



Tulliallan Primary School & Early Learning and Childcare Centre

"Tulliallan, a Place to S.H.I.N.E."

Success
Honesty
Inclusion
Nurture
Equity

At Tulliallan we are committed to helping our pupils to develop as successful learners, confident individuals, responsible citizens and effective contributors. We aim:

1. To make Tulliallan a happy and safe place where everyone works together to be the best they can be.
2. To help all children to believe that they can be good at all of the new things tried in school.
3. To all try our best, believe we can do well, let our parents know how well we are doing in school and show off how good we are.
4. To make sure all children have a happy and comfortable place to learn and play in school and in the playgrounds.
5. To welcome everyone to the school and community with pleasure, working together both in and out of school.

Our Aims and Motto were chosen by our pupils and are embedded in the ethos of our school. We recognise that learning must be built upon a climate of trust, respect and shared values and we have firmly embedded restorative approaches which have helped us to establish this.

Our Values

To help us achieve success everyday across - and beyond - the school community, we believe it is important to develop the values of:

- *SUCCESS (Active, Healthy and Achieving)*
- *HONESTY (Responsible and Respecting)*
- *INCLUSION (Included)*
- *NURTURE (Safe and Nurtured)*
- *EQUITY (Fairness and Supporting our Learning)*

The well-being indicators (safe, healthy, achieving, nurtured, active, respected, responsible, included) are 8 factors that help us to ensure we are *Getting it Right* for every child (GIRFEC) and help every pupil to feel valued, safe, respected and supported to achieve their full potential. We have linked the well-being indicators to our school values so that pupils can see how they relate to each other.

Our values are developed through weekly whole school assemblies and by us linking our values to learning across the curriculum.

Our assembly programme and pupil leadership framework are planned and structured around each of our values. For example, our Leadership group agendas are arranged around the school values and each weekly assembly we have is planned around a focus value.

In our assemblies our learners work collaboratively in groups every week to deepen their understanding of our values through activities linked to the focus value of that week, plus through their interactions with each other and with staff.

Our newsletter communications with parents make explicit links between our values and learning experiences and achievements. Pupils can talk about how experiences they have had within school and at home link to our school values, and recognise that these values (and the way they link to the well-being indicators) are also indicators of their physical, mental and emotional well-being.

All of these things help staff, young people, parents/carers and our community to recognise the right of our pupils to feel safe, happy, achieving, nurtured, active, respected, responsible and included.

Our Vision: what we want for our learners

Our vision is to develop a strong community of learners with ambition and the resilience to overcome difficulties, learners who work hard to achieve their personal best.

To achieve this, we have developed a structured curriculum which also allows for personalisation and choice, and that builds on individuals' skills and previous learning and experiences.

It is important to us to work closely with families and to develop links within our local community. Some of the ways we do this are:

- We have an Open-Door policy to give parents the opportunity to come in and talk to us at any time.
- We have established a social enterprise business, Tulliallan's Tasty Treats
- We look after an allotment in the community with help from some parents
- We have developed links with the local Care Home, with some of our pupils (including our Glee Club and some classes) spending time there singing for the residents or playing games with them
- We have also developed good links with our local Co-Op

- Some opportunities for parent-pupil engagement at after-school clubs
- Regular visits to the local woods by every class, accompanied by family-helpers
- Close links with the local church, with end-of-term services held here

Our curriculum is responsive to our community and reflects the need to support personal development and empowerment so that each child within our care is able to develop as a healthy, balanced, confident individual who fulfils their educational potential.

How have we designed our curriculum?

