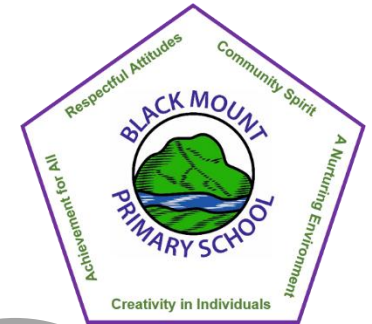


The Curriculum

"... the totality of all that is planned for our learners throughout their education"

"... a framework to meet the needs of all learners 3-18"

Black Mount Primary School

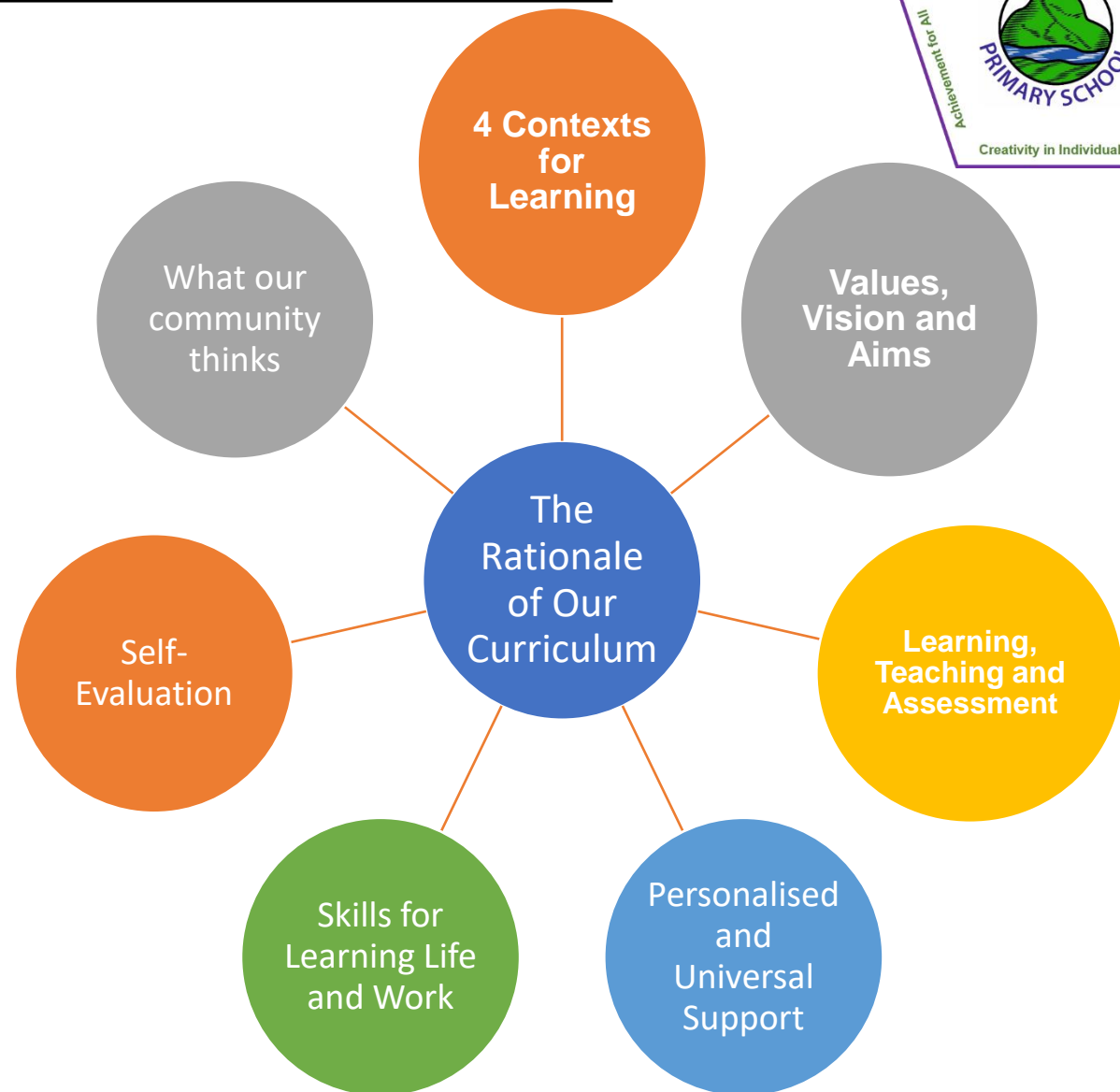


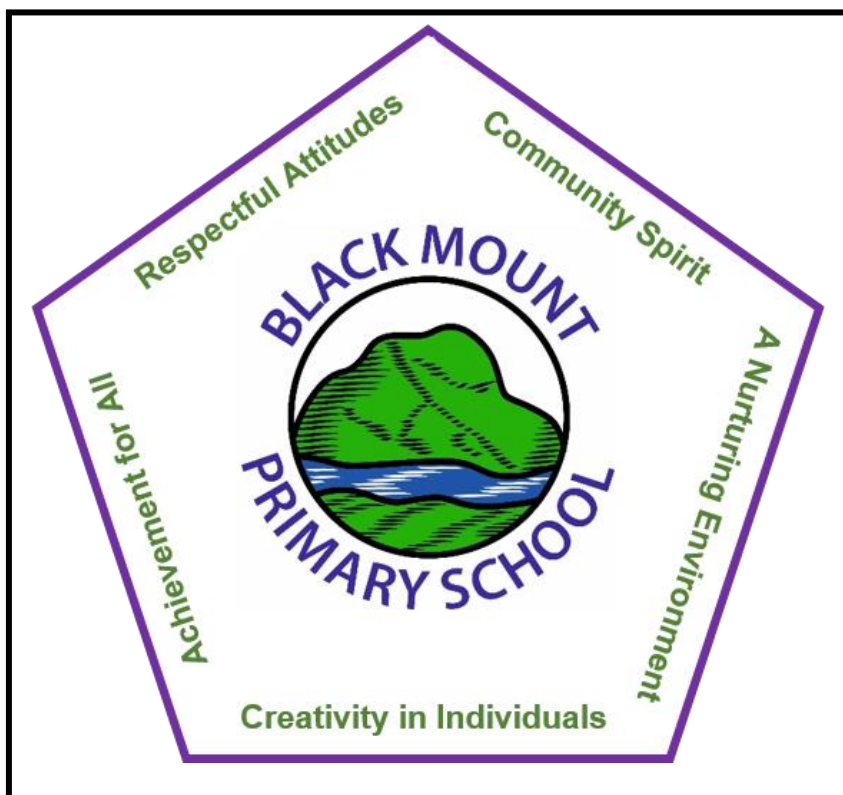
The Rationale of our Curriculum

Self- Evaluation - HGIOS 2.2 Curriculum

When designing our curriculum we took account of a number of key factors:-

- Local and national policy
- Our school community and our individuality
- Skills for Learning Life and Work
- Learners' entitlement and the four capacities
- Attainment and Achievement
- Four contexts for learning and cross-cutting themes
- Leadership





Our Vision ...

... is that all pupils achieve their full potential as well as developing skills for learning, life and work within an inclusive, supportive, safe, stimulating and motivating environment.

Our Values ...

Community Spirit, Creativity in Individuals, A Nurturing Environment, Respectful Attitudes and Achievement for All

At Black Mount Primary our vision and values underpin everything we do. They are at the heart of our culture and ethos as well as our curriculum, extra-curricular activities and the way we as a school interact with each other. As a school community our learners, our staff, our families and our community partners work together to promote a culture of mutual respect and lifelong learning. Our learners are happy, motivated and supported to have confidence and self-resilience to continue to attain and achieve.

We aspire to provide the highest quality of learning and teaching so our learners achieve their full potential as well as developing Skills for Learning, Life and Work within an inclusive, supportive, safe, stimulating and motivating environment.

Class Teacher November 2022

Children are learning transferable skills and knowledge required for the world of work

Black Mount sets up pupils with a really solid base to learn and develop from both academically and as human beings. The small school environment is a valuable resource.

Parent, February 2023

A [refreshed narrative on Scotland's curriculum](#), which sets CfE within the current context, was published in September 2019. It sets out the 4 Contexts for Learning. See below for how we address these at Black Mount Primary School.

Life and Ethos of the School

We have high expectations for all our pupils to attain and achieve and we encourage our pupils to be actively involved in their learning experiences. Through our Pupil Voice Groups and Pupil Parliament our pupils actively participate in decision making across the school community.

