

Curriculum Rationale

Our Vision

Vision: We inspire and nurture our children to discover and reach their full potential.

We aim to:

Deliver high quality Learning and Teaching: We aim to raise standards using creative and innovative pedagogical approaches; ensuring we support, motivate, challenge and encourage learners to engage and participate fully.

Removing barriers to learning: We will promote fairness, equity and equality in all that we do.

Develop partnerships within and beyond our school community: Working hand-in-hand to create a happy, nurturing and co-operative school community.

Nurture and develop skills for learning, life, and work: Enabling children to become responsible, successful, independent and effective learners by promoting and developing skills for now and in the future.

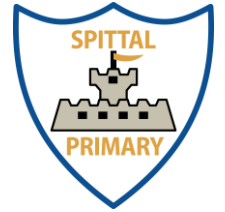
Provide and celebrate opportunities for personal achievement: In the classroom and beyond, giving children a sense of satisfaction and building motivation, resilience and confidence.

Our School Motto: We SHINE like Spittal Stars!

We achieve this by displaying and embodying our school values: Safe, Happy, Inspiring, Nurturing and Equity & Excellence at Spittal Primary and Nursery Class



Spittal Primary School and Nursery Class



At Spittal Primary, we believe our purpose is to deliver both excellence and equity in equal measures for all of our pupils.

We aim to raise attainment for all, especially in literacy and numeracy by delivering an exciting and motivating curriculum which is relevant, purposeful and which meets the needs of all our pupils. Whilst maintaining pace and challenge for all, we aim to close the attainment gap between the most and least disadvantaged children in our school ensuring every child has the same opportunity to succeed and access opportunities to develop and progress.

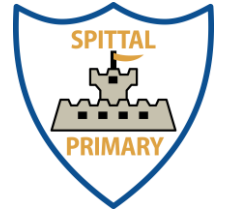
We value parental engagement and aim to work in partnerships with all parents and carers.

We have high expectations and aim to improve our school, and the experiences of our pupils, year on year. Our culture of improvement through self-evaluation ensure our regular consultations with pupils, staff and parents lead to real improvement for the benefit of all pupils. Our staff are encouraged and guided in professional learning and development and high standards of teaching and learning are key priorities for our school.

At Spittal Primary, the health and well-being of our pupils is extremely important to us. We aim to provide a safe, nurturing and stimulating environment in which each child can enjoy learning and develop their skills, strengths and talents. We strive to create an ethos of achievement within which all children can grow in confidence and in so doing, promote positive links with all members of school and local community.

We encourage and support each and every child throughout their school career, from nursery to Primary 7, fostering a caring attitude where manners and respect for self and others are of the upmost importance. Positive behaviour is expected and encouraged.

We aim to support and challenge all of our pupils allowing them to be successful learners, confident individuals, effective contributors and responsible citizens not only of the present, but for Scotland's future.



Background

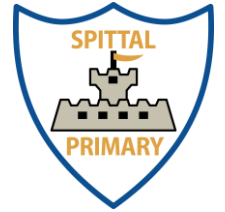
We have focussed our improvement agenda over several years on the implementation of Curriculum of Excellence and the totality of our pupils' experience i.e. **The four contexts for pupil learning:**

- Ethos and Life of the School as a community
- Curriculum Areas and subjects
- Interdisciplinary learning
- Opportunities for personal achievement

In consultation with our pupils, their parents, partners and whole school community we take account of national and local priorities, the school's current circumstances and the aspirations of the Scottish Government for its young people.

As a result of our own self-evaluation to achieve our vision and aims, for our children and our community, we have chosen to review our curriculum structures and assess where we are now with the follow up questions; "Where do we want to get to?" and "How are we going to get there?"

The school community has come together to design a rationale. The aspirations of the four capacities is recognized and the need to plan for the four contexts for learning understood. Consultation has been sought through in-person discussion with our Parent Council 'Friends of Spittal,' through various stakeholder questionnaires and surveys. and is supported by teaching staff when they welcome parents and their pupils into their classes throughout the session to discuss and participate in the learning experiences. We also share our aspirations with children at assemblies and through our pupil councils and committees, ensuring all pupils are listened to.



