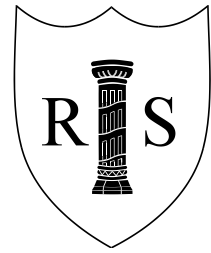


ROSLIN PRIMARY SCHOOL



LEARNING AND GROWING

*to Achieve Success*

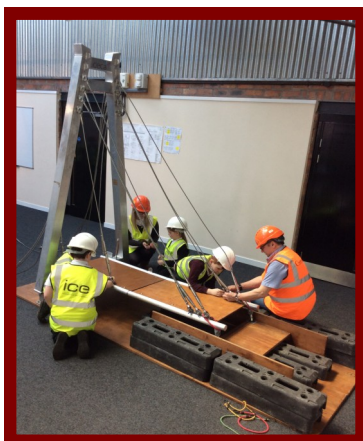


# Curriculum Rationale

Updated May 2018

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# Learning and Growing to Achieve Success

## Our School Vision Statement

Our overall vision for Roslin Primary School is that everyone in our community will learn and grow as individuals, achieving success in different ways.

## Our School Values

At Roslin, we value:

- Respect
- Trust and relationships
- Support
- Individuals
- Learning through Play

## Our School Aims

Every day at Roslin Primary, we aim:

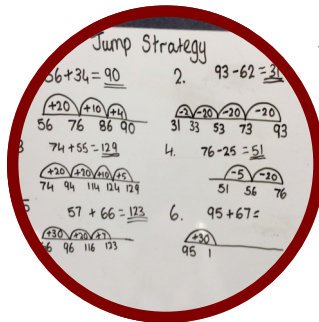
- for everyone in our Learning Community to have high expectations
- to foster a culture that recognises and nurtures attitudes and behaviour that have the greatest impact on learning
- to create a Learning Community that is welcoming, caring and helpful to all
- to promote an ethos of inclusion and celebration of individuality
- for the school to be safe place for all

# ROSLIN PRIMARY SCHOOL

## *What makes this a great place to be?*

There's been a big change in knowing what good learning looks like.

The way we think about learning.



The staff have good relationships - with us and with each other.

We try new ways of learning.



Staff can read our body language.

Everyone is supported very well.

Our school rules have changed for the better. Staff listened to us.

We are included.



Building dens.

We play!

# ROSLIN PRIMARY SCHOOL

## *What makes this a great place to be?*

We know different strategies to help us with our learning.

We get a say in what happens.



We get a lot of different learning experiences and opportunities.

We are given work at the right level for us as an individual.



Our school trips help support our learning.

The things we learn every day are new.

Staff like each other—and you can tell they are friends.

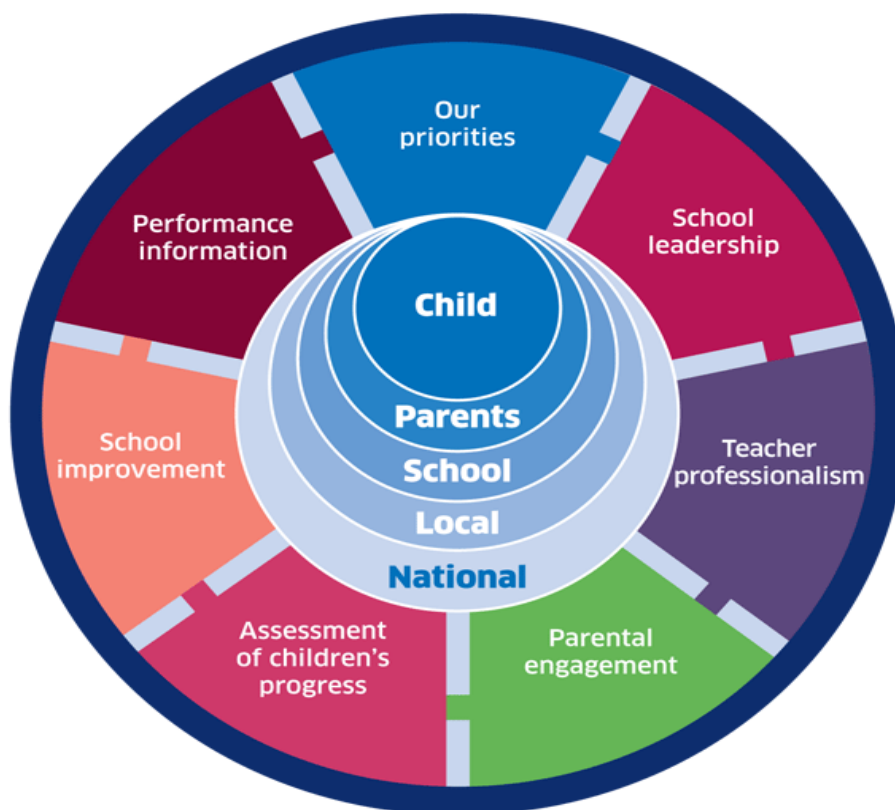


There is a lot of effort made by all of the children.



