**Auchterellon Primary School**

**Curriculum Rationale and Design**

**OUR VISION**

**“GETTING IT RIGHT FOR EVERY CHILD”**

**SAFE, HEALTHY, ACTIVE, NURTURED, ACHIEVING, RESPECTED, RESPONSIBLE, INCLUDED**

**OUR AIMS**

As a Rights Respecting School our pupils, staff and parents recognise that

***\*Every Child has the right to an education.***

***\*Every child has the right to an education which helps them use and develop their talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.***

***\*Every child has the right to play and rest.***

***\*Every child has the right to an opinion, and for adults to listen and take it seriously.***

*To help our children realise their rights:*

*Our pupils try to: Adults try to:*

*Be kind Be kind*

*Be Respectful Be Respectful*

*Listen Listen*

*Do their very best work Explain learning clearly*

*Try new things Make learning fun*

**OUR VALUES**

Staff, pupils, parents, carers and the wider community are proud of Auchterellon Primary School. We are **ambitious** for our children and are **enthusiastic** about providing the very best opportunities for them. We are a Rights Respecting School and take very seriously the need to be **respectful** of all. Through the use of Restorative Approaches, we promote high standards of behaviour so that we create a strong **inclusive** community. We promote community links, and make very good use of our local environment for learning. Visitors frequently comment on our happy and welcoming school and on our well-mannered, engaged and enthusiastic learners. Pupils enjoy the wide range of extra-curricular opportunities offered to them, and value their outdoor play area and play equipment. Pupils are involved in school improvement, and often make suggestions regarding this - e.g. our older pupils act as playground leaders for the younger children and often organise dance/sports sessions during playtimes.

We have a very strong staff team with a broad skills base, who work very well together to support and nurture our learners. Leadership is promoted and recognised at all levels, with all staff sharing responsibility for the leadership of learning. Staff enjoy working at Auchterellon Primary School. We are very well supported by our parent body, who help underpin learning through the life of the school in a wide variety of ways. We value our Parent Council, HSA and our host of school volunteers who support us daily in school.

Our Curriculum Rationale

At Auchterellon Primary School, we follow the Curriculum for Excellence. This is

the national curriculum for Scottish Schools. In Scotland, the particular purpose of education from pre-school to S3 is to provide a *Broad and General* education.

The purpose of our curriculum is to ensure that our learners develop the four capacities as described in Curriculum for Excellence. We support the children to develop the skills, knowledge and attributes to become *Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors to Society*.

The United Nations Convention on the Rights of The child underpins all Auchterellon School policies, procedures and practices to ensure that our children’s rights and responsibilities along with respect for all, are promoted.

**Totality of the Curriculum – Contexts for Learning**

Our curriculum is designed to take account of the four contexts for learning.

These contexts are –

* Ethos and Life of the School,
* Curriculum Areas and Subjects,
* Interdisciplinary Learning (IDL)
* and Opportunities for Personal Achievement.

**Ethos and Life of the School**

Aspects of children’s learning are developed through the Ethos and Life of the School. At Auchterellon Primary we are proud of our warm and welcoming ethos where all are valued. We work in partnership with parents to instil a sense of pride for our learners and demonstrate mutually respectful relationships. Children learn, that together, we have high expectations of behaviour, good manners, fairness, equality, inclusion and learning potential. Children are encouraged to contribute to the school community in a variety of ways; by being a buddy, by being a class rep for the pupil council, the eco-committee or a Junior Road Safety Officer. Older children are invited to stand for House Captain or Vice House Captain. Children also have opportunities to learn through a range of annual events that feature in the life of our school. We plan whole school curricular days for Science and Technology that extend into and involve our local community. We have a focus week on Health and Wellbeing that brings the skills and talents of parents into our school to enhance the children’s learning. Annual class outings, residential trips and First Aid Training from P5 – P7 are amongst a range of activities and experience that are valued by our pupils, staff and parents. Funding is often provided by our very supportive Home School Association.

**Curriculum Areas and Subjects**

Staff at Auchterellon Primary School have a shared understanding of effective learning and teaching approaches, and engage regularly in career long professional learning to continually enhance our practice.

We use a wide range of stimulating and supportive learning environments and creative teaching approaches to motivate and enthuse learners and promote enjoyment of lifelong learning. We provide active learning experiences for all children at all stages, encouraging independent thinking and pupil engagement with the learning process. We differentiate our learning and teaching resources and approaches, to provide an appropriate pace and challenge in learning for all.

We set high, yet achievable targets for pupil learning, and closely monitor, assess and track progress. We use school based, authority and other management information systems to support us with the analysis and use of this information. We use a variety of assessment techniques, and focus on providing quality feedback to learners, supporting next steps in learning. We encourage our learners to self and peer assess with an ongoing focus on improvement. Assessment is for Learning approaches (AiFL) directs our practice. We gather a range of evidence on what learners make, say, write, and do, and this, combined with learning conversations, standardised assessment results and professional judgement, support us to provide reliable evidence for reporting on progress and achievement to pupils and parents.

School tracking and monitoring processes help us focus on continuous improvement and the use of Aberdeenshire’s progression frameworks provide benchmarks of learning across the curricular areas. Our transition arrangements also support continuous progression for our learners. We provide our learners with experiences that allow them to learn in enough depth across the curricular areas, so that they can confidently apply their learning in different contexts. We encourage our learners to be creative and independent thinkers and use Cooperative Learning techniques to support this.

