



# Lanark Primary School and Early Learning & Childcare

Learning Together, Growing Together



## Curriculum Rationale and Design

Updated August 2019



This **Curriculum Rationale and Design** explains everything that we want for our learners at Lanark Primary School & ELC and how we plan to achieve this. This has been developed in a consultative way by our whole school community, involving children, parents, staff and partners to understand what we are hoping to achieve. Our self-evaluation processes have a clear focus on improvement and impact which informs our improvement targets and is developed around shared Vision, Values and Aims. In Session 2016/17, we revisited our Vision, Values and Aims to ensure these were a true representation of who we are at Lanark.

## Our Vision

At Lanark Primary School and ELC, learning is at the heart of what we do. We strive to provide rich learning experiences that build confidence and self-belief. We foster a 'can do' attitude which enables everyone to reach their full potential.

We work in strong partnership with our parents and the wider community to ensure that all feel safe, included and valued within our school community...and beyond.

## Our Values



## Our Aims

These are:

- to have a clear focus on learning and teaching
- to provide high quality teaching of core skills (e.g. Literacy, Numeracy, HWB)
- to provide real contexts for learning, including outdoor learning, and link learning to support pupils' understanding of the world around them
- to develop the key personal qualities of resilience, perseverance and a positive attitude to learning (being 'ready to learn')
- to encourage skills for life, learning and work

## Our Children's Aims

These are:

- to
- to
- to

*To be created during  
session 2019-20 with the  
School Improvement Team*

## Our Motto

**'Learning Together, Growing Together'**

This reflects our continuous journey of improvement as well as our endeavour to support individual growth in ALL our learners.

## **What have we considered when designing our curriculum?**

When designing our curriculum, we took a number of key factors into consideration. We looked at what we wanted learning to look like at Lanark and took the following factors into consideration:

- Our local area and school catchment (our unique setting)
- Our attainment results over time
- Delivering excellence by raising attainment and equity by supporting our learners to thrive, regardless of their social circumstances or additional needs
- What was needed to support our learners with to enable them to become 21st Century Citizens (Skills for Learning, Life & Work)
- The skill and expertise of our staff, parents and community members
- Community Organisation Partnerships and Learning Community/Regional Partnerships

Based on this, we will:

- organise our Curriculum Experiences under the four contexts for learning as highlighted by Education Scotland: Curriculum areas and subjects, Interdisciplinary learning, Ethos and life of the school, Opportunities for personal achievement.
- ensure that Health & Wellbeing remained a high priority as we want to support our learners to be resilient, sociable learners who develop healthy attitudes. We will use the GIRFEC Health and Wellbeing Indicators to structure learning and teaching, alongside targeted support where needed.
- prioritise Literacy and Numeracy as Core Areas. We have created clear PROGRESSION planners for these areas using SLC Progression Frameworks and nationally published BENCHMARKS, to ensure that our learners can develop at an age/stage appropriate level.
- Science will be taught discretely- we believe specialist knowledge and confidence is needed to teach it effectively.
- often teach the remaining areas of the curriculum in a cross-curricular or interdisciplinary way - including: Social Studies, RME, Technologies and Expressive Arts.
- encourage our learners to have opportunities to WORK TOGETHER as a school community. Our learners will have opportunities at class, stage and whole school level to develop PUPIL VOICE in order to support pupils to make valuable contributions to school life.
- focus on the SKILLS our learners are developing (Skills for Learning, Life & Work). We aim to develop our planning and assessment surrounding the

skills for learning, life and work, including the development of these skills through Technology and Outdoor Learning.

- ensure that the **Seven Principles of Curriculum Design** are considered for all children in their learning. We view them as core foundations in ensuring that each pupil develops and learns fully.

## How are we embedding the Seven Principles of Curriculum Design?

### Breadth

All young people should have the opportunities for a broad and appropriate 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.

- 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 to us.
- Pupils work through all experiences and outcomes at a pace which ensures they have 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 have the opportunity to experience aspects such as skills for learning, life and work.

### 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 increasing intellectual rigour, drawing different strands of learning together, and exploring and achieving more advanced levels of understanding.

