**Oyne School**

**Curriculum Rationale**

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**February 2015**

**Review Dates**

**2018**

**2021**

**2024**

** Oyne School**

 **Our Curriculum**

Our **values, vision and aims** have been developed by pupils, staff, parents and our community

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| **We value kindness…respect…tolerance…fairness…achievement…happiness…****being included…being listened to…** |
| **Our vision for Oyne School is for happy achieving children to be supported to do their very best learning within a caring school and community.** |
| **Aims*** **For us all to share a safe environment in which to flourish.**
* **For us all to enjoy a healthy lifestyle.**
* **For us all to learn and develop to the best of our ability.**
* **For us all to feel secure and that our skills are encouraged and developed.**
* **For us all to learn and achieve through a wide range of experiences both in and out of school.**
* **For us all to be involved in the life of the school and can take responsibility for own part in the learning that takes place here.**
* **For us all to have our opinions and unique qualities to be respected and developed to be the best they can be.**
* **For us all to have a voice in the development of learning and the life of the school.**
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**The Purpose of the Curriculum**

Our Curriculum ensures that Oyne pupils are successful learners, confident individuals, responsible citizens and effective contributors. Oyne pupils are entitled to experience a coherent curriculum which includes a broad general education. It will prepare our pupils for their senior phase and aims to develop skills for learning, skills for life and skills for work with a continuous focus on literacy and numeracy and health and wellbeing. Our pupils will get the personal support they need to gain as much as possible for their learning at Oyne to support them as they move towards their adult lives. Our curriculum has been developed in consultation with pupils, parents, staff and our community. It is reviewed regularly.

At Oyne School we develop the four capacities in a variety of ways.

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| **Successful Learners*** By developing engaging programmes of learning that will engage and motivate learners.
* By expecting our learners to do their very best.
* By encouraging learners to be think carefully, be creative, and try new things.
* By giving learners the skills to work with others and independently
* By ensuring learners can use literacy, numeracy and technology for lifelong learning.
 | **Confident Individuals*** By encouraging self-respect and respect for others.
* By providing an ethos and learning experiences that develop wellbeing and health.
* By giving choice and listening to pupil’s opinions.
* By celebrating success in and out of school.
* By developing common values
* By developing the capacity to make informed decisions.
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| **Responsible Citizens*** By sharing school values and Children’s Rights to promote an ethos of respect for all.
* By developing opportunities for taking responsibility in learning, school and community.
* By developing knowledge of the world and sharing opportunities to celebrate Scotland’s place in it.
* By encouraging discussion of issues in a balanced and open way.
* By developing pride in our environment.
 | **Effective Contributors*** By providing opportunities to develop an enterprising ‘can do’ attitude.
* By developing skills such as teamwork, communication, problem solving, creativity, and critical thinking in a range of learning and whole school activities.
* By teaching strategies for resilience in class and the playground.
* By developing skills for self-reliance particularly at transition.
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**Planning and Developing our Curriculum**

Our curriculum at Oyne School is unique. Our School values its family ethos and its role in the community. We work together with parents and partners to put the child at the centre of their school experience. The curriculum is carefully planned at each level of the Curriculum for Excellence and pupils know what they are learning and why. Staff and pupils plan learning together within the framework of the Outcomes and Experiences. Staff look for opportunities to ensure that learning is relevant, meaningful and builds on what children already know. Enthusiastic and committed staff know pupils well and use that knowledge to plan for learning that meets all learners’ needs at an appropriate pace providing appropriate **challenge and enjoyment**. The curriculum is designed around 7 principles (challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance). Oyne staff regularly review teaching and learning planned to ensure these principles are taken into account.

**Personalisation and Choice**

Our curriculum responds to individual needs and develops particular aptitudes and talents. Our pupils are given increasing opportunities to take responsibility for their learning and to exercise personal choice supported by teachers to lead to successful learning outcomes.

Choices might include

* Reading books at the appropriate level.
* Cross curricular learning ideas and following pupil interests.
* Pupil participation in Pupil Action Groups setting the agenda for improvements in school.
* Pupils set their own learning goals and evaluating their success.

**Learning and Teaching approaches**

At Oyne School we aim to provide engaging learning experiences with a variety of learning and teaching approaches

* Active engaging learning at all stages in school.
* Using technologies.
* Appropriate differentiation.
* Meeting individual needs.
* Encouraging creativity.
* Using our outdoor environment.
* Working cooperatively.
* Pupils know what they are learning and how to succeed.

**Assessment Approaches**

Assessment is an integral part of learning and teaching. It helps provide a picture of a child’s progress and achievement and identify their next steps in learning.

At Oyne School we assess in a variety of ways including:

* Learning Intentions and Success Criteria are shared with pupils.
* Work is marked with a comment identifying next steps for improvement.
* Pupils reflect on their own learning and identify their own next steps for improvement
* Standardised Assessments for P1, P3, P5 and P7.
* Pupils are assessed on what they say, do, write, make.
* Using a range of formative and summative assessment strategies
* Assessment information is used by staff to drive improvement.
* Assessment information is regularly shared with parents in learning jotters, targets booklets, and parents’ evenings.
* Pupils learning is supported by Individual Education Planning where appropriate.
* Teachers work with colleagues in other schools to develop a shared understanding of standards.