Nurturing our pupils through positive relationships is at the heart of everything we do at Black Mount Primary School. Through Get Together time and a range of activities we ensure our pupils are aware of the UNCRC – Rights of the Child. We have been awarded two ECO Schools Green Flag awards and have been recognised as a Health Promoting School.

We have an extremely supportive Parent body and a very active Parent Council. Since 2019 when Walston Primary School became Black Mount Primary School and moved to its current location at the centre of its large catchment area it has become a focal point for the community. We are supported in the delivery of our curriculum by the wider school community, such as in areas such as Developing the Young Workforce; we are also encouraged to use our local environment (often farmers land) to provide real-life experiences to enhance the curriculum and we are hugely supported by the wider community in all our school activities and performances.

4 Contexts of Learning



Everyone was so friendly and welcoming – I don't think I have been to a better school. Staff and students were great,

Personal Achievement



4 Contexts of Learning

Pupils are encouraged to share their learning inside and outside of school in a variety of ways, building confidence in their ability to experience success. To develop as confident individuals, we have high aspirations for our pupils and provide a wide range of opportunities which enable them to achieve.

We celebrate success at Black Mount Primary in a variety of ways including:-

Brilliant Black Mount Achievers Board, at weekly whole school Get Togethers, Achievement Jotters, notes and emails home to parents and open afternoons to name a few.

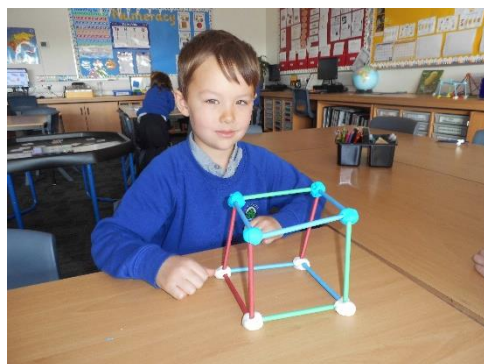
Curricular Areas

There are eight curricular areas as part of the 4 Contexts of Learning set by Education Scotland, all of which are delivered through a blend of discrete subject learning, cross curricular themes or topics and interdisciplinary opportunities, allowing pupils to develop as Successful Learners.

<i>Literacy and Languages</i>	<i>Numeracy and Mathematics</i>	<i>Health and Wellbeing</i>
<i>Social Subjects</i>	<i>Technologies</i>	<i>Expressive Arts</i>
	<i>Science</i>	<i>RME</i>

The delivery of our curriculum comes directly from the Experiences and Outcomes and during lessons, Learning Intentions and Success Criteria are shared. There is a clear progression across the experiences and outcomes and almost all children will move from Early Level at Primary 1 and through First Level and Second Level by Primary 7. Some learners may begin to progress through the Third Level experiences and outcomes during their time at primary school. The prior knowledge and personal interest of learners are taken into account in order to make learning relevant and enjoyable. Most importantly we aim for learners to understand what they are learning, why and also how they can improve.

We have a wide variety of resources and schemes of work and teachers use these thoughtfully to ensure that the learning taking place is progressive and challenging. Learners are beginning to lead learning in and outwith the classroom. The varied expertise and experience of class teachers, senior management, visiting specialists, partners and our family and community members are drawn on, to deliver high quality learning experiences for all. Our curriculum is very much designed to develop the whole child and to equip them with skills, knowledge and



Interdisciplinary Learning ...

Interdisciplinary learning (IDL) is an integral part of our curriculum offer at Black Mount Primary School and is one of the four contexts for learning set out in the Curriculum for Excellence.

IDL is a planned approach to learning, which uses links across different subjects or disciplines to enhance learning, usually concentrated around a specific context, topic or theme. Education Scotland states that interdisciplinary learning "enables teachers and learners to make connections across learning through exploring clear and relevant links across the curriculum. It supports the use and application of what has been taught and learned in new and different ways. It provides opportunities for deepening learning, for example through answering big questions, exploring an issue, solving problems or completing a final project."

At Black Mount, interdisciplinary learning is planned on a termly basis as part of our strategic planning process. Our social studies and technologies curriculum map provides suggested contexts for learning for every stage for each term, ensuring coverage of all experiences and outcomes and breadth and depth of learning. Although suggested contexts are provided, there is flexibility to allow teachers to plan responsively and give pupils opportunities for personalisation and choice, depending on pupil interests and current social or cultural matters.



