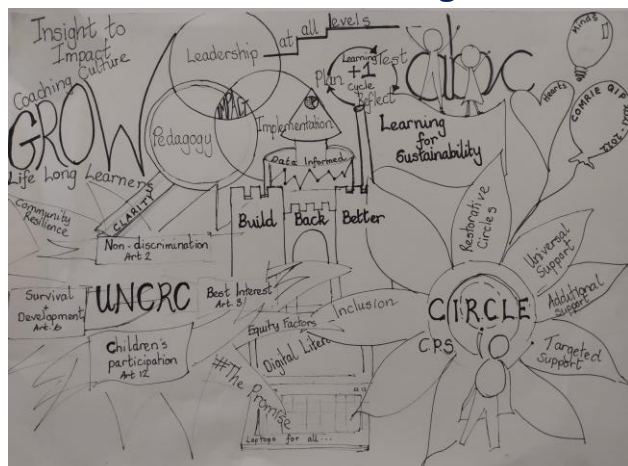


Curriculum Design



School Aim and Values



Our Aim is to ensure all our children learn in a **safe, fun and inspiring** learning environment and to foster an **I CAN** attitude.

We will do this by supporting our children to follow these **Values**.

Inclusive Creative Ambitious Nurturing
As a Right Respecting School classes create their own classroom reinforcing our school values and ensuring our children are **Respectful, Safe and Ready** for all that life has ahead of them.

Health and Wellbeing

The foundation of our curriculum. We believe if children feel, respected, safe, secure and nurtured they are able to learn and achieve. We provide opportunities for children to develop and maintain a Growth Mindset, strategies for coping with change and to develop resilience, confidence and to understand themselves as learners.

Achievements and Life Skills

Achievements are celebrated weekly during assembly and in class. House Captains and staff award house points based on our RSR charter. Each week staff can nominate children who go **Above and Beyond** with their learning for a Head Teacher hot chocolate.

Whole School learning dispositions become termly foci and allow the development of skills for life learning and work

Curriculum Rationale "Teaching Hearts and Minds"



Our Curriculum is designed around what we want our children, **To Be, To Know and To Understand**

Interdisciplinary Learning

Children experience at least eight contexts for learning throughout their year. The contexts for learning follow a three year cycle. We build on our core skill foundations in health and wellbeing, literacy and numeracy through our wide range of rich learning contexts and learning experiences, providing children with a breadth and depth to their knowledge and understanding.

Ethos and Life of the School

Our Staff Charter forms the basis of Ethos and Life at Comrie Primary. All our children are members of one of our responsibility groups. In addition we have our Pupil Council and House Captains. Children recommend extra curricular clubs and volunteer to lead these. Our senior children go Down the street, once a week helping make links with the community as they purchase their lunch.

Learning Community

Our learning community consists of everyone who has a stake hold in our children's learning. We actively encourage partnerships with our learning community to enhance the learning experience of all of our children. We have many links within our community most notably with wild Hearth Bakery

Curriculum Areas and subjects

Core Learning:- Health and Wellbeing, Literacy, Numeracy.
Social Studies
Science
Technologies
Music and P.E Specialists
Expressive Arts
1+2 Languages French and Makaton
Religious and Moral Education

Community Learning

- From Primary 1 children are allocated buddies. This is a key part of building our class learning communities
- Community needs to be recognised and nurtured in order to develop
- Community is not the sole responsibility of the practitioner. It is a responsibility shared by all members of the community.
- Community is so important that we should and must spend time building it and maintaining it.
- Community membership requires compassion, honesty, courage & skill

Experiential Learning

- Experiences should be designed to reflect the needs of the learner.
- Experiences should be real and important.
- Experiences should promote active learning.
- Experiences should provide an appropriate level of challenge and risk-taking.
- Experiences should provide rich contexts for incidental learning to occur.
- Experiences should be viewed as connected cycles of learning events.

Quality Learning

Quality is a reflection of our school's I CAN values. High expectations should embody all that takes place within our learning community.