We regularly engage in moderation activities with a range of colleagues to ensure that we are promoting the highest standards in learning. Where there are barriers to children’s learning progress, we use GIRFEC assessment tools and provide additional support for learning in line with Aberdeenshire’s “Right Support, Right Place, Right Time” model.

https://www.aberdeenshire.gov.uk/media/5854/rightsupportrightplacerighttime

-aguideforparentsproof3.pdf

We are committed to delivering high quality teaching and learning within our curriculum. We use a wide range of methodologies to meet the needs of our children.

We plan curricular learning under the following subject headings –

* Language and Literacy (including Modern Languages)
* Mathematics and Numeracy
* Health and Wellbeing
* Technologies
* Science
* Social Studies
* Religious and Moral Education
* Expressive Arts

Our curriculum is designed using the 7 principles within Curriculum for Excellence; Personalisation and choice, depth, relevance, challenge and enjoyment, progression, coherence and breadth.

Children progress through the curriculum levels according to our personalised Aberdeenshire progression frameworks, as far as is consistent with their learning needs and prior knowledge. In Literacy we use the North Lanarkshire Active Literacy programme alongside Big Writing. We have developed our own numeracy progression drawing on a range of tried and tested resources. In all areas of the curriculum, teachers use their own professional skills to source or create additional resources to ensure the needs of the children are met.

http://www.educationscotland.gov.uk/learningandteaching/thecurriculum/howi

sthecurriculumorganised/principles/

**Interdisciplinary Learning**

At Auchterellon Primary School, we provide opportunities for interdisciplinary learning (IDL) which allow children to

* make connections between different aspects of the curriculum.
* Explore a ‘big question’ to analyse the possible reasons for decision making and outcomes

Carefully planned interdisciplinary learning opportunities, support children to deepen understanding, and develop their skills in relevant contexts.

Some examples of interdisciplinary learning at Auchterellon Primary include –

* Katie Morag and the Isle of Struay – where People and Society, Literacy and Technologies are combined to enhance learning
* World War 2 – where Art & Design, People in the Past and Health and Well Being

are combined to enhance learning



Learning through IDL contexts supports the development of skills for learning, life and work focusing on literacy, numeracy and health and well being. This is a key entitlement of Curriculum for Excellence.

<http://www.gov.scot/Publications/2008/06/06104407/4>

**Opportunities for Personal Achievement**

Throughout their time at Auchterellon Primary School we place high value on learners’ personal successes. Recognising and supporting wider achievement provides children with a sense of satisfaction and helps to build motivation, resilience and confidence. We celebrate successes through assemblies, school gatherings, coffee mornings, bulletins, facebook announcements, newsletters, signage on the television screen, stickers, star writers, certificates and class achievement boards. Our house points system also recognises a wide range of achievements and the house trophy is awarded annually to the house with the most points. Parents also communicate wider achievement via home school books.

**Transitions**

At Auchterellon Primary School, we understand that transitions can be anxious times for pupils and parents. We recognise particular anxieties at pre-school, P1 and S1 transition times. We plan carefully to ensure that transition experiences are positive, that prior learning is built upon, and that any additional support needs are communicated. We work with parents and other agencies to help ensure we “Get it Right For Every Child.”

For families joining our nursery we hold open days, parent meetings, phased induction and welcome packs.

Prior to starting P1, we visit pupils in their pre-school settings, arrange a series of induction meetings for parents, and provide family learning packs. In addition to this, P7 buddies are linked with P1 pupils, and help to explain the day to day life of the school to pupils and parents (playtimes, lunches, lining up etc). P1 pupils also experience a 2 week phased entry into P1. We begin our transition to Ellon Academy in Primary 7, where pupils are invited to annual events at Ellon Academy. The pupils take part in a series of events where they begin to get to know their future peer group from across the neighbouring cluster schools – Meiklemill, Balmedie, Ellon Primary, Foveran, Slains, Arnage, Tipperty and Hatton. Prior to starting S1, pupils, parents and staff (primary and secondary) meet to ensure that learning, and any additional support needs are communicated. Where involved, other agency partners (e.g. school nurse, educational psychologist) are invited to support this transition process.

Between stages, pupils have opportunities to meet with their new teachers before the summer break – our ‘Stepping up’ days. Teachers communicate learning and additional support needs information between stages. P7 pupils also put together a learning profile and learning passport which help S1 staff to provide appropriate support to meet learning and other needs.

At all points of transition, effective partnership working and progression frameworks help to ensure that needs are met, and that learning is a continuous process from 3 – 18.

**Self-Evaluation and Improvement Planning**

At Auchterellon Primary School, there is ongoing professional dialogue about

learning and how we might change aspects of practice to improve outcomes

for children. Throughout the year, staff self-evaluate against key aspects of

school improvement using a tool called “How Good Is Our School?” (HGIOS

4)

http://www.educationscotland.gov.uk/Images/HGIOS4\_tcm4-870533.pdf

Based upon this self-evaluation, we identify strengths and areas for improvement, and produce an annual Standards and Quality Report and Improvement Plan which are shared and agreed with pupils, parents and senior officers at Aberdeenshire Council. The Care Inspectorate, (Nursery) Education Scotland and Her Majesty’s Inspectorate of Education further support the school in identifying strengths and supporting improvement priorities.