



CLERKHILL SCHOOL
CURRICULUM RATIONALE
AND DESIGN
JANUARY 2017



Clerkhill School's Shared Vision

Clerkhill School strives to provide a welcoming community where all children are nurtured, respected, included, inspired and motivated to learn. A place where rights are respected and every pupil is encouraged to achieve their full potential. Through the delivery of a relevant, progressive and balanced curriculum, we aspire to equip our learners with the skills they need to meet all of life's challenges. We encourage each of our pupils to be active participants in their school community and in their learning. Our hope is that our pupils develop enquiring, active and creative minds and have respect and compassion for others.

“Inspire – Believe – Work Hard – Achieve”

Clerkhill School's Shared Aims

- To provide a nurturing environment where children can develop respect for themselves, each other, their community and the wider world, and who are equipped with the skills to meet the challenges they face as they develop and grow.
- To provide a relevant, progressive and balanced curriculum which inspires and interests children and in which every child can develop fully as an individual and achieve their full potential.
- To provide opportunities for every child to feel part of and be able to contribute actively to the school community
- To develop resilient, responsible, confident and independent children with a love of learning who aspire to do well.



Clerkhill School's Agreed Values

Respect

- Respect yourself
- Treat others how you expect to be treated
- Look after each other
- Look after our things
- Look after our school
- Speak appropriately to each other (use kind words)

Hard Work

- Aim high
- Believe in yourself
- Have ambitions
- Be enthusiastic
- Be positive about learning
- Be motivated
- Always try your best

Honesty

- Always tell the truth

Nurture & Care

- Be kind
- Be caring
- Be friendly
- Be helpful
- Take part
- Listen to others
- Value others' ideas and opinions
- Work as a team

Inclusion

- Understand and accept that everyone is unique
- Include everyone
- Accept each other's differences
- Help people when they are feeling lonely or upset
- Understand and accept that everyone learns in different ways and different people are good at different things

Clerkhill School's Strengths

- Enthusiastic, well behaved pupils who take pride in their school and feel supported, safe, included and valued
- A positive, caring, nurturing ethos across school with mutual respect between staff, pupils and parents
- A hard working, stable staff team at all levels who are dedicated to ongoing improvements and committed to raising attainment for all learners
- A school with a very welcoming environment and developing community partnerships
- Opportunities for wider achievement through extra-curricular activities

Clerkhill School's Curriculum will:

- Encourage learners to contribute to the ethos and life of the school community
- Promote skills for learning, life and work
- Provide a broad general education
- Recognise and deliver curriculum for excellence experiences and outcomes and significant aspects of learning
- Support active learning
- Support progression for all



At Clerkhill School we provide a curriculum which fully embraces the four contexts for learning as outlined below:

**Opportunities to contribute to the ethos and life as a school community
(Effective Contributors/Responsible Citizens)**

We encourage learners to be involved in their learning experiences and to participate in decision making across the school

- Pupil Council
- House Captains and House Challenges
- Prefects (including Head & Depute Head Prefects)
- Buddy Classes for concerts and in supporting learning
- Extra-Curricular Activities (J Rock, Science Club, Choir)
- Positive Play Leaders
- Hub Club (including lunchtime drop in sessions)

**Opportunities for Personal Achievement
(Confident Individuals)**

Learners are encouraged to share their learning in a variety of ways building confidence in their ability to experience success with high aspirations

- Open Afternoons
- Achievement Assemblies
- End of sessions and Christmas Shows
- Scots Night and Clerkhill's Got Talent
- Choir Concerts
- Star Achievement Awards (Whole School Displays)
- Science Club Competitions
- Using childrens' talents to model learning
- House Points
- Pupil Profiles
- Annual Peterhead and District Rotary Quiz

Curriculum Areas and Subjects (Successful Learners)

There are eight curriculum areas, all of which are delivered through a blend of discrete subject learning, cross curricular themes or topics and through interdisciplinary opportunities. There is a clear progression across the experiences and outcomes and most children will move from Early Level at P1 through First Level and into Second Level by P7. Some children may begin progressing through the Third Level experiences and outcomes during their time at primary school. At Clerkhill we track children's progress across the experiences and outcomes to ensure a breadth of learning is taking place whilst cross curricular themes lend coherence, allowing children to make links between the different subject areas. Wherever possible learning experiences are made relevant for children by delivering them through real life contexts.

Interdisciplinary Learning (Successful Learners)

At Clerkhill we aim to take advantage of those naturally occurring 'big questions' which children will often ask to engage in Interdisciplinary learning. Interdisciplinary Learning adds depth and challenge and enjoyment to children's learning by allowing them to apply the skills and knowledge they have learned in a child led and stimulating context. IDL, which is planned with the children, takes account of children's needs and interests adding personalisation and choice to our curriculum. At Clerkhill we will aim for all children to be involved in an Interdisciplinary Study at least once a term.



