



Greenhills Primary School and Nursery Class Curriculum Rationale and Design



Our Curriculum Rationale is informed by the shared values of all key stakeholders and is based on our self -valuation process, which has a clear focus on improvement and impact, informs our improvement targets and is developed round our shared Vision, Values and Aims.

In 2019-2020 we revisited our Vision, Values and Aims to ensure they were unique to Greenhills Primary School and Nursery Class and gave a true representation of who we are. Collectively we agreed:

In Greenhills, we support each other to learn and make friends as we strive to achieve our full potential. Our vision is reinforced by our values of believe, happy, inclusive, respectful and safe. We aim to promote these through working together to ensure all pupils are ready for learning, respectful and safe within Greenhills Primary School and Nursery Class.

Our Curriculum Rationale

When designing our curriculum, we considered several factors:

- We looked at the Greenhills community and our school catchment and what makes us unique
- Our attainment results and achievements
- The needs and wants of our learners and families
- The skills of our staff, parents and community members
- The specific priorities our setting required to ensure our pupils are confident individuals, successful learners, responsible citizens and effective contributors to enable them to become 21st century citizens.

At Greenhills Primary School, we believe our ethos, values, culture and curriculum provides our learners with many opportunities they will need to develop skills for Learning, Life and Work.

Based on this we will:

- Organise our Curriculum Experiences under the four contexts of learning as highlighted by Education Scotland: Curriculum areas and subjects, Interdisciplinary learning, Ethos and life of the school and Opportunities for personal achievement.
- Ensure Health and Wellbeing will remain a high priority as we continue to support our learners to be resilient, sociable learners and meet the needs of pupil following Covid-19.
- Continue to prioritise Literacy and Numeracy using our progression planners
- Further, enhance our support of learners through specific identified use of ICT to aid learning.
- Develop further the empowerment of pupils and staff to ensure our Leaders of Learners (LOL) continue to make valuable contributions to school life.
- Continue to focus on the skills for learning ensuring all pupils develop the skills for learning, life and work.
- Ensure the seven principles of curriculum design are considered for all children in their learning and view these as the core foundations in pupils reaching their full potential.



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Ethos of the life of the school

We promote positive attitudes and aspirations within the Greenhills family, encourage learners to be involved in their learning experiences and to participate in decision making across the school. We are a Rights respecting school. Nurturing our pupils through positive relationships is at the heart of everything we do in our school. The experiences below ensure pupils have opportunities to put the school values into action and to develop as Responsible Citizens and Effective Contributors.



- Welcome on arrival in school
- Recognition board
- House Captain System
- School Committees for all P4-7 pupils
- P6 & P7 monitors
- P1 Buddies & P7 ASN buddies
- Pupil Council
- Pupil Led Assemblies
- Interaction with our local community e.g. St Andrews Court, St Andrews Methodist Church (Breakfast Club), Irene Moore CHURCH NAME, Greenhills Library & Morrison's
- Pupil Lead club (lunchtime sports club P6)
- Pupil Voice – listening ears
- Lending library and Library Visits
- Beat the Street
- P6/7 work experience in the Nursery
- Active Schools visits
- Stay and Play
- Personal achievements shared through Google Classroom during Covid 19

Cheery smiles, staff /pupil relationships and a nurturing environment all help children to grow as individuals.

Class Teacher

Personal Achievements

Learners are encouraged to share their learning inside and outside of school in a variety of ways, building confidence in their ability to experience success with high aspirations and develop as Confident Individuals. Listed below are some of the ways we celebrate success.

- Open Afternoons
- Achievements shared at Assemblies
- School Concerts, class assemblies and nativity
- Star of the Week/Grammy Award Awards - (Whole School Displays)
- First Minister Reading Challenge
- Competitions
- House Points
- School Website and Twitter Feed
- Proud Cloud
- Wider Achievements
- Progress Meetings with teachers, pupils and parents
- Links with local organisations e.g. Kilbryde Hospice, St Andrews Methodist, St Andrews Court, etc.
- Links with local initiatives e.g. Beat the Street, P6 Swimming, ASN swimming, Euro Quiz, Duncanrig Maths Competition
- Sports Achievements
- Positive note/call to home
- Hot Chocolate Friday
- P7 residential trip



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- Talent show

Skills for learning life and work

There is a high expectation of learners and we strive to do our very best to meet all pupils needs

Class Teacher

Learners need to be flexible and adaptable, with the capacity to continue developing skills, which they will need for the rapidly changing challenges of life, learning and work. The skills for learning, life and work are often crosscutting and transferable across the whole range of curriculum areas, contexts and settings. As we focus on both Personal and Learning skills that enable individuals to become effective lifelong learners, developing the five core skills of communication, numeracy, problem solving, information technology and working with others are a focus for all learning experiences. Focus weeks such as Maths week allow pupils to develop awareness of the world of work and the life skills required

- Author visits
- Digital learning to support learning in the classroom and home
- Enterprise
- Local Community sharing their work experience
- Class topics focus on local and global issues
- Maths week linked to professions
- Young Enterprise Scotland
- Tax Office
- Barnardos - Creative Solutions
- Warburton's – class visit
- P6 & P7 work experience
- Enterprise – Virgin Money

Curriculum

There are eight curriculum areas, all of which are delivered through a blend of discrete subject learning, cross-curricular themes or topics and interdisciplinary opportunities, allowing pupils to develop as Successful Learners.

