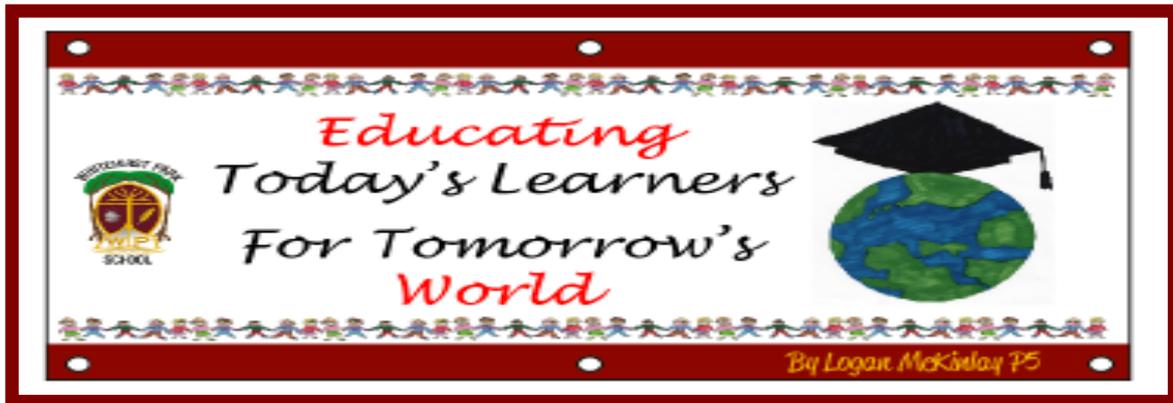


Curriculum Rationale and Design

August 2018



Our Curriculum Rationale



When designing our curriculum we took a number of key factors into consideration:

- The needs of our local area and what makes us unique
- Our attainment results
- What our learners and families wanted
- What was needed to support our learners to enable them to become 21st Century Citizens

Furthermore, we decided that once our Learners had reached P7, we wanted them to have developed the following:

- Core Literacy and Numeracy skills
- Healthy attitudes – emotional, social and physical wellbeing
- Resilience
- Independence
- Confidence
- Kindness
- Empathy
- Respect
- Tolerance
- Responsibility
- Collaborative and co-operative skills
- Ambition and commitment to self-development
- Effective Communication and Social skills
- Transferable skills
- Critical and flexible thinking
- Problem solving
- Safe and secure use of technology

We want to be creative, active, confident and be able to work as a team.

Pupil Council

I want to have a pride in myself and my work.

P7 Pupil

We should have manners and kindness.

Pupil Council

At Whitehirst Park we believe our curriculum provides our learners with many of the opportunities they will need to develop and shape these characteristics. However, we believe it is our values, culture and ethos as a school that will help shape a number of these. We unanimously agreed that what we wanted was for our children to be happy, settled and feel safe.

What makes Whitehirst Park Primary unique?



Pupil Views

We are part of the community and close to facilities.

The staff are approachable.

We are involved in making decisions.

Teachers really care about all the pupils.

We have access to clubs and lots of different events.

Parent Views

Teachers take time and are interested in getting to know pupil individually.

I genuinely feel the children are loved by the staff.

Staff Views

Our children are articulate, confident and have great ideas! They have many avenues for sharing their views.

The children a love of learning and enthusiasm bring to school. Teaching here is so rewarding!

We are a nurturing staff and work well as a team.

Our staff likes to keep up to date. Professional Learning is very important to us.

Partners Views

The school offers a whole child approach to Health and Wellbeing intertwined with the social, psychological and emotional aspects physical aspects. They support and expose all pupils to a wide range of sporting opportunities.

