

Greengairs Primary School and Nursery Class



Curriculum Rational and Development Policy

Rationale

At Greengairs Primary we aim to provide a curriculum which engages our children in the learning experience and prepares them for their future life and work. All of this is done within the Experiences and Outcomes of Curriculum for Excellence. This policy is to identify the details of our curriculum and the experiences of our learners.

Article 28: (Right to education): All children have the right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this right. Discipline in schools should respect children's dignity. For children to benefit from education, schools must be run in an orderly way – without the use of violence. Any form of school discipline should take into account the child's human dignity. Therefore, governments must ensure that school administrators review their discipline policies and eliminate any discipline practices involving physical or mental violence, abuse or neglect. The Convention places a high value on education. Young people should be encouraged to reach the highest level of education of which they are capable.

Article 29 (Goals of education): Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people. Children have a particular responsibility to respect the rights their parents, and education should aim to develop respect for the values and culture of their parents. The Convention does not address such issues as school uniforms, dress codes, the singing of the national anthem or prayer in schools. It is up to governments and school officials in each country to determine whether, in the context of their society and existing laws, such matters infringe upon other rights protected by the Convention.

Our Vision, Values and Aims were developed following consultation with children, parents and staff.

Vision

Greengairs is Great!

A Community who



**Gets really into trying
Respects each other
Enjoys learning
Aspires to be their best
Together is great**

Values

Happy Safe Achieving Included

Aims

- Provide a **happy** and **safe** learning environment where children's wellbeing is at the heart of all we do.
- Provide a varied and challenging curriculum through excellent and innovative teaching and learning that meets the needs of all learners and equips learners with skills to **achieve** their full potential now and in the future.
- Celebrate success, promote a 'can do' attitude and inspire and **include** everyone to **achieve** their best in all they do.

GIRFEC – Getting it Right for Every Child

What we teach is very important as we prepare our young people for the world of tomorrow, however how we teach it is equally important. The ethos and environment of a school ensures that children feel safe, nurtured, valued and therefore ready and able to learn. At Greengairs Primary we work to ensure every child is equal and has the best possible start to their learning. One of the principles of nurture is core to our ethos and that is "All behaviour is Communication". It is our job as teachers to work out what children are communicating to us. This is ensuring that we are getting it right for every child. Knowing a child's story and their journey is important so that our curriculum can be personalised to their needs.

The Curriculum

The curriculum within Greengairs Primary as within all schools in Scotland is based on Curriculum for Excellence. This is across our whole school, in fact our whole campus. Curriculum for Excellence is the basis for all teaching, though in many schools it will look and feel a little different. This difference can be due to the school designing their curriculum in consultation to meet local needs and expectations and to differentiation.

The design of the curriculum is shaped through very robust methods and approaches.

School Improvement Planning – this is done annually though at Greengairs Primary we do have a 3-year plan of the improvement priorities. All parents, staff and pupils are invited to be part of the improvement process, evaluating where the school is and planning where it is going next. The school improvement plan is given to all staff and parents once written and at Greengairs our School Pupil Ambassadors also write a pupil friendly version of this which is issued to all.

7 Principles of Curriculum Design

These principles are the entitlements every child has within Curriculum for Excellence. They ensure that the curriculum meets the needs of all progressively. At Greengairs Primary School we strive to ensure that the 7 principles of curriculum design are taken into account for all children in the school. They are applied to the curriculum both at an organisational level and in the classroom and in any setting where children are learners. The principles assist teachers in their practice and are the basis for continuing review, evaluation and improvement. Although they apply at every stage, the principles have different emphases as our learners develop.

- ❖ Challenge and Enjoyment
- ❖ Breadth
- ❖ Progression
- ❖ Depth
- ❖ Personalisation and Choice
- ❖ Coherence
- ❖ Relevance

