



# Curriculum Rationale

**November 2016 V2**

The vision, values and aims of Insch School have been developed by pupils, staff and parents.

### Our Vision:

#### Reach for the stars



At Insch School we celebrate **diversity** and inspire all our young learners to **reach for the stars** and achieve their very best. We strive to create an **inclusive** and **nurturing** learning community. **Quality learning and teaching** is at the heart of all that we do.

#### Values:

- **Showing Respect**
- **Valuing our Community**
- **Aiming High**
- **Being Safe**

Our vision is based on shared values from our parents, pupils and staff in October 2014. We aim to provide an environment that:

- Develops Successful Learners, Responsible Citizens, Confident Individuals and Effective Contributors
- Is child centred
- Is respectful
- Celebrates success inside and outside of school
- Is collaborative
- Is caring, safe and supportive
- Is challenging, stimulating and enjoyable
- Is progressive and innovative

At every level, an ethos of high aspirations and ambition for all our learners is encouraged. We encourage all our young learners to reach for the stars and achieve their very best. We refer to our new values regularly throughout school and will be developing a set of behaviours with pupils to ensure they know what is expected of them. Achievement, attainment and participation are recognised and celebrated.

#### Aims:

- To achieve the best outcome for each child through **partnership** between pupils, parents, staff and the wider community.
- To ensure that everyone feels a sense of **achievement** in all that they do.
- To celebrate **cultural and social diversity** so that everyone feels valued and respected.
- To develop enquiring minds and skills to embrace **lifelong learning**.
- To promote children to take **responsibility** and to make informed choices about their future.
- To ensure the school community observes the rights of children, as set out in the UNCRC, and the **rights respecting behaviour**.
- To foster an ethos of **distributive leadership** at all levels.

## The 4 Capacities

At Inch School, our young learners are at the centre of our learning provision. Staff are committed to building and developing the skills involved with helping the children work towards the 4 capacities set out in the Curriculum for Excellence: Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. We teach this through our curriculum and whole school Bounce Back program. The 4 capacities are reinforced every week through the Golden Table and each term through the Head Teachers Awards.

### Successful Learner

#### **This means we are:**

- Enthusiastic and motivated for learning.
- Determined to do the best we can.
- Open to new thinking and ideas.

#### **To help us do this we:**

- Use maths, language and talking and listening.
- Use technology.
- Learn to work independently and in a group. Think creatively.
- Use everything we learn in different circumstances.

### Confident Individual

#### **This means we are:**

- Respectful of ourselves.
- Healthy and happy.
- Look forward to the future.

#### **To help us do this we:**

- Listen and try to understand others.
- Are healthy and active.
- Try to understand our local community and the world around us.
- Decide what is right and wrong.



### Responsible Citizen

#### **This means we are:**

- Respectful of other people.
- Able to take part in making decisions.
- Able to act responsibly in many situations.

#### **To help us do this we:**

- Listen to different opinions and ideas before making good choices.
- Respect all our school community.
- Think about issues in the world, Scotland and our local community and develop informed views about them.
- Learn to be as independent as we can.

### Effective Contributors

#### **This means we are:**

- Able to show an enterprising attitude.
- Able to think of new ideas for ourselves and others.
- Are resilient in different settings.

#### **To help us do this we:**

- Find different ways of sharing our ideas with others.
- Work with partners or part of a bigger team
- Can take the lead when working with others.
- Use skills to solve problems.
- Show we can be creative and develop.

## Our Curriculum

Our curriculum aims to ensure that pupils in Inch School are successful learners, confident individuals, responsible citizens and effective contributors. During their time at Inch School pupils will develop the attributes, knowledge and skills they need to flourish in life, learning and work, in and

beyond the village of Inch. Our curriculum structure is designed to engage all children in exciting, powerful learning experiences that will allow them to thrive in today's modern society. They will be critical thinkers and life-long learners. They will be equipped with the knowledge and skills necessary to become responsible adults of the future. (Appendix 1)

### **Curriculum area and subjects**

We offer pupils the Broad General Education (BGE) required by Curriculum for Excellence. Progression frameworks for Literacy, Maths and Health and Wellbeing are in place. Progressive frameworks for the remaining areas will be in place next session. We build on pupil's prior knowledge and experience to allow them to build on their existing knowledge and skills.

