

Hawthornden Primary School – Our Curriculum Rationale

Learning Today, Tomorrow, Forever

Our Vision and Values

- Our schools values, PRIDE, are based around nurture and inclusion.
- Continual work in class around our values, deepens the children's understanding of Positivity, Respect, Inclusion, Determination and Empathy.
- Assemblies support understanding and appreciation of our PRIDE Values.
- Our curriculum is inclusive and staff strive to meet the needs of our learners with appropriate differentiation for all.

Totality of our Curriculum

- Pupil Council meets regularly with the Head Teacher to discuss current matters in school and our curriculum.
- P7 Buddies work closely with our P1 Learners across the year, supporting them in their learning.
- P7 camp allows our learners to experience skills for life.
- Linking with Mount Esk Nursery is crucial to our smooth transition into P1.
- Anti – bullying Ambassadors from P4-7 organise events across the year to recognise anti bullying.
- Monthly school newsletters written by the Head Teacher shared with our parents and carers.
- We celebrate and share our learning on Twitter.
- Mandarin Teaching in P7 is followed through at Lasswade High.
- Youth Worker with a focus on Outdoor Learning.
- Specialist teaching staff for Art, Music and Physical Education.
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Learning and Teaching at the Den

- In Literacy and Numeracy children are aware of their progress and next steps.
- Staff share Learning Intentions and Success Criteria. Some co-construct success criteria with the pupils during learning.
- Timely verbal feedback during lesson.
- More self and peer assessment used to progress learning.
- There is good use of active approaches in learning and opportunities for children to collaborate.
- Most classes have a soft start to the day to engage learners and start the school day actively and some have active play at the end of the day.
- More opportunities for learning through play.
- All staff create IEPs (personal learning planning) for individuals who require it.
- In Interdisciplinary Learning, storyline approaches used to engage learners.
- Read Write Inc resources bought and some staff are trained in delivery to support reading.
- Midlothian's MUMP is embedded within our numeracy and maths planning.
- Small targeted interventions and differentiated support to target individual needs of learners like Basic Maths, IDL etc.

Experiences and Outcomes

- Staff are planning using E&Os across all curriculum areas. We track coverage of these to make decisions to support planning.
- Staff are aware of how to unpack the outcomes when planning learning experiences.
- Pathways are used in Numeracy and Maths to enable staff to differentiate learning ad to support and challenge learners.
- E&Os in Social Studies are 'bundled'.
- Teachers have flexibility to explore relevant topics with specific E&Os.
- IDL themes are beginning to be put in place and being evaluated.
- Planning is responsive in P1 and detailed in talking thinking floorbooks.

We are
Successful
Learners

We are
Effective
Contributors

We are
Responsible
Citizens

We are
Confident
Individuals



Entitlements for All our Learners

- Most of our learners achieve their full potential through appropriate support and challenge.
- Children have experience of our world, Scotland's place in it and our community.
- There are opportunities for children to be involved in understanding democracy through visits to the Scottish Parliament.
- We have a Scots Week in January every year.
- Other world religion festivals celebrated at assemblies led by particular year groups.

Personal Support at The Den

- There are effective transitions arrangements for children to support learners moving from Nursery to Primary 1 and Primary 7 to S1.
- There are enhanced arrangements in place for children transitioning to high school.
- Individual needs are met through effective planning and target setting within IEPs.
- The school works closely with partner agencies to support learners and identify barriers.
- Therapeutic interventions e.g. Seasons for Growth take place weekly.
- 1-1 support from Learning Assistants where appropriate.
- Enhanced Nurture Classroom that individuals can access supported by a teacher and two learning assistants.
- A sensory room for calm time can be accessed.
- Child Planning Meetings are held three times a year for individuals.
- Midlothian Literacy Profile is beginning to support assessment of dyslexia.
- Children from outwith Mount Esk Nursery are supported into Primary 1.

Principles

- We are driven by the Principles of the Curriculum for Excellence – personalisation, breadth, depth, coherence, choice.
- Learning opportunities are planned to promote enjoyment.
- KWLs in place for personalisation and choice.
- Our learners are beginning to make choices in some aspects of their learning and this is particularly evident within some aspects of their learning across the curriculum/IDL.
- Some staff are using Learning Walls to promote depth.
- Talking, thinking floorbooks in P1 demonstrate coherence.
- Choice over challenge – hot, medium mild
- Responsive planning in P1 play.

How we Assess Learning

- Benchmarks in Literacy and Numeracy are used to support teacher judgement and reporting to parent/carers.
- Standardised assessments are used at P1, P4 and P7.
- Reintroduction of Tracking Spreadsheet for each year group to track attainment and progress.
- Moderation activities support staff in making judgements about pupil progress and achievements.
- Self and peer assessment is used to support children's understanding of tracking their own progress.
- Pupil Progress Meetings three times a year with the Head Teacher and Deputy.
- MUMP and SEAL assessments are used to set next steps
- Numeracy P7 transition assessments.
- Numeracy moderation at ASG/ authority level.
- Read Write Inc and phonic assessments.
- Single Word Spelling Test tracks progress in spelling.
- Individual Educational Plans are written where necessary.
- Class teacher's use of formative assessment.