Learning Teaching and Assessment

We aim to raise attainment and provide opportunities to achieve across the curriculum through challenging, high quality learning and teaching experiences. Our teaching and learning experiences are planned to take account of the wide range of abilities in each class and stage to allow for differing learning styles such as visual, auditory and kinaesthetic. To this end we adopt a variety of approaches to ensure our curriculum is interesting, engaging and self-centred. For instance learners are involved in individual tasks, group tasks, practical tasks, games based activities and activities which make use of ICT.

At every opportunity, our school values of excellence, determination and courage are used to provide encouragement for our learners to accept a certain amount of responsibility for their own learning. All learners are expected to achieve and are supported at a level which provides challenge. All staff are committed to achieving the best possible outcome for learners and to this end engage in a wide range of professional learning and self-evaluation activities.

A range of formative assessment techniques are adopted across the school and summative assessments are paired with professional judgements. Standardised assessments are used as further evidence of progress at all stages and a wide range of data is used to ensure that progress is being made by individuals and year groups.



Skills for learning Life and Work

At Black Mount Primary we focus on skills that enable all to become effective lifelong learners. Developing the core skills of communication, numeracy, literacy, creativity, information technology and working with others.

Skills for Learning, Life and Work are introduced during direct teaching and reinforced during focused activities. These are also investigated through a range of visitors, such as doctors, the Fire Service, artists and engineers.



Support ... Additional Support for Learning and Emotional Well-being

We are committed to the well-being and educational development of all learners and ensure that we are 'Getting it Right for Every Child'. Where there are barriers to learning, be that educational or emotional, we use the wellbeing indicators to assess how these can be removed. Removal of these barriers may be differentiated work in class, a timed intervention from a teacher or SSA, more challenging tasks or a referral to one of our partner agencies. Working in partnership with families and learners is vital in ensuring we are meeting the needs of our learners and their families.



*I have just got through this week's newsletter from Biggar High School and it was lovely to see that they had included some reports of the recent transition event from children at Black Mount, along with some photographs. It was lovely to see the pictures and read about their experiences. We remain so incredible grateful for *****@s lovely year doing P7 at Black Mount.*

Ex-Parent, January 2023

Transitions

We recognise that transitions can be anxious times for learners and their families and we aim to minimise this through various programmes which are relevant to each stage. In order to provide a smooth transition into Primary 1, we work closely with Rigside and Rural Nursery who are based within the school building. Where appropriate, we visit learners in their pre-school setting. We provide a series of induction visits and run a successful buddy programme.

We work collaboratively with our partner school and those within the Biggar Learning Community from P6 to deliver a coherent transition programme.

Self – Evaluation

In November 2022, staff undertook an evaluation of our whole curriculum against How Good is our School 4, Quality Indicator 2.2 Curriculum. The table below outlines our strengths as a school and the next steps identified for school improvement. This will be revisited in the session 2027-2028.

Strengths (Sources of Evidence)	Next Steps
<ul style="list-style-type: none"> • High expectations/aspirations • Development of Literacy/Numeracy along with Health and Wellbeing of pupils • Nurturing each child as an individual learner • Sporting opportunities • Commitment to equity • Sense of community and inclusion • Support • Encouraging fairness 	<ul style="list-style-type: none"> • Curriculum Rationale Position Statement • Expressive Arts – particularly music • Personalisation and Choice • Visitors – in relation to DYW • Community Involvement (post pandemic) • Partnerships with parents

How are we embedding the 7 principles?