Learning and Teaching Our Pedagogical Approach to Learning

Embedded within our Rights Respecting School ethos our Pedagogical approach is based on the core principles of Designing the Learning; community learning, reflective learning, problem based learning, experiential learning and quality learning.

These approaches provide the platform for our children to develop the key learning powers of respect, responsibility, resourcefulness, reciprocity and resilience. encouraging creative and independent learners who can learn for a better world.

Reflective learning

- Reflective learning is nurtured best in safe, non-threatening environments.
- Reflective Learning opportunities must be personalised and varied.
- The information that feeds reflective learning must be accurate and reliable.
- Reflective Learning is promoted by multiple perspectives.
- Reflective Learning must occur at all stages of the experiential cycle.
- Time spent on reflective learning is a wise reallocation of instructional time
- Reflective Learning is embedded in a formative assessment (assessment for learning) context.

Problem Based Learning

- Have a clear design focus
- Design with your learners in mind
- Design for relevant contexts.
- Design for collaboration.
- Design for Authenticity
- Design for Developmental Growth
- Design for Life-Long and Self-Directed Learning

Forest Schools Programme

- Starting in nursery all of our children have the opportunity to visit the woods once a week.
- This continues into Primary 1 and 2
- Once in Primary 3 the children will receive a block of forest schools at least once a year

Journeying

The skills the children acquire as part of their Learn Wild experiences should ultimately lead them to being able to plan and undertake their own "Journey" by what ever means they feel most appropriate

e.g Hill Walking, Cycle trip, Paddle Board, walk

John Muir/Jass/Hi Five Award

This is completed by children in Primary 5/6 or 7 and takes place every second year. The setting for this award can be any local green space.

It requires completion of a learning plan and submission of children's learning journals so that an award can be received

Transport

When taking learning outdoors we consider the use of local transport links and the offer of free bus transport for all children. All transport should be booked by a member of the Admin staff.

- Train 2 adult free
- Historic Scotland bursary
- Local bus service
- Woodland trust free travel bursary
- Parent Council Subsidy

Taking Learning Outdoors "Learn Wild"

Regular access to a safe and stimulating outdoor space provides an opportunity to deliver all aspects of the formal, informal and hidden curriculum in a way that meets the needs of our children and young people for hands-on experiences and physical activity. The core values of our Curriculum echo the key concepts of outdoor learning: challenge, enjoyment, relevance, depth, development of the whole person and an adventurous approach to learning.

Residential Trips

- All children have at least one opportunity during their time at primary school
- All residential trips must be approved by Perth and Kinross Council
- Currently the primary 7 residential experience takes place in May to Dalguise.

School/grounds

Staff are encouraged to make best use of the outdoor learning environment within our own school grounds. Considering taking learning outdoors when appropriate

- Back park
- Rewilding Area
- Loose materials
- The CRUB

Local Area

Staff should familiarise themselves with our local area and use this to enhance learning

Library, Local Woods and Weir, Earthquake House, Shakey Bridge, Dalginross, Culty Braggan, Laggan Park, Fire station, Melville Monument, Comrie Croft, Tomna'ha

Day Long Experiences

- Staff are encouraged to seek out opportunities to enhance children's learning experiences through school excursions linked to their learning contexts
- We undertake a Whole school trip once every two years linked to learning contexts
- All school trips should have an Evolve and risk assessment completed prior to departure and signed by a member of the senior management team

Formative Assessment AIFL

Formative assessment is the essence of quality teaching and learning. Staff should use progression frameworks to identify children's targets and next steps.

Whole school AIFL tools and strategies include:

The strategic use of questioning

Questioning is used not only as a pedagogical tool but also as a deliberate way for the teacher to find out what students know, understand and are able to do.

Effective teacher feedback

Effective teacher feedback focuses on established success criteria and tells the students what they have achieved and where they need to improve. Importantly, the feedback provides specific suggestions about how that improvement might be achieved.

