

Fraserburgh South Park Primary School and Nursery



Our Curriculum Rationale and Design 2023

At South Park School we embed our vision throughout our structured curriculum, which ensures that all children are provided with learning opportunities that enable them to achieve in a safe, happy, caring environment.

This booklet will explain what we do at South Park School and Nursery.

Ethos and Life of the School

South Park School is a safe and friendly environment, inclusive to all. We believe in mutual respect and trust in order to create a positive learning environment.

South Park is a very inclusive school that strives to meet the needs of all children. Engagement in self-evaluation is embedded within the school. The whole school community embraces change, views it positively, and ensures it is implemented effectively through regular evaluation and review. South Park utilises the resources available within our community well. We have strong and ongoing links with community sport providers, local care homes, Nescol and many local businesses. We regularly make use of our local surroundings as a learning environment.

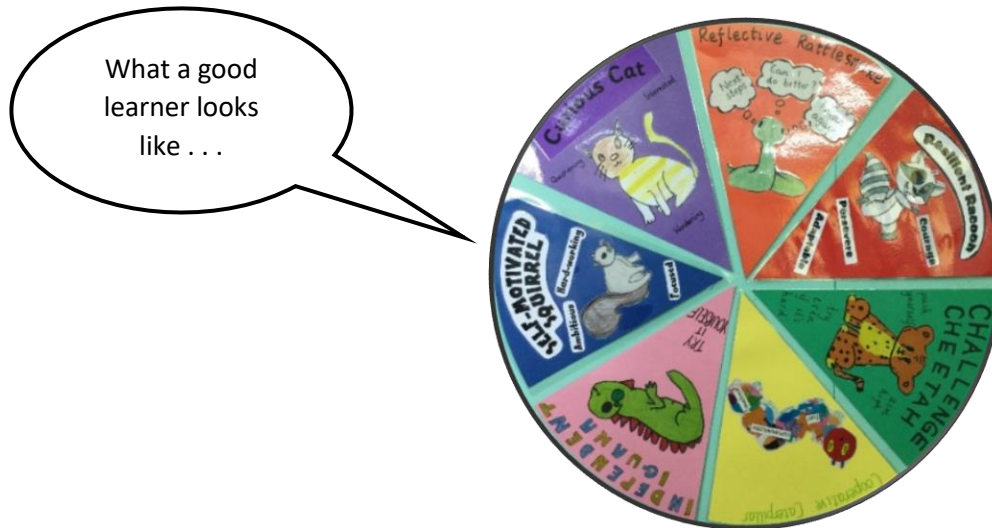
The purpose of our curriculum is to ensure that all children develop their knowledge, skills and attributes across all curricular areas. It enables them to achieve success in learning and prepares them effectively for life and work. Children from Nursery to P3 engage with play opportunities in a broad range of contexts and learning environments, in the school and wider community. At South Park we facilitate a child-led approach to learning through play.

We strive to ensure that through the experiences provided at South Park our pupils leave us cooperative, independent, curious, self-motivated, resilient, able to challenge themselves and reflective.



Our Learners at South Park

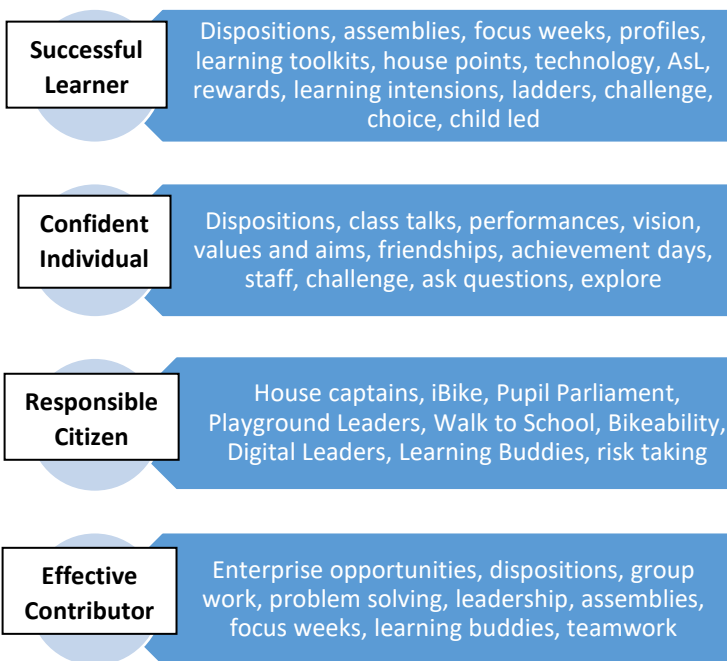
At the heart of our school is our learner dispositions. We strive to embed these in all that we do to prepare our children for learning, life and work.



