

The Bishopmill Experience				
<p><b>What is our Vision?</b> To <b>DREAM, ACHIEVE, RESPECT</b> and <b>SUCCEED</b></p> <p>To encourage individuality in our pupils To provide a calm, happy and supportive environment where pupils can feel safe To equip pupils for the next stage of their learning/development To encourage literate/numerate, healthy and well-adjusted pupils To develop self-esteem and a positive attitude towards school To provide a strong leadership at all levels</p>	<p><b>What are our Values?</b></p> <p><b>ACORN:</b> Achievement Cooperation Outstanding behaviour Respect New beginnings.</p>	<p><b>What are we aiming to do?</b></p> <p>To deliver a broad general education for all. To Get It Right For every Child (GIRFEC). To provide opportunities to develop Skills for Life using a variety of engaging contexts To prepare children to be Effective Contributors, Confident Individuals, Successful learners and Responsible Citizen. Involve parents and the wider community in the learning journey Encourage pupils to be the best they can be and who strive to achieve their full potential</p>	<p><b>How do we deliver these Entitlements?</b></p> <p>Assessment is for Learning (AifL) Real life experiences and contexts Global citizenship and sustainable development High quality teaching and learning Enterprise, critical skills, reciprocal teaching, outdoor learning Effective support for Additional Support Needs (ASN) Effective staff at all levels Consistent Care, Welfare and Discipline policy</p>	<p><b>How do we develop capacity in our pupils?</b></p> <p>Termly pupil information letters/ monthly newsletters. Shared vision and ACORN system. Parental involvement-open days Praise and encouragement. pupils becoming leaders in their own learning A stimulating learning environment Individual recognition. House points, rewards, stickers, ACORN certificates High expectations, sharing expectations Effective questioning and feedback Celebrating success outside school Contributing effectively</p>
<p><b>What is the context of the school and how does this influence what we do?</b></p> <p>Outdoor Learning, develop the use of the local environment - woods, river and neighbourhood. Keep moving forward Parental expectations are high, teacher expectations are high Pupil and staff turn over is stable. Safe environment with good facilities Wider community involvement</p>	<p><b>What are our approaches to learning?</b></p> <p>Individual, group and whole class teaching/learning. Development of Inter Disciplinary Learning (IDL). Collaborative and cooperative teaching strategies, HOT skills, assessment fit for purpose Reciprocal teaching Active Learning High quality learning and teaching</p>	<p><b>What is the Rationale for our Curriculum?</b></p> <p>At Bishopmill Primary School our main aim is to provide a curriculum which offers a wide range of experiences which will develop our learners' literacy, numeracy and HWB skills in an environment where learners can feel safe, healthy, achieving, nurtured, active, respected, responsible and included.</p> 	<p><b>How are our pupils supported and their needs met?</b></p> <p>Differentiation/mixed ability groups Pupils involved in setting success criteria and the sharing of success criteria Stage intervention/Individual Education Plans (IEPs) Assessment - INCAS/PIPs. Personalisation and Choice Inter-agency working Different teaching styles and purposeful contexts Open door policy</p>	<p><b>How do the contexts for learning work? The totality of the learning experience is influenced by 4 CONTEXTS:</b></p> <p>Curriculum areas, ethos and life of the school, IDL and personal achievement. Outdoor learning/ Enterprise, calendar/topical events, choosing relevant contexts for learning Using local amenities and the local environment/visitors and visits from outside Working groups development Outside agencies Parental involvement - expertise, assisting in class</p>
<p><b>How are the pupils involved?</b></p> <p>Personalisation and Choice - options for pupils. KWL grid (know, want to know, learn) Opportunities for leadership - House Captains, Playground Pals, Buddies, Pupil &amp; School Councils Parents' evenings and door monitors Recycling, Charity, Christmas parties, Competitions (representing school), assemblies Sports teams - netball, football, cross country. Quiz teams, pupils leading learning</p>	<p><b>How do we ensure learning is effective?</b></p> <p>Self evaluation and AifL Assessment - formative and summative Reports Variety of experiences - Eco, Global Citizenship, contextualised learning, K'nex, HWB, real life, Outdoor Learning, Health week, IDL Reflection - pupils &amp; staff Identification of next steps Setting of personal targets</p>	<p><b>We aim to motivate and develop confident and successful learners who will respect others and be able to be full members of the wider community through investigating a range of subjects in relevant contexts in order to DREAM, ACHIEVE, RESPECT and SUCCEED.</b></p>	<p><b>How do we use the design principles?</b></p> <p>Refer to Experiences &amp; Outcomes, learning intentions, success criteria, planning, AifL differing teaching strategies, learning styles, differentiation, ASN. Use of ICT Higher Order Thinking Skills (HOTs), critical skills, reciprocal teaching Opportunities for enterprise activities IDL/cross cutting work- making contexts real, relevant, meaningful and enjoyable Pace of challenge</p>	<p><b>How are Parents involved?</b></p> <p>Termly pupil newsletter/weekly class homework/monthly newsletter Involving parents more in classrooms Parental expertise/parent helpers, residential trip, after school clubs, text messages Parent Teacher Forum Parent Council Working group members Attending school events/assemblies</p>
<p><b>How do we raise achievement?</b></p> <p>Professional update/CPD/PRD, multi-agency working/ Achievement audit Early Intervention &amp; ASN/IEP. GIRFEC, SHANARRI Indicators (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included), meeting the needs of all learners School Improvement Plan/self evaluation INCAS/PIPs data/ Tracking Positive school/class ethos - behaviour management/ACORN/ After school clubs</p>	<p><b>How is the curriculum developed?</b></p> <p>Working groups develop aspects of the curriculum which are priorities on the School Improvement Plan, ASG working Annual/medium term planning leads to effective learning and teaching Ongoing evaluation &amp; reflection Discussion with colleagues Classroom observations and discussions with pupils In Service Days/PRD/Twilight courses Local and National policy developments</p>	<p><b>How do we communicate what we do and our successes?</b></p> <p>Website, assemblies, local media, newsletters, texts, work home, art exhibitions, pupil reflection reports, open afternoons, parental class visits, circle time Share class practices, profiles, performances, sports events, Health Week, celebrating success outwith school Standards &amp; Quality Report Twitter</p>	<p><b>How do our programmes and courses meet the needs of our learners?</b></p> <p>Coherent set of experiences relevant to age and stage of children across ACE Children involved in setting success criteria and encouraged to discuss learning Range of relevant teaching and learning styles to engage and motivate Range of groupings, progression of frameworks</p>	<p><b>How do we ensure effective transitions at all stages?</b></p> <p>Well developed induction procedures both from nursery into P1 and from P7 into secondary school, including DHT visits to nurseries and P7 visits to secondary, profiles at nursery into P1 and at P7 into S1. Academy links -Take the Biscuit Challenge/Building Bridges Class transition involves: passing on class/pupil files, colleague dialogue, tracking information, profiles, ASN files, INCAS, PIPs, jotters/examples of work.</p>