The Rationale for Our Curriculum

In Spittal Primary School our staff have worked collaboratively to provide a structured curriculum which satisfies our vision and aims for all pupils.

The purpose of the curriculum, planned on this basis, is to make sure that learners acquire the four capacities of *Curriculum for Excellence* to be:

- successful learners
- confident individuals
- effective contributors
- responsible citizens.

The curriculum includes all the experiences which are planned for children and young people through their education, wherever they are being educated.

A central focus for the curriculum is the **eight curriculum areas** which are:

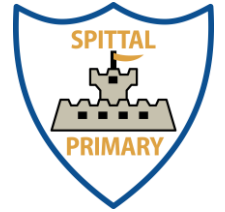
- Expressive Arts
- Health and Wellbeing
- Literacy and Languages
- Numeracy and Mathematics
- Religious and Moral Education
- Sciences
- Social Studies
- Technologies

These provide specialist skills, knowledge and understanding. As well as these curriculum areas and subjects, there are three other categories or contexts for learning:

- the ethos and life of the school as a community
- interdisciplinary learning
- opportunities for personal achievement.



Spittal Primary School and Nursery Class



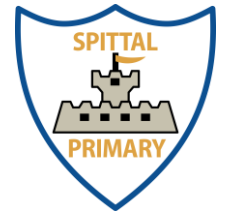
The curriculum is designed on the basis of the following principles:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance.

The curriculum design ensures that every learner has access to the six entitlements:

- A **Broad General Education**
- Which has **coherence**
- In which learners are **supported**
- Where they develop **skills for learning life and work**
- And experience a **Senior Phase** leading to qualifications
- Which all result in **Positive Sustained Destinations**

We view the curriculum as a continuum of learning in which learners develop their skills, knowledge and understanding in flexible ways, through a variety of contexts and at a pace which suits them. Learning opportunities are provided through classroom activities, out of school hours learning, school activities, school ethos and community activities. These values, contexts, entitlements, principles and curriculum areas are at the heart of decision making regarding our curriculum structure's rationale.



Learning and Teaching

The success of our curriculum is through the delivery of high-quality learning and teaching. It focuses on offering challenge and enjoyment and allows for breadth and depth of learning. We offer choice and personalisation as well as progression through levels, allowing for opportunities for high attainment. Our curriculum focuses on the child as a learner and there is an expectation, across all stages, that all learners will be fully involved in their own learning. A key part of supporting learners as they develop and become increasingly confident and effective contributors is through recording a child's journey throughout our school using our Class Cohort Spreadsheets. This is managed by class teachers, supported by the Senior Leadership Team, and provides a focus for discussion and planning in which the teacher and learner have the opportunity to reflect on their achievements and aspirations and consider ways in which they can build on these to achieve greater success as they work towards positive sustained destinations.

Our teachers use a range of teaching methodologies including Assessment for Learning strategies, direct teaching, self and peer assessment, individual and group work, practical and text based work, the use of information technology to support learning, visits out with the school and visitors to the school, outdoor learning and active approaches are all designed to encourage pupils in their own learning. Teachers are supported by a committed team of support staff who ensure reinforcement where necessary and these are assigned according to need.

Increasing capacity is a key feature of life in Spittal. All teachers have a commitment to their own professional development and its impact on learning and teaching for the pupils. A rigorous approach to Quality Assurance by SLT/peers has led to reflection on practice and the development of highly professional practice.

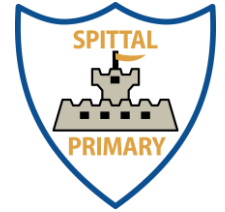
The Whole Curriculum: The ethos and life of the school

Pupil experience in Spittal PS and NC ensures that our children are prepared to be successful learners, confident individuals, responsible citizens, and effective contributors. An annual calendar of school events and (where known) community events are distributed to all parents at the start of the academic session and throughout - supporting parental participation. Themed weeks support focused community activities e.g., Enterprise, Outdoor Learning Week, and Health and Well Being week teach cross cutting themes, use interdisciplinary learning and make learning meaningful. Our pupils are encouraged to contribute to their school community at all stages and membership of The Pupil Council, Leaders of Learning group (LOL), Kindness and Rights Respecting Schools Committees, Rights Respecting Schools Committee, our Reading Schools group and the Eco group can bring about meaningful change and real improvement. Pupil leadership develops confidence and competence and supports the work of the school. Pupil led activities enhance the curriculum and ethos of the school. Pupil led assemblies,

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Spittal Primary School and Nursery Class



our House and Vice Captains along with our House System all encourage pupil ownership of school improvement. Shared values are communicated through weekly assemblies, newsletters, parent/community events and meetings with the Parent Council.

