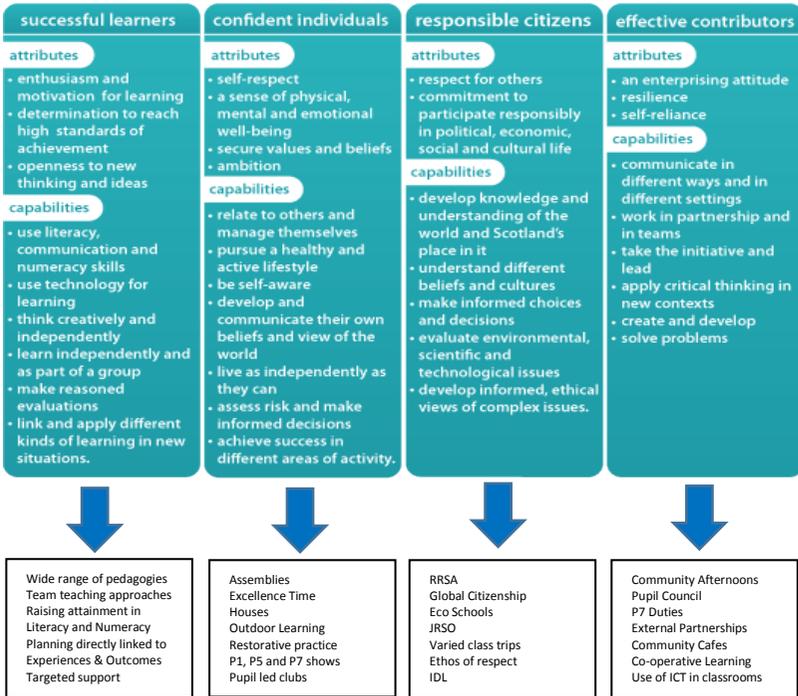


Kinellar School – Our Curriculum

Our vision for Kinellar School is to create a community where everyone is challenged, motivated and inspired to reach their highest potential as lifelong learners and global citizens.

We aim to: ensure all stakeholders have a shared understanding of and commitment to our vision. provide opportunities for all learners to understand and achieve excellence. provide committed leadership in order to make improvements and raise attainment. foster a growth mind-set through quality reflection and self-evaluation. to be a valued part of community held in high esteem.

The Purpose of the Curriculum



Learning, Teaching and Assessment

We aim to raise attainment across the curriculum through high quality learning and teaching. Our staff use a wide range of approaches to address different learning styles including active learning, co-operative learning, outdoor learning, team teaching, text based work, use of ICT, etc. A range of formative assessment techniques are adopted across the school and summative assessments are paired with professional judgements and learning conversations to gather a picture of the whole child. EPIPS are used to track progress in P1 and INCAS is used at all other stages. Data is used to ensure that progress is being made by individuals and year groups. Our SFL and I&P teachers assess individuals and consult with other agencies where appropriate. Pupils who require additional support carry a Passport through school which highlights their learning style and needs. Learning conversations are timetabled to enable Learner-Teacher dialogue. Self-Evaluation is at the core of everything we do as learners in the school. All children and staff reflect on their learning and are encouraged to discuss their strengths and next steps.

Ethos and Life of the School

We strive to maintain supportive relationships between all members of the school community and value their contributions. Communication with parents and learners is transparent and detailed. We use newsletters, open afternoons, and Community Cafes to showcase learning and achievements. We promote positive behaviour through restorative approaches and instil a sense of team work through the house system. We provide opportunities for responsibility and decision-making at all levels and create a climate in which pupils feel safe and can take risks. Skills for learning, life and work are developed through Excellence Time activities and Community Afternoons are used for Eco, RRSA, JRSO, Health and Pupils Council groups to work on their contributions to the life of the school. We have a termly focus on each of our four values and award pupils who are demonstrating their commitment to them.



Curricular Areas and Learning Styles

- Mathematics
- Literacy/Languages
- Health & Wellbeing
- Expressive Arts
- Science
- Social Studies
- RME
- Technology

The delivery of our curriculum comes directly from the Experiences and Outcomes and planning includes Learning Intentions and Success Criteria. The prior knowledge and personal interests of pupils are taken into account in order to make learning relevant and enjoyable. Most importantly, we aim for pupils to understand what they are learning and why and also how they can improve.

Although at Kinellar School we have a variety of resources and schemes of work, teachers use these thoughtfully to ensure the learning taking place is progressive and challenging. The Active Literacy programme is delivered throughout the school and similarly, maths is taught in an active way with relevance in mind. SHM and TJ schemes ensure coverage of topics. We use a program of work for Health and Wellbeing which is delivered using teaching styles suited to the needs of the pupils.

We use a 3 year rolling program to ensure breadth in Science, Social Studies and Technology and teach the Expressive Arts and RME either discretely or across the curriculum. The expertise of class teachers and visiting specialists are drawn on to deliver high quality learning experiences for the pupils.

At Kinellar School, we use Interdisciplinary Learning to promote the transfer of knowledge and skills across subject boundaries. Through this we encourage enquiry based learning and allow connections to be made across the curriculum within relevant and enjoyable contexts. This may take the form of a one-off project or a longer course of study and at times, can provide opportunities for mixed-stage learning. We would like to increase the involvement of our partners in order to support and enrich these learning experiences.

Opportunities for Personal Achievement

Throughout their time at Kinellar School, all pupils are given opportunities to experience Personal Achievement. This can be within the curricular areas, extra-curricular activities, or as part of the life of the school. We celebrate success through assemblies, house treats, the Excellence Wall, newsletters, profiles and Twitter. Pupils are encouraged to talk about their achievement in terms of what they have learned, what skills they have developed and how they could improve. The upper stages currently use Learning Logs to track their learning, the middle stages use Snapshot Jotters to share learning at home, and many classes display 'Work We Are Proud Of.' We target the use of SFL staff and PSAs in order to deliver a curriculum that is right for every child and to support all pupils in reaching their potential. Achievement is recognised at all levels and celebrated by staff and pupils in the classroom, the playground and beyond.

Transitions

We recognise that transitions can be anxious times for pupils and parents and we aim to minimise this through various programs which are relevant to each stage. For families joining our Nursery, we hold a coffee morning, phased start, parent interview and open afternoon. In order to provide a smooth transition into P1 we visit pupils in their pre-school setting, provide a series of induction meetings, hold step up days and run a 2 week phased start to school. Between stages in school, class teachers and the SMT work closely to ensure that handover information and conversations are personal to the individual pupils and their needs. When the time comes for our pupils to leave us at the end of P7, we work collaboratively with the Kemnay Academy cluster schools to deliver a coherent transition program which allows for integration between all the schools.