When designing our curriculum, we began by establishing a strong, nurturing base and a positive, inclusive ethos. As a restorative school, we know that trust, respect and positive relationships provide an environment in which learning can thrive. We have also taken the following things into consideration when designing our curriculum:

- The needs of our learners
- Our values, vision and aims
- Our school and local context
- The importance of collaboration and having a strong learning community
- National priorities of improving standards in literacy, numeracy and health and well-being and closing the attainment gap
- Developing quality learning and teaching within and across curriculum areas
- Curriculum for Excellence design principles (helping us to ensure that learning experiences provide choice and enjoyment, the right pace and challenge for learners, deep learning, a wide range of experiences and that learners can see the relevance of their learning and make links with their learning within and beyond school)
- Ensuring that learning experiences are planned within: the wider school community; curriculum areas; across subjects (Interdisciplinary Learning); and that pupils have opportunities to achieve within the school and beyond

These things are at the heart of how we make decisions regarding our curriculum: this can be seen in the standards and expectations in every classroom and across the school. In line with *How Good is our School / ELCC (4th Edition)* we're looking inwards, outwards and forwards to ensure a curriculum is delivered which raises attainment for our learners and addresses inequity: key drivers shaping our curriculum.

The curriculum we offer changes and evolves each session after careful reflection and evaluation involving stakeholders. Our curriculum is responsive to our community and reflects the need to support personal development and empowerment so that each child within our care is able to develop as a healthy, balanced, confident individual who fulfils their educational potential.

Appendix 1 lists the rationale, pedagogy and strategies for the core curriculum areas of literacy, numeracy and Health and Wellbeing.

How do we monitor pupils' progress?

We maintain a clear focus on understanding how well individual pupils are progressing with a range of tools supporting us to do this:

- Clear planning systems, used consistently by all teachers
- A clear overview of the eight curriculum areas that teachers use to record pupil's opportunities for engaging with various Experiences and Outcomes
- Regular planning meetings and observations
- Rigorous analysis of data
- Pupil, peer and teacher assessments
- Moderation activities supporting the development of teacher professional judgement. We have developed a clear Moderation policy to ensure that moderation happens regularly around planning, assessment, teaching & learning and learners' progress

The School leadership team and teachers have identified individuals who face barriers to their learning by gathering evidence and analysing data. A range of interventions and strategies are in place to support these children e.g.

- Working with a variety of external agencies to support families
- Learning and teaching strategies
- Social groups
- Lego therapy groups
- Clear Support for Learning processes
- Regular consultation meetings between Pupil Support Assistants and the Support for Learning teacher
- Regular consultation meetings between class teachers and the Support for Learning teacher
- Clear communication systems between class teachers and Pupil Support Assistants

Professional dialogue is key in identifying those strategies which have most impact. Staff use a range of improvement methodologies to support their judgements. Termly meetings with staff are held to review and plan next steps. The Pupil Equity Fund (PEF) is used to support us in this. Our key drivers for the PEF are developing pedagogical capacity, transitions & nurture and family learning.

As a staff we ensure that systems and processes, including planning, are not overly bureaucratic.

What does Teaching & Learning look like at Tulliallan?

At Tulliallan all of our learners experience a Broad General Education which includes experiences and outcomes across all eight curriculum areas, progressing through the levels at a pace and level of challenge that meets their individual learning needs and takes into consideration their prior achievements.

We work hard every day to deliver good quality teaching and learning in order to raise attainment and tackle inequity. A range of teaching, learning and assessment strategies are employed by staff which actively engage our young people:

- Whole class, group and individual teaching/learning
- Differentiation
- Formative assessment
- Text-based work and practical work
- Digital technologies to support teaching/learning
- Outdoor learning
- Peer learning and tutoring
- Partnership working with organisations like National Society for the Prevention of Cruelty to Children and Scottish Society for the Prevention of Cruelty to Animals
- Moderation processes

Staff effectively use a 6-part lesson model to actively involve children in their learning e.g. setting success criteria and learning intentions, identifying learning strategies, self and peer assessment methods, making links with skills for Developing the Young Workforce, and being able to articulate their learning.

As our learners progress through their levels there are opportunities for personalisation and choice in relation to their learning. Allowing our pupils to make informed choices about their learning encourages and motivates them to become successful learners. There are also opportunities for choice as to how pupils will demonstrate learning through what they can *say, write, make or do*, offering a range of assessment approaches including Assessment is for Learning.

In June 2018 the school was awarded Digital Schools status in recognition of the ways in which digital technology is used to enhance teaching and learning experiences. This is something that we are continuing to develop and further embed.