Pupils learn through the core curricular areas:

- Literacy and Languages
- Social subjects
- Numeracy and Maths
- Technologies
- Health and Wellbeing
- Expressive Arts
- Science
- Religious and Moral Education

Children are given opportunities to learn in these core areas of the curriculum and also enjoy developing experiences in these areas through cross curricular topic work.

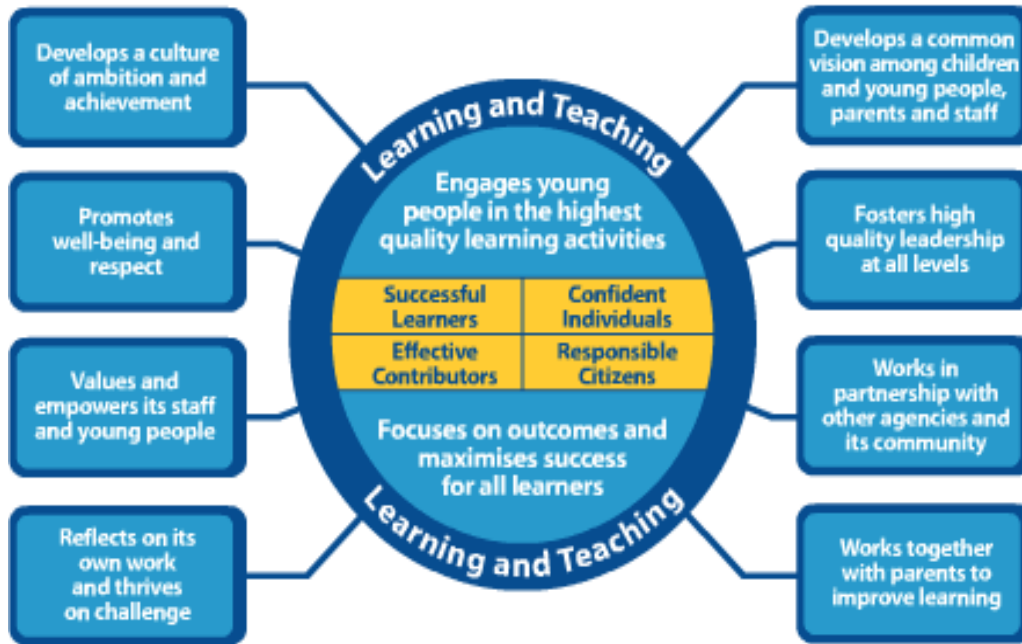
There are many learning opportunities out with the classroom as within. During their time at school, pupils will develop the attributes, knowledge and skills they will need to succeed in life, through learning and working with others in and out of school.

We work to ensure equality of achievement for all our young people.

The Curriculum is the 'totality' of all that is planned for our learners throughout their education in the ethos and life of the school, curriculum subjects, Interdisciplinary learning and opportunities for personal achievement.

### **Planning and Delivering Our Curriculum**

At Inch School, we embrace Curriculum for Excellence. We are continuously improving and extending opportunities to ensure we deliver the best possible curriculum for all our pupils. Our curriculum is carefully planned within and across each level of Curriculum for Excellence. The curriculum has been arranged into bundles to start the school session 2015-16. This will ensure that there is appropriate coverage of the curriculum across the school. Staff plan learning together using the experiences and outcomes to ensure that learning is relevant, meaningful and builds on what pupils already know. We aim to ensure consistency in learning across the school. We are developing pace and challenge across the school to increase pupil engagement.



### Learning and Teaching at Insch School

#### **The 7 Principles of Curriculum Design**

When we plan the curriculum at Insch School we consider:

##### **Challenge and Enjoyment**

This means - Not too easy, not too hard. Children are motivated in learning. We aim to enhance challenge and enjoyment. We aim to provide a variety of learning experiences to motivate and engage all pupils. We encourage critical thinking skills through the use of cooperative, active and independent learning.

##### **Breadth**

This means - Coverage of subjects. Identifying gaps in learning. Children have the opportunity to experience a wide range of educational contexts across the curriculum.

##### **Progression**

This means - What can children do that they couldn't before?

We aim to inspire children to progress at an appropriate pace, providing support and challenge as required.

##### **Depth**

This means - being secure in learning. Able to apply skills and knowledge to new situations. We aim to encourage deeper thinking throughout all areas of the curriculum. Through this we promote connections between different aspects of learning.

##### **Personalisation & Choice**

This means - Children are encouraged to make choices. We aim to have all pupils experience a common curriculum but offer opportunities for personalisation and choice throughout learning. At Insch School, we do through our flexible curriculum.

