



## OUR VALUES

Positive  
Understanding  
Supports  
Confident  
Personal  
Success

## THE CURRICULUM @ PUSCPS

- We have a shared vision for our pupils through a clear curriculum rationale and shared goals.
- Visible learning and pupil reflection and dialogue are important to our vision for learning and we work together on improving teaching and learning.
- We value links between home and school and actively seek ways of engaging parents/carers more.
- Unicef Rights Respecting Schools is embedded in our work and pupils understand its importance.
- Our pupils learn French from nursery to P7 and are exposed to other languages throughout the session, this is developing.
- We partner with local agencies where possible and look to expand this further.
- Pupil voice is a strong part of our work at PUSCPS.
- We take account of our pupils' individual needs.
- Restorative Approaches to relationships and behaviour are central to our ethos with dialogue at the centre of what we do through the 3Fs system.

## LEARNING AND TEACHING @ PUSCPS

- We have high expectations of all pupils
- Termly Learning Overviews support the balance of the curriculum and share planned learning with home and pupils.
- High quality, meaningful lessons deepen learning and support challenge.
- Visible learning develops pupil involvement in discussing their own learning and next steps.
- Shared learning intentions and success criteria in every lesson.
- Use of a 4-part lesson structure including plenary.
- AifL and Learning to Learn Tools used consistently to provide ongoing information to staff on pupil understanding.
- Development of pupil involvement in lesson planning and assessment.
- Opportunities for individual and collaborative learning.
- Outdoor learning planned to broaden experience and deepen understanding.

## EXPERIENCES & OUTCOMES and ENTITLEMENTS @ PUSCPS

- A broad balanced education for all pupils which takes account of our local setting and reflects Scotland's history, culture and place in the world.
- Efficient, responsive planning systems which ensure coverage of the experiences and outcomes and assess progress through the benchmarks.
- A belief that Literacy is the gateway to further learning reflected through a strong focus on listening and talking, reading and writing.
- An understanding that Numeracy is a key life skill which requires daily practice and the ongoing development of strategies and skills.
- Our curriculum has a key focus on these key areas of the Es & Os and so - across all learning – we aim for these to comprise at least 50% of learning time.
- Transition between all stages, particularly at N/P1 and P7/S1 are well planned and take account of pupil individual needs.
- All pupils have a meaningful say in their learning in the class through collaborative planning approaches.
- Pupil Council and Pumphy Pals vertical groups give pupils a say in the running of their school which is clear, relevant and meaningful.

## PUSCPS Curriculum Rationale and CfE Design



## PERSONAL SUPPORT @ PUSCPS

- Arrangements for Support for Learning, including nurture provision where required, are based on liaison and dialogue between professionals and with home.
- Effective use of staffing to meet learning needs, support individuals and raise attainment.
- Clear and focussed approaches to transitions at all stages.
- Excellent links with partner agencies to support pupils' wellbeing and achievement.
- Ongoing development of pupil involvement in learning; building skill in feedback, target setting and pupil reflection.
- Pupil voice throughout school encourages pupils to take a lead in their own learning and the work of the school.
- IEPs of high quality which are ongoing working documents, shared with parents, pupils and all staff and regularly updated.

## ASSESSMENT, SELF EVALUATION AND PROFESSIONAL DEVELOPMENT @ PUSCPS

- A clear tracking and monitoring system based on professional dialogue is well used by all to ensure pupil progress is understood and learning needs identified.
- We develop the place of profiling, reflection and dialogue with pupils in learning through our Profiling Position Statement.
- A wide variety of assessments are used to identify next steps and plan for pupil learning.
- Self-evaluation and quality assurance are embedded, ongoing elements of our work. We reflect, discuss and respond throughout the session.
- PRD meetings anchor an ongoing process of professional reflection using the GTCS PU system.
- PRD targets are linked to personal learning requirements and the school improvement plan.

## PRINCIPLES FOR CURRICULUM DESIGN

Challenge and Enjoyment	Breadth
Personalisation and choice	Depth
Progression	Coherence
Relevance	

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