**St. Matthew’s**

**Primary School**

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**[](http://mw2.google.com/mw-panoramio/photos/medium/3034684.jpg)**

**Curriculum**

**Rationale**

**The Curriculum (4 Contexts)**

* **Ethos a& Life of the school as a community**
* **Opportunities for Personal Achievement**
* **Curriculum areas & subjects**
* **Inter-Disciplinary Learning**

**St. Matthew’s Primary School – The Rationale for Our Curriculum**

**VISION:**

**In partnership with parents and the school community we aspire, through a nurturing & inclusive approach and high quality learning and teaching, to ensure that all children in St. Matthew’s Primary School are challenged & supported to meet their full potential and develop the knowledge, skills and attributes they will need to flourish in life, learning and work, now and in the future.**

**SCHOOL VALUES:**

**HONESTY FAIRNESS RESPONSIBILITY BEING SUPPORTIVE COOPERATION CELEBRATING DIFFERENCES FRIENDLINESS RESPECT**

**AIMS:**

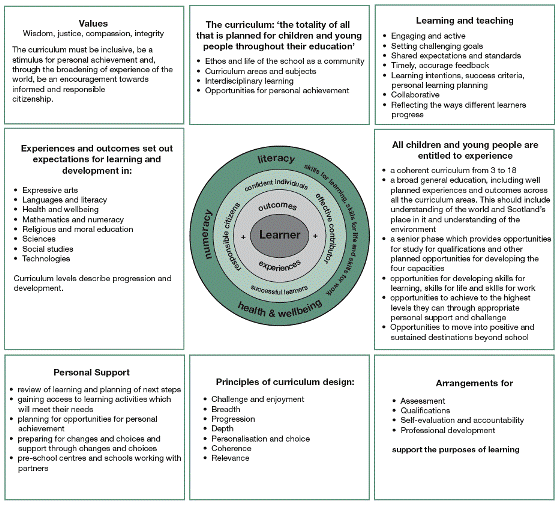
**Our Aims are to:**

* **Meet the needs and aspirations of all pupils by providing a high quality education which encourages fulfilment of individual potential**
* **Create within the school a caring climate based on inclusion, equality & fairness which promotes the welfare of pupils and staff and celebrates the work and contribution of all**
* **Develop in pupils a sense of self-discipline, tolerance, mutual respect and considerate and caring attitudes to others**
* **Maintain a productive partnership with parents, outside agencies and the wider community in order to serve the best interests of our pupils**
* **Develop in pupils the capacity to think and act creatively, meet challenge positively, show initiative and enterprise and help them become socially conscious members of the wider community**

**We recognise the school’s powerful capacity to promote the health and wellbeing of every individual within its community. By adhering to our aims we can empower our children to make wise and discerning choices about their own lives and their role in society.**

**7 Principles for Curriculum Design**

* **Challenge & Enjoyment**
* **Breadth**
* **Progression**
* **Depth**
* **Personalisation & Choice**
* **Coherence**
* **Relevance**

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**Learner Entitlements**

**All children and young people are entitled to experience:**

* **a coherent curriculum from 3 to 18**
* **a broad general education, including well planned experiences and outcomes across all the curriculum areas. This should include understanding of the world and Scotland’s place in it and understanding of the environment**
* **a senior phase which provides opportunities for the study of qualifications and other planned opportunities for developing the four capacities**
* **opportunities for developing skills for learning, skills for life and skills for work**
* **opportunities to achieve to the highest** **levels they can through appropriate** **personal support and challenge**
* **opportunities to move into positive and sustained destinations beyond school**

**Learning & Teaching**

* **Shared high expectations and standards**
* **Setting challenging goals**
* **Engaging and active learning and teaching – cooperative learning**
* **Developing learners’ higher order thinking skills**
* **Use of different learning styles - reflecting the ways different learners progress**
* **Differentiation – Universal and targeted support**
* **Assessment – On-going (AifL); Periodic & Standardised**
* **Co-constructing Learning intentions, success criteria**
* **Partnership with parents/carers - learning journeys, parent consultations, parent information evenings**

