

St Fergus Primary School

Creating the Potential
to Succeed



Pupils will Exceed
Expectations

HAPPY

CONFIDENT

ACHIEVING

CREATIVE



CURRICULUM RATIONALE FOR PARENTS 2017-18

WHAT?

WHY?

HOW?



St Fergus School is situated in the village of St Fergus, 5 miles north of Peterhead. It is a primary school of traditional design, with an open plan extension sponsored by 'Mobil Oil'. It admits pupils from Nursery (age 3) to P7 (age 12). On completing P7, pupils transfer to Peterhead Academy, in the town of Peterhead which has 10 associated feeder schools, part of the Peterhead Cluster. Within the Peterhead Cluster, all services operate in an integrated framework to ensure that each child has the fullest opportunity to maximise his/her potential.

St Fergus School plays a key role in helping our pupils develop their full potential throughout each stage of their childhood. Firstly during the initial transition from home into nursery/school then transition up to secondary and ultimately for life in the workplace/wider world. We live in a rapidly changing society, especially in terms of technological advances. Our courses and programmes of work follow Local and National Guidelines as we seek to create in every child the potential to succeed and even exceed expectations in both academic understanding as well as a personal capacity.

The learning and teaching methodologies within our curriculum place a strong emphasis on developing the 4 capacities in our pupils. We aim to help our pupils become

- Successful learners
- Effective contributors
- Confident individuals
- Responsible citizens

The above 4 capacities are nurtured and encouraged in positive partnership between home, school and other agencies.

LEADING LEARNING



At St Fergus we have a strong focus on pupils being given opportunities to lead learning and take key roles in helping others to further their learning. We aim to develop leadership at all levels, through our Learning Leaders. This is intrinsically linked to our core values and vision. Happy, Confident, Achieving and Creative:



Creating the Potential to Succeed, Pupils will Exceed Expectations. We have created four characters for pupils to relate to, Happy Hero, Confident Commander, Achieving Advisor and Creative Captain. These characters are used to develop resilience and confidence to enable pupils to make decisions about their own learning and to lead others' learning.



Pupils will be given the chance to realise when they are taking on these roles and being Learning Leaders. This is linked clearly to raising attainment in our improvement plan and is tracked throughout the session and shared with Families on the Learning Leaders board.



FAMILY LEARNING AND REPORTING



At St Fergus School we believe that Family Learning is very important in a child's development. Our Parent – Pupil – School logo highlights all reporting opportunities. We have a 'Meet the Teacher' session early on in the autumn term, so that parents can meet their child's new teacher and have any questions answered in relation to the work their child will cover that session. Family Learning Days are offered as an opportunity for family members to come into the class and work alongside their children. A Head Teacher presentation is available on these days discussing learning and teaching in various areas. Parent Appointments are held in November and May to discuss the child's progression throughout their profiles. New condensed written reports are issued in May and these form the basis for discussion at the Parent Appointments. An Open Evening is

held in June so that parents can view their child's work as well as have the opportunity for an informal chat with the teacher. During the Open Evening, there is a book fair in the school hall as well as stalls with representatives from other partners such as the school nurse, Active Schools, After-school club, etc.

Nursery issue learning packs in the summer term for pre-school children and parents to engage in together at home. Meetings for parents of children coming into nursery are usually held in June then an Open Morning and Tea party is held in nursery in August. Meetings for the parents of new entrants into P1 are held during June each year. Parents are given the opportunity to Stay and Play in nursery at various times throughout the year. This gives them a better understanding of what and how their children learn so that they can encourage and support them fully at home.

We have an open-door policy and parents are welcome to contact the school at any time if they have a query or concern. We try to deal with these in a timely manner.

CROSS CURRICULAR THEMES (CCT)/INTERDISCIPLINARY LEARNING (IDL)

We believe that learning should be a holistic experience for pupils and where possible there should be depth of learning, enabling pupils to transfer skills to show secure knowledge and understanding. Our curriculum is permeated with the core skills of Literacy, Numeracy, and Health and Wellbeing. At St Fergus we approach the above in two specific ways.

As a school we follow a rolling programme of CCT so that pupils have a focus for their learning and can see links between different areas. Nursery have certain set CCT but generally follow the children's interest through the use of their paperless planning. Our pupils are given the opportunity to make best use of the stimulating environment in their locality through CCT. The 7 principles for curriculum design – challenge and enjoyment, breadth, depth, progression, personalisation and choice, relevance and coherence are intrinsic to all we plan/teach.

There are also many opportunities for real and meaningful Interdisciplinary learning (IDL) both through cross curricular themes and discrete teaching opportunities.

