



Newburgh Mathers School

Curriculum Policy

Newburgh Mathers School – A School in its Coastal Community

September 2016

CONTENTS

Section	Page
1. Background and Rationale	3
2. School Aims	4
3. Policy Aims and Links to the National Improvement Framework	5
• School Aim Links	
• National Improvement Framework Links	
4. Implementation Strategy	5-7
• Entitlements	
• Quality Improvement	
• Our Curriculum	
• The rationale and design	
• The development	
• Programmes and courses	
• Transitions	
5. Policy Consultation Process	8
6. Staff Development and Resources	8
7. Policy Evaluation and Review	8
8. Appendices	8
1. BGE and Senior Phase Curriculum Stages	
2. Parent/Carer Curriculum Structure Booklet	
3. Primary to Secondary Supported Transition Programme	

1. Background and Rationale

Aberdeenshire's Education and Children's Service and, in particular, staff across the Ellon Cluster Schools, are well placed to meet the challenges and opportunities presented by both the *Curriculum for Excellence* as well as Pre Birth to 3 guidance. Positive feedback on the curriculum across our cluster and a high level of teacher commitment ensures that we are developing a continuous 2 year old provision which leads into a 3-18 curricular experience for children and young people in our community. These experiences take full account of the four capacities and our unique local circumstances.

The work of our Cluster Transition Group and primary and secondary colleagues organised through shared collegiate arrangements combined with a range of parental engagement activities ensures we continue with a robust and successful cluster-wide implementation of Pre-birth to 3 and the *Curriculum for Excellence*. Effective planning, consultation and communication, including adequate resources and targeted professional development, are vital to ensure the continued delivery of high quality teaching and learning experiences. By combining targeted resourcing, effective consultation, wide-ranging communication and professional development, we ensure our children receive a high quality, continuous educational experience which meets: the four CfE capacities, reflects both our local needs and unique educational setting in the North-East of Scotland and the Scottish Government's emerging *National Improvement Framework* key priorities and national outcomes.

The development of the staged model in this document draws upon numerous sources including: Education Scotland, the *Building the Curriculum* series of documents, the emerging *National Improvement Framework*, information gleaned from Aberdeenshire and national discussions, feedback from Parent Councils, dialogue within our primary schools and transition groups as well as ongoing discussion at Primary Head Teachers Council and the Association of Secondary Headteachers of Aberdeenshire.

The fundamental principle that our children's learning develops from the earliest stage and within a 3-18 coherent curriculum framework will ensure that we deliver a planned experience for every child and young person at Newburgh Mathers School. This is particularly important at transition times: at the transfer from early years' provision into primary and from primary into secondary school. The focus for our children will develop as they progress through their learning in the Broad General Education.

Our provision for 2s and our 3-18 curriculum is delivered through play and as the children progress, a range of subject and interdisciplinary experiences, with the emphasis being on; closing the attainment gap between our most and least able pupils, raising attainment for all, the importance of literacy, numeracy and health and wellbeing as a strategy to improve pupils' future life chances and a continued focus on skills for learning, life and work.

This links to our developing work as a Rights Respecting School.

2. School Aims

As a community, we aim to ensure

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

We aim to provide quality learning and teaching experiences for all our pupils, based on their unique aptitudes, needs and abilities, delivered by a professional and highly dedicated staff in consultation with them while we develop their learning. By constantly reviewing and evaluating our curriculum, we aim to ensure that the needs of all learners are addressed. We see each individual as unique and make every effort to make them aware of the school's responsibilities to them and also their responsibilities to the school, fellow pupils and the local community. We have very high expectations for the learning that takes place in every classroom, and for each pupil's contribution to this. We use the National Assessment Resource flowchart to ensure we encapsulate all aspects of good teaching practice which involves all pupils. Good classroom relationships are crucial to developing a positive school ethos, firmly built on positive relationships between all partners.

Respect for each other

Promoting Education at Newburgh Mathers School is firmly founded on a partnership that aims to teach pupils respect for themselves and others. It also aims to make pupils aware of their rights and responsibilities both within the school community and as part of society generally, thus developing effective skills of citizenship and an awareness of the need to care for and value our environment.

Diversity is celebrated

Newburgh Mathers School is a fully inclusive school. We aim to help every individual pupil to benefit from their time with us. We take pride in the support we continue to provide for pupils of all abilities and needs, within a framework of equal opportunities. We aim to be a caring community, providing the highest possible levels of support for all pupils. All members of the school community are valued and respected and we ensure that we provide a curriculum that provides opportunities for learning about diversity.

