

# Curriculum Policy

**November 2023**

At David Livingstone Memorial Primary School, all stakeholders were involved in creating a shared vision and an agreed set of values. These underpin all that we do in our daily practice in order to bring the curriculum alive for all of our children. They also set out what we want all of our learners to be as we strive towards excellence and high-quality levels of attainment and achievement.

## Our School Vision

We aim to provide an inclusive and nurturing environment where everyone can learn and grow.

## Our School Values

Respect      Inclusion      Nurture

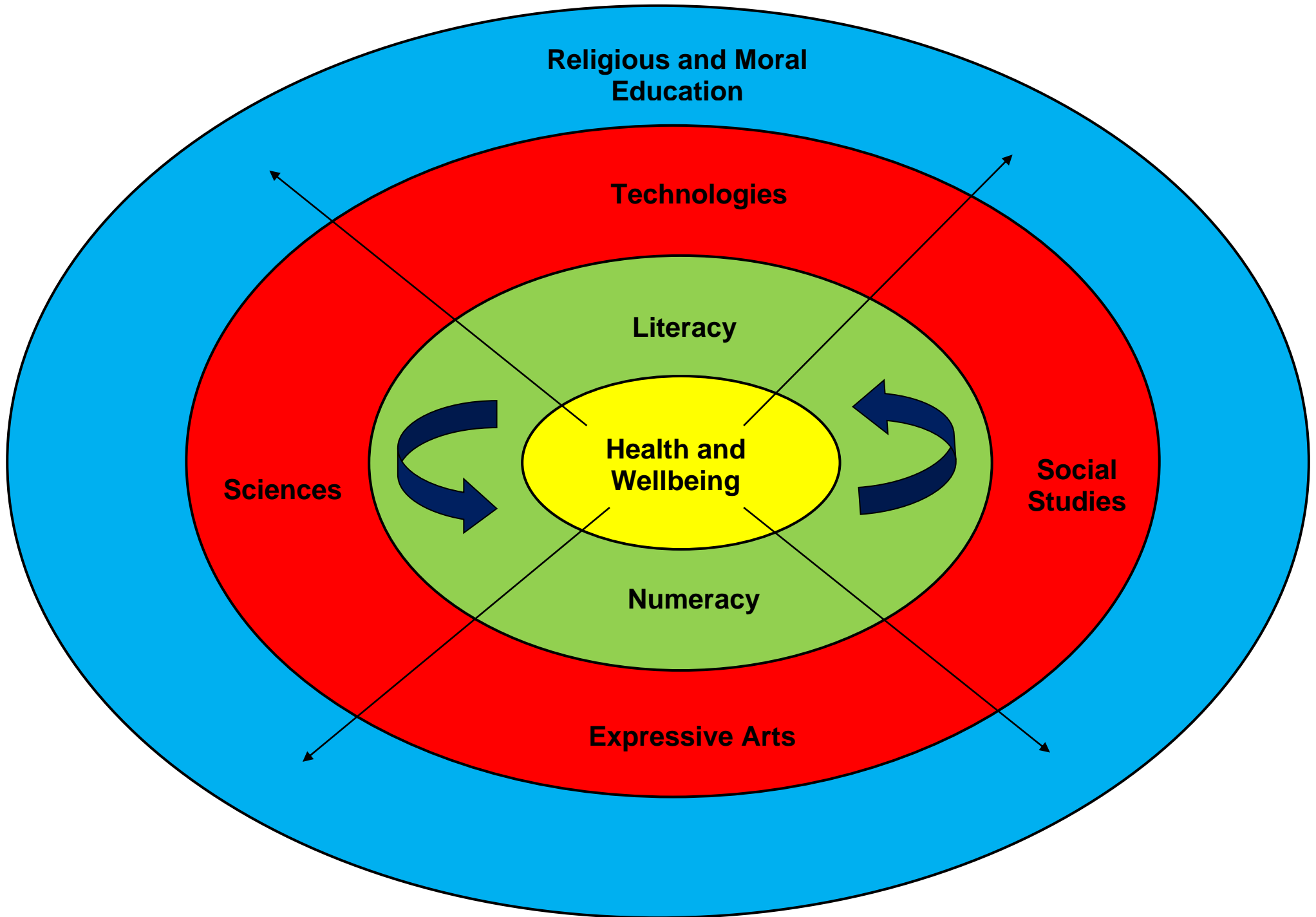
Our school curriculum map shows each of the 8 curricular areas. These are:

