

St Cuthbert's RC PS Curriculum Rationale



Faith Wellbeing Inclusion Achievement Kindness

Last Updated: September 2021

OUR VISION

'Learning and Growing together through Love and Respect'

OUR VALUES



OUR MAIN AIM:

'To be excellent in everything we make, say, do and write'



A Nurturing School:

GIRFEC is at the centre of everything we do. Never resting and never settling for 'good enough'.

Striving to show the compassion and love of Christ in everything we do - this is our vision and mission!

Staff training, support and reflection on the Nurturing Principals and in meeting learners' needs. For example, our Internal Staged Intervention and Inclusion Meetings,

Striving for excellence in learning and teaching to ensure equity and equality for all. Use of CIRCLE and a well-structured curriculum to ensure all pupils are supported to achieve their potential and full-full their God given talents.

Celebrating the success and achievements of all children who demonstrate skills and our school values through weekly Tickled Pink Winners and monthly Values Celebrations.

Strong partnerships with families and community partners to meet the needs of our school community.

Strong leadership around Pastoral Support from Principal Teachers.

OUR APPROACH TO LEARNING AND TEACHING: TPA



Discreet
Teaching

T



Planned
Opportunities
to Practise

P

...THIS IS SUPPORTED BY CLEAR
DIFFERENTIATION:

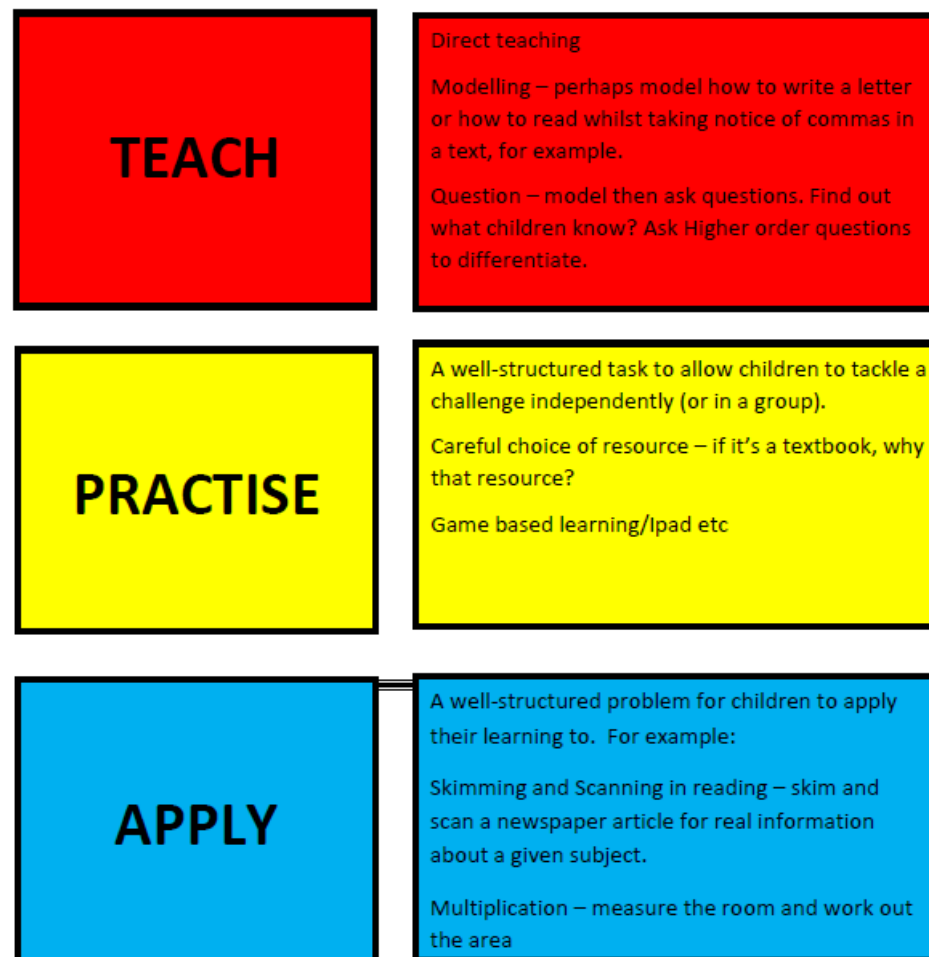


Applying
Learning

A

What is TPA?

