**Baldernock Primary School**

**The Rationale for Our Curriculum**

**Our Vision**

Our school community will work together to promote lifelong learning by establishing a culture of mutual respect where children are happy and motivated. All children will have the confidence to enable them to realise their full potential within a safe healthy learning environment.

**The Curriculum**

A shared understanding of our vision, and the Curriculum Framework, allows what we deliver to nurture every child towards reaching their full potential, thus enabling them to have the skills and confidence to embrace the world in which they live in and to fulfil their aspirations both within and beyond school. This work was done in consultation with the school community.

Curriculum for Excellence identifies key values for life, four contexts in which learning takes place, six entitlements for learners, seven principles of curriculum design and eight curricular areas in which learning is organised. This framework is at the heart of decisions made regarding our Curriculum Rationale.

**Professional Development**

Professional Development opportunities for staff are fundamental in ensuring continued engagement in current Learning and Teaching methodologies and strategies. Our peer observation model allows all staff to share, develop and moderate their practice. Formal and informal observations and subsequent moderation discussions are a crucial part of promoting improvement within school.

**The Ethos and Life of School**

Our curriculum offers a broad range of learning experiences for our pupils and careful planning and discussions ensure learning is meaningful. Our pupils are encouraged to contribute to the school community and have opportunities to lead their own learning, at times being instrumental in bringing about change and improvement. Shared values are highlighted not only in class but also at Assemblies. Pupils support the life of the school through our committees – Eco Committee, Rights Respecting Committee, Reading Schools Committee, ITC Committee and Junior Road Safety Officers. We also encourage a supportive and nurturing ethos through our Pupil Council, Buddy Systems, Cross Stage working and our House System. We also have two children who represent their school on East Dunbartonshire’s Pupil Forum.

**Curriculum Areas and Subjects**

Our learners experience a Broad General Education which includes all experiences and outcomes across 8 curriculum areas, progressing through levels relative to their individual needs and prior learning.

**Interdisciplinary Learning**

Interdisciplinary Learning is an important element within Curriculum for Excellence which aims to enhance learning. This approach brings about increased and improved collaboration across subject areas and leads to exciting and challenging opportunities for pupils to make connections across learning. I.D.L. exists when 2 or more subject areas are linked to support and enhance learning. Links are responsive to topics and learner conversations and are incorporated into joint planning.

**Opportunities for Personal Achievement.**

Children’s Progress and Achievement Profiles are used to track and recognise achievement both within and out with school. Parents, pupils themselves and teachers can contribute to this section within a child’s Progress and Achievement Profile. Targets and assessment evidence across all areas of learning are recorded into pupils’ personal profile.

**Our Rationale**

We recognise the need to prepare children with skills that maximise employment opportunities within their local community and the wider world. In order to do this we utilise the expertise of parents and indeed staff and strive to develop partnership working that enhances the range of experiences we provide for our learners.

We aim to deliver excellence in Learning and Teaching and expect our young people to be actively engaged in their own learning. Our curriculum focuses on the child being at the centre of all we do. It allows for breadth and depth of learning offering challenge and enjoyment. As children progress through levels, opportunities are sought to ensure attainment is of the highest level. An ethos of high expectation and ambition is encouraged for all and attainment, achievement and participation recognised and celebrated. As an inclusive school we promote success and self esteem by taking action to remove barriers to learning.

Our curriculum structure engages all children in learning experiences that will allow them to become lifelong learners. Learning experiences will be relevant in order that pupils have the knowledge and necessary skills to become responsible citizens of the future. It is essential that we educate our children about the need for sustainability in their daily lives thus bringing about positive change now and in the future.

We endeavour to support personal development so that each child becomes a healthy, balanced, self confident individual maximising their educational potential.

**Skills**

Skills are developed across all years within subject experiences and outcomes. Our pupils must develop a variety of skills to ensure they become Confident Individuals, Effective Contributors, Successful Learners and Responsible Citizens.

This skills development provides the grounding which enables them to access a range of employment options and become lifelong learners beyond school. Literacy, Numeracy and Health & Wellbeing are at the core of what we do, but we also want our pupils to be able to communicate effectively, think critically, problem solve and develop an understanding of the big ideas that shape their world.

**Learning & Teaching**

We strive to deliver our curriculum through excellent Learning & Teaching. Staff use a variety of teaching methodologies and a range of teaching strategies to engage and motivate pupils, ensuring assessments are varied and pupil centred. Individual and group work, text based and active learning, outdoor learning, educational visits and guest speakers all contribute to the high quality learning environment we provide for all our pupils.

Our rural setting makes us unique and allows us to embrace the outdoors as an extension of our classes. Our size means that cross stage working helps promote an ethos of nurture, support and tolerance and our outdoor programme helps build resilience, teaching children the importance of managing risk and allowing them the opportunity to apply skills previously taught in new contexts.