

Mossbank Primary School

Curriculum Rationale

2023

Our Location

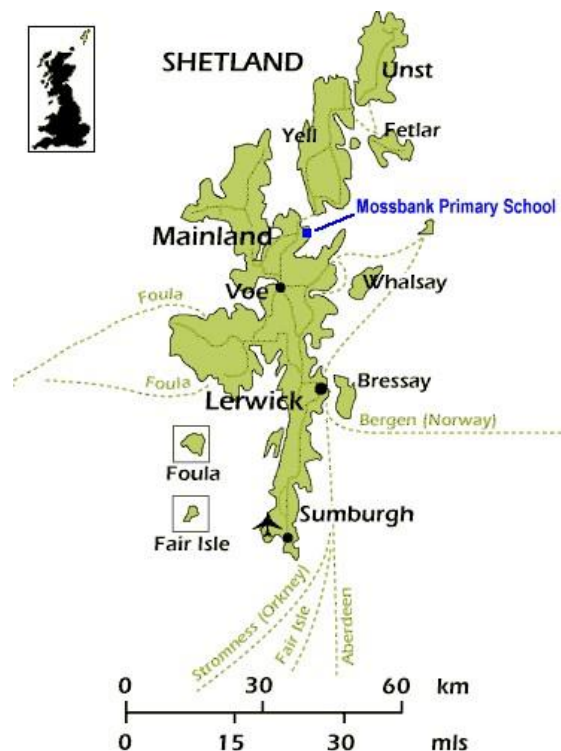


Mossbank Primary School is situated 28 miles north of Lerwick, serving the communities of Mossbank, Firth and Toft.

The school is in close proximity to the Sullom Voe Oil terminal and during the construction phase in the 1970's the housing schemes of Sandside, Leaside, Mid Lea and Maidenfield were built to accommodate construction and terminal workers. Children of these workers attended Brae High school and at one time double decker buses were used for pupils to travel between Mossbank and Brae.

The Mossbank School opened on the 14th January 1980 with a roll of 129 pupils.

As the needs of the Oil industry changed, the housing was no longer used for workers and increasingly it was used as social housing. This meant that for some time the population of Mossbank was fluctuating greatly. The population has settled to a great extent and we have been a two teacher school for the last 11 years.



Our School

We operate two composite classes, P1-4 and P4-7, each with a fulltime teacher.

We have specialist Art and PE teachers who visit weekly. We are supported weekly by two music instructors who work with individual children and whole classes.

We have one Clerical Assistant and two Cleaners in Charge who have some janitorial responsibilities.

Our learning support department is led by the Head Teacher supported by three full time Learning Support Workers and two Learning Support Assistants. Our children are also supported by the ASN outreach team, SALT, Dental Services, Health Improvement Team, PSHVS, Active Schools, Social work and Anchor.

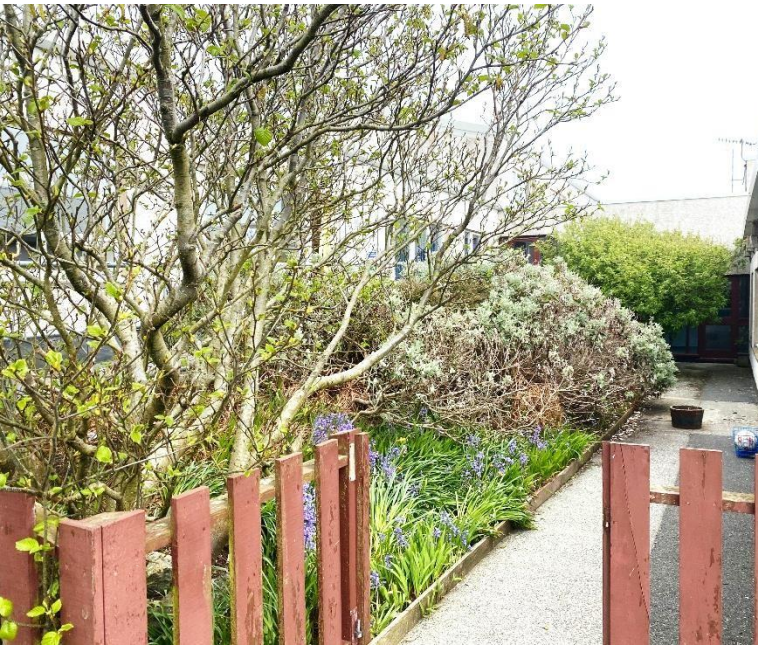
Our ELC department is managed by the Head Teacher. We are supported by an ELC teacher 1.5 days per week, a Senior Practitioner, a Practitioner and two Support Workers.

