

Curriculum Rationale

School Vision and Values

At King Edward School our vision based on whole school community shared values is that King Edward is a happy, safe and stimulating learning community that supports the development of the whole child and where everyone aspires to be the best that they can.

Our School Values are at the heart of everything that we do –

Respect

- Respect Ourselves
- Respect Others
- Respect our School
- Respect our Community and Environment

Responsibility

- Behave Well
- Have Good Manners
- Be honest and trustworthy

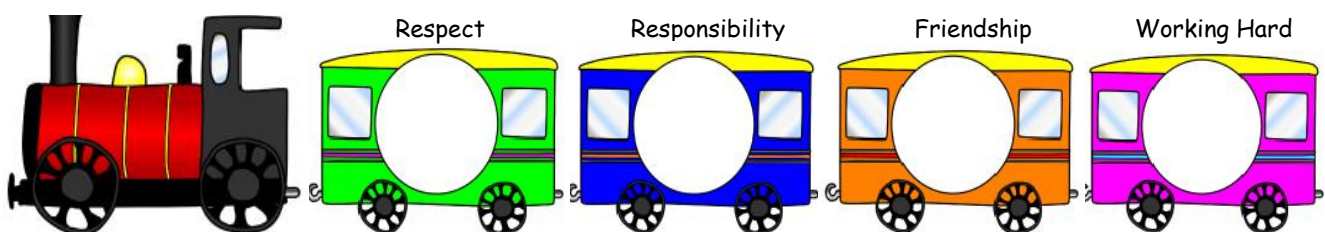
Friendship

- Be Fair
- Work Together
- Be Understanding

Working Hard

- Do Your Best
- Challenge Yourself
- Aim High

Stay on the Right Track to Excellence



We want King Edward School to be a happy, safe and stimulating learning community that supports the development of the whole child and where everyone aspires to be the best that they can

We believe that this Vision and set of Values can be delivered through a carefully thought-out Curriculum which develops the four capacities of a Curriculum for Excellence, ensuring that all children develop the attributes, knowledge and skills they will need to achieve their best in life, learning and work.

Children will be able to demonstrate the four capacities to become

- Successful Learners
- Confident Individuals
- Effective Contributors
- Responsible Citizens

Children will learn through and activities will be based on the four contexts for Learning

- Life and Ethos of the School as a Community
- Curriculum Areas and Subjects
- Interdisciplinary Learning
- Opportunities for Personal Achievement

The Curriculum will link clearly with and reflect the Principles of Curriculum Design

- Breadth
- Progression
- Depth
- Personalisation and Choice
- Challenge and Enjoyment
- Coherence
- Relevance

The Curriculum will provide opportunities for children to develop Skills for Learning, Life and Work – transferable skills, skills for life and skills for work (see Appendix C). Skills to be developed and assessed are identified within Cross Curricular Contexts, IDL opportunities and are embedded into progressions within all curricular areas.



The Principles of Curriculum Design

Challenge and Enjoyment

- ❖ Staff provide a range of motivating and creative activities, where learners are active in their learning
- ❖ Staff have high expectations for all learners, are very aware of individual needs and abilities and challenge learners to think hard
- ❖ We use KWL at the beginning of cross curricular learning contexts to establish 'Big Questions'

Breadth

- ❖ Opportunities to apply learning in different situations
- ❖ Experiences and outcomes are bundled to ensure coverage and reinforcement
- ❖ Learners reflect on their own learning
- ❖ Flexible timetabling

Progression

- ❖ Use of Literacy and Numeracy Progressions to ensure learners follow appropriate pathways with room for flexibility
- ❖ Staff use planning, assessment, monitoring and tracking of the Experiences and Outcomes and Benchmarks to show learner's individual progress
- ❖ Staff, learners and parents use profiling to highlight and celebrate progression and achievement

Depth

- ❖ Learners share what they already know, what they want to find out and what they need to do to achieve next steps
- ❖ Opportunities for IDL within each context to discuss learning and apply knowledge and skills
- ❖ Play based learning in Early Years
- ❖ Mastery Maths and Reflective Reading approaches embedded