# National Guidance

## Key Drivers for Improvement



The National Improvement Framework and HGIOS 4, along with Midlothian's Strategic Overview Plan, help inform and guide our learning and teaching at Roslin Primary. Our school improvement targets are focused around the NIF drivers and we continuously evaluate ourselves against the quality indicators of HGIOS 4. Our Nursery use the How Good Is Our Early Learning and Childcare document, along with Building the Ambition and My World Outdoors to help inform and guide the learning that takes place. For a complete list of the National Guidance we follow, please refer to Appendix 1.

## The Career Education Standard

*In progress....*

Our curriculum design is working to include the skills required for developing a young workforce. At Roslin we are collaborating to ensure these skills are being developed from Early level.

# A Midlothian Learner

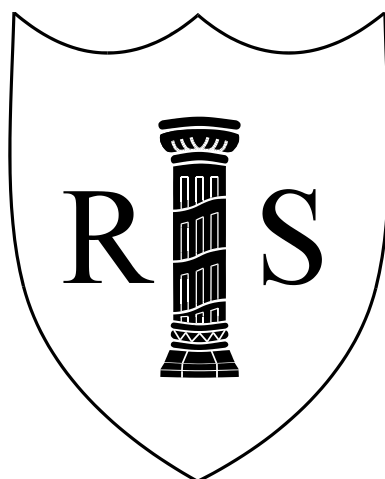


# A Midlothian Learner

At Roslin Primary School we are continually working to improve our learning and teaching culture. We have been developing our understanding of the brain, mindsets and metacognition to help achieve this. Our understanding of the principles of Visible Learning have helped guide this work and we have been gathering evidence to evaluate the impact of this process.

The Midlothian Learner graphic is our school community toolkit. It highlights what all learners in our community should be trying to achieve—pupils, parents, staff and all stakeholders. Our staff, along with practitioner enquiry and a vast amount of professional reading, use this to guide conversations about learning.

Our school blog is used to share our initial steps towards an improved learning and teaching culture.  
<https://visiblejourneyatroslin.wordpress.com>





# The Four Contexts for Learning

*How do we deliver these at Roslin Primary?*

## Curricular Areas

- \* Whole school working on same literacy and numeracy skills at certain times in session
- \* Writing moderation at school and ASG level, including high school English department
- \* Science CPD transferred into classroom practice
- \* Forward Plan dialogue
- \* Maths workshops involve parents and carers
- \* Maths challenge moderation
- \* Daily 4 across the school
- \* Health week to promote a healthy lifestyle—several visitors and specialist leading learning
- \* Modern Languages input and development
- \* Child lead—very responsive
- \* Floorbooks and Learning Folders
- \* Learning Walks/Trios are consistent and improving
- \* Novel studies
- \* Literacy Cafe/Daily 5
- \* Whole school curriculum afternoons
- \* Visible Learning ethos embedding into our every day learning and teaching
- \* Junior Tour Guides
- \* Independent Learning and Learning through Play
- \* Outdoor Learning



## Ethos and Life of the School And Community

- \* Use of Twitter, school website and blog to share events and information
- \* House point system with House Captains
- \* Class expectations
- \* P7s are P1 buddies
- \* Prefect roles for P6 and P7
- \* Peer Mediation being developed
- \* Assemblies share what is happening across the school
- \* Pupil Conference
- \* Parent/Carer Induction Day
  - \* Church Services
  - \* Open Mornings/Stay and Play
  - \* Sharing success through Hot Chocolate Friday, Morning News, Learning Folders
- \* Staff model good friendships
- \* Making use of our local community for visits linked to learning
- \* Parent workshops
- \* Welcoming office staff
- \* Pupils share success with ALL staff, not just teaching staff
- \* Social Skills groups
- \* Parent Council & Parent Helpers
- \* Learners engaging with SIP
- \* Parent/Carer Communications (Drop-Ins, open door policy, newsletters, e-mail)

