

**Our Vision:**

We strive to provide excellent teaching and learning experiences, where expectations are high and children and families share ownership of learning so that everyone is motivated to achieve their full potential through appropriate support and challenge tailored to individual needs.

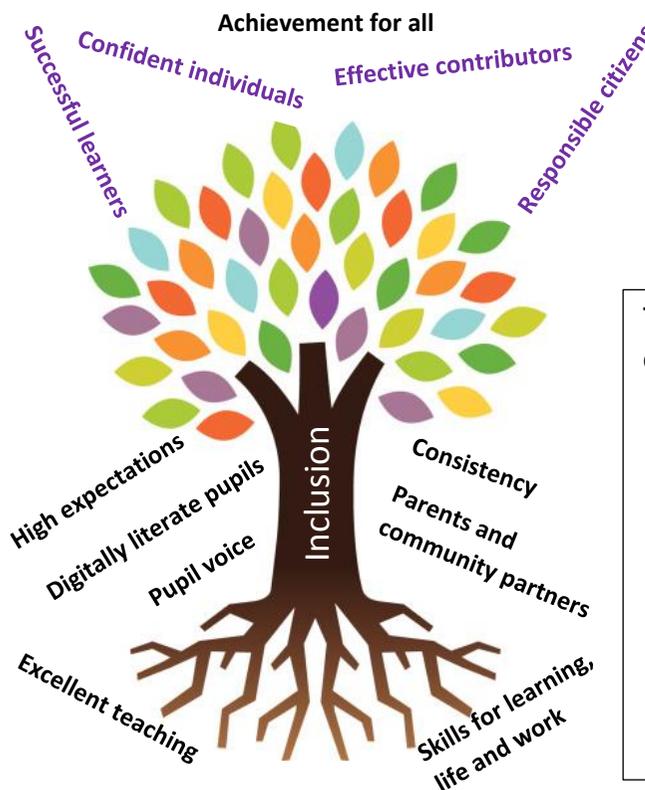
When considering our Curriculum rationale, it was vital to place the pupils at the core of our consultation so revisited and refreshed our Vision, Values and Aims. As a school community we spent time in ensuring that our Values and Vision represent the spirit of who we are at Portlethen Primary and what we want to achieve together.

We aim to:

- Be at the hub of the community where there is mutual respect and support between the school and all stakeholders. We have a sense of community pride.
- Demonstrate a highly positive ethos, where inclusion is at the heart of all we do.
- Provide committed, aspirational and transparent leadership in order to continuously improve and raise attainment for all.
- Foster a safe, purposeful and nurturing environment where children learn from their successes as well as their mistakes and where there is no ceiling on learning.
- Ensure effective curricular and pastoral transitions on entry to P1 and from P7 to academy **and** between all stages through effective collaboration.
- Provide equitable opportunities in a variety of settings, including the outdoors, so that our pupils leave Portlethen Primary with the relevant knowledge and skills for learning, life and work which provide a solid platform on which to embark on their academy careers and beyond.



Every pupil has a right to an Education- (Article 28 United Nation Convention on the Rights of the Child)

**Our Values:**

Respect
Achievement
Trust
Teamwork
Inclusion
Nurture

The Pupil Council created a mnemonic to aid our memories regarding the school values:

- **T**rust
- **T**eamwork
- **R**espect
- **A**chievement
- **I**nclusion
- **N**urture

Portlethen Primary sits within a rapidly expanding town which has grown from a farming and fishing village. Many families work in oil related industries which are undergoing a period of change creating a climate of uncertainty in terms of employment. Families also work within the public sector and retail trade. McIntosh Donald, local butcher and meat processor has recently agreed to become our community/business partner.

We help our children to develop the attributes and capabilities of the 4 capacities of a Curriculum for Excellence to encourage them to flourish in learning, life and work as they grow and mature.