Personalisation and Choice

- ❖ Learning experiences should respond to individual needs and support aptitudes and talents
- ❖ Learners are involved in dialogues focused around skills used and interests they have in their wider lives
- ❖ Learners are involved in what they want to learn at the start of each topic and in setting success criteria
- ❖ Learners can choose how to present their learning – homework tasks, spelling, IDL opportunities, Number Talks, Profiling

Coherence

- ❖ Staff highlight similarities and differences between different skills and the use of a skill in different contexts
- ❖ Promote the learning of skills for learning, life and work

Relevance

- ❖ Staff ensure that learning is linked to real life and learner's interests – Police Speed Checks, Community Cafés, Beach Cleans etc.
- ❖ Staff ensure that individualised programmes for identified learners are kept relevant to their interests and needs
- ❖ Regular Outdoor Learning
- ❖ Flexible cross curricular learning contexts

Children will learn through activities which cover The Eight Curriculum Areas

- Expressive Arts – including Art and Design, Dance, Drama and Music
- Health and Wellbeing – Mental, Emotional, Social and Physical Wellbeing, Physical Education, Food and Health, Substance Misuse and Relationships, Sexual Health and Parenthood
- Languages – Listening and Talking, Reading and Writing in Literacy and English and Modern Languages
- Mathematics – including Analysing Information, Solving Problems and Assessing Risk
- Religious and Moral Education (denominational and non-denominational) – learning about Christianity, other World Religions, and developing Values and Beliefs
- Sciences – understanding important scientific concepts across Planet Earth, Forces, Electricity and Waves, Biological Systems, Materials and Topical Science
- Social Studies – understanding People, Place and Society in the Past and Present including History, Geography, Modern Studies and Business Education
- Technologies – including Computing Science, Food, Textiles, Craft, Design, Engineering, Graphics and Applied Technologies

In addition there are three key areas which are covered by all teachers/practitioners

- Literacy across Learning – Talking, Listening, Reading and Writing (including using digital communications)
- Numeracy across Learning – including Money, Time, and Measurement
- Health and Wellbeing across learning – including making informed choices for a healthy lifestyle



At King Edward Primary School we provide a curriculum which fully embraces the four contexts for learning of a Curriculum for Excellence

Opportunities to Contribute to the Life and Ethos of the School as a Community (Effective Contributors/Responsible Citizens)

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

- ❖ Pupil Focus Groups using HGIOURS
- ❖ Eco School Representatives
- ❖ Rights Respecting School Representatives
- ❖ Green Flag Awards
- ❖ Organising charity fundraising activities
- ❖ Supporting our local community – Community Café, Open Days, School Performances, Litter Picking, Beach Clean, Police Speed Checks, Eco Garden
- ❖ Supporting Parent Council Events
- ❖ Assemblies – organising of, participation in, School Chaplain led
- ❖ Behaviour System and Smiley Badge Reward System
- ❖ Circle Time
- ❖ Cross Class/Age Group working – Outdoor Learning, Pupil Participation Groups
- ❖ Joint First Aid Training
- ❖ Bikeability Training

Opportunities for Personal Achievement (Confident Individuals)

- ❖ School Performances and Assemblies
- ❖ Open Days
- ❖ Achievement Awards - Smiley Badge Award System, Prize Giving Ceremony, Endeavour Awards, Perfect Attendance
- ❖ Sporting Opportunities – Sports Days, Rugby Tournaments, Football Coaching, Junior Joggers, Swimming, Sports Champions
- ❖ Creative Opportunities – School Art Gallery, Wall Displays, Musical Performances
- ❖ Annual Rotary Club Quiz
- ❖ Celebrate Personal Achievements – Achievements Wall and Folder, Social Media, Assembly
- ❖ Joint Residential P7 Transition activities

Curriculum Areas and Subjects (Successful Learners)