Peer feedback

Peer feedback occurs when a student uses established success criteria to tell another student what they have achieved and where improvement is necessary. Again, the feedback provides specific suggestions to help achieve improvement.

Student self-assessment

Student self-assessment encourages students to take responsibility for their own learning. It incorporates self-monitoring, self-assessment and self-evaluation.

Formative use of summative assessment (SNSAs)

Summative assessment is a necessary aspect of education. Formative use can be made of the information, both before and after the assessment event.

Summative Assessment

Through in school, local and national groups assessment, moderation allows Pupil's Achievement of a level to be reported upon with greater validity and reliability. Teacher Judgement of Achievement of a Level will be reported upon for children in P1, P4 and P7 three times a year in November, February and May. Class trackers will be updated and impact meetings will take place at the same summative points.

SNSAs will take place for children in P1, P4 and P7 in January or May.

High Quality Contextualised Learning Assessments should be completed for literacy, numeracy and IDL throughout the session.

SWST, GMWP and STAR reading assessments take place in August, January and May. Big writes will take place each term and the moderated piece will be placed in the writing anthology. My Maths allows tracking of pupil's numeracy performance but pre and post assessments should be completed for each maths learning context.

Assessment, Profiling and Reporting

These processes are undertaken in partnership with pupils, parents and staff to ensure everyone is aware of children's attainment and achievements

Tracking and Monitoring

Impact meetings will take place three times a year. Staff should have completed the class tracking spread sheet before the meeting. At each meeting pupil progress in learning and how to support and challenge individuals will be discussed. A snap-shot of children's effort and attainment is captured in the three termly reports.

Reporting to Parents

Reporting to parents takes many forms.

We have two formal reporting to parents evenings, November and March. These allow parents the opportunity to look around children's classrooms and view their profiles prior to meeting the class teachers.

GROW conversations take place with children at least termly and the outcome of these shared on the child's profile

Throughout the session there are whole school and class showcase events to report on learning to parents.

In June the parents are issued with their child's my year of learning report.

Pupil Profiles

The e- profile, See- Saw, is a summary of the learner's best achievements both within and out with school and a statement of the skills developed by the learner. The profile should support learners in an awareness of their skills and those they need to develop. Children's profiles are available to parents all year round to be commented upon and added to. The see-saw protocol provides more information on expectations

Achievement, beyond formally assessed learning in the classroom, is an integral part of CfE. It can take a range of forms such as the John Muir Award scheme, voluntary work and participation in sport, the arts or other activities in the community. This type of achievement should be captured in a learner's report and profile.

Medicines

Perth and Kinross Medical policy should be adhered to at all times. This includes parents completing medical consent forms for all prescribed medications. Children who have long term medical arrangements should have this recorded and updated as part of their care plan

Inhalers and Epi Pens must be kept with the class at all times. This includes being taken to the hall during lunch, P.E and Assembly.

Secure Entry

All doors and gates must remain closed once children are in school. Adults only should be responsible for opening these doors.

Sight or voice recognition should have taken place before anyone is allowed to enter our school. Any unfamiliar visitors should be provided with a visitors badge.

Fire Safety

All classrooms should have their fire safety plans clearly displayed. Children should be made aware of their exit routes from all learning environments in our school.

A fire safety test will be undertaken each term including one of these from the Church Hall. Children should be made aware of where to muster. Staff will be allocated roles to carry out in the event of fire.

Risk Assessments

A Whole School risk assessment is reviewed by all staff at the start of every session.

Dynamic Risk Assessments must be undertaken at all times and throughout any activity or trip

From nursery age, children should be involved in risk assessing any activity or trip they are about to participate in prior to departure.

In line with Perth and Kinross policy, staff must complete appropriate risk assessment paperwork and have this signed by a member of the senior leadership team.

- Ratios 1-10 for P1-7 children
- 1-8 for nursery

Safe Guarding
Children will view our rights
respecting school as a happy and
safe place to learn.
All of our children will feel
valued and listened to.