**Personal Support:**

* **Child at the Centre – embracing the principles of GIRFEC**
* **Inclusive & Nurturing ethos**
* **Meeting the Needs of All Learners (Universal/Targetted Support)**
* **Effective Transition – Nursery~Primary; Primary stage to stage; Primary~Secondary**
* **Effective Partnerships – parents; other agencies etc**
* **Celebrating personal achievement**

**Cross-Cutting Themes:**

* **Enterprise**
* **Outdoor Learning**
* **Creativity**
* **Sustainability**
* **Citizenship**
* **Scottish Heritage & Culture**

**Attainment. Achievement & Equity for All:**

* **Pupil Voice that informs change**
* **Partnership Working that makes a difference**
* **Distributive Leadership: staff a s leaders of learning & pupils as leaders of their own learning**
* **Self-evaluation that drives improvement**
* **Career Long Professional Learning raising the standards of Learning & Teaching**

**Progression Framework**

**These frameworks describe the progression within significant aspects of learning of various curricular areas.**

**Experiences & Outcomes**

**Es & Os set out the expectations and development in:**

* **Expressive arts**
* **Languages and literacy**
* **Health and wellbeing**
* **Mathematics and numeracy**
* **Religious and moral education**
* **Sciences**
* **Social studies**
* **Technologies**

**ST. MATTHEW’S PRIMARY SCHOOL**

**CURRICULUM OVERVIEW**

**Core Curricular Areas**

**EXPRESSIVE ARTS LANGUAGES & LITERACY**

**HEALTH & WELLBEING MATHEMATICS & NUMERACY**

**RME SCIENCES SOCIAL STUDIES TECHNOLOGIES**

**Responsibilities for All**

**HWB**

**N&M**

**ICT**

**LITERACY**

**INTERDISCIPLINARY LEARNING**

**Curriculum Coverage & Progression Includes:**

* **Significant Aspects of Learning**
* **Curriculum Benchmarks**
* **Experiences & Outcomes**
* **Skills Progression**
* **Progressive LI/SC across all Curricular Areas**
* **SC co-constructed with pupils**
* **Tracking & Monitoring:**
* **Health & Wellbeing**
* **Closing the Gap - SIMD/Risk Matrix**
* **CfE Levels**
* **Standardised Assessment Results**
* **Periodic School Assessments**
* **Achievements /Extra-Curricular**

**Termly Planning:**

* **4 Capacities**
* **4 Contexts**
* **7 Design Principles**
* **Experiences & Outcomes**
* **Curriculum Benchmarks**
* **‘I can……’ Statements**
* **Interdisciplinary Learning Opportunities**
* **Assessment is for Learning Strategies**
* **Higher Order Thinking Skills (Bloom’s Taxonomy)**
* **Wider Achievements**
* **Outdoor Learning**
* **Enterprise**
* **Creativity**
* **Sustainability**
* **Citizenship**
* **Scottish Heritage & Culture**

