

Auchinloch Primary School & Nursery Class



Curricular Design & Rational

Auchinloch Primary & Nursery Class Curricular Rational

Rationale

From the outset our school community was very clear that the rationale for the curriculum should be based on the school's shared vision:

Our overarching vision for Auchinloch Primary School is "to achieve excellence and equity for all learners"

Through the development of Curriculum for Excellence, Auchinloch Primary School will endeavour to deliver the highest quality of education in an organised and caring community.

Committed to developing the potential of all pupils in an atmosphere of trust, co-operation and mutual respect we will strive to ensure that effective learning and teaching will enable pupils to aspire to realise their full potential, academically, socially and aesthetically.

Fostering strong effective partnerships between home, school and the wider community will build whole school capacity for improvement, sustainability and success.

Its design promotes the **7 principles** and supports children's **development of skills and knowledge** well across all areas, takes account of the school's **local circumstances** and of **local and national advice**. It is both a **flexible framework** and working document which leaves scope for teams and individual teachers to introduce **well-considered innovations** to meet the needs of all learners and for the school to keep it under **review** to ensure it is fit for purpose.

The rationale has ensured that the whole school community has a shared understanding of what we are trying to achieve. As the school moves forward it recognises the importance of taking quality time to evaluate and review curriculum innovation and learn from evolving best practice. Actively sourcing good practice and continuing to have staff involved in strategic development at school, cluster and authority level will allow for true reflection and the opportunity to refine and further develop a curriculum which will meet the challenges of the 21st century.

Aims

Auchinloch Primary is committed to providing all young people with a curriculum which is coherent, progressive and offers pupils high quality planned learning experiences

All children and young people are entitled to experience a broad, general and deep education from the early years to the end of S3 and a senior phase which provides opportunities to study for qualifications

Staff will demonstrate a sound understanding of the curriculum as a whole and plan collaboratively with colleagues to meaningfully link learning and help support learners to make connections in their learning

The process of learning will involve active approaches which enable pupils to make informed choices and enable staff to plan flexibly to develop a relevant curriculum which meets the needs of individual learners

The development of Literacy, Numeracy and Health and Wellbeing is accepted as the responsibility of all practitioners

Skills for learning, life and work are valued and integrated effectively into learning opportunities across all stages of the curriculum

The curriculum requires partnership working with parents and other agencies and organisations and is facilitated through regular liaison and communication. The views of pupils, parents and partners are systematically sought to improve the totality of experiences on offer for all learners

Developing the Curriculum

All children and young people in Auchinloch are entitled to experience a broad, general education from nursery to P7. This should involve high quality learning experiences which provide breadth and depth of learning across all the national experiences and outcomes outlined in the curriculum framework, from early to second level.

Within the broad, general education phase, learning should take place within and across each of the eight curriculum areas:

Expressive arts Art and design Music Dance Drama	Religious and moral education Christianity World religions Development of beliefs and values
Health and wellbeing Mental, emotional, social and physical wellbeing Planning for choices and change Physical education, physical activity and sport Food and health Substance misuse Relationships, sexual health and parenthood	Sciences Planet Earth Forces, electricity and waves Biological systems Materials Topical science
Languages Classical languages Listening and talking, reading and writing in: Gaelic Literacy and English Modern languages	Social Studies People, past events and societies People, place and environment People in society, economy and business
Mathematics Number, money and measure Shape, position and movement Information handling	Technologies Technological developments in society ICT to enhance learning Business Computing science Food and textiles Craft, design, engineering and graphics

Curricular areas

Through working parties and a clear School Improvement Plan we have developed our Curriculum. Overviews of each area are available as a flexible framework to ensure progression throughout our school from nursery to P7. These overviews have been shared with our feeder high school to ensure all children have had their entitled experience of the outcomes set by Curriculum for excellence.

