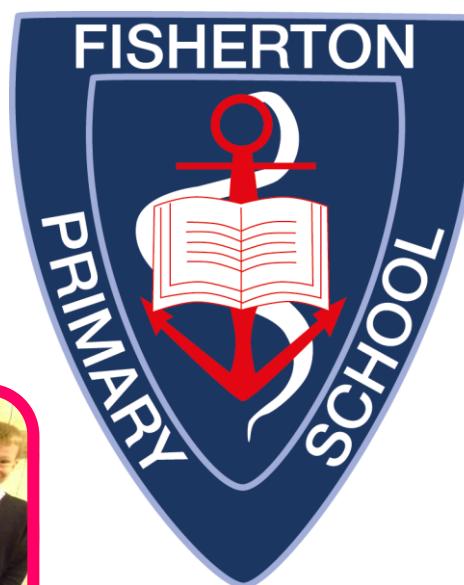


# Fisherton Primary School

## Curriculum Rationale and Design



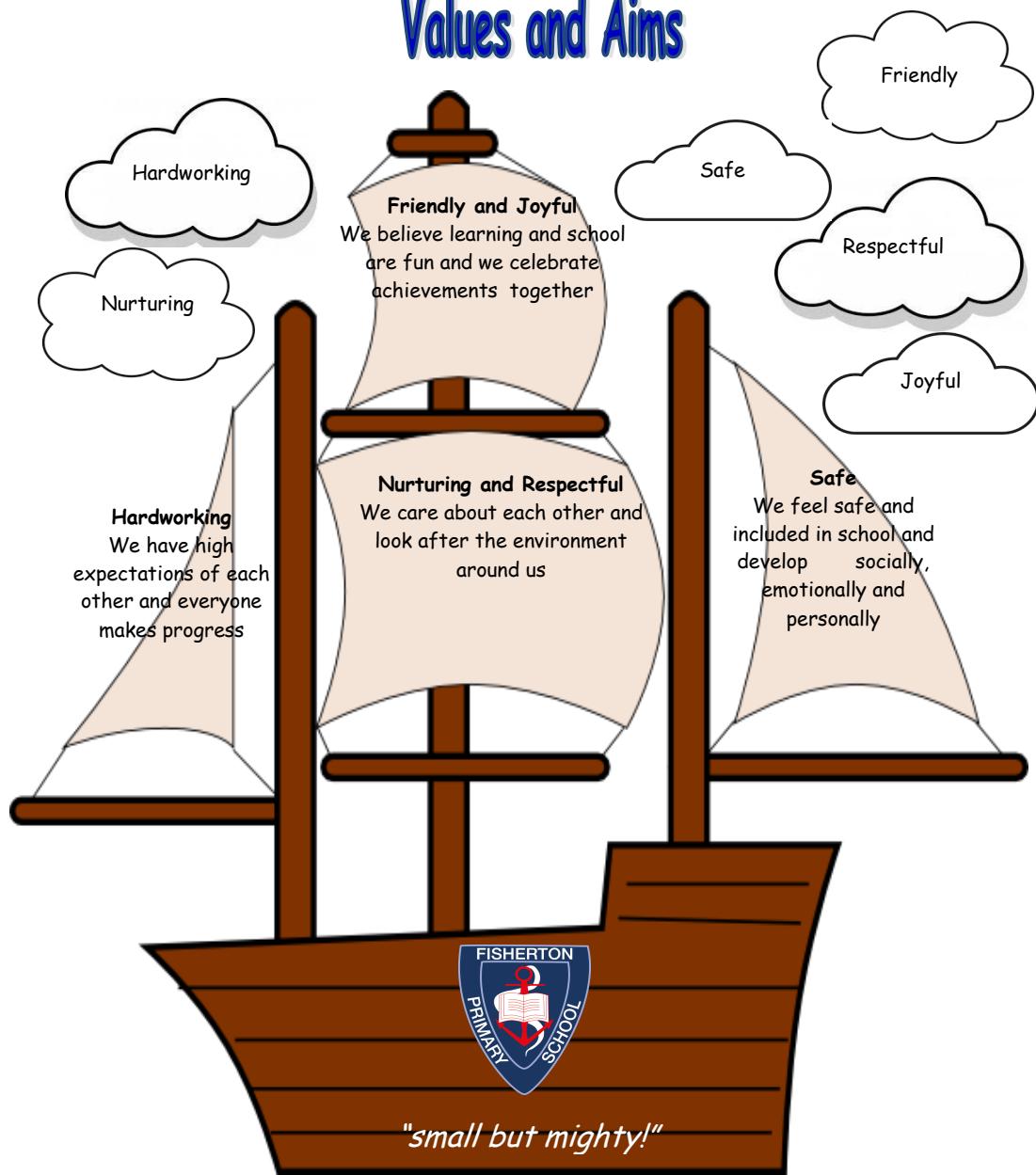
## Our Values, Vision and Aims

### Our Values :

Respectful, Friendly, Safe, Hardworking, Nurturing, and, Joyful

# Fisherton Primary School and Early Years Centre

## Values and Aims



## Our Rationale

Our curriculum will:

- Allow pupils to contribute to the ethos and life of the school community
- Provide opportunities for personal achievement and supports all learners in developing skills for learning, life and work.
- Have a continuous focus on literacy, numeracy and health and well-being with all staff having a responsibility to develop, reinforce and extend learning in these areas.
- Provide opportunities for mixed-stage, multi-composite learning which is interest-based coherent and relevant, encouraging opportunities for pupil led planning and learning.
- Provide a broad general education including all the experiences and outcomes.
- Provide progression through the experiences and outcomes that is consistent with their learning needs and prior learning.
- Allow learning to be organised more flexibly to take into account personalisation and choice.
- Use rich data to inform next steps in teaching, learning and planning.



# What is our current position?

September 2016

## Values

- ✓ Our vision statement is 'Small but mighty!.' We believe your size or the size of our school is no barrier in achieving excellence.
- ✓ Our core values are Safe, Respectful, Hardworking, Nurturing, Friendly and Joyful.
- ✓ All children, parents, staff and the wider community have a voice within the school.