As well as funded preschool places we provide Entitled 2s placements and day care for two year old children.

We provide Breakfast Club from 8.15 am every morning.

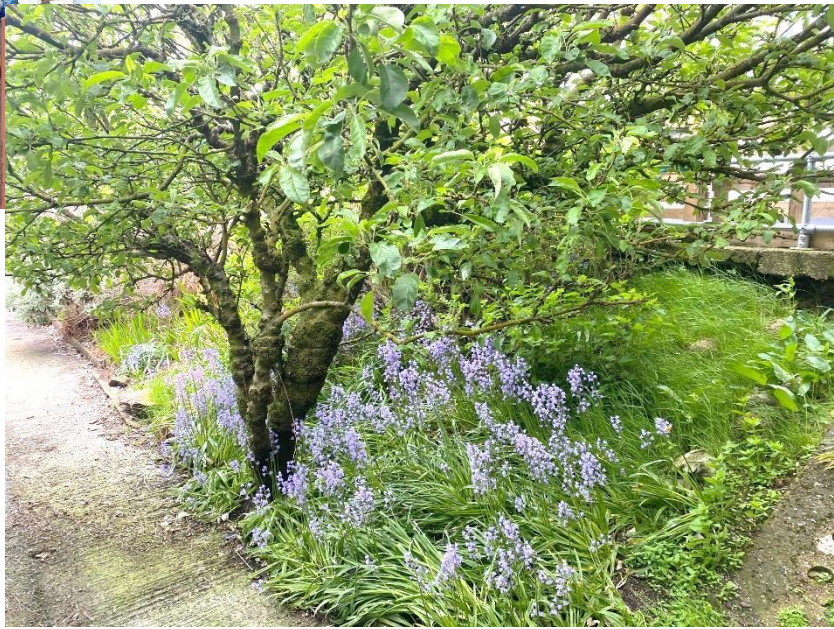
We are fortunate to have access to extensive play areas and grounds which offer scope for pupils to become actively involved in caring for the environment. There is also an enclosed multi-court for sporting activities.





The upper wing of the school houses the ELC and day-care. We have a newly refurbished Family Room located by the front door.

In the lower wing are two primary classes and 'The Den', a newly developed space for play-based learning.



In this lower part of the school there is an Art Room, Library, ASN base and Music room.

The two wings are linked by a multi-purpose hall.

The Head Teacher's office and Reception are located in a corridor leading off the main entrance to the school.



Our Community

Our school is situated above a pretty beach overlooking the uninhabited small islands of Samphray and Linga, and Yell, the second largest inhabited island in Shetland.

The local hall is a stone's throw from the school and used regularly by us for our Christmas shows, Scottish Opera performances and fundraising events. The hall is also used by the Mossbank toddlers' group.

The local church is within walking distance, as is the play park and pier. The school overlooks Yell sound and the ELC children can see the ferry as it journeys across the water.

There is a well-attended local youth social club for in the hall run by Ability Shetland. There is a part time Post Office service in Mossbank.

In a community which has lost its Leisure Centre, Shop, Youth Centre, Community House and Family Centre, it is vital that the school remains the thriving, beating heart at the centre of the community. In Mossbank Primary we strive to support families and we are constantly aiming to increase levels of parental engagement in our school.

Despite reasonable bus links, the school is 28 miles from the nearest town of Lerwick. It is vital then, that the school plays a central role in providing life experiences for our pupils and families, for example visiting the cinema, theatre, museum and library.



Links with Local Businesses and Charities

The school enjoys good links with a number of local Industries, businesses and companies.

We have visited the Total Gas plant and they have been generous in their support for the school. We hope to continue to develop this relationship. McKimm's Painters and Blasters and Cooke Aquaculture have also been a great support to our school providing funding and visits. Kirkhoull Strawberries, The Shetland Times Printers and Northlink Ferries have also been generous with their time and money. Through our Parent Council we have excellent links with Viking Energy and SSE. As we continue to foster these business links we hope to ensure that we continue to develop our young workforce to meet the ever changing needs of our labour force.

Each year we try to include an enterprise project run by our older pupils. This has included make and sell items, organisation of events and provision of a service, this links directly with the principles and objectives of the 'Developing The Young Workforce' document.

Within the wider Shetland context, there are exciting opportunities to become part of the Unst Space project. Against the backdrop of the Viking Energy Windfarm continued opportunities to consider sustainability and climate change are ever present.

It is essential that the school now turns its focus to STEM subjects to ensure our young people are in the best possible place to take full advantage of these exciting new developments.