## **Coherence**

This means - Making links between learning, life and future work. We have clear links across all aspects of children's learning, including opportunities for extended activities.

## **Relevance**

This means - Purposeful experiences related to education, community and the wider world.

In Inch School, we offer the children as wide a range of experiences as possible through activities such as:

- Inch KM Club
- Relaxation sessions
- Forest school and Forest Owls at The Meadows
- Sensory Diets
- School shows/assemblies
- Pupil voice groups
- Burns/Doric poetry competition ' Jaffray Cup'
- World Book Day
- Local community projects – NE Food bank Collection, Inch School Playground Fundraiser event, Cash for Kids, Spring and Christmas Fair, Church services, Bible Alive lessons with Minister
- Supporting charity work- Local, National and International
- Kodaly singing, Fiddle and trombone lessons,
- After School Football and School Band
- Lunch time clubs
- Early Birds and Busy Bees
- Grow Well Choices/ALEC caravan
- Huntly Cluster Rugby festivals/Sports day
- Class trips/excursions – Loch Inch P7 and P6 Ski Trip
- Visiting theatre groups
- Buddies/Playleaders/Clubs for Classmates
- School Stick Insects and Guinea pig
- Swimming
- Walking Club
- Walk and Talk Time
- Cooking
- Sport at local leisure centre (BLC)

## **Quality Learning, Teaching and Assessment**

At Inch School, quality learning and teaching is at the heart of all that we do. A wide range of teaching strategies are implemented by our staff to engage pupils in their learning. Digital technology is key in developing life-long skills. Approaches to learning and assessment are varied and child centred such as: assessment for learning techniques, direct teaching, self and peer assessment, individual, group and cooperative learning, text based, practical work and the use of IT to support learning. In addition, pupils are engaged in learning through active learning, outdoor learning, forest schools, educational visits and visiting speakers. We work closely with out the community of Inch and this resource enriches the learning opportunities available e.g. Bible Alive sessions delivered by our Minister.

## **We aim to make Learning Visible**

It is clear what teachers are teaching and what pupils are learning. Children know what they have to do to be successful in their learning. They know this because we share Learning Intentions and

Success Criteria, expectations and standards with the children and give them the opportunity to reflect on their progress. We provide active and engaging activities and lessons, and children are also given the opportunity to work in cooperative settings where appropriate.

We know our pupils well academically. Professional dialogue and a well-managed tracking system ensures we understand how our pupils are achieving. We set action plans for how best to support and challenge children's learning.

### **The Ethos and Life of the School**

We are proud of the ways our pupils learn to show respect for everyone in the school community. We teach our pupils to value each other and everyone in the school community. We are aiming high and strive to be the best we can be. We learn to be safe in school and beyond. Our child friendly behaviour expectations, behaviour expectations linked to Rights Respecting School work is supporting this ethos. Our pupils are encouraged to contribute to school life. This is promoted through our P1 Buddy System, Reading Buddies, Clubs for Classmates, Digital Leaders and volunteering scheme. Pupil voice is important at Inch School and pupils are encouraged to make decisions about how the school is run through the Pupil Council, Playground Circle, Learning Circles, Eco Committee and House Captains.

### **Opportunities for Personal Achievement**

We provide opportunities for all our learners to achieve through our lunch time Garden Club, after school singing, dance group, jogging club and sports clubs. We offer 2 residential trips in P6 (ski trip) and P7 (multi activity sports). We strive to support everyone to achieve both inside school and out of school. We track and celebrate pupil's achievements at our Golden Table and Head Teachers Award. These are linked to the 4 capacities and are a whole school weekly focus. Achievements outwith and within school are shared on the school TV and Inch Achievement Stars Pin it board.

### **How We Evaluate Our Curriculum**

We are committed to whole school improvement. We work collegiately and engage in professional dialogue regularly. This impacts on learner experiences positively. We meet to gather and reflect on the curriculum with support staff and teaching staff. We evaluate the work that has been carried out and reflect on the impact developments have had on learners. We consider as a school, the improvement priorities for the year ahead. This is written in the School Improvement Plan and is prepared annually with staff. The management team work together to ensure the Standards and Quality Report accurately reflects the work of the school. This is published in September and is available on the school website. There is a rigorous Quality Assurance system in place that focuses on learning circles, jotter sampling, class visits, and professional discussions with teachers. These centre on curriculum planning and the quality of learner experiences.