- ✓ Children are encouraged to do their best. We celebrate success and achievement in many ways.
- ✓ We have an open door policy where parents are welcome, and are included in their children's learning.
- ✓ We have strong links with our cluster schools, family of schools and associated secondary school to share good practice.

## Totality of the Curriculum

- ✓ The curriculum is developed in line with CfE. We provide opportunities for children to learn through range of teaching styles. We plan contexts for learning across the curriculum as a staff and individually.
- ✓ All children are involved in the planning process across all stages.
- ✓ Outdoor learning is used across the curriculum. We celebrate our unique rural and coastal community and setting
- ✓ We involve other professionals in planning for Child's Plans/IEPs
- ✓ We have strong links with the community and work closely to provide opportunities to support charities
- ✓ We offer a wide range of experiences through our weekly Masterclass programme and monthly Committee Time.

## Experiences and Outcomes

- ✓ We plan using all experiences and outcomes, making use of SAC Frameworks to ensure breadth, of the curriculum.
- ✓ Curriculum planned through all subject areas and evidenced in long, mid and short termly planning.
- ✓ Health and Well Being experiences and outcomes, meeting the children's needs, are delivered and evidenced.
- ✓ Termly overviews of areas to be taught shared with parents.
- ✓ All staff monitor and track children's progress.
- ✓ IDL planning is pupil led and staff match skills and outcomes to pupil planning on a regular basis.

