

Curriculum Rationale and Design

August 2023



Our Curriculum Rationale

When designing our curriculum, we took a number of key factors into consideration:

- **The context of our school**
- **The needs of our local area and what makes us unique**
- **Our attainment results**
- **What our learners and families wanted**
- **What was needed to support our learners to enable them to become 21st Century citizens**

Furthermore, as a School we decided that once our Learners had reached the end of P7, we wanted them to have developed the following skills and attributes:



At Newfield Primary School we believe our curriculum provides our learners with many of the opportunities they will need to develop and shape these characteristics. However, we believe it is our values, culture and ethos as a school that will help shape a number of these.

The context of our school

Newfield Primary School and Nursery Class is a non-denominational establishment situated in the village of Stonehouse. The school was opened in 1975 and was rebuilt in August 2011 as part of the SLC School Modernisation Programme. The school has 9 classrooms and a large double Nursery playroom. The Senior Management Team consists of a Head Teacher, Depute Head Teacher and a Principal Teacher.

The school is situated within the Larkhall Learning Community and Larkhall Academy is the catchment Secondary School. We work in partnership with all agencies and extended teams within the Learning Community to meet needs and provide high quality education for all pupils. Newfield Primary has an active and interested Parent Council who provide effective support for class and school events, whilst organising fundraising and social events for parents/carers and pupils.

We provide a broad general education for all of our pupils beginning in our Nursery Class through to Primary 7, teaching all 8 curricular areas (*Literacy, Numeracy, Health and Wellbeing, Expressive Arts, Religious and Moral Studies, Science, Technologies, Social Studies*). We strive to ensure our curriculum and the experiences provided at Newfield Primary enable our pupils to become Successful Learners, Confident individuals, Responsible Citizens and Effective Contributors. We promote positive relationships within the school and foster a nurturing ethos which encourages all pupils to respect themselves and others.

All pupils carry out a wide range of leadership roles within their classes and throughout the school, providing opportunities for them to put forward their views on their learning and how to improve our school. All pupils from Primary 1 - Primary 7 are involved in one of the Leadership groups - Pupils Voice, Rights respecting School, Reading Schools Committee, Sports Committee, Eco Committee, Outdoor Learning Group, Fairtrade Group, Play Is The Way Group. We have some opportunities to work with our neighbouring school, Stonehouse Primary, and continue to build good relationships between the two schools on both in school and out of school activities.

We seek opportunities to provide extra-curricular activities for the pupils. In the school session 2022/23 we provided XX clubs for pupils from P1 to P7. Every second year our P6 and P7 are offered the opportunity to participate in a residential excursion. We also aim to ensure our pupils participate in a wide range of celebrations and school events such as: World Book Day, Book Week Scotland, STEM Week, World of Work Week, Fairtrade Week, Week of Action, Finance Week, Burns Supper Celebrations, Class Learning Showcases, Christmas Nativities and School Shows.



What makes Newfield Primary School unique?

Pupil Views

Newfield is unique because it has a huge pitch we can play on. I think it is the best school ever. The teachers are amazing and will help you if you need it. We also have a nursery to get people prepared for school. Reece, P5

I really like Newfield because it makes me feel special and we are unique because we have more classes than other schools. We have brilliant teachers and the learning makes me feel happy. Arya, P5

We are unique because we have a big pitch and gym hall to do PE in. We have amazing teachers and support assistants. We also have a big playground and classrooms for all different primaries. Ryan, P3

I think Newfield is good because they teach in a different way from other schools. And everyone is very kind in this school. Nathan, P4

Our school is unique because it's big! Our school is family friendly. We also do lots of competitions and events. Lucie, P6

I really like how the school's assistants look after us in the playground. I also like the pitch because we get to play football. Kai, P7

Parent/Carer Views

Welcoming and community spirited.

Great opportunities for children and lots of clubs. Great staff.