Wider Curriculum

We recognise the wider curriculum in supporting raising attainment and achievement. We offer an incredible diverse number of afterschool clubs. We also fully involve every children in decision making through committees, i.e. JRSO, Eco, Health, Sports Leaders and Pupil Council.

Forward Plans

Forward plans include detailed planning of progression in experiences and skills in the areas of:

Literacy
Maths & Numeracy
Health and Wellbeing
Religious Education
Science
Social Subjects
Technologies
Expressive Arts
French
German

Interdisciplinary

Staff plan the coverage of curricular areas singularly but also through interdisciplinary planning generally using Science, Social Subjects, Religious and Health and Well Being as themed approaches.

Plans also include scope for outdoor learning, purposeful play in the infants, and relevant whole school interdisciplinary themes or focus.

Interdisciplinary experiences offer an invaluable opportunity to enhance relevance and coherence for learners. Well planned and managed, it broadens and deepens learning, giving learners the chance to apply their learning in less familiar contexts, promotes understanding and increases challenge. Consequently, it can be a reliable way to assess and evidence breadth, challenge and application of learning. It also provides one form of personalisation and choice.

Planning IDL:

Starting with carefully selected experiences and outcomes, from two or more curriculum areas. These should build on children's next steps in learning. Although our science and Social Subject Planners have themes, these are suggested to avoid themes being covered several times or parents being concerned composite classes means certain experiences are not being met.

Planning should show the contribution of different disciplines, knowledge, and understanding and higher-order skills.

Clear success criteria focus the intended learning, within and across the experiences and outcomes. This is used as the basis for assessing and tracking children's progress.

Principles of curriculum design are used to inform teacher's decisions about organising learning and their evaluations.

Learners experience of IDL:

Teachers, children and others should be aware of the role and contributions of the disciplines, or curriculum areas, within the interdisciplinary learning. They should be careful that learning does not become 'lost' within the theme or context.

The context for IDL should enable children to deepen, explore, test out and challenge their knowledge and understanding from different curriculum areas, thus developing higher-order thinking skills. IDL also enables children to consolidate and extend their learning, making concepts or knowledge from different curriculum areas more relevant and meaningful.

Children have opportunities for personalisation and choice within IDL. This can include prior learning, areas of interest, different ways of demonstrating learning, finding different examples and other higher-order skills such as comparing and contrasting the contribution of different disciplines to the IDL. Pupil choice is set within the context of the teacher's planning. This 'freedom within a framework' is planned to ensure appropriate progression and continuity in learning, avoiding complete free choice, which could put learners' progress at risk.

Activities meet the varying learning needs of children.

Our forward planner can be found on firstclass and each teacher's planner stays in their class with guidelines for plans, evaluations and assessments.

Curricular Design

All staff will work as a team to ensure that the seven design principles (page 18 BtC3) are reflected in the learning experiences we provide by

Providing all learners with **breadth, depth** and **progression** at every stage

Ensuring there is continuity and progression between stages and at key transitions

Ensuring **relevance** and **coherence** to wider life

Providing opportunities for children to exercise **personalisation and choice**

Taking account of cross cutting themes and interdisciplinary learning to ensure **challenge and enjoyment**.

How we meet The Seven Design Principles

As a staff we meet termly to plan and discuss how we target the 7 design principles to ensure appropriate learning is planned for all pupils.

Teachers have a clearly developed understanding of the intended impact of the successful application of each principle of curriculum design on the learning and teaching of all pupils they teach. This is displayed through the completion of curricular design principle planning Impact Monitoring Sheet (Appendix 2).

The following grids have been devised for each principle of curriculum design for use as part of continuing professional development activities in schools and as part of curriculum evaluation activities. Teachers are encouraged to refer to these when planning the curriculum and discussing plans as part of the evaluation process.

