LOCHPOTS SCHOOL

CURRICULUM RATIONALE

Sections:

1. Purpose, Principles and Entitlements

2. Four Contexts for Learning

       a) Curricular Areas
       b) IDL
       c) Ethos and Life
       d) Personal Achievements

3. Learning and Teaching

4. Assessment, Monitoring and Tracking

5. Transitions

January 2020

1. PURPOSE, PRINCIPLES and ENTITLEMENTS

The **purpose** of curriculum at Lochpots School is **inclusive**, a stimulus for **personal achievement** and an encouragement towards **informed and responsible citizenship**. There is a **progression framework** for learning based upon the principles of curriculum design and curriculum entitlements.

Taking account of the **principles** for curriculum design in planning should ensure there is **challenge** and **enjoyment**, a **breadth** of learning, **progression, depth personalisation and choice**, **coherence** with other areas of learning and **relevance** to real life.

Taking account of curriculum **entitlements** in planning should ensure a coherent learning experience across all areas of the curriculum, a **holistic approach** to mental, emotional, social and physical wellbeing, an understanding of **Scotland's place** in the world, the development of a **responsible attitude to the natural world**, skills for **learning life and work** and developing **self-esteem, motivation and achievement**.

2. FOUR CONTEXTS FOR LEARNING

The curriculum includes all of the experiences which are planned for children and young people through their education. These experiences are grouped into 4 Contexts for Learning.

a) ETHOS and LIFE of the SCHOOL

Lochpots School's Aims and Statement of Values communicate our philosophy and beliefs for our school community and were developed in line with Curriculum for Excellence values of Wisdom, Justice, Compassion and Integrity.

Vision
At Lochpots School we aim to provide a welcoming atmosphere for pupils, staff, parents and the wider community where we can learn together in an environment of respect, pride, enthusiasm and ambition.

Values

Considerate
A safe, happy and secure environment for learning.

Respectful
Showing respect to self and others, for school resources and property, by making informed choices and decisions and being tolerant.

Proud
Showing pride in being a member of Lochpots School by wearing school uniform, representing the school and taking pride in school work, attainment and achievements.

Perseverance
Showing self-motivation, enthusiasm and an eagerness to learn.

Ambitious
Showing the ability to try new ideas, keep trying if something is hard, evaluate work and "Aim High".

b) Curriculum Areas and Subjects

The core curriculum consists of Literacy, Numeracy and Health and Wellbeing. These subjects permeate all other curricular areas and attainment and achievement in these areas are continually scrutinised and reviewed annually by the school to ensure standards are maintained or improved.

Pupils are given opportunities for personal choice and involvement in What and How they Learn. The school encourages pupils to have a say in how they learn and what they learn. Through the use of learning logs and personal planning the pupils are involved in setting their own targets and planning next steps in learning.

Learners are provided with a broad, balanced set of experiences designed around the curriculum areas of:

- Literacy - listening & talking, reading, writing
- Modern Languages - French
- Mathematics and Numeracy
- Health & Wellbeing – emotional, social and physical wellbeing
- Expressive Arts – music, dance, drama, art & design
- Religious and Moral Education – Christianity and other world religions
- Sciences
- Social Studies – People and place, society and the past
- Technologies / Digital Literacy

c) Interdisciplinary Learning

Interdisciplinary learning enables teachers and learners to make connections in 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 and provides opportunities for deepening learning, for example through answering big questions, exploring an issue, solving problems or completing a final project. Learning beyond subject boundaries provides learners with the opportunity to experience deep,

challenging and relevant learning. Learners are given opportunities to develop skills for learning, skills for life and skills for work with a continuous focus on:

- Enterprise and Creativity
- Citizenship and International Education
- Literacy
- Numeracy
- Health & Wellbeing
- Sustainable Development
- Digital Literacy

d) **Personal / Wider Achievement**

To extend the **Four Capacities:**

Confident Individuals
Responsible Citizens
Successful Learners
Effective Contributors

We encourage pupils to take responsibility within the school. This allows them to have a say in aspects of what happens in school and allows them to see that they can make a difference.