Principles of Curriculum Design
Challenge and Enjoyment
<p>At all stages, learners of all aptitudes and abilities experience an appropriate level of challenge, to enable each individual to achieve their best. Teachers are aware of individual abilities, providing learning intentions and success criteria which are relevant to the learner.</p> <p>Children are active in their learning and have opportunities to develop and demonstrate their creativity. Teachers provide a range of motivating and creative activities. Staff will involve children in planning to ensure their interests are developed through experiences.</p> <p>Support and interventions will be timeous to ensure children are able to experience success.</p>
Breadth
<p>Staff plan across all areas of the curriculum in balance across the year.</p> <p>There is a focus on literacy, numeracy, health and wellbeing and digital skills across all areas of the curriculum. Our curriculum is organised so that children will learn and develop through a variety of contexts and learning experiences within both the classroom and wider aspects of school life, such as Pupil Voice.</p> <p>Staff identify Experiences and Outcomes best delivered through discreet and/or interdisciplinary learning, the wider ethos of the school and outdoor learning.</p>
Progression
<p>Our children experience continuous progression in their learning 3-12, within our curricular framework.</p> <p>Progression pathways are used in long term plans to track progress within and across the experiences and outcomes. Robust planning and monitoring ensures that children build upon their prior knowledge and achievements.</p> <p>Children are able to progress at a rate which meets their needs and abilities. We have a flexible approach to groupings, whole class learning experiences, peer learning and cooperative learning opportunities.</p> <p>Staff plan for assessment and track children's learning weekly to monitor progress and identify next steps for learning.</p> <p>Timeous interventions are used to support learners and evaluated by staff and those offering additional support to inform the learning pathway.</p> <p>Progressive approaches to developing knowledge of skills for work and career opportunities to ensure a positive destination.</p>
Depth
<p>Children are asked regularly to input on learning by being asked what they know already and what they want to find out. Staff plan experiences to deepen knowledge and understanding in pupil led areas of interest.</p> <p>Opportunities to apply knowledge in progressively complex contexts relating to real life situations wherever possible.</p> <p>Contexts are planned to deepen knowledge and provide an opportunity to build upon skills.</p> <p>Class assessment strategies are used to confirm understanding and evaluate teaching methodology.</p>
Personalisation and Choice
<p>Our curriculum responds to individual needs and supports particular aptitudes and talents. It gives each child increasing opportunities for exercising responsible personal choice as they move through their school career.</p> <p>Use of responsive planning strategies such as mind maps, floor books, KWFL grids to involve learners in directing the learning.</p> <p>Planned opportunities to promote choice in daily learning experiences.</p> <p>Children involved in evaluation activities to have an impact on wider school improvement.</p> <p>Individual learning targets reviewed regularly and all children supported in evaluating their learning monthly.</p> <p>All lessons include learning intentions and success criteria and plenary time to reflect and evaluate.</p> <p>All children participate in decision making through pupil voice groups and school improvement group.</p>

Coherence
<p>Taken as a whole, children's learning activities combine to form a coherent experience. There are clear links between the different aspects of the children's learning, including opportunities for extended activities which draw different strands of learning together.</p> <p>Progression planners make links clear to staff to support planning and assessment. Staff embed practice of applying literacy, numeracy, health & wellbeing and digital literacy across learning.</p> <p>Coherent approach to the delivery of the curriculum through the 4 contexts of learning.</p>
Relevance
<p>Learning is linked to real life experiences and skills needed for learning life and work.</p> <p>Differentiated and personal programmes are planned for and implemented for children who require specific approaches to meet their needs and interests.</p> <p>The purpose of learning is shared with children so they can understand the value of what they are learning and its relevance to their lives now and in the future.</p> <p>School leadership and staff seek opportunities to work with partners in the community and wider to enhance understanding of their area and global issues.</p>

Agencies/Partnerships

How we deliver learning experiences through all of the areas of curriculum for excellence is significantly impacted by our partners and external agencies we work with. Greengairs Primary works hard to ensure we have effective partnership from within the community and beyond. These partnerships are sought to bring something additional to our curricular experiences and further meet the needs of all children. Should you, as a member of our staff, feel you know of someone who would enhance our partnership working you should discuss this with the head teacher.

4 Capacities

Curriculum for Excellence is intended to help children and young people gain the knowledge, skills and attributes needed for life in the 21st century, including skills for learning, life and work. Its purpose is often summed up as helping children and young people to become:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors.

These are referred to as the four capacities. These capacities are at the heart of our school vision, values and aims. Within the four contexts of learning described in the following pages you will see the attributes of these 4 capacities. Our aim at Greengairs Primary is to develop these within the planned learning and wider experiences for our young people. Many learning experiences will develop more than one capacity in each child and in Greengairs Primary we recognise that these are linked. The main attributes we recognise to each of the capacities are:

Successful Learners

- Enthusiasm and motivation for learning
- Determination to reach high standards of achievement
- Openness to new thinking and ideas
- 'Can do' attitude to learning and thinking

Confident Individuals

- Self-respect
- Ambition
- A sense of physical, emotional and mental well-being
- Secure values and beliefs
- Respect for the values and feelings of others.

Responsible Citizens

- Commitment to participate responsibly in political, economic, social and cultural life
- Respect for others
- Respect for the local area and global goals

Effective Contributors

- An enterprising attitude
- Resilience
- Self-reliance
- Cooperation when working with peers and wider groups.

4 Contexts for Learning

A curriculum fit for purpose for the 21st century needs to be flexible, creative and dynamic it needs to reflect the fact that we learn in a variety of contexts, through a variety of styles and that the world we are preparing our learners for is fast paced and ever changing. Our curriculum reflects that fact that we learn through all experiences not just in the classroom and that we aim to foster a positive attitude to new learning through all contexts to continue with our pupils throughout their lives. Therefore, we plan for and deliver the curriculum through the four contexts for learning as identified in Curriculum for Excellence.