- Expressive Arts
- Health and wellbeing
- Languages (including English, Gàidhlig, Gaelic (Learners), modern languages and classical languages)
- Numeracy and Mathematics
- Religious and Moral Education
- Sciences
- Social Studies
- Technologies

Through discussion and collegiate working, staff have illustrated where the different areas of the curriculum lie on our map. This is then described in detail and gives a clear picture of how our curriculum had been built and developed.



Our School Curriculum Map



- **Health and Wellbeing** is at the centre of our curriculum as children cannot develop in any other curricular area without a healthy body and mind. Health and wellbeing is the vehicle to build social, emotional and physical resilience. Children need to be nurtured and known before they are ready to learn building relationships with school staff that make them feel safe and secure create an ethos for learning, attainment and achievement. As an attachment informed, nurturing school the promotion of health and wellbeing is central to our vision of the creation of an environment for children to thrive. We endeavour to Get It Right For Every Child, supporting all our children to be safe, healthy, achieving, nurtured, active, respected, responsible and included. Our school's vision and values are at the heart of our practice and contribute to the ethos of our school.
- **Literacy and Numeracy** are key areas that permeate all other areas of the curriculum. Without developing their skills in these areas, children will not be able to learn in other curricular areas, nor will they have the skills required for learning, life and work.

Skills in **Literacy and English** are essential lifelong skills. Literacy underpins the entire curriculum and learners need to be literate to access other areas of the curriculum. Reading, Writing and Listening & Talking are skills that allow learners to communicate and build relationships.

Skills in **Numeracy and Mathematics** are also essential lifelong skills. Numeracy and Mathematics allow children to problem-solve effectively in many ways, including helping children to make sense of the world they live in, to manage time effectively, handle money and develop skills to enhance everyday life. Opportunities to interpret and analyse numerical information supports children to make conclusions, form evaluations and make informed decisions.

- Children use skills learned in **Technologies** in all other curriculum areas. Skills learned in Technologies will equip children for life in the rapidly changing 21<sup>st</sup> Century. Children learn how to use different forms of technology in an appropriate and safe manner.
- Interdisciplinary learning through **Social Studies** supports children to create relevant links in their learning and helps them to transfer the skills learned in one subject to the other. As part of developing responsible citizenship, children learn about their place in the world and their own cultural identity. They are also made aware of their own and others' rights, as well as current issues affecting both their local area and further afield.
- Through learning in **Sciences**, children will develop an understanding of the living, material and physical world which exists all around them.
- Learning in the area of **Expressive Arts** plays a central role in shaping children's personal, social and cultural identity, allowing for the development of creativity and expression.
- **Religious and Moral Education** supports the children's understanding of diversity, culture, beliefs and practices of different world religions. This allows and encourages the exploration of morals, themes of friendship, empathy and tolerance which can be transferred into everyday life.

# The Curriculum at David Livingstone Memorial Primary School: Our Key Messages

- We organise our curriculum experiences under the 4 contexts for learning as highlighted by Education Scotland:
  - Curriculum and subjects
  - Interdisciplinary learning
  - Ethos and life of the school
  - Opportunities for personal achievement.
- We prioritise Literacy and Numeracy alongside Health and Wellbeing to support all of our learners to be resilient, sociable learners who develop and maintain healthy attitudes.
- We address the remaining 5 areas of the curriculum in an interdisciplinary manner to ensure our children gain a breadth of experience and are able to transfer skills and make connections between learning.
- We ensure we focus on the skills our learners are developing and make these transparent to our learners through the learning and teaching process and these are integral to our planning processes using the South Lanarkshire Council Skills Frameworks.
- We plan lessons and blocks of work based on Curriculum for Excellence Experiences and Outcomes.
- We follow South Lanarkshire's progression pathways to ensure our learners are developing at both age and stage appropriate level. We have clear progression pathways for almost all curricular areas.
- We use Curriculum for Excellence Benchmarks as a route map to assess pupils progress through a level and towards achievement of a level.
- We plan and assess with skills for learning, life and work.
- We plan learning opportunities incorporating the 7 design principles:
  - Breadth,
  - Depth
  - Challenge and enjoyment
  - Progression
  - Coherence
  - Personalisation and choice
  - Relevance