Our Vision, Values & Aims

Our Vision for Mossbank School:

'We want Mossbank School to be a place where pupils, parents and staff can achieve their full potential.

A place where pupils, parents and staff are respected and valued for their contributions.

A place where children are nurtured and inspired to go forward into an ever changing world with the values and skills to ensure they succeed.

A place of high expectations at the centre of its community, with its community at its centre.'

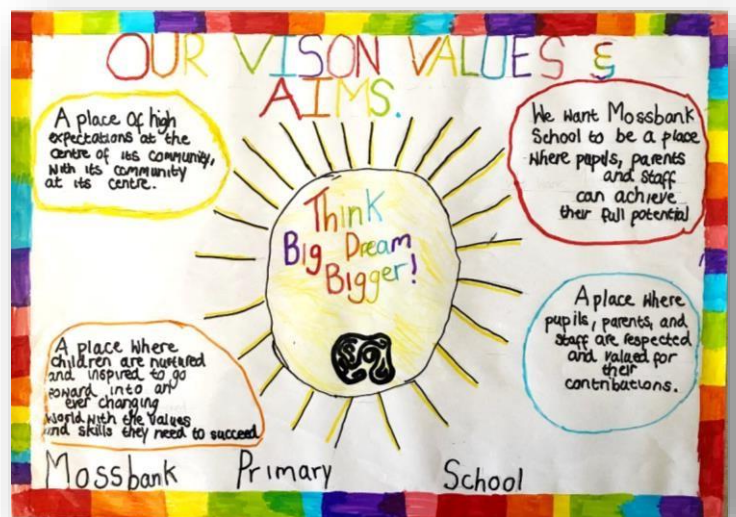
At Mossbank Primary School we value:

- Honesty
- Diversity

- Fairness
- Respect
- Inclusion
- Citizenship
- Behaviour
- Hard-work
- Leadership

At Mossbank Primary School we aim to:

- Ensure that all children are safe and happy in School with caring adults they trust.
- Ensure that all children at Mossbank benefit from the Curriculum for Excellence to achieve their full potential.
- Ensure pupils have opportunities to make friends.
- Ensure pupils learn to be responsible for their own learning.
- Ensure all pupils know how to stay healthy and safe.
- We will respect and take responsibility for our School and all the people in it and treat others as we would wish to be treated.



Living Our Vision for Mossbank School:

'We want Mossbank School to be a place where pupils, parents and staff can achieve their full potential.' We achieve this by:

- Providing individual support for all learners
- Setting and evaluating individual targets termly
- Nurture groups
- Providing a child centred, play based curriculum in ELC and beyond
- The GIRFEC process and multi-agency support is embedded in our school
 - FLSW support for identified families (PEF)
 - Planned PEEP sessions to support Family Learning.
- 'The Incredible Years' parenting programme has been run in school
- Family Fridays, fundraisers events, Gie It A Go nights and our Open Door policy encourages families to engage with our school.
- Access to high quality CPD for all staff through, VOR and SSSC
 - Continuous professional dialogue.

'A place where pupils, parents and staff are respected and valued for their contributions.' We achieve this by:

- Stakeholders are consulted on improvement priorities for our school
- Successes are celebrated in our assemblies, on our WOW wall and our Worker of the Week award.
- We have a House teams system
- Respectful and supportive ethos within the school
- Stakeholders are aware of our school rules of Ready, Respectful and Safe and they underpin our Positive Relationships policy.
- Parents are given regular, positive feed-back through the Blog, Closed FB page and Take A Look Books (TALBs)
- Regular staff PRD meetings highlight good practice
- Outstanding staff have received the SIC's Excellent Service Award □ We say thank you to each other regularly!

'A place where children are nurtured and inspired to go forward into an ever changing world with the values and skills to ensure they succeed.'

We achieve this by:

- The principals of nurture underpin all we do in Mossbank School
- Nurture groups run weekly
- Family Learning is an essential part of our ethos.
- Identified families are supported by FLSW, PSHVS, Anchor and Early intervention
- Our Vision Values and Aims are reflected on regularly
- Child led learning in our ELC and Early Primary ensures a skills based approach
- Developing the Young Workforce and STEM subjects are becoming more central to our curriculum

'A place of high expectations at the centre of its community, with its community at its centre.' We achieve this by:

- Positive Relationships Policy is evident throughout the school
- Termly target setting
- Good attendance by staff and pupils.
- The school supports local events such as the Voar Redd Up, Mossbank Senior Citizens Dinner.
- Well attended school events.
- We share good links with the Local toddler group.