- Pupils are given opportunities to become secure in their learning before moving onto the next level.
- Staff and pupils work together to allow them the opportunity to add depth to learning by discussing it, applying knowledge and skills in a variety of contexts, and probing and researching particular issues.
- Staff use informed professional judgements about pupils to identify those children who require further learning activities to secure learning within a level, and when they need to move onto more challenging activities/levels.

## **Progression**

**Children and young people should experience continuous progression in their learning from 3 - 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.**

- Our progressive planners meet the differing needs of learners, from those pupils who enter Lanark Primary School 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.

## **Coherence**

**Taken as a whole, learning activities should combine to form a coherent experience with clear links between the different aspects of learning, including opportunities specifically planned to draw different strands of learning together. All children and young people have an entitlement to a curriculum which they experience as a coherent whole, with smooth and well-paced progression through the experiences and outcomes, particularly across transitions.**

**Those planning the curriculum have a responsibility to plan in partnership with others how they will jointly enable children to move smoothly between establishments, building on prior learning and achievement in a manner which meets learners' needs.**

- Pupils experience a variety of programmes and studies across curriculum areas or subjects, interdisciplinary studies, opportunities for personal achievement and learning.
- Through highly motivating contexts, pupils see the links between different aspects of learning within and across subjects, curriculum areas and in interdisciplinary studies.
- There is coherence and consistency in the development of Literacy, Numeracy and 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.
- There is a robust transition programme for children coming from nursery to Primary 1, between the stages within the school and from Primary 7 to secondary school.

## **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.**

- Our 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 the skills for learning, life and work.



## **Personalisation & Choice**

**The curriculum should respond to individual needs and support particular aptitudes and talents. It should give each child and young person increasing opportunities for exercising responsible personal choice as they move through their school career.**

- 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 in 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 outwith school.

## **Challenge & Enjoyment**

**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.**

- 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 with their learning.
- Tasks selected are differentiated to present 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.

## What makes Lanark PS & ELC unique?

### Pupil Views

We get to use lots of different strategies to help us like 'Big Maths'  
**P5 pupil**

We have a range of different kinds of reading books to keep it interesting.  
**P7 pupil**

We have a Homework Club that helps us learn.  
**P2 pupil**

We have our own woodlands for outdoor learning.  
**P5 pupil**

All the staff help us and everyone shows kindness.  
**P3 pupil**

### Parent/Carer Views

There's a real family feel where everyone is cared for and supported.

There's a fantastic learning environment, with very supportive staff.

Always appears that there is a lot going on. Children are never doing the same thing for too long.

An amazing woodlands that could be used even more often.

### Staff Views

School staff work as part of a team. The management team are at the heart of the school and know the children well. There is a high expectation of learners.

Staff work well together. There is an open dialogue throughout the stages and excellent communication between them.

We are in a fantastic location. We are beside the World Heritage site of New Lanark, Lanark Loch and have our own woodlands. We have a link to William Wallace and his place in Scotland's History.

### Community/Partnership Views

Lanark PS is about Teamwork, Community and is inclusive of everyone. The kids are happy!

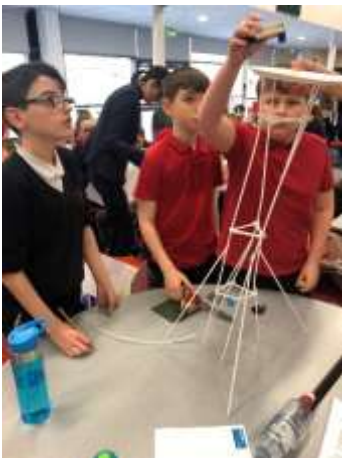
**Keystore  
(LPS Business Partner)**

Lanark Primary is an excellent environment for giving pupils every opportunity to participate within sport and physical activity. Throughout term 1 2018/19 the school were unique in that they had an opportunity to participate in an extra-curricular activity club for every age group. This special environment is supported by the dedicated network of volunteers, school staff and teachers who deliver these clubs. This dedication contributed to the school having 83% of pupils participating which was an increase of 5% on 2017/18.

