

Alloway Primary School

Overarching Curriculum



Statement

AUGUST 2024





The curriculum at Alloway Primary is currently evolving to reflect and respond to the needs of the school, the local authority and the Scottish Government, taking into account our non-denominational dimension and making an advantage of its unique historical and cultural status. We have taken a Thematic Approach to the curriculum which is underpinned by exploration of the Refreshed Curriculum; as well as the fundamental teaching of Literacy, Numeracy and HWB and we employ quality questioning to build upon our approaches to teaching and learning supported by the use of higher order questioning. The curriculum will be unique and contextualised using meaningful links for learning from the locality, children's interests, topical issues, teacher passions and current events. Skills, both academic and personal, will be at the heart of how and what we deliver. The curriculum will be designed to give purpose and the structure is to be cohesive in order for a child to further recognise the transfer of skills.

Refreshed Curriculum

	<p><i>Staff need to be involved with making our curriculum. There is a focus on knowing their learners' well, focus on the big ideas, know the support needs within the class and using practical approaches. Staff are encouraged to be part of meaningful learning networks in school, the cluster, local authority and nationally through Education Scotland.</i></p>
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Exploring the Four Capacities

Staff should revisit the *Totality of the Curriculum* and focus on the development of the four capacities within their curriculum.

<p>Confident individuals with</p> <ul style="list-style-type: none"> • self respect • a sense of physical, mental and emotional wellbeing • secure values and beliefs <p>and able to</p> <ul style="list-style-type: none"> • relate to others and manage themselves • pursue a healthy and active lifestyle • be self aware • develop and communicate their own beliefs and view of the world • live as independently as they can • assess risk and make informed decisions • achieve success in different areas of activity 	<p>Successful learners with</p> <ul style="list-style-type: none"> • enthusiasm and motivation for learning • determination to reach high standards of achievement • openness to new thinking and ideas <p>and able to</p> <ul style="list-style-type: none"> • use literacy, communication and numeracy skills • use technology for learning • think creatively and independently • learn independently and as part of a group • make reasoned evaluations • link and apply different kinds of learning in new situations 
<p>Effective contributors with</p> <ul style="list-style-type: none"> • an enterprising attitude • resilience • self-reliance <p>and able to</p> <ul style="list-style-type: none"> • communicate in different ways and different settings • work in partnership and in teams • take the initiative and lead • apply critical thinking in new concepts • create and develop • solve problems 	<p>Responsible citizens with</p> <ul style="list-style-type: none"> • respect for others • commitment to participate responsibly in political, economic, social and cultural life <p>and able to</p> <ul style="list-style-type: none"> • develop knowledge and understanding of the world and Scotland's place in it • understand different beliefs and cultures • make informed choices and decisions • evaluate environmental, scientific and technological issues • develop informed, ethical views of complex issues 

Within our planning there needs to be a focus on the four Contexts of Learning and Curriculum Entitlements



Curriculum Entitlements

Children and young people's rights and entitlements are central to Scotland's curriculum and every child and young person is entitled to experience:

- a curriculum which is coherent from 3 to 18
- a broad general education, including well planned experiences and outcomes across all the curriculum areas from early years through to S3. This includes understanding the world, Scotland's place in it and the environment, referred to as Learning for Sustainability
- a senior phase after S3, which provides opportunities to attain and achieve, including to study for qualifications, awards and other planned activities to develop the four capacities
- opportunities for developing skills for learning, skills for life and skills for work
- opportunities to maximise their individual potential, benefitting from appropriate personal support and challenge
- support to help them move into positive and sustained destinations beyond the school.



Transfer of Skills

Our expectation for children is that the skills they learn will transfer into all aspects of their learning. By embedding Literacy and Numeracy skills we will expect to see these consolidated throughout all their learning. The focus on 'Skills for Life and Work' will be again throughout their totality of learning and will take account of the skills described in 'Developing the Young Workforce.' There will be a focus on developing Meta-skills through our assemblies and classroom learning. Children's achievement of meta-skills will be celebrated through our Achievement Assemblies. Meta-skills will be seen as life long skills that children gain and develop as they progress in life.

