

**Banff Primary School**

**Curriculum Rationale**

**March 2019**

At Banff Primary School we view ourselves as a ‘Learning Community’ - a place where children, professionals, adults and families can all learn together. Children in Banff Primary School help to shape the curriculum experiences they have within a broad general education. The 7 principles of curriculum design underpin our planning. Our getting it right for every child (GIRFEC) approach supports the wellbeing of all our children to support them feel safe, respected and included. We ensure that children are provided with a nurturing experience which will enable them to make the most of their learning opportunities. We encourage children to have a positive approach to learning by engaging in activities both indoors and outdoors. We aim to help our pupils become successful learners, confident individuals, responsible citizens and effective contributors.



**Vision, Values and Aims**

Our Vision, Values and Aims were created in collaboration with learners, staff, parents and partners during session 2018-2019. As a school community, we reflect regularly on what they mean and how we can apply our Vision, Values and Aims to our daily life in order to be the very best we can be.

**Our Vision**

To recognise each child is an individual and to ensure they are happy and supported.

**Our Values**

Respect

Achieving

Included

**Our Aims**

* To make sure everyone feels included and valued.
* To be resilient and have a positive attitude.
* To develop skills for life, learning and work.
* To promote positive relationships with children, parents, staff and the wider community.

**Our Learner Qualities**

Persevere  Independent

 Cooperate  Connect Curious

Resilient  Reflective

**The 4 capacities**

At Banff Primary, children and young people are at the centre of our learning provision. Staff have an awareness of their responsibility to build and develop the skills children need. They are committed to helping the children achieve the 4 capacities set out in the Curriculum for Excellence:

Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.

**Confident Individuals**

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 the Banff community and the world around us.
* Decide what is right and wrong.
* Try to achieve success in different areas of our lives.
* Bounce back from challenging situations.

**Successful Learners**

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.

**Reflective**

In Banff we all aim to help our children become…

**Responsible Citizens**

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 different cultures from around the world.
* Think about issues in the world, Scotland and the Banff community and develop informed views about them.
* Try 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
* 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
* Apply our learning to new situations.

**Resilient**

**Totality of the Curriculum**

**Contexts for Learning**

Our curriculum is designed around the four contexts for learning. These contexts are:

* Ethos and Life of the School
* Curriculum Areas and Subjects
* Interdisciplinary Learning
* Opportunities for Personal Achievement

We strive to achieve a welcoming environment where the ethos is positive and where hard work is promoted. Children are aware of their rights and the responsibilities. The 7 learner qualities are intended to be used as a basis for unlocking children’s learning and helping each child to achieve well. We endeavour to have all children at Banff Primary School demonstrating these 7 learner qualities, as we continue to work on Visible Learning.

Children are encouraged to contribute to the life of the school. The Senior Leadership Team work with focus groups from each class to discuss and develop learning. It is recognised that attainment in Literacy, Numeracy and Health and Wellbeing are national priorities and at Banff Primary we tailor our curriculum to ensure that our focus remains on these priorities. Banff Primary School has also developed a House System to support the development of positive behaviour and achievements across a wide range of activities in school. We encourage children to contribute to the wider school ethos by awarding house points.

There are four houses:

|  |  |  |  |
| --- | --- | --- | --- |
| **Buzzards** | **Falcons** | **Kestrels** | **Ospreys** |

**Learning and Teaching**

Teachers use the experiences and outcomes across all eight curricular areas to plan for learning, teaching and assessment, ensuring breadth, challenge and application whilst agreeing set standards. Experiences and outcomes are grouped together to link concepts appropriately. We share Learning Intentions and Success Criteria, expectations and standards with the children and give them the opportunity to reflect on their progress. They are involved in setting targets for themselves in order to set goals and make assessments of their own learning. We aim to provide active and engaging activities and lessons, and children are also given the opportunity to work in cooperative settings where appropriate. We strive to know our children well, socially, emotionally and academically, and ensure that their progress is tracked and monitored carefully.

**Skills for Learning, Life and Work**

Active learning encourages children to be motivated. Subsequently learning is challenging, stimulating and enjoyable. We use a variety of approaches to encourage the development of key skills needed for lifelong learning, for example:

* Using technologies
* Appropriate differentiation to meet individual needs
* Encouraging creativity
* Using our outdoor environment
* Recognising the importance of play
* Working cooperatively

Opportunities for interdisciplinary learning creates depth within the teaching and learning for our children. Interdisciplinary learning will encourage the transfer of skills and knowledge across the curricular areas and increase their own knowledge. The depth and breadth of learning allows connections and skills to be applied across both school and in real life contexts. This gives our children exciting opportunities to further their interests, apply their knowledge, make connections and challenge their thinking.