**Active Schools Co-ordinator  
(Lanark Learning Community)**

Together, we feel our school is unique/special in the following ways:

- Our school is friendly and happy. There is a welcoming ethos.
- The staff know learners well, we support them to learn and are caring, kind, positive and committed.
- We have a great outside learning environment which we aim to utilise as much as possible.
- We are in the heart of community where everyone is involved and works closely together.
- We utilise the experiences offered to us by being part of the Royal Burgh of Lanark and being close to the Heritage site of New Lanark.
- We have strong links with Lanark Grammar School, so children have significant transition experiences.
- The Wellbeing Indicators are embedded in our ethos and support our health and wellbeing, and wider achievements which are celebrated regularly.
- We are a SportsScotland Gold Award School. We create and take part in many sporting activities throughout the year.
- We encourage parental engagement and family learning (see additional programme).





## How do we organise the *Four Contexts for Learning* to reflect Lanark PS & ELC's uniqueness?

### OPPORTUNITIES TO CONTRIBUTE TO THE ETHOS AND LIFE OF THE SCHOOL AS A COMMUNITY

Opportunities for children to participate responsibly in decision making, to contribute as leaders and role models, and play an active role in putting the values of the school community into practice:

- Roles and responsibilities within each class
- Pupil Leadership Teams (PLT)- all are part of an identified PLT each year
- Playground leaders – Pupils organise playground activities for others
- Outdoor Learning- e.g. leading Outdoor Classroom Days
- Nativity/Assemblies/Showcases
- Office/Canteen/Wet Play Monitors
- Extra-Curricular Activities
- Homework Club
- Awarded second Eco Green Flag
- Fairtrade Recognised School
- Gardening Group – maintaining school grounds
- Litter picks – within school and the wider community
- LPS Uniform Swap Shop- led by P7
- Charity support –Children in Need, Clydesdale Foodbank, St. Andrew's Hospice, Poppy Appeal, Comic Relief, identified charities linked to class learning
- Working to support our local community – Lanimers, Youth at Heart Club (intergenerational) Christmas Carol singing at McClymont House (Care Home) and local Tesco supermarket, Community Litter Picks, Local Art Exhibition at Tolbooth, Lanark Flowerfest, Beat the Street
- Pupil Voice – planning for improvement as individuals, groups, classes and school
- Enterprise projects involving local community – Christmas Fayre
- Opportunities for transition – P7 attend events with children from Lanark Learning Community to build readiness for secondary school; Nursery/P1 transition planned events



## OPPORTUNITIES FOR PERSONAL ACHIEVEMENT

- Star of The Week
- Achievement Awards
- Assemblies and Showcases
- Star Writer
- House Points/Awards
- Awards for Confident Individuals, Responsible Citizens, Effective Contributors, Successful Learners
- Performance opportunities- Music Showcases, Christmas Shows, LPS Has Talent
- Physical Activity and Sport Opportunities- including competitions
- Local Art Exhibition
- Celebrating personal achievement with the wider community through school newsletter, school achievement screen, newsletter, Twitter, website and local newspapers
- Opportunities for individual pupils to support charities e.g. Toy Sale for charity
- P5 Swimming
- P4 and P5 Youth Music Projects
- P5-7 Scottish Opera
- Working with Outside Agencies – Equitots, CAVLP, Lanark Tolbooth, National Museum of Scotland, New Lanark Heritage Site, Lanark Rotary Club, Scottish Rail, Clydesdale Housing Association, Universal Connections, Beat the Street, Emergency Services
- Sharing children's successes and progress with parents/carers through open sessions and assemblies
- P7 Residential Trip
- LPS Choir
- Annual Scots Concert
- House Points/Awards



