

**Kirk O’ Shotts Primary School and Nursery Class**

**Our Curriculum Rationale**

**Why do we have this rationale?**

At Kirk O’ Shotts Primary and Nursery Class, we are a semi-rural school situated in a village with around 2,500 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 semi-rural 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 updated this rationale for 2017 in order to address recent developments in school and recommendations from HMIe and the Care Inspectorate.

**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?**

At Kirk O’ Shotts Primary School and Nursery Class, our current vision is

***‘With kind hearts and willing hands, we can all achieve our dreams’***

This has been created through input from staff, pupils and parents and everyone believes this is the best way to illustrate what we are trying to achieve for all young people in our learning environment.

Staff and pupils have considered the values for our school in order to successfully achieve our vision. Through working collaboratively we have created our school values which are;

K – Kindness

I – Independence

R – Respect

K – Knowledge

O’ – Obedience

S – Self control

H – Honesty

O – Openness

T – Trust

T – Tolerance

S – Skills

Children are taught these values through assemblies and they are then reinforced through daily school life. We have a values nominations box where pupils nominate each other if they see a good example of someone displaying one of our values. These are celebrated weekly during assemblies.

Our current aims for Kirk O’ Shotts are;

**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.**

These aims are linked to the four capacities of CFE because children reflect monthly 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?**

Kirk O’ Shotts Primary School and Nursery Class is a small school in the heart of semi-rural North Lanarkshire. The school no longer operates under a shared headship with Calderbank Primary School and Nursery Class. The school now has a permanent full time Head Teacher. The school is now part of a new catchment area with pupils transferring to Calderhead High School from primary 7. The school will spend collegiate time together with schools within the catchment area on planning and moderation activities. The collaborative working arrangement will continue to enable us to work on the consistency of teaching, learning and assessment and also in developing our curriculum.

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

The school is situated in the village of Salsburgh and 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. We have farms situated around our catchment so some pupils are bussed to school. We have travelling families who return to our school at various points throughout the year and we ensure that we keep our tracking for these learners up to date to continue learning on their return.

Our chaplaincy team 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.

All pupils have discussed ways to regenerate our playground so that grounds can be used more regularly for a variety of learning experiences. We are developing a vegetable and fruit growing area in partnership with our ‘Friends of Kirk O’ Shotts’ community group. This area will support our science and eco lessons and all pupils from nursery to Primary 7 are involved in this.

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 parents supporting football coaching and cross country and we are now taking part in the local Shotts Highland games which we open to all pupils from P4-P7. Parent helpers also provide knitting and craft after school clubs.

**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:

|  |  |
| --- | --- |
| 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

|  |  |
| --- | --- |
| 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 and review termly. 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 standard plans 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 on their learning regularly and record reflections termly. Children 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. We are currently beginning 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 in December and June. They are discussed with SMT during termly planning meetings and updated if required.

We are continuing to focus on providing a relevant curriculum to prepare our pupils for the world of work. As a school we are developing creativity skills with pupils through the context of Developing the Young Workforce. Various partners will be talking to children about the current jobs market in Lanarkshire and pupils will be considering their aspirations and how creativity will play a part in these. All children will attend an educational outing focussing on trends in the jobs market and will return to share knowledge with other classes. This will be a major focus in term 4 2018-2019.

All children take part in a focus on Scotland, looking at Scottish poetry and performing to parents. We also have a Malawi focus for every class as the school supports and works with our partnership school in Malawi, Mvumo Primary School.

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

Updated December 2018