The dedication of the staff and the resilience of the pupils.

Helping children learn and keeping them safe in school.

Good communication between the school and parents. Lots of opportunities for children to take part in special events.

Good social opportunities, good communication and learning opportunities.

School staff's Views

Newfield is a fantastic place to work. The children make the school, and you feel the warm and welcoming ethos as soon as you walk in the door.

Newfield is a nurturing school and the SMT and staff work hard to make sure all children have a positive and happy school experience.

P2/3 Class Teacher

Newfield Primary School has a welcoming ethos and is a very rewarding place to work. Pupils are respectful and are engaged within their learning and colleagues are always friendly and supportive.

There is always a great atmosphere within all classes.

P4 Class Teacher

Having worked here for many years I can honestly say that I feel valued and part of the Newfield family here. Colleagues care and the pupils are polite and well mannered.

School Support Assistant

Newfield is a warm, welcoming school; the SMT and staff demonstrate a caring nurturing approach to each other, the pupils and the wider community, promoting and supporting all to be successful learners, confident individuals, effective contributors and responsible citizens. The establishments offers a friendly smile and helping hand to all, they provide safe a safe surrounding in which pupils can explore the world around them, making discoveries alongside peers to enable them to build their knowledge and understanding and be successful not only within the curriculum but also in society.

P3 Class Teacher

Newfield is a great place to work. I always feel supported and can go to anyone for help. I have learned so much in my short time here and really enjoy working with the staff and pupils.

School Support Assistant

Partner's Views

It's always a pleasure to visit Newfield. Learners are always engaged, and staff make you feel very welcome. Pupils are polite and friendly and happy to discuss their learning. The management team are proactive in supporting learning. They regularly seek and listen to and act on advice from others to enable them to meet learning needs. Everyone is very understanding and approachable as part of the team. This contributes to the warm welcoming ethos that is the Newfield family!

