



Bilston Primary School ~
a school where children are at the heart of everything we do.

Curriculum Rationale 2017/18

Introduction

Our school vision and values are regularly reviewed by our learners, staff and parents/carers. We use these as the basis for developing a clear rationale for the curriculum, taking into account the learners' entitlements.

We support children's intellectual, physical, social and emotional development by ensuring the school undertakes its statutory duty to assure the quality of service provided and to look for continuous ways of effecting improvement. We also recognise key strengths in practice, identify priorities for the improvement plan and help gather evidence to report on standards and quality in the school. We also take into consideration the significant new influences and challenges facing young people today as social, political and economic change, the growing diversity of our society, our better understanding of the ways in which children and young people learn, the use of new technologies and the potential of partnerships in the local, national and global community.

Policy Rationale

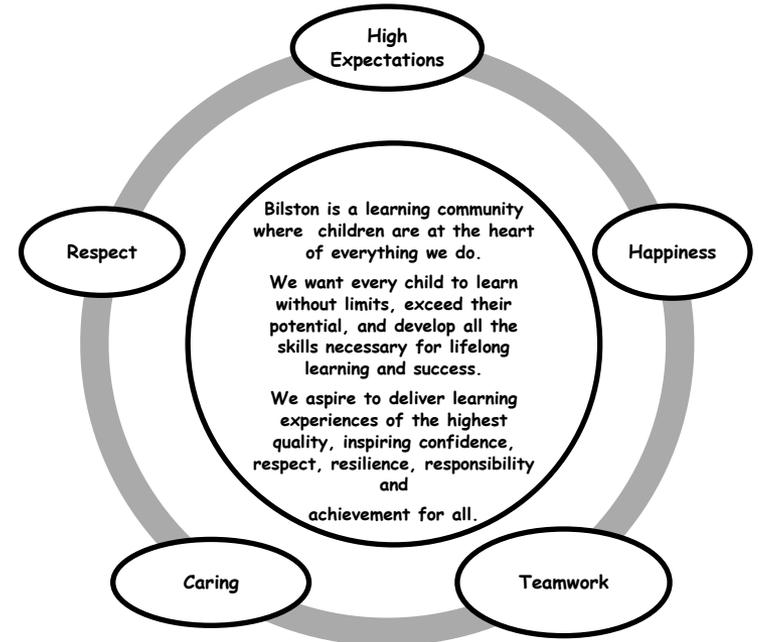
At Bilston Primary School we aim to provide a broad education that meets the needs of all of our learners. All children will be supported and challenged, enabling them to develop skills to use across the curriculum at all levels for learning, life and work. They will develop the four capacities - to become confident individuals, effective contributors, successful learners and responsible citizens. By doing so, we aim to prepare our learners to take their place as adults in society.

The seven key principles of curriculum design should be embedded in teaching approaches and learning experiences :

- challenge and enjoyment
- breadth
- progression
- depth
- personalisation and choice
- coherence
- relevance

Curriculum Rationale

"The curriculum reflects what we value as a nation and what we seek for our young people. It is designed to convey knowledge which is considered to be important and to promote the development of values, understanding and capabilities. It is concerned both with what is to be learned and how it is taught. It should enable all of the young people of Scotland to flourish as individuals, reach high levels of achievement and make valuable contributions to society. The curriculum affects us all" [A CfE Curriculum Review Group]



Curriculum Entitlements

- ✓ a curriculum that is coherent from 3 to 18
- ✓ a broad general education (from early years to S3)
- ✓ a senior phase (S4-S6) where he or she can obtain qualifications
- ✓ opportunities to develop skills for learning, skills for life and skills for work, focusing on literacy, numeracy and health and wellbeing
- ✓ personal support to enable them to gain as much as possible from the opportunities that Curriculum for Excellence can provide
- ✓ support in moving into positive and sustained destinations beyond school

This means that every pupil in Bilston Primary School is entitled to a curriculum which is :

- Challenging, building on knowledge, understanding and skills to ensure progression.
- Coherent from Nursery through to the end of their primary education, with smooth transition onto high school.
- Developed on sound learning and teaching practices, informed by research, and including well planned learning experiences which are active and engaging.
- Based upon developing skills and competences in literacy, numeracy and an ability to make informed choices about their health and wellbeing.
- Real and relevant now and in the future.

In Bilston Primary School there is a collegiate approach to developing the experiences and outcomes in curriculum areas, which develops staff knowledge and understanding of the curriculum. This ensures that we provide the highest quality for learning and teaching for our pupils.