Staff have a shared understanding of play pedagogy to ensure our learners have consistent experiences. Through play children are motivated to facilitate their own learning which develops skills such as teamwork, language development and problem solving. Children are exposed to provocations within their environment to provoke engagement and enjoyment.

We also embed opportunities for children to develop these four capacities:

- **Successful Learner** - we think about new ideas and do the best we can
- **Responsible Citizen** - we take part in making decisions and have respect for other people
- **Effective Contributor** - we can think of new ideas for ourselves and be enterprising
- **Confident Individual** - we are healthy, both physically and mentally, happy and look forward to the future

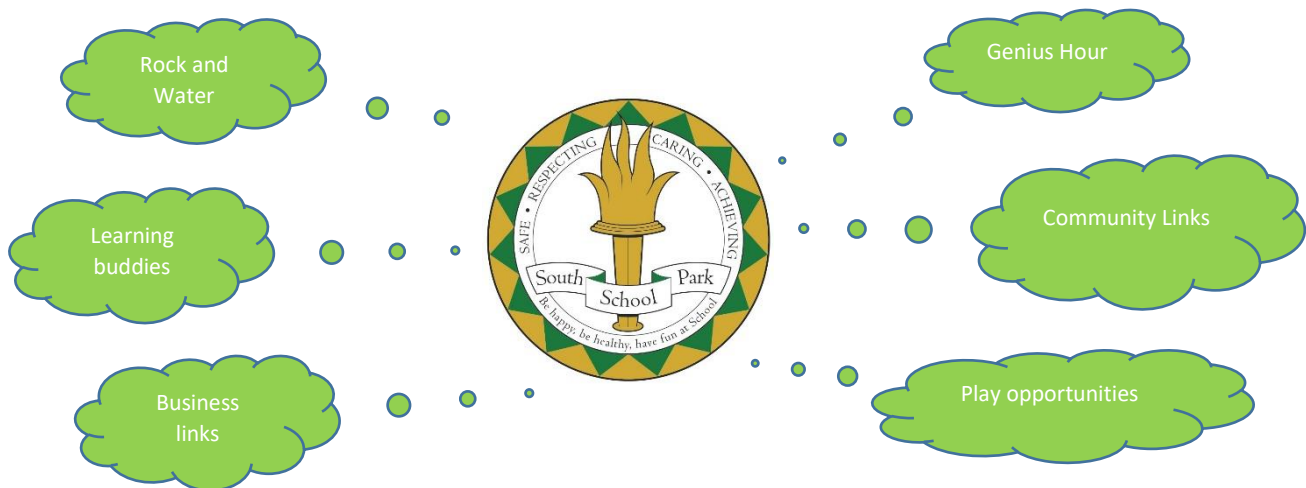


The Curriculum

Our curriculum aims to ensure that all children develop the **knowledge, skills and attributes** they will need to flourish in life, learning and work. We want our pupils to be successful learners, confident individuals, responsible citizens and effective contributors. Our curriculum encompasses a **broad range of experiences and play pedagogy**. Our children learn in an environment of mutual trust, respect and shared values throughout the whole school community, which is encompassed through play. They are encouraged to develop self-regulation and engagement through opportunities to take reasonable risks, use problem solving and child led experiences through play. The positive **ethos and life of the school** will ensure there are ample **opportunities for personal achievement** in the classroom and beyond.

At South Park we provide well planned learning opportunities. Learning opportunities through play are based on child led observations as well as adult initiated experiences. We have a clear focus on the development of skills, including social skills, resilience building and life skills. At

South Park pupils make use of the community as a learning environment, exploring what our town has to offer.



The purpose of a Curriculum for Excellence is to ensure that all children develop their knowledge, skills and attributes across all curricular areas. At South Park they will become lifelong learners, equipped for learning life and work.

Our School - Knowing the big ideas

We continually review and evaluate how to embed our vision, values and aims into all that we do. Our staff work collegiately to embed new, evidence-based approaches which demonstrate an impact on learning. Our school is a learning community for all.