In Banff we also try to offer the children as wide a range of experiences as possible through activities such as:

* School shows/assemblies
* Burns/Doric poetry competition
* Work at the Allotment
* World Book Day
* Local community projects –Christmas, Church Services, School Fair
* Supporting charity work
* Kodaly singing
* Feis Rois
* Banff and Buchan Ranger Service
* Grow Well Choices/ALEC Tent
* Rugby festivals/Sports day
* Class trips/excursions
* P7 Residential Trip
* Buddies/Play Leaders/Peer Mediators
* Swimming
* Rotary Quiz/Euro Quiz
* Green Goblin
* GamesCon

To see more find us on Facebook and Twitter- @BanffPrimary

**Getting it right for every child (GIRFEC)**

In line with the Scottish Government’s drive to improve outcomes for all children our Health and Wellbeing (HWB) curriculum is organised under the eight indicators of wellbeing: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included (SHANARRI). These indicators are necessary for a child or young person to become confident, responsible and productive members of our community and society. This agreed definition of wellbeing is summarised within the Wellbeing Wheel. Further details can be found at https://www.gov.scot/policies/girfec/wellbeing-indicators-shanarri/

**Assessment, Recording and Reporting**

Assessment is an integral part of learning and teaching in Banff Primary. It helps to build a picture of the children’s progress and achievements, as well as informing next steps in their learning. We use a range of formative and summative assessments to identify next steps and also to identify if a particular level has been achieved.

Children are encouraged to engage with peer and self-assessment. This helps them to understand more accurately what we are aiming for them to achieve and helps them to know whether or not they have been successful.

Holistic assessments are used to complement ongoing formative assessment helping to evidence learners’ progress against the Experiences and Outcomes and the Curriculum for Excellence benchmarks. A well designed holistic assessment will allow learners to apply their learning in new and unfamiliar contexts. Children in Primary 1, 4 and 7 also carry out standardised assessments during the course of the year. The Scottish National Standardised Assessments (SNSAs) test reading, writing and maths. The results are used to inform learning and teaching.

Parent involvement is very important in a child’s learning. Learning Journals and Reporting Jotters are used to share examples of work throughout the year. Parents are encouraged to discuss the learning with their child. Parents’ Evenings are held twice a year, in October and April. Written reports are issued in Term 4. Teachers may also hold assemblies and open mornings/afternoons as an additional way of sharing examples of work and learning. Our reporting calendar gives details of the activities throughout the year.

Banff Primary School has an open door policy and parents are welcome to contact the school at any time if they have a query or concern. We try to deal with them in a timely manner.

**Transition**

Transitions take place regularly as part of a child’s school experience. They are the moves children and young people make from home to nursery, from stage to stage (and throughout the curriculum), from primary to secondary, and from secondary to further education and beyond.

At every stage of transition, we aim to ensure that:

* Every child is supported and has a positive transitional period.
* Information about is child is collated and passed on to ensure that every child’s broad general education continues uninterrupted at the correct level and at an appropriate pace for them.
* Parents speak with staff involved to ensure that the staff understand any concerns or circumstances which may affect a child’s progress.
* Parents get information about their child’s learning through a variety of sources.

**Personal achievement**

Throughout all areas of learning and teaching, children are provided with opportunities to succeed and reach their potential. We celebrate these successes and achievements in school through award certificates presented at weekly assemblies. Each class has a display board in the central corridor of the school where an impressive example of work created by a child in the class can be found. This example of work is changed on a weekly basis.

We encourage the children to share their achievements from outside school too, by completing a short description of the activity and sharing any pictures, medals or trophies with us. These will then be displayed on our ‘Out of School Achievements’ wall, which is again situated in the central corridor and celebrated at our weekly assemblies.

**Family Learning**

Learning at home should encourage children to enjoy spending time reading, both independently and with others. Reading homework is recommended and should consolidate work that is being completed during class time. Activities on the reading task grids will be specific for the stage that your child is at. One written activity will be assigned for reading per week.

Family Learning Grids will also be given out to children. Activities from this grid can be completed through choice. These activities relate to other areas of the curriculum and will help support your child in their learning.