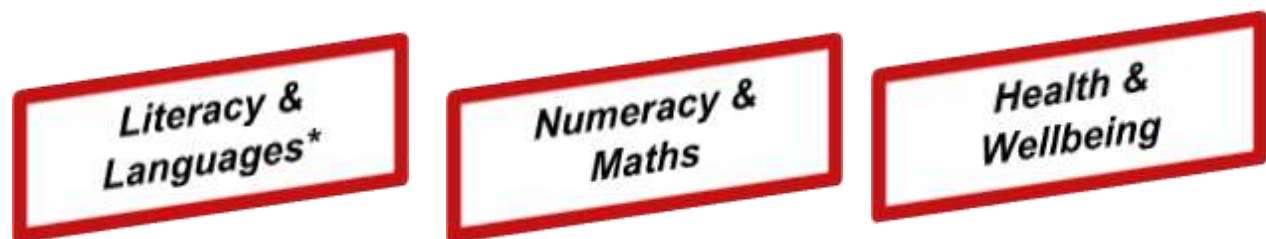
## CURRICULAR AREAS & SUBJECTS

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 from Curriculum for Excellence. During lessons, Learning Intentions and Success Criteria are shared. Most children will move from Early Level in the ELC and through First Level, into Second Level by P7. The prior knowledge and personal interests of pupils are considered in order to make learning relevant and enjoyable. Most importantly, we aim for pupils to understand what they are learning, why they are learning it and how they can improve which in turn helps to develop the skills for learning, life and work.

We have a variety of resources and schemes of work which the teachers use thoughtfully to ensure the learning taking place is progressive, challenging and meeting the needs of all our learners. The varied expertise and experience of class teachers, visiting specialists, parents and family members are drawn on to deliver high quality learning experiences for our pupils. The learners make increasingly good use of technology across the curriculum. We provide opportunities for parents to view the children's work throughout the school year, at topic showcases and school performances for friends and family. There is also an opportunity to see their jotters at Parent/Carer consultations. Our curriculum is very much designed to develop the whole child and to equip them with the skills, knowledge and attributes which they will need to adapt and thrive in the 21st Century.

Outdoor Learning is an important feature of our curriculum and we are extremely lucky to have our own woodlands which is visited by our classes and ELC. This provides a rich and stimulating context for learning for our pupils.



The development of skills in the three core subjects above are a focus for all lessons and life in school. To ensure a balanced curriculum, the pupils also learn about the subjects listed below.



\*We teach French across ELC to P7 as a Modern Language. Due to the interest shown by learners, we will begin to learn British Sign Language in 2019-20.



## INTERDISCIPLINARY LEARNING (IDL)

Interdisciplinary Learning (IDL) is based upon groupings of Experiences and Outcomes from within and across curriculum areas, which provide relevant, challenging and enjoyable learning experiences as well as stimulating contexts. IDL allows children to make connections across learning. Here at Lanark ELC & PS, we have created a *Social Studies Overview* to ensure coverage of the Experiences and Outcomes and these may be incorporated into Interdisciplinary Learning. However, opportunities that arise throughout the year may also provide excellent opportunities for IDL e.g. Scottish Opera, Enterprise, Eco Schools, STEM (Science, Technology, Engineering & Maths) Initiatives.

Ideally, IDL at Lanark will be recognised by one or more of these features:

- It may be individual one-off projects or longer courses of study
- It is planned around clear purposes
- It is based upon Experiences and Outcomes drawn from different curriculum areas or subjects within them
- It ensures **progression** in skills and knowledge and understanding
- It can provide opportunities for mixed stage learning which is interest based





## How do we plan for high quality learning experiences at Lanark PS & ELC?

In Scotland, we have a responsibility to provide children with a Broad General Education from pre-school to S3. At Lanark, we prioritise Literacy and Numeracy as core areas of education and teach these using a range of learning contexts. In addition to this, we seek to ensure that Health and Wellbeing education remains a high priority as we want to support our pupils to be resilient, sociable learners who have developed healthy attitudes.

We believe the success of any curriculum is through the delivery of high-quality learning and teaching. A wide range of teaching strategies are implemented by staff and start with the learners, ensuring that any planned approaches meet the needs of learners and are accessible to all. Some of these approaches include – play based learning, collaborative group work, use of the outdoors, text-based work, practical activities, 'Big Maths' to support mental agility, ICT to support and enhance learning and developmental approaches to Literacy (Emerging Literacy).

Staff plan to ensure pace, challenge and a consistency of experience is achieved. Staff also share their varied expertise to support their colleagues through peer learning visits, staff led training and team-teaching opportunities. Teachers use the national *Benchmarks*, *SLC Curriculum Frameworks* and *LPS Planning* to ensure that learning is progressive.

