



Mosshead Primary School

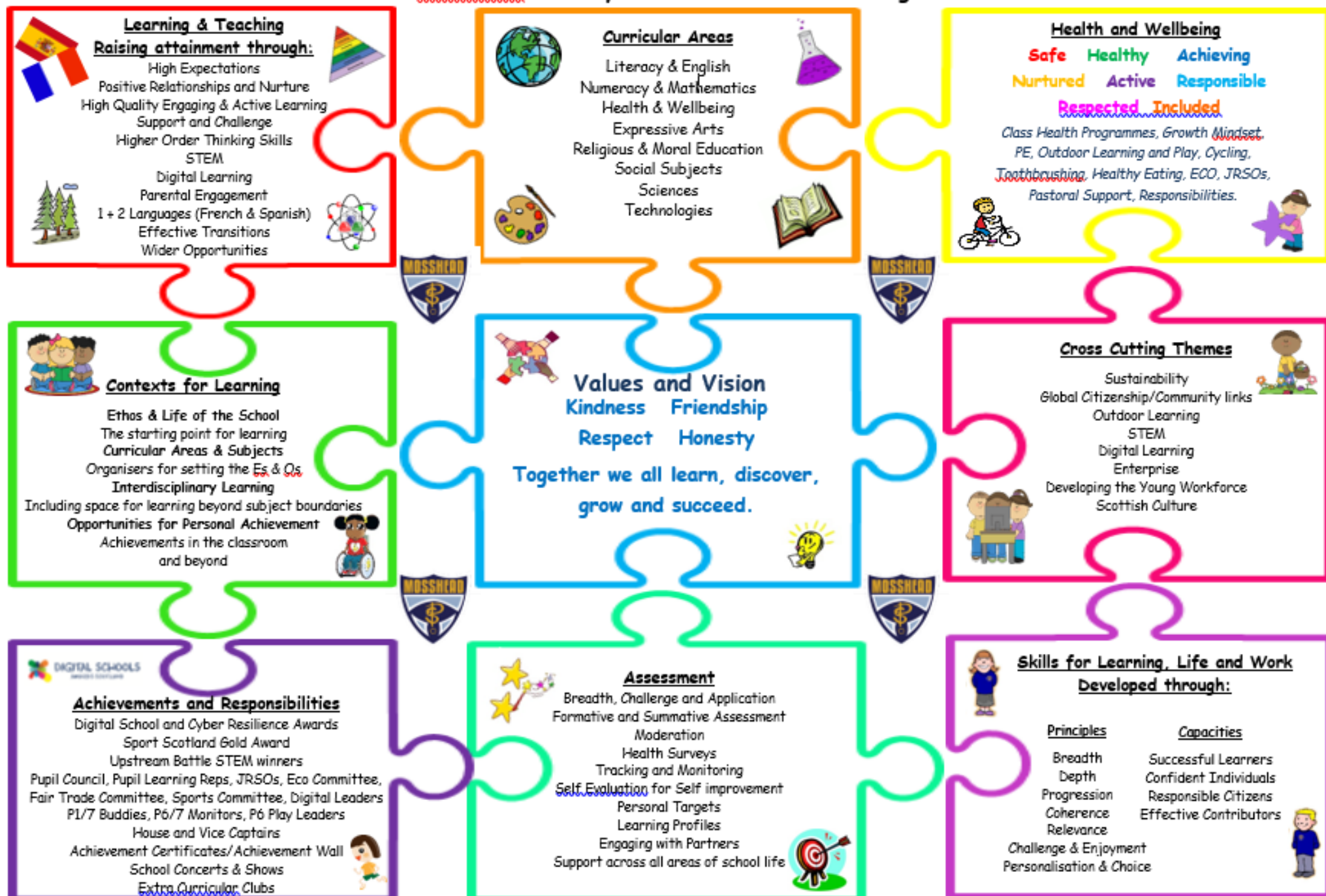


Curriculum Rationale



Together we all learn, discover, grow and succeed.

Mosshead Primary School - Curriculum Design



MOSSHEAD PRIMARY SCHOOL

OUR SCHOOL:

Mosshead Primary School is situated in the leafy suburb of Bearsden. Mosshead Primary is a non-denominational, co-educational school with accommodation for 462 pupils in primaries 1 to 7. The school, a single storey, semi-open plan building, was completed in 1972, and has a playground, partly grass, partly tarmac, and a football pitch. There is a music room and a large hall which acts as a cafeteria and gymnasium. There is also a stage, which provides the setting for assemblies, school concerts and shows.

Mosshead Primary School is very much a part of the local community and pupils, staff, parents, carers, family and friends have an important role to play in the life of our school. Our parents/carers are our partners in education and our children benefit enormously from our supportive partnerships. By working together we ensure that our pupils' learning experience is of the highest quality. We work with parents to encourage positive attitudes in our pupils and we foster values such as kindness, friendship, respect and honesty.

Our standards of academic attainment are very good and we celebrate children's achievements both in and out of school. Children are given opportunities to develop skills across a range of subjects, through a well designed curriculum and a superb variety of after-school activities. Pupil participation is encouraged and your child will be given many opportunities to develop skills to become a responsible member of society.

OUR VISION, VALUES and AIMS:

Our vision, values and aims for Mosshead Primary School have been created in conjunction with staff, pupils, the Parent Council and other partners.

To create our Vision, Values and Aims we started with a list of what we felt were the most important values for everyone in Mosshead Primary. The values were voted on and 4 core values were identified:

Kindness, Friendship, Respect, Honesty.



The Mosshead community worked together to create a vision statement which reflected the school and would be central to all of our work. After much discussion we decide upon:

Together we all learn, discover, grow and succeed.

Mosshead embraces Curriculum for Excellence and the staff, parents and pupils decided that the aims of Curriculum should be those of the school:

To support children to become successful learners, confident individuals, responsible citizens and effective contributors through:

- being self aware and developing relationships with others, in families and in communities.
- development of knowledge, skills and attributes that are needed to thrive in our interconnected, digital and rapidly changing world.
- supporting development of democratic citizens and respectful, active shapers of the world.

Adapted from Curriculum for Excellence Refreshed Narrative
<https://scotlandscurriculum.scot/>

THE RATIONALE FOR OUR CURRICULUM

OUR CURRICULUM DESIGN

In Mosshead Primary we have worked collaboratively to design our curriculum and rationale which underpins our key values for learning and the development of the whole child. Our Curriculum Design and Rationale takes into account the following components:

ACHIEVEMENTS AND RESPONSIBILITIES

In Mosshead Primary there are opportunities to participate responsibly in decision making, to contribute as leaders and role models, offer support to others and play an active part in putting the values of the school community into practice.

Children's opinions and ideas are listened to and valued through our Pupil Council, Pupil Learning Reps, JRSOs, House Captain System and committees such as Sports, Fairtrade and Eco. Children have many opportunities to take on responsibilities through these groups and also by becoming Buddies, Monitors and Play Leaders. By taking part in regular pupil focus groups children are encouraged to be involved in developing the life and work of school and have a positive impact on school improvements.

Mosshead Primary celebrates achievements of individuals, groups and the whole school. As a school community we used self evaluation for self improvement to achieve our Sport Scotland Gold Award and our Digital Schools awards. We worked with other local schools to be the first cluster in Scotland to all achieve the Digital Schools Award and Mosshead was the first school ever to achieve the Cyber Resilience and Internet Safety Award.



Through assemblies we share and celebrate achievements within and outwith the school environment, sharing in each other's successes and achievements. Certificates are themed around the four capacities of Curriculum for Excellence and special achievement certificates are awarded for a range of different accomplishments. Special achievements gained at a very high level such as participation in national and international competitions are shared through a special achievements display in our school hall.

Through Learning Profiles pupils are encouraged to document their achievements, as well as reflect on their own progress and identify next steps in learning, helping them to develop into independent and responsible learners.

We offer a range of extra-curricular activities in order to maximise opportunities for pupils to actively engage in a wide variety of activities (examples include football, netball, dance, table tennis, Sports Squad, badminton, Forest Schools, Art, STEM) to encourage the development of skills and knowledge in a wider context. An extra-curricular club is offered at each stage every term.

The many opportunities for performance include class assemblies, Mosshead Choir and school shows and concerts, which involve all pupils.

MOSSHEAD PRIMARY SCHOOL CURRICULUM OVERVIEW

Core Curricular Areas

LANGUAGES & LITERACY

NUMERACY & MATHEMATICS

HEALTH & WELLBEING

EXPRESSIVE ARTS

RME

SCIENCES

SOCIAL STUDIES

TECHNOLOGIES

Responsibilities of All



Literacy



Health &
Well-Being



Numeracy &
Mathematics



ICT

INTERDISCIPLINARY LEARNING

The Four Capacities

To enable all young people to
become:

Successful
Learners

Confident
Individuals

Responsible
Citizens

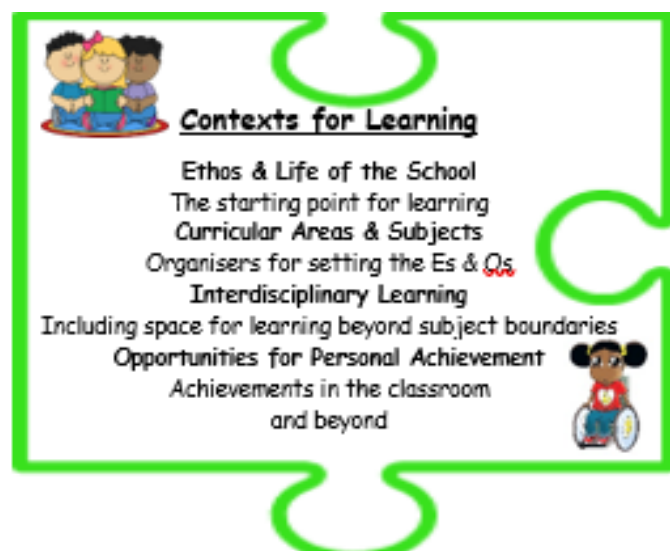
Effective
Contributors

The Principles of Curriculum Design

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

LEARNING AND TEACHING

Children in Scotland are entitled to a Broad General Education from pre-school to S3. In Mosshead Primary School we use planned and progressive programmes of study which are skills based and include Interdisciplinary Learning. This ensures coverage of Experiences and Outcomes through the ethos and life of the school as well as across all eight curricular areas, allowing and encouraging flexibility to cater for pupil needs and interests. The success of any curriculum is through the delivery of high-quality learning and teaching. This is at the heart of everything we do at Mosshead Primary and the use of a variety of learning and teaching methodologies is an essential feature of our curriculum.

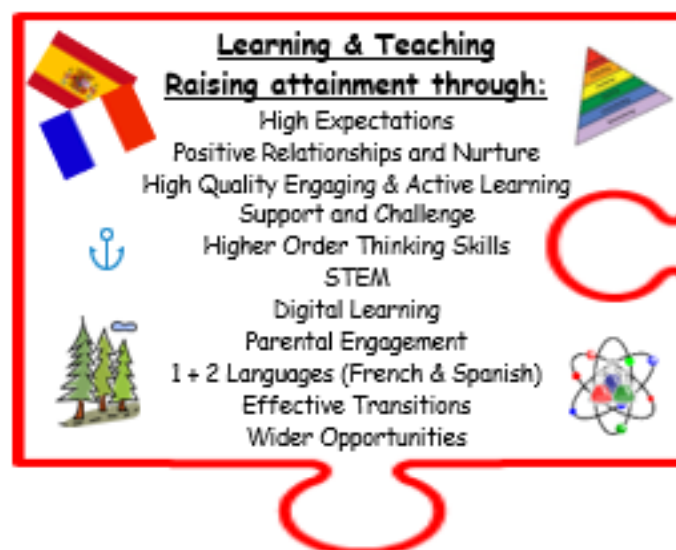


A wide range of teaching strategies are implemented by staff including active learning, co-operative group work, reciprocal reading, text-based work, practical work, use of ICT to support and enhance learning and outdoor learning. Assessment is for Learning strategies and Higher Order Thinking Skills (HOTS), through the use of Bloom's taxonomy, are also integral features of learning and teaching. We seek links across subjects in order to allow application of skills, providing depth and consolidation of learning in different contexts.

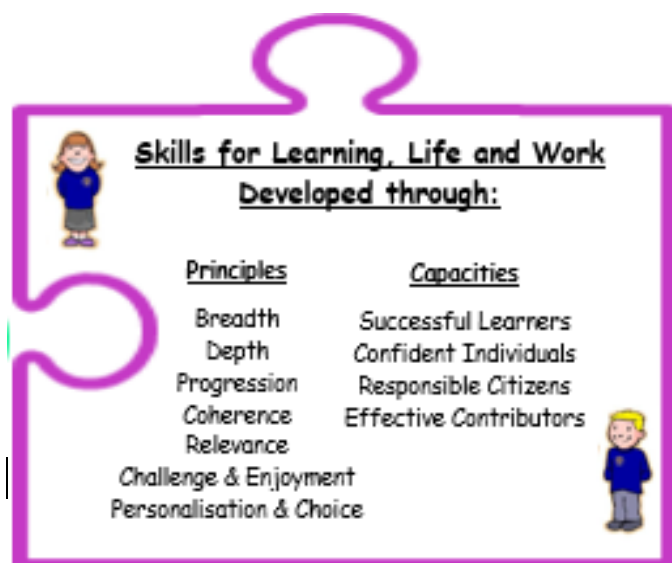
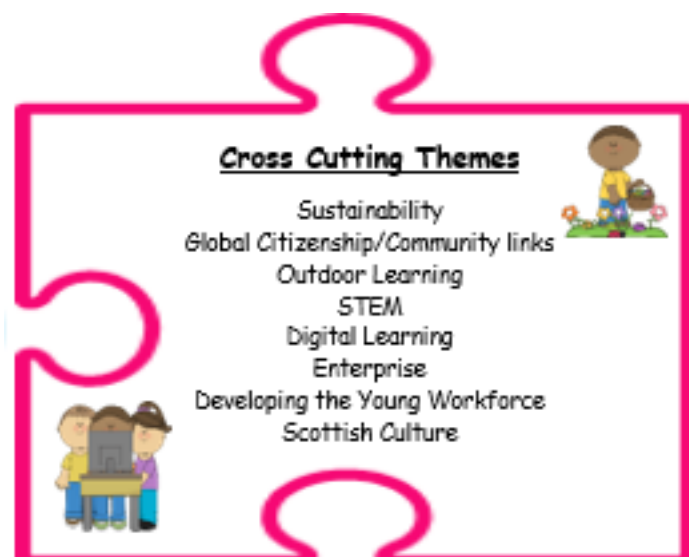
At Mosshead we have very high standards and an expectation that all children will achieve to the very best of their ability. We provide both challenge and support as required across all subject areas.

Our attainment is very good and a major factor in our success is the positive relationships between all of our stakeholders. Our values of kindness, friendship, respect and honesty are key and we use nurturing principles to ensure the best outcomes for all learners.

High quality, engaging and active learning ensures high pupil motivation and learners who are enthusiastic participants in their learning journey.



At Mosshead Primary we have a strong '1 + 2' languages programme. From Primary 1 pupils are introduced to the French language through songs and games, primarily through talking and listening activities. Spanish is then introduced from Primary 5, again through an active learning approach. As pupils progress through the primary school there are more opportunities for reading and writing in French and Spanish. We explore the wider world through an annual focus on countries and cultures across the world, as well as a focus on Scottish culture in January every year.



STEM (Science, Technologies, Engineering and Technology) has a strong focus in Mosshead. Many of our pupils go onto careers in these subjects and we make clear links between STEM subjects and skills for learning, life and work. Digital literacy plays a role across our curriculum and following robust self evaluation, an action plan and external validation we have demonstrated excellence in this area. Mosshead was part of the first cluster to achieve the Digital Schools Award and was the first ever school to be awarded the Cyber Resilience and Internet Safety Award. Digital technology, embedded across the curriculum, provide key skills for learning, life and work and are a major feature of our work in developing the young workforce. We are fortunate

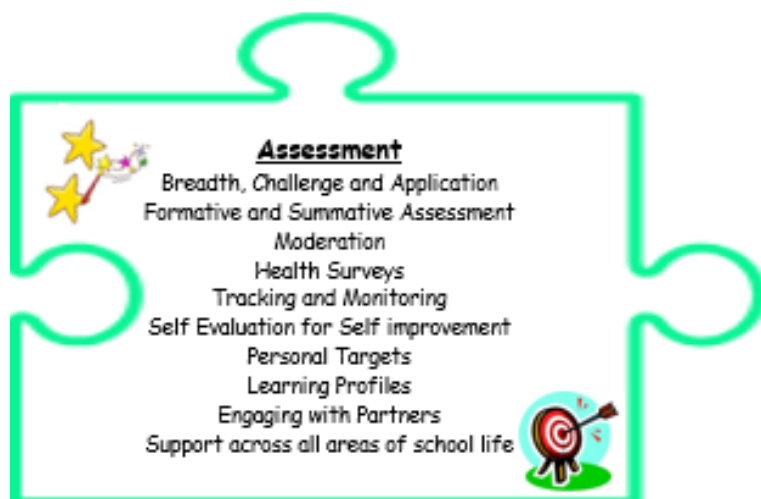
to be very well supported by our parent forum and wider community in Mosshead. As well as engaging with classes throughout the year to relate learning to real-life work and contexts, our parents and partners run alternating careers and STEM fayres for our pupils, bringing the world of work to life.

Throughout our curriculum we aim to develop the seven principles and provide opportunities to develop skills in the four capacities. This will provide our pupils with a range of knowledge and skills they can use throughout school and beyond.

In addition to this the eight SHANARRI indicators (Safe, Healthy, Achieving, Nurtured, Active, Responsible, Respected and Included) are central to all of our work. Through a range of opportunities across the four contexts of learning, we develop skills and resilience to succeed in life. Growth Mindset is an important part of our work in this area, helping all learners to focus on the positives and build skills in perseverance and resilience.



ASSESSMENT



Effective use of both formative and summative assessment provides data to inform planning, teaching and learning ensuring that learners maximise their successes and achievements. Continual and ongoing formative assessment is used as a core part of the teaching process to monitor progress and inform next steps. Teachers also use summative assessments throughout the session to track learners' progress using national benchmarking.

Assessment data and information, along with teachers own observations and ongoing assessment is discussed at Assessment and Tracking meetings with the Senior Management Team which take place each term. These meetings are planned prior to Forward Plans being completed so that discussion about assessment, progress and next steps can be reflected in the Forward Plan for the term and then discussed further at learning and teaching meetings between teachers and senior managers.

Pupils are fully involved in the assessment process, taking increasing responsibility for their own personal targets and recording these along with achievements and next steps in Learning Profiles.

TRACKING AND MONITORING

As part of the tracking and monitoring process, teachers and the Senior Management Team engage in discussion about both formative and summative assessment, evaluating the progress of groups and individuals and identifying changes that need to be made to provide challenge and support and ensure the needs of all learners are met. Professional dialogue is key to ensuring the best outcomes for learners. Tracking documents are updated to show progress towards Curriculum for Excellence levels in literacy numeracy, pupils' opinions about the SHANARRI indicators in health and progress in learning across all curricular areas. These are passed on annually to ensure effective progress in learning.

Achievement of a level is underpinned by the moderation process. Moderation takes place at school, cluster and national level. As part of moderation, professional dialogue is key and it is expected that as reflective practitioners there will be discussion and evaluation of lessons as well as of completed pieces of work. SMT regularly observe learning in classes, sample children's work and talk to children about their learning. Parents are involved throughout this process and are given opportunities to give opinions through their child's Learning Profiles, through feedback at parents' evenings and through questionnaires related to progress. They also play an active role in terms of support planning and reviews for children with additional needs.

SCHOOL IMPROVEMENT PLANNING

Self-evaluation and planning for improvement requires the involvement and commitment of all. In identifying priorities for improvement we take account of national and local priorities and we consider the views of all stakeholders including staff, learners, parents and the wider community. The agreed priorities are written up in the School Improvement Plan. Priorities are manageable and monitored regularly by those responsible for leading that improvement priority. Professional learning opportunities for staff are clearly linked to this in order to maximise the impact any development will have on learners. Professional development opportunities are discussed and recorded through the Professional Review and Development process (teachers) and Performance and Development Review process (support staff).

Mosshead Primary School

Reviewing the Curriculum Through Self Evaluation / Quality Assurance

PRD:

- Personal Targets
- SIP Targets
- Leadership

Standards and Quality Report / School Improvement Plan:

- Where are we now?
- Where do we want to be?
- How are we going to get there?

Classroom Observations:

- Sharing of Good Practice
- Identifying strengths and next steps
- Challenge and support

CLPL:

- Developing skills and knowledge
- Improving learning and teaching

Professional Learning Communities:

- Sharing of Good Practice
- Moderation
- Support

Pupil Voice:

- Learning Profiles
- Learning Conversations
- Co-constructed Success Criteria
- House Captains/Pupil Council/Pupil Reps/ Committees/ JRSOs

Parents and Carers:

- Parent Council
- Parent Teacher Association
- Parent Open Afternoons/ Information Evenings
- Parental Consultations & Questionnaires

Assessments:

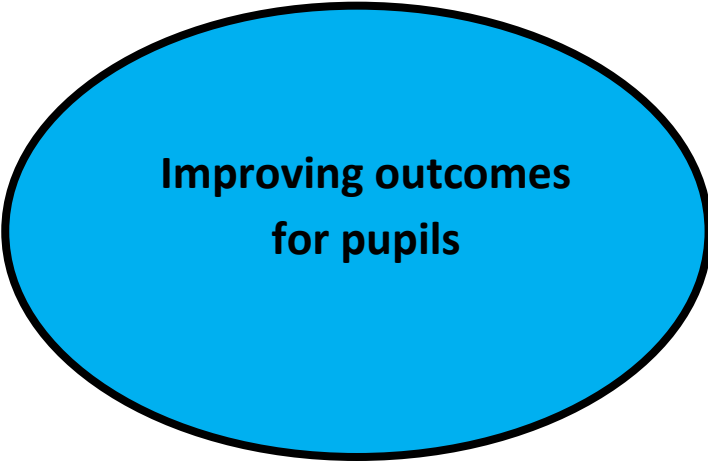
- Day to day (formative)
- Periodic (summative)
- Personal targets

Learning and Teaching Meetings:

- Reviewing Assessments and next steps
- Discussing Learning and Teaching plans
- Planning strategies to meet pupil needs

Cluster Working:

- Sharing good practice and expertise
- Moderation – shared standards
- Ensuring progression



**Improving outcomes
for pupils**