



Curriculum Rationale and Design

March 2025



Our Curriculum Rationale

When designing our curriculum, we took a number of key factors into consideration:

- **The context of our school**
- **Local and national guidance**
- **The needs of our local area and what makes us unique**
- **Curriculum Design**
- **What our learners and families wanted**
- **What was needed to support our learners to enable them to become 21st Century citizens**

The Context of our School

At Craigbank Primary School we believe our curriculum provides our learners with many of the opportunities they will need to develop all four capacities within the Curriculum for Excellence. To further enhance this, we believe we need to engage all stakeholders in shared decision making to define our bespoke values, culture and ethos as a school.

Craigbank Primary is a non-denominational school which serves the area of Larkhall in South Lanarkshire. The school was newly built in 2011 as part of the Schools Modernisation Programme and comprises of 7 spacious classrooms, STEM den, nurture room, library, a large assembly hall and separate dining area.

The school is part of the Larkhall Learning Community. The Learning Community has developed very positive working relationships, recently focussing on curricular transitions, that have a positive influence on all aspects of school life.

At Craigbank PS we aim to make school a happy, supportive place in which every child will thrive and develop socially, emotionally, academically and physically. We aspire to become a school that delivers high quality teaching and learning underpinned by continuous self-evaluation. Working in partnership with all, we aim to provide learning experiences that will engage and inspire all our learners enabling them to achieve success. Our curriculum is designed to ensure all children are supported in their learning through our attachment informed practice and skills-based planning to provide opportunities for our children to learn knowledge and skills through real life experiences. We work in partnership with local businesses, the feeder nurseries, our associated secondary and voluntary organisations.

We were awarded our second LEAF (Learning About Forests) award from Keep Scotland Beautiful and Sport Scotland Gold School Sport Award. In May 2024 we achieved the National Nurturing School Award, and we strive to continue to develop our nurture journey in all aspects of our school. Some of the feedback the school received from Nurture UK included:

- Evidence was gathered and collated based on the observations to identify areas of strength as well as areas that require development. Staff continue to undertake regular evaluations focusing on the implementation of The Six Principles of Nurture in their classrooms. Pupils are actively involved in embedding The Six Principles of Nurture at Craighbank Primary School.

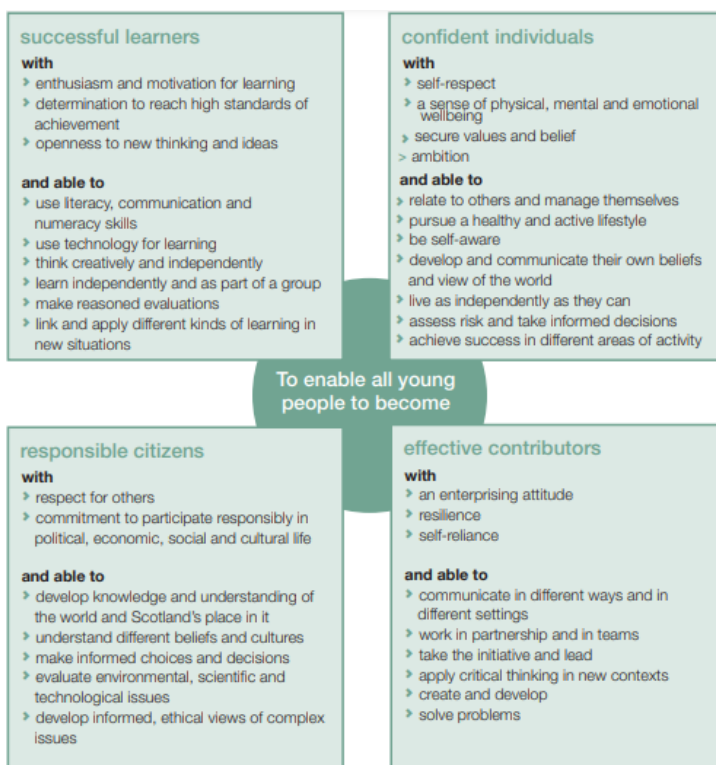
- It was evident that pupils have a clear understanding as well as a lived experience of The Six Principles of Nurture. They had a plethora of ideas of what each principle looks like in school and how it helps them. The focus wasn't solely on the support in place when things are difficult but also the opportunities available to build skills and foster independence.