The Whole Curriculum: Curriculum areas and subjects

All learners experience a broad general education building on the formal curriculum offered from the Early Years to S3. Our staff build on the learning from Early Years with the experiences and outcomes across all eight curriculum areas, progressing through the levels in line with their learning needs.

The Whole Curriculum: Interdisciplinary learning

Interdisciplinary learning (IDL) is one of the four contexts for learning and is used extensively to give learning a meaningful context. IDL enables the bundling together of experiences and links to be made across curricular areas leading to rich learning and challenging opportunities to make connections across learning within the context of a Broad General Education. IDL opportunities exist across two or more subject areas to support and enhance learning e.g., World War II which links social subjects, drama and music, mathematics and literacy and has led to more involved experiences. Spittal PS has a rolling 3-year programme of study for IDL to ensure mapping and coverage of Es and Os, but flexibility is encouraged to ensure: we are responsive to topical news; societal trends/changes; and children's ever-changing needs and interests.

The Whole Curriculum: Opportunities for personal achievement

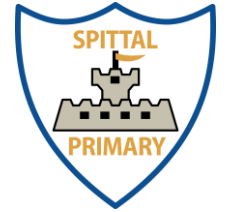
Opportunities for personal achievement are recognised across all stages at Spittal Primary and Nursery Class. Check-ups, end of unit/topic assessments, CLIC sessions/Beat that scores (Big Maths) routine weekly assessments and standardised annual assessment success are all celebrated within the school. Pupil achievements are celebrated and tracked in-class and at our regular assemblies:

- Any child wishing to celebrate any in/out school achievements should speak to their class teacher prior to Assembly or submit the self-referral form for 'Out of School / Personal Achievements' which will then be presented at specific assemblies.
- Spittal Star Certificates - will be presented at each Assembly to one or two pupils from each class in line with one of our 5 Spittal Values of: Safe, healthy, inspiring, nurturing, excellence or equity.
- We also celebrate Well-deserved/Wow Writing Certificate - that are presented at an assembly on a rotational basis, chosen by class teachers/nursery staff specifically based on Writing skill, detail or work produced.
- Our Lively Literacy Certificate is presented to identified based on strength of knowledge and understanding of an aspect of learning within Literacy.

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- Similarly, our Magic at Maths Certificate is based on strength of knowledge and understanding of an aspect of learning within Numeracy and/or Mathematics.
- Lastly, our Learning Across the Curriculum Certificate - presented to identified children on an assembly rotational basis specifically based on strength of knowledge and understanding of an aspect of learning across the curriculum e.g., Play/Outdoor Learning/Sports/ Rights based learning and/or any other curricular area e.g., ICT, HWB or IDL.

Other whole-school recognised rewards/achievements are:

- Treat with the Head Teacher - is a recognition for those children that consistently work hard and behave well (in line with the 4 Capacities of a CfE) - it can also be for those children that have done something remarkable.
- Golden Table winners will be chosen by our School Support Assistants (for respectful and responsible behaviours in the playground).

All achievements above are all recorded on class cohort spreadsheets as 'tracking of in/out-of-school achievements' is important to our learners' journeys.

Additionally, personal/class achievements are recognised by the Class Teachers, Senior Leadership Team, by the House Captains and by the Pupil leaders of individual clubs using stickers, certificates, good notes home, positive phone calls, house points, badges and so much more.

As mentioned above, Assemblies celebrate achievement in all areas that children value, e.g., swimming, karate, reading, skipping, chess, dancing, out of school uniformed organisation achievements, and so on... The local press provides an opportunity to celebrate success and keep our community informed. Residential education offers a different context for personal achievement and is valued by the school and our parent forum.