<p>Successful learners Attributes</p> <ul style="list-style-type: none"> -Enthusiasm and motivation for learning -Determination to reach high standards of achievement -openness to new thinking and ideas <p>Capabilities</p> <ul style="list-style-type: none"> -use literacy, communication and numeracy skills -use technology for learning -think creatively and independently -learn independently and as part of a group -make reasonable evaluations -link and apply different kinds of learning in new situations 	<p>Confident individuals Attributes</p> <ul style="list-style-type: none"> -self-respect -a sense of physical, mental and emotional wellbeing -secure values and beliefs -ambition <p>Capabilities</p> <ul style="list-style-type: none"> -relate to others and manage themselves -pursue a healthy and active lifestyle -be self-aware -develop and communicate their own beliefs and views of the world -live as independently as they can -assess risk and make informed decisions -achieve success in different areas of activity 	<p>Responsible citizens Attributes</p> <ul style="list-style-type: none"> -respect for others -commitment to participate responsibly in political, economic, social and cultural life <p>Capabilities</p> <ul style="list-style-type: none"> -develop knowledge and understanding of the world and Scotland's place in it -understand different beliefs and cultures -make informed choices and decisions -evaluate environmental, scientific and technological issues -develop informed, ethical views of complex issues 	<p>Effective contributors Attributes</p> <ul style="list-style-type: none"> -an enterprising attitude -resilience -self-reliance <p>Capabilities</p> <ul style="list-style-type: none"> -communicate in different ways and in different settings -work in partnership and in teams -take the initiative and lead -apply critical thinking in new contexts -create and develop -solve problems
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<p>Variety of teaching approaches</p> <p>Planning and assessment linked to Aberdeenshire Frameworks</p> <p>Focus on raising attainment for all</p> <p>(Article 28)</p>	<p>Assemblies, shows and nativity</p> <p>Pupil voice</p> <p>Whole school talk activities</p> <p>Support and challenge</p> <p>(Article 12)</p>	<p>Ethos of respect</p> <p>RRSA (UNCRC)</p> <p>Restorative approaches</p> <p>Eco Schools</p> <p>Pupil Council</p> <p>JRSO</p> <p>FairAchievers</p> <p>Volunteer award</p>	<p>Community relationships</p> <p>Outdoor learning</p> <p>Cooperative learning</p> <p>Interdisciplinary learning</p> <p>Digital literacy</p> <p>(Article 31)</p>
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A range of formative assessment strategies are deployed so that pupils and teachers know where children are in their learning, where they need to be and how they plan to get there. Summative assessment and teacher professional judgement continuously inform next steps in learning and analysis of standardised assessment provides another tool to gain a rounded overview of individual progress. Our ASL/ASN staff work as part of the whole school team to target interventions.

Organisation of the Curriculum:

Literacy and english, numeracy and health and wellbeing are prioritised at Portlethen Primary as essential skills for life. Teachers use the Aberdeenshire Progression Frameworks, which set out clear progression for knowledge and understanding and related skills, to inform their learning and teaching approaches.

Other areas of the curriculum: **Social Studies, Science, RME, Technologies and Expressive Arts** are bundled so that we ensure a breadth of experience and a depth of coverage over a three year period and that children are able to transfer skills learnt.

It is vital that children understand what they are learning and why. At Portlethen Primary, learning intentions are clear and pupils have opportunities to co-construct success criteria so that every child is able to experience success. Account is taken of prior learning and interests and targets are set so that children build on their successes and address areas for improvement.

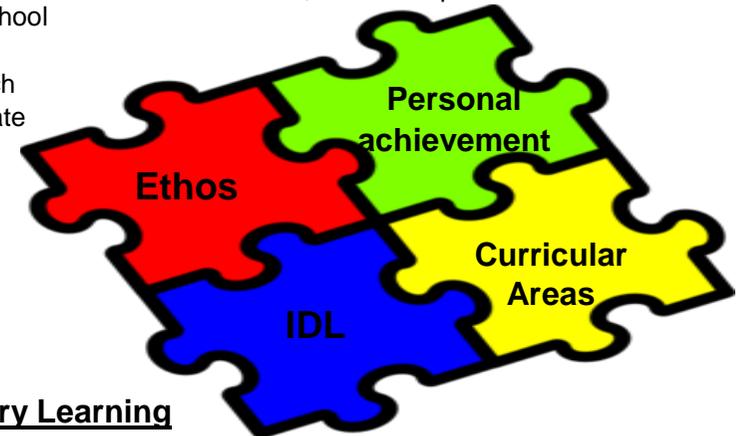
The Four Contexts For Learning

Opportunities for Personal Achievement

- Curricular and beyond, both within and outwith school
- Celebrate through assemblies, class, Twitter, newsletters, electronic profiles

Ethos & Life of the School

- Strong nurturing ethos permeates the school community
- Inclusive approach through appropriate interventions
- RRSA is central
- Restorative approaches
- Opportunities for leadership



Interdisciplinary Learning

We facilitate interdisciplinary learning to ensure that children enjoy rich experiences and to demonstrate transfer of knowledge and skills to different and relevant real life contexts. This usually takes the form of topic work. Classes also work together as buddy groups to enable cross stage learning and we participate in whole school topics which enables us to moderate learning experiences and progression across the school.