**Curriculum Rationale**

**Vision**

At Redmyre School we aspire to work in partnership with parents, carers and the wider school community to provide a nurturing and secure learning environment where our children are ambitious about what they can achieve and where each and every child is supported to realise their full potential.

**Values**

We worked as a whole school community to ascertain which values were considered to be the most important to develop in our children to prepare them for life in the 21st century. The following were considered to be the most important by our parents, children and staff and we will work to ensure that they permeate and underpin the life and work of the school.

* Respect
* Enthusiasm
* Ambition
* Confidence
* Honesty

The Pupil Council realised that the first letter of each spells out REACH and decided on the school motto REACH for the Stars.

**Aims**

At Redmyre we aim to ensure that:

* **A**chievement, both in school and out of school, is recognised and celebrated.
* **C**urricular Studies fulfil the criteria and entitlements of A Curriculum for Excellence laid down by the Scottish Government and Aberdeenshire Council.
* **H**ealth and Wellbeing is actively promoted. This includes physical, social, spiritual and emotional Health and Wellbeing.
* **I**nvolving Parents, Carers and the Wider School Community as partners in learning is encouraged and welcomed.
* **E**veryone is included and valued equally within the school.
* **V**ariety in the learning experience is offered to create a stimulating learning environment.
* **E**valuations are rigorously applied by staff and pupils to inform the next steps in learning and teaching.
* **M**utual trust, respect and tolerance, forms the ethos of the school.
* **E**ncouragement and appropriate support are given to pupils to ensure that they achieve their full potential
* **N**umeracy, Literacy and Health and Wellbeing form the core elements of our curriculum.
* **T**eaching and Learning are to the highest standard to ensure that our pupils become successful learners and confident individuals who develop as responsible citizens making an effective contribution to society.

At Redmyre we understand that all learners are entitled to a coherent, broad general education which enables children to develop The Four Capacities of Curriculum for Excellence. The curriculum should enable children to become:

* Successful Learners
* Confident Individuals
* Effective Contributors
* Responsible Citizens

The Curriculum is the totality of all children’s experiences and is made up of activities across the four contexts of Curriculum for Excellence. These four contexts comprise Ethos, Curricular Areas, Personal Achievement and Interdisciplinary Learning (IDL)

**Curricular Areas**

There are eight curriculum areas, all of which are delivered through a blend of discrete subject learning, cross curricular themes or topics and through interdisciplinary opportunities. There is a clear **progression** across the experiences and outcomes and most children will move from Early Level at P1 through First Level and into Second Level by P7. Some children may begin progressing through the Third Level experiences and outcomes during their time at primary school. At Redmyre we track children’s progress across the experiences and outcomes to ensure a **breadth** of learning is taking place whilst cross curricular themes lend **coherence**, allowing children to make links between the different subject areas. Wherever possible learning experiences are made **relevant** for children by delivering them through real life contexts.

**Personal Achievement**

At Redmyre we recognise and celebrate personal achievements from school or out with school in a number of ways. Children are invited to share talents and achievements during weekly assemblies. These successes are then displayed on our ‘Wow Wall’ and shared with parents and carers through our monthly newsletters. Children’s achievements are tracked by having them complete a page from their ‘I am an Achiever’ booklet with a member of staff or a parent to identify the skills, attributes and capabilities that were developed in that particular achievement. Alongside this we also have a Skills For Learning, Skills for Work, Skills for Life programme which aims to further develop key skills in Literacy, Numeracy and Health and Wellbeing and help children identify how these skills are relevant to the world outside of school. Through Personal Profiles children can share with parents and carers their intended learning for the term and then reflect on their progress and identify next steps in their learning at the end of the term.

**Ethos**

A positive ethos permeates Redmyre School and this lays the foundations for excellent learning and teaching. Our curriculum offers a broad range of learning experiences, taking in to account the needs and interests of our pupils. Children from all stages contribute to the life and work of the school through our pupil groups. Our pupil groups are the ECO Group, The Pupil Council, The Gardening Club, JRSO and The Book Group. These groups are instrumental in bringing about changes and improvements within our school and in organising charity events and fundraisers. Children from our senior class also support the life of the school by acting as Playground Buddies and Reading Buddies to children in our infant class.

**Interdisciplinary Learning**

At Redmyre we take advantage of those naturally occurring ‘big questions’ which children will often ask to engage in Interdisciplinary learning. Interdisciplinary Learning adds **depth** and **challenge** **and enjoyment** to children’s learning by allowing them to apply the skills and knowledge they have learned in a child led and stimulating context. IDL, which is planned with the children, takes account of children’s needs and interests adding **personalisation and choice** to our curriculum. At Redmyre we aim for all children to be involved in an Interdisciplinary Study at least once a term.

 **Learning and Teaching**

High quality learning and teaching is at the heart of what we do at Redmyre. We are aware of the need to cater for a wide range of abilities in each class and stage and also to allow for differing learning styles such as visual, auditory and kinaesthetic. To this end we adopt a variety of pedagogical approaches to ensure our curriculum is interesting, engaging and child centred. For instance children are involved in individual tasks, group tasks, practical tasks, games based activities or activities which make use of ICT. We also engage in outdoor learning, educational visits where appropriate and take opportunities to have visiting speakers in our school to further excite and enthuse our learners. At every opportunity we encourage all children to accept a certain amount of responsibility for their own learning as this is an important life skill. All children are expected to achieve their very best, set high yet realistic targets for themselves and they are supported to work at a level that challenges them.

 **Assessment**

Assessment is an important part of the learning and teaching process. At Redmyre we use both summative and formative assessment to identify what stage a child is at in their learning and, in reflective dialogue with the child, what their next steps in learning should be. Formative assessment is ongoing and informal and assesses those small steps which children take in their learning every day. Sources of formative assessment evidence may include observations of children carrying out a practical task, a piece of written work, information gathered from quality questioning or a piece of artwork. We encourage children to self or peer assess their work as a way of having children engage in reflective discussion about whether the intended learning has been achieved, what their strengths are and how these can be improved.

Summative assessment is a more formal approach which might be carried out at the end of a block of work or which might be carried out to ascertain where a child is within a Curriculum Area level. In addition, all Aberdeenshire Schools have adopted a system of standardised assessments which are used to inform learning and teaching. This involves all children in P1, P3, P5 and P7 participating in a short series of computer based assessments which focus on the core curriculum areas of numeracy and literacy as well as aspects relating to thinking skills.

Our curriculum is very much designed to develop the whole child and to equip them with the skills, knowledge and attributes which they will need to adapt and thrive in the 21st century.