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# Curriculum Rationale

Crawford Primary School

Mrs Orr  
CRAWFORD PRIMARY SCHOOL

## Introduction:

Crawford Primary School is a small rural school serving the community around the village of Crawford within the Clydesdale area in South Lanarkshire. The school roll is around 19 to 30 pupils. The school shares a head teacher with nearby Abington Primary School. In Crawford Primary School there are currently two full time teachers and one part time teacher. The school building was opened in May 2018 and comprises of two classrooms, an open area and gym hall which is also used for dining at lunchtime. There is a playground which includes a multi-use games area (muga) and a large 'veranda area' running along the back of the school building. Currently most of our children walk to school but we have two taxis transporting pupils from outlying areas.

## Our Community:

Crawford Primary School serves the village of Crawford and the outlying area. The school is supported by an enthusiastic Parent Council and a few volunteers who help the school in a variety of ways. The local minister visits the school on a regular basis and encourages the school to make use of the church building in Abington for teaching and learning and special services. The school invites the local community to all special events. The school has good links with Biggar High School and other schools in the local area. Joint school events with Leadhills and Abington Primary Schools are organised each year which enhances pupils learning experiences. This has facilitated more collegiate planning and development within staffs, more moderation across literacy and numeracy, more sharing of resources all of which has impacted positively in teaching and learning in Crawford Primary School.

## Our Vision Values and Aims:

At Crawford Primary, we believe that all children are entitled to a broad, skills based and balanced education. We deliver the curriculum in a way which recognises the varied needs of our rural pupils and allows each individual to maximise their learning potential. We aim to prepare our children for the future by promoting a

positive 'can do' attitude as well as fostering caring attitudes and encouraging a willingness to help others.

Our vision is:

***'Caring - Conscientious - Creating***

***To be the best we can be'***

We reviewed our vision in October 2014 in consultation with staff and pupils. Our vision has also been shared with the parent council. This was reviewed again in Autumn 2017 and the decision from all stakeholders was to continue with this vision statement as it embodies all that our stakeholders wish for our pupils.

Through our Contexts of Learning- Ethos, Curriculum, Interdisciplinary Learning and Wider Achievement our pupils will be expected to display attitudes and behaviours in line with our school values

***Respect Themselves    Respect Others    Respect the Environment***

In Crawford Primary School our aim is to: -

- Provide a safe inclusive learning environment where our children feel nurtured valued and protected from harm.
- Encourage parents/carers to become more involved with children's learning to maximise attainment and achievement across the curriculum in particular literacy and numeracy.
- Encourage and empower our children to make good decisions and sensible choices to become responsible citizens within the local community and beyond.
- Encourage children to have a voice in decision making about their school, their community and education to foster communication skills to make children effective contributors and responsible citizens.
- Encourage links with local community and neighbouring schools to build community.

- Assessment will be used to identify gaps, identify specific learning targets and next steps in order to boost attainment.
- Inspire and support all our pupils to achieve their full potential, by building an ever richer environment for learning, using the outdoors, digital learning and a wide variety of approaches to learning and teaching.
- Provide a child centred, innovative curriculum that develops the four capacities. Children will become confident in their own ability, take responsibility for their own learning, challenge themselves in their learning and collaborate with others to be the best they can be.
- Foster a climate of mutual care and respect in the whole school community.
- Provide opportunities for all pupils to be enterprising and develop skills for learning, life and work

## What are the under-pinning principles of the Curriculum?

Since 2010 all Scottish schools have followed the Curriculum for Excellence (CfE). Its purpose is to ensure that all children develop the knowledge, skills and attributes they will need if they are to flourish in life, learning and work - now and in the future.

At its foundation are the four capacities.

That all children will be -

successful learners  
 confident individuals  
 responsible citizens  
 effective contributors.

