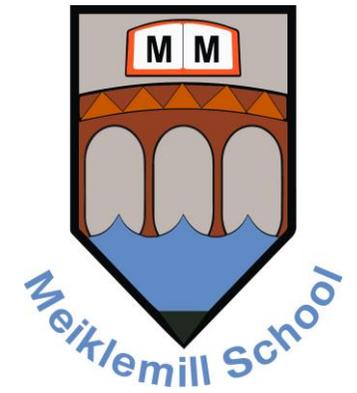


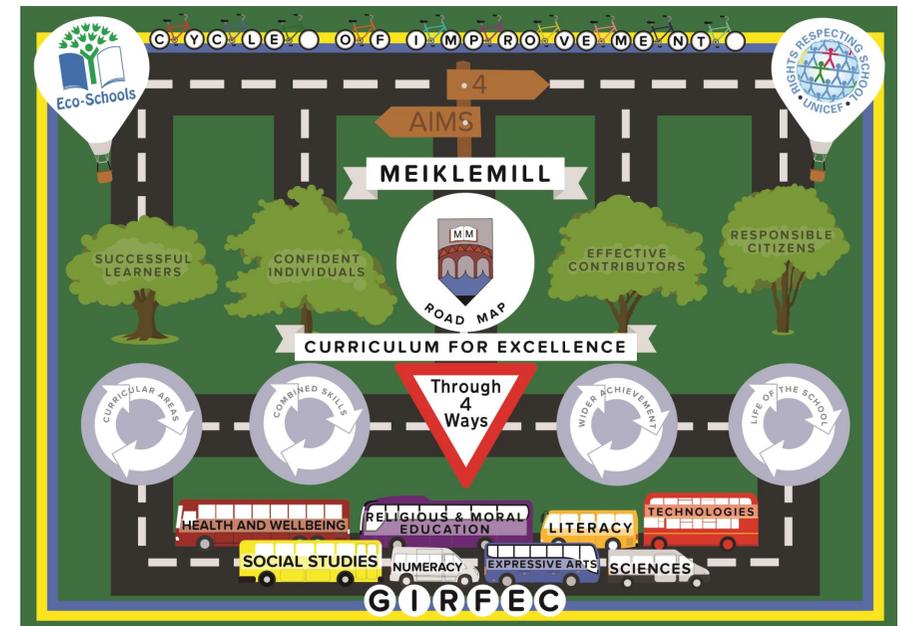


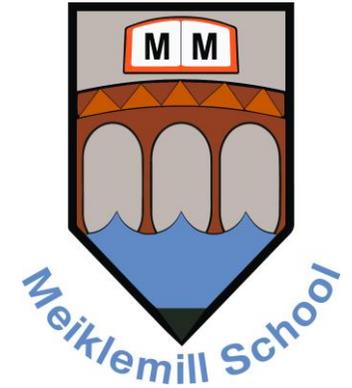
Meiklemill School



Curriculum Rationale

Learn Together
Work Together
Achieve Together





Our Vision

Meiklemill School is a friendly place where all are welcome. We meet challenges through perseverance and commitment with the encouragement of a supportive team. Our strong community is built on teamwork, trust and respect and everyone in our wider community, at school and at home, is valued.

All of our young people are given the opportunity for personal growth to fulfil their potential and to build core life skills to prepare them for their journey ahead.

We learn, work and achieve together.

Every Child has the right to an education.

Every child has the right to an education which helps them use and develop their talents and abilities. It should also help them learn to live peacefully, protect the environment and respect other people.

Every child has the right to play and rest.

Every child has the right to a voice, and for adults to take it seriously.

Our Curriculum

So how?