The development of resilience and determination

Newburgh Mathers School aims to create a learning environment that enables pupils to develop creativity, ambition, enterprise, and the skills and attitudes required for success in life. We support our children to be determined in achieving the targets they have set for themselves and to be able to recognise how to deal with difficulties when they arise. We promote resilience across the whole school and all our staff encourage the children to look towards solving problems with each other. We use a variety of strategies to respond to the children and support them to make decisions for themselves. We give them these opportunities so they can develop skills for learning, life and work.

High expectations and achievement for all

We have the highest expectations for every single young person who enters Newburgh Mathers Early Learning and Childcare setting and the Primary School. All our pupils are given every encouragement to aim for the highest possible levels of achievement in educational attainment and life skills. We have a particular focus on recognising achievement outside of school. We encourage children to set targets for themselves to personalise their learning thus supporting ownership over their learning. We involve children in decision-making at individual level, at school level through working groups and we also ensure that we include children in conversations that we have about them.

Leadership of Learning at all levels

We encourage children to take the lead in all aspects of their learning. As HGIOS? 4 states: *We provide a wide range of opportunities and support to ensure children and young people can take responsibility for their own learning, successes and achievements. Our learners are developing the necessary resilience and confidence to enable them to make decisions about their own learning and to lead others' learning. They demonstrate this in a range of learning contexts within the school and community.*

3. Policy Aims and Links to the National Improvement Framework

Given the broad impact of this policy, it is unsurprising that this policy specifically relates to all five of the School Aims in the previous section and is closely linked to the four key priorities listed in the Scottish Government's *National Improvement Framework* (2016). Therefore this policy aims to aid all involved in the lives of our children and young people to work together and promote excellence and equity by:

School Aims (SA - see above) and how they link to the National Improvement Framework:

- Improvement in attainment, particularly in literacy and numeracy (SA: 1, 5, 6)
- Closing attainment gap between the most and least disadvantaged children (SA: 1, 2, 3, 4, 5, 6)
- Improvement in children and young people's health and wellbeing (SA: 2, 3, 4)
- Improvement in skills for learning, life and work. (SA 1, 2, 3, 4, 5, 6)

4. Implementation Strategies

Entitlements

In delivering our *Curriculum for Excellence*, each Ellon school community will be entitled to a curriculum which

- is based upon the school's shared values and aims
- is focussed on high quality teaching and learning experiences
- provides the flexibility for staff to innovate and develop skills for learning, life and work through best use of their local circumstances
- is supported by high quality resources and professional development activities
- is developed through the use of emerging technologies
- is planned, delivered and evaluated through established quality assurance processes, including the use of national HMIE benchmarking standards.

In delivering our *Curriculum for Excellence*, each child and young person will be entitled to a coherent 3-18 curriculum which...

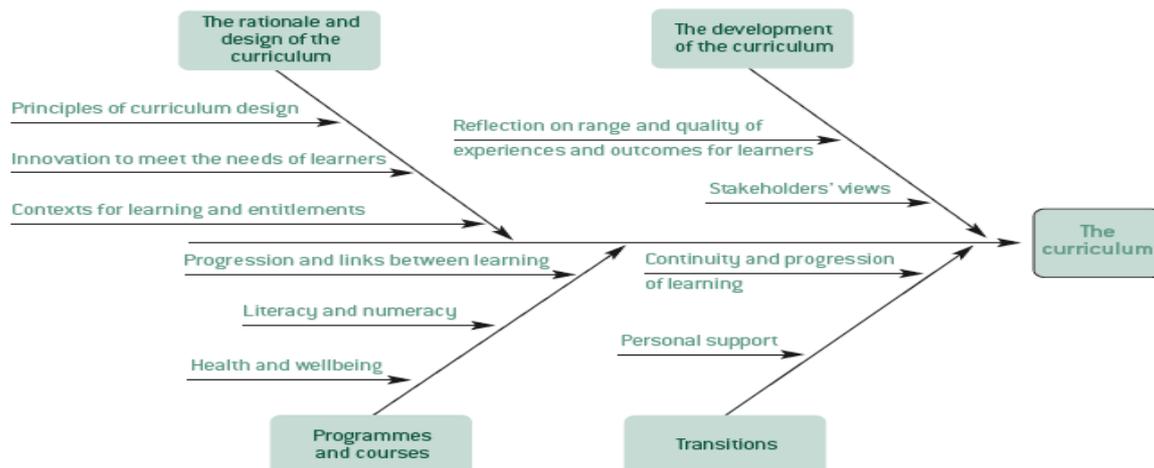
- is jointly planned and delivered by primary and secondary colleagues, partnership organisations and volunteer groups
- reflects our local community and the unique Aberdeenshire setting
- encompasses the full range of national Outcomes and Experiences and has a particular focus on improving literacy, numeracy and health and wellbeing for all learners
- during a learner's time in school, includes the opportunities for; outdoor learning, the study of multiple modern foreign languages, leadership responsibilities, work placement(s), a range of residential, sporting and cultural activities, further education learning, charity and volunteer activities
- is challenging and places high achievement and attainment at the very centre of every learner's experience
- is broad and balanced and focuses on skills for learning, life and work
- incorporates a balance of inter-disciplinary and subject specific learning that provides opportunities for personalisation and choice as children and young people progress the complexity of their learning through the Broad General Education into the Senior Phase
- delivers high quality learning experiences for all through the use of emerging technologies
- delivers a high quality transition programme particularly, but not exclusively, at key stages.