A key principle of the Curriculum for Excellence is that all children should receive a broad general education. The curriculum is organised into eight curricular areas:

<p><b>Expressive Arts</b></p> <ul style="list-style-type: none"> <li>• art and design</li> <li>• dance</li> <li>• drama</li> <li>• music</li> </ul>	<p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• physical education and sport</li> <li>• planning for choices and change</li> <li>• food and health</li> <li>• substance misuse</li> <li>• relationships, sexual health and parenthood,</li> <li>• mental, emotional, social and physical wellbeing</li> </ul>
<p><b>Languages</b></p> <ul style="list-style-type: none"> <li>• listening and talking</li> <li>• reading</li> <li>• writing</li> <li>• modern Languages</li> </ul>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• numbers</li> <li>• money and measure</li> <li>• shape, position and movement</li> <li>• information Handling</li> </ul>
<p><b>Religious and Moral Education</b></p> <ul style="list-style-type: none"> <li>• Christianity</li> <li>• world religions</li> <li>• development of beliefs and values</li> </ul>	<p><b>Sciences</b></p> <ul style="list-style-type: none"> <li>• planet earth</li> <li>• forces</li> <li>• electricity and waves</li> <li>• biological systems</li> <li>• materials</li> <li>• topical science</li> </ul>
<p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>• people, past events and societies</li> <li>• people, place and environment</li> <li>• people in society, economy and business</li> </ul>	<p><b>Technologies</b></p> <ul style="list-style-type: none"> <li>• technological developments in society</li> <li>• ICT</li> <li>• business</li> <li>• computing science</li> <li>• food and textiles</li> <li>• craft, design, engineering and graphics</li> </ul>

Each curricular area is made up of a range of experiences and outcomes (Es and Os), which describe the expectations of learning.

Within Curriculum for Excellence CfE there are five levels of learning through which pupils progress

Early Pre-school and P1, or later for some	First To the end of P4, but earlier or later for some.
Second To the end of P7, but earlier or later for some.	Third and Fourth S1 to S3 but earlier for some

Detailed information on the content of CfE, and the rationale behind it, can be found at [www.educationscotland.gov.uk](http://www.educationscotland.gov.uk)

## How do we deliver the curriculum?

Teachers plan learning, teaching and assessment using the experiences and outcomes of Curriculum for Excellence alongside the benchmarks. While planning teachers take into account the individual strengths and development needs of all pupils to ensure challenge and progression.

Imaginative and innovative activities are planned both within and without the classroom to engage and motivate learners. Teachers make connections and links across curricular areas to provide depth and breadth in learning. Staff will use relevant contexts for learning often responding to children's interests, the local area or specific local and national events. For example Forest School is planned and executed in Fairy Gate Wood- a wooded area near to the school. These learning contexts support children to make sense of the world in which they live. Learning experiences and outcomes are tracked and monitored in all areas of the curriculum to ensure a coherent progressive broad general education for all pupils.

As part of daily planning, learning intentions and success criteria are identified and shared with pupils. Pupils support and encourage one another by evaluating each other's

performance against agreed success criteria. Pupils, by means of review jotters, homework diaries and 'Friday Folders', are encouraged to identify their own targets and record their own achievements.

Formal and informal approaches are employed by staff to monitor progress. The head teacher and staff meet regularly to discuss learning and identify pupils who need more challenge or support. These pupils, together with their parents/carers, become part of our staged intervention process.

The curriculum is refreshed regularly

- To ensure the principles of CfE are upheld.
- To take account of and national and local priorities.
- To ensure children develop skills.
- To prepare children for future employment.
- To develop successful learners, effective contributors, confident individuals and responsible citizens.

## Principles of CfE

Challenge and enjoyment: breadth: depth: progression: relevance: coherence: and personalisation and choice.

Staff while planning take account of the principles of CfE and pupil voice is an important part of our curriculum.

