

The Dallas Experience

<p>What is our Vision?</p> <p><i>Our vision at Dallas is to use the context of the school to deliver a coherent curriculum which will develop the capacity of every pupil to become successful in their learning, confident in themselves, effective in their contribution to the school, the community and to society and able to make responsible decisions now and in the future.</i></p>	<p>What are the Values of the School?</p> <p><i>Upon visiting Dallas Primary School you notice that everyone is...</i> Loyal to the school and each other Enthusiastic about learning Aspiring to be the best they can be Resourceful in their thinking Neighbourly to everyone <i>This is what we value about our school.</i></p>	<p>What are we aiming to do?</p> <p><i>Our aim at Dallas is for everyone to become Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens who are able to "Think for themselves".</i></p>	<p>How do we deliver the entitlements?</p> <p><i>The Dallas Experience involves...</i> <i>A broad general education which consists of active, well planned, joined up learning.</i> Developing skills for learning life and work with a continuous focus on Literacy, Numeracy and Health and Wellbeing <i>Support and challenge to enable pupils to gain as much as possible from the opportunities provided</i> Support in positive transitions</p>	<p>How do we develop capacity in our pupils?</p> <p>We strive to develop success in learning, confidence and self esteem, responsibility and effective contribution in our pupils through all eight curricular areas, the ethos and life of the school and through their personal achievements.</p>
<p>What is the context of the school and how does this influence what we do?</p> <p><i>The curriculum is influenced by...</i> The geographical situation of the school in Moray, Scotland etc. The heritage of the school and its community. The external partners linked to the school us broaden and enhance the learning experience. <i>The context of the school forms the basis of our approaches to learning.</i></p>	<p>What are our approaches to learning?</p> <p><i>Learning is based on the context of the school and aims to develop Skills and Knowledge in all pupils. Essential Core Skills of Literacy, Numeracy and Health & Wellbeing are at the heart of everything we do.</i></p> <p><i>Other approaches woven into learning include Creativity, Global Citizenship, Enterprise, Sustainability, STEM (Science, Technology, Engineering and Mathematics), Outdoor Learning, Scottish Contexts and Current relevant events.</i></p>	<p>What is the Rationale for our curriculum?</p> <p>At Dallas Primary School our curriculum will provide a wide variety of carefully constructed learning experiences which will help develop learners who are...</p> <p>Enthusiastic and motivated, open to new ideas and thinking and are determined to reach high standards of achievement.</p> <p><i>Confident in themselves and their values and beliefs and who show a good sense of physical, mental and emotional wellbeing.</i></p> <p>Enterprising, creative, resilient and self reliant.</p> <p><i>Respectful of others and show commitment to participate responsibly in wider society.</i></p>	<p>How are our pupils supported & their needs met?</p> <p><i>Our curriculum & its delivery is based on GIRFEC (Getting It Right For Every Child) guidelines. SHANARRI wellbeing indicators (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible & Included) are used to assess wellbeing needs.</i></p> <p>Needs are identified early with the use of baseline assessments such as PIPs, INCAS, Star Reader, Teacher judgement & Pupil / Parent involvement.</p> <p><i>Additional support is provided by;</i> <i>SfL teacher - support in class or small groups, Classroom assistant</i> <i>Partner agencies - Educational Psychologist, SALT, School Nurse, Social Work etc</i> Support is recorded and monitored through IEP, CSP, Support Plans, Review and LIAP meetings. <i>Additional support through transitions can be arranged if required.</i></p>	<p>How do the contexts for learning work?</p> <p>The totality of the learning experience is influenced by 4 CONTEXTS; Curriculum Areas – many discrete lessons taught here; Expressive Arts, Technologies, Languages & Literacy, Social Studies, Health & Wellbeing, Sciences, Mathematics & Numeracy and Religious & Moral Education. Ethos and life of school – Pupils involved and contributing Interdisciplinary Learning – Applying knowledge and skills to deepen understanding through curricular links Opportunities for Personal Achievement – Planned opportunities for achievement through encouragement & support.</p>
<p>How are the pupils involved?</p> <p>Personal Learning Planning Self and peer assessment and evaluation Pupil profiles Reports Pupil Council Assemblies</p>	<p>How do we ensure learning is effective?</p> <ul style="list-style-type: none"> • Continuous reflection and evaluation of learning and teaching • Observation of learning and teaching • Assessment for Learning (AfL) - use Moray Learning and teaching cycle • Critical Skills/Cooperative Learning • Higher Order Thinking • Reciprocal Reading • ICT • Leadership Coaching • Enterprise in Education • Active Learning 		<p>How do we use the design principles?</p> <p>Would like to explore and develop the use of the design principles, particularly involving our pupils, when planning learning.</p> <p>Challenge & Enjoyment Personalisation & Choice Progression, Depth Relevance Coherence Breadth</p>	<p>How are Parents involved?</p> <p>The school has an open door policy. We encourage parental involvement in all aspects of the development of the school. We communicate regularly with parents via daily Homelink Folders, Texts, Phone Calls / Emails and our Website. Two annual parents Evenings - 1. September - to plan the learning targets for the year, 2. March to discuss progress. Pupils, parents and teachers produce a summary report of the year in June. We plan 'Kids teach the parents' curricular events when required. The Parent Partnership meets regularly through the year. Consultations and Reports. Most parents volunteer to help.</p>
<p>How do we raise achievement?</p> <p>High expectations of pupils, parents and staff Caring ethos of achievement Early intervention Parental involvement and support Careful planning Focus on development and application of skills Tracking and monitoring of learning Taking account of wider achievement</p>	<p>How is the curriculum developed?</p> <p>Work to develop our curriculum is ongoing. Staff, parents, partners and pupils work together to adapt the curriculum to meet the needs of our pupils. Continuous review and evaluation takes place.</p>	<p>How do we communicate what we do and our successes?</p> <p>Homelink folder, Email, Text, Phone call, Website, Weekly update, Facebook/Twitter, Contribution to community newsletter, two annual parents evenings, an end of year summative report, numerous school events, local newspapers, Annual Standards and Quality report</p>	<p>How do our programmes and courses meet the needs of our learners?</p> <p>All developing programmes and courses are designed and refreshed using the experiences and outcomes,</p> <p>They are based the context of the school, the needs of the children and have a coherent progression of skills, knowledge and attributes.</p> <p>They are flexible to allow our children to progress at different rates.</p>	<p>How do we ensure effective transitions at all stages?</p> <p>The multi composite nature of the school facilitates easy transition between stages. Provision is made for good social and emotional transitions from Nursery into P1 and from P7 into S1. Curricular transition is a focus of the ASG improvement plan. All pupils have a GLOW profile. Profile folders to file best learning are being reintroduced from August 2014.</p>