The Principles of Curriculum Design

Challenge and Enjoyment

- Well differentiated lessons and activities
- Use of Chilli Challenges (Mild/Spicy / Extra Hot)
- Extension Activities
- Use of KWL at beginning of cross curricular topics (what we know, what we want to know and what we learned)
- Activities are motivating and active
- We have high expectations of all

Breadth

- Opportunities to apply learning in different situations and curricular areas
- Flexible timetables
- Bundled outcomes ensure all E's and O's covered and revisited
- Previous learning and knowledge taken account of

Progression

- Use of school Literacy and Numeracy Progressions and Programmes with flexibility to ensure all learners follow appropriate pathways
- Use of Authority Frameworks and Benchmarks provide reference to ensure progression

Depth

- Pupils teach others to show understanding
- IDL will be developed throughout school
- Play based learning is a focus in Early Years
- Higher Order Thinking Skills are encouraged
- Opportunities for pupils to transfer skills in other areas

Personalisation and Choice

- Pupils set personal targets which are shared with parents through Learning Profiles
- Pupils involved in the planning process for cross curricular themes
- Personal Projects / Learning Logs
- Responsive Planning

Relevance

- Real life experiences are supported
- Outdoor learning is encouraged
- Use of real life contexts in a variety of subject areas
- Flexible cross curricular themes which take account of current themes (community based or wider world)
- IEPs for children who require targeted support

Coherence

- Links are made to support transference of skills

Transitions and Partnerships

Partnerships are in place with pre-school providers and Peterhead Academy to ensure that transition to or from Clerkhill School is undertaken with confidence and understanding.

Nursery to P1

- Induction Meetings for parents
- New P1 pupils spend an afternoon in their P1 class prior to starting school
- Nursery pupils invited to attend Assembly prior to starting P1
- Literacy / Numeracy Workshops for Parents
- Transition Booklet (Poppy)
- Induction Booklet for parents
- P1 teachers / SMT visit pupils in Nursery settings (where possible)
- Nursery pupils and P1 pupils and staff engage in shared outdoor learning opportunities

Class to Class

- Detailed handover notes
- Collegiate time given for staff dialogue around transitions
- Attainment and assessment trackers passed on
- Effective "needs" overview tracker passed on
- Moving up Days / Meet the Teacher days
- Dialogue between SfL staff and class teachers / PSA and class teachers
- Coherent maths and Literacy planners
- Pupil profiles

P7 to S1

- Pupil Profiles
- Transition Maths & Science Visits (P7 Pupils visit Academy for a day)
- Bridging Support / Enhanced Transition Programme
- Link teachers for Maths / English and PE visit primary schools in May
- Academy staff attend MAAPMs for P7 pupils if appropriate
- Guidance staff visit

Learning and Teaching

High quality learning and teaching is at the heart of what we do at Clerkhill. We are aware of the need to cater for a wide range of abilities in each class and stage and also to allow for differing learning styles such as visual, auditory and kinaesthetic. To this end we adopt a variety of pedagogical approaches to ensure our curriculum is interesting, engaging and child centred. For instance children are involved in individual tasks, group tasks, practical tasks, games based activities or activities which make use of ICT. We also engage in outdoor learning, educational visits where appropriate and take opportunities to have visiting speakers in our school to further excite and enthuse our learners. At every opportunity we encourage all children to accept a certain amount of responsibility for their own learning as this is an important life skill. All children are expected to achieve their very best, set high yet realistic targets for themselves and they are supported to work at a level that challenges them.

Assessment

Assessment is an important part of the learning and teaching process. At Clerkhill we use both summative and formative assessment to identify what stage a child is at in their learning and, in reflective dialogue with the child, what their next steps in learning should be. Formative assessment is ongoing and informal and assesses those small steps which children take in their learning every day. Sources of formative assessment evidence may include observations of children carrying out a practical task, a piece of written work, information gathered from quality questioning or a piece of artwork. We encourage children to self or peer assess their work as a way of having children engage in reflective discussion about whether the intended learning has been achieved, what their strengths are and how these can be improved.

Summative assessment is a more formal approach which might be carried out at the end of a block of work or which might be carried out to ascertain where a child is within a Curriculum Area level. In addition, all Aberdeenshire Schools have adopted a system of standardised assessments which are used to inform learning and teaching. This involves all children in P1, P3, P5 and P7 participating in a short series of computer based assessments which focus on the core curriculum areas of numeracy and literacy as well as aspects relating to thinking skills.

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.