Good Teaching should always aim to make children independent thinkers and learners. Our TPA approach encourages children to be owners of their own learning and to work through a process whereby they are able to apply their learning in unknown and unfamiliar contexts. For example, doing a page of addition sums will not allow the teacher to know that a child would be able to confidently add measurements together when they come to one day measure a room to buy a carpet, for instance. Another example of why this approach is important might be - learning to write a story is important, but if children only ever write a story in their writing jotter, will they learn about the process of applying this to writing a book for a real audience. Or, if they are only learning to spell by learning a list of words for a test, will they ever remember to use these words correctly in their extended writing? This is what we call 'application'.



HOW WE ASSESS LEARNING and DOCUMENT LEARNING...

Formative Assessment (AiFL)

-Teachers and children are engaged in this in every lesson. Teachers worked in collaboration to research and agree our main AiFL policy. This info-graphic is on the following page.

Summative Assessment.

Health and Wellbeing:

- ✓ Targeted: Team Child reviews
- ✓ Targeted: GMWP
- ✓ Targeted: WAPS and ASN plan reviews.
- ✓ Universal: SHANARRI webs
- ✓ Universal: Planned assessment linked to HWB curriculum.

Numeracy and Mathematics:

- ✓ Leckie and Leckie CfE periodic assessments linked explicitly to CfE.
- ✓ Holistic assessments which assess a range of taught areas in maths.

Literacy and English:

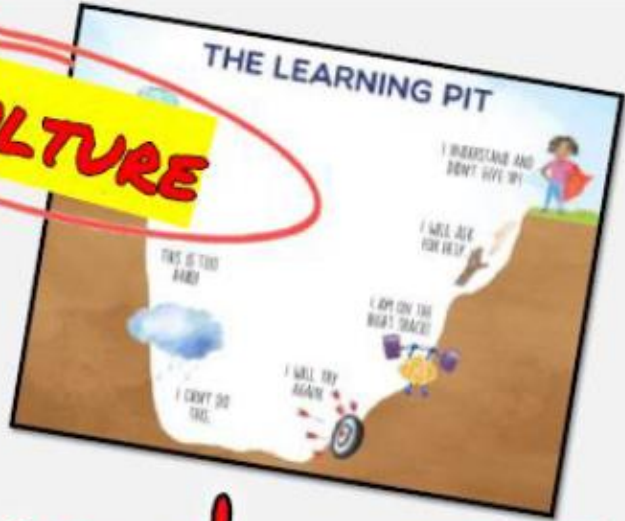
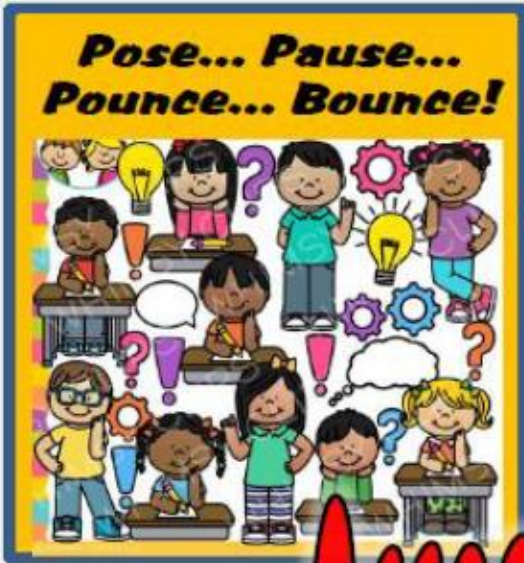
- ✓ Writing: Roots through Writing
- ✓ Reading: STAR reader, and well-planned holistic reading assessments created and moderated by teachers.
- ✓ Spelling: regular dictations based on our P1-3 (Active Literacy) and P4-7 (Nelson) spelling programme
- ✓ Listening and Talking: Teacher created assessments which are moderated. This will develop during session 2021/20222.