## Responsible Citizen

- Whole school focus on citizenship
- Groups involved in decision making
- Buddys
- Pupils lead learning
- Roles and Responsibilities
- Class DoJo

## Confident Individual

- Personal achievement celebrated at assembly
- Sparkle and Shine Board
- Online Learning Journey Profiles
- Assemblies/performances
- Wider achievements (debate/sport)

## Successful Learner

- Praise assemblies
- HT Award Scheme
- Golden Book
- Sparkle and Shine Board
- Online learning journey profiles
- DoJo

## Learner

## Effective Contributor

- Team/Group learning is encouraged
- Children share ideas and learning
- Can do problem solving approach is encouraged
- Pupil voice is high profile is school ethos

## Personal Support

- ✓ A very good variety of activities to support transitions into nursery, from nursery to P1 and from P7 to S1.
- ✓ Emotional Literacy Check Ins After School Sports organised, in conjunction with the Active School's Co-ordinator
- ✓ All staff support each other and work as a team. In Learning Journeys, children's targets and next steps are recorded and reviewed, then shared with parents
- ✓ We celebrate success through achievement Calss DoJo, HT awards, Golden Book, assemblies, newsletters, twitter and our school blogs.
- ✓ Personalised tracking of attainment and Staged Interventions
- ✓ Due to small numbers, we provide high percentage of 1-2-1 teacher/pupil time.
- ✓ Pupil voice is strong and learning tailored to pupil needs and interests.

## Principles

- ✓ Staff ensure appropriate levels of pace and challenge for all children
- ✓ Personalisation and choice is developed through thematic context for learning planning and personal projects from Nursery to P7.
- ✓ Through our teaching and learning, children are being challenged and learning assessed.
- ✓ We have high expectations of all children in terms of behaviour and school work.
- ✓ Opportunities are created for children to experience challenge and enjoyment.
- ✓ Interdisciplinary opportunities are provided through co-operative planning and learning to develop group work.
- ✓ We value the community as partners in providing high quality family learning experiences.
- ✓ We celebrate the uniqueness of our setting and use it to enhance the experiences we offer to the pupils.

## Learning and Teaching

- ✓ Active and co-operative learning takes place in and out of school
- Learning intentions are shared and success criteria are discussed and agreed with children.
- ✓ Assessments are planned and proportionate
- ✓ Differentiation takes into account the multi-composite classes, as well as individual and group needs.
- ✓ Staff work as team to plan learning opportunities for the children. Co-operative learning and outdoor learning are used regularly as a tool for teaching.
- ✓ Lessons are engaging and active with regular feedback.
- ✓ Flor books are used throughout the school and EYC
- ✓ Online profiles provide regular updates to parents on their child's learning journey
- ✓ Bottom up approach is adopted to pedagogy in teaching and learning using best practice in Early Years

## Entitlements

- ✓ Children have access to and explore the curriculum at their own stage and development. Children are encouraged to develop lifelong learning skills through the 4 capacities.
- ✓ Transitions at all stages are embedded in the ethos of our school.
- ✓ Whole school events provide opportunities for children to share their success and talent.
- ✓ All pupils have the opportunity to build skills relevant to Developing Scotland's Young Workforce.
- ✓ A broad and meaningful curriculum thoughtfully planned.
- ✓ All staff work within the guidelines and practices of GIRFEC and are aware of their Statutory Duties as set out in Children and Young Persons Act 2014.

## Assessment

- ✓ Informal and formal assessment and evaluation of children's learning to inform next steps; AfL strategies, Significant Aspects of Learning, Benchmarks, GL Assessments in maths, reading and health and wellbeing, CEM Data, Family of Schools comparisons.
- ✓ Staff assess children on a regular basis to ensure the needs of the individual are being met.
- ✓ Assessments are planned for and are proportionate
- ✓ Children involved in formative and summative assessment.
- ✓ Regular attainment meetings with HT and CT
- ✓ Assessment folders linked to Benchmarks

# Where do we want to get to?

2016 - 2018

## Values

- Whole school and local community to be familiar with school values
- To give children and parents more opportunity to participate in decision making about school issues.
- To encourage more children to take on leadership roles.
- All children are actively involved in planning their own learning.