The following initiatives and activities are ongoing in Lochpots School throughout the session:-

- Enterprise activities and projects
- Health Promoting School activities and working group
- Eco-School activities and working group help the school become more environmentally friendly
- Rights Respecting School activities and working group
- Junior Road Safety Officers deliver important messages on road safety
- Monitors P7 support the younger pupils at playtimes
- Buddies P6 and P7 supporting P1 pupils
- Pupil Council making decisions about fundraising events and improvements to the school.
- Involvement with 'Volunteer Scotland'
- House groups captains and vice-captains supporting positive behaviour
- Various after school/ lunchtime clubs including Choir, Running Club, Arts and Crafts, Knitting, Homework Club.
- Primary 7 pupils have the opportunity to go on a residential trip. This usually takes place in term 3 or 4 and has a focus on health and well-being as well as physical activity.
- Childrens University
- Opportunities to learn a musical instrument

3. **LEARNING AND TEACHING**

Learning in Lochpots School:

We know what we are learning and why
We can talk and think about our learning
We learn well together
We enjoy our learning
We are all helped to make progress in our learning
We learn in classrooms, our homes and beyond
We celebrate our learning

We use a **variety of teaching methods to cater for a range of learning styles.**

We believe in **active learning** for all pupils at all stages with children fully engaged in **thinking**. In promoting active learning, we recognise the importance of ensuring that learning experiences are stimulating and challenging.

In Lochpots Schools we include a strong focus on outdoor learning **In, About and Through** the environment.

We make full use of the local environment, including local businesses. Our aim is to make learning relevant and meaningful and to promote enthusiasm for **life-long learning**.

Co-operative Learning takes place across the curriculum and creates opportunities for pupils to effectively learn with and from each other.

Visible Learning – the development of a shared language of learning by all in the school community led by **inspired and passionate teachers**. Learners will apply effective habits of learning and thinking specifically being **creative, curious, independent, motivated, reflective and resilien**t. Learners will be **assessment capable** ie.be able to explain and understand the progress they are making. Learners seek, receive, act on and give **effective feedback**. Learners understand how to use different strategies and have an awareness and understanding of their own **learning and thought processes.**

Rock Water – a programme to support learning of social, emotional and resilience skills, so children are better equipped to establish and maintain positive relationships throughout their lives. Building self confidence, self reflection and self reflection.

January 2020

<u>Skills and Attributes</u>

It is important that all learners are given appropriate opportunities to develop their thinking skills. These skills can be developed across a range of contexts including through more practical or applied learning opportunities:

- **Remembering** involves such activities as recall, recognition or locating information
- **Understanding** might involve activities such as describing, explaining, summarising and translating
- **Applying** requires the learner to use or apply their knowledge and understanding in different contexts
- **Analysing** requires learners to break down information into component parts and search for relationships
- **Evaluating** involves making an informed judgement about something, for example an issue or method. Activities such as comparing, appraising, prioritising, rating or selecting, could involve learners in evaluating
- **Creating** happens when learners are required to generate new ideas and products through activities such as designing, creative writing, planning, reconstructing, inventing, formulating, producing and composing

There are clusters of overlapping skills:

- **Skills for Learning** - Personal and learning skills that enable individuals to become effective lifelong learners.
- **Skills for Life** - The five core essential skills of communication, numeracy, problem solving, digital literacy and working with others.
- **Skills for Work** - Vocational skills that are specific to a particular occupation or sector.

4. <mark>ASSESSMENT, MONITORING AND TRACKING</mark>

Assessment will focus on knowledge, understanding, skills and attributes. Much of the evidence will be gathered as part of day-to-day learning. The use of specific assessment tasks is also important to provide evidence of progress, particularly at transitions. Children will apply their skills in their learning, in their daily lives and in preparing for the world of work. Long-term success is closely linked to learners' motivation and capacity to engage with and complete tasks and assignments. The benchmarks embody an appropriate level of proficiency at each level but do not place a ceiling on achievement. The range of experiences within the framework allows for different rates of progression.

From the early years to the senior stages, and particularly at times of transition, it is vital to have a clear picture of the progress each child and young person is making ==across Literacy, Numeracy and Maths and Health and Wellbeing so that further responsibility of all l==earning can be planned and action can be taken if any ground has been lost.