Development of skills

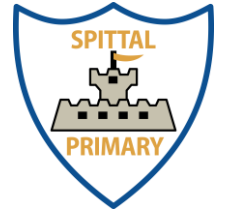
Skills are developed through a progressive approach across all years with the delivery of experiences and outcomes. The progressive development of skills provides our pupils with a sound basis for life in school, out of school and in their adult and working lives encouraging and supporting them in becoming lifelong learners. Our curriculum fosters the development of the key skills of literacy and numeracy and health and well-being in addition to communication, problem solving, enterprise, leadership, organisational skills and working with others.

We aim to introduce a programme of Masterclasses in session 2023-24 which will focus on skills for life, learning and work. By allowing the children to choose their Masterclass, and through evaluating their own needs through their target setting in class, pupils can

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choose a Masterclass they are interested in and one which will further develop their skills (skills identified by our local high school(s) as focused skills for their Developing the Young Workforce initiative 'Stonelaw Foresight').

Transitions

We recognise the importance of successful transitions, from Early Years to Primary 1, from Stage to Stage and from Primary Education to Secondary School. We have a planned a program of working in partnership with our colleagues in Early Years and Secondary to ensure smooth transition. We also have planned into the Annual Calendar opportunities for handover of pupil attainment, achievement and health information for teacher-to-teacher transitions.

Assessment

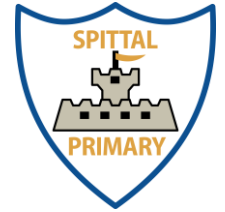
Effective assessment is an everyday part of the Curriculum planning process. Staff continually assess progress and understanding of the Curriculum both formally and informally. We plan for assessment, evaluate and use this information to inform next steps in learning and teaching the curriculum. Staff use class cohorts to track termly milestones on a formative and summative basis. We use a rigorous Quality Management process to track and monitor assessment, predicted levels etc... and SEEMIS Progress and Achievement is used to record achievement of a level.

We use a wide range of data tools to effectively report on and interrogate information to develop data intelligence to glean information for school improvement and/or self-evaluation.

Self-Evaluation and Review

We work in a culture of continuous improvement and as such the curriculum is adapted and reviewed regularly as part of the School Quality Improvement Plan (SQIP) process and in accordance with National Policy, Local Authority Policy, school context and to consider Spittal PS & NC unique position.

We are keen to embrace national, local and our school priorities to ensure our pupils are being provided with the best possible learning experience.



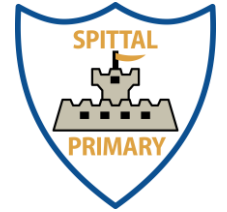
Roles and Responsibilities

Head Teacher: The Head Teacher uses the Guidance in the National Improvement Framework (NIF) to ensure the school is providing an equitable and effective educational experience for all pupils. The Headteacher makes use of the Scottish Government Building the Curriculum series in order to aid curriculum planning and monitor and track experiences throughout the whole school in order to ensure progression. The Head Teacher implements the school improvement plan considering local and national priorities as well as the school circumstances. The Headteacher works collaboratively with all staff to ensure the needs of all pupils are being met appropriately.

Principal Teacher(s)

Our Principal Teacher(s) have specific curricular responsibilities for the whole school. They are also responsible for a department within the school and will provide support and guidance to the staff and pupils in their department. They will, alongside the class teacher and the Headteacher, monitor and track pupil's progress and help plan appropriate interventions, supports and strategies to ensure all pupils are having their needs met appropriately. They will also have full involvement with the school improvement planning process which is built on self-evaluation.

Class teachers/Early Years Staff and School Support Assistants: All teachers and EYW will make use of Building the Curriculum and Together We Can and We Will series in order to aid curriculum planning and play opportunities/experiences. They will plan activities based on the experiences and outcomes, making links across learning in order to develop transferrable skills with School Support Assistants being utilised appropriately to meet the needs of all learners. Teachers and Early Years staff will monitor and track experiences in order to ensure progression. They will also have full involvement with the school improvement planning process which is built on self-evaluation (HGIOS/HGIOELC). We have a hard-working and dedicated staff team, where all have distributed leadership opportunities - this is reflected in Spittal PS and Nursery Class Leadership Framework.