Quality Improvement

Ensuring a high quality educational experience for learners, teachers, support staff and partner organisations is an important and integral part of our planning, delivery and review cycle at cluster, school and, most importantly, classroom levels. Through effective planning, we continue to develop a curriculum that promotes high quality, outcome focussed learning that;

- facilitates learning strategies promoted through our *Cluster Learning and Teaching Policy*
- promotes effective inter-disciplinary experiences (particularly during the Broad General Education stage of a pupil's education)
- reduces unnecessary curricular overlap
- develops opportunities for transferrable skills
- promotes high order thinking skills
- focuses on improving attainment and achievement (particularly in literacy, numeracy and health and wellbeing) and narrowing the overall attainment gap between our most and least able children and young people

To aid this process, the following structure has been designed using the series of HMIE documents, *How Good is Our School*. Exemplification follows on how Newburgh Mathers School uses these documents to plan and deliver high quality learning experiences (outcomes).



Our Curriculum

The Rationale and Design of the Curriculum

Our curriculum is based upon a coherent and agreed rationale with shared values. It is designed to incorporate our unique local circumstances and promote; challenge, enjoyment, breadth, depth, progression, relevance, coherence, personalisation and choice to meet the learning needs of all our children and young people as they progress through their pre-school and school education.

Our curriculum takes into account *Building the Curriculum* materials, the National Improvement Framework and the HMIE Quality Improvement framework How Good Is Our School 4. Through professional dialogue and engagement, primary and secondary staff work together to plan coherent and progressive learning programmes that place high attainment and achievement at the very centre of every child and young person's experience. The agreed 3-18 curriculum ensures our pupils have every opportunity to become successful learners, confident individuals, responsible citizens and effective contributors. In particular, our curriculum delivers richer, deeper and effective learning experiences at all stages, particularly during the important transitions from; nursery to primary, primary to secondary and secondary to Further Education, Higher Education and the world of work.

The Development of the Curriculum

Our curriculum is planned and systematically revisited to ensure regular improvement as national priorities emerge. Primary and secondary staff are involved at all levels of development through; termly Head Teacher and cluster transition meetings, meetings between promoted staff within both secondary and primary schools, liaison with community and Third Sector partners, business contacts, professional support groups (PSG's) and, most crucially, discussions about learning with class teachers and pupils. Regular professional development activities as part of shared collegiate planning programme ensures the close liaison and delivery of a coherent 3-18 curriculum. Our joint primary and secondary *Cluster Learning and Teaching Policy* provides rigour and direction to support classroom learning and improve attainment.

To aid the shared delivery of our 3-18 curriculum, transition staff are deployed, as appropriate, to support inter-primary liaison and primary-secondary learning. Opportunities for regular feedback from staff, pupils, parents and our community on the range of Experiences and Outcomes delivered are inbuilt to our working practices. Stakeholders are consulted on curricular developments as we continue to evolve our programmes and courses over time.

Programmes and Courses – Links to Effective Learning and Teaching

Our programmes and courses are closely linked to meeting all children's needs, regardless of their abilities or interests. The programmes are used to support the teacher's planning for enriching learning experiences which take into account the unique setting within which the school sits. All primary cluster

schools use Aberdeenshire frameworks and benchmarks, as well as the Education Scotland benchmarks to ensure the curriculum taught is progressive and allows for different pathways for the unique children in our care. Moderation within Newburgh Mathers School and with Cluster primaries allows teaching staff to develop their professional understanding of an appropriate standard for our children that meets the expectations of the children, their families and national expectations.