Specialist Support Teacher

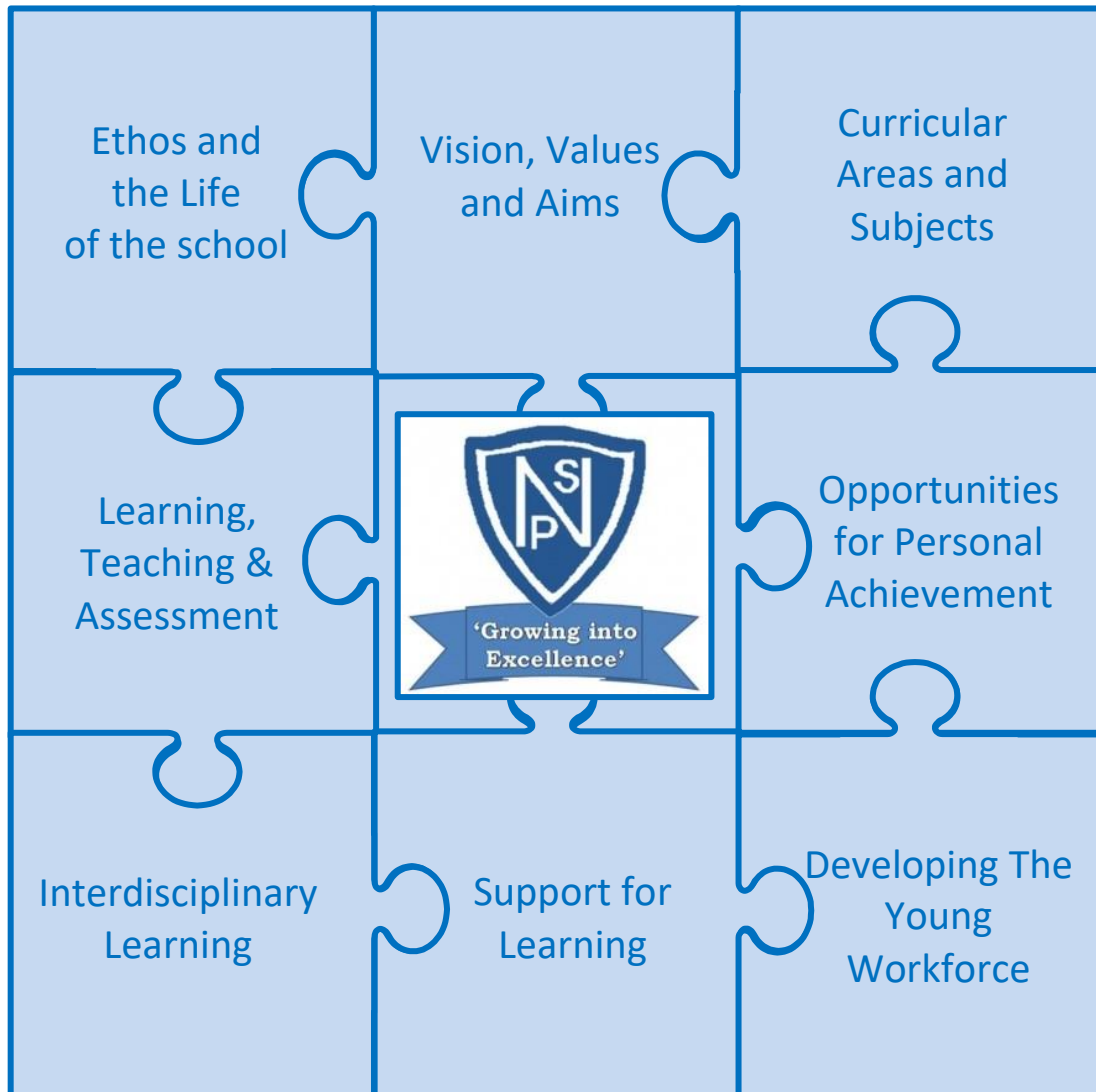
Newfield is a warm, welcoming and nurturing school. Staff are committed to ensuring the best outcome for their pupils. The ethos of care and helping children reach their potential is evident in their daily practice. They are not only a school dedicated to ensuring the best outcome for their pupils but their community engagement is evident in the positive relationships they have with the parents/carers and wider Stonehouse community. They value partnership working to strive to get it right for all of their children.

Educational Psychologist

Newfield Primary always provides a warm welcome in all the various aspects of the life of the school I have the privilege to be involved in. The pupils are enthusiastic, keen to respond and contribute and full of energy and creativity. The teachers and staff are keen to engage with and fully involve the community and local partners in the life of the school and it has been a pleasure to work closely with them to deliver areas of the curriculum.

Local Minister and School Chaplain

Our Curriculum Design



At Newfield Primary School we have worked collaboratively to design our rationale which underpins our key values for learning and the development of the whole child.

Read on to find out how each piece of the unique Newfield Primary School jigsaw ensures we are educating pupils to be fit for the 21st Century.

We will also explore how we embed the seven principles of Curriculum Design (*Breadth, Depth, Relevance, Progression, Coherence, Challenge and Enjoyment and Personalisation and Choice*) to ensure pupils can develop the Four Capacities (*Successful Learners, Effective Contributors, Confident Individuals and Responsible Citizens*).

Vision, Values and Aims

Newfield Primary School's Vision, Values and Aims underpin everything we do. They are reviewed by our school community regularly and updated accordingly. Last updated March 2023.

Vision: Growing Into Excellence



Values: Leadership
Equity
Achieving
Resilience
Nurture

Aims:

We aim to develop a safe, caring and supportive learning environment where all achievement is celebrated.

We aim to equip all our learners with skills that will help them to reach their full potential.

We aim to work together and encourage each other as one school community.

