

St Andrews Primary School Curriculum Rationale



High Quality Learning, Teaching and Assessment

St Andrews Primary - the four capacities

Successful Learners

- High expectations
- Pupils included in planning and co-constructing the SC
- Parents of learning experiences
- Parental engagement
- Pupil Voice and Leadership
- Learning dispositions
- Technology and AIG support
- Independent learners
- Growth Mindset
- Visible Learning
- AFL
- Feedback linked to L1 & SC
- Learning Leaders, Next Steps and Target Setting

Confident Individuals

- Pupil Voice Groups
- School Concerts, Sharing the Learning Assemblies & Scots Verse
- After School Clubs
- House Captains & Play Leaders
- Working Ward Buddies
- WOW Walls to School
- Disability
- Water Achievements
- Seasons for Growth
- Anti-Bullying
- WELL Curriculum - Emotion Works
- Hot Chocolate
- Talkbox

To enable ALL young people to become

Responsible Citizens

- Our School Values
- The St Andrews Way
- Pupil Voice Groups
- Learning Dispositions
- Dispute
- House Captains
- Play Leaders
- IDL
- Transition
- Links with Local Community
- Rights Respecting School
- Class Charters
- Hot Small
- Classroom Roles

Effective Contributors

- Sharing the Learning Events
- All Show
- School Concerts
- House Captains
- Play Leaders
- STEM activities
- Partnership Working
- Chair
- Enterprise
- Pupil Voice Groups
- Extra Curricular Activities
- Community Competitions
- Speech Day



Learning across the four contexts at St Andrews Primary

Opportunities for personal achievement

- Lunch and After School Clubs & Children's University
- Assembly
- Hot Chocolate
- House Points & Our Learning Boards
- Learning Leaders
- Pupil Voice Groups
- Planning the Learning - Assemblies, Feedback, Pupil Profiles
- Sports Day
- Enterprise
- End of Year Trophies
- Enterprise
- School Christmas concerts & Doric and Scots Verse

Interdisciplinary Learning

- DIW & Developing Skills including cooking and baking
- Cross-Curricular Learning
- Sharing the Learning Assemblies
- 3 year rolling programme including Short and Long Term Projects
- Visible, Play-Based and Outdoor Learning
- STEM
- Charity Events
- Health Week
- World Book Day
- Scottish Week - Doric and Scots Verse
- Local Community Links

Ethos and life of the school as a community

- A positive, caring and nurturing environment
- St Andrews Way, Values and Aims
- The St Andrews Way & The St Andrews Learning Dispositions
- Visible, Play-Based and Outdoor Learning
- Nurturing Approaches including Breakfast Clubs
- Rights Respecting School
- Pupil Voice Groups
- WOW Walls to School initiative
- House Captains and Play Leaders
- Parent Council and ASKA Fundraising Committee
- The community of Fraserburgh and the surrounding villages
- AIG and Targeted Support

Curriculum areas and subjects

St Andrews Primary School Strengths

Play based learning P1 & P2	Nurture Groups & Breakfast club	Links with Community - Assemblies	Positive Working Environment & Ethos
Celebrating Success	After-School Clubs - Staff involvement	Skills Groups - Wider Achievements	Pupils Behaviour - playground resources
Targeted Support	Improvement Focused SLT	Hard Working and Supportive Staff including Stage Partners	Good Variety of Resources
Structured Planning, Progressions and Paperwork - Maths & other areas	Reading Ladders & Maths Mats	Positive Relationships between Pupils and Staff	Opportunities for Leading Learning

Donald MacLeod Campbell Stewart



Our Vision, Values and Aims

Our School Vision

To provide a happy, safe and nurturing environment where everyone feels included, supported and challenged. All learners will have the opportunity to develop skills and knowledge for life to inspire them to be the best they can be.

Our School Values

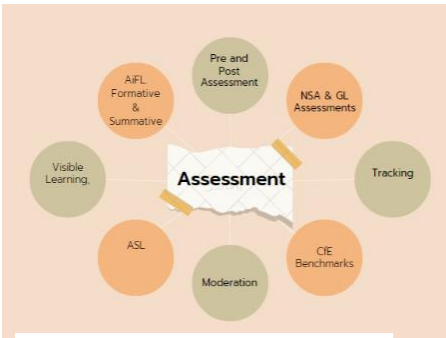
KITE

Kind
Included
Teamwork
Enjoyment

Our School Aims

ASCEND

- Achieve best outcomes for all
- Support Rights Respecting behaviour
- Celebrate Social and Cultural Diversity
- Embrace Pupil Voice
- Nurture the Health and Wellbeing of all
- Develop skills and knowledge for lifelong learning



Play COOL Choosing Our Own Learning



UNCRC Article 31
I have a right to relax and play

Local Community Links

- Local Groups, Organisations and Businesses**
- NESCOL
 - AOG Central Church and other local churches
 - Fraserburgh Junior Arts Society
 - Fraserburgh Community Council
 - Community Garden
 - Neuk
 - Boy's Brigade
 - Fraserburgh Golf Club
 - Dunes Golf Centre
 - 610 Dance
 - KDance
 - Lucie Summers Dance
 - Fraserburgh FC
 - Kessock Park Football