CURRICULAR AREAS

St Fergus School curriculum follows the Scottish CfE as well as Aberdeenshire Council Frameworks. The following 8 subject areas are covered.

- Language - Literacy and English/Modern Languages
- Mathematics
- Health and Wellbeing
- Expressive Arts
- Science
- Social Studies
- Technologies
- Religious and Moral Education

In all subject areas we have an active methodology as suggested in CfE. We place a strong emphasis on the sharing of learning intentions and success criteria. We believe that pupils need to be motivated and actively involved in their own learning and development.

We aim to develop pupils' abilities to be curious, creative and to think critically. Work is done orally in order to develop higher order thinking skills in line with Blooms Taxonomy. A mixture of teaching approaches are used - whole class, groups and individuals, depending on need. Our programmes and courses are designed to meet the varying needs of learners at the appropriate pace.

LANGUAGE – LITERACY AND ENGLISH

Our Language curriculum covers Reading, Writing, Listening and Talking. We feel this is a vitally important area as literacy encompasses the entire curriculum.

READING

We use a variety of resources to teach the following reading strategies through a class novel/group readers.

- Prior knowledge
- Metalinguistics
- Visualisation
- Main Ideas
- Inferences
- Summarising

Our reading scheme includes Oxford Reading Tree, New Ginn 360, PM Story books as well as novels. Book Detective is introduced in P2 and continues until the end of P5 where it is then replaced by Blooms Taxonomy Question Fans. By P7 pupils are encouraged to analyse text in depth looking at topics such as characterisation and plot development.

Comprehension is done on a weekly basis throughout the school.

Personal reading is highly encouraged both at school, and at home as part of homework. Our school library enables pupils to access the school library from home, encouraging book reviews to be published. Nursery also visit the school library every week and enjoy choosing picture story books to look at/listen to. The Jolly Phonics Rhymes are used in nursery.

WRITING

Writing is planned for and assessed in a holistic way each term. 7 genres of writing are introduced throughout the school.

- Narrative
- Report/Information
- Instructional/Procedural
- Explanation
- Persuasion
- Recount
- Discursive

Children have a weekly set lesson for a high quality piece of writing, this is often linked to CCT. In line with the design principle for personalisation and choice, there also needs to be opportunities for children to undertake free writing on a personal level.

Classes follow a programme of work for grammar and punctuation and this should be taught on a weekly basis. We expect to see this learning being applied in children's daily writing as they become secure with the concepts taught. The Collins Grammar and Punctuation Scheme is used from P3 to P7, in P3 Collins is used for reinforcement where required.

Across the school there is an emphasis on multi-sensory spelling and the use of ICT programmes. In P1 Jolly Phonics is used in order to introduce initial sounds and blending. P2 and P3 follow Jolly Phonics Grammar. In P4-P7 we use Spelling Made Easy as well as North Lanarkshire subject specific words in P7 in order to prepare pupils for the vocabulary they will need for their S1 subjects. In P7 Spelling for Literacy for ages 10-11 is also used as extension.

LISTENING AND TALKING

Listening and talking encompasses everything that goes on within school but the following guideline ensures a progression of pupils' skills as they progress through the levels.

Nursery:	Individual talks e.g. bring a toy from home and talk about it. Emphasis on listening carefully to instructions. Daily story time. Circle time.
P1:	(As nursery) Show and tell.
P2/3:	Emphasis on listening carefully to instructions. Frequent story time. Circle time. 2 minute individual talk/presentation
P4:	Individual talk/theme presentation
P5-7:	Group presentations Individual talks for greater length of time both on personal choice and specified subjects.

1+2

All pupils from P1 to P7 learn French as part of their daily routines. This is in line with all other schools in the Peterhead Cluster. The main teaching tool being an online resource called Power Language Platform. By 2020 Pupils from P5 – 7 will also experience a third language which can vary according to relevance, staff expertise, pupil interest or CCT links.

NUMERACY/MATHS

We follow a Numeracy/Maths Progression from early level through to end of second level, or even into third level for some P7 pupils. Our aim is to enable our pupils to develop a secure understanding of the concepts, principles and processes of mathematics and be able to apply these in new/different contexts. The Numeracy/Maths Progression is based on CfE Guidelines and Aberdeenshire Framework and covers the following areas.

- Number, Money and Measure
- Shape, Position and Movement
- Information Handling

We use Heinemann Active Maths, Scottish Heinemann and Tee Jay Maths. We place a strong emphasis on mental maths and time is allocated for this on a daily basis discretely as well as being part of the maths lesson. We use a variety of on-line and other resources for these discrete lessons. Our aim is to increase children's speed and accuracy with number bonds across the four processes – whole number, fractions and decimals.