The delivery of our curriculum comes directly from the Experiences and Outcomes and during lessons; Learning Intentions and Success Criteria are shared or will be given by the pupil as the lesson unfolds. There is a clear progression across the experiences and outcomes and almost all children will move from 0-2 then 3-5 Curriculum through to Early Level at P1 and through First Level, into Second Level by P7. Some children may begin progressing through the Third Level experiences and outcomes during their time at primary school. The prior knowledge and personal interests of pupils are considered to make learning relevant and enjoyable. Most importantly, we aim for pupils to understand what they are learning and why and how they can improve. We have a variety of resources and schemes of work and teachers use these thoughtfully to ensure the learning taking place is progressive and challenging. The varied expertise and experience of class teachers, visiting specialists, parents and family members enable us to deliver high quality learning experiences for the pupils. Our use of digital technology is strengthening, and pupils make very good use of technology across the curriculum. Our pupils enjoy showcasing and performing for friends and family regularly throughout the year. Our curriculum is based on developing the whole child and equipping them with the skills, knowledge, and attributes which they will need to adapt and thrive in the 21st century.



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Health and Wellbeing

Literacy and Language (French and Spanish)

Numeracy and Mathematics

Social Subjects

Technologies

Expressive Arts

Science

Religious and Moral Education

- Adventure Ted
- Story Sacks (Literacy, Numeracy and Health and Wellbeing)
- Promotion of how we use the skills taught in everyday life
- Pupils setting their own targets and success criteria
- 5 Minute Box Literacy and Numeracy
- Catch up Literacy
- Digital Learning

Interdisciplinary Learning

At Greenhills Primary, we use Interdisciplinary Learning to promote the transfer of knowledge and skills across subject boundaries. Through this, we encourage enquiry-based learning and allow connections to be made across the curriculum within relevant and enjoyable contexts. This may take the form of a one-off project or a longer course of study. As a staff, we have reviewed our Interdisciplinary Learning programme to ensure progression and challenge. We would like to increase the involvement of our partners to support and enrich these learning experiences. We are developing our outdoor space to enrich our interdisciplinary learning and learning for sustainability.

- IDL Curriculum promotes both local and global issues.
- School excursions links to curriculum
- Maths Week/Eco Week etc.
- STEM – K'Nex Challenge

Additional Support Additional Support for Learning and Emotional Wellbeing

We are committed to the well-being and educational development of all learners and ensuring we are 'Getting It Right for Every Child'. Where there are barriers to children's learning progress, be that educational or emotional we use the wellbeing indicators (see below) to assess what is getting in the way. We then look for ways to provide additional support. This may be differentiated work in class, a little extra support from a teacher, tasks that are more challenging or projects or a referral to one of our partner agencies. Working in partnership with parents and pupils is vital in ensuring we are meeting the needs of our pupils and families.

- PPRUDB
- Passports for children
- Ready, respectful and safe
- NSPPC – emotional wellbeing
- Regular opportunities to share learning with Mainstream classes ensuring an inclusive ethos
- Barnardos
- Digital technology to help support needs
- Well-being Indicators

Children are supported in the school to meet their individual needs.
Support Assistant



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Transitions

We recognise that transitions can be anxious times for pupils and parents, and we aim to minimise this through various programmes that are relevant to each stage. To provide a smooth transition into P1 we visit pupils in their pre-school setting, provide a series of induction meetings, transition programme from October onwards and run a successful buddy programme. Between stages in school, class teachers and the Senior Leadership Team work closely to ensure that handover information and conversations are personal to the individual pupils and their needs. When the time comes for our pupils to leave us at the end of P7, we work collaboratively with the Duncanrig cluster schools to deliver a coherent transition programme that allows for integration between all the schools.

- Baseline Assessments
- Communication Passports
- Nursery - P1 transition throughout the year, children use the lunch hall /music room/gym hall and celebrate their success round the classes.
- Class to class transition
- P7 – S1 Transition
- Supported Classes
- Social Stories
- Comic Strip
- Transition photo book

Greenhills Primary Curriculum Design:

How we are embedding the 7 principles

<p>Breadth All children and young people should have the opportunities for a broad, suitably weighted range of experiences. The curriculum should be organised so that they will learn and develop through a variety of contexts within both the classroom and other aspects of school life</p>	<ul style="list-style-type: none"> ➤ Breadth is achieved by planning learning activities and contexts based on all the experiences and outcomes to ensure all learners make good progress. ➤ Whilst Literacy, Numeracy and Health Wellbeing take priority achieving a breadth of experience is important too ➤ Pupils work through all experiences and outcomes at a pace that ensures secure understanding and the ability to apply their learning in different contexts. ➤ More time is provided for areas of the curriculum where pupils require additional learning, time, support etc. ➤ Pupils are provided with motivating and challenging activities within all experiences and outcomes to ensure they can experience aspects such as skills for learning, life and work
<p>Depth (There should be the opportunities for children to develop their full capacity for different types of thinking and learning. As they progress, they should develop and apply</p>	<ul style="list-style-type: none"> ➤ Pupils are given opportunities to become secure in their learning rather than moving quickly from one topic or level to the next ➤ Collaboration between staff and pupils allows them the opportunity to add depth to learning by spending time discussing learning, explaining it to others, applying knowledge and skills in a



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<p>increasing intellectual rigour, drawing different strands of learning together, and exploring and achieving more advanced levels of understanding.)</p>	<p>variety of contexts and probing and researching particular issues</p> <ul style="list-style-type: none"> ➤ Staff use informed professional judgements about when pupils require further learning activities and contexts to secure learning within a level and when they need to move onto more challenging activities/levels.
<p>Challenge and Enjoyment</p> <p>(Children and young people should find their learning challenging, engaging and motivating. The curriculum should encourage high aspirations and ambitions for all. At all stages, learners of all abilities should experience an appropriate level of challenge, to enable each individual to achieve his or her potential. They should be active in their learning and have opportunities to develop and demonstrate their creativity. There should be support to enable children and young people to sustain their efforts.)</p>	<ul style="list-style-type: none"> ➤ Staff have high expectations of what pupils can achieve ➤ Activities are suitably challenging, engaging and motivating, encouraging high aspirations and ambitions for all pupils ➤ Planning within the experiences and outcomes focuses on creating opportunities for pupils to actively engage in learning ➤ Tasks selected are differentiated to present an appropriate challenge for all pupils ➤ Resources are developed or selected to promote active learning and are relevant to pupils needs and the school / community context ➤ Activities promote opportunities to develop and demonstrate creativity and innovation ➤ Pupils have opportunities to overcome challenges and achieve success ➤ There are opportunities for personal achievement across a range of different contexts.
<p>Progression</p> <p>(Children and young people should experience continuous progression in their learning from 3 to 18 within a single curriculum framework. Each stage should build upon earlier knowledge and achievements. Children should be able to progress at a rate which meets their needs and aptitudes.)</p>	<ul style="list-style-type: none"> ➤ Our progressive plans meet the differing needs of learners, from those pupils who enter nursery and transition to schools still requiring support for their learning at early level to those at the later stages who are ready to be challenged by more advanced concepts and contexts ➤ Assessment evidence is actively used to allow teachers to make professional judgements about pupils' progress. This will inform when they are ready for the challenge of new and stimulating learning contexts
<p>Coherence</p> <p>(The curriculum should respond to individual needs and support aptitudes and talents. It should give each child and young person increasing opportunities for exercising responsible</p>	<ul style="list-style-type: none"> ➤ Pupils experience a blend of programmes and studies across curriculum areas or subjects, interdisciplinary studies, opportunities for personal achievement and learning ➤ Where appropriate, partners are a particular feature of planning ➤ Through highly motivating contexts pupils see the links between different aspects of learning within



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<p>personal choice as they move through their school career.)</p>	<p>and across subjects, curriculum areas and in interdisciplinary studies</p> <ul style="list-style-type: none"> ➤ There is coherence and consistency in the development of literacy, numeracy health and wellbeing and other skills for learning, life and work ➤ Staff promote coherence in learning by using their overview of learning across the curriculum and their flexible approach to time management ➤ In preparation for transition to secondary stages, pupils develop a clear understanding of individual areas and subjects in the curriculum and how they promote progression. They experience this through well-designed interdisciplinary studies.
<p>Personalisation and Choice (Children and young people should understand the purposes of their activities. They should see the value of what they are learning and its relevance to their lives, present and future.)</p>	<ul style="list-style-type: none"> ➤ Staff use their knowledge of pupils' prior experiences, learning and interests to provide customised support and feedback during teaching ➤ Pupils have opportunities to undertake personal projects and have choice in a variety of activities ➤ Pupils are involved planning and assessment processes ➤ Pupils are encouraged to pursue learning independently ➤ There are opportunities for personal achievement across a wide range of activities within and out with school
<p>Relevance (Children and young people should understand the purposes of their activities. They should see the value of what they are learning and its relevance to their lives, present and future.)</p>	<ul style="list-style-type: none"> ➤ The curriculum content connects with the child's experience, learning and interests in and beyond the school environment ➤ Staff use their knowledge of the whole child to inform and shape contexts for learning ➤ Pupils know why, what and how their learning relates to everyday life

We hope our Curriculum Rationale has helped you to understand our unique Greenhills Primary School and Nursery Class curriculum. If you want to know, more you can join us on Twitter or our school website for further information, or contact the school directly.



www.greenhills-pri.s-lanark.sch.uk