# The Four Contexts for Learning

*How do we deliver these at Roslin Primary?*

## Opportunities for Personal Achievement

- \* Learning Folders
- \* Using language to encourage and build confidence—Growth Mindset
- \* Home link sheets
- \* Assemblies
- \* Achievement Wall—literacy and numeracy certificates, wider achievements, WOW tree in nursery
- \* Garden Committee in Nurs.
- \* pupil led Spanish club
- \* pupil led bake sales
- \* Active School Club opportunities
- \* Nursery Health Team
- \* Defining our own next steps
- \* Junior Tour Guides
- \* Prefects
- \* Bikeability
- \* P1 buddies
- \* CDT sessions at the high school
- \* Outdoor Education sessions
- \* Transition Camp
- \* Pupil reps - Learning Council, Eco Committee, JRSO, House Captains
- \* Instrumentalists performing at church and assemblies
- \* Choir
- \* External competitions
- \* Sports Day
- \* Athletics Championships
- \* Greater delegation to pupils of clubs and activities



## IDL

- \* Independent Learning opportunities in each class/area
- \* Links are made to the community and to real world examples
- \* Outdoor learning—links with the Ranger service/ Forest Schools
- \* IDL comes through in our new planning format instead of an individual IDL plan—themes across learning appear
- \* putting Experience and Outcomes together
- \* School trips are linked to class learning

### *Examples*

- \* Junior Tour Guides (Literacy, Drama, History)
- \* Novel studies across the school
- \* GeoScience with Edinburgh University
- \* Romans (Technologies, Social Studies, Art and Design, Literacy)
- \* Nursery experience of finding a dead mouse (anatomy, life/death, personal hygiene, technology) - very responsive practice
- \* Rainforest (Science, HWB, Art & Design, Literacy)

# Local Contexts for Learning

We aim to deliver the curriculum using our three local contexts as much as possible.

## Rosslyn Chapel



## Roslin Glen



## Easter Bush Campus





# The Seven Principles for Curriculum Design



Staff at Roslin Primary School take into account all seven principles when planning for learning. They help inform our curriculum, learning and teaching and assessment practices.

Principle	How we address this at Roslin...
<p><b><i>Challenge and Enjoyment</i></b> Children and young people should find their learning challenging, engaging and motivating. The curriculum should encourage high aspirations and ambitions for all. At every stage, children should experience an appropriate level of challenge. They should be active in their learning and have opportunities to develop and demonstrate their creativity. There should be support to enable children to sustain their efforts.</p>	<ul style="list-style-type: none"> <li>• Learners are encouraged to embrace challenge and mistakes</li> <li>• One of our key aims is that all members of our learning community have high expectations of everyone</li> <li>• Learning opportunities are differentiated to suit the needs of all learners</li> <li>• Staff engage with current educational research that develops our skills in providing progression and challenge</li> <li>• Nursery children are encouraged to be risk aware and take risks</li> </ul>
<p><b><i>Breadth</i></b> All children should have the opportunities for a broad range of experiences. Their learning should be planned and 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"> <li>• Staff design learning opportunities that are based on all of the Experiences and Outcomes</li> <li>• Transition information from one teacher to the next includes detailed discussion of what has been covered</li> <li>• We ensure that skills in literacy, numeracy and health and wellbeing are evident across all other areas of the curriculum</li> </ul>
<p><b><i>Progression</i></b> Children should experience continuous progression in their learning from 3 to 18 years. Each stage should build upon earlier knowledge and achievements. Children and young people should be able to progress at a rate which meets their individual needs and aptitudes.</p>	<ul style="list-style-type: none"> <li>• Staff are aware from transfer of information sessions, what prior learning has taken place</li> <li>• Continuously challenging pupils to reflect on their own learning to evaluate how secure they are</li> </ul>





