

# PORTLETHEN PRIMARY SCHOOL

## Curriculum Rationale



Symbolised  
Communication  
in Learning  
Bronze Award



DIGITAL SCHOOLS  
AWARDS SCOTLAND



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.

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. Baker Hughes GE, a fullstream oil and gas company, is our community/business partner, we work together supporting community initiatives and enjoy learning about the skills required to pursue a job within the oil and gas industry, helping us to experience Skills for Learning, Life and Work and support the Scottish Government's Youth Employment strategy, Developing the Young Workforce (DYW) to better prepare young people for the world of work.

### 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.

### 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.

### 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 learned.

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.

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.

### Inclusion

At Portlethen Primary we focus on children’s emotional needs and development as well as academic learning in a whole school environment. We are very proud to have been awarded the status of a Nurturing School by Nurture UK and we continue to promote healthy outcomes for our children in which the Six Principles of Nurture are at the core.

Portlethen Primary has a clear ethos regarding meeting the needs of children with Additional Support Needs (ASN). Working in collaboration with our children, families, ASN teachers, our Educational Psychologist and NHS partners we ensure that we devise a curriculum that allows all our young learners to reach their full potential. Our Nurture Hub, known as the ‘Rainbow Room’ supports children who may need a little help with social, emotional and attachment challenges and for our children with more complex needs, we ensure that an Enhanced Provision Pathway is in place.

In order to ensure that we proactively include our LGBT community, Portlethen Primary is making positive steps towards achieving the LGBT Youth Scotland’s LGBT Schools Charter.

### Assessment

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.

*Every pupil has a right to an Education  
Article 28 United Nation Convention on the Rights of the Child.*

### Scotland’s Curriculum

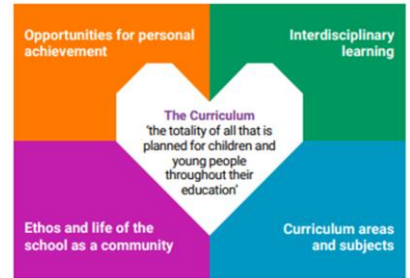
Curriculum for Excellence helps our children and young people gain the knowledge, skills and attributes needed for life in the 21st century.

At its centre are four fundamental capacities. These capacities reflect and recognise the lifelong nature of education and learning.



### Four contexts

As part of their learner journey, all children and young people in Scotland are entitled to experience a coherent curriculum from 3 to 18, in order that they have opportunities to develop the knowledge, skills and attributes they need to adapt, think critically and flourish in today’s world.



Taking curricular aims and translating them into practice is a continuous process.