Ethos and the Life of the school

Our pupils are encouraged to be active members of the school community from Primary 1 and are given leadership opportunities at every stage, allowing children to grow as confident individuals aware of how to bring about change, Every pupil is an active participant in school improvement via our Big Questions events during assemblies and all pupils have an important role to play as a member of a school committee. We are a Rights Respecting School, have a gold SportsScotland School Award and have been an Eco School since 2003.

The experiences below ensure pupils have opportunities to put the school values into action and to develop as Responsible Citizens and Effective Contributors. We seek the views of pupils on a regular basis and act on feedback and suggestions.

- House Captains and Vice Captains
- School Leadership Groups for all pupils: *Pupil Voice, Sports Committee, Reading Schools Committee, Eco Schools Committee, Outdoor Learning Group, Fairtrade Group, Rights Respecting Schools Group, Play Is The Way Group*
- Young Leaders Of Learning
- P1/P7 Buddies
- P2/P6 Reading Buddies
- P5/Nursery buddies
- Junior Librarians
- Class Monitors
- Pupils led Masterclasses
- Pupil Involvement in Assemblies
- The Big Questions (HGIOURS)
- Pupil led lunchtime clubs
- JRSO Officers
- KWL grids
- AiFL strategies
- Responsive experiences in classes
- After school/lunch clubs
- Involvement in showcases, services and concerts
- Involvement with charities
- Transition programmes Nursery → P1, P7 → S1
- Interactions with our local community

We provide regular opportunities to celebrate pupils' personal achievements, including at our weekly assemblies where we celebrate both in and out-of-school achievements. Time to share and record achievements is built into the school week. Pupils set individual targets which give pupils and parents an opportunity to reflect on achievements. The wide and varied programme of extra-curricular activities and clubs offer tremendous opportunities for all our pupils.



Listed below are some of the ways we celebrate success and achievement.

- Wider achievement wall display
- Achievements shared at Assemblies
- Achievements shared on school Twitter page and school newsletter
- Christmas/Summer Shows
- Stars of the Week Awards and Head Teacher Award
- House events
- House Counters
- Kindness Champions, Star Writers, French Champions
- Parents' Meetings with teachers and parents
- Links with Local organisations e.g. The Jubilee Club, Stonehouse Growers



Learners need to be flexible and adaptable, with the capacity to develop skills which they will need for the rapidly changing challenges of life, learning and work. The skills for learning, life and work for are often cross-cutting and transferable across the whole curriculum. At Newfield Primary School our curriculum places **key emphasis on the acquisition of Numeracy and Literacy skills**. We also focus on personal and learning skills that enable individuals to become effective lifelong learners.

In addition, we aim to support children to develop key skills in *communication, problem-solving, critical thinking, inquiry, investigation* and *social and personal awareness and interaction*.

We arrange annual Focus weeks and events to help develop all these skills:

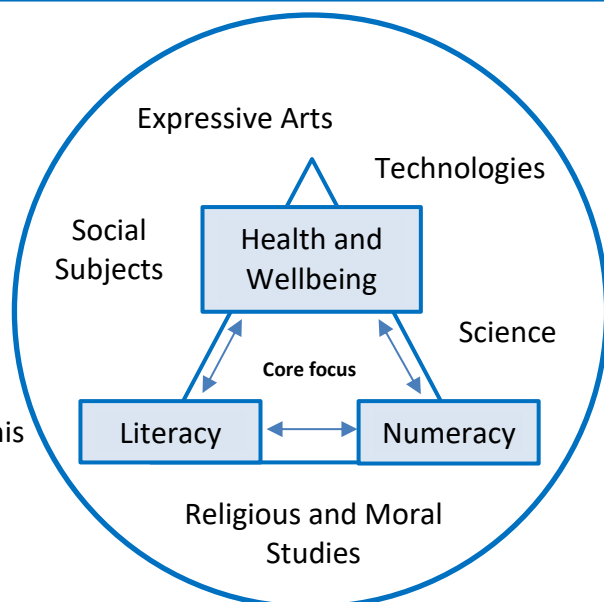
- World Of Work Week
- STEM Week
- Week of Action
- Fairtrade Week
- Finance Week
- Book Week Scotland
- French Café

We have a focus on developing Metacognitive skills, self regulation and encouraging pupils to talk about how they learn and use the vocabulary of learning. This has featured in our School Improvement Plan both last year (2022/23) and again this year.