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

Early Level (Pre-school and P1)	Levels 1 & 2 (P2-7)	Levels 3 & 4 (S1-3)
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<p>Pupils experience motivating and challenging learning activities across all curricular areas</p> <p>Activities and contexts are planned to combine experiences and outcomes within and across curricular areas.</p>	<p>Breadth is achieved by designing learning activities and contexts based on all the experiences and outcomes set out at this stage</p> <p>Staff plan for all pupils to have the opportunity to make good progress through all experiences and outcomes</p> <p>Pupils work through all experiences and outcomes at a pace which ensures secure understanding and the ability to apply their learning in different contexts</p> <p>More time is provided for areas of the curriculum where pupils require additional learning, time, support etc.</p> <p>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.</p>	<p>Staff achieve breadth by designing learning activities and contexts based on the all experiences and outcomes set out at this stage so far as this is consistent with pupils' needs and prior achievements</p> <p>Secure learning across all appropriate experiences and outcomes enables pupils to develop breadth of knowledge and understanding and apply their skills in a wide range of situations</p> <p>Curriculum design includes more than the eight curricular areas alone. Ethos, interdisciplinary learning, personal achievement, outdoor learning, work-related activities, out of school hours learning etc. should form an integral and important part of the curriculum.</p>
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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.

Early Level (Pre-school and P1)	Levels 1 & 2 (P2-7)	Levels 3 & 4 (S1-3)
<p>Staff provide rich learning activities and the environment is planned and organised to offer opportunities to extend skills and deepen understanding.</p>	<p>Pupils are given opportunities to become more secure in their learning rather than moving quickly from one topic or level to the next</p> <p>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</p> <p>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.</p>	<p>The experiences and outcomes within levels 3 and 4 provide pupils with the opportunities for learning in depth</p> <p>Pupils are encouraged to engage with increasingly demanding concepts, develop more sophisticated cognitive and other skills and further develop their values and beliefs</p> <p>Interdisciplinary learning provides opportunities for pupils to extend and deepen understanding</p> <p>Pupils achieve depth of learning at the Fourth level where experiences and outcomes provide opportunities for specialisation.</p>

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 aptitudes and 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.

Early Level (Pre-school and P1)	Levels 1 & 2 (P2-7)	Levels 3 & 4 (S1-3)
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<p>The environment for learning is sufficiently varied and engaging to promote a high degree of challenge and enjoyment</p> <p>There are planned opportunities for pupils to readily access and explore different activities, materials and contexts.</p>	<p>Staff hold and convey the highest expectations of what pupils can achieve</p> <p>Activities are suitably challenging, engaging and motivating, encouraging high aspirations and ambitions for all pupils</p> <p>Planning within the experiences and outcomes focuses on creating opportunities for pupils to actively engage in learning</p> <p>Tasks selected are differentiated to present an appropriate challenge for all pupils</p> <p>Resources are developed or selected to promote active learning and are relevant to pupils needs and the school / community context</p> <p>Activities promote opportunities to develop and demonstrate creativity and innovation</p> <p>Pupils have opportunities to overcome challenges and achieve success</p> <p>There are opportunities for personal achievement across a range of different contexts.</p>	<p>Staff hold and convey the highest expectations of what pupils can achieve</p> <p>Activities are suitably challenging, engaging and motivating, encouraging high aspirations and ambitions for all pupils</p> <p>Planning within the experiences and outcomes focuses on creating opportunities for pupils to actively engage in learning</p> <p>Tasks selected are differentiated to present an appropriate challenge for all learners</p> <p>Resources are developed or selected to promote active learning and are relevant to pupils' needs and the school / community context</p> <p>Activities promote opportunities to develop and demonstrate creativity and innovation</p> <p>Pupils have opportunities to overcome challenges and achieve success</p> <p>There are opportunities for personal achievement across a range of different contexts</p>
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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, and keep options open so that routes are not closed off too early.