Breadth



Our Curriculum Design



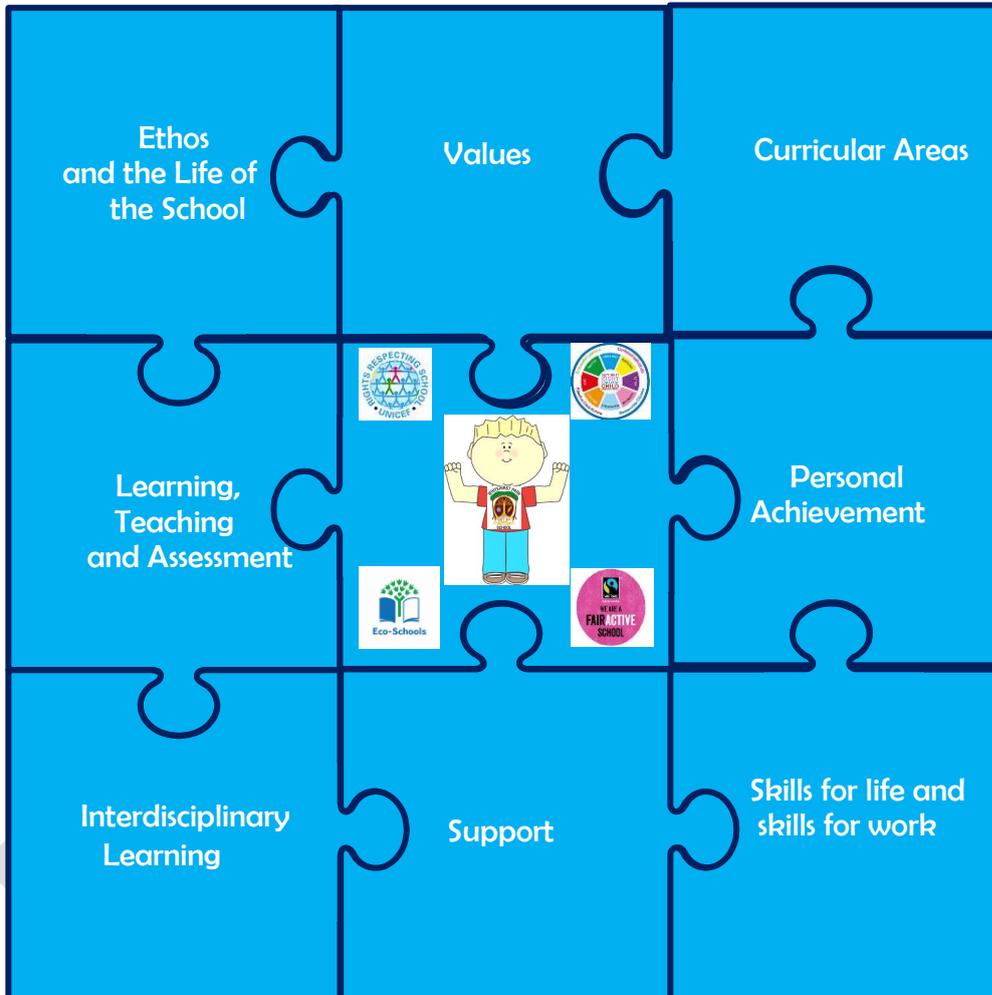
Challenge and
Enjoyment



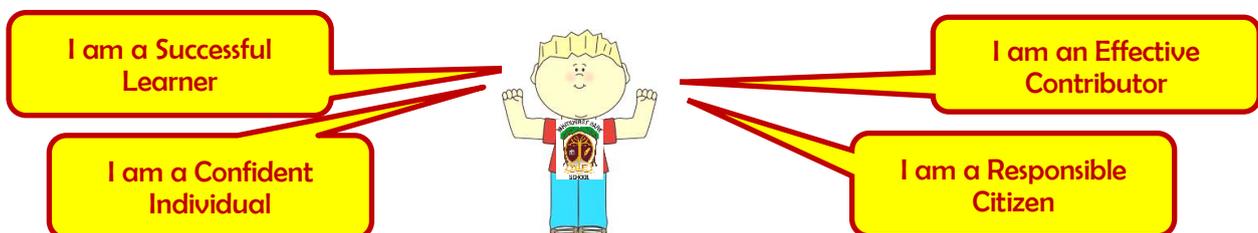
Our Curriculum Design:



How do the pieces fit together to 'Educate Today's Learners for Tomorrow's World' ?



At Whitehirst Park Primary School we have worked collaboratively to design our rationale which underpins our key values for learning and the development of the whole child. Read on to find out how each piece of the unique Whitehirst Park jigsaw ensures we are educating today's learners for tomorrow's world. We will also explore how we embed the seven principles of Curriculum Design (Breadth, Depth, Relevance, Progression, Coherence, Challenge and Enjoyment and Personalisation and Choice) to ensure pupils can develop the Four Capacities as Successful Learners, Effective Contributors, Confident Individuals and Responsible Citizens.