Organising Learning

Key Features of our Curriculum

Staff plan to develop the whole child through the ethos and life of the school, curriculum areas and subjects, interdisciplinary learning and opportunities for personal achievement.

All curriculum areas are planned using the experiences and outcomes. The curriculum has been organised into 8 areas :

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

Interdisciplinary Learning

- Allows children to make connections between different areas of learning within meaningful contexts.
- Allows children to meet and revisit concepts and skills from new perspectives, bringing different strands of learning together in order to deepen understanding.

- Ensures that all children have access to an active, enterprising learning environment.
- Increases children's ownership and control of their learning, offering greater opportunities for personalisation and choice.

Our ethos underpins the delivery of the curriculum. Themes such as citizenship, enterprise, creativity and sustainability provide rich contexts for learning and for developing our children's personal achievements.

Supporting all pupils to become literate and numerate is a key priority for our school. This has implications for the organisation of our learning as follows :

- The importance of developing literacy, numeracy and health and wellbeing will be reflected in the balance of teaching and learning time across each week.
- Opportunities to embed literacy, numeracy and health and wellbeing within other curricular areas is a priority.
- At all stages, this learning is linked to skills for life and work

Planning

Staff plan (with stage partners if appropriate) a yearly overview which is broad and flexible. Individual pieces of interdisciplinary learning are planned for with a focus on outcomes - what will learners be able to do, know, understand and be. 3 medium planning blocks provide opportunities to plan using the experiences and outcomes across curriculum areas and then on a weekly basis, focusing on specific learning intentions and success criteria. Informal evaluations and weekly plenary sessions allow learners to influence the process.

Assessment and Moderation

Bilston Primary School follows local and national guidance on assessment and moderation. Assessment is For Learning principles and supporting strategies are becoming embedded across the curriculum and are used in assessing the effectiveness of learning and teaching in our school. Collaboration with colleagues across all stages in the school and increasingly with colleagues from other schools, allows for moderation of standards and expectations. Attainment data is used to audit the pace and challenge we provide for our learners, ensuring that we appropriately support and challenge every child to ensure that they reach their full potential.

Learner progress is tracked through the experiences and outcomes and levels. This allows us to track individual achievement and attainment.

As part of our school self evaluation process, learning and teaching is monitored. This data and evidence is used to ensure that Bilston Primary continues to improve and provide high quality learning experiences.

Partnerships with Parents/Carers and the Wider School Community

We work closely with parents/carers and our community. We strive to take every opportunity to involve them in the life and work of our school, to share achievements and to build links which enhance our school.

Links with businesses and employers, community groups, other council departments, and, voluntary and social enterprise organisations can help to contextualise and make learning relevant for our children. It can provide invaluable opportunities to help raise attainment and achievement, and contribute to the development of skills for learning, life and work. In particular at Bilston, we already have links with IKEA, Bilston Youth Club & Loanhead After School and Breakfast Club.

So What Makes Bilston Primary School's Curriculum Different ?

The following Curriculum Diagram gives some specific examples of how we organise and plan learning across our school :

Languages and Literacy

Paired reading across the school; multi-sensory phonics programme; use of Vocabulary, Connectives, Openers and Punctuation (VCOP) across the school in extended writing; active spelling programme; 1 + 2 Modern Languages - L2 will be French; whole school book month; Bilston Reading Challenge.

Mathematics and Numeracy

SEAL approach in the early years; use of TJay Maths resources to support Midlothian Understanding Mathematics Programme (MUMP); Basic Facts for mental maths; a combination of whole class and differentiated group maths teaching.

Health and Wellbeing

P7 Residential Experience to Benmore; outdoor learning opportunities in school grounds and at Roslin Glen; School House System; P5, 6 & 7 leadership responsibilities (Buddies); Play Therapy support for individuals and drop-in service; PEEP Group; Speech and Language Social Communication Group; Bikeability in P6; swimming in P4&5; skiing in P5&6

Expressive Arts

Music Specialist Teachers (choir, guitar and drumming); whole school Nativity show; Drumming Workshops; Dance workshops; class showcases of learning; Scottish Celebration; end of session whole school talent show.

Religious and Moral Education

Agreed focus on Christianity and other world religions; personal belief.

Technologies

I-pads introduced across the school; interactive whiteboards; capturing learning on film; blogging; programmable toys.

Sciences & Social Studies

charity events; Christmas Fayre; Summer Fun Day; wide range of out of school excursions; P7 STEM event; P7 visit to Risk Factory; whole school enterprise activities.