At Lanark PS & ELC, staff endeavour to share appropriate *Learning Intentions and Success Criteria* with *Feedback* given so they understand their next steps in learning.



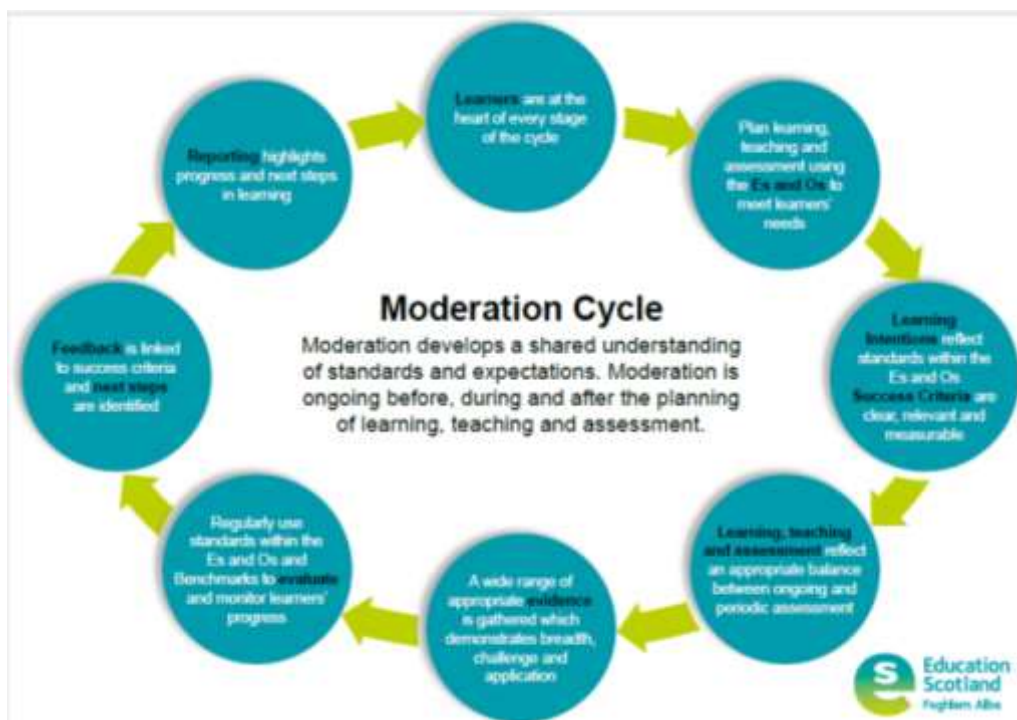
## How do we assess learning experiences at Lanark PS & ELC?

Assessment is seen as an integral part of learning and teaching. Assessment of a learner's progress and achievement is based on a teacher's professional judgement of their knowledge, understanding and skills in curriculum areas. Teachers assess learning using a variety of approaches and use a wide range of evidence. Evidence of learner progress and achievements will come from day to day learning, through the things they make, write, say, or do and planned assessments where appropriate.

Monitoring and tracking includes curriculum coverage, attainment, progress in learning, and achievement. Progress is recorded against the planned learning and achievement is tracked and recorded. Whole school tracking supports dialogue on the progress of learners through our Pupil Progress Meetings. Together these support the sharing of information and dialogue with parents about their children's progress.

Throughout the year, staff engage in the *Moderation* process in order to share standards and expectations in learning, teaching and assessment. We use Education Scotland's MODERATION CYCLE to support this process at class, stage, CFE level, learning community, authority and national level.

All our learners keep a 'Pupil Profile', which is a snapshot of their achievements at any point in time. Completing the profile gives the learner the opportunity to talk about their learning and achievements with staff, parents and others.



We hope this document helps you to understand our curriculum at Lanark Primary School and Early Learning & Childcare. Our school website, *Twitter* feed and Parent Council *Facebook* and *Communication App* provide a further overview of our school and our wider achievements. For further information on the curricular areas, please refer to our School Handbook which can be found on our website or contact the school.



Green Flag  
Award Holder