**Abington & Crawford Primary School**  
**Our curriculum - 4 contexts for learning**

**Curriculum areas and subjects**

- **Languages**, English and Literacy – reading, writing, talking & listening
- **Sciences** - Planet earth, Forces, electricity and waves, biological systems, materials, scientific analytical thinking skills
- **Health and wellbeing** – physical activity and sport, PE, substance misuse, relationships, sexual health and parenthood
- **RME** – learning about religion and morality, learning from religion and morality
- **Maths and Numeracy** – use KU of the number system, patterns and relationships. Use KU of measurement system and its application. Use KU of space and shape, research and evaluate data to assess risks and make informed choices, apply numeracy and maths skills.
- Develop an understanding of how people live today and in the past
- Understand economic, political, social and environmental issues. Become aware of change, cause and effect, sequence and chronology. Understand the principles of representative democracy, participation and citizenship through electoral participation and active citizenship in the school and local community. Locate, explore and link periods, people and events and feature in time and place

**IDL**

**English and literacy** – listening and talking, reading and writing

**Maths and Numeracy** – use KU of the number system, patterns and relationships. Use KU of measurement system and its application, research and evaluate data to assess risks and make informed choices. Apply numeracy and maths skills

**Sciences** – inquiry and investigative skills, skills and attributes of scientifically literate citizens.

**H and W** - Food and health

**Technologies** – find, discuss, organise and evaluate information through technologies

Understand how technological products work and how these affect people, plan and organise technological activities

**Social subjects** – Gain business enterprise skills and KU of the importance and methods of managing finance

**DYWF**: Develop useful skills for learning, life and work

Use and apply skills in creating models, maps and graphical representation of information.

**Themes across learning** – Global citizenship, learning for sustainability, financial education, enterprise in education

**Ethos and life of the school**

H and W – mental, emotional, social and physical; KU of rights of the child and wellbeing indicators

Expressive arts – create, present, evaluate and appreciate around music, drama and dance

Develop skills for learning, life and work

Committees - Understand the principles of representative democracy, participation and citizenship through electoral participation and active citizenship in the school and local community

**Opportunities for wider achievement**

H and W – opportunities for wider achievement

Physical activity and participation in active schools activities

Expressive arts – create, present, evaluate and appreciate around music, drama and dance

Social subjects – Gain business enterprise skills and KU of the importance and methods of managing finance:  
 Understand the principles of representative democracy, participation and citizenship through electoral participation and active citizenship in the school and local community

Develop useful skills for learning, life and work

## Strategies to promote attainment in Literacy in Crawford Primary School.

Staff recognise that secure literacy skills for children are essential to allow them to access all aspects of the curriculum and to develop skills for learning, life and work.

A range of pedagogies and teaching approaches are used to ensure learning and teaching is both engaging and motivating.

Literacy screening is undertaken with all P1 children to identify strengths and development needs, build on prior learning and provide support and challenge as appropriate. Parents are encouraged to read to and with their children.

A structured progressive **reading** program ensures children develop reading skills appropriate to their age, stage and ability. This is enhanced by children reading for information to support understanding across the curriculum and reflect personalisation and choice. Reading for enjoyment is supported by libraries which are refreshed regularly. Schools also engage with book fair companies, which engage parents and the community. Children access a child friendly newspaper, First News and topical items are discussed.

Reciprocal reading strategies and higher order thinking skills through Tools for Reading support in depth reading and comprehension developments.

Literacy topics and IDL book studies celebrate reading and Literacy.

From the outset children are supported and encouraged to **write** for a variety of purposes, using a planned range of genre. The school has recently embraced some of the strategies within Talk 4 Writing such as story mapping, boxing up and story grids. Peer and self- assessment strategies and yellow check boxes help children to recognise their strengths and development needs in writing. Thoughtful presentation of children's work recognises the values of writing and successes are celebrated. Writing across the curriculum is encouraged. For example, posters, programmes for shows and invitation are produced by the children and shared across the community. Crawford pupils also write for the local newspaper. Children contribute to the school website.

**Listening and talking** is embedded in all aspects of the curriculum and in the life and work of the school and is closely aligned to the 4 capacities. Children demonstrate confidence in listening and talking in day to day class activities and open show case events.

