



**Knowetop Primary School**  
**Curriculum Rationale**  
**(our work so far)**

## **Rationale**

At Knowetop Primary School we believe that all children are entitled to a broad, skills-based curriculum that builds on children's subject knowledge and understanding. We deliver experiences which challenge and support individual learners to achieve their full potential. Our curriculum should encourage children to view learning as a lifelong experience, which evolves to meet their needs over time. Our children are prepared for the future within an ethos which promotes the values of equity and a clear understanding of Children's Rights.

### **A shared understanding of this rationale**

This rationale takes into account views and values discussed by staff, children and parents. Moving forward, all staff, children, parents and visitors should be aware of this rationale. Once finalised, it will be able available to everyone via our school website.

### **Our vision, values and aims**

At Knowetop Primary School our vision is

**'Through education with imagination, we challenge, achieve and excel'**

In order to achieve this we ensure that we demonstrate respect for ourselves, others and property in our daily words and actions.

We aim to:

- Value all members of the school community, promoting social inclusion, diversity and the enabling all to be effective contributors to the life of the school.
- Foster an ethos of mutual respect, where all act with civility, fairness, tolerance and integrity and the values of responsible citizenship are promoted at all times.
- Develop successful learners and independent learners by encouraging staff, pupils and parents/carers to work to the best of their abilities, fulfil their potential and maximise their achievements.
- Share information and work appropriately with our partner agencies and community groups to ensure the best outcomes for all, encouraging all pupils to be confident individuals.

## **Educational Context**

Knowetop Primary School has a current roll of 474. The original building which opened in 1910, with a four class semi-open plan extension of four classes and a dining hall with kitchen both added later. We are part of the Dalziel High School cluster and have good links with our two cluster Primary Schools and Dalziel High School itself, regularly working together to enhance learner's experiences through attending competitions and events. Approximately 30% of P4-7 pupils live outside the school's catchment area with this number significantly lower in P1-3 and 9% of pupils reside within SIMD deciles 1 and 2.

## **Community Context**

Knowetop Primary School was built in 1910 and sits to the south of Motherwell, close to the Civic Centre. We have a unit in our campus for children who are visually impaired and a number of well trained staff who support children throughout North and South Lanarkshire who have a visual impairment. At present there are 7 Visually Impaired pupils fully included and integrated within the life of the school.

School staff have positive working relationships with external agencies and support services, including Educational Psychologists, NLC paediatrician and ophthalmologists, Speech and Language Therapists and Occupational Therapists, linking with each as and when needed to support pupils.

We have an active and hardworking Parent Council who support the school in all areas of school life and are enthusiastic in supporting our school improvement priorities. Parent Council fundraising initiatives have helped provide interactive whiteboards for all classes, outdoor play equipment, a new sound system and electric screen and projector for the main hall and have funded the new school library. We also have a very enthusiastic and talented group of 'Gardening Grandparents' who have worked with pupils to transform our playground area.

We have close links with our neighbours at Motherwell Football Club, using their 4G astroturf pitches and working with staff on initiatives such as the UEFA backed 'Go Fitba''. This allows some of our pupils to attend football training after school and also learn about and eat food which helps to fuel the body.

Primary 4 children receive Kodaly music lessons fortnightly from an external specialist. We have built up a strong relationship with our instructor Sally and she has started a choir with our pupils. Our choir have been successful in winning awards and performing at various venues throughout the year. We are proud of

our pupils excelling in this and are continuing to build this strong relationship with Sally.

We are proud to provide a broad and balanced curriculum, in line with the requirements of Curriculum for Excellence. Throughout the session, classes are involved in a variety of curriculum-related activities and outings, as well as extra curricular activities. Our school is well resourced, providing a motivating and balanced Curriculum for Excellence approach to learning.

Care is taken in school to observe equal opportunities, with care taken to ensure that equality of educational opportunity is given to all pupils, regardless of their sex, race, colour or personal circumstances.

We are proud to hold a Gold Health Award and to be a level 1 Rights Respecting School.

#### **Underpinning principles of our curriculum**

Since 2010 all Scottish schools have followed the Curriculum for Excellence (CfE). Its purpose 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.