Early Level (Pre-school and P1)	Levels 1 & 2 (P2-7)	Levels 3 & 4 (S1-3)
<p>The learning activities and environment are planned and organised to offer opportunities to extend skills and deepen understanding</p> <p>The adult role in ensuring progression includes observing and supporting, facilitating and skilfully intervening in, or extending, the learning experiences</p> <p>There is direct teaching and focused work with groups or individual pupils to develop specific skills and knowledge in particular areas of learning</p> <p>There is direct teaching and focused work with groups or individual pupils to take account of additional support needs.</p>	<p>The organisation of experiences and outcomes into levels helps to plan for progression to 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</p> <p>Formative 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.</p>	<p>There is a suitably challenging gradient of learning experiences maintaining and developing prior knowledge and achievements</p> <p>The learning experiences continue to meet and develop the pupils' needs and aptitudes, keeping options open so that routes are not closed off too early</p> <p>The majority of pupils move onto Third level experiences and outcomes on entry to S1 to be challenged by more advanced concepts and contexts</p> <p>Time is spent reviewing formative assessment evidence to allow teachers to make professional judgements about when S1 to S3 pupils would benefit from more specialised experiences and outcomes provided by the Fourth level</p> <p>The majority of pupils undertake, or are ready to move on from, learning at the Fourth level by the end of S3</p>

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**.

Early Level (Pre-school and P1)	Levels 1 & 2 (P2-7)	Levels 3 & 4 (S1-3)
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<p>Learning is holistic and responds to each pupil's changing developmental needs and values based upon a pupil's prior knowledge from home</p> <p>Staff build upon pupils' enthusiasm, inventiveness and creativity to plan learning activities</p> <p>Pupils are partners in the learning process, actively participating in the planning, shaping and directing of their own learning</p> <p>There is coherence and consistency in the development of literacy, numeracy health and wellbeing and other skills for learning, life and work</p> <p>Successful transitions are based upon shared expectations of active learning which have been established through professional dialogue across partnerships, sharing knowledge, information, ideas and expertise.</p>	<p>Pupils experience a blend of programmes and studies across curriculum areas or subjects, interdisciplinary studies, opportunities for personal achievement and learning</p> <p>Where appropriate, partners are a particular feature of planning</p> <p>Through highly motivating contexts pupils see the links between different aspects of learning within and across subjects, curriculum areas and in interdisciplinary studies</p> <p>There is coherence and consistency in the development of literacy, numeracy health and wellbeing and other skills for learning, life and work</p> <p>Staff promote coherence in learning by using their overview of learning across the curriculum and their flexible approach to time management</p> <p>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.</p>	<p>Collaborative approaches to planning enables pupils to make connections between different areas of their learning</p> <p>Staff work with partners to plan programmes which minimise fragmentation, using small teams of staff working together to cover curriculum areas, each contributing as appropriate from their subject specialism</p> <p>Partnerships with colleges and youth work services, the voluntary sector and employers open up a wide range of motivating choices based upon the experiences and outcomes, to meet the needs of all pupils which may lead to qualifications</p> <p>There is coherence and consistency in the development of literacy, numeracy and other skills for learning, life and work</p> <p>School improvement planning supports the development or design of high quality learning programmes, based upon the experiences and outcomes, including joint programmes between primary and secondary</p> <p>The school plans a blend of activities and courses, making full use of the expertise and resources which partners can contribute, based upon curriculum areas and subjects, interdisciplinary learning, opportunities for personal achievement and learning</p> <p>Specialist staff and facilities within the secondary school provide a rich and stimulating environment in which pupils can progress their learning</p> <p>Pupils are encouraged to choose a well balanced and coherent programme of study which is relevant to their future pathways</p> <p>Interdisciplinary activities provide opportunity to deepen learning, develop research and presentation skills and prepare for the next stage of lifelong learning.</p>
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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.

