

The Rationale for our Curriculum

Our Vision



Our Vision at New Deer School is

“Working Together to Achieve our Best”

To fulfil our vision our children all wear a SCARF, it represents our values of

Safe
Confident
Achieving
Responsible
Friendly



We wear our SCARF with pride – you can't always see it but it is always there.

Curriculum for Excellence

To achieve this vision we require a structured curriculum which helps our pupils to develop their full potential, academically, emotionally and socially. The learning and teaching therefore places a strong emphasis on developing the key features of the Curriculum for Excellence – the four capacities - **Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens** The attributes and capabilities of the four capacities, are at the heart of our planning at all levels of the curriculum.

Curriculum Design Principles

In all subjects we have an active methodology, always mindful of the Curriculum Design Principles. Ensuring our teaching relates to **challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance** underpins our work at New Deer Primary School. Assessment is for Learning techniques, direct teaching, self and peer assessment, individual and collaborative work, text based work, practical activities, and working towards further accreditation as a Rights Respecting school and Eco School are examples of approaches and methodologies designed to engage our pupils in their own learning. When developing a learning experience it is important that activities are constructed as to accommodate the many different, preferred learning styles of children. The pupils are encouraged to lead their own learning through personal target setting and their ownership of their learning profile.

Curricular Areas and Subjects

In line with the Scottish Curriculum for Excellence, the following eight subjects are taught – **Literacy, Numeracy, Health and Wellbeing, Expressive Arts, Science, Social Studies, Technologies and Religious and Moral Education.** Progression frameworks are in place for the teaching of Literacy, Numeracy and Health and Wellbeing. Other subjects may be taught discreetly or through the grouping of experiences and outcomes in order to expose the children to a meaningful interdisciplinary learning experience.

Skills Development

We aim to instil in our children the ability to transfer the knowledge and skills they have learned in one area to another. In our ever-changing world, children will be required to apply what they have learned in school in new and different ways. Work is done in order to develop higher order thinking skills, in line with Blooms Taxonomy.

Ethos and Life of the School

Our pupils are encouraged to contribute to the life and work of the school and to exercise their rights as members of the community. The children have opportunities to lead and instigate change and improvement through the Pupil Council, Eco Committee and the Rights Respecting School Committee. Shared values are communicated through whole school assemblies and weekly class Circle Times. Enterprising activities, buddy systems and house activities are examples of activities that help to foster the whole school identity.

Opportunities for Personal Achievement

In order to build confidence, resilience and motivation in our pupils we celebrate all pupils' personal and family achievements (hill walks, cycle runs, etc). We track pupil's achievements and take positive action for those not able to attend clubs etc. out with school by giving them recognition for achievements in school and by encouraging them to run or attend clubs in school time.

Assessment

Assessment is a crucial part of effective learning and teaching. We use both formative (on going, often the teacher's professional judgement) and summative (formal and usually identifies whether a child has achieved a particular level) assessment and monitor and track each child's learning three times annually. Through these, and the child's own self-assessment and evaluation, we are able to identify the next steps in a pupil's learning.

Transitions

All children have an entitlement to a curriculum which they experience as a whole, with smooth and well-paced progression through the experiences and outcomes, particularly across transitions, home to nursery, nursery to school, across stages and classes and from primary to secondary school. Staff ensure that curricular and pastoral information is passed on, ensuring the continuity of education, support, understanding and care.

Evaluation

Through evaluation of our curriculum by pupils, staff, parents and the community we identify our school improvements, this will be shared in a variety of ways including the annual S&Q report.

January 2017