## Totality of the Curriculum

- Develop the Thematic curriculum into year 2 of the rolling programme.
- Continue to foster strong links within the Fisherton and Dunure local community.
- Continue to develop Outdoor Learning opportunities.
- Continue to provide a wide variety of learning experiences
- Ensure problem solving skills are developed across all stages
- Children have the ability to transfer skills in and out of school.
- Continue to evaluate and develop the use of online Learning Journey Profiles

## Learning and Teaching

- Keep up to date with and implement new ideas and research related to the curriculum.
- Active learning/child-led approaches are consistent at early level, first level and second level.
- Planning and implementation of Thematic Planning for Interdisciplinary Learning is embedded
- Fully implement number talks across whole school.
- Invest in new books for P1-3 and 4-7 to improve reading experiences.

## Experiences and Outcomes

- Continue to develop and use curricular frameworks effectively across all levels.
- Develop opportunities to engage with Developing Scotlands Young Workforce
- The principles of curriculum design are consistently developed across all areas.
- Progression in learning is tracked and monitored effectively across the experiences and outcomes for all curricular areas.

## Responsible Citizen

Children are able to understand different beliefs and cultures.  
They will have developed ways of overcoming geographical constraints.  
The children will have a deeper knowledge of the world and Scotland's place in it.

## Confident Individual

Children can develop and communicate their own beliefs and views of the world.  
Children are encouraged to develop an understanding of how their emotions impact their performance.

## Successful Learner

Children have further understanding of the use of technology.  
Children link and apply different kinds of learning in new situations.

## Learner

## Effective Contributor

Children are able to take the initiative and lead.  
They can apply critical thinking.  
Problem solving is encouraged and developed.

## Entitlements

- Continue to offer a variety of opportunities to celebrate success and opportunities for achievements in and out of school
- Embedding the skills and knowledge of the local community to enhance skills for learning, life and work.

## Personal Support

- Build on opportunities offered to undertake activities which pupils and staff find challenging out with their physical environment.
- Continue to make links with wider school community.
- Involvement of parents/carers in Learning Journeys.
- Build children's independence skills.
- Work closely with staff to write succinct and appropriate IEP targets.
- Implement Wellbeing Application in line with Named Person legislation

## Principles

- Staff are confident in looking for opportunities for personalisation and choice to exist across the curriculum.
- Continue to research and find further opportunities to offer learning experiences in real life contexts.
- Children are able to evaluate the challenge and enjoyment of lessons.
- Breadth within the three year cyclical programmes will be reviewed and evaluated.
- Pupils can identify next steps in learning and record these on their Online Learning Journey.

## Assessment

- Aifl strategies are firmly embedded across learning at all levels, in particular children to be further involved in self and peer assessment.
- Use of Benchmark tracking to develop assessment across the school.
- Continue to build on moderating Literacy and Numeracy within our cluster and family to ensure consistency of standards in attainment and achievement.
- Introduction of planned assessment blocks to assess pupils skills and learning in unfamiliar contexts.

# Our Curriculum in Fisherton Primary School

**In Fisherton Primary School and EYC we provide a curriculum which fully embraces the four contexts for learning of Curriculum for Excellence as described below:**

## OPPORTUNITIES TO CONTRIBUTE TO THE ETHOS AND LIFE OF THE SCHOOL AS A COMMUNITY

**Opportunities for children to participate responsibly in decision making, to contribute as leaders and role models and play an active role in putting the values of the school community into practice.**