Once again, our curriculum encourages the children to be active and enquiring. Time is allocated weekly for activities linked to the Heinemann Active Gameboards/Resources.

At the end of each topic assessments are carried out and recorded. Each session a holistic assessment in numeracy/maths is also planned for through an IDL experience.

HEALTH AND WELLBEING

The Health and Wellbeing programme runs from nursery through to the end of P7 and has been developed to ensure clear progression. We have a strong collaborative ethos and classes continually work on collaborative activities so that children of varying ages/stages can encourage, support and learn from one another. Photographs and children's responses to these activities are displayed on a board in our entrance corridor.

We believe in the importance of celebrating our pupils' successes both within/out of school. The whole school, including nursery come together for a Celebration of Success every few weeks on a Friday afternoon. Children are able to share awards, certificates, medals, etc. from sports, clubs and organisations they are involved with out of school. They also share any special news such as winning a competition. This is recorded on our Celebration Success wall for parents/visitors to see as they enter school. When items are removed from the wall, they are then kept and recorded in a special book.

Pupils participate collaboratively in an annual Enterprise topic for Macmillan Cancer Support. Pupils in P7 are involved in an annual Leavers' Legacy where they try to improve an area of school for those coming after them.

Our Health and Wellbeing programme is based on CfE Guidelines and Aberdeenshire Frameworks and covers the following.

- Mental, Emotional, Social and Physical Wellbeing
- Planning for Choices and Changes
- Physical Education, Physical Activity and Sport
- Food and Health
- Substance Misuse
- Relationships, Sexual Health and Parenthood

Children have the opportunity to take part in various activities every session organised by the Aberdeenshire Learning Education Centre mobile classroom, P5-7 have First Aid Training, upper stages complete fire safety training, Child Smile develop understanding of dental hygiene with nursery and early stages, parents run Bikeability sessions in the summer term, pupils at early and second level take part in the Grow Well programme, nursery have visits from the school nurse/health visitor on topics such as hygiene and child development, nursery have opportunities to bake every week.

Every year in the summer term P7 pupils have a 5 day Activity Week.

For Physical Education, Physical Activity and Sport we have a 2 year overview and programme of work that children progress through. Mrs Robertson and class teachers plan/teach this jointly to ensure that every child receives 2 hours PE per week.

Active Schools provide a variety of sport/fitness activities both to supplement the school curriculum and as after school clubs held in the gym hall.

We have an annual Potted Sports event which also includes year group races. The Potted Sports teams include children from every year group P1-7. An annual competitive athletics event is held where heat finalists compete against each other for medals.

EXPRESSIVE ARTS

We aim through our teaching and learning to allow children the opportunity to be creative and imaginative, and to experience inspiration and enjoyment as well as contributing to other people's enjoyment. Every class has an opportunity to 'share their learning' with parents/visitors during the session. This encourages the development of many skills specific to Expressive Arts as well as other transferrable skills. Every class

contributes fully to a Christmas Concert so that pupils can experience the energy and excitement of presenting/performing for an audience.

SCIENCE

Our Science curriculum follows CfE Guidelines and Aberdeenshire Framework and covers 5 main areas.

- Planet earth
- Forces, electricity and waves
- Biological systems
- Materials
- Topical science

We aim to develop in children a curiosity and understanding of their environment as well as their place in the living, material and physical world. Skills of inquiry and investigation are developed through practical activities. Each class has a weekly science lesson with Mrs Robertson and through tracking of experiences and outcomes, class teachers ensure that there is coverage across a level through discrete science lessons as well as CCT related science activities.

The online Science Education Resource 'Tigtag' is widely used by Mrs Robertson. Espresso, BBC Terrific Scientific and The Collins Science Directions Scheme is used throughout the school.

SOCIAL STUDIES

This is taught through our rolling programme of cross-curricular themes. There is an element of flexibility within this to allow for themes relating to current events. The programme follows ideas of cross-curricular learning, pupil choice and the employment of an active teaching and learning methodology.

Social studies covers:

- People, past events and societies
- People, place and environment
- People, society, economy and business

At early level, pupils begin close to home with themes such as My Neighbourhood, People Who Help Us. By first level they are looking at broader CCTs such as Scottish Castles, Hot and Cold Lands, World of Work. Then by second level they are involved in comparative studies such as Far I Bide/Far They Bide as well as historical ones based around 20th Century, Changing Britain (Victorians).

The locality is widely used, especially in the summer term for CCTs such as Sea and Seashore (early level), Out and About in our Community, Farm to Fork (first level), Fishing, Around Our Coast (second level). There are many opportunities for classes to visit the local beach at Scotstown, the Millennium Garden at the Gas Site, as well as other local places such as the village church, nearby Loch of Strathbeg, Peterhead harbour, Macduff aquarium, local castles. Nursery and early stages care for the school garden, planting and growing vegetables.

