**Allanton Primary School and Nursery Class**

**‘Learning and Achieving Together’**

**Rationale for the Curriculum**

**Vision and Values**

Allanton Primary School and Nursery Class aspires to be a nurturing, learning organisation striving for continuous improvement, well known for the excellent quality of learning and teaching and the care, welfare and support that we provide to help our pupils’ achieve their best. We are committed to delivering the best possible outcomes for pupils so that they have the best start in life and are ready to succeed by following the principals of Curriculum for Excellence, Getting it Right for Every Child (GIRFEC) and A Nurturing Framework. In both national and local context, our focus will be on closing the poverty related attainment gap ensuring equity for all.

In carrying out all aspects of our work, we will:

* Foster an ethos of mutual respect by ensuring Rights for all is at the heart of school life and all children feel included and valued.
* Provide a range of inspirational experiences to engage and challenge all. (Raising Achievement for All and Interventions for Equity)
* Provide skills, confidence and support to embrace challenge through providing experiences, which enable and encourage our children to be successful and reflective learners.
* Create a purposeful environment of successful learning through reflective and effective planning.
* Provide learners with a broad curriculum to increase lifelong knowledge and employability skills. (Developing the Young Workforce)
* Foster an ethos of achievement for all within and beyond the school community, celebrating personal achievements and providing successful learning experiences.
* Listen to and consider all points of view from all stakeholders.
* Conduct our business with integrity, impartiality, fairness, tolerance and mutual respect.
* Seek to progress through positive partnerships by working closely with our children, parents and the wider community and to engage families in learning.

**All children and young people are entitled to experience:**

* A coherent curriculum from 3-18
* A broad general education, including well planned experiences and outcomes across all the curriculum areas. This should include understanding of the world and Scotland’s place in it and understanding of the environment.
* Planned opportunities for developing the four capacities across the four contexts for learning.
* Opportunity for developing skills for learning, skills for life and skills for work.
* Opportunities to achieve to the highest levels they can through appropriate personal support and challenge.

**The curriculum: ‘the totality of all that is planned for children and young people through their education’**

* Ethos and life of the school as a community.
* Curriculum areas and subjects.
* Interdisciplinary learning.
* Opportunities for personal achievement.

We use the above contexts for learning to ensure all of our children are prepared for life through the work of the school. We look for high standards in attainment and achievement for all of our pupils. Which we celebrate and recognise within and out with the school.

We ensure interdisciplinary learning, which is stimulating and engaging, enabling children to apply their learning to a range of other curricular areas gaining depth and breadth of experiences in learning, and apply this to other contexts. Children are encouraged to be involved in planning and taking forward their learning so that it is relevant and responsive to their needs and inform their next steps.

**Experiences and outcomes set out expectations for learning and development in:**

* Expressive arts
* Languages and literacy
* Health and wellbeing
* Mathematics and numeracy
* Religious and moral education
* Sciences.
* Social studies
* Technologies

Curriculum levels describe progression and development. Through this planning, we make sure children’s needs are being met. We encourage the children to apply and transfer skills to real life contexts. We ensure progression through the experiences and outcomes following the relevant benchmark material as a guide to what each learner needs to know and achieve, particularly in Literacy and Numeracy.

**Principles of curriculum design:**

Our teachers work together to ensure the curriculum reflects the seven design principles.

**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 every stage, children and young people 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.

**Breadth:**

All children and young people should have the opportunities for a broad range of experiences. Their learning should be planned and organised so that they will learn and develop through a variety of contexts within both the classroom and other aspects of school life.

**Progression:**

Children and young people should experience continuous progression in their learning from 3 to 18 years. Each stage should build upon earlier knowledge and achievements. Children and young people should be able to progress at a rate, which meets their individual needs and aptitudes.

**Depth:**

There should be opportunities for children and young people to develop their full capacity for different types of thinking and learning, exploring and achieving more advanced levels of understanding.

**Personalisation and choice:**

The learning planned for children and young people should respond to their individual needs and support particular aptitudes and talents. It should provide opportunities for exercising responsible personal choice. Once children and young people have achieved suitable levels of attainment across a wide range of areas of learning, the choice should become as open as possible.

**Coherence:**

Children and young people’s learning activities should combine to form a coherent experience. There should be clear links between different aspects of learning. Such links should be discussed with children and young people in order to bring different strands of learning together

**Relevance:**

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

****The values and principles are based on enabling our children to become:

**What makes Allanton Primary School and Nursery Class unique?**

**Collated views from Stakeholders**

**Our community**

Strong community links/ Great community spirit

Small rural community

Supportive parent body/ Strong partnerships with parents

**Our Learning Environment**

Composite classes that change yearly/ Small classes

We have a great outdoor learning area / Excellent learning environment

We are close to Kingshill Nature Park

Nursery within school

**Our Ethos**

Our School and Nursery Class is friendly and happy

We know where we are and where we need to go.

We promote an open door policy.

We share and celebrate our achievements and successes.

Assemblies

Cross stage working

Twitter

Buddy Programme

House System

Good to be Green

**Our Learning**

We promote independent learning.

Staff are knowledgeable about pupils and the support they require

Our curriculum is based on knowledge, skills and understanding.

Responsive approaches to interdisciplinary learning which embeds pupil voice.

Transition from nursery to school is excellent

Leadership at all levels

Target setting

Peer /self-assessment

IDL – Themes across learning

Progression Pathways for Literacy, Numeracy, Health and Well-being

|  |  |
| --- | --- |
| **Our Key Drivers Learning for Sustainability**  • Rights and values-based education  • Local identity and heritage v global citizenship  • Improving attainment and achievement of all  • Health and well-being  • Critical thinking and political literacy  • Biodiversity and tackling climate change  • Social justice and Fair Trade  • Outdoor learning and contact with nature | |
| **Knowledge**   * Well rounded curriculum. * Knowing strengths and next steps. * Applying learning across the curriculum. * Confident in their understanding of Maths and Numeracy, Language and Literacy. * Knowledge and understanding of the world and Scotland’s place in it. * Communication and presentation skills. (Oral and written) * Digital literate. | **Skills and Attributes**  Effective Resilient.  Confident Enterprising  Respectful Successful  Independent Friendly  Perseverance Motivated  Aspirations Self – respect  Responsible  Openness to new thinking  Thinking critically and creatively  Team player/working with others  Problem solver  Make informed decisions.  Manage time  Planning and Organising  Growth mind-set.  Managing and being managed by others  Lifelong learner/ Learning and continuing to learn |

**Remembering Understanding Applying Analysing Evaluating Creating**