

Trying Hard to
do Our Best



We Aim High!

HAPPY

CONFIDENT

ACHIEVING

CREATIVE



CURRICULUM RATIONALE FOR PARENTS 2023-24

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 ELC/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 progressions and curricular frameworks follow Local and National Guidelines as we seek to encourage every child to try hard to do their best and aim high 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:



Trying Hard to do Our Best, We Aim High! 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. Pupils are awarded Learning Leader stickers and this is celebrated weekly at assembly. We have developed a common language of learning in order to make our pupils more assessment capable. There is a focus on key learning dispositions. This is clearly linked to raising attainment in our Improvement Plan.



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. An interim report is issued prior to the November

Appointment and written reports are issued in May and these form the basis for discussion at the Parent Appointments. An Open Evening is held in June. During the Open Evening, there is a book fayre in the school hall as well as stalls with representatives from other partners such as Active Schools, SFSA, Community Police Officer, Educational Psychology Service, etc.

ELC issue learning packs in the summer term for pre-school children and parents to engage in together at home. Meetings for the parents of children coming into the setting are held in advance of the August/October/January/April intakes then an Open Day and Tea party is held 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 ELC 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. ELC Key Workers have reporting sessions in November and May.

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.

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. 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.

INTERDISCIPLINARY LEARNING (IDL)

At St Fergus we approach IDL in two specific ways. Firstly, effective IDL can be delivered through a 'Big Question'. In simple terms asking a question that requires investigation i.e... Where pupils cannot 'google' the answer.

Secondly IDL can be planned and delivered to take the form of a challenge or problem that may lead to an end product.

Some examples of these IDL opportunities are large scale and include MacMillan Fundraiser, Internet Safety Fortnight and The Leavers' Legacy. However, pupils are also given the opportunity to 'link-up learning' though smaller scale IDL opportunities such as French Café and Global Citizenship inputs and many opportunities staff have developed through pupil interest.

CURRICULAR AREAS

St Fergus School curriculum follows the Scottish CfE as well as Aberdeenshire Council/Northern Alliance Frameworks. Our planning and assessment of curricular areas is in alignment with Education Scotland Benchmarks. 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 as well as giving quality and timely feedback. 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 is 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 schemes include Oxford Reading Tree, New Ginn 360, PM Story books/Non-Fiction, Jelly & Bean as well as novels.

Blooms Buttons and Book Detective are introduced in Term 3 of P2 and continues until the end of P4.

Blooms Taxonomy Question Cards used from P5 onwards.

Blooms Taxonomy Fans are introduced in P7 where pupils are encouraged to analyse text in more depth.

Comprehension is done on a weekly basis throughout the school with P2-7 using the Nelson Reading Comprehension scheme.

Personal reading is highly encouraged both at school, and at home as part of homework. Our school library enables ELC and school children to access a wide variety of books. Through annual participation in World Book Day collaborative activities, we actively promote reading for enjoyment. Nursery enjoy choosing picture story books to look at/listen to. The Jolly Phonics Rhymes are used in ELC. Nursery and P1 collaborate on taking a developmental approach to emerging literacy with a focus on concepts of print and phonological awareness.

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 to introduce initial sounds and blending. P2 follow Jolly Phonics Grammar. In P3-7 we use Nelson Spelling in alignment with the Nelson Handwriting scheme so that cursive script is introduced from P3 onwards. North Lanarkshire subject specific words are used in the latter half of P7 to prepare pupils for the vocabulary they will need for their S1 subjects.

Again, ELC and P1 collaborate on taking a developmental approach to emerging literacy with a focus on concepts of print, phonological awareness and pencil control.

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.

ELC:	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 ELC) Show and tell. Pair/Group discussions. Listening to audio transcripts.
P2/3:	Emphasis on listening carefully to instructions. Frequent story time. Circle time. Individual talk/presentation – CCT related. Pair/Group discussions. Listening to audio transcripts.
P4:	Film review/presentation Introduce listening/notetaking Individual talk/theme presentation
P5:	Individual talks based around a poster – CCT related. Listening/note taking. Class/Group/Pair discussions/tasks. Class audio book.
P6:	Individual talks for greater length of time both on personal choice/specified subjects. Introduce group presentations (with a structured format). Class/Group/Pair discussions/tasks. Individual audio book from selection

P7: Individual talks for greater length of time both on personal choice and specified subjects.
Group presentations.
Class/Group/Pair discussions/tasks.
Individual audio book.