### **Active**

We want all our children to be actively engaged in their learning so that they can take ownership of and responsibility for their own attainment and achievement.

### **Challenging**

We want all our children to be supported to strive to be the very best that they can be so that they can all reach their full potential.

### **Responsive**

We want our curriculum to be responsive to our children's interests and needs so that progress in learning can be made by all.

### **Creative**

We want all our children to develop key skills so that they will be able to live independently and play an important role in the world of work.

### **Nurturing**

We want all our children to feel safe, valued and listened to. We focus on relationships, the individual and children's emotional development so that they can face challenges with confidence.

### **Engaging**

We want all our children to be inspired and motivated to learn. Pupil voice is encouraged in all classes and across the school to support leadership and responsibility.

What we want our curriculum at DLMPs to be ...

### **Inclusive**

We want all children to be included and respected. We celebrate diversity and encourage tolerance and empathy for others.

### **Equitable**

We want all our children to have access to the same opportunities, regardless of their family circumstances or home background.

### **Fun**

We want all children to find learning enjoyable and a positive experience so that they are encouraged to become lifelong learners.

### **Flexible**

We want our curriculum to be adaptable and open to change, depending on what is happening in the children's class, in the school or in the wider world.





## Broad General Education – The 6 Entitlements at David Livingstone Memorial Primary School and Nursery Class



<p><b>1. Every child is entitled to experience a coherent curriculum from 3 to 18.</b></p> <ul style="list-style-type: none"> <li>• Experience the curriculum as a whole</li> <li>• Have smooth, well-paced transitions, especially at key points</li> <li>• Engage in well planned experiences within the 4 contexts of learning</li> </ul>	<p><b>2. Every child is entitled to experience a broad general education, including well planned experiences and outcomes across all the curriculum areas. This should an understanding of the world and Scotland’s place in it and understanding of the environment.</b></p> <ul style="list-style-type: none"> <li>• Achieve the highest possible levels of literacy and numeracy and cognitive skills</li> <li>• Develop skills for learning, skills for life and skills for work</li> <li>• Develop knowledge and understanding of society, the world and Scotland’s place in it</li> <li>• Experience challenge and success so that they can develop well-informed views and act responsibly</li> </ul>	<p><b>3. Every child is entitled to experience a senior phase which provides opportunities for study for qualifications and other planned opportunities for developing the four capacities.</b></p> <ul style="list-style-type: none"> <li>• Provides specialisation, depth and rigour</li> <li>• Prepares children well for achieving qualifications to the highest level of which they are capable</li> <li>• Continues to develop skills for learning, skills for life and skills for work</li> <li>• Continues to provide a range of activities which develop the 4 capacities</li> <li>• Supports children to secure a positive and sustained destination</li> </ul>