Our Staff - Meaningful learning network

All staff work collegiately to plan, enquire and reflect with others. We have a clear improvement agenda that focuses on improving learning and teaching. Staff work collaboratively with parents to share learning through open sessions, sharing the learning events, reporting and parent workshops. We have a strong partnership with NESCOL to support learning and our local environment is build into our curriculum plan from Nursery - P7. We celebrate and share success through assemblies, profiles, newsletters and Facebook.

Our Learners - Understanding the learners

Our curriculum is structured to ensure a broad range of experiences. Staff know children and young people well through evidence gathered from progressions, profiles, assessments, using learner ladders, giving feedback, reflective rattlesnake time, play diaries/floorbooks etc. We celebrate our wider achievements and gather feedback through our Bletherbox. Pupils have a say in their learning through KWL, using prior knowledge, house points system, genius hour, and reflective rattlesnake time in play. We have dedicated observation time during play to gather pupil voice and observe so next steps and opportunities reflect pupil voice. We have a clear assessment framework which ensures that data gathered is useful, analysed and acted upon to ensure progress in learning.

Our Approach - Being clear on practical approaches

We have clearly defined progressions, planning formats, frameworks assessment approaches and ways of working that ensure all children have the opportunity to succeed. We have a shared ethos for play across Early-Fire level which is shared with all stakeholders. We have a collegiate plan that ensure constant revisiting and evaluating of our progress

Improving - Knowing your own learning and support needs

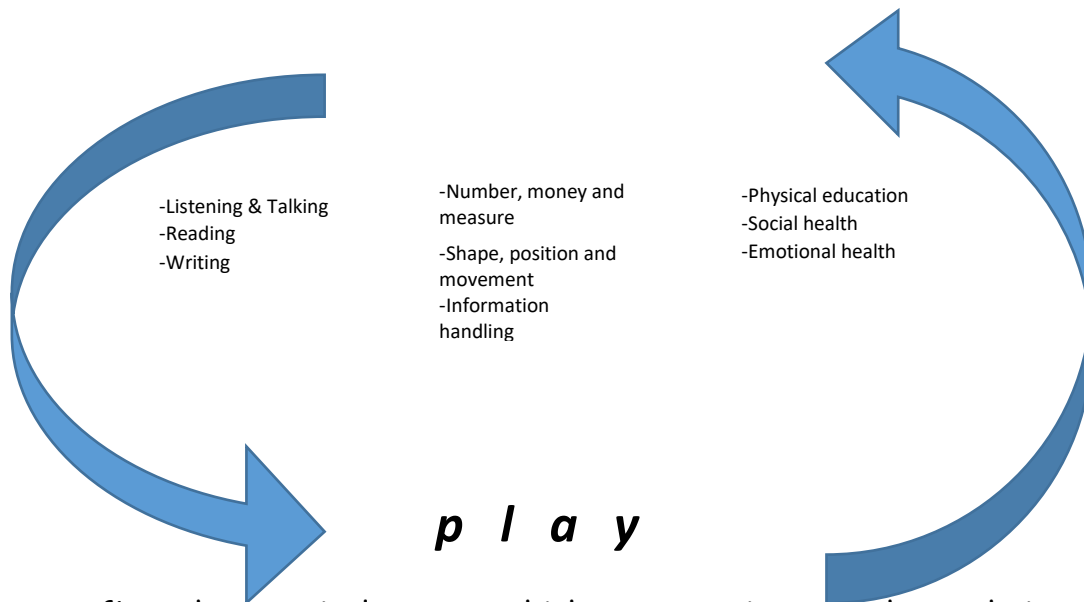
All staff are committed to learning and engage in regular impact cycles to identify improvement in teaching and learning. We engage in high quality learning with other professionals that link directly to individual development needs.

Curriculum Areas and Subjects

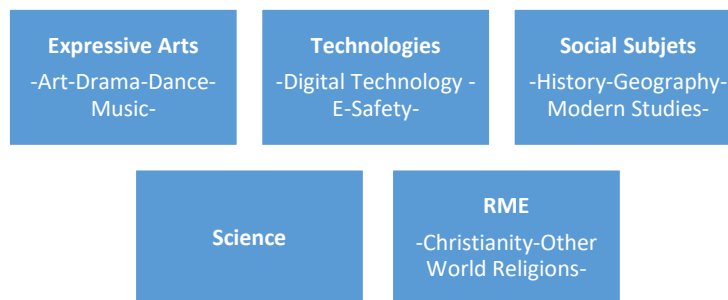
There are 8 Curricular Areas, which have subjects within them. There are *three* core curricular areas which are the responsibility of all, and are taught alongside, and throughout, the whole curriculum.

p l a y





There are *five* other curricular areas which are sometimes taught on their own as separate curricular areas or taught along with other areas.