Children use a variety of contexts to support their literacy skills, including work in the community, cross cutting themes and outdoor learning.

A suite of assessment approaches ensure children, their parents and staff are aware of children's progress in Literacy. Assessments are used diagnostically and supports are put in place when needs are identified. Monitoring and tracking is robust and children's progress can be identified. Progressive skills programmes across all aspects of Literacy support children's learning journeys.

Homework diaries, termly newsletters, open events, target jotters and reports ensure parents are kept informed about their children's progress.

## **Strategies to promote attainment and close the gap in Numeracy in Crawford Primary School.**

Staff recognise that secure numeracy skills are essential life skills and support all pupils to develop numeracy and mathematical skills. This information is shared with parents and pupils.

Children learn through a structured, progressive programme appropriate to their age, stage and ability. Challenge is integral to the process and children are provided with opportunities for contextualised learning to support their appreciation of numeracy's importance in the world.

A variety of resources are used to support learning. However, learning and teaching are not resource driven. Staff recognise that a variety of teaching and learning strategies support children's understanding and these strategies include collaborative working, outdoor learning and active learning.

Children who experience difficulty are identified quickly and assessment processes, including Aifl and summative approaches, are used diagnostically so that appropriate supports can be put in place. Partnership with parents is strong and they are encouraged to be involved in children's learning through the regular sharing of information and homework tasks. Children have opportunities to peer assess and learning conversation encourage children to talk about and identify their next steps in learning.

Staff work collaboratively within and beyond their establishment on moderation and transition arrangements support building on prior learning. Robust information is shared at all stages and particularly at P7 – S1 to ensure progression and shared understanding of standards.

A variety of digital learning resources are used to support and enhance learning.

Number development and problem solving are supported through work across the curriculum.

Resources available include:

Scottish Heinemann workbooks / textbooks

Teejay textbooks

Mental Maths workbooks

Numicon

Concrete resource materials

Measurement tools

# Health and Wellbeing

In Crawford Primary School health and wellbeing is an important part of our whole school ethos. Our practices and procedures in school enable us to

- Reflect the principles of United Nations Convention on the Rights of the Child (UNCRC)
- Develop pupil voice
- Getting it Right for Every Child
- Develop and sustain positive relationships with the wider school community

Our health and wellbeing curriculum uses 'Healthy Schools Scotland' to provide a whole school programme which is underpinned by the wellbeing indicators - safe, healthy, achieving, nurtured, active, responsible, respected and included.

We take an asset-based approach to children evaluating their own progress. This involves equipping learners to see themselves as assets of and for their own health and wellbeing. Such an approach enables the learners to develop the skills and knowledge to take responsibility for developing their own health and wellbeing, with support from the school. The wellbeing indicators are a responsibility for all and as such we strive to engage with all stakeholders to ensure the needs of our children are met.

Healthy Schools Scotland is used as a three year rolling program because the school has multi-composite classes.

The program is enhanced with other resources such as Nurture UK, Emotion Works, Education Scotland digital resources for teaching about relationships sexual health and parenthood (RSHP).

# Other Areas of the Curriculum

Teachers plan across these areas of the curriculum using experiences and outcomes of CfE taking account of the benchmarks. These areas can be taught as discrete subjects or as part of an interdisciplinary topic (IDL). The school has an audit process in place through subject planners and IDL grids which are audited to ensure pupils cover the broad range of experiences and outcomes across all areas of the curriculum to ensure a broad general education. Contexts of learning may be selected through pupil choice, special events and /or topical themes

# Assessment

This can take many forms. Teachers use summative tests at the end of units and the school makes use of standardised tests including diagnostic testing for numeracy and literacy. Pupils in P1, P4 and P7 sit the SNSA tests. Teachers use a range of formative assessments within their daily practice. Pupils are encouraged to use self and peer assessment and to evaluate their own performances and actively engage in the process of target setting and deciding on their next steps.