We are also involved in the Education Scotland project Young Leaders of Learning. Last year (2022/23) we worked closely with Tinto Primary looking and evaluating Outdoor Learning. This year we will be working with our neighbouring school Stonehouse Primary.

Curricular Areas and Subjects

Our learners experience a Broad General Education which includes the experiences and outcomes across eight curricular areas, progressing through the levels, as far as this is consistent with each pupil's learning needs and prior achievements. Progression planners are in place for all 8 curricular areas.



Health and Wellbeing, Literacy and Numeracy have been identified by both parents and staff as a core focus at Newfield Primary. A strong grasp of Numeracy and Literacy skills alongside positive HWB provide a strong foundation in which pupils can build learning on.

Ensuring progression at an appropriate pace is a key focus for us at Newfield Primary, and we aim to achieve this through planning, self-evaluation, assessment and our quality assurance processes. Targets are set by pupils and families for each term in Literacy, Numeracy and HWB.

The eight curricular areas are delivered through a blend of discrete subject learning, cross curricular themes or topics and interdisciplinary opportunities, allowing pupils to develop as Successful Learners. The planning of our teaching comes directly from CfE Experiences and Outcomes from which our learning Intentions and Success Criteria are created/shared. Our assessments are planned using the Benchmarks.

Prior knowledge and personal interests of pupils are taken into account in order to make learning relevant and enjoyable. Most importantly, we aim for pupils to understand what they are learning and why, and also how they can improve. A range of learning experiences, play-based learning, active learning, collaborative learning and enquiry is evident in the school.

We have a variety of teaching and learning resources which teachers use thoughtfully to ensure the learning taking place is progressive and challenging. The varied expertise and experience of class teachers is utilised. We promote the use of a digital curriculum and pupils make very good use of technology across the curriculum. Our curriculum is designed to develop the whole child and to equip them with the skills, knowledge and attributes which they will need to adapt and thrive in the 21st century.


Interdisciplinary Learning

At Newfield Primary School, we use Interdisciplinary Learning to promote the transfer of knowledge and skills across subject boundaries. Through this we encourage connections to be made across the curriculum within relevant and enjoyable contexts.

Staff plan using the '*Making The Connections*' planner to ensure links to a range of curricular areas, social studies skills development, cross cutting themes, the 7 principles, outdoor learning and pupils' previous knowledge.

Information on work covered is passed on from each stage/level to ensure sufficient coverage. School trips are planned to provide breadth and depth to pupil's learning.

A clear focus is on developing skills for learning, life and work.



Learning, Teaching & Assessment

The success of our curriculum is dependent on high quality teaching and Learning by highly motivated and trained staff. We aim to achieve this through collaboration, self-evaluation, distributed leadership, collegiality, a robust quality assurance calendar and high quality, varied, career long professional learning.

We aim to provide a learning environment, where Nurturing principles are embedded, that motivates, inspires and challenges our pupils. Focused assessments and self-evaluation are used as tools to inform next steps.

Pupils are involved in the development of Learning Intentions and Success Criteria and take ownership of their learning with support from staff.

We cater for a range of abilities in each class and also for differing learning styles. To this end, we adopt a variety of approaches to ensure our curriculum is interesting, engaging, responsive and child centered. For instance children are involved in individual, group and practical tasks and activities which make use of ICT. We also engage in outdoor learning, educational visits and take opportunities to have visitors in our school to further excite and enthuse our learners.