- Pupil newsletter
- Roles and responsibilities e.g house captains, charity ambassadors, JRSO, etc
- Playground leaders – P7 organise playground activities for younger children
- Citizenship Groups; Pupil Council, ECO Committee, Charity Ambassadors, Rights Respecting Schools Committee.
- Christmas Show/Nativity
- Masterclass
- Gardening Group – maintaining school grounds
- Litter picks – within school and the wider community (Big Beach Clean)
- Charity support – MacMillan Cancer Support, Children in Need, Buy Malcolm Seargant House, Comic Relief, Pop UK for Malawi (in partnership with Alloway Primary and Doonfoot Primary)
- Working to support our local community – Tea, Coffee and Cake Morning, Christmas Carol singing, Community Litter Picks, local Art exhibition, Church News, Community Council, Dunure Youth Club (seahorses project)
- Pupil Voice – planning for improvement
- Shared writing and reading opportunities across whole school (P4 reading buddies, 3 Read, Book Club)
- Enterprise projects involving local community – Christmas Fayre
- Pupil participation in Remembrance Day service in School Grounds
- Opportunities for transition – P7 attend events with children from cluster group to build readiness for secondary school; Nursery/P1 transition planned events

## OPPORTUNITIES FOR PERSONAL ACHIEVEMENT

- Head Teacher Achievement Awards, Golden Time, Sparkle and Shine Board
- Celebrating Good Work Assemblies
- Golden Book (for exceptional written work)
- Creativity Award
- Fisherton Primary Ambassador Award
- Eco Champion Award
- STEM Champion Award
- Sporting Champion Award
- Modern Languages Champion
- 4 Capacity Awards
- Performance opportunities- Youth Music Initiative Showcase, Christmas Show, Drama Club Performances, Masterclass Showcase, end of term celebrations, Burns Supper
- Sports tournament e.g Maidens Tournament, Joe McGill Tournament, Orienteering, Competitive Sports Calendar.
- Pupils Art Exhibition
- Jammin' Fitness sessions with Andy McKechnie
- Celebrating personal achievement with the wider community through school newsletter, school blogs, community newsletter, local newspapers
- Learning Journey input
- Opportunities for individual pupils to support charities e.g Climbing in Arran for Parkinsons UK
- P5 Swimming
- Active Schools after school club
- Achievements in and out of school shared on Sparkle and Shine Board
- Working with Outside Agencies –Ayrshire Hospice, Countryside Rangers, STEM Ambassadors (LEGO Minstom), Geologists from Dolphin House
- Sharing children's successes and progress with parents/carers through Open Sessions and assemblies
- P7 Residential Trip
- Individual music tuition on Brass instruments



CURRICULAR AREAS AND SUBJECTS		
CORE ENTITLEMENTS		Assessment
Curriculum Area	What? How? Key resources	What? When?
<b>Literacy - Reading</b>	<p>South Ayrshire Literacy and English Curricular Frameworks.</p> <p>Active Literacy / 3 Read Approach in early years / Literacy Circles / Book Club</p> <p>Progression of Phonics through Jolly Phonics Scheme</p> <p>Bug Club Book Banding</p> <p><b>Key Resources</b></p> <p><b>Early Level</b> Bug Club, Cambridge Readers,</p> <p><b>First Level</b> Bug Club, Cambridge Readers,</p> <p><b>Second Level</b> Bug Club, Cambridge Readers, Active Literacy Book List of Novels</p> <p><b>Reading Support Materials</b> Reading Wise</p> <p>Pupils at all levels have access to a broad range of reading materials in the class library. A mobile library visits the school once every 3 weeks.</p> <p>The children in the EYC visit the library in Alloway once a month.</p> <p>Priamry 4 reading buddies pair with nursery pupils to promote reading for enjoyment</p> <p>GL reading assessments used across the school to assess core reading skills.</p>	<p>Children's comprehension, accuracy and fluency through ongoing teacher, self and peer assessment.</p> <p>Results inform planning.</p> <p>Phonics checklist informs next steps.</p>
<b>Literacy - Writing</b>	<p>South Ayrshire Literacy and English Curricular Frameworks.</p> <p>Nelson Handwriting</p> <p>Nelson spelling/Dolch common word lists</p> <p>Nelson Handwriting Scheme</p> <p>Jolly Phonics programme</p> <p>Nelson Spelling word lists</p> <p>ICT – Clicker 6</p>	<p>Children's comprehension, accuracy and fluency through ongoing teacher, self and peer assessment. Results inform planning.</p> <p>Phonics checklist informs next steps.</p> <p>Weekly spelling check ups</p> <p>BURT Single word standardised test</p> <p>Planned assessemnt for Excellence</p>