Experiences in the five above areas are planned for using a three-year rolling programme from Nursery-7. This ensures all children experience all outcomes, whilst having opportunities to work across stages with other children. From Nursery-P3 children have the opportunity to develop their knowledge and skills through a variety of play based experiences and opportunities. Over our three-year programme our pupils have the opportunity to revisit learning to broaden and deepen understanding.

Our Early level and First Level curriculum is strongly based on play. We provide children with opportunities to explore, create and make connections in their learning, through meaningful, purposeful play. Opportunities to develop high quality play-based activities are part of the curriculum at early and first level. We have a clear focus on developing literacy and numeracy skills using a developmental approach through a balance of child led and adult

initiated experiences. Observations are used as evidence of engagement and as initial steps for further planning. Literacy and numeracy are embedded in play where children have the opportunity to apply their skills and make connections in real life contexts. Play is used as an immersive tool for all areas of the curriculum.

The 7 Principles of Curriculum Design at South Park School

These key features must be taken into account for all children and supports teachers with the planning process. Although all are of equal importance there may be a particular focus on certain principles as children progress through the levels.

Challenge and Enjoyment - At South Park School teachers plan learning experiences that stem from the children's interests. We have high expectations and challenge children appropriately so that they can achieve success. We gather pupil voice through play observations which identify the interests of the children. Our next steps ensure challenge.

Breadth - We ensure that children have opportunities to engage in a range of experiences across all curricular areas. Through observation, planning and reflections, we ensure a broad range of experiences across all curricular areas, through play.

Progression - We ensure that children continuously build upon earlier knowledge and successes. We set targets so that children progress at a rate which best suits their needs. Observation of play identifies next steps for individuals and experiences.

Depth - We provide opportunities for children to further develop their skills, knowledge and attributes by bringing different aspects of their learning together. We encourage learning through play in a variety of contexts to ensure depth and application of learning.

Personalisation and Choice - Children are given opportunities to share their personal interest and discuss what and how they would like to learn. This is often done through the use of reflective rattlesnake time which is when the children share their learning, skills and future areas of interest. Reflective rattlesnake time is fed into teacher planning of play based experiences.

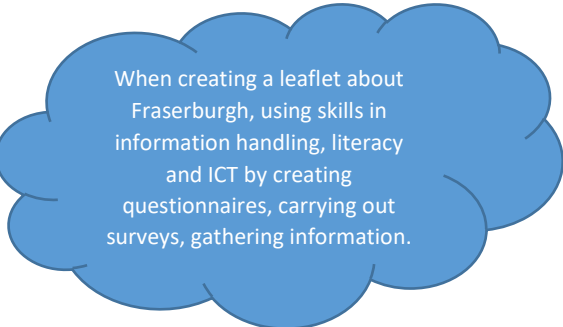
Coherence - Children's learning experiences link together to create a combined experience. For example, they may experience a range of activities across different curricular areas which links to one topic. We use outcome maps to record this. We use CfE trackers to identify experiences and outcomes across the curriculum, which are covered through play experiences.

Relevance - We ensure that we teach skills, knowledge and aptitudes which are meaningful to the children and will benefit them in their learning, life and work. When appropriate, children are made aware of the importance of their learning experiences and how it will benefit them in the future. Reflective rattlesnake time during play supports children to reflect upon the skills they are development. We gather pupil voice to ensure relevance.

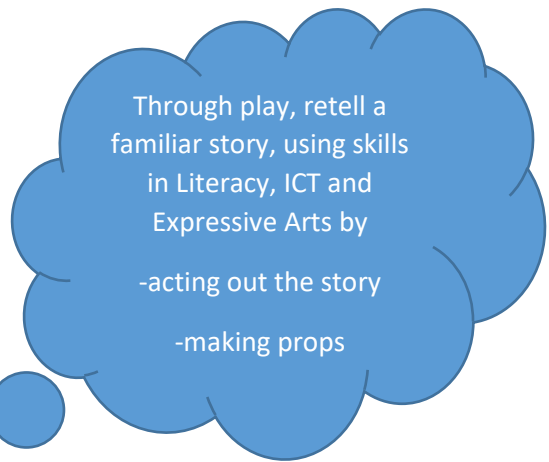
Interdisciplinary Learning

Interdisciplinary Learning is when pupils are supported to draw upon the knowledge and skills they have gained in different curricular areas, and use and apply them in relevant contexts. It is about meaningful activities which allow pupils to deepen their understanding by making real connections across curriculum areas and subjects. In Nursery to P3 children develop and embed skills through responsive and intentional play opportunities.