Ensuring our pupils are aware of their locality and community is important to us and where possible we draw on local expertise to enhance learning experiences. At every opportunity we encourage all children to accept a certain amount of responsibility for their own learning as this is an important life skill. All children are expected to achieve their very best and they are supported to work at a level that challenges them.

Our Assessment Protocol sets out the range of assessments used at Newfield Primary School. A range of formative assessment techniques are adopted across the school and summative assessments are paired with professional judgements and learning conversations to gather a picture of the whole child.

Moderation at school and Learning Community level is undertaken to ensure shared standards. Standardised assessments are used as further evidence of progress at all stages and a wide range of data is used to monitor progress made by individuals and year groups. Regular self-evaluation is integral to school development and all children and staff reflect on the learning and teaching as part of this.

Additional Support for Learning and Emotional Wellbeing

We are committed to the well-being and educational development of all learners and ensuring we are 'Getting It Right for Every Child'. Where there are barriers to children's learning progress, be that educational or emotional, we use South Lanarkshire Council's Staged Intervention Process. We then look for ways to provide additional support.

Stage 1 - differentiated work in class

- amended teaching approach/use of language
- phone call home informing parent/carer
- extra support from School Support Assistant (SSA) and/or class teacher (CT)

Stage 2 - Assessment by Specialist Support Teacher (SST)

- Meeting with parent/carer with SST, CT and SMT
- Specific interventions identified and implemented
- Termly assessment of progress (by pupil, SSA and CT)

ASP - Termly targets and evaluation (by pupil, SSA and CT) sent home to parent/carer

- Yearly meeting with parent/carer, class teacher, SSA and child



Support for Learning

Working in partnership with parents/carers and pupils is vital in ensuring we are meeting the needs of our pupils and families.

Transitions

We recognise that transitions can be anxious times for pupils and parents and we aim to minimise this through various programme which are relevant to each stage.

Nursery to Primary 1 Transition

- A series of transition activities, working alongside Nursery staff
- Transition events after school for those pupils in external nursery provision
- Buddy meeting with pupils from Primary 6 and nursery pupils
- Parent Information Meeting with HT/DHT
- P1 Welcome Assembly
- Learning workshop for parents/carers with DHT (transition bags distributed at this time)

Primary 7 to Secondary School

- We work collaboratively with Larkhall Academy who deliver a coherent transition programme
- We also work closely with Stonehouse Primary School and organised our own transition events so that pupils from both schools get the opportunity to form some friendships prior to attending Larkhall Academy.

Between stages

- Passing On The Baton transition information shared with next teacher from current teacher
- Meetings arranged between staff to ensure all information is shared
- SMT discusses Staged Intervention Paperwork with receiving teacher
- SMT go through Inclusive class lists to ensure any specific information is shared

Next Steps

Through our programme of quality assurance, our self- evaluation calendar, professional learning, pupil voice, parental feedback and the improvement planning process we will continue to monitor, evaluate and review our curriculum, ensuring the focus is always on our learners.

It is crucial we take account of local and national developments and evolving best practice, and use these to inform, refine and further develop our own practice. We must continue to actively source best practice and to involve ourselves in strategic development at school, learning community, authority and national level.

It is imperative to us that our parents/carers and wider school community are part of the evaluation and development process and we are committed to involving them as much as possible in order that all stakeholders have an understanding of what we are trying to achieve through the curriculum.

Our Curriculum Design:

How are we embedding the 7 principles?



Breadth

All pupils should have the opportunities for a broad, suitably weighted range of experiences. The curriculum should be organised so that they will learn and develop through a variety of contexts within both the classroom and other aspects of school life.