Transitions

We continue to ensure that all our children and young people are involved in the effective transition programmes at each stage of their education. We plan transition through open dialogue and communication with colleagues, pupils and parents/carers to ensure the most effective support for learning takes place within and between stages. This is particularly important for, but not unique to, the transition from; home to pre-school, nursery to primary, primary to secondary, Broad General Education to Senior Phase and from secondary to further or higher education and the world of work.

5. Policy Consultation Process

This Policy has been subject to consultation with sample groups of relevant stakeholders including; primary and secondary staff, the Learning for Excellence Committee at the academy in its original form, pupils, parents/carers and the Parent Council.

6. Staff Development and Resources

Professional development and resource requirements are identified and linked through the Improvement Planning and PDRS systems. Identified teacher, faculty and whole-school needs are resourced through annual core and enhanced budget allocations.

7. Policy Evaluation and Review

This Policy will be reviewed as required and formally as part of the Newburgh Mathers School policy review cycle outlined in the Whole School Improvement Plan as well as agreed cluster policy reviews. This Policy will be updated annually (as appropriate) and formally reviewed during session 2018-2019.

8. Appendices

1. BGE and Senior Phase Curriculum Stages. Please note:
 - Core areas of study are 'yellow' coloured.

Primary Learning Structure (Broad General Education)

Ellon Curriculum for Excellence Cluster – A coherent 3-18 Curriculum							
ELLON PRIMARIES 6/7 LEARNING STRUCTURE (Links to P1-P5 and S1-S2)							
CfE Areas	Health & Wellbeing	Mathematics & Numeracy	Languages and Literacy	RMPS & Social Studies	Expressive Arts	Sciences	Technologies
Discrete and Inter-Disciplinary Learning	Health & Wellbeing (including Physical Education) ↔ Mathematics & Numeracy ↔ Languages & Literacy (including Foreign Languages) ↔ R.M.E ↔ Social Studies ↔ Expressive Arts ↔ Sciences ↔ Technologies (including ICT across the curriculum)						
	← Creative & Enterprise, Environmental, Cultural, Health & Well Being, Vocational Experiences →						
	← Literacy – Numeracy – Health & Well Being →						

Secondary S1-S2 Learning Structure (Broad General Education)

Ellon Curriculum for Excellence Cluster – S1/S2 Learning Structure (Links to P6-P7 and S3)

CfE Areas	Option Column	Health & Wellbeing	Sciences	Technologies	RMPS & Social Studies	Expressive Arts	Mathematics & Numeracy	Languages & Literacy			
Professional Judgement using Outcomes & Experiences to demonstrate coverage, progression & achievement	School, cluster and community staff	Guidance	ELLON ACADEMY FACULTIES								
			Health & Wellbeing 'Faculty'	Science Faculty	Technology Faculty BEIT Faculty	Humanities Faculty	Creative Arts Faculty	Mathematics Faculty	English Faculty	Modern Languages Faculty	
			ELLON ACADEMY DEPARTMENTS								
			Physical Education Home Economics	Biology Chemistry Physics	Business Education Technical	History Geography Modern Studies RMPS	Art & Design Drama Music	Mathematics	English	Modern Languages	
S1-S2 Broad General Education	S1	Enrichment	Core PSE	Health & Well Being Experience PE 3 X 50m	Science Experience	Technology and Enterprise Experience	Humanities Experience	Expressive Arts Experience	Mathematics	English 4 X 50m	Modern Languages 4 X 50m
			3 X 50m	3 X 50m	3 X 50m	3 X 50m	4 X 50m	4 X 50m	4 X 50m	8 X 50m	
CfE Level 3/4 Outcomes and Exp.	S2	Enrichment	Core PSE	Health & Well Being Experience PE 2 X 50m HE 2 X 50m	Science Experience	Technology and Enterprise Experience	Humanities Experience	Expressive Arts Experience	Mathematics	English 4 X 50m	Modern Languages 3 X 50m
			Interdisciplinary Project (1 period per week x 6-8 weeks X 5/6 curriculum areas)								
32 Periods per week + 10 minutes registration	2 X 50m		1X50	4 X 50m	4 X 50m	3 X 50m	4 X 50m	3 X 50m	4 X 50m	7 X 50m	
	SUBJECT CHOICE within Curricular Areas AT END OF S2 (March)										
<p style="text-align: center;">← BtC – Responsibility of All: Literacy – Numeracy – Health & Well Being -Entitlements →</p> <p style="text-align: center;">Personal, Social and Learning Development (Mentoring/Target Setting/Personal Achievement/Ethos/Values/World of Work); Technology through learning</p>											

