



Newburgh Mathers School Curriculum Rationale

A BROAD GENERAL EDUCATION

Our curriculum has been developed to ensure all children receive a Broad General Education underpinned by the four contexts and the 7 Principles for Curriculum Design.

Four Contexts

The Curriculum
Personal Achievement
Ethos and Culture of School
Interdisciplinary Learning

Design Principles

Challenge and enjoyment
Breadth
Depth
Personalisation
Coherence
Relevance

OUR RESPONSIBILITIES

All involved in the BGE of the learners will aim to engage in purposeful planning and self-evaluation that focuses on ensuring positive outcomes for learners.

We aim to ensure the needs of all members of the school community are met (GIRFEC).

Strong leadership at all levels is encouraged.

LEARNING AND TEACHING

We aim to ensure we provide learning experiences that are progressive, relevant and take into account all involved in the school community (staff, parents, learners and partners).

Learners experience enjoyment and challenge through a range of cultural, vocational, environmental, creative and enterprising experiences that are relevant to them.

Learners have the opportunity to demonstrate their learning in a range of ways (make, say, write and do) Learners at Newburgh Mathers School are making more use of digital technology to enhance their learning.

Staff engage in ongoing moderation and professional development.

PROGRAMMES AND COURSES

Informed by the Experiences and Outcomes and underpinned by the design principles, our programmes and courses aim to meet the needs of all learners and to develop their skills for learning, life and work.

We aim to ensure our programmes and courses are relevant and appropriate to age and stage and ensure a clear progression of knowledge and skills. Our new curriculum plans allows us to ensure effective progression through a variety of programmes.

NEWBUGH MATHERS – A SCHOOL IN ITS COASTAL COMMUNITY

At Newburgh Mathers School, with the involvement of the whole school community, we enable our learners to know, to do, to be and to live together.

As a community, we aim to ensure

- The participation of all children in planning for their learning
- Respect for each other
- Diversity is celebrated
- The development of resilience and determination
- High expectations and achievement for all
- Leadership for learning at all levels

The whole school community values Rights, Respect and Responsibility, or simply, Be Clever, Behave, Be Healthy.

OUR NEXT STEPS

Regular and purposeful self-evaluation to ensure that strengths and areas for improvement are evidenced and followed through.

Continued development of curricular progressions to ensure ongoing and relevant learning experiences for all learners.

Involvement of all in the school community in the evaluation and future of development of the Curriculum Rationale.

THE DEVELOPMENT OF OUR CURRICULUM

The development of the curriculum is an evolving process that considers the views of all involved in the school community (staff, parents, pupils and partners) and is based on the Four Capacities of the Curriculum for Excellence, the Experiences and Outcomes and which takes into consideration the Aberdeenshire Entitlements and local and global contexts.

THE FOUR CAPACITIES

Confident Individuals
Successful Learners
Responsible Citizens
Effective Contributors

ABERDEENSHIRE ENTITLEMENTS

A coherent learning experience
Experiences in health and well-being
Cultural experiences
Environmental experiences
Vocational experiences
Creative and enterprising experiences

TRANSITIONS

We aim to ensure continuity and progression through having clear communication and procedures in place that ensure smooth transition from:

Pre-school to Primary One
Primary 7 to Secondary One
Class to Class

ASSESSMENT, ATTAINMENT AND ACHIEVEMENT

A range of approaches are used to track learner achievement and progression across the BGE. We have a clear system for planning and recording assessment that allows staff to be confident about learners' next steps.

Opportunities are available for learners to apply their skills in new and unfamiliar contexts to ensure skills become secure and transferable.

The progress, attainment and personal achievement of learners is recorded both formally through assessment as well as the celebration of all the children's achievements.