**THE RATIONALE FOR OUR CURRICULUM**

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| **St. Matthew’s Primary School** |
| **OUR VISION:**  In partnership with parents and the school community we aspire, through a nurturing & inclusive approach and high quality learning and teaching, to ensure that;   1. We aim to foster the Catholic ethos of the school by promoting Gospel values. 2. All members of our school community are, by right, valued equally and are encouraged to excel in different ways. All, regardless of gender, race and creed are offered the same opportunities to participate in the life of the school. 3. In order to enable the children to function successfully, now and in the future, in their local community or further afield, the staff of St Matthew’s Primary School aim to:   **VALUES:**  **We value Honesty**  We will be truthful and open to one another.  **We value Respect**  We will respect and care for one another and value everyone as an individual.  **We value Positive Attitudes**  We will encourage all to adopt positive attitudes to progress, change and improvement.  **We value Love**  We will treat one another with courtesy and kindness.  We will respect and care for each member of our school community.  We will do whatever we can to help others who are in need.  **We value Equality**  We will treat everyone fairly regardless of faith or beliefs.  **We value Commitment**  In everything we will do the very best we can.  **AIMS:**  Our Aims are to:   1. provide a curriculum that accommodates and enhances each child’s potential for learning 2. encourage excellence and strive to attain the highest possible levels of attainment 3. employ a range of teaching strategies which take account of different learning styles 4. support and encourage children by providing, as far as is possible, educational programmes suited to their individual needs and abilities 5. provide a happy, secure and welcoming environment where staff work in close partnership with parents, community and outside agencies for the good of the children 6. use all available resources to support the work of the school 7. be an effective staff team whose collective strengths and expertise are used to provide high quality education.   We recognise the school’s powerful capacity to promote the health and wellbeing of every individual within its community. By adhering to our aims we can empower our children to make wise and discerning choices about their own lives and their role in society.  To achieve this vision it is essential that we develop a structured curriculum which ensures that all children are provided with learning opportunities that recognise and celebrate their uniqueness, develop their full potential, allow them to fulfil their aspirations within and beyond the school and prepare them to meet the challenges of the 21st century.  We aim to deliver excellence in learning and teaching and expect all learners to be actively engaged in their own learning. Our curriculum focuses on the child as a learner, and allows for breadth and depth of learning, offering challenge and enjoyment. We offer choice and personalisation as well as progression through levels, allowing the opportunity for attainment at the highest level.  At every level, an ethos of high aspirations and ambition for all our learners is encouraged and attainment, achievement and participation are recognised and celebrated.  **THE RATIONALE FOR OUR CURRICULUM**  In St. Matthew’s Primary School we devised a curriculum rationale which underpins our key values for learning and the development of the whole child. Our Curriculum Rationale is built upon the following components:  **THE ETHOS AND LIFE OF THE SCHOOL**  All members of our school community are, by right, valued equally and are encouraged to excel in different ways. All, regardless of gender, race and creed are offered the same opportunities to participate in the life of the school.  All parents and pupils are an integral part of our school community and, together, it is our responsibility to provide the best possible learning experiences for our children and to enhance the excellent ethos of our school community; to set a high standard for learning and achievement, behaviour and manners and have a high expectation of our children, our staff team and our school community as a whole.  St Matthew’s is a denominational Roman Catholic primary school and the culture of our school is based on Gospel values and strong links with St Matthew’s Parish Church. Our children attend first Friday Mass every month for spiritual celebration with members of our church community. We work closely with the church’s Liturgy Group for preparation of the Sacraments of Reconciliation, Confirmation and the Eucharist.  We follow *This is Our Faith*, the first religious education syllabus which has originated fully in Scotland and has been created to meet the distinctive needs of young people here. It structures learning experiences and outcomes for young people as they develop and are provided with opportunities to encounter Jesus Christ on their journey of faith.  At St Matthew’s, as a Catholic school, we aim to help all children to develop their fullest potential, preparing them for life, informing their minds and forming their characters so that they can contribute with others, and above all with God, to the transformation of the world.  Through careful, considered and continuous monitoring and tracking of pupils’ progress, attainment, wider achievement and pastoral wellbeing the Senior Leadership Team, Class Teachers and Support Staff identify, review and evaluate learners’ needs in order to ensure the pace of learning is appropriate for individuals and sustains motivation and attention.  We celebrate achievement within the school through our regular assemblies and through our newsletters and articles in the local press. We also ensure that success is recognised at local and national level through our participation in competitions, award ceremonies and through close contact with East Dunbartonshire Council Education Department.  Members of the local community are actively involved in St Matthew’s PS through collaborative working to support children and families. We work closely with Active Schools to provide sporting events and an opportunity to try a variety of activities for example Running, Football, Netball, Fitness, Badminton, Gaelic Football, Athletics, Dance. We have close links with our associated secondary, Turnbull High School through partnership working.  We have many committees within the school and every child is a member of a committee, each child’s role is to contribute to the continuous improvement of the school. The committees within the school are as follows:   * Junior Management Team * Eco Committee * Health Committee * Faith into Action/Pope Francis Committee * School Events Committee * Curriculum Committee * Fair Trade Committee * Media Committee   **DEVELOPMENT OF PUPILS’ SPIRITUAL, SOCIAL AND MORAL VALUES**  St. Matthew’s PS is committed to supporting the development of its pupils as whole people and as a result, wishes to encourage their development in spiritual, moral, social and cultural terms.  These key human aspects of learning are supported through the following arrangements by:-   * Creating a school ethos which, in every way possible, gives value to these aspects of development, especially by providing an overall atmosphere that is both caring and challenging and which provides opportunities for the development of personal responsibility. * Promoting social and moral learning through the way in which disciplinary issues are handled. * Ensuring that staff and adults within the school provide positive models for pupils. * Arranging regular gatherings of the school as a community and using such occasions to encourage and reinforce the values on which the school is based. * Enriching the curriculum in all appropriate areas with an emphasis on spiritual, moral, social and cultural development. * Providing opportunities within the curriculum to advance personal and social development. * Providing a programme of religious education in which consideration will be given to responses to basic questions relating to the meaning, value and purpose of human life. * Providing a programme of moral education. * Taking every appropriate opportunity to acknowledge, value and appreciate the various cultures and heritage of the pupils and to encourage them to appreciate and value the cultures and heritage of others.   **Health and Wellbeing**  Health and wellbeing includes experiences and outcomes for personal and social development, understanding of health, physical education and physical activity. It also includes approaches and activities such as physical activity and nutrition, planned by the school to promote the health and wellbeing of our learners and the wider community.  Children and young people need to experience what it feels like to develop, enjoy and live a healthy lifestyle. They also need to learn ways of dealing with the many new and challenging situations they will experience throughout their lives. A healthy lifestyle supports physical, social and emotional wellbeing, and underpins successful learning. Concerns about the health, diet and activity levels of Scotland’s children and young people, social inclusion and inequalities in health emphasise the importance of a focus on health and wellbeing throughout education, starting in the early years.  Learning through health and wellbeing enables children and young people to:   * experience positive aspects of healthy living and activity for themselves * develop the knowledge and understanding, skills, abilities and attitudes necessary for their physical, emotional and social wellbeing now and in their future lives * make informed decisions in order to improve their physical, emotional and social wellbeing * apply their physical, emotional and social skills to pursue a healthy lifestyle * make a successful move to the next stage of education.   At St. Matthew’s Primary School the health and wellbeing of our children is at the heart of our learning and teaching to ensure that our children have the best start in life and are ready to succeed; become successful learners, confident individuals, effective contributors and responsible citizens. We strive to ensure the eight indicators of wellbeing our children which are that they are safe, included, responsible, respected, active, nurtured, achieving and healthy. We aim to develop positive relationships amongst children, young people and adults which are mutually respectful, responsible and trusting; and promote their emotional health and wellbeing.  **Pastoral Support**  At St Matthew’s Primary School our whole school community take an active role in promoting the care and welfare of our children and young people. We deal sensitively and effectively with children’s needs and concerns. St Matthew’s has a climate of trust, respect and confidence and our pupils can seek support from teachers, support staff and each other. We provide support for pupils dealing with loss through separation, divorce and bereavement through a national programme called Rainbows. Several staff are trained Rainbow councillors and this programme has proved very effective in providing children with strategies to cope with their loss.  Our Parish Priests and in particular our School Chaplain provide pastoral support for pupils and staff at St Matthew’s Primary School as part of our faith community.  **OPPORTUNITIES FOR PERSONAL ACHIEVEMENT**  Through assemblies we share and celebrate achievements within and out with the school environment, sharing in each other’s successes and achievements. These successes are then shared with parents, families and the wider community through our newsletters and Head Teacher Certificates. Through periodic refection and target setting children are encouraged to reflect on their progress and identify next steps in their learning, thus becoming independent and responsible learners. Our charity work involves the whole school and develops the concept of giving. The extensive range of extra-curricular clubs maximise opportunities for our pupils to actively engage in a wide variety of activities, encouraging the development of skills and knowledge in a wider context.  **TEACHING AND LEARNING**  Within St. Matthew’s Primary our developing programmes of study to meet the Curricular Benchmarks as created by Scottish Government and to ensure coverage of experiences and outcomes across all 8 curricular areas, allowing flexibility to cater for pupil needs and interests.  The success of our curriculum is through the delivery of high-quality learning and teaching. This is at the heart of our work and the use of a variety of teaching methodologies is an essential feature of our curriculum. A wide range of teaching strategies are implemented by all staff, where approaches are varied and pupil-centred - individual and co-operative group work, text-based work and practical work, the use of ICT to support learning, outdoor learning, educational visits and visiting speakers are just some examples of the approaches and methodologies designed to actively engage our pupils in their learning.  Well planned assessment is used to support teachers’ professional judgements about pupil progress - standardised, periodic and on-going assessment is common practice throughout the school.  At St. Matthew’s Primary School our developing courses and programmes enable the development of logical reasoning, analysis, problem-solving skills, creativity and the ability to think in abstract ways.  The experiences and outcomes we plan for children encourage learning and teaching approaches that challenge and stimulate and promote their enjoyment of learning. To achieve this, teachers will use a skilful mix of approaches, including:     * planned active learning which provides opportunities to observe, explore, investigate, experiment, play, discuss and reflect * modelling and scaffolding the development of thinking skills * learning collaboratively and independently * opportunities for discussion, communication and explanation of thinking * developing mental agility * using relevant contexts and experiences * making links across the curriculum to show how learned concepts are applied in a wide range of contexts, such as those provided by science and social studies * using technology in appropriate and effective ways * developing problem-solving capabilities and critical thinking skills.   Children will be involved in planning their learning experiences, thus enhancing the depth and breadth of our curriculum. The 7 design principles are considered to ensure our curriculum offers Challenge and enjoyment, Personalisation and choice, Progression, Coherence, Relevance, Breadth and Depth for our young people. Active learning will be encouraged both inside our classrooms and using the outdoor learning environment.  **INTERDISCIPLINARY LEARNING**  Opportunities for Interdisciplinary learning are encouraged where meaningful, maximising/enhancing the teaching and learning experiences for our learners, encouraging transfer of skills and knowledge across curricular areas. We believe an IDL approach towards delivering the curriculum brings about rich rewards, allowing for increased and improved collaboration across subject areas and leads to exciting and challenging opportunities for our pupils to make connections across learning. In St. Matthew’s Primary IDL opportunities are beginning to be planned across various curricular areas e.g. Art & Design connected to Social Studies (WWII,The Decades, Castles, Vikings, Romans); |
| **THE RATIONALE FOR OUR CURRICULUM** |
| **STRENGTHS:**  Our curriculum:   * Provides a broad general education which covers the Experiences and Outcomes in all curricular areas, is skills-based and meets the milestone statements contained in the Progression Frameworks * Is based on progressive skills-based programmes of study in each curricular area * Has a continuous focus on literacy, numeracy and health & wellbeing with all staff having a responsibility to develop, reinforce and extend learning in these areas * Beginning to provide opportunities for meaningful IDL which is interest-based, coherent and relevant * Allows learning to be organised more flexibly to take into account personalisation and choice * Allow pupils to contribute to the ethos and life of the school community * Provide opportunities for personal achievement and support all learners in developing skills for learning, life and work   **NEXT STEPS:**   * To continue to develop meaningful IDL approaches which include the cross-cutting themes of Enterprise, Outdoor Learning, Creativity, Sustainability, Citizenship and Scottish Heritage & Culture * To develop a progressive programme of study for Social Studies for P1-7 * To develop a progressive programme of study for Technologies for P1-7 within the cluster * To continue to moderate end of level examples of pupils’ work across the cluster |

