Pupil Support Service, Music Service, Split placements (ASC), Sports Clubs, Local library and community garden

Interventions for Equity

2. Social and emotional wellbeing

Social & Emotional Wellbeing—kitbag, check-ins, play, peer mediation, nurture group, lego therapy, transition programmes, Glasgow wellbeing survey, other agencies, Art therapy. Progressive RSHP programme. Building Resilience—whole school approach.

5. Promoting a high quality learning experience

Promoting a high quality learning experience—broad curriculum, varied experiences, e.g. Scottish Opera, nativity, whole school topics and interdisciplinary learning (IDLs) and sharing learning, consistent teacher planning, use of Learning

8. Employability and skills development

Employability & Skills Development—Enterprise projects e.g. Bake Sales, World of Work Week, House Captains, Play Pedagogy, Sports leaders.

11. Professional learning and leadership

Professional Learning & Leadership—kit bag training, QI writing and nurture training, Play Pedagogy, Workshop for Literacy, BSL, MAD groups, Teacher Impact Teams, JRSOs, sports leaders.

Interventions for Equity

3. Promoting healthy lifestyles

Promoting healthy lifestyles— 2 hours of PE, Check-ins, Kitbag, Healthy Tuck, Health Hub MAD group, Sports clubs (dance, football, choir), Travel to School WOW project led by Junior road safety officers, Healthy Eating part of curriculum, Whole school Building Resilience programme

6. Differentiated support

Differentiated Support—effective classroom differentiation (task, support, outcome), use of digital technology, individual plans, split placements, targeted support (based on tracking), sensory room, The View, Reading Eggs

9. Engaging beyond the school

Engaging beyond the school— sharing learning on Seesaw, website via weekly update. MAD group links—Community Champions—foodbank, Larick Centre, Christmas at Auld Kirk, Library visits, Madras clubs offered,.

12. Research and evaluation to monitor impact

Research & evaluation to monitor impact—IDL plans evaluated against TRACK values, assessment schedule, QI writing and nurture improvement work, . Close tracking of attendance, support for learning input and attainment.