Our Curriculum Design

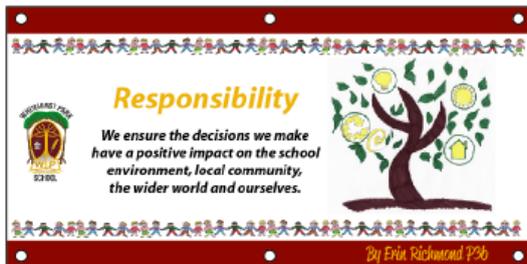
Values

At Whitehirst Park Primary's Vision, values and Aims underpin everything we do. They are at the heart of our curriculum, extra curricular activities and the way we interact with each other.

At Whitehirst Park Primary our children, staff, parents and community partners work together to promote a culture of mutual respect and lifelong learning where children are happy, motivated and have high self-esteem and confidence to enable them to realise their potential.

We aspire to provide the highest quality of learning and teaching in order that our children and young people will develop the knowledge, skills and attitudes necessary to succeed in our changing society.

We have high standards in all that we do, which are reflected in our values and Aims:



Responsibility
We ensure the decisions we make have a positive impact on the school environment, local community, the wider world and ourselves.

By Erin Richmond P9b



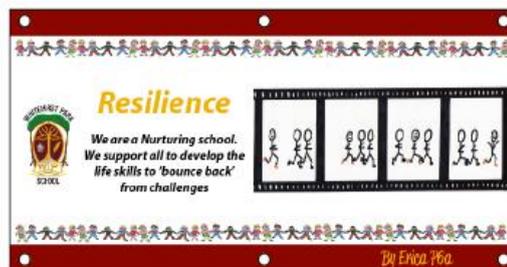
Ambition
We have high expectations, we believe we can and we are determined to succeed.

By Lucas Welling



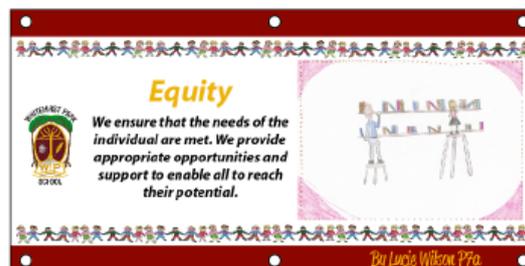
Respect
We are honest and trustworthy. We value others rights, differences, feelings and property. We are polite, have good manners and treat others with dignity.

By Koma P2a



Resilience
We are a Nurturing school. We support all to develop the life skills to 'bounce back' from challenges

By Erica P6a



Equity
We ensure that the needs of the individual are met. We provide appropriate opportunities and support to enable all to reach their potential.

By Lucia Wilson P7a

Every child gets a chance.
P5 Pupil

Our values underpin everything we do. They are the real 'heart of the school'.
Class Teacher

We are a nurturing staff and work well as a team
Classroom Assistant

Ethos and the Life of the School

We encourage learners to be involved in their learning experiences and to participate in decision making across the school. We are a Rights Respecting school. Nurturing our pupils through positive relationships is at the heart of everything we do in our school. The experiences below ensure pupils have opportunities to put the school values into action and to develop as Responsible Citizens and Effective Contributors.

- ❖ House Captain System
- ❖ School Committees for all P3-7 pupils
- ❖ P1 Buddies
- ❖ Monitors
- ❖ School Improvement Focus Groups
- ❖ Pupil Led Assemblies
- ❖ Interaction with our local community

Responsibility and respect is given and received by all in the school community.

Class Teacher

Learners are encouraged to share their learning inside and outside of school in a variety of ways, building confidence in their ability to experience success with high aspirations and develop as Confident Individuals. Listed below are some of the ways we celebrate success.

Personal Achievement

Whitehirst Park Primary celebrate achievements pupils have out of school. The children are excited to share with the school at Assembly.