<p><b>How we achieve this entitlement in DLMPs:</b></p> <ul style="list-style-type: none"> <li>➢ CfE Experiences, Outcomes and Benchmarks drive all planning.</li> <li>➢ Staff plan engaging learning experiences that are underpinned by the design principles.</li> <li>➢ There is consistency in approach from P1 to P7 with staff sharing Learning Intentions and Success Criteria.</li> <li>➢ Planning for skills development is a key feature of our planners.</li> <li>➢ AifL strategies are used throughout school.</li> <li>➢ Effective transitions between stages and for children moving into P1 and on to secondary continue to be developed.</li> <li>➢ Clear progression pathways for Numeracy and Literacy ensure pupils are following a coherent programme developing knowledge and skills.</li> <li>➢ A rolling programme for RME ensures breadth and balance across CfE experiences and outcomes.</li> <li>➢ Strong ‘pupil voice’ is encouraged to shape school improvements, and to develop key interpersonal skills.</li> <li>➢ Monthly school newsletters, Parentsportal and X keep parents informed about learning across the school.</li> <li>➢ Weekly assembly awards are linked to the 4 capacities and children’s rights, and have a strong focus on celebrating children’s achievements.</li> <li>➢ Play-based learning has been introduced in P1 and P2, with an increased focus on play in all other stages.</li> <li>➢ We are developing a rolling programme for the development of Science skills.</li> <li>➢ We make effective use of digital technologies in all classes.</li> </ul>	<p><b>How we achieve this entitlement in DLMPs:</b></p> <ul style="list-style-type: none"> <li>➢ Development of a School/Nursery Improvement Plan enables staff, pupils and parents to see the ‘big picture’.</li> <li>➢ Whole school PE, HWB and RME programmes ensure breadth and balance throughout a child’s primary career.</li> <li>➢ Flexible Year Planners allow staff and children to make strong cross-curricular links and plan strategically.</li> <li>➢ All children participate in an annual World of Work Week.</li> <li>➢ Our annual assessment calendar supports consistency across the school</li> <li>➢ Summative and formative assessment is used throughout the school.</li> <li>➢ Staff use a variety of methods for assessment in most curricular areas and are increasingly planning for assessment when planning learning.</li> <li>➢ Formal assessments for reading, spelling and numeracy are used to track learners’ progress.</li> <li>➢ Every child engages with learning about Scotland every year through a whole school Scottish Week.</li> <li>➢ All children are part of a school committee: Eco Rights Respecting, Fairtrade, Play, Outdoors and JRSO.</li> <li>➢ Children are given responsibility for a wide range of leadership roles, including House Captains, paired readers, positive play leaders, buddies, junior librarians, etc.</li> <li>➢ Some P6/7 children participate in the Scottish Mathematical Challenge.</li> </ul>	<p><b>How we achieve this entitlement in DLMPs:</b></p> <ul style="list-style-type: none"> <li>➢ Weekly awards at assembly are based on the 4 capacities, along with personal achievements, Star Writers and Values Awards nominated by support staff.</li> <li>➢ Our House system, including the application for and election of House and Vice Captains, supports pupil responsibility.</li> <li>➢ Our P7 children have the opportunity to participate in a residential trip every year.</li> <li>➢ A range of transition events are planned for the children throughout their P7 year.</li> <li>➢ Partnership working with staff from local secondary school ensures that children have opportunity to meet some teachers before entering S1.</li> <li>➢ Transition arrangements are in place to ensure that key information is shared with the receiving secondary school.</li> <li>➢ Enhanced transition meetings are arranged, as required.</li> <li>➢ Focus weeks such as World of Work and Health Week prepare children for learning, life and work.</li> <li>➢ Children’s leadership opportunities, such as buddies, positive play leaders and monitors, along with the work relating to different whole-school committees develop the 4 capacities.</li> <li>➢ Our YFCL Worker helps P5 children to complete Hi5 Awards and our P7 children to gain a Dynamic Youth Award.</li> <li>➢ We are beginning to engage with SLC’s Skills Framework in all classes.</li> </ul>