At its foundation there are four capacities, which are incorporated into daily planning and delivery of learning and teaching experiences. These capacities are recognised and celebrated at our weekly assemblies. They state that all children will be -

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

A key principle of the Curriculum for Excellence is that all children should receive a broad general education, with the curriculum organised into the eight curricular areas shown below to ensure that this is the case:

<p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>Physical Education and sport</li> <li>Planning for choices and change</li> <li>Food and Health</li> <li>Substance misuse</li> <li>Relationships, Sexual Health and Parenthood</li> <li>Mental, Emotional, Social and Physical Wellbeing</li> </ul>	<p><b>Expressive Arts</b></p> <ul style="list-style-type: none"> <li>Art and Design</li> <li>Dance</li> <li>Drama</li> <li>Music</li> </ul>
<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>Number</li> <li>Money and Measure</li> <li>Shape, Position and Movement</li> <li>Information Handling</li> </ul>	<p><b>Languages</b></p> <ul style="list-style-type: none"> <li>Listening and Talking</li> <li>Reading</li> <li>Writing</li> <li>Modern Languages</li> </ul>
<p><b>Sciences</b></p> <ul style="list-style-type: none"> <li>Planet Earth</li> <li>Forces</li> <li>Electricity and Waves</li> <li>Biological Systems</li> <li>Materials</li> <li>Topical Science</li> </ul>	<p><b>Religious and Moral Education</b></p> <ul style="list-style-type: none"> <li>Christianity</li> <li>World Religions</li> <li>Development of beliefs and values</li> <li>Faith development</li> </ul>
<p><b>Technologies</b></p> <ul style="list-style-type: none"> <li>Technological developments in Society</li> <li>ICT</li> <li>Business</li> <li>Computing Science</li> <li>Food and Textiles</li> <li>Craft, Design, Engineering and Graphics</li> </ul>	<p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>People, Past Events and Societies</li> <li>People, Place and Environment</li> <li>People in Society, Economy and Business</li> </ul>

Each curricular area is made up of a range of experiences and outcomes (Es and Os), which describe the expectations of learning, with five levels of learning through which pupils progress. These are shown below.

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

Detailed information on the content of CfE, and the rationale behind it, can be found at [www.educationscotland.gov.uk](http://www.educationscotland.gov.uk)

### **Delivery of the curriculum.**

In planning for and delivering learning, staff will always take into account the individual strengths and development needs of all pupils. The principles, Experiences and Outcomes of Curriculum for Excellence are our starting point for all learning. Imaginative and innovative activities are planned to make connections across curricular areas and learning in general, to build on the initial learning of concepts. Pupils are involved in the planning process. Standard plans and records are used to track learning in discrete areas of the curriculum.

As part of daily planning, learning intentions and success criteria are identified and shared with pupils. Pupils reflect on their learning regularly through discussion and peer and self-assessment processes. They are developing the skills needed to identify their own targets and record their own achievements.

KnoweTop Teams provide an opportunity for children to work with others across their CfE level. Teachers, in consultation with pupils, plan a series of lessons/activities to inspire and encourage a joy of learning. Children enjoy working with pupils from different stages and classes during this time, with learning shared through assemblies, displays, events and Social media platforms.

In 2019/2020 we are developing our KnoweTop Achievements programme in response to some self-evaluation the pupils did last session using the HGIOURS resource which will follow a pathway from P1 -P7. Activities will include the Crest Award at both Star and Superstar level, a P1 football programme with our partners at Motherwell Football Club and the John Muir Award with the rangers at Barons Haugh, our local nature reserve.

Formal and informal approaches are used to monitor pupil progress (see assessment policy). Senior Management Team members meet regularly with staff to discuss Froward Planning and pupil progress. Class visits and learning conversations are carried out with classes as part of the annual monitoring programme. Pupils who may benefit from additional support are identified and these pupils, together with their parents, become part of our staged intervention process.

The annual School Improvement Plan and School Improvement Report also reflect upon the development needs of the school and its community, impacting positively on outcomes for pupils.