Child Protection

All staff undergo annual Child protection training. The school has two named child protection officers. Heather White and Fiona Weston. For volunteers to work with children unsupervised they must have a full PVG.

Allergies and Intolerances

All children's allergies should be recorded and on display in the classroom and at the front of the class essential information folder.

Special allergy menus are created following a meeting between catering and the parents.

Health and Wellbeing

GIRFEC and the principles surrounding this ensure that children's wellbeing is always kept at the fore front of our mind.

As part of the CIRCLE programme Universal support strategies are in place in all learning spaces. These include calm boxes, wellbeing walls, daily emotional check'ins and circle times allowing staff to keep a barometer on children's wellbeing.

The Edinburgh Resilience programme is used in all classes, as a universal strategy to support independence and resilience, alongside the Emotion Works programme to support the development of emotional literacy amongst all pupils. Targeted support programmes include Kit Bag and Big Life Lesson used to support groups of children who have increasing difficulties with their wellbeing. All children will participate in their RSHP programmes throughout the session including internet safety.

Emotional Health and Wellbeing

- Healthy Start and Finish
- Rights Respecting Schools
- Circle Time
- Resilience Programme
- Emotion Works
- Restorative Approaches

Social Health and Wellbeing

- Charters
- Rights Respecting School
- SHRE
- Feel Think Do
- Internet Safety

Physical Health and Wellbeing

- 2 Hours of P.E
- Activity Miles
- Down the street
- Extra Curricular Clubs

Numeracy:—Our numeracy phases are used for tracking, assessing and supporting children's progress in numeracy. Concrete material should be introduced and children's use of this encouraged at all stages.

My Maths, White Rose, SPMG and TeeJay resources should provide material to support teaching and learning of numeracy

Reading:—Our School follows a reading diet and is currently a silver Reading School.

Reading for enjoyment— This is promoted through our accelerated reading scheme. All children should have a realistic termly target set and be rewarded for achieving this. Regular visits to the local library should be encouraged alongside, snack and stories 10.30am, - 10.45am

Reading for information - Topic related use of SCRAN and reader view when using the internet helps support reading for information. The immersive reader function on Office 365 and seeing AI should be used to support children with literacy difficulties

Guided Reading Session -These follow the pedagogical structure provided by reciprocal reading, wordsmith and literacy shed.. All children will participate in weekly guided reading session ensuring texts are chosen at instructional level (95% fluency) for both fiction and Non -fiction. A Connectors block should feature for P4-7.

Annual Whole class novel or film study study (Into film materials used to support this)

Focus on Poetry and Scots Texts as part of a Reading diet
Reading is celebrated during World Book Day, National Book Week and World Poetry Day. Whole school activities are organised by our Reader Leaders and supported by teaching staff.

Curriculum Foundations

All children will leave Comrie confident in their numerical, mathematical, and literary capabilities.

They will have the confidence to articulate their skills and abilities and know what and when to employ known strategies and tools.

Our children will apply their knowledge, skills and abilities in a wide range of situations with confidence.

Writing:—Children's writing should be inspired by learning context and cover a range of functional, personal and informative. Writing Trackers and Rubrics, from the explicitly teaching writing should be used to track and plan children's progress in all aspects of writing. Genre Rubrics are used to support assessment of genre progress and to ensure children know where they are at and where they need to go next. Children will be encouraged to produce high quality written work at all times that will meet the agreed writing standard, displayed at the front of every child's literacy jotter. All children will be encouraged to receive their Pen licence by the end of first level.

Spelling follow read write inc phonics progression and the [wrap around spelling lists](#)

Maths:—Opportunities should be sought to provide contextualised learning of maths and application of mathematical knowledge e.g during committee times
Whole school mathematical focus weeks will take place annually, including financial education week
The progression pathways and frameworks, should support children's mathematical skills progression
Talk maths should be used at all stages to support development of mathematical confidence. Paired maths should be used from Primary 4 to support continued development of children's mathematical literacy
Holistic maths assessments should be used regularly to assess progress in range of mathematical concepts.
Mathletics Rich Tasks resources can support assessment in this area.