## Broad General Education – The 6 Entitlements at David Livingstone Memorial Primary School and Nursery Class



<p><b>4. Every child is entitled to experience opportunities for developing skills for learning, skills for life and skills for work.</b></p> <ul style="list-style-type: none"> <li>• Development of skills which they will use throughout their life and in their work</li> <li>• Opportunities to put learning into practical contexts</li> <li>• Development of key literacy and numeracy skills</li> <li>• Development of understanding of their own and others' health and wellbeing so they can successfully engage with others in a variety of contexts</li> </ul>	<p><b>5. Every child is entitled to experience opportunities to achieve to the highest levels they can through appropriate personal support and challenge.</b></p> <ul style="list-style-type: none"> <li>• Review their learning and plan for next steps</li> <li>• Gain access to learning activities which will meet their needs</li> <li>• Plan for opportunities for personal achievement</li> <li>• Prepare for changes and choices and be supported through changes and choices</li> </ul>	<p><b>6. Every child is entitled to experience opportunities to move into positive and sustained destinations beyond school.</b></p> <ul style="list-style-type: none"> <li>• Range of learning opportunities, meeting individual needs</li> <li>• Personal support, careers information, advice and guidance</li> <li>• Appropriate financial support</li> <li>• Complying with ASN legislation around transitions</li> </ul>
<p><b>How we achieve this entitlement in DLMPs:</b></p> <ul style="list-style-type: none"> <li>➤ Children are developing their understanding of where everyday teaching and learning develops their skills for learning, life and work.</li> <li>➤ Teachers are beginning to develop higher order thinking skills across the curriculum.</li> <li>➤ The Pupil Council and class committees enable children to develop skills for life and work, including their interpersonal skills.</li> <li>➤ Teachers stress the importance of literacy and numeracy to our young people and highlight the use of these key skills across all curricular areas.</li> <li>➤ A range of out of class learning and educational excursions enable children to apply their learning from the classroom into another context and to develop key skills.</li> <li>➤ Children's learning is related to the real world and to real life experiences.</li> <li>➤ Children are made aware of their rights and the entitlement of others to have these rights.</li> <li>➤ All children participate in an annual World of Work Week and a Health Week.</li> <li>➤ Through residential trips, children engage in collaborative activities which develop teamwork and raise their awareness of diversity.</li> <li>➤ Play-based learning has been introduced in P1 and P2, with an increased focus on play in other classes, linked to the UNCRC (Fun 31).</li> <li>➤ Our P1 and P2 children participate in the 21<sup>st</sup> Century Families Play Award.</li> <li>➤ We are beginning to engage with SLC's Skills Framework in all classes and have appointed a Skills Ambassador for our school.</li> <li>➤ Our P4 children participate in swimming every year.</li> </ul>	<p><b>How we achieve this entitlement in DLMPs:</b></p> <ul style="list-style-type: none"> <li>➤ We have a very strong caring, inclusive, attachment-informed and nurturing ethos, with a well-established Nurture provision.</li> <li>➤ All staff focus on developing positive relationships.</li> <li>➤ We make effective use of our Pupil Equity Funding to bridge the gap and support identified children.</li> <li>➤ Staff employ a wide range of innovative and active experiences to support the children's learning.</li> <li>➤ All children have opportunities for personal achievement and these are recognised in teachers' Flexible Year Plans, as well as through our 'Golden Standard' Awards.</li> <li>➤ Children's achievements out of school are formally recognised and celebrated at weekly assemblies, as well as on our Achievement Walls.</li> <li>➤ Children contribute to planning interdisciplinary topics through KWL grids, making learning more responsive.</li> <li>➤ There is a clear staged intervention approach in place to support children with additional support needs.</li> <li>➤ ASN planning involves all parties and is shared with parents regularly throughout the year.</li> <li>➤ Enhanced transition arrangements are made to support children with ASN, as required.</li> <li>➤ Child Protection procedures are well established and relevant information is shared between staff to support vulnerable children.</li> <li>➤ Challenge is embedded in all curricular areas and built into learning through activities such as SRA and the Scottish Mathematical Challenge.</li> <li>➤ We are committed to Getting It Right For Every Child and make effective use of visiting specialists to support individual children.</li> <li>➤ A clear school assessment calendar is in place.</li> </ul>	<p><b>How we achieve this entitlement in DLMPs:</b></p> <ul style="list-style-type: none"> <li>➤ ASN planning is well established and we continue to work on improving transitions for all our children as they move on to the next stage in their learning.</li> <li>➤ We have annual World of Work Week where children are offered career guidance by a wide range of visitors.</li> <li>➤ Visiting specialists provide the children with opportunities to develop skills outwith the classroom, as well as through extra-curricular clubs and activities.</li> <li>➤ Staff discuss children's needs as part of transition.</li> <li>➤ Children are made aware of different careers across a range of different curricular areas.</li> <li>➤ Our Parent Council offers financial assistance to support children with events, activities and resources.</li> <li>➤ We make effective use of funding applications and our Pupil Equity Funding to support our most vulnerable families.</li> <li>➤ Transition pro-formas are used to share information about children moving on to another establishment.</li> <li>➤ We have a rigorous and thorough transition programme in place to support the children moving from Nursery into P1.</li> </ul>