Learning Journals are used by children for them to set targets and reflect on their own learning. These go home termly with class jotters for parents to discuss with their child.



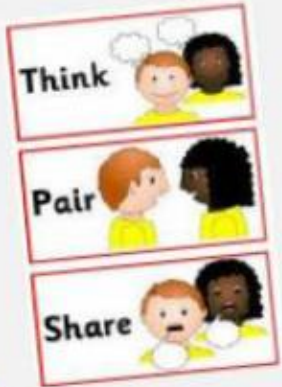
Floor Books are used by all classes to document their learning in IDL, HWB and STEM. These are used in 'Learning Conversations' and allow children to reflect on their learning.





Assessment is for Learning

at St. Cuthbert's Primary



DEVELOPING SKILLS FOR LEARNING, LIFE AND WORK....



The St Cuthbert's Curriculum

Challenge and Enjoyment - Breadth - Progression - Depth - Personalisation and Choice -
Coherence - Relevance



We encourage the development of the four capacities through:

- Weekly Tickled Pink Certificates: Each member of staff nominates a child who has demonstrated one of the capacities. These awards are shared at Assembly.
- Through our 'Skills Characters': Each of the skills we aim to develop at St Cuthbert's are clearly identified and are discussed in lessons.
- Our Wider Achievement Programme which is focused on children securing different levels of Bronze, Gold and Silver for demonstrating the four capacities (to be introduced in 2021/2022).



'The 4 Contexts for Learning':

Curriculum Areas and Subjects	IDL
<p>The curriculum areas 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.</p>	<p>Interdisciplinary studies, based upon groupings of experiences and outcomes from within and across curriculum areas, can provide relevant, challenging and enjoyable learning experiences and stimulating contexts to meet the varied needs of children and young people. Revisiting a concept or skill from different perspectives deepens understanding, and can also make the curriculum more coherent and meaningful from the learner's point of view.</p>
Ethos and Life of the School	Opportunities for Personal Achievement
<p>Children and young people should be encouraged to contribute to the life and work of the school and, from the earliest stages, to exercise their responsibilities as members of a community.</p> <p>This includes opportunities to participate responsibly in decision-making, to contribute as leaders and role models, to offer support and service to others and to play an active part in putting the values of the school community into practice.</p>	<p>Personal achievement provides children and young people with a sense of satisfaction and helps to build motivation, resilience and confidence.</p> <p>This is one of the key areas where schools need to work closely with voluntary youth organisations to help young people access information and opportunities and make their voices heard.</p>