- Whilst Literacy, Numeracy and Health Wellbeing take priority achieving a breadth of experience is important to us
- Breadth is achieved by planning learning activities based on all the experiences and outcomes to ensure all learners make good progress
- Plans are shared at transition times in order for any gaps in teaching to be addressed
- Pupils are taught at a pace which ensures secure understanding
- Flexibility of planning is adopted so teachers can choose which curricular areas should be taught for a period of time, not all 8 subjects are taught in the same week
- Interdisciplinary planning as well as discrete planning is adopted
- More time is provided for areas of the curriculum which will help narrow the poverty related attainment gap
- Pupils are provided with interesting and challenging activities within all curricular areas

Depth

There should be the opportunities for pupils 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 levels of understanding.

- Pupils are given opportunities to become secure in their learning rather than moving quickly from one topic or level to the next
- Collaboration between staff and pupils allows 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 pupils require further learning activities and contexts to secure learning within a level and when they need to move onto more challenging activities/levels.

Challenge and Enjoyment

Pupils should find their learning challenging, engaging and motivating. The curriculum should encourage high aspirations and ambitions for all. At all stages, pupils 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 opportunities to develop and demonstrate their creativity. There should be support to enable pupils to sustain their efforts.

- Staff have high expectations of what pupils can achieve
- Activities are suitably challenging, engaging and motivating for all pupils
- Planning within the experiences and outcomes allows opportunities for pupils to actively engage in learning
- Tasks selected are differentiated to present an appropriate challenge for all pupils
- Resources are developed or selected to promote active learning and are relevant to pupils needs
- There are opportunities for personal achievement across a range of different contexts.

Progression

Pupils 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. Pupils should be able to progress at a rate which meets their needs and aptitudes.

- Our plans meet the differing needs of learners, from those pupils who require additional support for their learning to those need to be challenged.
- When required, Staged Intervention procedures are followed.
- Assessment evidence is actively used to allow teachers to make professional judgements about pupil progress.

Coherence

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 different strands of learning together. All pupils 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.

Those planning the curriculum have a responsibility to plan in partnership with others how they will jointly enable learners to move smoothly between establishments, building on prior learning and achievement in a manner which meets learners' needs.

- Pupils experience coherent learning through interdisciplinary planning and teaching.
- Plans are shared at transition times in order for any gaps in teaching to be addressed
- Transition information between establishments is shared (during the school year)
- We have a good, planned transition programme (N>P1, P7>S1, between stages)
- Where appropriate, partners are a particular feature of planning
- Links are made between different aspects of learning within and across subjects and to the wider world.
- Staff promote coherence in learning by using their overview of learning across the curriculum and their flexible approach to time management.

Personalisation and Choice

The curriculum should respond to individual needs and support aptitudes and talents. It should give pupils increasing opportunities for exercising responsible personal choice as they move through their school career.

- Staff use their knowledge of pupils' prior experiences, learning and interests to provide support and feedback during teaching
- Pupils have opportunities to contribute to the development of learning within the classroom
- Pupils are given choice over their Leadership Group
- Pupils are encouraged to pursue learning independently
- There are opportunities for personal achievement across a wide range of activities within and outwith school

Relevance

Pupils should understand the purposes of their activities. They should see the value of what they are learning and its relevance to their lives, present and future.

- Teachers endeavour to ensure the curriculum connects with the child's experience, learning and interests in and beyond the school environment
- Staff use their knowledge of the children/local area to inform and shape contexts for learning
- Pupils know why, what and how their learning relates to everyday life

Other related documents

- Newfield Primary Learning, Teaching and Assessment Policy
- Newfield Primary Assessment Protocol
- Newfield Primary Quality Assurance Calendar
- Newfield Primary Staged Intervention Protocol

We hope this document helps you to understand our unique Newfield Primary School Curriculum. Our school website provides a further overview of our school. For further information on the curricular areas please refer to our school handbook which can be found on our website.

<http://www.newfield-pri.s-lanark.sch.uk/>

The Curriculum Rationale will be reviewed annually as part of the Standards and Quality Report

Date of last review and reprint: June 2023
Will be reviewed annually and updated where required.

Leadership

Equity

Achieving

Resilience

Nurture