



Kininmonth School

Curriculum Rationale



Kininmonth School's Rainbow Route to happiness and success has the following values:

- Respect
- Achievement
- Inclusion
- Nurture
- Belief
- Opportunity
- Wellbeing

We believe that this vision can be delivered through a carefully thought out curriculum which develops the four capacities of a Curriculum for Excellence (successful learners, confident individuals, responsible citizens, effective contributors), links clearly with the 7 principles of curriculum design (breadth, depth, progression, challenge and enjoyment, personalisation and choice, relevance, coherence), and consists of activities based across the 4 contexts for learning (ethos, inter-disciplinary learning, discrete subjects, wider achievement).

Respect Through an ethos of positivity and respect, where pupil voice is encouraged and respected and children are involved in decisions and supported to make the right choices

Achievement Through careful planning of next steps, high expectations and varied teaching approaches, resources, contexts. Where there is a curriculum promoting breadth, depth and progression of skills which supports pace, challenge and enjoyment. Profiling, reflection and dialogue lead to achievement which is celebrated with praise, reward and recognition.

Inclusion Kininmonth School has an ethos of tolerance, diversity and inclusion, where varied teaching approaches, resources, contexts create a relevant, coherent curriculum which meets learner's needs. Children are helped to overcome inequalities and be an active member of the school community.

Nurture A comfortable, stimulating environment encourages development, growth and trust. Praise, reward and recognition for all achievements, areas of personalisation and choice, profiling, reflection and dialogue all promote a nurturing environment. Partnerships are developed to support all young people and adults in the school community.

Belief Children are supported and encouraged to develop self-belief through involvement in committees and the classroom where pupil voice is encouraged and respected. There are opportunities for personalisation and choice and talents and abilities are celebrated. There is regular reference to the importance of a growth mindset and the learning pit resource to develop resilience and belief.

Opportunity Kininmonth School provides activities and opportunities for all through a curriculum promoting breadth, depth and progression of skills, personalisation and choice as appropriate. Links with the community and clubs in school and after school promote personal achievement. All children are given roles of responsibility which provide an arena to showcase skills for learning, life and work

Wellbeing Pupil voice encouraged and respected, opinions sought. Wellbeing is enhanced through carefully managed transitions and partnerships. Children experience a wide range of activities and learning across the curriculum. HWB afternoons with personalisation and choice bring the importance of mental and physical health into focus.

The Curriculum

The curriculum at Kininmonth school is made up of activities across the four contexts for learning in Curriculum for Excellence:-

Ethos Discrete subjects Inter-disciplinary learning Wider achievement

Ethos

The whole school community work hard to create a welcoming, happy and positive environment where children can develop as people and as learners, where the well-being of the child matters as much as their attainment. Children are at the centre of all we do, and developing skills for learning, life and work is essential. At Kininmonth children will see our values of respect, achievement, inclusion, nurture, belief, opportunity and wellbeing being modelled and are expected to understand and develop these values as they progress through the school.

Our behaviour policy and house point system, linked to the values establish clear rules for children to understand and learn to abide by, thus providing a positive, safe, friendly and welcoming environment for all.

Every pupil at Kininmonth School will be involved in developing the school through one of our groups, Pupil Council, Digital Leaders, ECO group or the Rights Respecting School group. These opportunities link to the Es and Os as shown on the overview of all Es and Os. Through these groups children contribute to the life and work of the school and exercise their responsibilities to the school community. Enterprise, leadership and creativity are welcomed and encouraged. Achievements are celebrated, we take pride in who we are and what we achieve.

Discrete subjects

Literacy, numeracy and health and well-being are at the core of the curriculum at Kininmonth School. These areas are taught discretely through reading, spelling and writing programmes in literacy, numeracy and HWB programmes. However, all these curricular areas are also critically linked to cross-curricular learning and inter-disciplinary learning across all the other 5 curricular areas and experiences and outcomes of the Curriculum for Excellence. Thus children will benefit from the broad general education to which they are entitled. Children will see the connections and be encouraged and provided with opportunities to apply their learning across the curriculum to develop breadth, relevance and coherence in what they do.