### **Next steps**

At Inch School we aim to ensure the curriculum is the best it can be. New initiatives and good practice have been implemented however we recognise that we need to continue to learn from new evolving practice. We recognise also that we must take time to embed these initiatives, across the school, and then evaluate the impact on our learners. We will continue to engage in true reflection and continue to refine and develop our practice further.

*Allison Conner*

Head Teacher

1.11.16

## Appendix 1

### **The attributes and capabilities of the four capacities.**

#### **Successful Learners**

##### **With the attributes of**

- enthusiasm and motivation for learning
- determination to reach high standards of achievement
- openness to new thinking and ideas

##### **and with the capabilities to**

- use literacy, communication and numeracy skills
- use technology for learning
- think creatively and independently
- learn independently and as part of a group
- make reasoned evaluations
- link and apply different kinds of learning in new situations

#### **Effective Contributors**

##### **With the attributes of**

- an enterprising attitude
- resilience
- self-reliance

##### **and with the capabilities to**

- communicate in different ways and in different settings
- work in partnership and in teams
- take the initiative and lead
- apply critical thinking in new contexts
- create and develop
- solve problems

#### **Confident Individuals**

##### **With the attributes of**

- self respect
- a sense of physical, mental and emotional wellbeing
- secure values and beliefs
- ambition

##### **and with the capabilities to**

- relate to others and manage themselves
- pursue a healthy and active lifestyle
- be self aware
- develop and communicate their own beliefs and view of the world
- live as independently as they can
- assess risk and take informed decisions
- achieve success in different areas of activity

#### **Responsible Citizens**

##### **With the attributes of**

- respect for others
- commitment to participate responsibly in political, economic, social and cultural life

##### **and with the capabilities to**

- develop knowledge and understanding of the world and Scotland's place in it
- understand different beliefs and cultures
- make informed choices and decisions
- evaluate environmental, scientific and technological issues
- develop informed, ethical views of complex issues





A curriculum framework to meet the needs of all learners 3 – 18  
A schematic guide for curriculum planners

**Values**

Wisdom, justice, compassion, integrity

The curriculum must be inclusive, be a stimulus for personal achievement and, through the broadening of experience of the world, be an encouragement towards informed and responsible citizenship.

**The curriculum: 'the totality of all people throughout their education'**

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary learning
- Opportunities for personal achievement

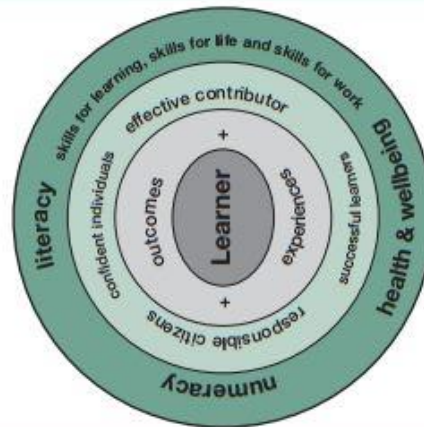
**Learning and teaching**

- Engaging and active
- Setting challenging goals
- Shared expectations and standards
- Timely, accurate feedback
- Learning intentions, success criteria, personal learning planning
- Collaborative
- Reflecting the ways different learners progress

**Experiences and outcomes set out expectations for learning and development in:**

- Expressive arts
- Languages and literacy
- Health and wellbeing
- Mathematics and numeracy
- Religious and moral education
- Sciences
- Social studies
- Technologies

Curriculum levels describe progression and development.



**All children and young people are entitled to experience**

- a coherent curriculum from 3 to 18
- a broad general education, including well planned experiences and outcomes across all the curriculum areas. This should include understanding of the world and Scotland's place in it and understanding of the environment
- a senior phase which provides opportunities for study for qualifications and other planned opportunities for developing the four capacities
- opportunities for developing skills for learning, skills for life and skills for work
- opportunities to achieve to the highest levels they can through appropriate personal support and challenge
- Opportunities to move into positive and sustained destinations beyond school

**Personal Support**

- review of learning and planning of next steps
- gaining access to learning activities which will meet their needs
- planning for opportunities for personal achievement
- preparing for changes and choices and support through changes and choices
- pre-school centres and schools working with partners

**Principles for curriculum design:**

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

**Arrangements for**

- Assessment
- Qualifications
- Self-evaluation and accountability
- Professional development

**to support the purposes of learning**