At South Park . . .



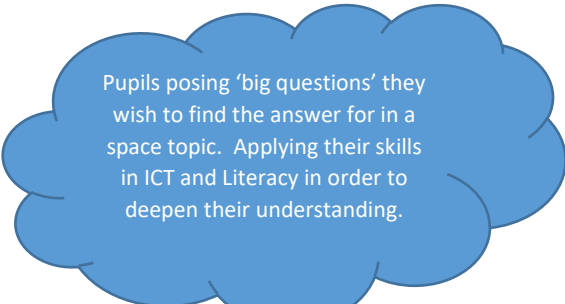
When creating a leaflet about Fraserburgh, using skills in information handling, literacy and ICT by creating questionnaires, carrying out surveys, gathering information.



Through play, retell a familiar story, using skills in Literacy, ICT and Expressive Arts by
-acting out the story
-making props



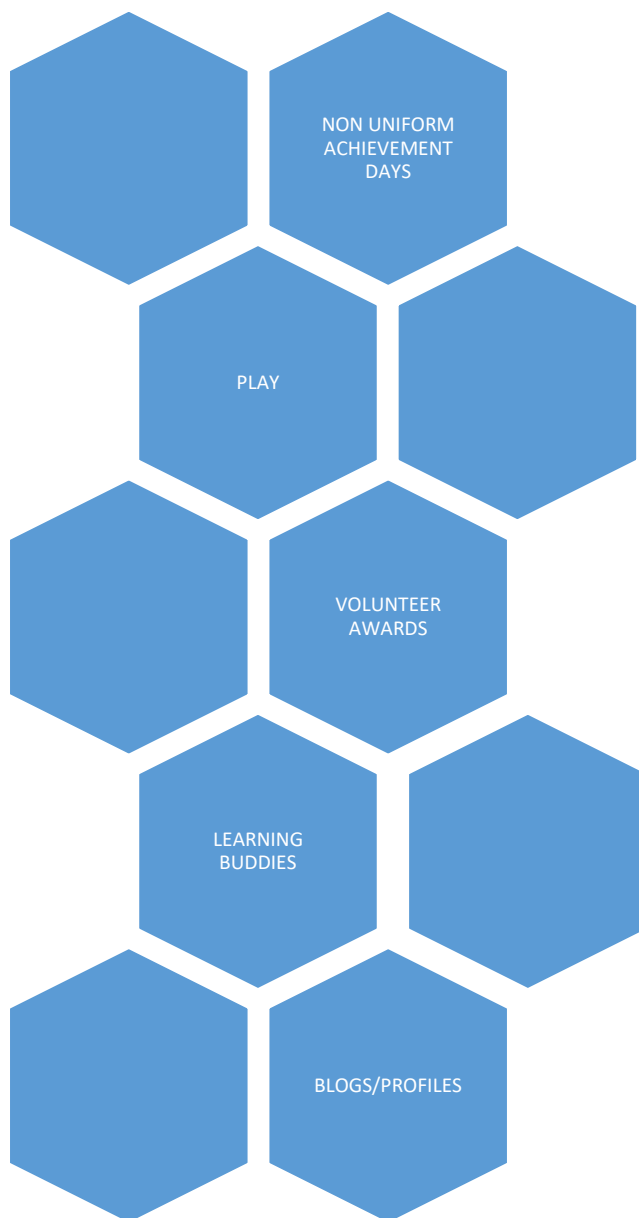
Combining science and expressive arts by creating musical instruments and using them to explore the senses.



Pupils posing 'big questions' they wish to find the answer for in a space topic. Applying their skills in ICT and Literacy in order to deepen their understanding.

Opportunities for Personal Achievement

Throughout the curriculum and the life of the school, all pupils will experience a range of opportunities to give them a sense of achievement, building motivation, satisfaction, resilience and confidence. These experiences may be in the classroom, within the life of the school, or in the wider community.



Please do not hesitate to contact the school if you have any questions.

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