- Life and ethos of the school as a community
- Curriculum areas and subjects
- Interdisciplinary learning
- Opportunities for personal achievement.

We have detailed progressive programmes giving teachers and learners guidance on a variety of ways available to cover the experiences and outcomes within each curricular area. These are available as separate documents.

Life and Ethos of the School

At Greengairs Primary we offer a range of experiences that develop children's learning in the wider contexts of life. We also work to ensure we include our children in the life and decisions of the school wherever appropriate. This pupil voice is powerful in the improvements we make and highly valued by the parents. Our pupil voice groups (Make A Difference) focus on:

- Fairtrade
- Health
- Eco – 2 groups
- Global Citizenship
- Digital Leaders
- Rights Respecting Schools

Our planning ensures that all children P1-7 is part of one of these groups and they have a choice as to which group they are a member of.

Children are asked their views on school policies, the curriculum and improvement planning. All of these have an impact and the Head Teacher and leadership team work to ensure that this impact is always shared with them. Through these experiences our aim is develop learner's opportunities to:

- Empathise and show respect to all others in the school community
- Apply knowledge of world issues to influence their choices and decisions
- Learn independently or as part of a group
- Take responsibility and make the right choices
- Embrace new opportunities with confidence
- Participate fully in the wider life of the school.

Each of these elements ensure that our children at Greengairs Primary have a role and productive voice in the school and its ethos. As well as each of these an ethos of inclusion is very important to what we do. From staff planning to ensure that all children are included in learning and experiences and that no child misses out because of any social or learning barrier to the leadership of the school planning for specific class or individual inclusion across the school and across the campus.

Curricular Areas and Subjects

In Greengairs Primary School we base our curriculum on Curriculum for Excellence and the experiences and outcomes within this. Staff plan, assess and track learning within and across the curricular areas. As part of our improvement planning and development the Head Teacher ensures the continuing professional development needs of staff are met. Staff have access to all authority training and continuous professional development is also supported from within the school.

Literacy – We use a range of resources to teach and support literacy. Staff plan progressive experiences and skills across the three organisers of literacy; talking & listening, reading and writing. The planning and teaching allows for differentiation within the tasks to meet the needs of the children and enhance their potential. All teachers will plan learning which develops the children's knowledge, understanding and skills both at their own level and progressively. Literacy planning will include developing children's understanding of both fiction and non-fiction, poetry, text linked to wider learning and in the senior school media studies.

Literacy work will also include a focus on Foreign Languages. In Greengairs Primary School we teach French from nursery through to Primary 7. We currently teach a second language of Spanish to P5-7.

Numeracy & Maths - We have a range of resources to support and enhance learning and teaching in numeracy and maths. Staff use progressive planners to ensure the skills we teach are developed across the stages of the primary and the levels of CfE. Assessment and contexts for learning are central to the teaching of numeracy and maths across the school. Our maths teaching and learning will include all aspects of both numeracy and maths, taught progressively across the stages and within a child's ability. Staff will ensure that they plan to assess children's knowledge in all concepts regularly. Children will also experience real life contexts which develop their skills in number, number processes and maths concepts. Numeracy and maths will also be linked to broader learning in topics and in particular STEM.

Health & Wellbeing – Our aim of wellbeing is to teach our children the skills and approaches they will need throughout their lives. Health and Wellbeing includes the children's physical, emotional and social wellbeing. Staff use Healthy schools as a tool to support their planning of wellbeing. Staff will also plan for

at least one block of cooking each year, working with the children to develop life skills of knowledge of healthy food.

Across all curricular areas we aim to provide children with a broad, general education which gives them a range of assessable skills. Staff will plan all areas from Curriculum for Excellence experience and outcomes, bundling experiences from across the curriculum into meaningful contexts for learning. Through these we will develop:

- The ability to use literacy and communication skills.
- Using digital technology across learning
- The children's ability to make reasoned evaluations of their own and others learning
- The ability to learn both independently and as part of a group
- Their ability to think creatively and independently
- Ability to link and apply different kinds of learning in new situations.

Additional Support Needs

Every curriculum should and is at Greengairs, aspirational and ambitious in its design. We do also recognise that at some point within their school life most children will face a barrier, whether this is in one area or more significant over a longer period of time. All staff at Greengairs Primary have a responsibility to ensure that planning and learning experiences meet the needs of all children. Should staff have a particular concern this should be discussed with the Head Teacher or PT in first instance and also with parents. The school and teacher will then begin planning targeted interventions and supports to meet the needs of the child. Continuous communication to parents is crucial to all specific planning and interventions.

