

# A Curriculum for Cleish- Our Curriculum Rationale

Our shared vision is the key driver for our curriculum. As learners at Cleish, children will develop skills for learning , life and work through opportunities in the classroom and as valued members of our small, rural community. In order to achieve this we have developed a curriculum structure to allow our children to achieve their potential and to aim for excellence. We aim to prepare them for the education they will experience as they progress to secondary school and beyond. We aim to equip them with the skills and qualities they will need as members of a 21<sup>st</sup> century society.

All staff, parents and children have been involved in creating the rationale for our curriculum. Our curriculum structure is displayed in all classes and is used by teachers when planning learning and as a tool to support self-evaluation by all stakeholders at Cleish.

Curriculum for Excellence identifies key **values** for life, four **contexts** in which learning takes place, six **entitlements** for learners, seven **principles** for curriculum design and eight **curriculum areas** in which learning is organised. These values, contexts, entitlements, principles and curriculum areas are at the heart of decision-making, regarding our Curriculum Structure and Rationale.



## What Makes our School and Curriculum Unique?

We are a small, rural school with a strong team of staff who work closely together to meet the needs of the children at Cleish. Staff, children, parents and members of the wider community enjoy positive working relationships and we capitalise on these when planning learning experiences.

Children enjoy the strong sense of security, family and positive ethos. All children at Cleish have opportunities to learn together across stages through their whole school committee work and leadership responsibilities. Our learning environment is unique in that we are able to access the community field for outdoor learning and sporting activities and our children value the small size of the school.

Our children are seen as individuals and due to the structure of our composite and multi-composite classes they feel that teachers know them well.

## What do our learners experience as they progress through the school?

As our learners progress through the school, they experience a solid foundation in literacy, numeracy and wellbeing- developed through learning experiences planned by staff who know them well as learners and as people. We value a holistic approach where the child is at the centre and promote an ethos of respect and inclusion. Our curriculum is designed to ensure that children have varied experiences and can apply skills in real-life contexts, presenting and show-casing their learning in different ways to different audiences.

Teachers plan engaging and active learning experiences and children are involved in planning these and leading their own learning.

Pupil voice is valued and, during their time at Cleish, all children will have opportunities to contribute their thoughts and ideas about school improvement through assemblies and focus groups. Children in Primary 1 and 2 contribute to whole school improvement through our 'Happy Helpers', where they have opportunities to develop skills necessary to be on a more formal committee. From Primary 3 onwards, all children are members of school committees, where they contribute to school improvement and develop leadership skills.

Our learners will have opportunities to use a range of resources. We have worked with parents and members of the local community to ensure an up-to-date range of ICT equipment which children use to enhance their learning. We are mindful of the fact that we are preparing children for a world of technology which has not yet been invented and, as such, we encourage them to investigate and try new challenges.

## How do we promote equity and raise attainment?

We have high expectations for our children and work to ensure equity by using a range of data to plan targeted support and intervention. Our small size means that when children need additional support, members of staff are able to discuss strategies and share practice easily. We ensure that assessment information is up-to-date and that children's progress is tracked and monitored to ensure appropriate levels of support and challenge.

We work in partnership with other agencies and professionals to support individual children and meet their needs.

Across the school there is a focus on wellbeing so that children are able to discuss their own needs in terms of the SHANARRI indicators– Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.

We develop positive working relationships with parents and work together to plan support for children at Cleish.