We will continue to embed whole school nurture.

We seek opportunities to provide extra-curricular activities for the pupils. In the last school session we provided several clubs for pupils from P1 to P7. This included football, netball, and a Friendship Project lunch club. Every second year our P6 and P7 are offered the opportunity to participate in a residential excursion. Our P5s attend swimming sessions at Larkhall Leisure Centre. P7s become Sports Leaders and take a lunch club for our P2/3 children. We also aim to ensure our pupils participate in a wide range of celebrations and school events such as: World Book Day, Book Week Scotland, STEM Week and a Careers Week. In addition, each class has a Community Cafe to present their learning to their parents / carers, Christmas Nativities and School Shows.

Local and National Guidance

The school firmly believes that all pupils should continually develop all aspects of their learning through the Four Capacities as detailed in Building the Curriculum 3 (Education Scotland 2008). Using these, along with the SLC Skills Framework, will provide our pupils with an extensive range of knowledge and skills to equip them for an ever-changing future.



What makes Craighbank Primary School unique?

Our School vision of Dream, Believe, Achieve and our values of Ambitious, Responsible, Confident and Compassionate permeate our whole school ethos and curriculum.

Staff identified:



Pupils said:



Parents said:

The size of the school, its not too big or too small, it means all the pupils are treated individually.

The teachers and all the other staff.

The school environment, the school is lovely inside.

The nurture – it made such a difference to my son.

The team leader in the office is the face of the school and holds everything together.

Celebrations of Scottish, Christian and other religious events

How well all the staff knew the kids

Inclusivity, nurture, parent consultation

Commitment to learning and nurturing

Nurture and support for children in all aspects of development

Our Curriculum Design: How are we embedding the 7 principles?

Breadth

All pupils should have the opportunities for a broad, suitably weighted range of experiences. The curriculum should be organised so that they will learn and develop through a variety of contexts within both the classroom and other aspects of school life.

- Whilst Literacy, Numeracy and Health Wellbeing take priority achieving a breadth of experience is important to us
- Breadth is achieved by planning learning activities based on all the experiences and outcomes to ensure all learners make good progress
- Plans are shared at transition times to provide all relevant information to meet individual needs
- Pupils are taught at a pace which ensures secure understanding
- Flexibility of planning is adopted so teachers can choose which curricular areas should be taught for a period of time, not all 8 subjects are taught in the same week
- Interdisciplinary planning as well as discrete planning is adopted
- More time is provided for areas of the curriculum which will help narrow the poverty related attainment gap
- Pupils are provided with interesting and challenging activities within all curricular areas

Depth

There should be the opportunities for pupils to develop their full capacity for different types of thinking and learning. As they progress, they should develop and apply increasing intellectual rigour, drawing different strands of learning together, and exploring and achieving more advanced levels of understanding.

- Pupils are given opportunities to become secure in their learning rather than moving quickly from one topic or level to the next
- Collaboration between staff and pupils allows them the opportunity to add depth to learning by spending time discussing learning, explaining it to others, applying knowledge and skills in a variety of contexts and probing and researching particular issues
- Staff use informed professional judgements about when pupils require further learning activities and contexts to secure learning within a level and when they need to move onto more challenging activities/levels.

Challenge and Enjoyment

Pupils should find their learning challenging, engaging and motivating. The curriculum should encourage high aspirations and ambitions for all. At all stages, pupils of all abilities should experience an appropriate level of challenge, to enable each individual to achieve his or her potential. They should be active in their learning and have opportunities to develop and demonstrate their creativity. There should be support to enable pupils to sustain their efforts.

- Staff have high expectations of what pupils can achieve
- Activities are suitably challenging, engaging and motivating for all pupils
- Planning within the experiences and outcomes allows opportunities for pupils to actively engage in learning
- Tasks selected are differentiated to present an appropriate support and challenge for all pupils
- Resources are developed or selected to promote active learning and are relevant to pupils needs
- There are opportunities for personal achievement across a range of different contexts.

