

Noble Primary School



Resilience • Achievement • Respect • Honesty

Curriculum Rationale

Review: August 2019

## Our Curriculum Rationale

### **Why do we have a Curriculum Rationale?**

We are fully committed to ensuring all of our pupils experience a broad, balanced and skill-based curriculum, which takes cognisance of our school's socio-economic context and celebrates all aspects of which makes our school unique. We strive for excellence and equity for all of our learners, to allow us to deliver a curriculum which recognises the varied needs of our community and allows each individual to achieve their potential.

### **Our School and Community Context**

Noble Primary School lies at the heart of the town of Bellshill, North Lanarkshire. The school was built in the mid-sixties, situated in the middle of a local authority housing estate. The school has just over 50% of pupils living within the postcodes of deciles 1 and 2 of the Scottish Index of Multiple Deprivation. The school has a current roll of around 265 pupils. Pupils transfer into Primary 1 from a wide number of nursery centres and classes around the Bellshill area and the school has very strong links with Bellshill Academy, where the majority of pupils transfer at the end of Primary 7.

The school is well supported by the local community, and shows and special events are well supported by parents and friends of the school. The school recognises the contribution that community partnership can make to enhancing the learning experiences of our pupils, developing skills for learning, life and work. During our World of Work week, a number of local business including Tesco, Co-op, opticians, self-employed parents, contributing to the school's developing the young workforce agenda. The school will continue to build on this to enhance curricular experiences.

### **What does this rationale cover?**

This rationale sets out:

- Our vision, values and aims
- Our curriculum design
- How we plan the curriculum
- How we deliver the curriculum

## Noble Primary School: Vision & Values

Working together to create a nurturing, inclusive and rights respecting community, where learning is exciting, challenging and relevant.



- To create an inclusive, safe and nurturing learning environment, where everyone is treated equally and everyone's rights are respected.
- To work together to create opportunities for our learners to develop as confident individuals, effective contributors and responsible citizens.
- To develop a progressive, challenging and meaningful curriculum, providing learning experiences that enable all learners to develop skills for learning, life and work.

- To establish effective partnerships between school and home, partner agencies and the wider community to reinforce our core values and empower our children to become successful learners
- To foster an ethos of achievement for all by celebrating personal achievements within and beyond the school community.

### Our Curriculum Design

#### **Curriculum for Excellence**

**We aim for all of our children to the following four capacities: Successful learners, confident individuals, responsible citizens and effective contributors.**

In designing our curriculum, we aim to deliver a broad, general education whilst ensuring **four different contexts** for learning to develop the four capacities.

These are:

- **Curriculum areas and discrete subjects.**

There are eight curricular areas within Curriculum for Excellence:

- Health and Wellbeing (including Physical Education)
- Literacy & Languages (including French and Spanish)
- Maths and Numeracy
- Expressive Arts (Drama, Art, Music, Dance)
- Religious and Moral Education
- Sciences
- Social Studies
- Technologies (including ICT and Food Technology)

- **Interdisciplinary learning** (known as IDL to the children)

This is a planned approach to learning which links different curricular areas to enhance learning by providing provide opportunities for challenge, application of skills and relevant contexts for learning. Pupils are encouraged to contribute to the planning of all interdisciplinary learning.

- **Ethos and life of the school**
- **Opportunities for personal achievement**

### How do we plan our curriculum?

The purpose of Curriculum for Excellence is to ensure that all children develop the knowledge, skills and attributes they will need to become successful learners, effective contributors, responsible citizens and confident individuals. A key

entitlement of Curriculum for Excellence is that all children should receive a broad general education. When planning for learning, staff should take into account the **seven principles** of:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

Curricular Areas include the following organisers:

<b>Health and Wellbeing</b> <ul style="list-style-type: none"> <li>- PE and sports</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>	<b>Expressive Arts</b> <ul style="list-style-type: none"> <li>- Art and Design</li> <li>- Dance</li> <li>- Drama</li> <li>- Music</li> </ul>
<b>Mathematics and Numeracy</b> <ul style="list-style-type: none"> <li>- Numbers</li> <li>- Money and Measure</li> <li>- Shape, position and movement</li> <li>- Information Handling</li> </ul>	<b>Literacy and Languages</b> <ul style="list-style-type: none"> <li>- Listening and Talking</li> <li>- Reading</li> <li>- Writing</li> <li>- Modern Languages</li> </ul>
<b>Sciences</b> <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>	<b>Religious and Moral Education</b> <ul style="list-style-type: none"> <li>- Christianity</li> <li>- World Religions</li> <li>- Development of Beliefs and Values</li> </ul>
<b>Technologies</b> <ul style="list-style-type: none"> <li>- Technological developments in society ICT</li> <li>- Business</li> <li>- Computing Sciences</li> <li>- Food and Textiles</li> </ul>	<b>Social Studies</b> <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>

- Craft, Design, Engineering and Graphics	
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Each curricular area is made up of a range of experiences and outcomes (Es and Os) which describe the knowledge, understanding, attributes and skills expected.

Within Curriculum for Excellence, there are five levels through which the children progress:

**Early Level:** Pre-school and P1, or later for some

**First Level:** To the end of P4, but earlier or later for some

**Second Level:** To the end of P7, but earlier or later for some

**Third, Fourth Level:** S1 to S3 but earlier or later for some

**Senior Phase:** S4 to S6

We have recently developed Curriculum Maps for each stage. This is to ensure that pupils experience a broad, general education through the four contexts of learning. Teachers continue to have the flexibility, in consultation with pupils, to respond to their current interests and ideas they would like to explore. Staff have flexibility on how they wish to deliver the experiences and outcomes over a term.

### How are we delivering the curriculum?

In planning for, and delivering learning, staff will always take account of the individual needs of all pupils. The experiences and outcomes of Curriculum for Excellence are our starting point. Teachers plan learning with pupils and often find links across learning. In addition, discrete subjects are taught using stand alone planning formats.

We monitor and track pupil progress in literacy and numeracy through standardised data, reading bands and benchmarks. Staff meet with SLT to discuss this data and to identify pupils who may require additional support. Staff evaluate progress of pupils on a bi-weekly basis and this is monitored by SLT. We have recently evaluated our process for staged intervention and will implement a new tracking system to ensure support is timely and appropriate.

We continue to look for opportunities for our pupils to develop skills through enterprise, outdoor learning, after school clubs, celebrating pupil's wider achievements and making links with local community partners to enrich pupil's experiences.

Our curriculum is also delivered through multi-stage Making a Difference groups. Pupils work in groups to learn more about Health and Wellbeing, Eco, Outdoor Learning, Fairtrade and Global Citizenship. We have recently achieved Bronze status of UNICEF's Rights Respecting Schools and we look forward to embracing the next phase of our journey. We also achieved Fairtrade status in 2016 and we are due to renew in session 2018.

We continue to evaluate and shape our curriculum to ensure that it responsive to the needs of all our children. In 2018/2019, staff will continue to work collegiately to develop approaches to learning and teaching.