7 Principles

Breadth	Depth	Personalisation & Choice	Relevance	Coherence	Challenge & Enjoyment	Progression
<ul style="list-style-type: none"> Curriculum for Excellence Progressions Learning Contexts Play 	<ul style="list-style-type: none"> Solo Taxonomy Feedback Higher Order Thinking Skills Problem Solving 	<ul style="list-style-type: none"> Play Pupil Choice KWL Grids Pupils Interests Pupil Ownership Learning Context 	<ul style="list-style-type: none"> DIW Local Community Current Initiatives Real Life Contexts L1 & SC Responsive Planning 	<ul style="list-style-type: none"> IDL Cross Curricular Learning Dispositions 	<ul style="list-style-type: none"> Chill Challenges Differentiation Targeted Support Active Learning Play Learning Context 	<ul style="list-style-type: none"> CIE Benchmarks St Andrews Progressions and Frameworks Learning Ladders Next Steps Pupil set Targets

The St Andrews Way

Our Rules

- Be Ready
- Be Respectful
- Be Safe

Our Routines

- Meet & Greet
- Hands Up for Silence
- Fantastic Walking
- Freeze Frame

Our Recognition

- Praise Recognition Boards
- Phone, call/postcards home
- Hot Chocolate Friday
- House Points
- Reprimand in Private (RIP) & Praise in Public (PIP)

Our Values

Kind
Included
Teamwork
Enjoyment

Our Script

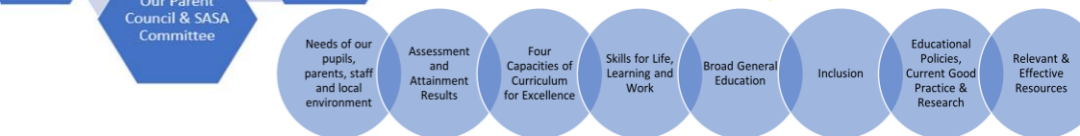
30 Second Script

- I noticed you are...
- It was the rule about...that you broke...
- You have chosen to...
- Do you remember last week when...
- That is who I need to see today...
- Thank you for listening...

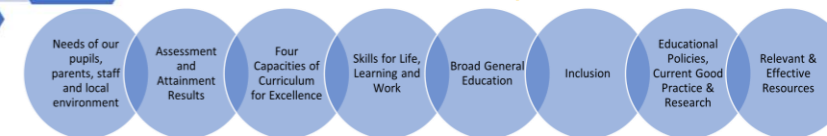
Redirection - numerous 'drive bys' to have taken place before sanctions.

Our Repair

What happened?
What were you thinking and feeling at the time?
Who was affected?
How were they affected?
What needs to happen now?



Curriculum Design & Structure



Improving Health & Wellbeing

THE SIX PRINCIPLES OF NURTURE

- Children's learning is understood developmentally
- The importance of nurture for the development of wellbeing
- All behaviour is communication

MEET THE WELLBEING BUDDIES

- SAFETYELLA**: I'm happy when I feel safe and I know how to stay safe.
- HEALTHY HENRY**: I'm healthy when I eat and drink well and I know how to stay healthy.
- ACHIEVING ANDREW**: I'm happy when I learn and I know how to learn.
- NURTURED NORA**: I'm happy when I feel loved and I know how to be loved.
- BETTER BIANCA**: I'm happy when I work with others and I know how to work with others.
- RESPECTED RUBY**: I'm happy when I respect others and I know how to be respected.
- RESPONSIBLE ROSIE**: I'm happy when I take responsibility and I know how to take responsibility.
- EMPOWERED EMILY**: I'm happy when I know my rights and I know how to use my rights.

emotion works

Putting LEARNING at the heart of EMOTIONAL WELLBEING

Our 8 Learning Dispositions

Cooperative

- We work together.
- I share my ideas.
- I support others.
- I am a good listener.
- I am respectful of others.

Creative

- I use my imagination.
- I think of new ideas.
- I use different strategies to solve problems.

Curious

- I want to learn more.
- I ask questions.
- I explore new things.
- I enjoy discovering.

Embrace Challenge

- I have a positive attitude.
- I have a growth mindset.
- I try my best.
- I believe in myself and aim high.

Resilient

- I am brave.
- I keep trying when things are tough.
- I learn from mistakes.
- I show a positive, growth mindset.
- I am persistent and don't give up.

Independent

- I can do things for myself
- I make my own decisions.
- I use the right strategies for me
- I have my own goals / targets.

Self-Motivated

- I want to get better.
- I take risks.
- I know my next steps.
- I find out what to do next.

Reflective

- I take time to think about my learning.
- I can assess my own and others learning.
- I use feedback to improve.
- I set myself learning targets.