The leadership team support teaching staff in regularly interrogating our attainment data to help determine the effectiveness of our curriculum in meeting all learners' needs ensuring progress in learning. There is a focus on continually supporting the professional learning of our staff in the field of learning and teaching - Workshop for

Literacy approach, conceptual understanding of numeracy, attachment, moderation processes, Colourful Semantics, Differentiation, to name a few.

What skills do we want our learners to have?

Across the school and early learning & childcare centre (ELCC), an ethos of high aspiration and ambition for all our learners exists. Nearly all of our young people self-regulate their behaviour leading to a happier playground, and we often receive positive feedback from parents, the community and visitors to the school about the warm and welcoming environment in the school. All staff and young people are developing skills to promote better learning and behaviour. Restorative approaches are developing problem-solving skills, with Playleader and Mediator training part of the curriculum Primary 5 and 6 pupils, which equips them with skills which they can use to support others in the playground.

We engage children in meaningful learning experiences to develop skills enabling them to become effective contributors and responsible members of their community. Our learners have opportunities to develop an understanding of how the skills they learn in school are connected to everyday life. In 2017-18 a social enterprise, Tulliallan's Tasty Treats, was established. We received a national Social Enterprise in Education award in recognition of how well this was developed.

The development of skills is essential to learning and supports our learners to become successful learners, confident individuals, effective contributors and responsible citizens. The skills and attributes which our learners are developing provide them with a sound basis for their continued journey as lifelong learners enabling them to reach their full potential and achieve positive destinations.

Our curriculum fosters the development of the following key skills:

- Communication
- Problem-solving
- Critical thinking
- Enquiry
- Investigation and analysis
- Social and personal awareness and interaction
- Teamwork and collaboration
- Self-regulation

Opportunities for Personal Achievement

We encourage our learners to contribute to decisions about improving the school community and value their role as leaders within our school. A range of pupil leadership opportunities exist, both within classrooms and across the wider school.

- Leadership pathways have been developed with the children which show the various ways our young people can develop their leadership skills at each stage of their journey from Nursery to Primary 7.
- Our young people are active participants in assembly. During assembly we work in cross-stage groups to develop our understanding about school values, work on improvements to our school and to evaluate our learning and school environment
- Our Pupil Council and Digital Leaders are all elected or go through an application process based on their skills and personal attributes. Each of these roles has a job description, written by the pupils, which clearly defines their role, aims and skill requirements
- Buddies (paired classes from different stages working together) allow for cross-stage collaboration, the development of social skills and peer learning
- Tulliallan's Tasty Treats, our social enterprise business, provides opportunities to experience a wide-range of job roles and often requires problem-solving in a real-life context. It also allows pupils to fund a lunch club where pupils who attend can further develop life-skills by making their own lunches.
- Pupils leading lunch-clubs
- Teachers track pupils' achievements within and out-with school on a Wider Achievement tracker

Partnership Working

Attainment, achievement and participation are recognised, celebrated and shared with our young people and parents/carers. This is done through:

- 'Open-door' sessions
- Parent evenings
- Learning journals which are shared with home every term
- End of session reports
- Class assemblies
- End of term assemblies and award presentations
- Foyer PowerPoints
- Parent volunteers
- Promotion of good communication between staff and parents
- Class webpages
- Termly school newsletters
- Class newsletters
- Twitter
- Homework grids
- Family learning after-school clubs like running club
- Annual Family BBQ and Sports Day
- Curriculum workshops and support such as Incredible Years programmes, Additional Support Needs workshops

Our Next Steps

We continue to rigorously evaluate and review our curriculum with all stakeholders and learn from evolving best practice. We actively source very good practice and continue to have staff involved in strategic development at school, cluster and authority level, for example through our learning partnership observations and monitoring programme. We continue to work with schools within our cluster and further afield. It is a priority for us to ensure that there is parental confidence in our approach and we are committed to involving parents/carers. This year we plan to develop a range of approaches to gathering parent voice. As the impact of change and improvement is increasingly evident, there is also a greater understanding of, and an ever-increasing confidence, in the progress made by the children, the engagement of our parents/carers and improving the work we do.

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