

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

Respect

Opportunities for personal achievement

For everyone at Kinellar School to have opportunities for personal achievement, staff build meaningful relationships with learners and their families. Everyone is aware of where children are in their personal learning journey and work collaboratively to ensure appropriate pace and challenge. Learning experiences are varied, relevant and differentiated, ensuring individual interests and needs are considered. Pupils profile learning individually and as a class. They reflect on their opportunities to learn and develop skills and share these with staff, parents and peers. We work closely with partners to help access opportunities for our pupils beyond the classroom and school.

'the totality of all that is planned for children and young people'

Happiness

Interdisciplinary Learning

We actively encourage learners to make links across the 8 curriculum areas. This is achieved through explicit teaching of Thinking Skills and Meta Skills resulting in coherence and progression. Exploring the links between subjects adds depth to learning and revisiting concepts from different perspectives deepens understanding. Learning contexts are relevant to learners with a focus on developing skills and creativity. Es and Os are arranged in 'bundles' which can facilitate the planning of contexts and allow for mixed-stage learning and the involvement of partners to enrich experiences.

Responsive planning is used for IDL which encourages pupils to question and extend their learning.

The ethos of Kinellar School is centred around the four values and these are recognised through house points and termly awards. Pupils are also given opportunities to demonstrate the values through leadership responsibilities. We ensure that all stakeholders have a shared understanding of and commitment to our vision and revisit this with pupils regularly. A Growth Mindset approach is adopted in all classrooms and quality reflection and self-evaluation are evident across the school community. Practitioners contribute to the life of the school through open, positive and supportive relationships with one another, pupils and parents. Restorative Approaches are embedded in practice and form the basis of promoting positive relationships at Kinellar School. We aim to be a valued part of the Blackburn community and held in high esteem.

Ethos and life of the school as a community

Our curriculum is organised into eight subjects; Health & Wellbeing, Languages, Mathematics, Expressive Arts, RME, Science, Social Studies and Technologies. The Experiences and Outcomes are supported by Aberdeenshire Curriculum Frameworks. Staff ensure that all planning is focused around learners developmental needs meaning that pupils have clear expectations about what they are learning and how to apply this in the future. Literacy, Numeracy and Health & Wellbeing are at the core of all learning that takes place and we are committed to ensuring that all pupils also experience rich learning opportunities in the other five subjects. We monitor coverage through termly planning however, our main focus is on depth of knowledge and understanding and progression of skills.

Curriculum areas and subjects

Honesty

Learning, Teaching and Assessment

At Kinellar School, Learning, Teaching and Assessment are based on **The Moderation Cycle** set out by Education Scotland. Learners are at the heart of each stage of the cycle and are the motivation for everything we do. Planning begins with the **Experiences and Outcomes** combined with our professional knowledge of our learners, their understanding, interests and needs. Lessons design is carefully considered to ensure learners are inspired and motivated. This allows for a wide range of **evidence** to be gathered which demonstrates **depth, challenge and application**. Aberdeenshire Curriculum Frameworks are used within teachers' everyday practice to continually **evaluate progress and identify next steps**. Feedback is given to pupils in a wide **variety of forms** and in a **timely manner** in order to maintain pace and challenge within the learning cycle. Data is gathered to ensure there is a robust analysis of learners' development. Informal **reporting** is embedded in practice and includes class profiles, individual profiles, Learning Cafes, newsletters. Formal reporting to parents takes place twice yearly and again, learners are at the heart of this process with 1-1 **Learning Conversations** taking place during this period and parental feedback being highly valued.

Through...
High quality Learning & Teaching
Play based and self-directed learning
Effective profiling
Creativity and Thinking Skills

Through...
Relationships and Restorative Practices
Decision making responsibilities
Decider Skills
RRSA and Equalities Groups



Through...
Outdoor Learning opportunities
Whole School Nurturing Approaches
Strong GIRFEC focus
Meaningful leadership opportunities

Through...
Making Thinking Visible
Digital literacy
Learning for Sustainability
Close partnership working

What makes us unique?

At Kinellar School we pride ourselves in knowing our children and families well and taking a holistic view of each child. We have secure systems in place to ensure that the needs of every child are met, whether this be curricular, personal or wider family concerns. Our staff are committed to continuous improvement and engage in practitioner enquiry as part of their annual CLPL program. We have a strong focus on child development and pedagogy and ensure that staff are well equipped with both knowledge and tools in order for the curriculum to have maximum impact. Leadership is valued at all levels of the school community and pupils, staff and parents have a mutual respect for the expertise and interests of each individual. We are forward thinking in relation to the use of learning spaces in our school meaning that our pupils are flexible and independent learners who enjoy being given responsibility for their time and resources.

Challenge &
Enjoyment

Breadth

Progression

Depth

Personalisation
& Choice

Coherence

Relevance