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| **OPPORTUNITIES TO CONTRIBUTE TO THE ETHOS & LIFE AS A SCHOOL COMMUNITY**  **(Effective Contributors/Responsible Citizens)** | **OPPORTUNITIES FOR PERSONAL ACHIEVEMENT**  **(Confident Individuals)** |
| This includes opportunities to participate responsibly in decision-making, to contribute as leaders and role models, offering support and service to others and playing an active part in putting the values of the school community into practice:   * Playground mentors/buddies * Celebration assemblies * Junior Management Team representatives * Participation in Pupil Focus Groups/Learning Conversations (contributing to decision making) * JRSO representatives * Paired reading & writing * Charity work- Missio Scotland, Mary’s Meals, SCIAF, NSPCC, Marie Curie, Beatson | * Whole school assemblies take a child led approach plus yearly Christmas Show/Nativity * Celebrating personal achievements with the wider community through achievement assemblies, newsletters and the school website * Excellence Awards - St. Matthew’s Head Teacher Awards * Junior Management Team * Eco-Committee * JRSO * Performance opportunities - Sports tournaments e.g. tennis, rugby and football; Music – EDC Choir/Orchestra; School Show, Band, St. Matthew’s Got Talent, Music Shows, Competitions e.g. art, road safety, 500 words literacy competition * Enterprise activities – Sale of pupil made goods at Christmas and Summer Fayres, Microtyco * Residential Experience * Cycling Events * Swimming for P5 children |