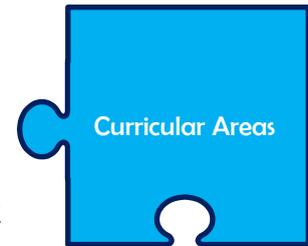
Parent

- ❖ Open Afternoons
- ❖ Achievements shared at Assemblies
- ❖ School Concerts and Christmas Shows
- ❖ Stars of the Week Awards (Whole School Displays)
- ❖ Competitions
- ❖ House Points
- ❖ Class Blogs and Pupil Profiles
- ❖ School Website and Twitter Feed
- ❖ Progress Meetings with teachers, pupils and parents
- ❖ Links with Local organisations e.g. West Doura Court, Kilwinning Sports Club, Promoting Kilwinning, Kilwinning Library and Eglinton Park

Skills for Life and Skills for Work

Learners need to be flexible and adaptable, with the capacity to continue developing skills which they will need for the rapidly changing challenges of life, learning and work. The skills for learning, life and work for are often cross-cutting and transferable across the whole range of areas, contexts and settings. At Whitehirst Park we focus on both Personal and Learning skills that enable individuals to become effective lifelong learners. Developing the five core skills of communication, numeracy, problem solving, information technology and working with others are a focus for all learning experiences. Focus weeks such as STEM and Finance Weeks and 'Skills for Bills' workshops allow pupils to develop awareness of the world of work and the life skills required.

There are eight curriculum areas, all of which are delivered through a blend of discrete subject learning, cross curricular themes or topics and interdisciplinary opportunities, allowing pupils to develop as Successful Learners.



The delivery of our curriculum comes directly from the Experiences and Outcomes and during lessons Learning Intentions and Success Criteria are shared. There is a clear progression across the experiences and outcomes and almost all children will move from Early Level at P1 and through First Level, into Second Level by P7. Some children may begin progressing through the Third Level experiences and outcomes during their time at primary school. The prior knowledge and personal interests of pupils are taken into account in order to make learning relevant and enjoyable. Most importantly, we aim for pupils to understand what they are learning and why, and also how they can improve. We have a variety of resources and schemes of work and teachers use these thoughtfully to ensure the learning taking place is progressive and challenging. The varied expertise and experience of class teachers, visiting specialists, parents and family members are drawn on to deliver high quality learning experiences for the pupils. We have a strong digital curriculum and pupils make very good use of technology across the curriculum. We have a specialist Music teacher and our pupils enjoy showcasing and performing for friends and family regularly throughout the year. Our curriculum is very much designed to develop the whole child and to equip them with the skills, knowledge and attributes which they will need to adapt and thrive in the 21st century.

LITERACY and LANGUAGES (French)

NUMERACY and MATHEMATICS

HEALTH and WELLBEING

The development of skills in three core subjects above are a focus for all lessons and life in school.

SOCIAL SUBJECTS

TECHNOLOGIES

EXPRESSIVE ARTS

SCIENCE

RELIGIOUS and MORAL EDUCATION

We all want to get better at Literacy, Numeracy, Writing and Art.
Pupil Council

Our Curriculum is responsive and constantly evolving to meet the needs of our learners.
Head Teacher

Interdisciplinary Learning

At Whitehirst Park, we use Interdisciplinary Learning to promote the transfer of knowledge and skills across subject boundaries. Through this we encourage enquiry based learning and allow connections to be made across the curriculum within relevant and enjoyable contexts. This may take the form of a one-off project or a longer course of study. As a staff we annually review our Interdisciplinary Learning programme to ensure progression and challenge. We would like to increase the involvement of our partners in order to support and enrich these learning experiences. We are developing our outdoor space in order to enrich our Interdisciplinary Learning and learning for Sustainability.

We have lovely trips.
P6 Pupil, Pupil Council



We aim to raise attainment across the curriculum through challenging high quality learning and teaching. We are aware of the need to cater for a wide range of abilities in each class and stage and also to allow for differing learning styles such as visual, auditory and kinesthetic. To this end we adopt a variety of approaches to ensure our curriculum is interesting, engaging and child centered. For instance children are involved in individual tasks, group tasks, practical tasks, games based activities and activities which make use of ICT. We also engage in outdoor learning, educational visits where appropriate and take opportunities to have visiting speakers in our school to further excite and enthuse our learners. Ensuring our pupils are aware of their locality and community is important to us and where possible we draw on local expertise to enhance learning experiences. At every opportunity we encourage all children to accept a certain amount of responsibility for their own learning as this is an important life skill. All children are expected to achieve their very best, set high yet realistic targets for themselves and they are supported to work at a level that challenges them. Staff are committed to achieving the best possible outcomes for pupils and to this end engage in a wide range of professional learning and self-evaluation activities.