We will endeavour to broaden learning in school and out of school time by communicating the learning journey to children and parents effectively. There will be a digital record of their learning throughout the school using Learning Journals through class stories and children will keep a personal profile which is directly linked to their personal targets.

Benchmarks

- SAC Literacy and Numeracy progression frameworks identify skills, linked to the E&O's and Benchmarks.
- Learning and teaching is planned to the E&O's and assessment created in line with the Benchmarks.
- High Quality Assessments are created with carefully bundled outcomes. Assessment data and evidence is used to support teacher judgements of progress through, and achievement of a level.

How we Plan at Alloway

- We have moved to online planning using Microsoft Teams and OneNote.
- All master documents are saved within the Content Library and each stage and class has their own Collaboration space where planning documents are edited and saved.
- These are organised in curricular areas.

Long term planning

- Teaching & learning across all curricular areas will be outlined for the year, in collaboration with your stage partner within a Yearly Overview. This details coverage across the year, as well as important dates and opportunities for learning within the 4 Contexts.
- Long term plans demonstrate the Experiences & Outcomes and skills to be covered as well as pace and coverage across a level. Literacy and Numeracy

E&O's and skills are highlighted for each term using designated colours (RAINBOW).

- E&O's in all other curricular areas are mapped out across a level to ensure breadth, depth and challenge.

Medium Term Planning

- Medium Term plans are created through consultation with colleagues and pupils, using outcomes and skills identified in curricular maps.
- Assessment is planned and identified at this stage.
- Medium term plans are created on agreed Alloway template and stored within each curricular area folder.

Short Term Planning

- Weekly plans will identify teaching and learning experiences for the week, using agreed Alloway template.
- This will be modified each week on OneNote to suit the needs of all children.
- Weekly plans should be arranged into termly folders.
- Teachers will plan daily using a self-determined format which best suits their needs.

*Learning Intentions and Success Criteria will be identified within either medium or short-term plans.

Planning/tracking periods

Staff should plan in 3 periods. Staff should complete forward planning for these periods. Timetables for planning and tracking conversations will be issued nearer the time. See school calendar for identified weeks.

- Term 1/2 - Aug - Nov
Planning and tracking conversations will take place in Term 1
- Term 2/3 - Dec - February
Planning and tracking conversations will take place at the start of January
- Term 3/4 - March - June
Planning and tracking conversations will take place in May

Literacy



All children receive quality teaching in Reading, Writing and Talking and Listening on a daily basis amounting to at least a fifth of the weekly timetable.

This session we will be working alongside the South Ayrshire reads Team to develop our phonics, spelling and reading programme in line with the Science of Reading. All

staff are receiving appropriate training in order to fully embed this approach throughout the EYC and school.

Reading


We constantly look for opportunities to provide children with experiences to read widely and often. We have established strong links with our public onsite library and classes visit weekly. Gillian White, our librarian is very keen to support learning and will work with teachers to provide experiences and resources to promote a love of reading.

We use a wealth of approaches in Literacy including decodable texts, novels, comprehension activities and Literature circles to promote higher order reading and questioning skills and comprehension of text.

Teachers drive the curriculum through a whole-class text or novel which relates to the thematic topic; and a range of genres are taught in units through this text. Thus, children become immersed in text from an early age and are increasingly aware of a range of authors.

We celebrate world book week and invite authors in to read and work with children. Teachers should read to their children regularly. Parents need to be informed of their child's progress and next steps on a regular basis and this is done by sharing targets and feedback about progress.



 **Writing** is taught explicitly to enable children to develop skills in grammar, spelling, structure, and extended writing. Children are provided with opportunities to practice writing skills across the curriculum, to write journals or news bulletins using blogs etc. with a focus on current affairs. Children are encouraged to self and peer assess to success criteria; children should have the opportunity to edit and redraft work. A range of approaches are used to develop writing, such as Talk for Writing, Big Writing and Structured writing. As children are taught initial sounds, they will learn how to form letters correctly.