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. We follow the format and make use of the resources in the Education Scotland Weekly Planners. Pupils from P5 – 7 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 numeracy/mathematics and be able to apply these in new/different contexts. The Numeracy/Maths Progression is based on CfE Guidelines, Northern Alliance Framework and Education Scotland benchmarks (with assessment clearly built in) and covers the following areas.

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

We use Heinemann Active Maths, Scottish Heinemann, Tee Jay Maths, Leckie Primary Maths and Numicon resources. We place a strong emphasis on mental maths and time is allocated for this daily, discretely as well as being part of the maths lesson. New Waves Mental Maths is used by P4-7. Our aim is to increase children's speed and accuracy with number bonds across the four processes – whole number, fractions and decimals.

We have developed context progressions for outdoor learning so that numeracy/maths in the outdoors is planned and implemented in a structured way as children move from early to first then second level.

HEALTH AND WELLBEING

The Health and Wellbeing programme runs from ELC 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.

We believe in the importance of celebrating our pupils' successes within/out of school. One assembly per term is dedicated to 'Celebrating Success' and pupils 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 'Dream Big' wall. When items are removed from the wall, they are then kept and recorded in a special book. We also have a digital monitor screen for parents/visitors to see as they enter school and this is used to showcase pupil achievements and special events.

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 Education Scotland benchmarks 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

We ensure coverage of all HWB experiences and outcomes through the following:

- General Ethos of the School
- HWB Progression (Mainly through SCARF – Coram Life Education)
- Cross-curricular themed rolling programme
- PE overview
- Global Citizenship week

HWB surveys – Pupils' attitude to self and school are completed by P2-7 pupils in term 1 and again in term 4. The results of these are used to inform staff planning for HWB lessons/interventions for individuals or groups.

General Ethos of the School

Mental and Emotional Wellbeing

I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. HWB 0-05a/1-05a/2-05a

I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. HWB 0-08a/1-08a/2-08a

Social Wellbeing

I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. HWB 0-10a/1-10a/2-10a

I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. HWB 0-11a/1-11a/2-11a

Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. HWB 0-12a/1-12a, 2-12a

Through contributing my views, times and talents, I play a part in bringing about positive change in my school and wider community. HWB 0-13a/1-13a/2-13a

I value the opportunity I am given to make friends and be part of a group in a range of situations. HWB 0-14a/1-14a/2-14a

One of our key resources is SCARF, an online resource from Coram Life Education. This resource promotes positive behaviour, mental health, wellbeing, resilience and achievement.

Every year in the summer term P7 pupils have an Activity Week, parent volunteers run Bikeability sessions, ELC and early stage children have the opportunity to take part in various activities organised by the Child Smile team to develop understanding of dental hygiene, and there are various visits throughout the session from the school nurse/health visitor, emergency services including Fire Service and Community Police Officers

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 sometimes as lunchtime or after school clubs held in the gym hall. Active Schools train our P6 pupils for the role of Play Leaders out in the playground.

We have an annual Potted Sports event which also includes year group and other 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.

Each class P1-7 participate in the Daily Mile. Junior Road Safety Officers organise the weekly 'Walk on Wednesday' initiative.

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.

We now have a school skills art progression for early – second level to ensure that the following skills are developed:

- Line
- Shape/space
- Tone
- Colour
- Pattern
- Texture
- Form

This is done using a range of media and must include coverage of:

- Drawing
- Painting
- Printing
- Textiles
- 3D objects
- The design process
- Moving images and photography
- Talking about art and design
- Mixed media

Miss Cantlay is released from class one day per week to provide music lessons so that over the session all pupils have opportunity to be creative and to experience inspiration and enjoyment through music. Through creating and performing, pupils develop their vocal and instrumental skills, explore sounds, musical concepts and use both their imagination and skills to create their own music. ICT is used both to enable pupils to listen to a wide variety of music genres and to promote their understanding of how music works.

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 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' and 'TigtagJr' is widely used. Espresso (P4-7), BP Education website and The Collins Science Directions Scheme is used throughout the school.

SOCIAL STUDIES

This is taught through our rolling programme of cross-curricular themes. The programme ensures that learner entitlements are met and there are clear links to developing the young workforce opportunities and development of meta-skills. There is a particular focus on the uniqueness of our locality.

Social studies cover:

- 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 Our Neighbourhood, Sea and Seashore, We Love to Read – Hamish McHaggis. By first level they are looking at broader CCTs such as Scotland, World of Work. Then by second level they are involved in wider studies such as Global Citizenship, Changing Britain, Conflict, Disasters.