<b>Literacy - Talking and Listening</b>	<p>South Ayrshire Literacy and English Curricular Frameworks.</p> <p>Emotional Literacy – children sharing and supporting each other.</p> <p>Resources such as board games, computer games, oral group games and the sharing of texts.</p> <p>Fisherton Primary Listening and Talking Skills Assessment Sheet</p> <p>Children with Additional Communication Needs are supported by SALT.</p>	<p>Continual formative assessment against success criteria by teacher, pupil and peer.</p>
<b>Literacy – Languages</b>	<p><u>French</u></p> <p>South Ayrshire Modern Languages Curricular Frameworks.</p> <p>Support from the 1+2 Development Officers</p> <p><u>British Sign Language (BSL)</u></p> <p>Support from Teacher of the Deaf and volunteers from the Ayrshire Hearing Impairment Service.</p> <p>BSL Masterclass</p>	<p>Ongoing formative assessment.</p>
<b>Numeracy</b>	<p>South Ayrshire Numeracy and Mathematics Curricular Frameworks.</p> <p><b>Key Resources</b></p> <p>TeeJay Maths</p> <p>Scottish Heinemann</p> <p>Number Talks</p> <p>Big Maths</p> <p>Education City and other online resources including Sum Dog</p> <p>Board Games</p> <p>Daily Mental Workout</p> <p>Opportunities for enterprise experiences</p> <p>Opportunities for financial planning experiences</p> <p>Opportunities for maths and numeracy in context experiences.</p>	<p>End of topic assessments, recording progress through charts enabling next steps to be set.</p> <p>Continual formative assessment against success criteria by teacher, pupil and peer.</p>
<b>Health and Well-Being</b>	<p>South Ayrshire Health and Wellbeing Curricular Frameworks.</p> <p>GIREFC wellbeing web assessments 4 times per session</p> <p>All staff trained on nurture principles</p> <p>GL PASS Assessments twice per session</p> <p>The ICE Pack: Knowing Me Knowing You</p>	<p>Continual formative assessment against success criteria by teacher, pupil and peer.</p>

	<p>P1-4 rolling programme and P5-7 rolling programme, ensuring breadth and progression at each level.</p> <p>2 hours of PE taught by class teachers and at times, visiting PE coaches.</p> <p>Rugby coaching for P5-7</p> <p>Cluster planning programme tied into competitive sports calendar.</p> <p>Swimming for P5 children (10 week block)</p> <p>Regular opportunities for a variety of sports and activities are scheduled throughout the session, for example, Orienteering, gymnastics, hockey, athletics</p> <p>Regular visits from oral hygienist</p> <p>Toothbrushing for all children from P1- 7</p>	
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**The following curricular areas are delivered through IDL themes/contexts or stand-alone lessons [where no natural links exist]. Wherever possible, staff and pupils will work together to plan contextualized opportunities for Numeracy, Literacy and Health and Well-Being within these IDL themes.**