Secondary S3 Learning Structure (Broad General Education)

Ellon Curriculum for Excellence Cluster – S3 Learning Structure (Links to S1-S2 and S4-S6)

CfE Areas	Personal Support	Health & Wellbeing	Sciences	Technologies	RMPS & Social Studies	Expressive Arts	Mathematics & Numeracy	Languages & Literacy					
Professional Judgement using Outcomes & Experiences to demonstrate coverage, progression and achievement based upon SCQF levels 2-5 S3 CfE Level 4/3 outcomes & Exp. 32 Periods per week + 10 minutes reg.	ELLON ACADEMY FACULTIES												
	Guidance Faculty	Health & Wellbeing Faculty	Science Faculty	Technology Faculty BEIT Faculty	Humanities Faculty	Creative Arts Faculty	Mathematics Faculty	English Faculty	Modern Languages Faculty				
	ELLON ACADEMY DEPARTMENTS												
	S3 Register Teachers (Tutor)	Guidance	Physical Education Home Economics	Biology Chemistry Physics	Computing Technical Business Education	History Geography Modern Studies RMPS	Art & Design Drama Music	Mathematics	English	Modern Langs			
S3	Core Personal Support	Core PSE	Core PE	Option Choices	Option Choices	Option Choices	Core RMPS	Option Choices	Option Choices	Core Mathematics	Core English	Core Modern Languages (Fre/Ger)	
	1 X 50m	1 X 50m	3 X 50m	3 X 50m	3 X 50m	3 X 50m	1 X 50m	3 X 50m	3 X 50m	4 X 50m	4 X 50m	3 X 50m	
SUBJECT 'UPDATE' AT END OF S3													
<p style="margin: 0;">←----- BtC – Responsibility of All: Literacy – Numeracy – Health & Wellbeing- Entitlements -----→</p> <p style="margin: 0;">Personal, Social and Learning Development (Mentoring/Target Setting/Personal Achievement/Ethos/Values/World of Work)</p> <p style="margin: 0;">Technology through learning</p>													

Secondary S4-S5-S6 Learning Structure (Senior Phase)

32 Periods	Ellon Curriculum for Excellence – S4/S5/S6 Learning Structure (Link to S3 and Further and Higher Education and World of Work)										
Senior Phase	ELLON ACADEMY FACULTIES / ALL CfE AREAS										
S4	PSE (1)	RE (1)	Choice 1 (4) National 3/4/5	Choice 2 (4) National 3/4/5	Choice 3 (4) National 3/4/5	Choice 4 (4) National 3/4/5	Core Modern Language (4) National 3/4/5	PE (1)	Core English (4) National 3/4/5	PE (1)	Core Maths (4) National 3/4/5
			Choices 1 and/or 2 Higher								
S5	PSE (1)	PE (1)	Choice 1 (5) National 3/4/5 Higher/Advanced Higher	Choice 2 (5) National 3/4/5 Higher/Advanced Higher	Choice 3 (5) National 3/4/5 Higher/Advanced Higher	Choice 4 (5) National 3/4/5 Higher/Advanced Higher Work Related Learning	Choice 5 (5) National 3/4/5 Higher/Advanced Higher	Choice 6 (5) Higher/Advanced Higher			
			Study (3)	Wider Achieve (2)							
S6	PSE (1)	PE (1)	Choice 1 (5) National 3/4/5 Higher/Advanced Higher	Choice 2 (5) National 3/4/5 Higher/Advanced Higher	Choice 3 (5) National 3/4/5 Higher/Advanced Higher	Choice 4 (5) National 3/4/5 Higher/Advanced Higher Work Related Learning	Choice 5 (5) National 3/4/5 Higher/Advanced Higher	Choice 6 (5) Higher/Advanced Higher			
			Study (3)	Wider Achieve (2)							

Curriculum and Learning Outcomes - Pupils will have experienced: Skills for Learning, Skills for Life and Skills for Work with a continued focus on Literacy, Numeracy, Health & Wellbeing leading to an outcome of positive and sustained destinations for all.