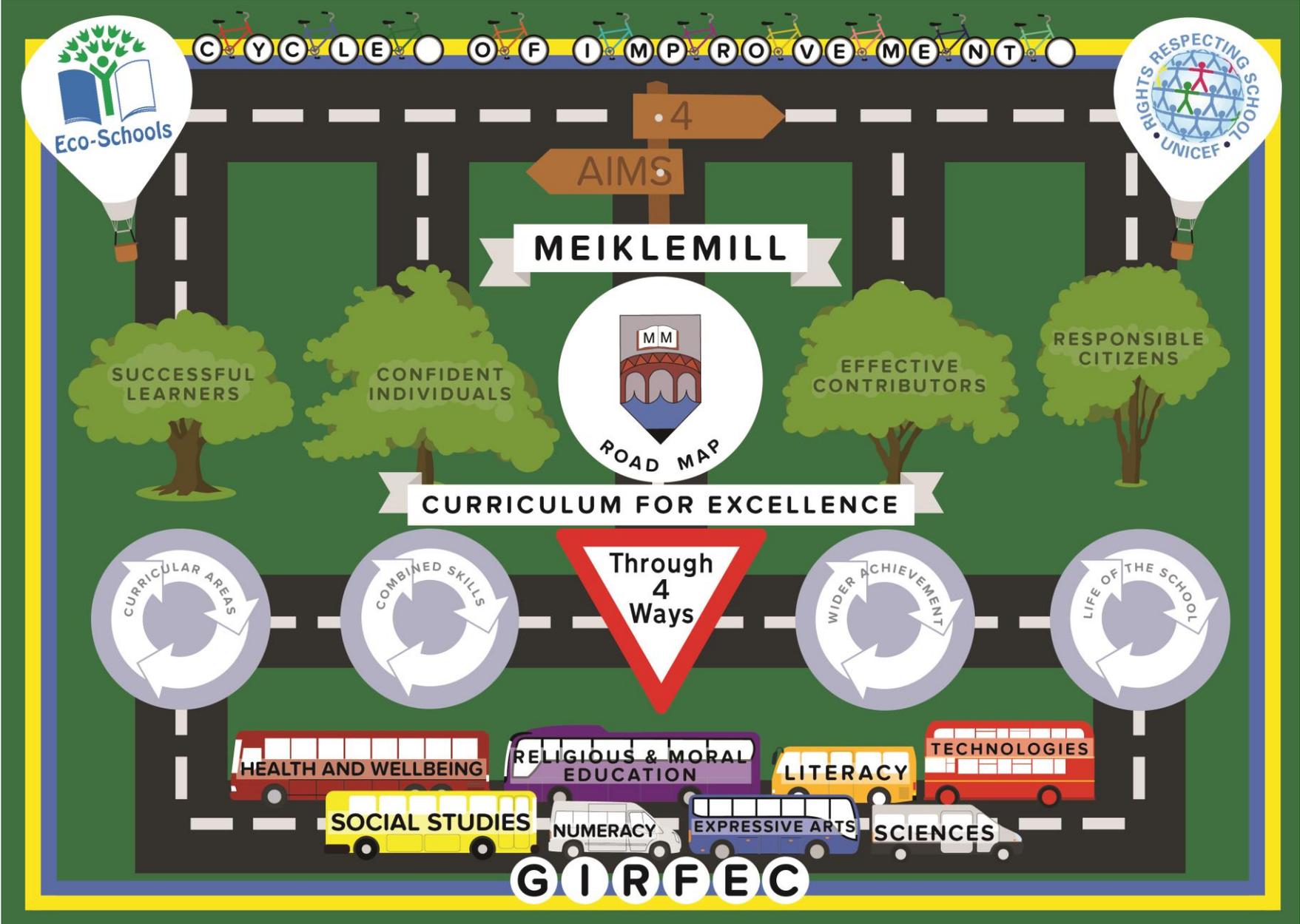
How do we ensure we continue to improve outcomes for learners, to raise attainment and ensure we are providing our young people with every chance to fulfil their potential and be all they can be?

How are we getting it right for every child in our care?

This Curriculum Rationale provides information in response to these questions. As a school community, staff, pupils and parents and others in our wider school community worked together to build the structure of our curriculum map. After several months and as the curriculum map began to take shape, the pupils were asked to create a theme for our curriculum. Amongst many interesting suggestions, the pupils agreed on the format of a ROAD MAP.

Staff worked together on the extended staff map. Together, these maps provide the structure of our curriculum and the basis of our Curriculum Rationale.