Listening and Talking:— Nursery children are taught talk gym gestures to support effective talking and listening as part of a group. These should be built upon as children progress through the school using Designing for Learning collaborative group skills. Every year children should produce a talk that is presented to their class, marked using the talking and listening rubric. Each child will have the opportunity to talk to a large audience at least once every year through participation in school shows or performances.

Debating and persuasive speaking skills will be taught from the start of second level with opportunities for the children to apply these skills sought.
All children will participate in an Annual Scots Poetry competition run in January.



Lesson Sequence
The learning journey



I do
Teacher modelling-explaining



Scaffolds
Supports to prevent cognitive overload



What makes 'beautiful'?
Working backwards from desired outcome



Teacher Clarity
Pedagogical content knowledge



We do
Probing-Questioning-discussion



Key feedback points
Learners \leftrightarrow Teacher



Prior knowledge
Activate and assess what learners
know already



You Do
Opportunities for learners to think hard while
practising



Revisiting
Retrieving and spaced testing

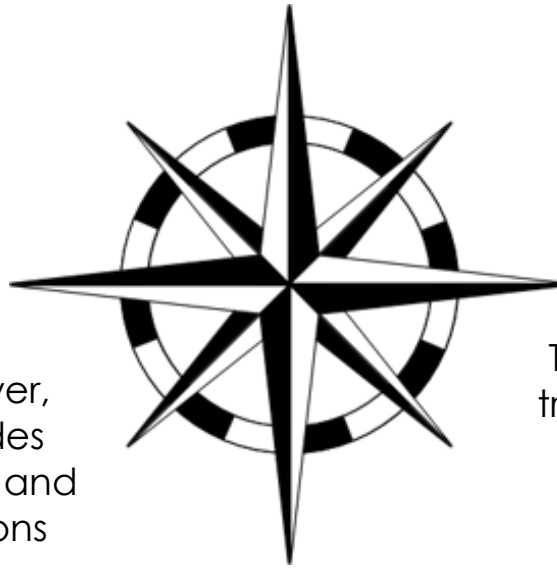
Development Compass Rose

Natural

These are questions about the environment – energy, air water, soil, living things and their relationships with each other. These questions are about the built as well as the natural environment

Who decides?

These are questions about power, who makes choices and decides what is to happen; who benefits and loses as a result of these decisions and at what cost.



Economic

These are questions about money, trading, aid, ownership, buying and selling

Social

These are questions about people, their relationships, their traditions, culture and the way they live. They include questions about how, for example, gender, race, disability, class and age affect social relationships.

Planning for Assessment

Planning for assessment is an integral part of the planning cycle. The Mark Burns Thinking Map should be used to support this planning process. Staff should use progression pathways in all curricular areas to plan for the intended learning.

Children's involvement in their planning should ensure that they are aware of their targets and next steps. For literacy and numeracy this should make use of the target wheels displayed in classes. This allows their see-saw to be updated with greater ease as the children can take on responsibility for reflecting on their progress. Children should be making regular entries into their pupil profiles for parents to view.

When planning IDL topics children should be involved in forming Big Questions and Little Questions. The Developmental Compass Rose should be introduced to support the children in creating High Quality IDL questions. A high quality assessment task should be designed that allows staff, children and parents to assess what they are able To Do, To Know and Understand, and To Be not just what has been taught. The opportunity to apply their skills must be integrated. The use of Blooms Hierarchy can be very helpful here.

Planning for Numeracy and Maths

Staff should complete a holistic numeracy plan for each maths group clearly setting out what benchmarks the children are working towards and the holistic assessment that will allow their progress to be assessed.

The numeracy phases can be highlighted for the numeracy element of that has to be covered for each numeracy group. These plans should all be handed on in August.

All children should have a clear set of "learn its" to cover again these can be highlighted and dated.