- ❖ Clear progression across the experiences and outcomes over all curricular areas – Literacy, Numeracy, Mathematics, Health and Wellbeing, Science, Social Subjects, Technologies, Expressive Arts, Modern Languages, Religious and Moral Education, Skills for Learning, Life and Work
- ❖ We deliver the curriculum through cross curricular learning contexts, IDL topics and subject learning
- ❖ Learning experiences are relevant
- ❖ Using where possible real life contexts

Interdisciplinary Learning (IDL) (Successful Learners)

- ❖ KWL discussions always generate Big Questions to investigate and answer through IDL
- ❖ IDL activities are enjoyable, challenging and develop skills for learning, life and work
- ❖ IDL activities are often child led
- ❖ IDL opportunities are often based on learner's interests

Transitions and Partnerships

Strong partnerships are in place with pre-school providers and Turriff and Banff Academies to ensure that transition to or from King Edward School is undertaken with confidence and understanding. Children coming in to P1 spend 3 sessions in school in Term 4 at different times of the day to experience different routines, their parents attend information sessions and are invited to accompany their child to lunch one day, the P1 teacher visits feeder nurseries to meet with the children in their own setting and to discuss the children with their nursery teacher. P1 children are invited to school events in Term 4 and their parents start to receive the school newsletter.

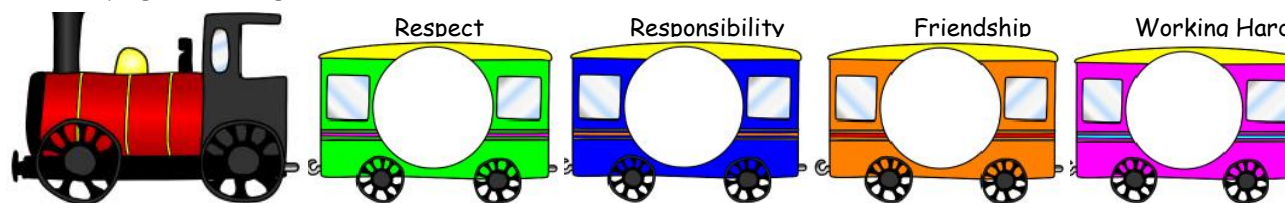
Children leaving King Edward for secondary school benefit from transition events such as discos, activity days, visits to Banff and Turriff Academy, visits from guidance staff and planned transition meetings with ASL staff and extended transition programme if necessary. Parents of P7 pupils are invited to the Academies for information events and to discuss any concerns.

Appendix A – Three Year Context Cycle

Experiences and Outcomes – Coverage/Bundles – revisited February 2022

	Term 1	Term 2	Term 3	Term 4
Year 1 (2021-2022)	Conflict (P5-7) Looking Back (P1-4)	Christmas Show Christmas Enterprise	People and Place	Our Environment
Year 2 (2022-2023)	Earth and Beyond	Christmas Show Religions Around the World	Safe Me	Scottish History
Year 3 (2032-2024)	Healthy Me	Christmas Show Christmas Enterprise	Our Community	Plants and Animals

Staying on the Right Track to Excellence



We want King Edward School to be a happy, safe and stimulating learning community that supports the development of the whole child and where everyone aspires to be the best that they can

Skills for the future: Meta skills

The skills outlined below are the higher order skills required to promote successful and adaptive learners. They are classified into three categories *self-management, self-intelligence and innovation.*

1. Self-management

Focussing

- **Sorting** - The ability to sort information into categories and to understand the relationship between information
- **Attention** - The ability to focus on the present and deflect/avoid distractions
- **Filtering** - The ability to filter out non-essential information and focus on the essential problem at hand

Integrity

- **Self-awareness (reflexivity)** - The ability to understand and manage emotions, strengths, belief systems and limitations, and the effects of these on behaviours and the way they impact on others
- **Ethics** - Being aware of and acting upon personal values and principles
- **Self-control** - The ability to exercise control over your own impulses, emotions and desires