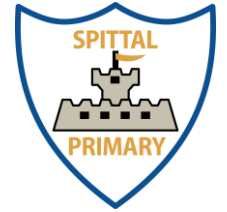
Core resources

Curriculum for Excellence provides professional flexibility for teachers to use in order to meet the varied needs of all pupils. Each curriculum area has core resources that may be used to support learners in making connections in their learning and thus developing the necessary skills. By doing this successfully, staff ensure that each learner experiences a coherent curriculum and achieves the highest possible standards, this is best used with teachers' own resources.

Curricular area	Stage	Resource
Literacy/Language	P1-3	Active Literacy Reading Strategies (Stonelaw Folder) Handwriting - whole school progressive planner Book Banding - various series Reading Spine (Pie Corbett) Talk4Writing Writing Approach Nelson Grammar / Soon-to-be Spittal's whole-school progressive planner (Oct 23) Foundations of Writing FLIP Modern Languages 1+2 (SLC approach)
	P4-7	Active Literacy / Spelling Programme Reading Strategies (Stonelaw Folder) Handwriting - whole school progressive planner Nelson Grammar / Soon-to-be Spittal's whole-school progressive planner (Oct 23) / Jumpstart Grammar Book Banding - various series Reading Spine (Pie Corbett) Talk4Writing Writing Approach Nelson Comprehension Modern Languages 1+2 (SLC approach)



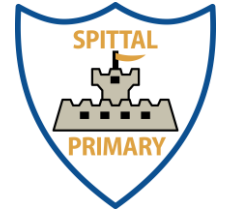
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Mathematics	P1-7	<p>Heinemann (SHM) and Heinemann Mental Maths Leckie and Leckie and L&L Problem Solving Tee Jay and Teejay Problem Solving Big Maths Maths Made Easy Ninja Maths - mental maths Mathematics Explained for Primary Teachers (P6/7)</p> <p>Education City/Sum Dog Active Maths Games</p>
Health & Wellbeing	P1-7	<p>What's the Score (Drug Education) Proud to be Me (Relationships, Sexual Health and Parenthood) UNICEF - RRSA / Making Rights Real (2023-24) Nurture Approaches Across the School Mindful Minutes Jigsaw PSHE - mindfulness/holistic approach to HWB programme. Healthy School Programme of Study (2023-24) Emotion Works</p> <p>PE - Better Movers, Better Thinkers. Connections Pack. North Ayrshire Planning Framework (2023-24) Active Schools Game Pack Sports Leaders (Sidekicks Programme)</p>
Expressive Arts	P1-7	<p>Art - SLC Art Skills Programme Stonelaw Cluster Planners</p> <p>Music - ABC Music</p> <p>Drama/Dance - Connections Pack/various. Drama Skills (SLC) and Stonelaw Cluster Planners Drama 'Imagine'</p>
Sciences	P1-7	<p>Tig Tag and Tig Tag Junior Stonelaw Cluster Science Lessons SLC - Raise: 'Science Skills Framework'</p>



Spittal Primary School and Nursery Class



Technologies	P1-7	SCRATCH / Hour of Code MS Office Lessons Internet Safety SLC Technology Planners
Social Subjects	P1-7	3 Year Cycle of Social Studies/IDL - Spittal
Religious & Moral Education	P1-7	RME Planners Phoenix Planners

Learning Progression Pathways: Planning for children's learning is in place for the four contexts and shows how knowledge, understanding and skills are built over time.

The curriculum at Spittal Primary School provides flexible learning pathways which lead to raising attainment through: meeting the needs and aspirations of all our learners. Learning pathways support our children to build on their prior learning and ensure appropriate progression for all learners. We strive to ensure all children have access to high-quality learning in all curriculum areas and through outdoor learning and play environments. All staff take responsibility for developing Literacy, Numeracy, Health and Wellbeing, and Digital Literacy across the curriculum. Learners can articulate and demonstrate these skills in a variety of meaningful contexts.

We have a 3-year cyclical pattern of Interdisciplinary learning to ensure a breadth, depth and progression within and across the levels of Curriculum for Excellence. Planning opportunities for personal achievement are considered and at Spittal Primary School, we pride ourselves on tracking not only achievements within school but also recognising and documenting the personal achievements of children out-with school.

Created: September 2023

Reviewed: Version 1.0 - to be reviewed annually, following consultation and feedback from stakeholders.

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