Breadth: <i>All learners should have the opportunities for a broad, suitably weighted range of experiences. The Curriculum should be organised so that they learn and develop through a variety of contexts within the classroom, the outdoors and other aspects of school life</i>	<ul style="list-style-type: none"> • Literacy, Numeracy, and Health and Wellbeing are our first priorities. However achieving a breadth of experience across all Experiences and Outcomes is also important to us. • Breadth is achieved by planning learning activities and contexts based on all Experiences and Outcomes to ensure all learners make good progress. • Our pupils work through all experiences and outcomes at a pace which ensures a secure understanding and the ability to apply their learning in different contexts. • Our pupils are provide with motivating and challenging activities across the curricular areas and the 4 contexts for learning.
Depth: <i>There should be opportunities for learners to develop their full capacity for different types of thinking and learning. As they progress, they should develop and apply increasing intellectual, rigour, drawing different strands of learning together, and exploring and achieving more advanced understanding.</i>	<ul style="list-style-type: none"> • Our pupils are given opportunities to become secure in their learning at a pace that is relevant to them. • Collaboration between staff and pupils allow them the opportunity to add depth to learning by spending time discussing learning; explaining it to others; applying knowledge and skills in a variety of contexts and probing and researching particular issues. • Staff use informed professional judgements about when our pupils require further activities and contexts to secure learning within a level and when they need to move onto more challenging activities.
Challenge and Enjoyment: Learners should find their learning challenging, engaging and motivating. The curriculum should encourage high aspirations and ambition for all. At all stages, learners of all abilities should experience an appropriate level of challenge, to enable each individual to achieve his or her potential. They should be active in their learning and have	<ul style="list-style-type: none"> • Staff have high expectations of what pupils can achieve. • Activities are suitably challenging, engaging and motivating, encouraging high aspirations and ambitions for all learners. • Planning within the Experience and Outcomes focuses on creating opportunities for pupils to actively engage in their learning. • Tasks selected are differentiated to present an appropriate challenge for all learners.

opportunities to develop and demonstrate their creativity. There should be support to enable each individual to achieve. They should be active in their learning and have opportunities to develop and demonstrate their creativity. There should be support to enable learners to sustain their efforts.	<ul style="list-style-type: none"> Resources are developed or selected to promote active learning and are relevant to pupils' needs and the school/community context. Activities promote opportunities to develop and demonstrate creativity and innovation, along with opportunities to overcome challenges and achieve success <p>Opportunities for personal achievement across a range of differing contexts are provided for.</p>
Progression: Learners should experience continuous progression in their learning from 3 to 18 within a single curriculum framework. Each stage should build upon earlier knowledge and achievements. Learners should be able to progress and at pace which is matched to their needs and aptitudes.	<ul style="list-style-type: none"> Our progression plans meet the differing needs of learners, offering support and challenge. A range of assessment evidence is actively used to enable teachers to make professional and informed judgements about learners' progress.
Coherence: <i>Taken as a whole, learning activities should combine to form a coherent experience with clear links between the different aspects of learning, including opportunities specifically planned to draw strands of learning together. Learners have an entitlement to a curriculum which they experience as a coherent whole with smooth and well paced progression through the experiences and outcomes, particularly across transitions.</i> <i>Those planning the curriculum have a responsibility to plan in partnership with other show they will jointly enable learners to move smoothly between establishments, building on prior learning and achievements in a manner which meets the learners needs.</i>	<ul style="list-style-type: none"> We provide coherence and consistency in the development of Literacy, Numeracy along with Health and Wellbeing. Curricular Mapping ensures pupils experience a blend of programmes across curricular areas and subjects along with interdisciplinary studies; through opportunities for personal achievement and in the life and ethos of the school. Where appropriate, partner and educational visits are used to enhance pupils' experiences.
Personalisation and Choice: <i>The curriculum should respond to individuals needs and support particular aptitudes and talents. It should give all learners increasing opportunities for exercising responsible personal choice as they move through their school career.</i>	<ul style="list-style-type: none"> Staff use their knowledge of learners' prior experiences, learning and interests to provide customised support. Pupils are encouraged to develop skills for independent learning Opportunities for personal achievement are provide across a wide range of activities both in and out of school
Relevance: <i>Learners should understand the purpose of their activities. They should see the value of what they are learning and its relevance to their lives, present and future.</i>	<ul style="list-style-type: none"> The curriculum content connects with the experiences, learning and interests of pupils within and beyond the school environment. Staff use their knowledge of our pupils to inform and shape contexts for learning. Pupils develop an understanding of why, what and how their learning relates to everyday life.

What our School Community think ...

It's like one big family where pupils work, play and learn with each other across all ages and stages. Pupils feel safe and valued and therefore challenge themselves to be the best they can be and take risks with their learning.

Parent February 2023

Friendly, approachable staff that know the children.

Parent February 2023

Pupils were excellent and staff welcoming and helpful. Very impressed at the pupils' team work.

Princes Trust Outreach Worker

The pupils are very conscientious and engaged in their learning.

Support Services Coordinator

vA real team atmosphere. The kids of all ages get along and actively seem to support each other. The teachers know all the children well and give up their time to support after school and out of school activities. Individuality is encouraged and supported. As far as I can see each child is supported to learn at a pace suited to them.

Parent February 2023