We are a school centred around high quality learning experiences for all.
Class Teacher



We experience different ways of teaching.
P7 Pupil, Pupil Council

A range of formative assessment techniques are adopted across the school and summative assessments are paired with professional judgements and learning conversations to gather a picture of the whole child. Moderation of pupil's work at school and cluster level is undertaken regularly to ensure shared standards. Standardised Assessments are used as further evidence of progress at all stages and a wide range of data is used to ensure that progress is being made by individuals and year groups. Learner-Teacher-Parent dialogue is timetabled regularly to share progress and set targets for future learning. Self-Evaluation is at the core of everything we do as learners in the school. All children and staff reflect on their learning and are encouraged to discuss their strengths and next steps.



Additional Support for Learning and Emotional Wellbeing

We are committed to the well-being and educational development of all learners and ensuring we are 'Getting It Right for Every Child'.

Where there are barriers to children's learning progress, be that educational or emotional we use the wellbeing indicators (see below) to assess what is getting in the way. We then look for ways to provide additional support. This may be differentiated work in class, a little extra support from a teacher, more challenging tasks or projects or a referral to one of our partner agencies. Working in partnership with parents and pupils is vital in ensuring we are meeting the needs of our pupils and families.

We are a highly inclusive, nurturing environment. Staff are committed to removing barriers to learning.
Class Teacher

Every child gets a chance. Everyone is included.
Pupil Council



Transitions

We recognise that transitions can be anxious times for pupils and parents and we aim to minimise this through various programme which are relevant to each stage. In order to provide a smooth transition into P1 we visit pupils in their pre-school setting, provide a series of induction meetings, hold play days and run a successful buddy programme. Between stages in school, class teachers and the Senior Leadership Team work closely to ensure that handover information and conversations are personal to the individual pupils and their needs. When the time comes for our pupils to leave us at the end of P7, we work collaboratively with the Kilwinning Academy cluster schools to deliver a coherent transition programme which allows for integration between all the schools.

The P1 Buddy Scheme is lovely and the P5 pupils are so involved with the P1 children making them feel welcome at school.

Parent



In May 2017 our staff undertook an evaluation of our whole curriculum against 'How Good is Our School 4 Quality Indicator 2.2 Curriculum'. The table below outlines our strengths as a school and the next steps identified for school improvement:

Strengths	Next Steps
<ul style="list-style-type: none"> ➤ Strong community ethos built upon mutual respect ➤ Vision, values and aims have been developed with all stakeholders and are shared and reinforced through displays, Assemblies and actions of almost all staff. ➤ Pupil Voice is strong - committees from P-3, Assemblies, Pupils views gathered as part of Quality Assurance activities. ➤ Level 1 Rights Respecting School - pupils are involved in creating class charters and are aware of their rights. ➤ Curriculum Planners/Pathways ensure progression in Literacy, Numeracy, Health and Wellbeing, Science, P.E., ICT. ➤ Depth and Breadth of learning experiences in the wider sense - outings, clubs, committees, musical/dramatic performances. ➤ Strong commitment to Wellbeing and Equity - restorative practice, journey towards becoming a nurturing school, relationships policy, wellbeing plans. ➤ Strong Digital Curriculum. ➤ Staff focused on developing Literacy, Numeracy and Health and Wellbeing skills. 	<ul style="list-style-type: none"> ➤ Ensuring our Curriculum reflects the 'uniqueness' of our setting. ➤ Develop opportunities for Outdoor Learning. ➤ Develop opportunities for Learning for Sustainability through STEM and Fairtrade. ➤ Develop opportunities for learning about the World of Work. ➤ Ensure our approach to Curriculum Development allows for Personalisation and Choice. ➤ Provide an equitable learning experience for the more able, gifted and talented pupils using enquiry led learning. ➤ Review our approach to planning for Interdisciplinary Learning to allow for challenge, depth, personalisation and choice and bundling of outcomes through Holistic Assessment. ➤ Further develop universal and enhanced Family Learning ➤ Further develop community links to enhance our curriculum provision.

Our Curriculum Design:

How we are embedding the 7 principles?