Progression

Pupils should experience continuous progression in their learning from 3 to 18 within a single curriculum framework. Each stage should build upon earlier knowledge and achievements. Pupils should be able to progress at a rate which meets their needs and aptitudes.

- Our plans meet the differing needs of learners, from those pupils who require additional support for their learning to those who need to be challenged.
- When required, Staged Intervention procedures are followed.
- Assessment evidence is actively used to allow teachers to make professional judgements about pupil progress.

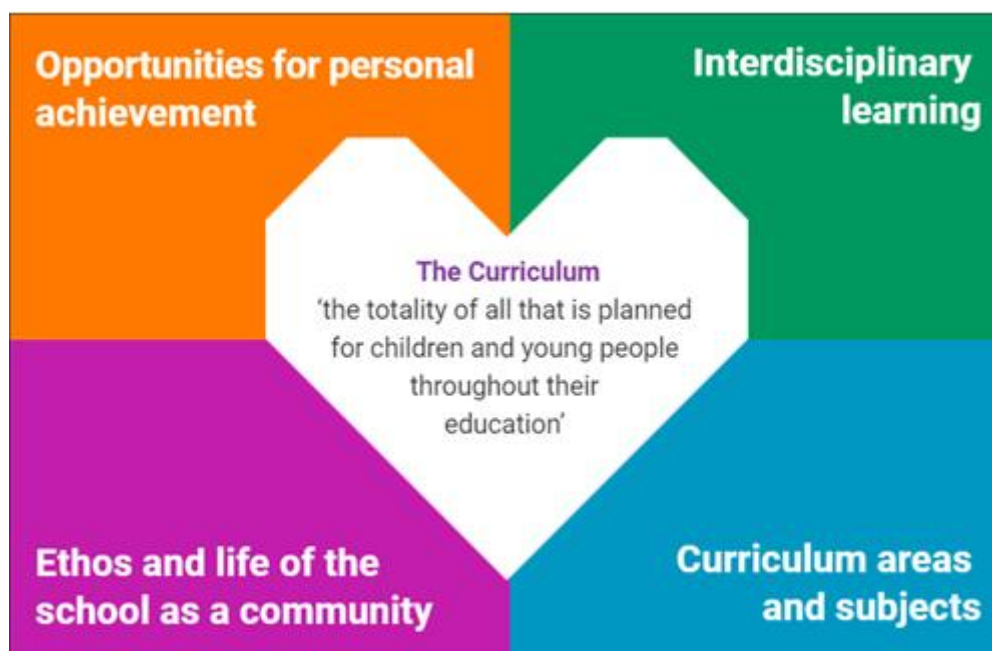
Coherence

Taken as a whole, learning activities should combine to form a coherent experience with clear links between the different aspects of learning, including opportunities specifically planned to draw different strands of learning together. All pupils have an entitlement to a curriculum which they experience as a coherent whole,

- Pupils experience coherent learning through interdisciplinary planning and teaching.
- Plans are shared at transition times in order for any gaps in teaching to be addressed
- Transition information between establishments is shared (during the school year)
- We have a good, planned transition programme (N>P1, P7>S1, between stages)
- Where appropriate, partners are a particular feature of planning
- Links are made between different aspects of learning within

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| <p>with smooth and well-paced progression through the experiences and outcomes, particularly across transitions.</p> <p>Those planning the curriculum have a responsibility to plan in partnership with others how they will jointly enable learners to move smoothly between establishments, building on prior learning and achievement in a manner which meets learners' needs.</p> | <p>and across subjects and to the wider world.</p> <ul style="list-style-type: none"> ➤ Staff promote coherence in learning by using their overview of learning across the curriculum and their flexible approach to time management. |
| <p>Personalisation and Choice</p> <p>The curriculum should respond to individual needs and support aptitudes and talents. It should give pupils increasing opportunities for exercising responsible personal choice as they move through their school career.</p> | <ul style="list-style-type: none"> ➤ Staff use their knowledge of pupils' prior experiences, learning and interests to provide support and feedback during teaching ➤ Pupils have opportunities to contribute to the development of learning within the classroom ➤ Pupils are given choice over their Leadership Group ➤ Pupils are encouraged to pursue learning independently ➤ There are opportunities for personal achievement across a wide range of activities within and out with school |
| <p>Relevance</p> <p>Pupils should understand the purposes of their activities. They should see the value of what they are learning and its relevance to their lives, present and future</p> | <ul style="list-style-type: none"> ➤ Teachers endeavour to ensure the curriculum connects with the child's experience, learning and interests in and beyond the school environment ➤ Staff use their knowledge of the children/local area to inform and shape contexts for learning ➤ Pupils know why, what and how their learning relates to everyday life |