Progression frameworks have been introduced for skills in literacy, numeracy and health and well-being throughout the session. Progression frameworks are used in all curricular areas as they are being taught. These serve to support the assessment of progress through

levels, in addition to supporting planning of programmes. In stages 1, 4 and 7 the Education Scotland benchmarks are used to guide assessment and achievement of levels

Inter-disciplinary learning

Opportunities for inter-disciplinary learning across two or more subject areas will be provided to enhance and enrich learning experiences and develop understanding of the important ways in which different subject areas are linked eg. enterprise and literacy in organising fundraising events, social subjects and technologies in a bridge-building topic, science and HWB in a human body theme.

Kininmonth School will work with topics that are relevant, topical and meaningful to children, using a topic grid which outlines a 3 year rolling programme designed to ensure breadth and depth but also allowing for personalisation and choice. In addition the grid ensures that the two classes will usually be working on similar topics to allow for sharing the learning and a whole school approach to learning. There is scope for topical studies to respond to local, national or global events. The grid encourages IDL to deliver depth, relevance, challenge and enjoyment, personalisation and choice. It places an emphasis on the process of learning rather than the subject area and develops the transference of knowledge and skills. It is the need to explore, find evidence and form opinions to answer big questions. It involves all aspects of taxonomies: creating, analysing, evaluating, applying, understanding and remembering.

Personal Achievement

At Kininmonth School all children are involved in a committee to develop the life and work of the school. These are Pupil Council, Digital Literacy, ECO committee and Rights Respecting Schools. Through these all children have the opportunity to contribute to the life of the school and develop responsibility and ownership of their learning environment.

Besides these opportunities there are regular after-school activities in sports, games and crafts. All children are involved in the planting and up-keep of the school garden and grounds. Achievements and interests outside of school are celebrated regularly and displayed in school. Staff are aware of those children who are not accessing extra-curricular activities and provide opportunities throughout the year to compensate for this.

Learning, Teaching and Assessment

Successful delivery of this curriculum relies on high-quality teaching and planning of learning experiences. Teachers use a variety of approaches; whole-class teaching, group work, differentiated activities, activity-based learning, co-operative learning, learning partners. All teaching is designed to ensure that children are actively engaged in their learning. Teachers consistently use assessment as for learning strategies.

Learning intentions and success criteria are shared with pupils and often developed in partnership with pupils as the lesson develops. Children are involved in planning, discussing their learning and deciding on next steps for target setting. Good use is made of resources,

space and IT to aid learning and teaching, and the outdoor space is used where it is relevant and will enhance the learning experience.

Assessment will be both formative and summative. Children will discuss their work and progress regularly to set next steps for their learning and set targets for improvement. Feedback will be timely and relevant so that children can learn from it. Summative assessment will take place at the end of topics in any area of learning, but not at the end of every aspect of learning. SNSA results will be used to support professional dialogue and plan intervention and support for children who need extra help and those who are gifted and need extra challenge in their work.

Children's progress in literacy, numeracy and HWB will be tracked and monitored regularly and discussed at staff meetings so that the right support can be put in place. In time, progress across the curriculum will be similarly monitored to develop an impression of gaps in learning and understanding which can then be targeted. Progress is recorded at three reporting periods each session.

Transitions and Partnerships

Strong partnerships are in place with pre-school providers and Mintlaw Academy to ensure that transition to or from Kininmonth School is undertaken with confidence and understanding. Children coming in to Primary 1 at Kininmonth spend 6 afternoons in school in term 4, they have early intervention packs home with them each of these weeks and the Primary 1 teacher visits feeder nurseries to meet with the children in their own setting and to discuss the children with their nursery teacher. P1 entrants are invited to school events in term 4 and their parents receive the school newsletters.

Children leaving Kininmonth for secondary school benefit from several events during Primary 7, Science and technology day, Aden event, 3 transition days, visits from guidance staff and a moving-on up programme is delivered in school over 2 afternoons. Besides this there is the Transition Club every Tuesday evening of term 4 where any child starting at Mintlaw Academy has the opportunity to meet with peers, explore the Academy, discuss concerns and have fun.