<p>Early Level (Pre-school and P1)</p>	<p>Levels 1 & 2 (P2-7)</p>	<p>Levels 3 & 4 (S1-3)</p>
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<p>Learning within any particular activity prompts different aspects of learning in individual ways for pupils</p> <p>Approaches to learning involve pupils in planning and are flexible to respond to their interests and needs.</p>	<p>Staff use their knowledge of pupils' prior experiences, learning and interests to provide customised support and feedback during teaching</p> <p>Pupils have opportunities to undertake personal projects and have choice in a variety of activities</p> <p>Pupils are involved in the planning and assessment processes</p> <p>Pupils are encouraged to pursue aspects of learning independently</p> <p>There are opportunities for personal achievement across a wide range of cultural sporting and community areas both within and outwith school.</p>	<p>Staff use their knowledge of pupils' prior experiences, learning and interests to provide customised support and feedback during teaching</p> <p>Pupils have opportunities to undertake personal projects and have choice in a variety of activities</p> <p>Pupils are involved in the planning and assessment processes</p> <p>Pupils are encouraged to pursue aspects of learning independently</p> <p>There are opportunities for personal achievement across a wide range of cultural sporting and community areas both within and outwith school</p> <p>In S1-S3, pupils have opportunities to include choices in approaches to learning within the classroom</p> <p>There are opportunities for personal achievement across a wide range of cultural sporting and community areas both within and outwith school</p> <p>There are opportunities for interdisciplinary learning through a variety of models such as rich tasks or electives.</p>
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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.

<p>Early Level (Pre-school and P1)</p>	<p>Levels 1 & 2 (P2-7)</p>	<p>Levels 3 & 4 (S1-3)</p>
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<p>Activities build directly on what is familiar to the pupil</p> <p>Local environment and events are used for real life contexts.</p>	<p>The curriculum content connects with the child's experience, learning and interests in and beyond the school environment</p> <p>Staff use their in-depth knowledge of the whole child during learning and teaching to inform and shape contexts for learning</p> <p>Pupils know why, what and how their learning relates to everyday life in their family, local community and the world of work.</p>	<p>The curriculum content connects with the pupils' experience, learning and interests in and beyond the school environment</p> <p>Staff use their in-depth knowledge of the whole child during learning and teaching to inform and shape contexts for learning</p> <p>Pupils know why, what and how their learning relates to everyday life in their family, local community and the world of work</p> <p>Pupils increasingly develop informed views and apply these to relevant moral and ethical issues</p> <p>The curriculum is planned to connect learning with the pupils' experiences and interests in and beyond the school</p> <p>Experiences are related to skills for learning, life and work</p> <p>In the senior phase, pupils' experiences are relevant to their future pathways.</p>
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References to other Policies

The policy takes due account of national advice and guidance contained in the following documents :

St. Andrew's Primary Learning & Teaching Policy 2016

St. Andrew's Primary Raising Achievement Policy 2016

Building the Curriculum 1: the contribution of the curriculum areas (Scottish Government: Edinburgh 2006)

Building the Curriculum 2: active learning in the early years (Scottish Government: Edinburgh 2007)

Building the Curriculum 3: a framework for learning and teaching (Scottish Government: Edinburgh 2008)

Building the Curriculum 4: skills for learning, skills for life and skills for work (Scottish Government: Edinburgh 2009)

Building the Curriculum 5; a framework for assessment (Scottish Government: Edinburgh 20010)

The Journey to Excellence, How Good is Our School (Nursery) Fourth Edition.

Review

The draft policy was developed in February 2016 and a further revision will take place in 2017 major reviews will take place every three years thereafter. Reviews will be undertaken by the SIP group and overseen by SMT.

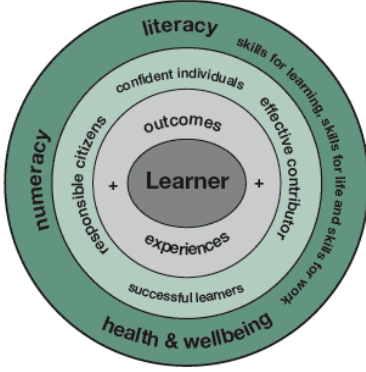
Any curriculum review should consider HGIOS 4 and highlight both strengths and areas for development. Where necessary, refinements or adjustments should be made as part of established improvement planning processes.