**Significant Aspects of Learning**

Teachers at Oyne School draw on a range of evidence from the significant aspects of learning which provide the necessary breadth, challenge and opportunities for application of learning. Evidence may be derived from classroom activities, interdisciplinary learning, the life and ethos of the school and from personal achievements, including those out with the school. Pupils are encouraged to develop through:

* Having an ‘I can’, attitude.
* Focussing on core aspects of Literacy, Maths and Health and Wellbeing.
* Celebration of the whole child.
* Using expertise from visiting specialists.
* Using our outdoor environment.

**The Ethos and Life of the School**

We are proud of our family ethos at Oyne School. All pupils contribute to the life of the school. We celebrate our abilities and talents both in and out of school in class, at assemblies and in the wider community. All pupils have responsibilities in their classrooms, and participate in whole school Action Groups. The Pupil Action Group, the Eco Action Group and the Health Action Group all plan activities and campaigns to improve the life of the school. The school values are core to the ethos of Oyne School and are promoted in everything we do.



 *Oyne School Ethos by Oyne School Pupils Feb 2015*

The Oyne School Ethos is developed through a wide range of activities including:

* Using a Rights Respecting Approach to working together.
* Developing leadership opportunities through school action groups.
* Providing opportunities for developing enterprising skills.
* Being involved in the community with activities such as watering community flower displays or contributing to the Community Newsletter.
* Working to raise awareness and funds for local and international charities.
* Working together to develop awareness of our environment.
* Providing well run after school activities.
* Developing a global view of issues.
* Regularly meeting together as a school in assemblies to reflect on our values and vision and learning.

**Inter-Disciplinary Learning**

We plan for broad learning through the CfE subject areas. We also provide opportunities for deeper learning. Pupils are given regular opportunities to focus their learning and apply skills in greater **depth**. This gives pupils opportunities to further their interests, apply their knowledge, make connections and challenge their thinking, based on experiences and outcomes drawn from different curriculum areas. These opportunities can be individual research topics or talks or whole class or school activities. Opportunities for deeper learning include: short topics on equality and diversity, outdoor learning, books, construction, fair trade and food.

**Curriculum Areas and Subjects**

Our learners are entitled to a Broad General Education entitlement which is delivered through the Curriculum for Excellence. There are eight curriculum areas (Expressive arts, Health and wellbeing, Languages, Mathematics, Religious and moral education, Sciences, Social studies, Technologies) which are the organisers for ensuring that learning takes place across a **broad** range of contexts, and offer a way of grouping experiences and outcomes under recognisable headings. The experiences and outcomes describe the expectations for learning. Our pupils study all subjects. Sometimes as discrete individual subjects, sometimes as a topic linked together in themes or projects, and sometimes a mix of both. We plan carefully so that pupils understand the **coherent** links across the curriculum and so that pupils experience learning **progression** at an appropriate pace throughout their school lives. We have Learning frameworks for Literacy, Maths and Health and Wellbeing. We build on what pupils already know when planning and we assess progress carefully to ensure pupils are given many opportunities to apply, consolidate and reinforce their learning.

The curriculum defines levels of learning. The path most children and young people are expected to follow through the levels reflects the stages of maturation of children and young people and the changing ways in which they engage with learning as they develop.

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| Level | Stage |
| Early | The pre-school years and P1, or later for some |
| First | To the end of P4, but earlier or later for some. |
| Second | To the end of P7, but earlier or later for some. |
| Third | S1 to S3, but earlier for some. |

Some children and young people will start learning at these levels earlier and others later, depending upon individual needs. Learning is usually not linear and learners may progress along different routes and pathways through the Experiences and Outcomes. The Curriculum for Excellence is designed to be flexible to enable careful planning for those with additional support needs, including those who, for example, have a learning difficulty or are particularly able.

**Our Curriculum Map**

At Oyne School we ensure a broad education through our Curriculum Map and Core Curriculum Frameworks. Literacy and Numeracy have a progressive programme each year. Other curricular areas have a three year rolling programme to ensure pupils experience a broad curriculum at each level.

**Opportunities for Personal Achievement**

Oyne School provides a large range of opportunities for children to develop their motivation, resilience and confidence through their own personal achievements. Every year we celebrate pupil achievements and interests outside school through Achievement booklets, displays and class work. Pupils share their achievements in class and assembly. We offer after school clubs to develop sporting skills and we support school teams in football, badminton, skiing and community quizzes. We have an annual residential trip for P6/7s to develop independence and life skills. Pupils build their own personal profile to reflect themselves as learners.

**Skills for Life, Learning and Work**

Pupils at Oyne School will be equipped with the **relevant** skills they will need to become successful, confident, responsible and effective adults who can play a full part in society. The core skills of literacy, numeracy, communication, problem solving, information technology and working with others are developed across the curriculum and will allow them to take their place in the adult world with confidence.

**How We Evaluate Our Curriculum**

We are committed, at Oyne School, to understanding the strengths in the curriculum we provide and areas where we need to improve. The modern world is ever changing and the curriculum and learners’ experiences at Oyne School need to reflect this. Our Curriculum Rationale and Map have been developed in consultation with staff, pupils, parents and the community. We continue to evaluate our curriculum with pupils, parents, staff and the community through annual questionnaires, feedback slips, focus groups and regular reflection opportunities. Staff reflect on what and how we teach weekly and termly, parents are kept regularly informed through monthly newsletters, opportunities to see children’s jotters and we publish our Standards and Quality report in September. The Curriculum rationale and map are reviewed with stakeholders every three years.