Breadth

(All children and young people should have the opportunities for a broad, suitably weighted range of experiences. The curriculum should be organised so that they will learn and develop through a variety of contexts within both the classroom and other aspects of school life)

- Whilst Literacy, Numeracy and Health Wellbeing take priority achieving a breadth of experience is important to us
- Breadth is achieved by planning learning activities and contexts based on all the experiences and outcomes to ensure all learners make good progress
- Pupils work through all experiences and outcomes at a pace which ensures secure understanding and the ability to apply their learning in different contexts
- More time is provided for areas of the curriculum where pupils require additional learning, time, support etc.
- Pupils are provided with motivating and challenging activities within all experiences and outcomes to ensure they have the opportunity to experience aspects such as skills for learning, life and work

Depth

(There should be the opportunities for children to develop their full capacity for different types of thinking and learning. As they progress, they should develop and apply increasing intellectual rigour, drawing different strands of learning together, and exploring and achieving more advanced levels of understanding.)

- Pupils are given opportunities to become secure in their learning rather than moving quickly from one topic or level to the next
- Collaboration between staff and pupils allows them the opportunity to add depth to learning by spending time discussing learning, explaining it to others, applying knowledge and skills in a variety of contexts and probing and researching particular issues
- Staff use informed professional judgements about when pupils require further learning activities and contexts to secure learning within a level and when they need to move onto more challenging activities/levels.

Challenge and Enjoyment

(Children and young people should find their learning challenging, engaging and motivating. The curriculum should encourage high aspirations and ambitions for all. At all stages, learners of all abilities should experience an appropriate level of challenge, to enable each individual to achieve his or her potential. They should be active in their learning and have opportunities to develop and demonstrate their creativity. There should be support to enable children and young people to sustain their efforts.)

- Staff have high expectations of what pupils can achieve
- Activities are suitably challenging, engaging and motivating, encouraging high aspirations and ambitions for all pupils
- Planning within the experiences and outcomes focuses on creating opportunities for pupils to actively engage in learning
- Tasks selected are differentiated to present an appropriate challenge for all pupils
- Resources are developed or selected to promote active learning and are relevant to pupils needs and the school / community context
- Activities promote opportunities to develop and demonstrate creativity and innovation
- Pupils have opportunities to overcome challenges and achieve success
- There are opportunities for personal achievement across a range of different contexts.

Progression

(Children and young people should experience continuous progression in their learning from 3 to 18 within a single curriculum framework. Each stage should build upon earlier knowledge and achievements. Children should be able to progress at a rate which meets their needs and aptitudes.)

- Our progressive plans meet the differing needs of learners, from those pupils who enter primary schools still requiring support for their learning at early level to those at the later stages who are ready to be challenged by more advanced concepts and contexts
- Assessment evidence is actively used to allow teachers to make professional judgements about pupils' progress. This will inform when they are ready for the challenge of new and stimulating learning contexts

Coherence

(Taken as a whole, learning activities should combine to form a coherent experience with clear links between the different aspects of learning, including opportunities specifically planned to draw different strands of learning together. All children and young people have an entitlement to a curriculum which they experience as a coherent whole, with smooth and well-paced progression through the experiences and outcomes, particularly across transitions.

Those planning the curriculum have a responsibility to plan in partnership with others how they will jointly enable children to move smoothly between establishments, building on prior learning and achievement in a manner which meets learners' needs.)

- Pupils experience a blend of programmes and studies across curriculum areas or subjects, interdisciplinary studies, opportunities for personal achievement and learning
- Where appropriate, partners are a particular feature of planning
- Through highly motivating contexts pupils see the links between different aspects of learning within and across subjects, curriculum areas and in interdisciplinary studies
- There is coherence and consistency in the development of literacy, numeracy health and wellbeing and other skills for learning, life and work
- Staff promote coherence in learning by using their overview of learning across the curriculum and their flexible approach to time management
- In preparation for transition to secondary stages, pupils develop a clear understanding of individual areas and subjects in the curriculum and how they promote progression. They experience this through well designed interdisciplinary studies.