Interdisciplinary Learning

Through Interdisciplinary learning we aim at Greengairs Primary School to develop children's understanding and knowledge of all subject areas in a meaningful context. These contexts do not include every subject area but instead staff focus their planning on experiences and outcomes that work well together to develop a shared focus. Through our interdisciplinary learning our children will experience:

- Numeracy, literacy and Health and Wellbeing across the curriculum
- Applying the existing learning in new contexts
- Applying skills across learning
- Making connections across the subject areas.

From these experiences in learning at Greengairs Primary School we aim to enable our children to:

- Use technology for learning
- See and understand the connections and links across subjects
- Link and apply different kinds of learning to real life contexts
- Develop their understanding of the local area and global challenges/issues.
- Think creatively and independently using research to develop ideas and opinions
- Develop a desire for life-long learning and their skills for life and work.

Opportunities for Personal Achievement

As well as academic attainment our curriculum at Greengairs Primary School provides children with a range of experiences and leadership which develop their personal skills and enable achievement. Much of what is

detailed here will have been mentioned in the other 3 contexts and that is how it should be. We create a curriculum not of separate parts but of assessment, learning and experiences which all interlink and relate to each other. Class teachers will through all areas of the curriculum plan for experiences and routines which enable all children to achieve personally as well as part of the larger class.

As a school we have specific experiences which allow development of personal achievement and some of the main ones are:

Pupil Voice – as detailed in Life and Ethos of the School these groups create a meaningful context for all children to have a say in the issues and development of the school. Pupil voice also creates opportunities for children to have a personal achievement as they work on areas of interest to them and in mixed peer groups.

Excursions out of School – Whether it is visiting a place of interest, having a specialist in to talk to children or going on a residential experience children develop their own personal achievements. For many these opportunities bring learning alive and develop their own knowledge and understanding, for some it's a chance to experience something completely new to push them out of their comfort zone. At Greengairs Primary staff plan Interdisciplinary Learning which can be enhanced by our local area and resources. We also where possible take children out of their local area to experience something completely new. As a school we ensure through planning that these experiences are available to all.

Role Models – At all times children are supported to be role models to their peers both in learning and in play. This is especially so for our senior pupils as they take on roles of Wet Play Monitors, Peer Mentors, P1 Buddies and Peer Readers. Children work with members of the school's Leadership Team before taking on these roles and are supported throughout. For many this working with younger children gives the greatest sense of achievement and responsibility.

Performances – At Greengairs Primary School every child gets the opportunity to perform to a large audience every year. For a child this is a great sense of achievement performing to the whole school or to parents. It is an achievement that can be shared wider than the school community and we offer opportunities to perform at Local Authority concerts too. Through planning staff ensure that children perform and present in the setting of the class. For some this size of audience is the first step to a bigger achievement.

Leaders of Learning – Both within the class and in the context of the whole school children are given opportunities to lead learning and development. Where possible children have an active role in whole school development and a meaningful say in what we spend money on to ensure inclusion and equity for all.

Out of School Hours Learning (Clubs) – Every year, in fact every term, at Greengairs Primary we plan a range of after school and lunchtime clubs for our children. These have a focus on sports, digital learning and crafts that children have an interest in. For some of our children these may be the only activities that they take part in. As a school we track the interests of the children both in and out of school and plan activities which support this.

Appendix 1

Web Links

The following links should be used by staff to both inform and enhance their practice.

https://education.gov.scot/improvement/documents/frameworks_selfevaluation/frwk2_niheditgios/frwk2_hgios4.pdf

This link goes to HGIOS 4. This is the standard for Scottish Education and has both examples of best practice and self-evaluation tools for staff.

https://education.gov.scot/improvement/documents/frameworks_selfevaluation/frwk1_niheditself-evaluationhgielc/hgioelc020316revised.pdf

This link goes to How Good is our Early Learning and Childcare. This is the standard for early learning in Scotland and has both examples of best practice and self-evaluation for staff.

[https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-\(building-from-the-statement-appendix-incl-btc1-5\)/What%20is%20Curriculum%20for%20Excellence?](https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/What%20is%20Curriculum%20for%20Excellence?)

This link takes staff to an overview of Curriculum for Excellence which is the framework of Scottish Education

<https://education.gov.scot/improvement/learningresources/curriculum%20for%20excellence%20benchmarks>

This link takes you to both the subject and level booklets for benchmark statements. Staff must use these to support planning, assessment and progress of learning.

<https://education.gov.scot/Documents/cfe-through-outdoor-learning.pdf>

Outdoor learning is not new and has been part of CfE since 2010 and when staff are considering outdoor education they should use this as part of their planning.

Appendix 2

Our Rationale – this is displayed in all classes.

