

# Foveran School



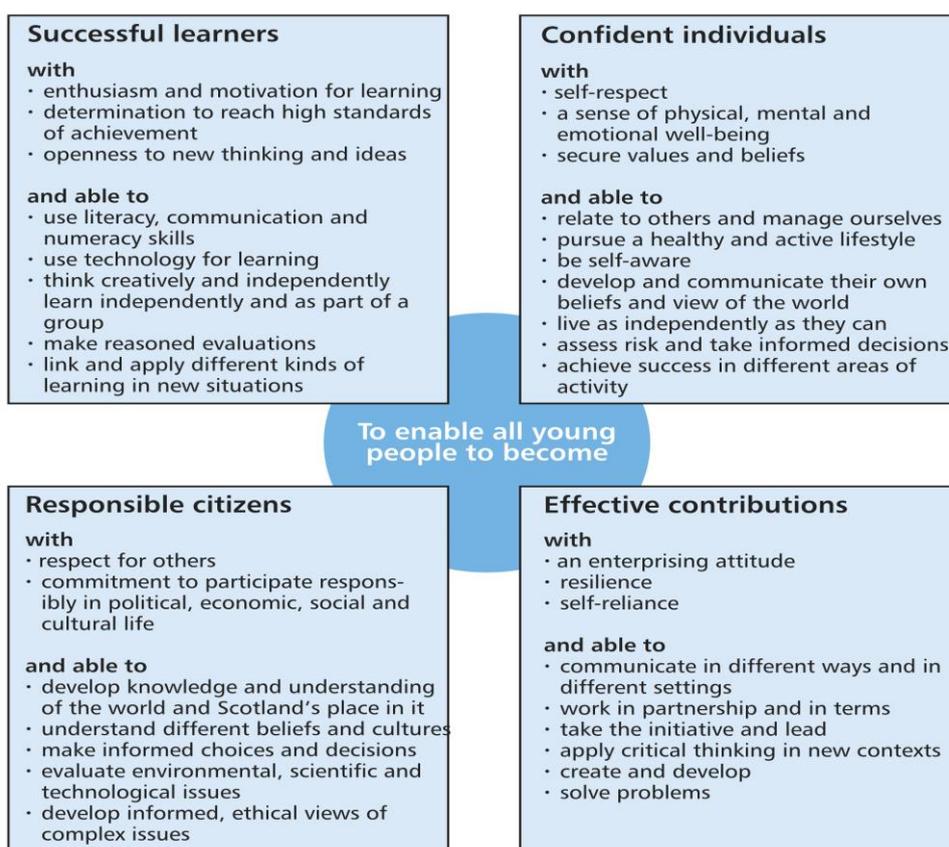
## Curriculum Rationale

## Our Vision

*Foveran School aims to provide an excellent education for our pupils, a safe and nurturing environment and an ethos that celebrates confident individuals, responsible citizens, effective contributors and successful learners.*

**(Published September 2014)**

To achieve this vision it is essential that we develop a structured curriculum which ensures that all children are provided with learning opportunities that recognise and celebrate their uniqueness, develop their full potential, allow them to fulfil their aspirations within and beyond the school gates and prepare them to meet the challenges of the 21st century. The Curriculum for Excellence core values encompass the development of four key attributes;



There are four contexts in which we will base our curricular developments on are as follows;

### **1. The Ethos and life of the school as a community**

Our curriculum will encourage our pupils to contribute to the school community at every stage, where they have opportunities to lead their own learning and being instrumental in bringing about change and improvement. Shared values are communicated and promoted through Assemblies, School Website/Twitter and through Personal and Social Education. A wide variety of

opportunities take place regularly throughout the year to develop School; Pupil Council, Eco-Committee, Healthy Fit-Kidz, JRSOs and Rights Respecting School Award allowing pupils to grow, develop and support the work of the school.

An ethos of **open, positive, supportive relationships** will be sustained promoting a climate of pupils feeling safe and secure. Positive behaviours will be encouraged and praised whilst remaining sensitive and responsive to our pupil's wellbeing.

## **2. Curriculum Areas and Subjects**

At Foveran School all our learners will experience a **Broad General Education** which will include all of the experiences and outcomes from across eight curricular areas, progressing through the levels, as far as this is consistent with their learning needs and prior achievements.



## **3. Inter-disciplinary Learning (IDL)**

IDL is a key feature of Curriculum for Excellence, which enhances the curriculum and is reflected in our contextualised planning. We believe that this approach towards delivering the curriculum brings about rich rewards, allowing for increased and improved collaboration across subject areas and leads to exciting and challenging opportunities for our pupils to **make connections across learning** within the context of Broad General Education. Links are increasingly being incorporated into planned approaches.

## **4. Opportunities for personal achievement**

Our 'Wider Achievement Wall' demonstrates to the Whole School Community the high value we put on our pupils' personal achievements. Our Charity Work involves the whole school and develops the concept of giving. Our Eco Schools' Work, our recently established links with our school, Profa Angelina Lia Rolfsen in Araraquara, Brazil and partnerships with groups such as The Rotary Club, Subsea Engineering and Technology Services, Aberdeen Opera Company and Robert Gordon's University promote social responsibility. The wide and varied programme of extra curricular activities and clubs offer tremendous opportunities for all our pupils.

Foveran School provides our pupils with the regular opportunities to **learn, how to learn**. Personal Learning Plans allow our pupils to select targets appropriate to their age and stage with activities organised by themselves to achieve their stated goals.

Foveran School also has a Life Skills Award giving pupils the opportunity to experience and achieve practical skills useful for developing independence and self-esteem.



### Design Principles

Curriculum for Excellence identifies seven **principles** for curriculum design that are considered and used to evaluate the effectiveness of our planned learner experiences, programmes, resources and quality of curricular policy.

### Learning and Teaching

The success of our curriculum is through the delivery of high-quality learning and teaching. This is at the heart of our work and the use of a variety of teaching methodologies is an essential feature of our curriculum. A wide range of **teaching strategies** is implemented by all staff, where approaches to learning and assessment are varied and pupil-centred. Assessment for Learning techniques, direct teaching, self and peer assessment, individual and group work, text-based work and practical work, the use of IT to support learning, outdoor learning, global citizenship, educational visits and visiting speakers are examples of approaches and methodologies designed to actively engage our pupils in their learning.

There is a focus to continually support the professional development of our staff in the field of learning and teaching which involves colleagues sharing practice, within both the school and the Cluster which has led to further reflection of practice, incorporating new ways of engaging and supporting our learners. The school's programme of 'Paired Learning' further promotes high standards and collaboration. Formal and informal observation, survey results, attainment analysis and feedback are considered to promote improvement. Resources are revised and enhanced as funding allows.

### Transitions

At Foveran School we ensure that when moving on from P1 to P2 through to P7, and when moving through Curriculum for Excellence levels, class teachers **share information/reflect** about each child with their next teacher/stage of education. This will be, for example, information about learning and achievements, examples of their work, records of their progress and skills development and other relevant information.