Modern Languages

In line with Scottish Government's 1+2 Approach to learning modern languages in the primary, we offer pupils a wide range of teaching and learning experiences. French is our L2 (taught from ELC to P7). In line with our agreed cluster approach, Spanish is our L3 (taught from P5 to P7). We have timetabled MLa lessons from P1-7. We also use an embedded approach where pupils are exposed to French language, starting with morning routines and continuing throughout the school day. This session there will be a

focus on languages during most NCCT time, delivered by Mrs Martin. Planners will be created and shared with staff. Class teachers should continue with modern languages within their classroom, particularly for routines.



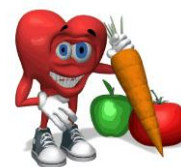
Mathematics and Numeracy

All children receive high quality teaching in numeracy and mathematics. Each class should spend 6 hours weekly on numeracy and maths to ensure children are confident and make progress at pace. Skills are revisited often to aid retention. We teach numeracy for understanding rather than rote learning. A range of concrete, pictorial and abstract approaches are used to ensure learners have a full understanding of learning. Children explore a variety of approaches to solve calculations confidently and efficiently, rather than simply learning processes. Learners are given the opportunity to apply skills in a range of contexts across the curriculum, linking learning to the real-world, for example gaining skills in profit and loss during an enterprise project. We celebrate our learning in numeracy through numeracy celebration days and encourage engagement using digital technologies. Learners are encouraged to engage in online numeracy competitions. Teachers encourage a positive maths mindset where mistakes are seen as learning opportunities and where all learners are capable mathematicians.

RME - children receive RME teaching linked to stage or whole school agreed themes. This is a programme based on Christian and other World Religions but has been adapted to meet the needs of our school community. We therefore encourage children to gain a deeper understanding not only of Christianity, but also of other faiths and religious beliefs. We hold assemblies led by children from other world faiths and look at the work of charities and aid work.



Health and Well being - this is taught in all classes through a range of approaches, primarily using the indicators of the SHANNARI; but also supplementing it with other resources such as Rise Resilience, CCK, Anti-Bullying, Bike ability, e-Safety, and Road Safety. HWB planners are in place- E&O'S, SKILLS AND Benchmarks have been mapped out across levels to ensure breadth and depth.



The school nurse is involved in supporting pupils and will provide support to class teachers, if requested, when delivering sexual education and puberty.

We are a Rights Respecting School. We adhere to the UNCRC and this is evident in our school. We have achieved Gold Level reaccreditation and our class, play and corridor charters are important in setting the tone and expectations in each class. We have to work at being respectful and ensure our noise levels are healthy and conducive to learning.

PE- children **must** receive at least 2 hour of quality PE from teachers each week; and these must be quality lessons building skills from an agreed programme. We aim to encourage healthy life-styles and children participate in a range of sport, physical activity, dance and outdoor play.



Social Studies

Through social studies, pupils develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and of how it has been shaped. As they mature, children's experiences will be broadened using Scottish, British, European and wider contexts for learning. Pupils learn about human achievements and about how to make sense of changes in society, of conflicts and of environmental issues. With greater understanding comes the opportunity and ability to influence events by exercising informed and responsible citizenship.



Outings and invited guests enhance this programme and staff are encouraged to ensure bundled outcomes are relevant and cohesive. Children are consulted at the start of each block of learning to capture their voice and ensure their ideas are in the planning and delivery.

Science

The science curriculum provides a range of different contexts for learning which draw on important aspects of everyday life and work. Through science pupils will develop their understanding of planet earth, forces and electricity, the properties and uses of materials, body systems and current scientific news items. All teachers should look for opportunities to make links between the sciences and with other curriculum areas are made in order to foster deeper, more enjoyable and active learning. We have a planner which is split into Planet Earth, Forces, Electricity and waves, Biological systems, Materials and Topical Science and each stage has identified outcomes which must be covered to allow the children to build their knowledge and understanding. We refer to SAC Frameworks to ensure we are covering skills and assessing benchmarks.



Expressive Arts

This heading covers Art and Design, Music, Drama and Dance. The inspiration and power of the arts play a vital role in enabling pupils to enhance their creative talent and develop their artistic skills. Learning in the expressive arts also plays an important role in supporting pupils to recognise and value the variety and vitality of culture locally, nationally and globally. Curricular maps ensure breadth and progression across levels.