The four context for learning (Building the Curriculum 3, Education Scotland) underpin all aspects of the curriculum at Craigbank Primary



At Craigbank Primary School we have worked collaboratively to design our rationale which underpins our key values for learning and the development of the whole child.

As part of this we have the SLC Skills Framework linking to the four capacities, which allows the development of transferrable skills for future learning, life and work.

Opportunities for personal achievement

We provide regular opportunities to celebrate pupils' personal achievements, during our weekly assemblies where we celebrate both in and out-of-school achievements. Time to share and record achievements is built into the school week. Pupils set individual targets which gives pupils and parents an opportunity to reflect on achievements.

- o Wider achievement wall display
- o Achievements shared at Assemblies
- o Achievements shared on school X page and school newsletter
- o Stars of the Week Awards
- o House events
- o House Counters
- o Parents' Meetings with teachers and parents
- o Links with Local organisations e.g. Our Place Our Plan, Larkhall Growers
- o Learning Journeys

Interdisciplinary learning

At Craigbank Primary School, we use Interdisciplinary Learning to promote the transfer of knowledge and skills across subject boundaries. Through this we encourage connections to be made across the curriculum within relevant and meaningful contexts.

Staff plan using the *PACE* planner to ensure links to a range of curricular areas, social studies skills development, cross cutting themes, the 7 principles, outdoor learning and pupils' previous knowledge. Information on work covered is passed on from each stage/level to ensure sufficient coverage. School trips are planned to provide breadth and depth to pupil's learning.

A clear focus is on developing skills for learning, life and work.

Ethos and the life of the school as a community

Our pupils are encouraged to be active members of the school community from Primary 1 and are given leadership opportunities at every stage, allowing children to grow as confident individuals aware of how to bring about change. Every pupil is an active participant in school improvement; all pupils have an important role to play as a member of a school committee.

We are a National Nurturing School, have a gold Sports Scotland School Award and have been awarded a second LEAF Award. The school is on its journey to become a Digital School, and we are beginning our journey towards becoming a Rights Respecting School.

The experiences below ensure pupils have opportunities to put the school values into action and to develop as Responsible Citizens and Effective Contributors. We seek the views of pupils on a regular basis and act upon feedback and suggestions.

- o House Captains and Vice Captains

- o School Leadership Groups for all pupils: *Pupil Council, Learning Champions, Health and Wellbeing, UNCRC, STEM, Reading Rockets, Forest Schools, Digital Leaders*
- o P1/P7 Buddies
- o P1 & P2/ P & P6 Reading and Maths Buddies
- o Junior Librarians
- o Class Monitors
- o Pupil Involvement in Assemblies
- o Pupil led lunchtime clubs
- o KWL grids
- o AiFL strategies
- o Learning Journals
- o Responsive experiences in classes
- o After school/lunch clubs
- o Involvement in Community Cafes, concerts
- o Involvement with charities
- o Transition programmes Nursery → P1, P7 → S1
- o Interactions with our local community~ Larkhall Growers, Reading Sheds, Our Place Our Plan, Parent Council, Family Learning Events

Curriculum areas and subjects

The success of our curriculum is dependent on high quality teaching and learning by highly motivated and trained staff. We aim to achieve this through collaboration, self-evaluation, distributed leadership, collegiality, a robust quality assurance calendar and high quality, varied, career long professional learning.