<b>Social Studies</b>	<p>CFE Experiences and Outcomes provide core framework delivered in key IDL themes, ensuring progression and coverage of Experiences and Outcomes .</p> <p>The South Ayrshire Framework for Social Studies is our key reference tool.</p> <p>Where Experiences and Outcomes cannot be delivered through IDL themes, they will be taught within stand alone lessons.</p>	<p>Continual formative assessment against success criteria by teacher, pupil and peer.</p> <p>Where appropriate, summative assessment at end of learning theme</p>
<b>Science</b>	<p>CFE Experiences and Outcomes provide core framework. Science Es and Os delivered through IDL themes or within stand alone lessons.</p> <p>The South Ayrshire Framework for Science is our key reference tool.</p> <p>Glasgow Science Centre visits</p> <p>STEM Masterclass</p>	<p>Continual formative assessment against success criteria by teacher, pupil and peer.</p> <p>When appropriate, summative assessment at end of learning theme / stand alone lessons</p>
<b>Religious and Moral Education</b>	<p>CFE Experiences and Outcomes provide core framework RME Es and Os delivered through IDL themes or within stand alone lessons.</p> <p>The South Ayrshire Framework for Social Studies is our key reference tool.</p> <p>Assemblies, visiting charities, representatives from religious organisations, such as the local minister.</p>	<p>Continual formative assessment against success criteria by teacher, pupil and peer.</p> <p>When appropriate, summative assessment at end of learning theme / stand alone lessons</p>
<b>Technology</b> ICT E safety	<p>Wherever possible teaching of ICT is contextualised.</p> <p>Use of South Ayrshire Technologies Framework to ensure skills progression.</p> <p>STEM Masterclass</p>	<p>Continual formative assessment against success criteria by teacher, pupil and peer.</p>

Technological Developments	Computers and iPads in each classroom  Internet Safety Week - use of informative websites,  Use of Community Police Constable to reinforce internet safety.	
Food technology	Regular opportunities to use cooking area to learn cookery and baking skills that link with Experiences and Outcomes.  Food Technology Masterclass  Through growing and cooking produce from local area and school garden, children have opportunities to further develop and extend skills.	
<b>Expressive Arts</b>	CFE Experiences and Outcomes provide core framework - Experiences and Outcomes delivered through IDL learning themes or within stand alone lessons.  Specialist music teacher supports individual pupils with brass tuition every week  Christmas Show  Burns Supper and Scottish Celebration.  Scottish Country Dancing  Children engage in role play  Drama Masterclass	<b>Continual formative assessment against success criteria by teacher, pupil and peer.</b>  <b>Chosen pieces, named and dated, kept in individual art portfolios.</b>

#### Interdisciplinary Learning / Social Studies / Health and Wellbeing / Science / Technologies / RME

Interdisciplinary Learning is based upon groupings of experiences and outcomes from within and across curriculum areas. This provides children with relevant, challenging and enjoyable learning experiences and stimulating contexts. Interdisciplinary learning allows children to make rich connections across learning. In Fisherton Primary School and EYC, we believe that IDL should be delivered through a thematic aspirational curriculum which is designed to ensure pupils are given regular opportunities to develop the skills needed to become confident learners as well as developing relevant skills and knowledge to contribute towards Developing Scotland's Young Workforce.

Learning is planned across a 3 year programme of learning themes and the pupils are fully involved in mapping their learning pathways through that learning theme.

Learning in the Early Level comes from a combination of the children's and practitioners interests. Practitioners offer experiences and observe children at play to discern the best way to take their learning forward.

Across First, Second and Third levels teachers make connections between the learners interests, the pupil led planning sessions, and the skills and knowledge to be delivered and plan for a breadth and balance of experiences, ensuring curriculum coverage and depth in learning.

National Benchmark documents are used to plan and inform assessments and achievements at a level across the curriculum and this is reflected in the teachers mid term planning.