This rationale details and demonstrates our commitment to meeting learning needs, to raising attainment, to driving up standards, to partnership working and to providing pupils with a range of learning opportunities that will allow them to build capacity, knowledge and skills for the future.



Entitlements

Coherent Curriculum 3-18
Broad General Education to S3
Senior Phase (qualifications)
Skills for Life and Work
Personal Support
Positive and Sustained Destinations



Design Principles

Challenge and Enjoyment
Breadth
Depth
Progression
Personalisation and Choice
Coherence
Relevance

Cross Cutting Themes

Enterprise
Sustainability
Creativity
Citizenship
Doric / Heritage
Charity Work
Volunteering
Global Citizenship
Financial Education
Career Education
Community Learning

Teacher Professional Commitment

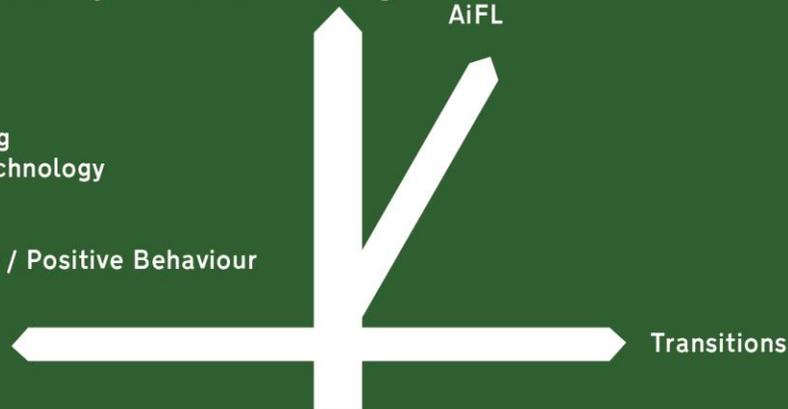
Distributive Leadership
CLPL and PRD
Partnerships
National / Local Advice
Research
Reflective Practice

Learning / Teaching and Assessment

Child-centered Planning
Frameworks
Cross Curricular
Inter-disciplinary Learning
Skills for Life / Skills Development
Meiklemill Taxonomy
Growth Mindset
Excursions
Focus on Literacy, Numeracy, Health and Wellbeing
ASL

Formative
Summative
Profiling
Standardised Assessments
Self and Peer
Learning Conversations
Moderation
Cluster Working
Reporting
AiFL

Outdoor Learning
Cooperative Learning
Learning through Technology
Active Literacy
Paired Classes
Restorative Practice / Positive Behaviour
1+2 Languages
Unicef RRSA
Problem Solving
Differentiation





Our Curriculum for Excellence has 4 key aims and as a school community, we worked together to establish exactly what this means for us. We looked at national / local advice, and we shared ideas together.

These are the overall aims of our curriculum:

Through all learning experiences we will become?			
Successful Learners	Confident Individuals	Effective Contributors	Responsible Citizens
What does it mean for us?			
<ul style="list-style-type: none"> • We try hard to do our best • We communicate and work well with others, but we can also work on our own • We set challenging targets for ourselves and we try to reach them • We use our existing skills to solve tasks in new situations • We learn in a range of ways – indoors, outdoors, in school, at home, using new technologies. • WE NEVER GIVE UP! 	<ul style="list-style-type: none"> • We are happy to present ourselves to the rest of the world • We can stand up for ourselves • We won't let someone stop us from doing our best • We can stand up in front of an audience and say something • We have self-belief and we will stand up for what we think is right • We know we can do it! • We believe we are good people 	<ul style="list-style-type: none"> • We participate in school / community events to make them successful • We work hard and strive to achieve our goals • We combine our ideas with others to create and develop something special • We are leaders and we all have roles to play. We have high expectations of our team and we encourage everyone to achieve their potential • We are all part of Team Meiklemill and we all do our bit 	<ul style="list-style-type: none"> • We can earn each other's trust • We have respect for everyone – including ourselves • We help each other to follow rules and take responsibilities which keep us safe • We try to help everyone who needs help • We are polite to each other • We understand the rights of the child and we will respect and protect the rights of others • We keep our environment clean and we are an eco school