Holistic assessment will also show evidence of progress through their concepts and skills in collaborating and working independently as they observe, explore, experiment with and investigate.

All areas link with other areas of the curriculum, within and beyond the classroom, offering opportunities to apply their knowledge and skills in more complex, demanding or unfamiliar learning or social contexts. Children will be given the opportunity to demonstrate that they are developing more informed viewpoints and wider perspectives in their reflections on environmental, moral and ethical issues.

The broad features of assessment are used across the curriculum to track pupils' progress, inform planning, direct future learning and teaching activities and for profiling.

Pupils are signposted as making progress through Early, First, Second, Third and Fourth levels with the terms RS **requires support**, OT **on track**, EE **exceeds expectations.**

The purpose of assessment is to support learning. Staff at Lochpots School use a variety of **formative** and **summative** assessment techniques. This applies to all pupils and ensures that opportunities to progress and achieve are fair and inclusive.

Formative Assessment includes:
- Sharing learning intentions, success criteria, ideas and expectations
- Promoting creative thinking skills by using quality questioning techniques
- Giving constructive feedback to pupils which is focused on improvement
- Assessing what children **Make, Say, Write** and **Do** and planning teaching activities to support future learning

Children are also encouraged to self and peer assess and to recognise their own strengths and learning needs. Once learning needs are identified, children are involved in planning their own future learning. In addition to this, teachers set realistically challenging targets for their pupils, helping to ensure that the pace of children's learning is appropriate.

Summative assessments are also carried out to confirm teachers' professional judgements. This may include diagnostic assessment, benchmarking and planning using the significant aspects of learning (SAL).

Scottish National Standardised Assessments (SNSAs) - these assessments provide teachers with objective and nationally consistent information on children's progress in aspects of literacy and numeracy, alongside a wide range of other assessment activity.

January 2020

Teachers have regular opportunities to discuss children's progress with them and their parents, considering the full range of assessment activity, including SNSAs, to plan next steps and ensuring parents understand how best to support their child's learning at home.

In Lochpots and the Fraserburgh Community Schools Network moderation takes place.(see CfE Moderation Cycle). https://education.gov.scot/improvement/learning-resources/the-moderation-cycle/This involves teachers from different classes and schools comparing samples of pupils' work and applying common approaches to assessment. This ensures that there is a shared understanding of standards between schools.

Parents receive information about their children's progress and achievements through the year in a number of ways, eg through homework diaries, jotters and samples of work sent home, through visits to school for open days and class assemblies and through visits to school for more formal parent interviews. There is a Parental Engagement Calendar

Pupils are developing skills to identify and record their best work and achievements in and out of school. This process, known as **profiling**, will involve ongoing dialogue with the class teacher and will take place at all stages. Pupils will record their 'latest and best' achievements in documents called profiles.

Children's progress in literacy, numeracy and Health and Wellbeing will be tracked and monitored regularly and discussed at staff meetings so that the right support can be put in place. Progress across the curriculum will be similarly monitored to develop an impression of gaps in learning and understanding which can then be targeted.

5. <u>TRANSITIONS</u>

The key to smooth transition is effective communication. Good liaison and sharing information is essential if continuity and progression in children's development and learning is to be achieved.

Transition can be into early years, early years to P1, stage to stage in primary school and primary education to secondary education. The broad general education of Curriculum for Excellence spans the ages 3-14 years.

Each new beginning is an exciting step and listening and talking to children about this change in their lives will help to prepare them for a good start. Parents may also have questions and concerns at this time and should not be afraid to ask questions of the nursery staff. Parents have an important role to help and support staff in getting to know their children by letting them know about their child's interests and any health or personal issues which may affect the child's learning.

At transition professionals work closely with other staff and parents to ensure that information about each child's learning and achievements is passed on. This will help ensure that their learning and development continues without interruption. Staff will also share other information which will help the teacher to support each child's learning – for example relevant health issues, friendship groups and preferred ways of working.

<u>Into Early years Setting</u>

New entrants to nursery will be offered a visit into nursery with their parent and an induction session. Parents will be invited to a workshop with Head Teacher to help familiarise parents with the school and curriculum.