Appendix 1

Example Forward Plan Monitoring Overview Sheet

Section	Contents	Term 1	Term 2	Term 3	Term 4
Information	Up to date Class List / Line Order				
	Children’s Photos Printed from Seemis				
	Overview of Medical Alerts/ Overview of Needs				
	Annual Planner (calendar)				
	Parent Information Sheet (termly)				
	Passover Information (from previous academic session)				
Timetables	Class Timetable (Termly)				
	Classroom Assistant Timetable				
	Support for Learning Timetable				
	All Area timetables				
	P.E, Non-class Contact				
	Golden Plans				
Monitoring & Tracking	Monitoring Timetable				
	Forward Plan Monitoring Feedback				
	Jotter Monitoring Feedback				
	Class Monitoring Feedback				
	Tracking Achievement				
	Class List – children selected for reading, parts in performances etc.				
	Relevant After School Club Registers				
Literacy	Group lists for Reading and Writing (dated)				
	NLC planners for Reading, Writing, Talking and Listening. (1 per group)				
	Reading – group book lists / novel studies.				
	Progressive Grammar Skills planner per group.				
	Evaluation and Next Steps sheet completed each term for each group.				
	Relevant ASP’s				
Mathematics & Numeracy	Overview Pathways Planner.				
	Pathway E&O’s				
	Active Maths Planners				
	Relevant Maths Planners				
	Evaluation and Next Steps sheet completed each term				
	Relevant ASP’s				
Health & Well-Being	Health & Wellbeing Planner				
	Revised Physical Education Planner				
	Relevant ASPs				
	Evaluation and Next Steps sheet completed each term				
Religious & Moral	TIOF planners				
	God’s Loving Plan Planners				
	Evaluation and Next Steps sheet completed each term				
I.C.T	Progressive Planner				
	Evaluation and Next Steps sheet completed each term				
Science	Revised progressive Overview Planner				
	Relevant topic planners – interdisciplinary links identified				
	Science Investigation Overview highlighted				
	Science Investigation Starter Sheets				
	Evaluation and Next Steps sheet completed each term				
Interdisciplinary	Whole School Theme planner (Focus Social Subjects)				
	Revised Interdisciplinary Planner				

	Evaluation and Next Steps sheet completed each term				
Expressive Arts	Drama Planner				
	Art Planner				
	ABC link Music Planner				
	Evaluation and Next Steps sheet completed each term				
Modern Language P6-7	Spanish Planner				
	Evaluation and Next Steps sheet completed each term				
Whole School	Whole school initiative – e.g. eco, fairtrade planners etc.				
	Assembly Planners				
	SIP involvement				
	Personal School Commitments				

