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**Calderbank Primary School and Nursery Class**

**Our Curriculum Rationale**

**Why do we have this rationale?**

Calderbank Primary and Nursery Class is a small situated in Calderbank village on the outskirts of Airdrie with a population of around 1600 people. We believe that our children are entitled to a broad, skills-based and balanced education. We deliver this education in a way which recognises the varied needs of our pupils and allows each individual to achieve their full potential. Our children are prepared for the future within an ethos which promotes caring attitudes and a willingness to help others. We have drafted this rationale for 2017-2018 and plan to develop our vision and values during this session, as well as continuing to build a curriculum that best meets the needs of all pupils.

**Who should be familiar with this rationale?**

All school staff, including visiting specialists, parents and pupils should be familiar with this rationale.

**What does this rationale cover?**

This rationale sets out

* our vision, values and aims
* the educational context of our school
* the community context of our school
* the under-pinning principles of the curriculum
* an overview of how we deliver the curriculum

**What are our vision, values and aims?**

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|  | Calderbank Primary &  Nursery Class |  |
| **Trust** | ***Be safe, be happy, excel!*** | **Honesty** |
| **Respect** |
| To provide high quality teaching and learning experiences that foster ***SUCCESSFUL LEARNERS*** who attain well, particularly in literacy and numeracy. | | |
| To provide a positive and nurturing environment where children can develop resilience and become ***CONFIDENT INDIVIDUALS*** who are able to cope with life choices and challenges. | | |
| To provide equal opportunities for all children to develop an understanding of the world they live in and become ***RESPONSIBLE CITIZENS*** who look after themselves, each other and their community. | | |
| To provide opportunities for children to develop an enterprising attitude and skills that enable them to work well in different teams to solve problems and become ***EFFECTIVE CONTRIBUTORS*** to society. | | |

During 2017-2018, Calderbank Primary School and Nursery Class consulted the school community on updating our vision, values and aims. These are shown above and illustrate what we are trying to achieve for all young people in our learning environment.

Children are taught about values through assemblies and they are then reinforced through daily school life.

The aims are linked to the four capacities of CFE because children reflect weekly on their learning under the skills and attributes of these. Every pupil keeps a record of these achievements across curricular work and then set their next steps. Staff select pupils each week who demonstrate the skills of the capacities and children are rewarded with our Capacities trophies weekly.

**What is the educational context of our school?**

Calderbank Primary School and Nursery Class is a small school on the outskirts of Airdrie. The school operates under a shared headship with Kirk O’Shotts Primary School and Nursery Class which is also a small village school situated in semi-rural Salsburgh. Currently, the schools are spending collegiate time together on planning and moderation activities. This collaborative working has enabled us to work on the consistency of teaching and learning and in developing our curriculum through sharing resources.

**What is the community context of our school?**

Being situated on the main street of the village, we have a strong presence in the community, are well supported by parents and local residents who are always happy to support any school events. In the late 18th and 19th century, Calderbank had an iron works and is famous for building the hull of the first iron ship built in Scotland called “The Vulcan”. The iron works changed to become a steel works in the early 20th Century before closing down altogether in 1930.

Today there is no such industry in the village, although there are several industrial estates nearby. The village itself has some small independent businesses and local shops.

Curriculum overviews are being constantly updated to reflect the local context. In 2016-2017 pupils looked at local employment opportunities during thinking circles and many local visits are planned for 2017-2018. Local history topics will be added to the curriculum overviews for 2018-2019.

Scripture Union visit regularly throughout the year to support our RME curriculum mainly through assemblies. We also have other visitors as appropriate to help offer their expertise to whole school audiences and groups of children for example, fire safety, police etc.

We will be aiming to develop closer links with the local church and the foodbank that operates from it, during session 2017-2018.

A group of local volunteers recently worked to clear our playground so that grounds can be used more regularly for a variety of learning experiences.

We come together with pupils from Corpus Christie Primary and the local community for the annual Remembrance Day service at the village cenotaph.

We work closely with our Active Sports Coordinator to continually improve opportunities for young people to try various sports and activities to target positive health and wellbeing for all. We have also worked with the local bowling club and regeneration programme.

**How do we plan our curriculum?**

The purpose of CFE is to ensure that all children develop the knowledge, skills and attributes they will need if they are to flourish in life, learning and work – now and in the future.

A key principle of the Curriculum for Excellence is that all children should receive a broad general education. The curriculum is organised into eight curricular areas:

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| --- | --- |
| Health and Wellbeing   * physical education and sport * planning for choices and change * food and health * substance misuse * relationships, sexual health and parenthood * mental, emotional, social and physical wellbeing | Expressive Arts   * art and design * dance * drama * music |
| Mathematics   * numbers * money and measure * shape, position and movement information Handling | Languages   * listening and talking * reading * writing * modern Languages |
| Sciences   * planet earth * forces * electricity and waves * biological systems * materials * topical science | * Religious and Moral Education Christianity * world religions * development of beliefs and values |
| Technologies   * technological developments in society ICT * business * computing science * food and textiles * craft, design, engineering and graphics | Social Studies   * people, past events and societies people, place and environment * people in society, economy and business |

Each curricular area is made up of a range of experiences and outcomes (Es and Os), which describe the expectations of learning.

Within Curriculum for Excellence (CfE) there are five levels of learning through which children progress

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| --- | --- |
| Early  Pre-school and P1, or later for some | First  To the end of P4, but earlier or later for some |
| Second  To the end of P7, but earlier or later for some | Third and Fourth  S1 to S3 but earlier for some |

Each stage in school has an annual curriculum plan which they follow. This is created around the four contexts for learning and ensures that we are collating evidence from the *ethos and life of the school, curriculum areas, interdisciplinary learning* and *opportunities for personal achievement.* This shows what experiences should be covered but there is also room for flexibility where staff and pupils can have a dialogue and respond to current interests and ideas they would like to explore.

**How are we delivering the curriculum?**

In planning for and delivering learning, staff will always take into account the individual needs of all pupils. The experiences and outcomes of CFE are our starting point for all learning.

Teachers plan learning with pupils and often find links across learning. In addition additional programmes are used to deliver learning in discrete areas of the curriculum.

As part of daily planning, learning intentions and success criteria are identified and shared with pupils. Pupils, by means of their Achievements and Next Steps Folders, reflect their weekly learning and are beginning to identify their own targets and record their own achievements.

We currently track children’s progress in literacy and numeracy through standardised data, reading bands and numeracy benchmarks. In 2017/2018 teachers will begin to track HWB and children will be tracking their HWB through their achievements and next steps folder. SMT and staff meet regularly to discuss this data and pupils who may benefit from additional support are identified. These pupils, together with their parents, become part of our staged intervention process.

Teachers aim to challenge pupils in all areas of learning and keep predictions of when they think learners will achieve the end of a level. These predictions are updated termly and discussed with SMT during planning meetings.

In session 2017/2018, we are continuing to focus on providing a relevant curriculum to prepare our pupils for the world of work. All pupils will participate in a Developing the Young Workforce week and attend an educational outing focussing on trends in the jobs market.

All pupils take part in a focus on Scotland, looking at Scottish poetry and performing to parents.

All pupils will take part in a whole school Eco topic.

During 2017-2018 pupil community groups will be established.

School staff, CLD and partners have been working together to provide opportunities for family learning and to extend opportunities for wider achievements.

These new developments ensure that our curriculum continues to develop and provide a relevant and challenging experience for our pupils.

Nov 2017