<u>Early Years into School</u>

The Curriculum for Excellence 'early level' spans the period from age three to early primary school. This provides new and exciting opportunities for meaningful and challenging learning experiences and for children to develop educationally, emotionally and socially within that level. It also encourages good transitions from school early years setting or partner providers settings.

New entrants to primary 1 are offered 4 introductory sessions in May / June as part of a transition project with the existing P1s. On these transition sessions parents are invited to attend with their child for a period of time. The nursery children will have a P1 buddy who they will work alongside on transition sessions so that they have familiar faces when they are both in the class and in the playground. They are also allocated a buddy from P6. Buddies visit the early years setting throughout term 4. Parents are offered a meeting with the Head Teacher. There are opportunities to attend workshops before and after starting P1 where parents can get to know other parents and can find out information about the learning and teaching in the P1 setting. Once the children have starting P1 there will be opportunities for learning and teaching

Class to Class

Within school there are planned transition visits to new classes and a detailed hand over procedure is in place to ensure progression is maintained at the beginning of a new session.

Primary to Secondary

A cluster led transition timetable is in place to ensure smooth transition to Fraserburgh Academy. P7 teachers along with SLT academy and some Cluster Head Teachers meet, evaluate and plan this each session.

This will be, for example, information about learning and achievements, examples of their work, records of their progress and skills development and other relevant information.

School to School

When a child leaves our setting to move to a new school it is made sure that the relevant documents are handed over so that the new staff are clear about the attainment levels and the development needs of the child are. If a child is coming into our setting we would make sure that we have good communication with the old setting to ensure a smooth transition. Visits would be arranged prior to starting in our school so that the child/children can start to become familiar with their new setting.

Transferable Skills – Skills for Learning, Life and Work

Skills for Learning

Skill for learning	What the skill might look like…..	
Applying (Using strategies, concepts, principles and theories in new situations)	• Implementing • Carrying out • Using • Executing • Generalising	
Analysing (Breaking information down into its component elements)	• Comparing • Organising • Deconstructing • Attributing • Outlining • Structuring • Integrating	
Evaluating (Judging the value of ideas, materials, methods by developing and applying standards and criteria)	• Checking • Hypothesising • Critiquing • Experimenting • Judging • Testing • Detecting • Monitoring	
Synthesising (Combining separate ideas to create something new)	• Comparing • Collating • Contrasting • Adapting • Generating • Rearrange • Incorporating	• Modifying • Reconstructing • Reinforcing • Substituting • Organising • Designing
Creating (Putting together ideas or elements to develop an original idea or engage in creative thinking).	• Designing • Constructing • Planning • Producing • Inventing • Devising • Making	
Systems Thinking (Interprets the world as an interconnected network. Seeing how parts of a system work together)	• Relating • Analysing • Generalising • Incorporating • Arranging • Connecting • Co-ordinating	• Ordering • Predicting • Association • Correlation • Forseeing • Integrating

January 2020

Skills for Life

Skill for life	What the skill might look like…..	
Creativity Open-mindedness	• Having a growth mind-set • Learning from mistakes • Being excited to try new things Being flexible • Being adaptable • Functioning well with uncertainty • Hypothesising	• Exploring multiple view points • Knowing you can do it if you have input and practice • Thinking inside and outside the box
Creativity Curiosity	• Asking open questions • Noticing things • Looking for patterns, connections and exceptions • Thinking of possible reasons	• Researching • Asking "What if…" • Making use of previous knowledge
Creativity Imagination	• Creative thinking • Letting your imagination go • Think up new ideas and questions • Use your intuition	• Generating and refining ideas • Exploring options • Inventing
Creativity Solving Problems	• Working hard • Keep practising • Keep going • Trying new strategies • Asking for help • Starting again • Taking a brain break • Asking questions • Knowing what to do when you don't know what to do	• Identifying problems • Finding resources to help • Using results to inform next steps • Distilling/refining ideas • Crafting, delivering and presenting solutions • Evaluating impact and success of solutions
Creativity Transferability	• Using what you have learned in real life context • Linking to previous learning • Modelling success • Using what works for others • Linking and applying different kinds of learning in new situations	

Skills for Life (continued)