<p style="text-align: center;"><u>Values</u></p> <ul style="list-style-type: none"> • Shared vision and values detailed in the school aims. Will be reviewed by PFFA. • Learners understand that they are at the centre of the learning process and have a role to play. • Involvement in school committees. • Enterprise topics planned and organised by children to raise money for charity in a real life context 	<p style="text-align: center;"><u>Totality of the Curriculum</u></p> <ul style="list-style-type: none"> • Whole school Golden Ticket is well established for all learners and P6 take responsibility for ICT Squad and Playground Leaders. • School involvement in Fairtrade, Eco, Rights Respecting and JRSO. • SHANARRI Squad whole school involvement • Enterprise planning – Roald Dahl Day. • P6 have been involved in IDL topic; Knights and Castle. • School blog and Twitter has been used to enhance and celebrate learning. • Celebrate personal achievement within and outside of school – competitions and clubs. • Personal achievements noted PLP, Twitter and sheet in Forward Plan. • Making meaningful links between the curricular areas and contexts 	<p style="text-align: center;"><u>Learning and Teaching</u></p> <ul style="list-style-type: none"> • Learning and Teaching policy giving clear guidance on teaching approaches across the curriculum. • Monitoring through displays, observations and golden book. • Pupil involvement in learning and teaching process from the very beginning – KWL grids. • Display KWL grid on learning walls and referring back to grid throughout learning. • Pupil involvement in the assessment process – How do you want to be assessed? • Sharing LI and SC. • Consistent and timely feedback which allows children to understand own targets and next steps. • LI and SC to be developed by pupils and allow them to suggest their own activities. • Self and peer assessment – display effective peer-assessment comments on comment wall. • Signing comments in jotters to ensure targets are worked on. • Model feedback process by asking pupils what I have done well, etc. • Cooperative learning tasks to be used to promote collaborative learning.
<p style="text-align: center;"><u>Experiences and Outcomes</u></p> <ul style="list-style-type: none"> • Second level Experiences and Outcomes covered. • First level Experiences and Outcomes covered for those in need of support. • Principal and practise papers in CFE folders. • RME covered through McCrone. • ICT – Scratch game design and code.org. • Interactive Smartboard games used for numeracy and literacy. • ICT skills developed across learning through interactive learning opportunities such as research and word processing, etc. • Block of teaching on word processing skills. • Minimum of 2 practical science investigations throughout the year 		<p style="text-align: center;"><u>Entitlements</u></p> <ul style="list-style-type: none"> • Pathways in Forward Plan folder to be referred to and highlighted each term – maths, language, HWB and drama. • Enterprise providing children with real life contexts for learning and the development of skills for life and work. • Eco schools. • International Education – Scotland at the centre of learning. • Scottish focus during Burns week. • Global Citizenship. • Skills for life, learning and work – include in KWL grid and discussed at beginning of topic. • Support for learning tailored to meet needs of individuals – Toe by Toe, Wave 3 Programme, one to one reading/spelling sessions, regular • Assessment and monitoring
<p style="text-align: center;"><u>Personal Support</u></p> <ul style="list-style-type: none"> • Clicker 6 support provided. • Working with other agencies – Educational Psychologist. • Highlighting pupils who are not achieving – SIMD data in CEM testing. • Topic assessment at the end of maths topic. • Display of maths and IDL KWL grids on learning walls to refer to and add to throughout topic. • Need of support pupils to work with class teacher, as opposed to leaving and working with classroom assistant. 	<p style="text-align: center;"><u>Principles</u></p> <ul style="list-style-type: none"> • Involve children in planning, delivering and assessment of learning. • Homework involvement has improved engagement with homework – ensure resources for homework tasks are readily available. • Homework grid – include redraft of • Novel Studies – Pupils choose their own read to write task for language. • KWL grids – grouping pupils accordingly for maths. • Growth and fixed mind-set focus during SHANARRI (relates to KWL grids and grouping for maths). • Tracking documents used to ensure breadth and progression across experiences and outcomes. • Learning and teaching is made relevant to pupil lives and current technologies, etc. • IDL – Rio 2016 	<p style="text-align: center;"><u>Assessment</u></p> <ul style="list-style-type: none"> • 4 feature plans are in place for assessment. • Revisit maths concepts 4-6 weeks further down the line. • KWL grids used for maths – pupils grouped accordingly. • Assess maths through problem solving – NAR and N-Rich materials. • Teacher and self-assessment daily – gold, silver and bronze stars/colouring pencils, jotter comments. • CEM test results – source of information for more able and in need of support pupils. • CEM testing in March. • School improvement meetings. • Review of school improvement plan. • ‘How good is our school 4’ document to be used for self-evaluation. • PRD meeting – setting targets. • CPD – attending relevant courses, working towards targets, etc. • Golden books. • Attainment tracking meeting. • Impact meeting. • Observed lessons in classes • Progress conferences