**ST. MATTHEW’S PRIMARY SCHOOL**

**The Principles of Curriculum Design**

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| **CHALLENGE & ENJOYMENT** |
| * Children should find learning challenging and motivating * Staff have high expectations and are aware of individual abilities, providing learning intentions and success criteria which are relevant to the learner * Staff provide a range of motivating and creative activities, where children are active in their learning |
| **BREADTH** |
| * Learning in a variety of environments and contexts, both in the classroom and in other aspects of school life * Staff ensure breadth across all areas of the curriculum |
| **PROGRESSION** |
| * Use planning to show progress through experiences and outcomes * Curriculum progression frameworks are used as a reference to ensure progression |
| **DEPTH** |
| * Pupils are able to share what they already know and what they want to find out * Pupils know what they need to do to achieve next steps * Learning through play at all levels * Higher order questioning is used (Blooms Revised Taxonomy) to encourage depth of learning |
| **PERSONALISATION & CHOICE** |
| * The curriculum should respond to individual needs and support particular aptitudes and talents * Pupils are aware of learning outcomes * Children set own targets and are involved in co-constructing success criteria * Pupils decide on what they wish to learn at the start of each topic and how they would like to learn – e.g. mind maps * Pupils involved in deciding how they are going to evidence their learning – e.g. information poster, power point or presentation |
| **COHERENCE** |
| * Children and young people's learning activities should combine to form a coherent experience * Where appropriate, links are made and learning is contextualised |
| **RELEVANCE** |
| * Look for relevant links with real life, e.g. Commonwealth Games, local, national and global events, Microtyco * Some children require individualised programmes which are made relevant to their interests and needs * Children should see the value of what they are learning and its relevance to their lives, present and future |

**St. Matthew’s Primary School**

**Reviewing the Curriculum through Self Evaluation / Quality Assurance**

**S&Q Report/SIP:**

* Where are we now?
* Where do we want to be?
* How are we going to get there?

**PRD:**

* Personal Targets
* SIP Targets

**Learning Walks/Classroom Observations:**

* Sharing of Good Practice
* School/Staff/Personal Targets

**CPD:**

* Personal Targets
* SIP Targets

**PLCs:**

* Sharing of Good Practice
* School/Staff/Personal Targets

**The Curriculum**

**Learning & Teaching**

**(Impact on Pupils)**

**Pupil Voice:**

* **Learning Journeys**
* **Co-constructed SC**
* **Learning Conversations**
* **Pupil Council/Eco-Committee/JRSO/House Captains~Vice-Captains**

**Stakeholders:**

* **Parent Council**
* **Parent Associations**
* **Parent Focus Groups**
* **Parent Information Evenings**
* **Parental Consultations & Questionnaires**

**Assessments:**

* Reviewing L&T
* Personal Targets

**Forward Plan Meetings:**

* Reviewing L&T
* Personal Targets

**Peer Observations/Triads:**

* Sharing of Good Practice
* School/Staff/Personal Targets