Mathletics keeps a record of units covered and the children's results.

Weekly Planning

- These should be dated
- The current weekly plan will be prominently displayed in the classroom or available on the class planning padlet
- It will show 5 days planning with slots of time, curricular areas to be covered with clear learning intentions not just activities
- The plan will show the literacy and numeracy differentiation, concepts to be taught and whether these are independent, group, or whole class activities.
- The weekly plan will show where support is in the classroom PSAs and SfL teacher etc
- Weekly evaluations for literacy and numeracy will be completed on the block plans or on the weekly plan. If all learning outcomes have been overtaken then notes just need to link to the exceptions

General

Plans should be available either on the class planning padlet or in classrooms at ALL times

If planning involves highlighting. The following colours should be used

Orange - this work will be ongoing all year

Yellow - term 1

Blue - term 2

Pink - term 3

Green - term 4

Planning for Literacy

Staff should complete the yearly overview for literacy planning for each class. This should outline what the core reading, writing and listening and talking focus is for each block of learning.

For groups within your class, staff may wish to complete or have their own phonics plan or reading overview for guided reading groups.

A record of writing genres covered should be kept and recorded on the writing overview sheet with Holistic writing assessments kept in the writing assessment folder following each Big Write.

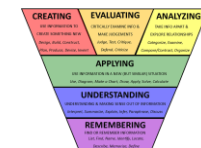
A similar record should be kept of what genres have been covered in reading. These should be dated/ highlighted accordingly.

Wrap around spelling lists should be used and kept for each spelling group, highlighted accordingly.

Planning for IDL

Following agreement of the whole school question a context plan should be completed outlining the key curricular areas to be covered and assessed. In partnership with the children, big and little questions should form the basis of their IDL learning.

The Developmental Compass Rose and BLOOMS should be used to support developing Global Citizenship and Higher order thinking skills.



Each class will have a 4 learning contexts display which records the curriculum coverage throughout the session. This is added to throughout the session and provides a visual record of the class' learning journey.

Classroom Surfaces

Classroom surfaces should remain clutter free. Children should be provided with a clear space to store their belongings to prevent clutter on their work space. Staff work stations should set a good example.

All storage areas should be clearly labelled to make tidying easier.

Displays

All displays should support the learning that is going on in the classroom. These should be up to date and purposeful. They should have a clear heading and any work on walls should have the child's name clearly displayed. It is expected that from nursery children will be able to tell any visitor to their classroom what is on the wall and why it is there. When creating display please ensure calming colours are chosen.

Labelling

Comrie endeavours to provide a learning environment that supports inclusion and equity. In support of this all resources should be clearly labelled with the picture and word of the item.

Children's jotters should all be labelled with children's first and second name and their class.

Storage Areas

It is crucial that all staff members contribute to the tidy and cleanliness of all of the storage areas in the school and classroom.

P.E. resources are kept in the P.E cupboard in the playground and this should not be accessed by children.

Learning Environments

Comrie endeavours to provide a learning environment that supports inclusion and equity. Our learning environments should always be selected or designed to support high quality learning experiences whether that be indoors or outdoors. Resources should be of good quality and easily accessible to promote learner independence.

(See learning Inclusive Classroom Audit Toolkit)

School Grounds

Our School grounds are a key learning resource. Each class has responsibility for a raised bed are encouraged to follow the planting plan as a key part of the curriculum learning and teaching.

Staff Room

This can be used as a learning space. Please could staff all tidy up after they have eaten their lunch, or snack to ensure that this learning environment remains pleasant for all users.

Temperature

This is controlled by Perth and Kinross. Staff should use CO₂

monitors to support regulating classroom temperatures and to prevent having windows open all day in cooler temperatures.

The White Church

This is run and maintained by the White Church hall committee, however staff and pupils are encouraged to respect this learning environment ensuring that lights are turned off on departure, and toilets checked to ensure that this remains a pleasant environment for all hall users.