Year 1- Planning Block 1 (September – November)			Year 1- Planning Block 2 (January - March)			Year 1- Planning Block 3 (April – June)		
Theme 1 'Journeys'	Possible curricular focus: Geography History Social Subjects HWB RME Science	Possible contexts for learning: Starting school Transport Coast and Country Urban life Life Cycles Food journeys Weather Cycle Egyptians Victorians Migration Scotland/UK	Theme 2 'In The News'	Possible curricular focus: Literacy HWB Social Subjects Citizenship Technology	Possible contexts for learning: A day in the life of Country Study Charities School newspaper Famous people Migration Scotland/UK	Theme 3 'Health and Survival'	Possible curricular focus: Literacy HWB Social Subjects Citizenship Outdoor Learning	Possible contexts for learning: Desert Island Orienteering Mapping Camping Pets Adventure Dolphin House Caring for ourselves and others Scotland/UK Cultures
Year 2- Planning Block 1 (September – November)			Year 2- Planning Block 2 (January - March)			Year 2- Planning Block 3 (April – June)		
Theme 1 'Our World'	Possible curricular focus: Geography History Social Subjects HWB RME Social Studies	Possible contexts for learning: Parks Farms Seaside Oceans Local Area Europe Tourism Fairtrade Scotland/UK	Theme 2 'Nature'	Possible curricular focus: Science Food Technology Social Subjects HWB Citizenship	Possible contexts for learning: Animals Pets Farm The Sea Habitats Rainforest Conservation Fairtrade Scotland/UK	Theme 3 'Festivals'	Possible curricular focus: Expressive Arts RME Social Subjects Technology HWB	Possible contexts for learning: Birthdays Music Festivals Family celebration Festivals of Sport Religious Festivals Local Festivals Artistic festivals Carnivals The Circus Scottish Cultures and Festivals
Year 3- Planning Block 1 (September – November)			Year 3- Planning Block 2 (January - March)			Year 3- Planning Block 3 (April – June)		
Theme 1 'Entertainment'	Possible curricular focus: Geography History Social Subjects HWB RME Social Studies Technology	Possible contexts for learning: Parks Farms Seaside Oceans Local Area Europe Tourism Fairtrade Famous Scots Scottish Entertainment Games Theatre TV/Radio Film	Theme 2 'Creativity'	Possible curricular focus: Science Food Technology Social Subjects HWB Citizenship	Possible contexts for learning: Animals Pets Farm The Sea Habitats Rainforest Conservation Fairtrade Journey through time (decades) Artist Study Musician Study	Theme 3 'World Of Work'	Possible curricular focus: Expressive Arts RME Social Subjects History Technology HWB STEM Citizenship RME	Possible contexts for learning: People Who Help Us Charity Work Work experience Caring professions Slave Trade Jobs of the Future

## **TAKING ACCOUNT OF THE PRINCIPLES OF CURRICULUM DESIGN**

### **CHALLENGE AND ENJOYMENT**

- Taking on board children's learning styles and feedback
- Staff are aware of individual abilities, providing learning intentions and success criteria which are relevant to the learner
- Staff provide a range of motivating and creative activities

### **BREADTH**

- Learning in a variety of environments with all areas covered
- Planning using Curricular frameworks for all 8 curricular areas ensures breadth of learning.
- 3 year programme for IDL thematic learning
- Online profile tool tracks curriculum coverage.

### **PROGRESSION**

- Regular attainment meetings to discuss attainment, pace, support and challenge within classes
- Curricular Frameworks are used as a reference
- Online profile tool tracks curriculum coverage.

### **DEPTH**

- Pupils input on learning, e.g. what they think they know already and what they want to find out

### **PERSONALISATION AND CHOICE**

- Individual and class targets set and reviewed regularly
- Children involved in the planning stages/choice of tasks/choice of presentation of learning
- All lessons include learning intentions, success criteria and plenary time to reflect and evaluate
- Committee time allows children to participate in decision making
- Masterclass options allow children to experience a wide range of activities and subject areas.

### **COHERENCE**

- Appropriate links are made and learning is contextualised

### **RELEVANCE**

- Planned, relevant links with real life context , e.g. Commonwealth Games, finance, weather
- Individualised programmes, when required, relevant to their interests and needs

### The Pupil Council ...

At our last committee time, the pupil council met to discuss the curriculum rationale. They talked about the answers to three main questions:

- ❖ What is special / unique / different about our school?
- ❖ What do you think of our school?
- ❖ What do you think about the way we learn?

Some of the discussion points are displayed below.