We aim to provide a learning environment, where Nurturing principles are embedded, that motivates, inspires and challenges our pupils. Focused assessments and self-evaluation are used as tools to inform next steps. Pupils are involved in the development of Learning Intentions and Success Criteria and take ownership of their learning with support from staff.

We cater for a range of abilities in each class and also for differing learning styles. To this end, we adopt a variety of approaches to ensure our curriculum is interesting, engaging, responsive and child centred. For instance, children are involved in individual, group and practical tasks and activities which make use of ICT.

We also engage in outdoor learning, educational visits and take opportunities to have visitors in our school to further excite and enthuse our learners.

Ensuring our pupils are aware of their locality and community is important to us and where possible we draw on local expertise to enhance learning experiences. At every opportunity we encourage all children to accept a certain amount of responsibility for their own learning as this is an important life skill. All children are expected to achieve their very best and they are supported to work at a level that challenges them.

Our Teaching, Learning and Assessment Policy sets out the range of assessments used at Craigbank Primary School. A range of formative assessment techniques are adopted across the school and summative

Parents



What support may be needed to enable our learners to become 21st Century citizens?

Additional Support for Learning and Emotional Wellbeing

We are committed to the well-being and educational development of all learners and ensuring we are 'Getting It Right for Every Child'. Where there are barriers to children's learning progress, be that educational or emotional, we use South Lanarkshire Council's Staged Intervention Process. We then look for ways to provide additional support.

Stage 1 - differentiated work in class

- amended teaching approach/use of language
- phone call home informing parent/carer
- extra support from School Support Assistant (SSA) and/or class teacher (CT)

Stage 2 - Assessment by Specialist Support Teacher (SST)

- Meeting with parent/carer with SST, CT and SMT
- Specific interventions identified and implemented
- Termly assessment of progress (by pupil, SSA and CT)

Support for Learning

ASP (Additional Support Plan)- Termly targets and evaluation (by pupil, SSA and CT) sent home to parent/carer - Yearly meeting with parent/carer, class teacher, SSA and child

For those with social, emotional and behavioural needs a **BASP** (Behaviour Assessment Support Plan) is implemented as required

Working in partnership with parents/carers and pupils is vital in ensuring we are meeting the needs of our pupils and families.

Transitions

We recognise that transitions can be anxious times for pupils and parents and we aim to minimise this through various programme which are relevant to each stage.

Nursery to Primary 1 Transition

- o A series of transition activities, working alongside the feeder Nursery establishments
- o Transition events in school for the children from all external feeder nurseries
- o Buddy meeting with pupils from Primary 6 and nursery pupils
- o Parent Information Meeting with HT/DHT
- o Learning workshop for parents/carers with DHT (transition bags distributed at this time)

Primary 7 to Secondary School

- o We work collaboratively with Larkhall Academy who deliver a coherent transition programme

Between stages

- o Transition information shared with next teacher from current teacher to meetings arranged between staff to ensure all information is shared
- o SMT discusses Staged Intervention Paperwork with receiving teacher
- o SMT go through Inclusive class lists to ensure any specific information is shared

Next Steps

Through our programme of quality assurance, our self- evaluation calendar, professional learning, pupil voice, parental feedback and the improvement planning process we will continue to monitor, evaluate and review our curriculum, ensuring the focus is always on our learners.

It is crucial we take account of local and national developments and evolving best practice, and use these to inform, refine and further develop our own practice. We must continue to actively source best practice and to involve ourselves in strategic development at school, learning community, authority and national level.

It is imperative to us that our parents/carers and wider school community are part of the evaluation and development process and we are committed to involving them as much as possible in order that all stakeholders have an understanding of what we are trying to achieve through the curriculum.

Other related documents

- Craighbank Primary Learning, Teaching and Assessment Policy
- Craighbank Primary Quality Assurance Calendar
- Craighbank Primary Staged Intervention

We hope this document helps you to understand our unique Craighbank Primary School Curriculum. Our school website provides a further overview of our school. For further information on the curricular areas please refer to our school handbook which can be found on our website.

www.craighbank-pri.s-lanark.sch.uk

The Curriculum Rationale will be reviewed annually as part of the Standards and Quality Improvement Plan.