Adapting

- **Openness** - Being open to new ideas and approaches – having a growth mindset
- **Critical reflection** - The ability to critically reflect on new knowledge and experiences in order to gain a deeper understanding, embed and extend learning
- **Adaptability** - Flexibility when handling the unexpected, adapting to circumstances as they arise
- **Self-learning** - The ability to self- educate without the guidance of others
- **Resilience** - Ability to respond positively and constructively to constantly evolving challenges and complexity

Initiative

- **Courage** - The ability to manage and overcome fear in order to take action
- **Independent thinking** - The ability to think for one's self and trust one's own judgement
- **Risk taking** - Doing something that involves danger or risk in order to achieve a goal
- **Decision making** - The act of making a considered choice after appropriately using intuition and careful thought
- **Self-belief** - A feeling of trust in one's abilities, qualities and judgement
- **Self-motivation** - The ability to act without influence or encouragement from others
- **Responsibility** - The ability to follow through on commitments, be proactive and take responsibility
- **Enterprising** - Willingness to take risks, show initiative and undertake new ventures

2. Self-intelligence: Connecting with the world.

Communicating

- **Receiving information** - Understanding and mentally processing verbal or written communication
- **Listening** - The ability to actively understand information provided by the speaker, and display interest in the topic discussed
- **Giving information** - Giving written or verbal communication in a way that can be best understood by those receiving the communication
- **Storytelling** - The ability to tell stories that persuade, motivate and/or inspire as well as bringing the sharing of knowledge to life through examples and illustrations

Feeling

- **Empathy** - The ability to take the perspective of others in order to understand their feelings and motivations
- **Social conscience** - A sense of responsibility and concern for wider society

Collaborating

- **Relationship building** - The ability to identify and initiate connections and to develop and maintain them in a way that is of mutual benefit to both one's self and others
- **Teamworking and collaboration** - Working with others toward shared goals. Creating group synergy in pursuing collective goals
- **Social perceptiveness** - Being aware of others' reactions and understanding why they react as they do
- **Global and cross cultural competence** - The ability to operate in different cultural settings

Leading

- **Inspiring others** - The ability to energise and create a sense of direction, purpose, excitement and momentum
- **Influencing** - Working to gain the agreement of others to a particular course of action
- **Motivating others** - Encouraging others to achieve goals, accomplish tasks, and complete objectives
- **Developing others** - The ability to coach and constructively review the work of others to improve and advance their skills, knowledge and performance level
- **Change catalyst** - Having the ability to ignite change

3. Innovation: Create our own change

Curiosity

- **Observation** - The ability to notice behaviour or information and register it as being significant
- **Questioning** - The ability to ask questions in order to increase understanding about a subject or experience
- **Information sourcing** - The ability to filter resources and information to find information relevant to an issue or topic
- **Problem recognition** - The acknowledgement and definition of a problem

Creativity

- **Imagination** - The ability to explore ideas of things that are not in our present environment, or perhaps not even real
- **Idea generation** - Proficiency at thinking and coming up with solutions and responses beyond that which is rote or rule-based
- **Visualising** - Translating information and thought into accessible expressions, readable and recognisable images
- **Maker mentality** - The ability to explore, through tinkering and making, in order to arrive at new ideas and solutions

Sense making

- **Pattern recognition** - The process of classifying information into objects or classes based on key features
- **Holistic thinking** - The ability to see the big picture and understand subtle nuances of complex situations
- **Synthesis** - The process of organising, manipulating, pruning and filtering gathered data into cohesive structures for information building
- **Opportunity recognition** - The ability to identify areas of opportunity for innovation
- **Analysis** - A systematic examination and evaluation of data or information, by breaking it into its component parts to uncover their interrelationships

Critical thinking

- **Deconstruction** - Breaking down a complex problem or system into smaller, more manageable parts before developing a new way of addressing the problem
- **Logical thinking** - The ability to identify, analyse and evaluate situations, ideas and information in order to formulate responses to problems
- **Judgement** - The act or process of forming an opinion after careful thought
- **Computational thinking** - The ability to translate vast amounts of data into abstract concepts and to understand data-based reasoning