Parents and members of the local community are welcomed into school so that they can share their knowledge and expertise with pupils. Classes also visit Peterhead Academy for subject specific input linked to CCTs.

TECHNOLOGIES

We follow the digital literacy programme and have implemented an E-Safety focus fortnight, this is an biannual event supported by an E-Safety working group of parents, pupils and staff.

RELIGIOUS AND MORAL EDUCATION

Our learning and teaching of RME enables children to develop a knowledge and understanding of Christianity and other world religions, and recognise religion as an important expression of human experience. Through the development of beliefs and values, we aim to instil into every child a respect for others, along with an understanding of values such as caring, sharing, fairness, equality, honesty and compassion.

Throughout our learning and teaching, we aim to help our children to develop the skills of reflection, discernment, critical thinking and deciding how to act when making moral decisions.

Global Citizenship is developed through focus weeks and fund raising events. Annually we plan a focus week for The Rights of the Child with collaboration between classes followed by a whole school learning opportunity.

There is a whole school assembly every Wednesday morning. This is a combination of Religious Observance and Celebration of Success. Our school chaplain is the local Church of Scotland minister, Rev J Tippner. He takes an assembly every term. Jamesie Strachan takes an assembly each term also, and he delivers a series of lessons every 2 years to P6/7 pupils based on the Bible Alive programme where children learn about the bible in a chronological context. We have many other visitors from various organisations who come in to speak to children.

SKILLS FOR LEARNING, LIFE AND WORK

Through partnership working we aim to provide opportunities to develop children's skills for learning, life and work in motivating contexts for learning.

- Gas Terminal links with all companies
- Visits from local community partners (community association, shops, church, local business)
- Visits from and to emergency services
- Charity visits/events (SPCA, Archie Foundation, Macmillan Cancer Support, Comic/Sport Relief)
- Leavers' Legacy
- Pupil representatives on groups (Pupil Council, E-Safety, Digital Leaders, Magazine, Buddies, Playmakers, Prefects, JRSO, Website)

ASSESSMENT

We believe that assessment is a very important part of effective learning and teaching. We use both formative and summative assessment. Formative assessment is on-going and often informal. It is very useful in identifying the next steps in a pupil's learning. Summative assessment is more formal and helps identify whether a pupil has achieved a particular level. Holistic assessments also help with teacher judgement on achievement of a CfE level. Education Scotland/Aberdeenshire Framework Benchmarks are used to support the process.

Pupils are encouraged to be involved in their learning through self/peer assessment and evaluation. Also through the use of reflective language and profiling.

P3 and P5 pupils have INCAS during the course of the year. The results of these are used to inform learning/teaching. SNSA (Scottish National Standardised Assessment) will begin this session to support learning and teaching at P1, P5 and P7.

HOMEWORK

Homework should primarily encourage pupils to enjoy spending time reading, and also consolidate and review work done in class. As children progress through school we try to encourage them to plan independently for homework tasks by issuing these on a Monday for completion later in the week rather

than giving homework daily. All homework should be checked and signed by a parent/carer and children are encouraged to use the traffic light system for self-assessment.

- P1 Practice common words each night if possible
Reading and words Monday, Wednesday and Friday
Spelling homework, write out words 2 times and an active task
Numeracy task 1 x weekly
Spelling and Numeracy is issued on a Monday for Friday
- P2 and P3 Practice common words each night if required
Reading and words 3x weekly
Spelling, sentences and an active task
Numeracy task 1 x weekly
Spelling and Numeracy is issued on a Monday for Friday
- P4/5 Spelling with related activity is issued on a Monday for Thursday
Reading 2 x weekly with a book detective task/text analysis
Numeracy task 1 x weekly
Personal project poster presentation once a session
- P5/6 Spelling with related activity is issued on a Monday for Thursday
Reading 2 x weekly with a book detective task/task analysis (P5)
Blooms Question Fans moving onto longer text analysis (P6)
Numeracy task 1 x weekly
Personal project poster presentation once a session
- P7 Spelling issued on a Monday for Thursday
Maths/Numeracy sheet Issued Monday for Wednesday
Weekly Challenge or Personal Project
Reading 2 x weekly with Blooms Question Fans moving onto longer text analysis

If spelling or maths homework is not completed by the Friday a strike will be given. The homework will be completed at a time that is convenient for the class teacher. Strikes are cleared at the end of each term.

If you wish to discuss any of the above please contact the Head Teachers.