

Ethos and Life of the School

UNCRC. Zones of Regulation. Nurturing approaches. Trauma informed practice. Positive staff/pupil interactions. SHANARRI Superstars. Restorative Practices. Respect me. Inclusive classrooms. GIRFEC. Star Pupil Awards. Wider Achievement Gallery. Learning, Teaching and Assessment cycle. School trips. Inclusive Committees. Music Assemblies. Outdoor learning. Learning in all weather- polycrubs. Buddying. Swimming. Golden Time. Trips. Health and Safety. Playtime. Fire Drill. Active Schools. After school clubs. Personal hygiene and care. Growth mind-set.

Learning through play - a definition written by staff, children and parents of Whiteness Primary School and Early Years: Learning through play develops creative, engaging and motivating interest in the world around us. Play is natural and when unhurried, it gives us the space and right pace in which to learn. As we play, we watch and learn, we copy and repeat, we practice and experience, we extend our imagination and begin to understand the meaning of what we are doing. Learning through play is fun, it allows us to be active, to make choices, to learn from mistakes and to problem solve and evaluate, all of which build our confidence, resilience and wellbeing. Without realising it we are developing our social, life and relationship skills, all of which are transferable and will serve us well as we grow and flourish through life.

Interdisciplinary Learning - 'Life In Action'



End of Primary School! 😊👏🥳🥳🥳🥳🥳🥳

I can take part in and enjoy our school trip to Voxter, trying new activities and working well with others.

I can help plan, design and edit our P7 yearbook to celebrate our time at Primary School.

I can help plan, organise and confidently present our Leavers' Assembly as part of our P7 team.

PCP Project (Person Centred Planning)

I can talk about my strengths and what I am good at.

I can share my dreams and hopes for my future.

I can set goals for myself and think about the steps I need to take.

I can explain what helps me learn and what support I need.

I can describe what is important to me now and as I grow up.

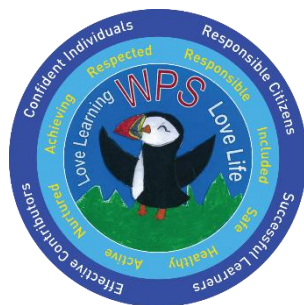
Democracy in Scotland

I can explain how democracy works in Scotland and Shetland, including who represents us and how elections are run.

I can take part in democratic activities like debating, voting and creating campaign ideas to understand how people make decisions in an election.

I can describe local issues in Shetland and explain how different levels of government help to solve them.

Progress will be evidenced through planned periodic high-quality assessments, showing application of knowledge.



Learning is designed based on the following principles:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Coherence
- Relevance
- Personalisation and Choice

Opportunities for Personal Achievement

We would like to hear about any of your child's opportunities for wider achievement out of school. Please share with your child's class teacher any personal 'proud' moments they have had. We will include these on our Wider Achievement Wall and in their own profile. Opportunities in school for personal achievement include performing in assemblies and concerts. Sporting events, leading learning through committees and family events. Buddying in school and representing the school in the wider community.

Curriculum Areas and Subjects

Literacy

- I can write imaginative stories, bios, letters, poetry, instructions and personal texts.
- I can use the VCOP skills I have developed throughout the year in every piece of writing I create.
- I can take my time editing my work, paying particular attention to spelling and punctuation.
- I can read independently and aloud in guided reading sessions with my teacher.
- I can engage well with our class novel, 'Crater Lake' by Jennifer Killick.
- I can complete weekly spelling, grammar, comprehension and handwriting activities.