### Learning and Teaching

- Engaging and active
- Setting challenging goals
- Shared expectations and standards
- Timely, accurate feedback
- Learning intentions, success criteria, personal learning planning
- Collaborative
- Reflecting the ways different learners' progress

### Our Curriculum Framework

#### Our Vision

'We aim to provide an inclusive and nurturing environment where everyone can learn and grow.'

*"I will go anywhere, provided it be forward."* (David Livingstone)

#### Values

Wisdom, Justice, Compassion, Integrity

Our curriculum is inclusive, a stimulus for personal achievement and, through the broadening of experience of the world, is an encouragement towards informed and responsible citizenship.

At David Livingstone Memorial Primary School and Nursery Class we share the following values:

Respect                      Inclusion                      Nurture

**The curriculum: 'the totality of all that is planned for children and young people throughout their education.'**

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary learning (IDL)
- Opportunities for personal achievement

#### 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 developing the four capacities*
- Opportunities for developing skills for learning, skills for life and skills for work
- Opportunities to achieve the highest levels they can through appropriate personal support and challenge
- *Opportunities to move into positive and sustained destinations beyond school*

*(Entitlements relevant for secondary schools are shown in italics)*

#### Experiences and outcomes set out expectations for learning and development in:

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

Curriculum levels describe progression and development.

#### Personal Support

- Review of learning and planning of next steps
- Gaining access to learning activities which will meet their needs
- Planning for opportunities for personal achievement
- Preparing for changes and choices and support through changes and choices
- Pre-school centres and schools working with partners

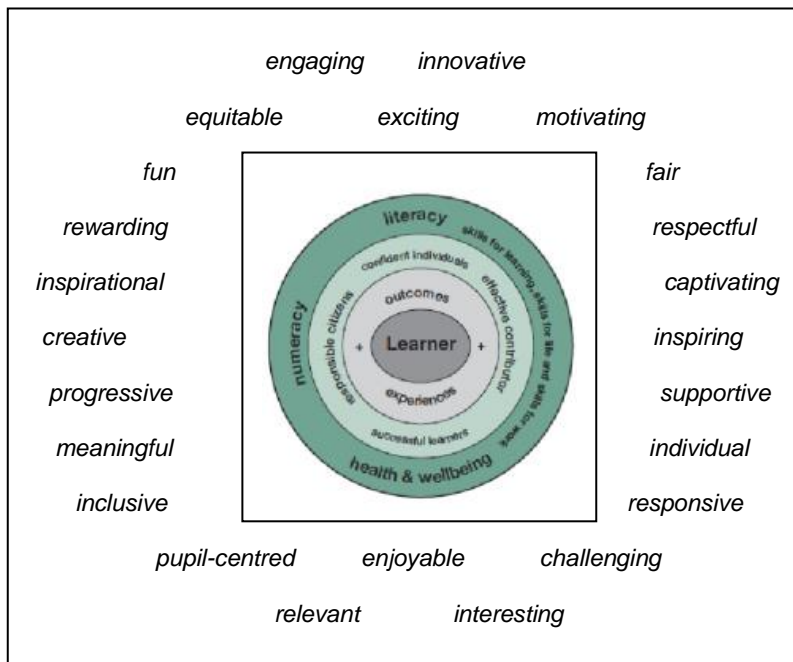
#### Principles for curriculum design

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

#### Arrangements for

- Assessment
- Qualifications
- Self-evaluation and accountability
- Professional development

**to support the processes of learning**



**A curriculum framework to meet the needs of all learners 3-18**