Skill for life	What the skill might look like…..	
Literacy	• Communication – verbal and non-verbal • Active listening • Expressing feelings • Giving and receiving feedback	• Identifying main ideas in texts • Comparing and contrasting language in their culture and others • Creating texts
Numeracy	• Using numbers • Having confidence in using numeracy • Applying skills in other areas • Understanding and using numeracy in real life contexts e.g. financial management	• Explaining my thinking • Interpreting data
Health and wellbeing	• Respecting self • Setting challenges • Recognising strengths • Motivation • Perseverance • Having confidence • Having a positive attitude • Being resilient to change • Recognising others strengths • Respecting others • Having awareness of how to deal with conflict	• Building relationships • Contributing to teamwork • Supporting other people • Inspiring others • Understanding what eat, how active we are impacts on our wellbeing • Making informed choices • Managing risk
Enterprise	• Showing initiative • Being creative • Contributing ideas • Identifying problems • Having a positive attitude to change • Leadership • Persuading others/ Exerting influence • Delegate to others • Take different roles	• Having clear goals/planning • Set high standards • Managing money • Applying skill in real life context • Using different strategies • Finding resources to help • Use results to form next steps
Learning for Sustainability	• Taking responsibility • Demonstrating empathy and tolerance • Knowing place in family, community and wider world	• Respecting the natural environment • Using evidence to form opinions • Understanding and respecting UNCRC rights • Understanding right and wrong and explaining reasoning

January 2020

January 2020	• Being aware of consequences of our actions • Awareness of Global and Environmental issues • Taking action locally and globally	• Compare similarities/differences
Digital literacy	• Demonstrating responsible and safe use • Creating digital and non-digital solutions • Being creative and innovative • Using technology to problem solve • Having knowledge and understanding of big ideas/concepts of technology and new technologies	• Making informed choices about the use of digital technology • Searching and retrieving information to inform thinking • Evaluating products, systems and services • Presentation skills • Leading and interacting with others

Skills for Work

Skill for work	What the skill might look like…..	
Managing Time	• Prioritising • Delegating • Being aware of time passing • Accepting the deadline • Sharing roles/ responsibilities • Manage distractions	• Do one thing at a time • Break things down • Using self-regulation strategies
Planning and Organising	• Focusing on the task • Planning and thinking it through • Drawing diagrams, jot down thoughts or things that help you think	• Setting goals and challenges • Recognising your own and others' strengths
Communicating	• Talking about what they are learning and why • Can ask for help • Asking questions • Can share strategies for learning • Presenting in different ways	• Recognising and using verbal and non-verbal • Active listening • Expressing feelings • Giving and receiving feedback
Undertaking tasks at short notice	• Flexibility • Keeping to timescales/deadlines • Reprioritising	• Re-planning • Having a positive attitude to change
Working with others	• Make a positive contribution • Listening to others • Saying when you don't understand • Being kind when you disagree • Explaining things to help others • Being tolerant • Using positive language • Can use self-regulation strategies • Understanding others have expectations of me	• Recognising and using others strengths • Valuing everyone's contribution • Inspiring and motivate others • Peer assessment • Treating others equally • Appreciating diversity
Thinking critically/ creatively	• Asking questions • Crafting, delivering and presenting solutions • Thinking inside and outside the box • Considering alternatives • Big picture thinking	• Wondering 'What if…?' • Being curious • Playing with ideas • Developing ethical views

January 2020

Managing and being managed by others	• Can use self-regulation strategies • Exerting influence • Taking a lead • Persuading others • Having empathy	• Taking turns • Delegating to others • Contributing ideas • Accepting other ideas • Accepting roles and responsibilities
Learning and continuing to learn	• Being resilient • Perseverance • Reviewing your work • Improving one thing first • Trying to be better than last time • Taking small steps • Actively seeking feedback • Seeing errors as opportunities • Asking questions • Identifying areas of strength and development	• Recognising how a skill can be transferred • Relating skills to work • Having a positive attitude • Making informed choices • Managing risk • Being ambitious • Evaluating
Taking responsibility for our own development	• Don't compare yourself to others • Feeling proud of all your achievements • Actively seeking feedback • Recognising when you need help • Seeking challenge • Showing initiative	• Motivation • Perseverance • Self-belief • Goal setting skills • Having clear goals • Set high standards • Can self-assess • Knowing how you learn • Being independent