

St Mark's Primary School, Hamilton

Values

Compassion	Faithfulness
Forgiveness	Integrity
Justice	Peace
Respect	Service.

Experiences and Outcomes (Es & Os)

Es and Os drive curricular forward planning and assessment. Clear learning intentions and success criteria are formulated from the outcomes and shared with learners. Key resources: Storyworlds reading scheme early and first, Literacy World first and second level, Writing, Listening and Talking, Big Writing, VCOP literacy strategies, Novel Studies, Circle Time, Weekly reading for enjoyment in school library, Scottish literature, Spelling and grammar taught through big writing and core resources, use of Big Books for cooperative learning. Spanish taught from Primary 1 to Primary 7.

Personal Support

Curriculum planning enables staff to identify skills being developed and appropriate success criteria given to meet individual needs. Personal feedback is given throughout the working week. Termly evaluations highlight particular strengths or areas for development and then impact on next term's planning. Cooperative learning enables pupils to work together, supporting each other's learning. Children with specific needs have an in class support plan or an Additional Support Plan, reviewed termly and shared with all partners including parents and carers. Ongoing assessment and formal assessments are used to ensure pupils are appropriately challenged and working at correct level.

Curriculum Planner – Literacy and English

Totality of the Curriculum

Within "Curriculum for Excellence," literacy is defined as: the set of skills which allows an individual to engage fully in society and in learning, through the different forms of language, and the range of texts, which society values and finds useful. The three organisers within literacy are listening and talking, reading and writing. Within each organiser children will experience and learn about: enjoyment; choice; tools; finding and using information and understanding, analysing and evaluating.

Our pupils:

- engaged in talking together to deepen their learning and thinking;
- work together to prepare for reading unfamiliar texts;
- read a wide range of texts to gather and analyse information for a range of purposes;
- write clear explanations, communicate information or opinions.

Successful Learner

Attributes: Enthusiasm and motivation for learning; determination to reach high standards of achievement; openness to new thinking and ideas.

Capabilities: use literacy and communication skills; use technology for learning; think creatively and independently; learn independently and as part of a group; make reasoned evaluations; link and apply different kinds of learning in new situations.

Confident Individuals

Attributes: Competence and confidence in talking, reading and writing are important and extended through the continued study of their own and other languages.

Capabilities: Through their reading, children and young people are able to explore other people's experiences, emotions and relationships in the safe contexts of literature.

Learner

Responsible Citizen

Attributes: respect for others; commitment to participate responsibly in political, economic, spiritual, social and cultural life;

Capabilities: 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 ethical issues.

Effective Contributors

Attributes: an enterprising attitude; resilience; self-reliance.

Capabilities: Communicate in different ways and settings; work in partnership and teams; take the initiative and lead; apply critical thinking in new contexts; create and develop; solve problems.

Learning and Teaching

Pedagogy: continuing the development and consolidation of a range of skills, increasing independence in applying these skills and the ability to use them across a wide range of contexts in learning and life gradually decreasing levels of support used by the learner and reduced reliance upon techniques such as wordlists or writing frames the ability to mediate discussions without teacher intervention in reading, the increasing length and complexity of text (eg the text's ideas, structure and vocabulary) in talking and writing, the increasing length, complexity and accuracy of response, increasing awareness of how to apply language rules effectively.

Learning intentions and Success Criteria: The concept of LI and SC will be evident throughout the whole school. From nursery to P7 the LI will be displayed for pupils and staff. The LI will highlight the learning taking place and the success criteria should be specific to enable pupils to be successful in their learning.

Formative assessment: LI and SC will be displayed in all classes. Pupils refer to them throughout learning and understand them clearly. AiFI approaches are used to assess understanding. Traffic lighting is used on written pieces to self peer and teacher assess.

Entitlements

1. Every child and young person is entitled to experience a curriculum which is coherent from 3-18.
2. Every child and young person is entitled to experience a broad general education.
3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications.
4. Every child and young person is entitled to develop skills for learning, skills for work, with a continuous focus on literacy and numeracy and health and wellbeing.
5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which *Curriculum for Excellence* can provide.
6. Every young person is entitled to support in moving into a positive and sustained destination.

Assessment

LI and SC will be displayed in all classes. Pupils refer to them throughout learning and understand them clearly. AiFI approaches are used to assess understanding. Traffic lighting is used on written pieces to self, peer and teacher assess. Baseline assessment, phonic and reading assessment, word checks, spelling test and dictation, writing are all routinely assessed.

Principles: Challenge and Enjoyment; Breadth; Progression; Depth; Personalisation and Choice; Coherence; Relevance; Teachers highlight planners to reflect the principle(s) that is being planned.