How will we do this? Through 4 key contexts:

Curricular Areas	Interdisciplinary Learning / Combined Skills	Opportunities to contribute to the ethos and life of the school	Wider Achievement
<p>The curriculum areas are the organisers for setting out the learning experiences and outcomes. Each area contributes to the four capacities.</p> <ul style="list-style-type: none"> • Literacy • Numeracy • Health and Wellbeing • Social Studies • Sciences • RME • Expressive Arts • Technologies <p>We plan for each curricular area ensuring we use and provide the 7 principles of curriculum design. (see staff map)</p>	<p>The curriculum should include space for learning beyond subject boundaries, so that children and young people can make connections between different areas of learning.</p> <p>Revisiting a skills from a different perspective can deepen understanding.</p> <p>Once the children at Meiklemill had explored what IDL is, they have decided to call it “Combined Skills” as they felt this made more sense to them.</p>	<p>The starting point for learning is a positive ethos and climate of respect and trust based upon shared values across the school community.</p> <p>There is a strong sense of teamwork at Meiklemill and working together is very much at the heart of what we do.</p> <p>Our Unicef Rights Respecting School and Eco School agendas heavily contribute to the ethos of our school.</p> <p>Furthermore all pupils, staff, parents and others in the wider community have opportunities and have specific roles to play in order to contribute to the life of the school.</p>	<p>Pupils need opportunities for achievements both in the classroom and beyond, giving them a sense of satisfaction and building motivation, resilience and confidence.</p> <p>We aim to recognise, celebrate and build on achievements both in and out of school.</p> <p>Every child has a different range of skills and interests so we will continue to build on learning in classrooms, in the playground, at extra curricular clubs, through inter house work, badge challenges, and family learning which takes place at home, in the local community and beyond.</p>

2 Cycle Tracks Round Entire Curriculum Map

1. GIRFEC

Through everything we do at Meiklemill School, we strive to ensure all of our young people are

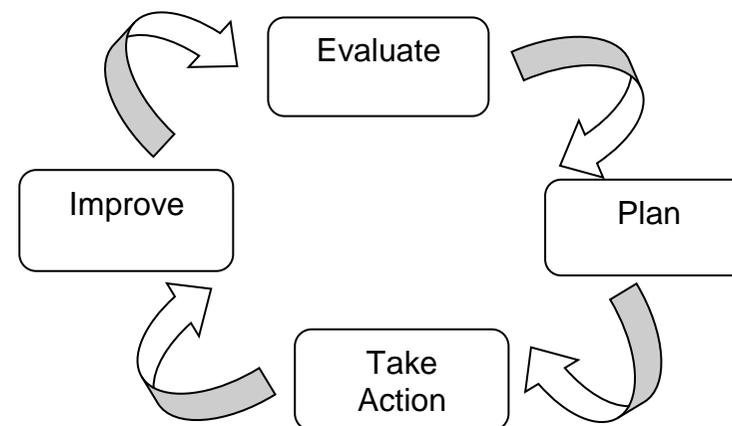
- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Respected
- Responsible
- Included

This is the legislative entitlement of every young person in Scotland.

Getting it right for every child and young person is a national policy to help all children and young people grow, develop and reach their full potential. Its focus is to improve outcomes for children and their families based on a shared understanding of their wellbeing. For more information on what GIRFEC means at Meiklemill School, please visit the school website. For more information on GIRFEC in Aberdeenshire, please visit <http://www.girfec-aberdeenshire.org/>

2. Cycle of Improvement

At Meiklemill School, we have a relentless commitment to improvement. We are constantly engaged in the cycle of improvement. The cycle of improve.



We can put anything at the centre of the cycle for improvement. Children can put their learning at centre of the cycle, or as a school we can put a development priority at the centre e.g. a curricular area, a learning and teaching approach or look at “how good is our parental engagement?”

We plan carefully for ongoing self evaluation and improvement and we want to continually be looking at how we are doing, and where we can improve. All stakeholders contribute to, and are involved in