The locality is widely used, especially in the summer term for CCTs such as Sea and Seashore (early level), Our Local Area, Food and Farming (first level), Pollution and Conservation, Around Our Coast (second level). There are many opportunities for classes to visit the beach at Scotstown, local farms as well as other local places such as the village church, nearby Loch of Strathbeg, Peterhead harbour, Macduff aquarium, local castles. ELC have their own garden for planting and growing vegetables. Our Leavers' Legacy means we now have an outdoor courtyard for our senior pupils to use, another area suitable for planting/growing.

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 Internet Safety focus week/fortnight, this is supported by an Internet Safety working group of parents, pupils and staff. There is now an established Coding Club at lunchtimes run by Mrs Robertson and pupils who are Digital Leaders. Computer Science & Technology is one of our cross-curricular themes at both first and second level.

Google Classroom is introduced from P1 and used regularly in classes both for homework activities and for completing set tasks within the classroom setting. Pupils are encouraged to be independent in their use of

this platform. Microsoft Teams is introduced to P7 in order to prepare them for their transition to secondary education.

RELIGIOUS AND MORAL EDUCATION

Our learning and teaching of RME enables children to develop a knowledge and understanding of Christianity, other world religions and non-religious beliefs as well as recognising 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.

We have an RME progression for early – second level that incorporates Global Citizenship/UNCRC. This is shared with parents through our annual Global Citizenship Week and Family Learning Event, culminating with a whole school collaborative event to further share learning.

There is a whole school assembly every Friday afternoon. 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. We have many other visitors from various organisations who come in to speak to children and have a charity focused assembly every term. We visit St Fergus Church every Christmas where our P1 pupils perform the Nativity story.

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
- Leavers' Legacy
- Pupil representatives on groups (Pupil Council, Internet Safety, Digital Leaders, Magazine, Buddies, Play Leaders, Prefects, JRSO, Rota kids)

Using the meta-skills progression framework (SDS), we focus on a whole school meta-skill of the term. This is focused on at assembly in age/stage appropriate ways and each class has opportunity to share examples of meta-skill development through our display board.

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. High-quality assessments also help with teacher judgement on achievement of a CfE level. Education Scotland/Aberdeenshire Framework Benchmarks are used to support the process. Leckie assessments in numeracy/maths as well as GL reading/spelling assessments assist with benchmarking at the beginning/end of a school year.

Pupils are encouraged to be involved in their learning through self/peer assessment and evaluation. Also, through the use of reflective language and profiling. Pupils are encouraged to exhibit the characteristics of assessment capable learners – understanding what they are learning, how they learn and where they need to go next. Feedback is intrinsically linked to learning intentions and success criteria, resulting in clear next steps.

P1, P4 and P7 pupils have Scottish National Standardised Assessments during the course of the year. The results of these are used to inform learning/teaching.

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.

In addition to homework sent home in jotters/books, Google Classroom is the platform used for issuing spelling homework weekly to P4-7 pupils. Other homework tasks such as links to phonics activities, quizzes, x table activities, French vocabulary, etc may be issued by teachers (P1-7) on Google Classroom. **Parents/carers are encouraged to check Google Classroom regularly for homework activities as well as photos and news items posted by the class teacher.**

P1 Practice common words each night if possible
Reading and words 3x weekly
Spelling homework, write out words 2 times and (an active task from term 3 onwards)
Numeracy task 1 x weekly
Spelling and Numeracy is issued on a Monday for later in the week

P2 and P3 Practice common words each night if required
Reading and words 2x/3x weekly
(Blooms Buttons/Book Detective from P2 term 3 onwards)
Spelling, sentences and an active task
Numeracy task 1 x weekly
Spelling and Numeracy is issued on a Monday for later in the week

P4 Spelling with related activity is issued on a Monday for later in the week
Reading at least 2 x weekly
(Blooms Buttons/Book Detective)
Numeracy task 1 x weekly

P5 and P6 Spelling with related activity is issued on a Monday for later in the week
Reading at least 2 x weekly
(Blooms Taxonomy Question Cards)
Numeracy task 1 x weekly
Personal project poster presentation once a session

P7

Spelling issued on a Monday for later in the week

Reading at least 2x weekly

(Blooms Taxonomy Question Fans)

Maths/Numeracy sheet Issued Monday for later in the week

Personal Project once a session