# The Seven Principles for Curriculum Design



Principle	How we address this at Roslin...
<p><b><i>Personalisation and Choice</i></b></p> <p>The learning planned for children should respond to their individual needs and support particular aptitudes and talents. It should provide opportunities for exercising responsible personal choice. Once children have achieved suitable levels of attainment across a wide range of areas of learning, the choice should become as open as possible.</p>	<ul style="list-style-type: none"> <li>• We listen to the ideas and questions of our learners</li> <li>• We provide support for each individual's needs</li> <li>• Dialogue within the classroom links learning to real life skills and experiences</li> <li>• Learners are taught HOW to learn and how to identify their own next steps</li> <li>• Learners are encouraged to pursue their learning interests during Independent Learning</li> <li>• Staff use their knowledge of each child's prior experiences to ensure support and feedback is individualised</li> <li>• Child centred planning</li> </ul>
<p><b><i>Coherence</i></b></p> <p>Children's learning activities should combine to form a coherent experience. There should be clear links between different aspects of learning. Such links should be discussed with children in order to bring different strands of learning together.</p>	<ul style="list-style-type: none"> <li>• We work to make clear links between the skills used in discreet lessons to those used in an interdisciplinary experience</li> <li>• Staff encourage learners to understand and reflect on the development of these skills</li> <li>• Learners learn to become aware of 'progression' and develop the ability to talk about their learning</li> <li>• Staff use their planning overviews to ensure consistency and coherence across a term or whole session</li> </ul>
<p><b><i>Relevance</i></b></p> <p>Children and young people should understand the purpose of their learning. 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"> <li>• Our learners know why, what and how their learning relates to everyday life</li> <li>• Staff consider the interests and activities of learners outside of school when planning contexts for learning</li> <li>• Staff refer to how learning links to skills for life, skills for work and skills for continuing learning</li> </ul>
<p><b><i>Depth</i></b></p> <p>There should be opportunities for children to develop their full capacity for different types of thinking and learning, exploring and achieving more advanced levels of understanding.</p>	<ul style="list-style-type: none"> <li>• Staff create a depth of learning by starting with skills development and the acquiring of knowledge, to applying those skills and knowledge to different and more challenging contexts</li> <li>• Learners are encouraged to show their learning in different ways</li> <li>• Staff work to ensure assessments include the application of skills</li> </ul>

# Learning at Roslin Primary School

Curriculum Area	What/How/Resources
<b>Maths and Numeracy</b>	<ul style="list-style-type: none"> <li>* CfE Experiences and Outcomes inform all planning/teaching/assessment along with Midlothian Understanding Mathematics Programme</li> <li>* Key resource is Scottish Heinemann Maths</li> <li>* Daily focus on 4 operations—open dialogue about strategies used and common mistakes (improving mental agility)</li> <li>* Fluid/Flexible grouping</li> <li>* Open-ended challenges and investigations</li> <li>* High ceiling/low threshold tasks</li> <li>* choice of learning tasks</li> <li>* textbook/worksheets where appropriate</li> <li>* maths games (including ICT)</li> <li>* majority of staff are SEAL trained and this is a big focus in the Early Years</li> <li>* Numeracy rich environment; opportunities for numeracy across the nursery and outdoors</li> </ul>
<b>Assessment</b> <ul style="list-style-type: none"> <li>* PIM</li> <li>* PIPS</li> <li>* National assessments</li> <li>* MUMP assessments</li> <li>* SHM Check-Ups and Topic Assessments</li> <li>* Authority P7 transition papers</li> <li>* Continuous formative assessment by class teacher including pre-assessments at the start of a maths topic</li> </ul>	



# Learning at Roslin Primary School

Curriculum Area	What/How/Resources
<b>Literacy</b>	<ul style="list-style-type: none"> <li>* CfE Experiences and Outcomes structure our primary planning/teaching/assessment</li> <li>* ORT reading scheme</li> <li>* Jolly Phonics programme</li> <li>* A variety of novels at all reading levels</li> <li>* Classrooms have their own reading areas</li> <li>* Our school library allows access to fiction, non-fiction, magazines, newspapers, graphic novels etc.</li> <li>* ASN makes use of support materials that aid in the development of reading</li> <li>* Literacy Cafes, Literature Circles</li> <li>* Midlothian Writing Criteria</li> <li>* School and ASG writing moderation</li> <li>* Nelson Handwriting</li> <li>* Prim Ed Resources</li> <li>* The Comprehension Box (3 levels)</li> <li>* Personal talks and group discussions have shared success criteria with ASG</li> <li>* Opportunities to speak at assemblies and class showcases</li> <li>* Single Word Spelling programme</li> <li>* Literacy rich environment - child's voice present across the nursery</li> <li>* Opportunities for early literacy throughout the nursery and outdoors</li> </ul>
<b><u>Assessment</u></b>	<ul style="list-style-type: none"> <li>* GL, PIPS</li> <li>* National tests</li> <li>* Midlothian writing criteria</li> <li>* Literacy benchmarks</li> <li>* NAR reading assessments</li> <li>* ORT assessments</li> <li>* POLAAR</li> <li>* reading skills tracker</li> <li>* ASG Listening and Talking individual talk &amp; group assessments</li> <li>* weekly spelling assessments</li> <li>* continuous formative assessment</li> <li>* teacher summative assessments</li> </ul>

