

# Glebe Primary School

## Curriculum Rationale



## Vision

At Glebe Primary we strive for Excellence and Equity for all learners to ensure that every child in our school is enabled to reach their full potential. We want our pupils to feel safe, happy and be given every opportunity to develop their individual skills and talents. We want the very best for our pupils, now and in the future.

## Values

At Glebe Primary we strive for Excellence and Equity for all learners through the school values of Creativity, Kindness, Responsibility and Respect.

## Aims

At Glebe Primary we aim to;

- Raise standards of attainment and achievement for all by providing a variety of stimulating opportunities and experiences to maximise potential for all pupils.
- Maintain the positive ethos within Glebe Primary by providing an inclusive, safe and nurturing learning environment.
- Equip children with the skills for life now and in the future.
- Promote education as an active partnership within school, with parents/carers and the wider community.

These aims will be supported by a programme of self-evaluation, planning, school policies/guidelines and by maintaining and developing our partnership with parents/carers and the local community.

## Reflection

Our self-evaluation is based on HGIOS 4, NIF and North Ayrshire's Quality Improvement Framework.

We measure standards of quality by:

- Collecting and interrogating data.
- Making direct observations.
- Gathering relevant documentation.
- Obtaining stakeholders views.
- Reviewing the previous School Improvement Plan and evaluating progress and identifying our next steps.

Our self-evaluation is a continuous cycle of review, planning and implementation. Pupils, parents/carers, staff and members of the local community have contributed to evaluations and planning for improvement.



CREATIVITY

KINDNESS

RESPONSIBILITY

RESPECT

## Our curriculum:

Throughout our curriculum, our learners experience:

- Our skills based curriculum is coherent and progressive, it includes Scottish contexts, cultures and history.
- Opportunities for developing skills for learning, skills for life and skills for work.
- Personal support to enable our young people to gain as much as possible from the opportunities which are provided.



## 7 Principles

- **Challenge and Enjoyment** - We strive to challenge pupils through exciting learning opportunities.
- **Breadth** - We look to cover a range of E's and O's across all areas of the curriculum.
- **Progression** - Using our progressive Skills Based Curriculum, pupils consistently build on prior knowledge in their learning.
- **Depth** - We strive to ensure depth in pupil learning to allow them to make connections and apply new skills in real life contexts.
- **Personalisation and Choice** - Children are involved in planning and leading their learning to make it meaningful to them.
- **Coherence** - Learning is targeted and differentiated to individual pupil needs.
- **Relevance** - Our curriculum is relevant to the skills our pupils require to enable them to be successful in our community.

## 4 Capacities

- **Successful Learners** - Pupils are able to process new information more easily and apply knowledge in different contexts.
- **Confident Individuals** - They are more confident in tackling new and more challenging tasks and dealing with new situations.
- **Effective Contributors** - Pupils are able to use the knowledge that they have more effectively contributing to the wider community.
- **Responsible Citizens** - They have a better understanding of their responsibilities within society and a greater awareness of wider issues that affect them.

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# Key Drivers

## Ethos and Life of the School

- Nurturing approaches and inclusion at the heart of the school community.
- Health and Wellbeing, Literacy and Numeracy is at the core of our curriculum.
- Rights Respecting Schools values, underpins equity and fairness for all at Glebe.
- Understanding the context of the school and supporting families in our community.

## Raising Attainment and Achievement

- A focus on improving Literacy, Numeracy and Health and Wellbeing for all.
- Opportunities for all to celebrate wider achievements.
- Equity for all to develop skills beyond the classroom.

## Learning, Teaching and Assessment

- Providing engaging and active learning experiences that build on pupils' prior learning.
- Ensure pupils have access to high quality learning experiences.
- Cross curricular opportunities allow for personalisation & choice for learners.
- Pupil voice is used to ensure the learner is involved in the IDL planning process.
- Staff use informal and formal assessment and evaluation of children's learning to inform next steps.
- Progression in learning is tracked and monitored, gaps & next steps are identified and pupils are making progress.

## Supporting Needs

- GIRFEC is used to ensure pupils are well supported and their needs are met.
- Employ the 'right supports at the right time'.
- Ensure appropriate pace, support and challenge for all learners.
- Rigorous Staged Intervention processes engage pupils and their families to support next steps in learning.
- Effective and comprehensive transition programme.

## Partnerships

- Actively seek to work in genuine partnership with our families.
- Utilise strong links with the community and work closely to provide enriched experiences.
- Collaborate with the Parent Council/PTA to build opportunities for children and families to engage with the school.
- We work to ensure we serve the community and work with local business, charities and educational services to support all families.

## Continuous Improvement

- Effective self-evaluation involving all stakeholders.
- Regular communication with NAC Professional Learning Academy to improve staff capacity.
- Rigorous quality assurance processes and procedures.
- Continuous Career Long Professional Learning opportunities for all.

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