Personalisation and Choice

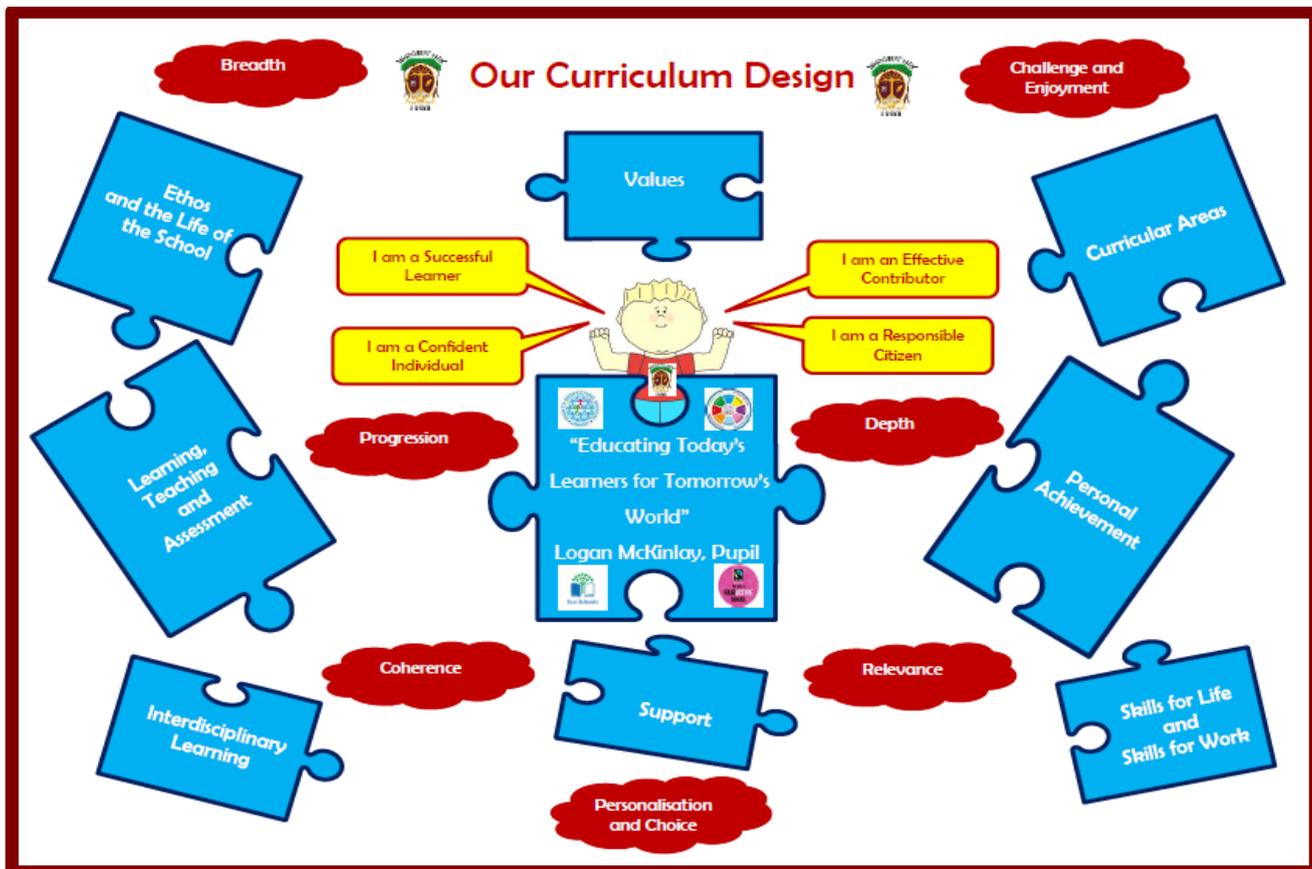
(The curriculum should respond to individual needs and support particular aptitudes and talents. It should give each child and young person increasing opportunities for exercising responsible personal choice as they move through their school career.)

- Staff use their knowledge of pupils' prior experiences, learning and interests to provide customised support and feedback during teaching
- Pupils have opportunities to undertake personal projects and have choice in a variety of activities
- Pupils are involved planning and assessment processes
- Pupils are encouraged to pursue learning independently
- There are opportunities for personal achievement across a wide range of activities within and outwith school

Relevance

(Children and young people should understand the purposes of their activities. They should see the value of what they are learning and its relevance to their lives, present and future.)

- The curriculum content connects with the child's experience, learning and interests in and beyond the school environment
- Staff use their knowledge of the whole child to inform and shape contexts for learning
- Pupils know why, what and how their learning relates to everyday life



We hope this document helps you to understand our unique Whitehirst Park Curriculum. Our school website and twitter feed provide a further overview of our school and our wider achievements. For further information on the curricular areas please refer to our school handbook which can be found on our website or contact the school to view specific policies.



www.whitehirstpark.northayrshireschools.co.uk/



@WhitehirstPs

The Curriculum Rationale will be reviewed annually as part of the School Quality Assurance and Self Evaluation activities

DRAFT