# Learning at Roslin Primary School

Curriculum Area	What/How/Resources
<b>Health &amp; Wellbeing</b>	<ul style="list-style-type: none"> <li>* CfE Experience and Outcomes inform all planning/teaching/assessment</li> <li>* School Counsellor available</li> <li>* Staff trained in Relax Kids programme</li> <li>* P7 trip to the Risk Factory</li> <li>* Cool in School Programme</li> <li>* Heart Start (covers serious bleeding, choking, recovery position, CPR)</li> <li>* Relationships, Sexual Health &amp; Parenthood is taught using the Living and Growing DVD/Online Resources</li> <li>* Keeping Myself Safe, Keeping Myself E-Safe programmes for P6 &amp; P7</li> <li>* Drugs &amp; Alcohol outcomes covered in P7 or earlier if necessary</li> <li>* Annual Health Week—focus changes every year and visitors hold taster sessions in various activities</li> <li>* P.E. Lessons—Better Movers Thinkers programme utilised; move away from sport specific to skills focused</li> <li>* Healthy Eating—using Eatwell Guide based on information from local high school</li> <li>* Mental Health addressed through activities designed by class teacher</li> <li>* people who help us—police/fire/ambulance</li> </ul>
<b>Assessment</b> <ul style="list-style-type: none"> <li>* Timing circuits</li> <li>* Summative assessments created by class teacher (based on HWB topics i.e. Human body, food chains, growth and development)</li> <li>* Role Play</li> <li>* Producing leaflets to share learning</li> <li>* Observation by staff</li> <li>* Bucket filling</li> <li>* Pre/post assessments</li> <li>* Class/Group Discussion</li> <li>* Health Team prepare snack in Nursery, promoting health</li> <li>* WOW tree</li> </ul>	

# Learning at Roslin Primary School

Curriculum Area	What/How/Resources
<b>Religious and Moral Education</b>	<ul style="list-style-type: none"> <li>* CfE Experience and Outcomes inform all planning/teaching/assessment</li> <li>* Roslin Primary RME planning frameworks for Christianity, Islam and Hinduism</li> <li>* religious artefacts, books and films</li> <li>* visits to places of worship</li> <li>* guest speakers</li> </ul>
<b>Expressive Arts</b>	<ul style="list-style-type: none"> <li>* CfE Experience and Outcomes inform all planning/teaching/assessment</li> <li>* Drama, Music and Art frameworks for planning used where core - depth knowledge and understanding is identified</li> <li>* Specialist teachers used for Music and Art (when available for session)</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>* CfE Experience and Outcomes inform all planning/teaching/assessment</li> <li>* skills progression for ASG used for planning and tracking</li> <li>* SSERC links for staff training and development</li> <li>* science planning framework used to identify core/depth of knowledge and skills</li> </ul>

# Learning at Roslin Primary School

Curriculum Area	What/How/Resources
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>* CfE Experience and Outcomes inform all planning/teaching/assessment</li> <li>* IDL approach for most areas</li> <li>* whole school social subjects skills progression framework</li> </ul>
<b>Technologies</b>	<ul style="list-style-type: none"> <li>* CfE Experience and Outcomes inform all planning/teaching/assessment</li> <li>* each Experience and Outcome has been broken down to include key knowledge and understanding, opportunities for active learning and links to Literacy, Numeracy and HWB</li> </ul>
<b>Assessment</b> (of RME, Expressive Arts, Science, Social Studies & Technologies) <ul style="list-style-type: none"> <li>* some discrete assessment takes place within these subject areas, however where possible, holistic planning and assessment is used to evaluate progress of pupils</li> <li>* group, partner and individual assessments</li> <li>* written, oral and practical assessment tasks</li> <li>* peer and self assessment strategies used</li> </ul>	

# Appendix 1

1. How Good is Our School (Version 4)
2. How Good is Our Early Learning and Childcare
3. Building the Ambition
4. Developing the Young Workforce
5. National Improvement Framework
6. My World Outdoors
7. Curriculum Benchmarks