Numeracy

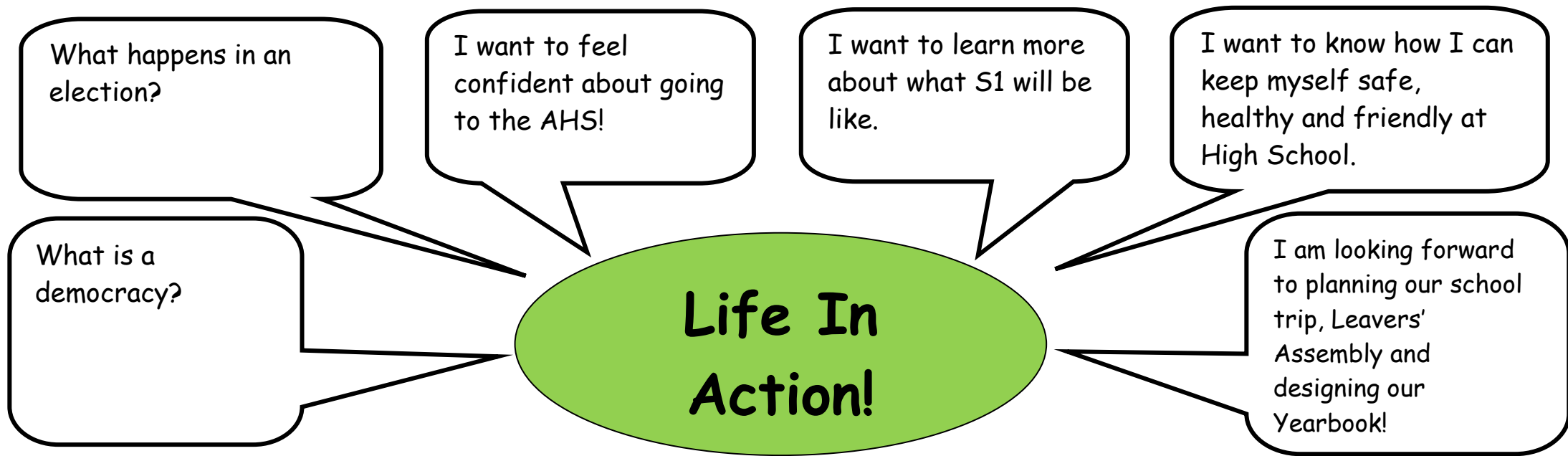
- I can use algebra to create and solve number problems using letters and symbols.
- I can use the correct order of operations (BODMAS) to solve calculations accurately.
- I can compare, estimate and measure angles using a protractor and use angles to help me solve simple problems in shapes and directions.
- I can calculate the perimeter of shapes by adding the lengths of all the sides.
- I can find the area of simple shapes by using the correct formula.
- I can measure length, weight and volume accurately using the correct units.
- I can revise mental and written skills for the four processes. (+ - x ÷)

Health & Wellbeing

- I can describe the changes that happen to my body and feelings as I grow.
- I can explain what a period is and how someone can manage it confidently.
- I can describe how a pregnancy can begin and understand the responsibilities of caring for a baby.
- I can recognise and respect differences in others and I can show inclusion by treating everyone fairly.
- I can make positive choices in secondary school by thinking about my actions, staying true to my values and choosing what helps me learn, stay safe and treat others with respect.

German

I can use the German vocabulary I have learned to take part in simple conversations and share basic information about myself and others



Literacy and IDL High Quality Assessment

(Demonstrating breadth, challenge and application in a new and unfamiliar situation.)

- * I can write an entry for the Shetland Library Young Writer competition, 'The Map'.
- * I can use the VCOP skills I have developed this year to create writing that is engaging and exciting for my reader.
- * I can develop believable characters, a vivid setting and a well-structured plot.
- * I can draft, edit and improve my writing, showing that I value the editing process as an important part of being a good writer.

Numeracy and Mathematics High Quality Assessment

(Demonstrating breadth, challenge and application in a new and unfamiliar situation.)

- * I can plan and design an orienteering activity that uses angles, direction and measurement.
- * I can apply my understanding of angles and direction to give clear instructions for moving from one point to another.
- * I can measure distances carefully.
- * I can test, adapt and improve my orienteering activity to make sure it is safe, challenging and accurate.

Pupil Evaluation: