



To enable everyone to grow and learn at Twechar Primary and Early Years Centre

# Twechar Primary School and Early Years Centre



## Curriculum Rationale

Created January 2023 in partnership with pupils, parents and staff

*Omnes pro uno  
One for all, all for one*

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## Our School and Early Years Centre Vision

To enable everyone to grow and learn at Twechar Primary and Early Years Centre.

### Our School Aims

- To do our best in our play and learning.
- To be confident and responsible in our school and our community.
- To make sure everyone belongs, is welcome and included.
- To give everyone a voice in our school and early years centre by listening to them.
- To celebrate success in learning.

### Values

**Belonging** \* **Respect** \* **Fun**



*Omnes pro uno  
One for all, all for one*





## Our School and Early Years Centre Charter

### **Belonging**

Everyone is welcome in our school.

We wear school uniform to show we are part of Twechar Primary.

### **Respect**

We respect everyone's feelings, use kind words and look after school property.

We have the right to feel safe in our school.

We have the right to learn and ask questions about our learning.

### **Fun**

We do our best and make learning fun!

We work hard and learn from our mistakes.



*Omnes pro uno  
One for all, all for one*



## Twechar Primary and Early Years Centre

### *What makes our school/nursery a great place to learn?*

"I like reading books in our school"  
P4 child

"I like being with my friends"  
P2 child

"I enjoy learning outdoors with the [Healthy Living] centre"  
P5 child

"I get to learn and play the violin"  
P7 child

"I enjoy going outdoors and learning"  
P4 child

"I love reading and learning new words"  
P2 child

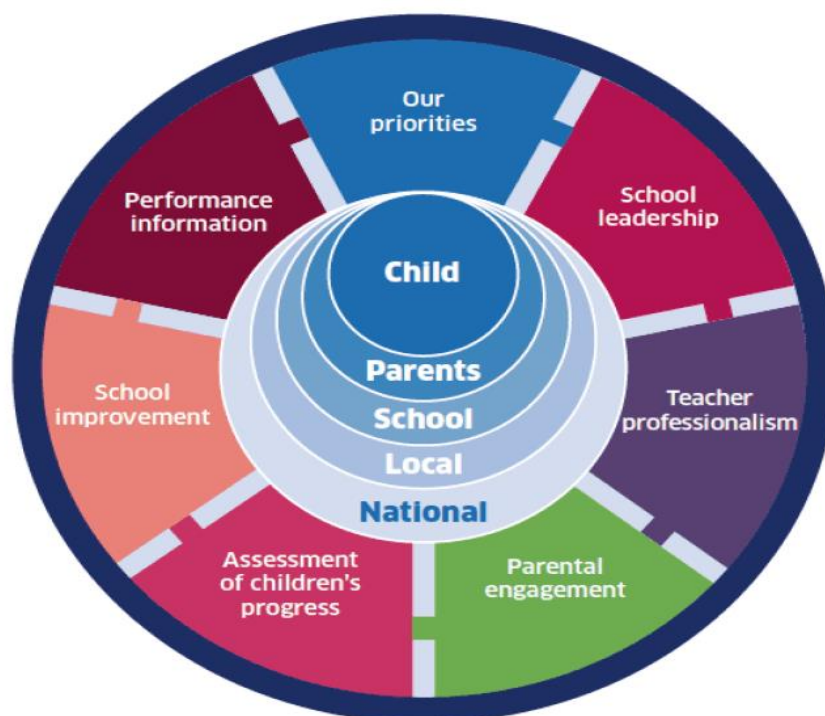
"I like playing with the bricks"  
P1 child



# National Guidance

## Key Drivers for Improvement

At Twechar Primary and Early Years Centre, our learning and teaching are guided by the National Improvement Framework and East Dunbartonshire Council Strategic Learning plans for literacy and numeracy.



National Improvement Framework

Throughout each academic year, our school and early years centre undertake continuous self-evaluation which informs our areas for improvement. We engage with the documentation including How Good is Our School 4, How Good is OUR school (pupil toolkit), How Good is Our Early Learning Centre and How Nurturing is Our School and evaluate against the quality indicators.

Our early years centre is also guided by the Care Inspectorate guidance and undertakes further self-evaluation using their toolkit.

These evaluation toolkits provide our school and early years centre with data that can inform our school improvement targets around the National Improvement Framework drivers for improvement.

# Contexts for Learning at Twechar Primary and Early Years Centre

Our curriculum has been designed around the four contexts of learning in consultation with our pupils, parents and staff from our school and early years centre. It takes into consideration our unique position in the rural, former mining village of Twechar and the opportunities which exist by having an early years centre on-site. This opportunity enables our team to plan and engage our learners from the beginning of their early years journey until the end of primary 7.

Our school and early years centre continues to develop our contexts for learning to enhance our curriculum around the opportunities that exist in our local community and neighbouring towns.

Working in partnership with our community partners, our team aims to provide valuable learning opportunities for our children in a rights-based approach that underpins our curriculum to get it right for every child.



## Nurture Principles and Language and Communication Friendly Approaches



Getting it Right for Every Child

### Personal Achievement

Assemblies  
Pupil of the Week  
Class Jobs  
Seesaw/Learning Journals/ Care plans  
Sustainability in our Community  
YMI sessions  
Environmental Learning (John Muir Award)  
Social Enterprise Project  
Outdoor Learning

### Values

**RESPECT  
BELONGING  
FUN**



### Curriculum Areas

Maths and Numeracy  
Reading  
Writing  
Listening and Talking  
Health and Wellbeing including PE  
Social Subjects  
French and Spanish  
Science  
Religious Education  
Technology

Rights Respecting school

### School Ethos and Community

Nurture room and values  
Stay and play/learn sessions  
House System/Buddy System  
Class rewards  
Pupil Committee  
Digital Leaders  
Playground Ambassadors  
Captains and Vice-captains  
Partnership with HLEC  
Partnership with local businesses  
Weekly café  
Family Learning Assistant and Champion

### Curriculum Rationale

Created in consultation with staff, pupils and parents.  
December 2022

### Our Motto

**OMNES PRO-UNO**

**ALL FOR ONE**

### Interdisciplinary Learning

Outdoor Learning/ Loose parts play  
Talk for Writing  
Assessment is for Learning  
Assessment programme  
Coding/ Technology  
Play-based learning  
Cooperative learning  
Think/pair/share  
World of work  
Learning link to real-life  
Family Learning Sessions



## Sustainability through Eco-schools





# Local Contexts for Learning

We aim to deliver our curriculum using our local contexts to enhance the learning experiences of our children.

1. The Healthy Living and Enterprise Centre to create an awareness of our local community through the John Muir Award.



2. Working with the Healthy Living and Enterprise Centre to sow and harvest crops and maintain our community gardens.





### 3. The Glen – exploring our local community.



### Our areas for development within our community context...

1. Local business – after consultation with our pupils, parents and staff, we are seeking to build opportunities with local businesses to create relevant learning opportunities and develop our young workforce.



2. Scottish Canals - after consultation with our pupils, parents and staff, we are seeking to build opportunities to work with Scottish Canals.



3. New College Lanarkshire – after consultation with our pupils, parents and staff, we are seeking to build opportunities with the local college to develop our after-school activity programme.



# The Seven Design Principles for Curriculum Design

At Twechar Primary and Early Years Centre, we plan our learning experiences around the seven principles of curriculum design. These principles help to inform our curriculum, learning and teaching approaches and assessment gathering.

Curriculum Principle	How we provide this at Twechar...
<p><b>Challenge and Enjoyment</b> – <i>Children and young people should find their learning challenging, engaging and motivating. The curriculum should encourage high aspirations and ambitions for all. At every stage, children should experience an appropriate level of challenge. They should be active in learning and have opportunities to develop and demonstrate their creativity. There should be support to enable children to sustain their efforts.</i></p>	<ul style="list-style-type: none"> <li>• Children are encouraged to challenge themselves and value mistakes as part of the learning process.</li> <li>• All members of our learning community have high expectations of everyone.</li> <li>• Learning opportunities are differentiated to ensure the appropriate level of challenge.</li> <li>• Opportunities to play are available to all children.</li> <li>• Early years children are encouraged to be risk aware and take appropriate risks.</li> </ul>
<p><b>Breadth</b> – <i>all children should have the opportunities for a broad range of experiences. Their learning should be planned and organised so that they will learn and develop through a variety of contexts within both the classroom and other aspects of school life.</i></p>	<ul style="list-style-type: none"> <li>• Our learning experiences are planned using Curriculum for Excellence Experiences and Outcomes.</li> <li>• We use detailed transition planning to ensure that a breadth of planning is provided for all learners.</li> <li>• Our teachers and early years workers plan learning opportunities that enable our children to apply their literacy, numeracy and health and wellbeing skills through play and other areas of the curriculum.</li> </ul>
<p><b>Progression</b> – <i>Children should experience continuous progression in their learning from 3 to 18 years. Each stage should build upon earlier knowledge and achievements. Children and young people should be able</i></p>	<ul style="list-style-type: none"> <li>• Using our assessment data and transition information, staff are aware of prior learning that has taken place.</li> </ul>

<p><i>to progress at a rate which meets their individual needs and aptitudes.</i></p>	<ul style="list-style-type: none"> <li>• Our teachers plan using planning formats which track a progressive curriculum throughout our school and early years centre. This is regularly reviewed.</li> <li>• We use regular, ongoing assessments to monitor progression of learning and adapt this where required.</li> </ul>
<p><b>Personalisation and Choice</b> – <i>The learning planned for children should respond to their individual needs and support particular aptitudes and talents. It should provide opportunities for exercising responsible personal choice.</i></p>	<ul style="list-style-type: none"> <li>• We provide support to individual learning needs.</li> <li>• We involve our learners when planning our topics using KWL grids.</li> <li>• We are developing our assessment approaches to involve our learners and are beginning to help them to identify their next steps.</li> <li>• Child-centred planning in the early years.</li> <li>• Play-based learning at early level.</li> <li>• Staff use their knowledge of each child’s prior experiences to ensure support and feedback can be provided effectively.</li> </ul>
<p><b>Coherence</b> – <i>Children’s learning activities should combine to form a coherent experience. There should be clear links between different aspects of learning. Such links should be discussed with children in order to bring different strands of learning together.</i></p>	<ul style="list-style-type: none"> <li>• We are beginning to develop our learning and teaching to ensure clear links are made between the skills used in lessons and opportunities to apply these skills in inter-disciplinary lessons.</li> <li>• Staff are beginning to encourage learners to understand and reflect on the development of these skills.</li> <li>• Children will begin to become aware of the progression in skills and develop their ability to talk about their own learning.</li> <li>• Our forward planning is continually reviewed to ensure consistency and coherence across the term and academic year.</li> </ul>
<p><b>Relevance</b> – <i>Children and young people should understand the purpose of their learning. They should see the value of what they are learning and its relevance to their lives, present and future.</i></p>	<ul style="list-style-type: none"> <li>• Our staff are beginning to think and explain to our children about why, what and how the learning planned relates to everyday life.</li> </ul>

	<ul style="list-style-type: none"> <li>• Staff think about the interests and activities of learners outside of school when planning contexts for learning.</li> <li>• Staff are beginning to think about supporting our children to make links between learning and the skills for lifelong learning and work.</li> </ul>
<p><b>Depth</b> – <i>There should be opportunities for children to develop their full capacity for different types of thinking and learning, exploring and achieving more advanced levels of understanding.</i></p>	<ul style="list-style-type: none"> <li>• Staff create depth of knowledge by revisiting previous learning daily.</li> <li>• Our team challenge our children to apply their skills to interdisciplinary learning opportunities.</li> <li>• Learners are encouraged to demonstrate and discuss their learning.</li> <li>• Staff create opportunities for assessment to include the application of skills.</li> </ul>



# Learning at Twechar Primary and Early Years Centre

Curriculum Area	What/How/ Resources
<b>Maths and Numeracy</b>	<ul style="list-style-type: none"> <li>• Curriculum for Excellence Experiences and Outcomes inform all planning, learning and teaching.</li> <li>• The Benchmarks are used to help us assess the progress of a learner.</li> <li>• Our teachers plan experiences and use the appropriate resource to support learning. Our key resource is Scottish Heinemann Active Maths.</li> <li>• Daily focus on making learning visible using 'show me/number talks' boards encouraging discussion about learning.</li> <li>• Maths games including the use of technology (Sumdog)</li> <li>• Maths Recovery to support learners.</li> <li>• Numeracy displays in each class which support skills development.</li> </ul>
<b>Assessment:</b> <ul style="list-style-type: none"> <li>• Scottish National Assessments at P1, P4 and P7</li> <li>• SHM Check-ups and assessments</li> <li>• Teejay Check-ups and assessments</li> <li>• Numeracy benchmarks</li> <li>• Ongoing assessment is for learning strategies</li> <li>• Teacher professional judgement</li> <li>• Maths Recovery assessments</li> </ul>	

Curriculum Area	What/How/ Resources
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Curriculum for Excellence Experiences and Outcomes inform all planning, learning and teaching.</li> <li>• The Benchmarks are used to help us assess the progress of a learner.</li> <li>• Storyworld and ORT reading programmes.</li> <li>• Big Books.</li> </ul>

	<ul style="list-style-type: none"> <li>• East Dunbartonshire Reading Intervention.</li> <li>• Decko Comics</li> <li>• Highland phonic programme</li> <li>• Development of school libraries.</li> <li>• Daily focus on making learning visible using ‘show me’ boards encouraging discussion about learning.</li> <li>• Talk for Writing.</li> <li>• North Lanarkshire Spelling programme.</li> <li>• Opportunities for early literacy throughout the nursery and outdoors.</li> <li>• Presenting in class.</li> <li>• Whole school assemblies presenting to peers and parents.</li> <li>• Nursery rhymes.</li> <li>• Literacy rich environments that encourage skills development.</li> </ul>
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**Assessment:**

- Scottish National Assessments at P1, P4 and P7
- PM Benchmarking
- GL reading assessments
- Wellcom Assessment
- Literacy benchmarks
- Cold and hot writing tasks
- Weekly spelling test
- Ongoing assessment using formative strategies
- Teacher professional judgements

Curriculum Area	What/How/ Resources
<b>Health and Wellbeing</b>	<ul style="list-style-type: none"> <li>• Curriculum for Excellence Experiences and Outcomes inform all planning, learning and teaching.</li> <li>• The Benchmarks are used to help us assess the progress of a learner.</li> <li>• Bounceback</li> <li>• Providing Alternative Thinking Strategies (PATHS)</li> <li>• Zones of Regulation</li> </ul>

	<ul style="list-style-type: none"> <li>• Relationships and Sexual Health Programme</li> <li>• Prim Ed resources to support HWB programme</li> <li>• Focussed days – anti-bullying, safer internet day</li> <li>• School counsellor (P6 and P7)</li> <li>• People who help us topic (P1/P2)</li> <li>• John Muir Award.</li> <li>• Sustainability – learning in our community gardens with the Health Living and Enterprise Centre</li> <li>• PE sessions</li> <li>• Play-based approach in the early years.</li> <li>• Healthy eating promoted from early years team.</li> <li>• Developing circle time approach.</li> <li>• Nurture resource.</li> <li>• Hamish and Milo.</li> <li>• Family Learning Assistant sessions.</li> </ul>
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**Assessment**

- Bucket filling
- Zones of Regulation daily check-ins
- Health and wellbeing assessment (GIRFEC)
- SHINE assessments (P6 and P7)
- Class and group discussions
- Observations by staff
- Boxall Assessments
- Stirling Assessments

<b>Curriculum Area</b>	<b>What/How/ Resources</b>
<b>Religious and Moral Education</b>	<ul style="list-style-type: none"> <li>• Curriculum for Excellence Experiences and Outcomes inform all planning, learning and teaching.</li> <li>• The Benchmarks are used to help us assess the progress of a learner.</li> <li>• Twechar Primary planning frameworks for Christianity, Islam, Judaism and Hinduism</li> <li>• Religious books and artefacts.</li> <li>• Visits to places of worship.</li> <li>• Guest speakers.</li> </ul>

<b>Expressive Arts</b>	<ul style="list-style-type: none"> <li>• Curriculum for Excellence Experiences and Outcomes inform all planning, learning and teaching.</li> <li>• The Benchmarks are used to help us assess the progress of a learner.</li> <li>• General planning formats used.</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Curriculum for Excellence Experiences and Outcomes inform all planning, learning and teaching.</li> <li>• The Benchmarks are used to help us assess the progress of a learner.</li> <li>• Cluster Science planning framework to develop core knowledge and skills.</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• Curriculum for Excellence Experiences and Outcomes inform all planning, learning and teaching.</li> <li>• Interdisciplinary approach used.</li> <li>• School planning overview used to ensure progression.</li> </ul>
<b>Technologies</b>	<ul style="list-style-type: none"> <li>• Curriculum for Excellence Experiences and Outcomes inform all planning, learning and teaching.</li> <li>• The Benchmarks are used to help us assess the progress of a learner.</li> <li>• Coding planners to develop skills and knowledge.</li> </ul>
<b>Modern Languages</b>	<ul style="list-style-type: none"> <li>• Curriculum for Excellence Experiences and Outcomes inform all planning, learning and teaching.</li> <li>• The Benchmarks are used to help us assess the progress of a learner.</li> <li>• French planning overview.</li> </ul>
<b>Assessment</b> <ul style="list-style-type: none"> <li>• Assessment is for Learning strategies – ‘show me’ boards.</li> <li>• Written, oral and practical assessments take place.</li> <li>• Worksheets, presentations, leaflets.</li> </ul>	

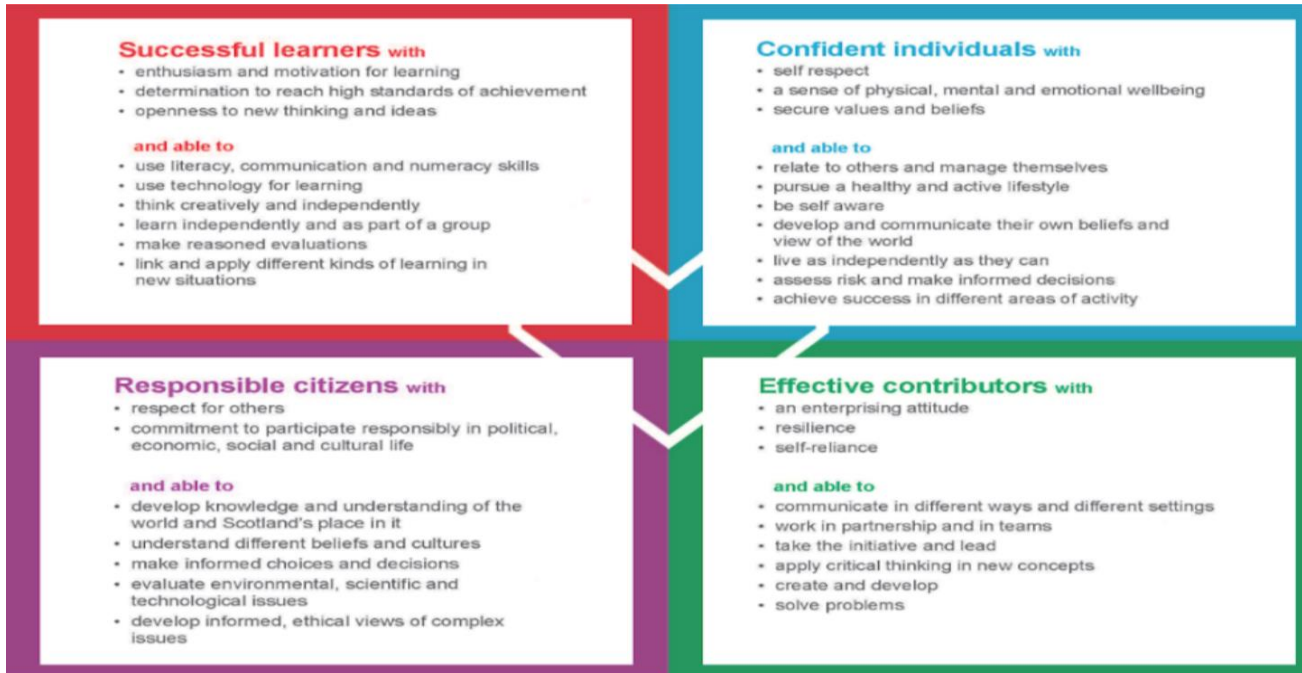
## Appendix 1 - National Guidance

A curriculum framework to meet the needs of all learners 2 – 18 A schematic guide for curriculum designers		
<p><b>Values</b>                      problem solving, autonomous enquiry</p> <p>The curriculum should be inclusive, be a vehicle for personal achievement and through the fostering of independence of the world the encouragement towards self-reliance and responsible citizenship.</p>	<p><b>The objective: The quality of all that is achieved for children and groups (designs throughout their education)</b></p> <ul style="list-style-type: none"> <li>• Stimulate life of the mind as a community</li> <li>• Stimulate cross-curriculum</li> <li>• Interdisciplinary learning</li> <li>• Opportunities for personal achievement</li> </ul>	<p><b>Learning and teaching</b></p> <ul style="list-style-type: none"> <li>• Engaging and active</li> <li>• Being challenging and</li> <li>• Clear expectations and standards</li> <li>• Clearly articulated feedback</li> <li>• Learning positions, scaffolded content, personal learning planning</li> <li>• Collaborative</li> <li>• Differentiating the ways different learners engage</li> </ul>
<p><b>Experiences and outcomes set out opportunities for learning and development by:</b></p> <ul style="list-style-type: none"> <li>• Literacy and oral</li> <li>• Languages and literacy</li> <li>• Health and wellbeing</li> <li>• Mathematics and numeracy</li> <li>• Religion and moral education</li> <li>• Sciences</li> <li>• Social studies</li> <li>• Technologies</li> </ul> <p>Curriculum levels describe progression and development</p>		<p><b>All children and groups should be entitled to experience:</b></p> <ul style="list-style-type: none"> <li>→ a relevant curriculum from 2 to 18</li> <li>→ a varied personal education, including self-directed experiences and activities across all the curriculum areas. This should include understanding of the world and human and physical science in a broad understanding of the environment</li> <li>→ a career advice which provides opportunities for study for qualifications and other personal opportunities for enhancing the skill set</li> <li>→ opportunities for developing skills for learning skills for life and skills for work opportunities for careers to the highest level they can through appropriate personal support and challenge</li> <li>→ opportunities to develop positive and sustained dispositions beyond school</li> </ul>
<p><b>Personal Support</b></p> <ul style="list-style-type: none"> <li>• Review of learning and planning at level above</li> <li>• Learning occurs in learning activities which will meet their needs</li> <li>• Learning for opportunities for personal achievement</li> <li>• Opportunities to change and improve and support through changes and influence</li> <li>• Curriculum review and actively working with parents</li> </ul>	<p><b>Principles for curriculum design:</b></p> <ul style="list-style-type: none"> <li>• Challenge and enjoyment</li> <li>• Breadth</li> <li>• Progression</li> <li>• Depth</li> <li>• Personalisation when desired</li> <li>• Coherence</li> <li>• Resilience</li> </ul>	<p><b>Arrangements for:</b></p> <ul style="list-style-type: none"> <li>• Assessment</li> <li>• Qualifications</li> <li>• Self-assessment and accountability</li> <li>• Professional development</li> </ul> <p>to support the progress of learning</p>

Curriculum Guidance



## Appendix 2 – The Four Capacities



The four Capacities