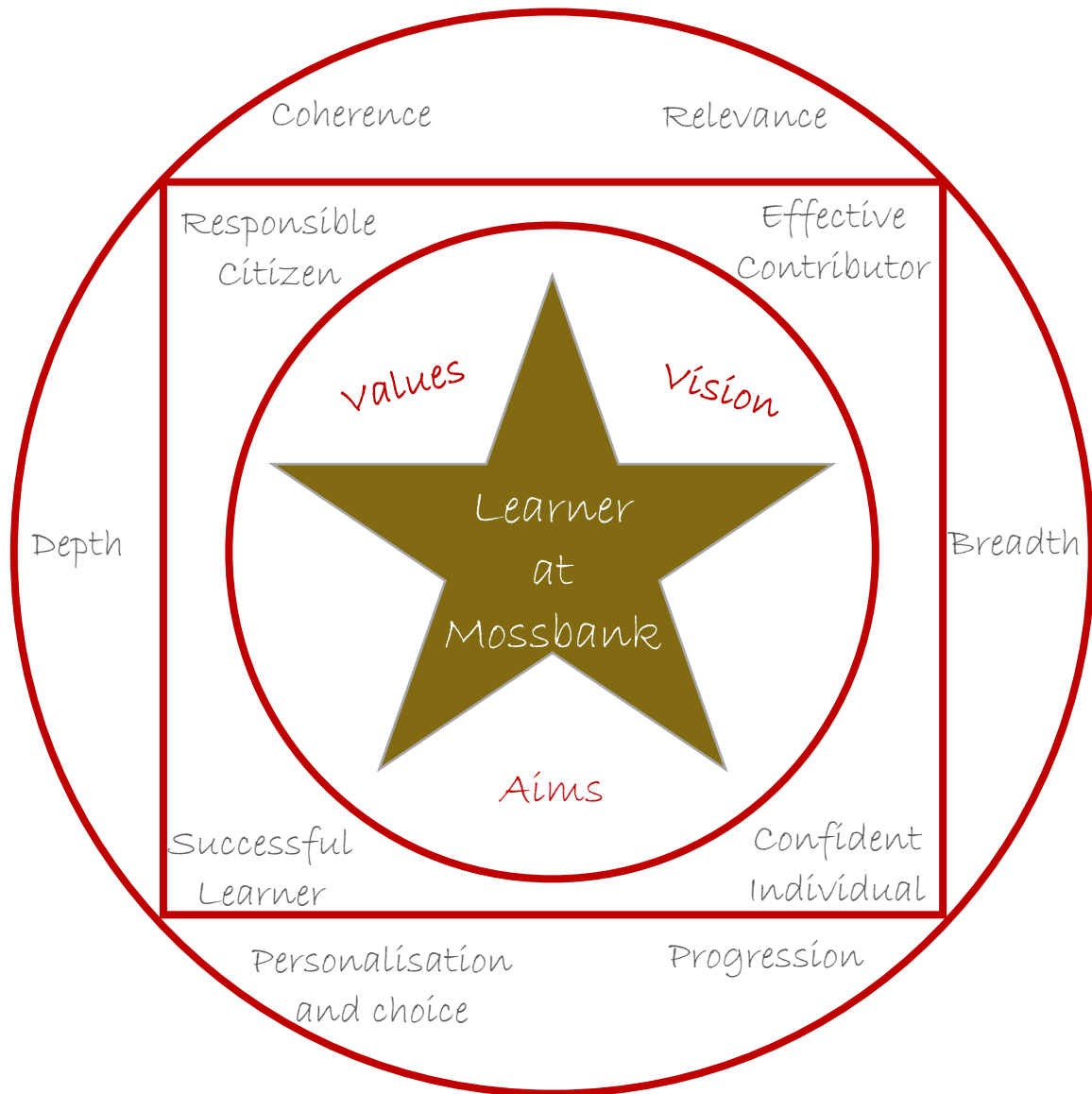
- Community Council meetings and UHI Adult learning classes are held in the school.

Our Curriculum

Within our curriculum, we celebrate the rich culture and diversity of our unique location. For example, our topic cycle reflects our local culture, industry and landscape as well as the wider world.

Diversity, inclusion and health and wellbeing are also central to our curriculum design.

When designing our curriculum we placed the learner at the centre of our planning.



Within the context of the four capacities of the Curriculum for Excellence and in line with our vision, values and aims, we strive to ensure Breadth , Coherence, Relevance, Depth, Progression, and Personalisation and choice within the curriculum we offer.