In Term 2 the Nativity is produced by the infant department and the summer show is the collective work of the upper stages in term 3/4. The outcomes and experiences are reflected in the planning. This is an inclusive show that is curricular based and includes all children from P4-7. There is also a focus on enterprise, budgeting, advertising and sound and light production. This is a real community backed project.



Drama

Through drama, pupils have a wealth of opportunities to be creative and to experience inspiration and enjoyment. Their acting and presenting skills are developed through participating in scripted or improvised drama. Pupils will also have opportunities to evaluate their work and the work of others.

Art and Design

Through art and design, pupils have rich opportunities to be creative and to experience inspiration and enjoyment. They explore a wide range of two and three-dimensional media and technologies through practical activities and create, express and communicate ideas. Their studies of the works of artists and designers enhance their enjoyment and deepen their knowledge and understanding. We ensure our displays include pupil voice, UNCRC, Sustainability, learning outcomes and peer assessment and self-assessment. We take pride in the presentation of pupils work and refresh our displays regularly. Each teacher has their own external display area to show their work to the school and wider community. Work should be mounted and shown off to a high standard- taking a pride beyond your own room. Please ensure displays have pupil voice as well as a description of the work.



Dance

Through dance, pupils have opportunities to be creative and to experience inspiration and enjoyment. Taking part in dance also contributes to their physical education and physical activity. Children develop their technical skills and the quality of their movement, and use their imagination and skills to create and choreograph dance

sequences. They further develop their knowledge and understanding of dance through evaluating their work and the work of others.

Music

Children also have many opportunities to enjoy musical activities where they will develop singing, music making using percussion and experience music appreciation. We have a school choir that meet to prepare for our Services and the opportunity for children to learn to play string, wind and brass from music specialists who visit the school each week. Throughout the school year we organise a range of activities which encourage pupils to participate in music, art, craft, dance and drama. We also take the children to see live theatre and have an orchestra visit our school. Part of the music programme is delivered through NCCT with Mrs Herbert. She is under-taking additional training in music and will be working on updating our music plans this session. Class teachers will still continue to teach aspects of music.

Technologies

The technologies curriculum provides a range of different contexts for learning that draw on important aspects of everyday life and work. It includes creative, practical and work-related experiences and outcomes in business, computing science, food, textiles, craft, design, engineering, graphics and applied technologies. CLPL opportunities will be available to help take this forward. We have been well supported by Amanda Pickard who is the SAC Development Officer for Digital Technologies. She will continue to work alongside classes to upskill staff and pupils. There should be a focus on Computing Science.



Learning in the technologies provides a strong foundation for the development of skills and knowledge which are, and will continue to be, essential in maintaining Scotland's economic prosperity. We follow the SAC Technologies Skills Framework which this session takes account of the Experiences and Outcomes in Technologies and the new Benchmarks.

Learning in the technologies will help pupils:

1. develop an understanding of the role and impact of technologies in society
2. take responsible, ethical actions
3. gain the confidence and skills to embrace and use technologies
4. be capable of making reasoned choices relating to the environment, sustainable development and ethical, economic and cultural issues.

Information Technology skills are developed through a progressive programme of work from EYC - P7. IT is also used to support and enhance learning within other curriculum

areas. Alloway Primary school is part of the South Ayrshire Network and has filtered access to the internet and an internal e-mail facility. There are at least 2 networked PC's and a Smart Board and digital projector to support interactive teaching and learning in each classroom. Each class also has timetabled access to our impressive and extensive Media Suite/Library which has 30 networked PC's and a Smart Board and digital projector. Internet safety is a priority. Staff adhere to our agreed policy at all times please and teach this routinely as well as a focus on internet safety week. Learning in Technology is so important and this year there needs to be a focus on Food Technology. Computing Science is also an area of focus and skills are addressed through the SAC skills framework.

STEM is now embedded in our technology programmes and we continue to foster links with industry and take part in the Young Engineers project and Knex challenges. STEM should be an integral part of your planning.

