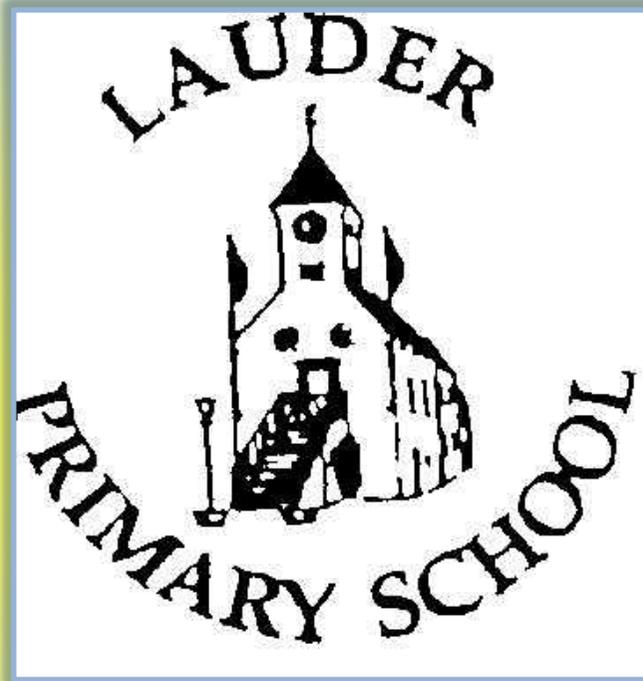


CURRICULUM RATIONALE 2017

(in consultation with Staff, Parents and Learners)

‘Promoting a culture of excellence that supports and challenges every child to achieve their potential.’



Ambition **Respect** **Responsibility** **Compassion**

Introduction

The curriculum is everything that is planned for pupils throughout their education, not just in classrooms. This rationale for our curriculum means that everyone involved with Lauder Primary School knows what it is we want for our children and how we intend to achieve this.

The organiser of the curriculum – The Four contexts

Ethos and life of the school - The starting point for learning is a positive ethos and climate of respect and trust based upon shared values across the school community.

Curriculum areas and subjects - The curriculum areas are the organisers for ensuring that learning takes place across a broad range of contexts. The experiences and outcomes describe the expectations for learning and sum up the national aspirations for all pupils.

Interdisciplinary learning – IDL is based upon experiences and outcomes drawn from different curriculum areas to make the curriculum more coherent and meaningful for the learner.

Opportunities for personal achievement - Personal achievement provides children and young people with a sense of satisfaction and helps to build motivation, resilience and confidence.

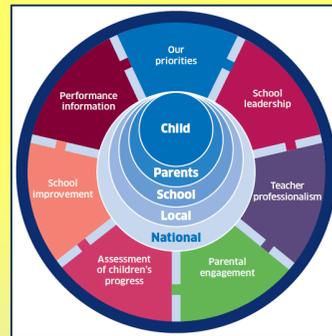
WELLBEING INDICATORS



CONFIDENT INDIVIDUALS



NATIONAL IMPROVEMENT FRAMEWORK



EFFECTIVE CONTRIBUTORS



RESPONSIBLE CITIZENS



SELF EVALUATION



SUCCESSFUL LEARNERS



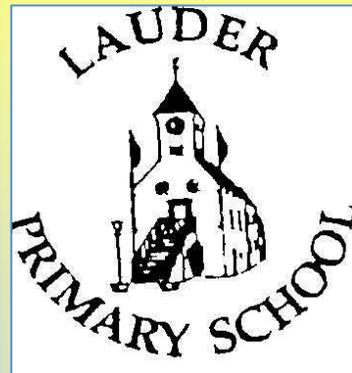
What makes Lauder Primary School Unique?

- ✚ We have a modern purpose built town school in a beautiful country parkland setting, which serves a community steeped in history and tradition.
- ✚ We have beautiful outdoor spaces, including woodland settings, which allow staff and pupils to explore purposeful learning.
- ✚ We have an open, warm and welcoming ethos which creates positive relationships.
- ✚ We have caring and committed staff who know the children well, know the school community and have close relationships with families.
- ✚ We have approachable, friendly staff that have high expectations for all pupils.
- ✚ We have supportive children who are caring and considerate to others.
- ✚ We have a large number of dedicated volunteers who support a range of pupils with a variety of activities.
- ✚ We have opportunities for all pupils to perform to a wider audience within each school year to promote confidence.
- ✚ We have learners that know their views matter and are taken into account.
- ✚ We have a proactive parent body who support the school and enable pupils to access a wide range of experiences.
- ✚ We have a strong community feel with well-defined involvement

What is it we want for pupils at Lauder Primary School?

We aim to work in partnerships to create an inclusive environment where:

- ✚ Everyone is listened to, respected and valued as an individual.
- ✚ Children are safe, nurtured and encouraged to build their resilience.



- ✚ Children develop skills and knowledge through challenging and motivating learning experiences.
- ✚ We nurture potential, celebrate success and encourage diversity.



Our Principles for Curriculum Design

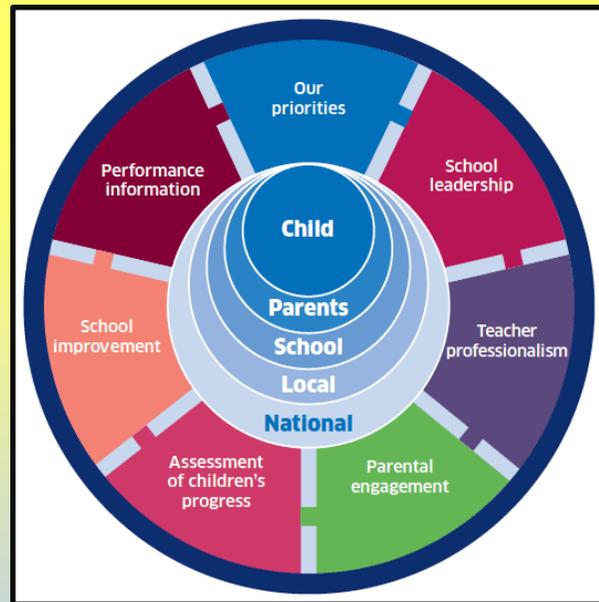
- **Challenge and Enjoyment** across the curriculum supports and encourages high aspirations and ambition for all learners.
- **Breadth** of experience is achieved through a variety of well-planned and stimulating contexts for learning.
- **Progression** of learning is built on prior knowledge and achievements, whereby pupils advance at a rate which meets their individual needs.
- **Depth** of learning is achieved through the application of skills, knowledge and understanding.
- **Personalisation and Choice** is evident through planned experiences and supports the individual needs, interests and promotes personal choice.
- **Coherence** makes relevant links between different aspects of learning which pull together the 4 contexts for learning.
- **Relevance** gives pupils purpose and value to their learning, enabling them to relate these skills for life and work.

What are the main drivers for our curriculum?

Current National Improvement Priorities:

- Improvement of attainment with particular emphasis on literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged pupils
- Improvement in pupils health and wellbeing
- Improvement in employability skills

National Key Drivers:



School Priorities:

- To raise attainment for all our learners particularly in literacy and numeracy.
- To ensure continuous progression of learning 3-18
- To provide equity of opportunity to close the attainment gap.
- To track and monitor all pupils to ensure appropriate interventions are in place.
- To engage with our families by working in partnership, to best support learning.
- To promote the emotional wellbeing of all our children so they can attain and achieve their potential.
- To ensure our vision and values underpin our everyday life and learning.
- To promote a school ethos which reflects children's rights and responsibilities.
- To equip our pupils with the necessary skills for lifelong learning and employability.