<i>This is achieved by:</i>	
Principle	How will we achieve this at Mossbank?
Breadth	<ul style="list-style-type: none"> • Follow Curriculum for excellence experiences and outcomes to ensure a wide variety of learning • Providing learning opportunities out of school, trips etc • Outside agency involvement • Specialist teacher involvement • Partnership working with local businesses • Use of technology to support learning • Child centred planning and learning • Play based learning at early and first level

Depth	<ul style="list-style-type: none"> • Specialist teacher involvement • Involvement from outside agencies • Informed professional judgements about children's learning • Individual tuition • High quality CPD and continuous professional dialogue • Use of local knowledge • Local networks and staff specialist knowledge
Challenge and Enjoyment	<ul style="list-style-type: none"> • Inter-disciplinary Learning • Child-centred play based learning in Early stages • Differentiated learning • Curriculum reflects the interests of the children • Physically attractive environment • High expectations of learning • Pupil voice is captured in a variety of ways including Pupil Council, TALBs, PAAP wall and planning meetings • Enthusiastic, responsive, motivated staff • Pupil voice and ownership of learning is encouraged • Ideas/suggestion boxes for pupils

	<ul style="list-style-type: none"> □ SHANARRI outcomes are tracked
Progression	<ul style="list-style-type: none"> □ Robust and effective transitions between Day Care, ELC, P1 and Brae High school □ Composite classes mean teachers have an in-depth knowledge of the children's abilities □ Differentiated learning □ ASN Support □ Assessment schedule is becoming embedded □ Cluster based Moderation activities are undertaken

	<ul style="list-style-type: none"> □ Tracking and Monitoring systems are becoming embedded □ ACEL teacher judgements are becoming more robust □ Assessments to support judgements are becoming embedded in practice
Coherence	<ul style="list-style-type: none"> □ Aims and objectives are clear and central to learning □ Interdisciplinary learning is central □ Opportunities for group, class, school and individual learning are considered. □ HT is developing a clear overview of the learning occurring in classes □ There is good communication between staff in the school □ Transitions are well managed □ There is good Cluster working which ensures coherence when moving to Secondary school □ Transitions are supported by outside agencies □ Curriculum Progression pathways are becoming embedded
Personalisation and Choice	<ul style="list-style-type: none"> □ Child led play pedagogy is at the centre of learning in the ELC and p1-4 classrooms □ High quality continuous provision in the ELC and p1-4 support child led learning □ Diversity and inclusion are at the centre of our practice □ Children participate in planning for learning
	<ul style="list-style-type: none"> □ GIRFEC procedures followed □ IEPs are in place □ Individual targets set monthly □ Staff use their knowledge of children's interests and experiences to customise feedback and delivery □ There are opportunities for personal achievement in cultural, sporting and community areas, in and out of school.

Relevance	<ul style="list-style-type: none">□ Topics and experiences are chosen to reflect the local, national and international context and are reflected upon regularly.□ DYW is considered within the local context□ Curriculum content links with the children's experiences and interests beyond the school environment.□ Curriculum content aims to extend the Children's experiences and interests beyond the school environment
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Outdoor Learning

At Mossbank School we fully recognise the real benefits to children's lives of playing and learning outdoors. We also recognise that, while we should do all we can to protect children from risk of serious harm, they need challenging and adventurous play experiences to develop confidence, resilience and social skills.

ELC

Our ELC outdoor learning policy can be found on the Mossbank School blog.

Primary 1 - 7

We are blessed with a spacious and diverse outdoor environment, which includes play equipment, sports facilities and natural resources. We incorporate outdoor learning as much as possible. We are developing this with the addition of a polycrub as an outdoor/indoor learning space.

Our learners access our local environment on a regular basis with trips to the beach and other local places of interest.

Play Based Learning

'Involvement in play stimulates a child's drive for exploration and discovery. This motivates the child to gain mastery over their environment, promoting focus and



concentration. It also enables the child to engage in the flexible and higher-level thinking processes deemed essential for the 21st century learner.'

The Conversation.com 2018

We at Mossbank School fully recognise the importance of play-based learning in a well thought-out, well-resourced, responsive environment.

Our Early Level curriculum places the child at the centre, and is responsive to their interests, skills and needs.

There is a shared pedagogical understanding among staff and we are continuing to strive for excellence in this area. There is a commitment to driving this forward which is reflected in our SIP priorities for 2022/23.



Supporting Documents

Building the Curriculum 1-5, Education Scotland 2006-2011

Education Scotland: Realising the Ambition, 2020

Scottish Government: Health and Social Care Standards My Support, my life
2018

Inspiring Scotland Loose Parts Play: 2016

My World Outdoors (Care Inspectorate, 2016)

My Active World (Care Inspectorate 2022)

Scottish Government: Out to Play, 2020

Documents used to inform our Curriculum rationale

Curriculum for Excellence in Scottish Schools

HGIOS 4