	P1	P2	P3	P4	P5	P6	P7
Expected Level	Early Level Phase 3	First Level Phase 1	First Level Phase 2	First Level Phase 3	Second Level Phase 1	Second Level Phase 2	Second Level Phase 3
-Pre-Early Level Milestones and Teach Talking is used to plan and assess learning at pre-early level.							
Literacy and English -Writing -Reading -Listening and Talking	-Phonological Awareness -St Cuthbert's Early Level Writing Programme -Rainbow Readers (Magentic Boards)- Stage 1 -Stage 1 Spelling -Picture Books -Sentence Level Scheme Books -Book of the Week - Reflective Reading -Show and Tell -Nelson Handwriting	-Rainbow Readers - Phonics - Stage 2 -Stage 2 Spelling -Roots through Writing - Genre Approach -Book of the Week - Reflective Reading -Show and Tell -Sentence Level Scheme Books -Nelson Handwriting	Rainbow Readers - Phonics - Stage 3 -Stage 3 Spelling -Roots through Writing - Genre Approach --Book of the Week - Reflective Reading -Sentence Level Scheme Books -Nelson Handwriting -Some may move to Accelerated Reader Texts	-Revisit and assess Stage 3 Phonemes and Stage 3 Spelling -Nelson Spelling - P4 planner -- Roots through Writing - Genre Approach --Book of the Week - Reflective Reading - Accelerated Reader Texts - daily --Sentence Level Scheme Books -Nelson Handwriting	Nelson Spelling - P5 planner -- Roots through Writing - Genre Approach --Book of the Week - Reflective Reading -Reading Books - Scheme Book - Accelerated Reader Texts - daily -Nelson Handwriting	Nelson Spelling - P6 planner -- Roots through Writing - Genre Approach --Book of the Week - Reflective Reading -Reading Books - Scheme Books Accelerated Reader Texts - daily -Nelson Handwriting	Nelson Spelling - P7 planner -- Roots through Writing - Genre Approach --Book of the Week - Reflective Reading - Scheme Books Accelerated Reader Texts - daily -Nelson Handwriting
Numeracy and Mathematics -Number, Money and Measure -Shape, Position and Movement -Data Handling.	Leckie and Leckie CPA approach SumDog	Leckie and Leckie 'Mobile Maths' 'Number Club' CPA approach SumDog	Leckie and Leckie 'Mobile Maths' 'Number Club' CPA approach SumDog	Leckie and Leckie 'Mobile Maths' 'Number Club' CPA approach SumDog	Leckie and Leckie 'Mobile Maths' 'Number Club' CPA approach SumDog	Leckie and Leckie 'Mobile Maths' 'Number Club' CPA approach SumDog	Leckie and Leckie 'Mobile Maths' 'Number Club' CPA approach SumDog
IDL - Inter Disciplinary Learning *TC - Teacher Choice based on Es and Os and pupil interests	-People who help us -Recycling -Scottish Study - TC -Transport in my Local Area -Fair Trade - Fruit -DYW - TC -Outdoor Learning - TC	-Ruchill Park -Up-Cycling -Scottish Study - TC -Local Study - History -Fair Trade - Sugar -Outdoor Learning - TC	-Issues I can help with in Possil/Ruchill. -Waste - topical science -TC -Scottish Study - TC -Fair Trade - Cotton -DYW - Enterprise -Outdoor Learning - TC	-St Cuthbert's Long Ago -Renewable Energy -Scottish Study - TC -Fair Trade - Chocolate -DYW - TC -Outdoor Learning - TC	-The Canal -Climate Change -Scottish Study - TC -Fair Trade - Ornaments -DYW - TC -Outdoor Learning - Clyde in the Classroom	-Ruchill Hospitals Vs Medicine Now -Organise Burn's Supper - Scottish Study -Migration - Refuweege -Fair Trade - Footballs -Outdoor Learning - John Muir Award -DYW - Primary Engagement Programme and Into University	-Tackling current and historical issues in my community -Scottish Study - TC -Outdoor Learning - Residential -DYW - Primary Engagement Programme and Into University -Transition
STEM and Science	-Materials -Pushing and Pulling - Forces -Toys and Electricity -Music and Sound -Planet Earth -Water and Ice	-Living and Non-Living Things -Habitats and Food Sources -Materials -Water Cycle -Germs	-Forces - Friction -Magnetism -Cells in the Human Body -Growing Plants -Keeping Healthy -Sun, Moon and Stars	-Electric Circuits -Vibrations -Skeleton -Senses -Renewable and Non-Renewable energy	-Earth's Structure -Solid, Liquid and Gases -Friction -Buoyance -Gravity -Living Processes -Eco Systems	-Human Body Systems -Light -Microorganisms -Characteristics of living things -Energy	-Materials and Substances -Electricity -Batteries -Fossil Fuels -Fertiliser and Pollution
HWB	A programme of bundled Experiences and Outcomes which refer to SHANARRI						
Modern Languages	French - Daily opportunities for listening and responding to planned learning from French Planners				Increased pace around French language learning to one discreet lesson per week. Introduce Spanish.		

**Although this is not the totality of the curriculum, it is where development work in the past three years has led to more robust structures around planning, assessment and moderation.