There is a continued focus on Developing the Young workforce where staff focus on the entitlements and I can statements. We use our parent body and community to support this work and are supported well by the Chamber of Commerce.

Support for Learning



Staged Intervention known as STINT

For children who are not making expected progress or have an identified needs, they may receive 1-1 or group intervention outside normal whole class teaching such as additional literacy or numeracy. Children who are very able, gifted and talented are also given individual plans to ensure appropriate challenge and pace.

For some children, individual support may be required during parts of the school day and this should be written into their STINT plan.

These plans are reviewed in September, February then evaluated in June again at transition planning time. These plans should be shared with parents by class teachers and regular reviews will be organised by the Head Teacher who is the pupil support coordinator to discuss progress and plan appropriate supports.

All paper work should be given to the Lead PT/HT and an up to date copy stored on the shared area . This is very important. Support staff should be aware of all specific targets and strategies and be involved in tracking progress of targets.

Dates have been agreed for preparation of this paper work. See annual planner.

It is essential that the child and parents views are caught and acted upon.

English Additional Language (EAL)

An EAL teacher assists pupils for whom English is a second language by developing their acquisition of English and supporting their access to a curriculum taught in English. An EAL teacher operates in a consultative role with class teachers to ensure bilingual pupils are appropriately supported across the curriculum. On occasion, as need arises, small groups of children or individuals with EAL may be extracted for specific input. The allocated teacher will produce an action plan which teachers should contribute to also. This should be shared with parents and pupils as appropriate.

Homework

Homework is encouraged for all year groups, whether it is reading at home, practising spelling and multiplication tables or number bonds, or completing enquiry-based projects or research. We also provide materials for practical activities and challenge homework grids are suggested throughout the upper school. Children are also given login details for Sum Dog challenges as well as the Literacy/Spelling Shed and Bugclub.



Outdoor Learning

Outdoor experiences enhance the curriculum by providing opportunities that children cannot receive from the indoor setting. Each activity relates to an outcome and experiences are planned.

Outdoor Learning **must be** reflected in your planning.

We are lucky and have an outdoor area that supports this but we also have many facilities on our door step and beyond.

Any excursions should be well planned, researched and relevant to the learning in your stage. Please complete the paper work to enable you to plan an outing and always do the on the day check as well as the off site risk assessment.

The HT/DHT will circulate risk assessments for whole school or department outings to theatres and Church etc - please ensure you read these and follow any seating plans /bus plans etc.

Assessment and Moderation

We use the **Make Write Do Say** approach in all aspects of the curriculum and staff store voice and film on the shared area or in Learning Journals/Teams/Glow.



Learning intentions and success criteria are essential if assessment is to be valid. As they plan learning, teaching and assessment, practitioners use the experiences and outcomes to develop relevant learning intentions and success criteria. Good learning

intentions make clear what learners should know, understand or be able to do by the end of a learning experience. The focus is on what is to be learned as opposed to the task, activity or context.

Good success criteria describe clearly how we can determine that a learning intention has been achieved. They are linked directly to the learning intention and to the evidence of learning which will be considered. Involving the learners in agreeing learning intentions and success criteria enables learners as well as practitioners to judge how much and how well each child has learned. This also makes it easier to give **quality feedback** on what has been learned and informs discussion on the next steps to be taken.

Assessments should be planned alongside learning and skills evaluated on Alloway PS assessment grids. These can be found on OneNote within the Content Library.

Evidence of assessments should be stored in their Learning Journal or assessment folder.

Children set targets and review these regularly with their teachers. These learning conversations should be built into to class routines. Children collect evidence in their Learning Journals.

Learning should be evidenced in jotters, including written work , photos and relevant worksheets.

Staff should adhere to the School Assessment Calendar.

Equity and Excellence

We have our own plans in place to ensure there is equity and excellence in our curriculum delivery. We are committed to ensuring we meet the needs of all pupils.

- closing the poverty related attainment gap;
- ensuring we have a curriculum which delivers for our children and teachers; and
- empowering our teachers, schools and communities to deliver for children and young people.

