



# Inverurie Market Place School

## Our Curriculum

***Inverurie Market Place Primary School is a school where everyone works together as a community to create an ethos where all the children are nurtured, respected, included, inspired and motivated in reaching their full potential, not only academically, but as confident individuals ready to actively grasp and follow their dreams in the future.***

***Inverurie Market Place is a caring and inclusive school. Children, staff, parents and the community are valued as individuals. Market Place recognises and celebrates achievements.***

***When the children of Inverurie Market Place leave school they know how to learn, they thrive on challenge, they are ambitious, they have high self-esteem and know how to make the right choices as responsible citizens.***

***Inverurie Market Place Primary strives for excellence and actively welcomes and values the contributions of children, parents, staff and the wider community.***

We hope you find our curriculum rationale informative and exciting. We at Inverurie Market Place Primary School strive to continually improve our curriculum and learning experiences for each learner. Our curriculum is constantly evolving to meet the needs of each learner in our care as we strive to challenge, inspire and the engage each child. We are always grateful for ideas and suggestions to enhance the learning experiences for the children. Please let us know if you have any suggestions.

As our ethos states, '*Inverurie Market Place Primary School is a school where everyone works together as a community to create an ethos where all the children are nurtured, respected, included, inspired and motivated in reaching their full potential, not only academically, but as confident individuals ready to actively grasp and follow their dreams in the future.*'

The whole school body has had input into creating our rationale and curriculum model. National, education authority, school, individual levels, community and parent body have been taken into account to provide the children and young people in our care at Inverurie Market Place Primary School with the best possible learning opportunities in a happy, safe and motivated learning environment.

We believe that a curriculum is not in isolation and a fixed model. For a curriculum to provide the best possible learning and learning experiences it is constantly evolving with all partners working together to deliver our school ethos.

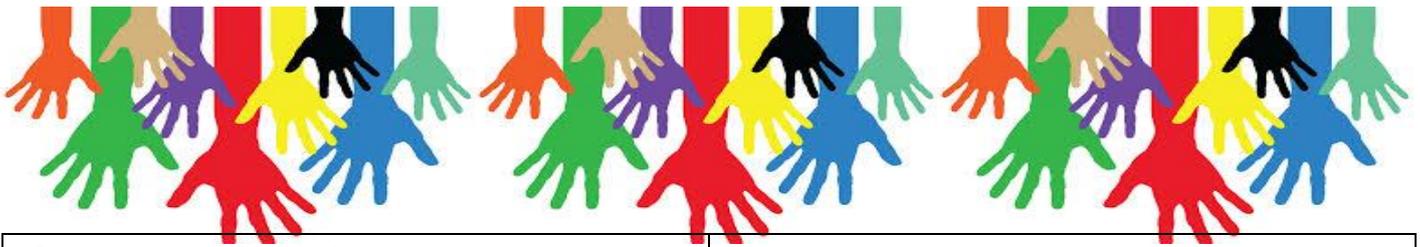
This document has been divided into the following sections;

- Curriculum Model
- Curriculum Model Explained
- Inverurie Market Place Learning Journey Curriculum Framework

If you would like further information on our school or curriculum please do not hesitate to contact me.

Katie Budge  
Head Teacher

# Inverurie Market Place School Curriculum Model



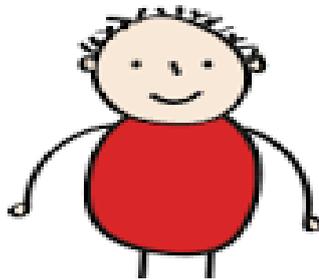
**Curricular Learning**

**Interdisciplinary Learning**

Getting it right for every child through the life and ethos of our school.

**Skills for learning, life and work**

**Wider Achievements**



## Working in Partnership

**Confident Individuals, Responsible Citizens, Effective Contributors, Successful Learners**

## Life Long Learners

We know what we are learning and why.

We enjoy learning

We can talk about our learning

We learn together



# Our Curriculum Model Explained

## GIRFEC – Getting it right for every child is the life and ethos of our school

At the heart of our curriculum model is the learner! We are passionate about, 'Getting it Right for Every Child' and we place great emphasis on nurturing and building good working relationships with our learners to ensure that they are respected and included in their learning journey through actively seeking, listening to and acting upon their views of their learning. GIRFEC principles are embedded in our school ethos and life of our school as we aim to **engage, inspire, motivate, and enthuse** learners by **including** them in their learning, valuing their input and providing relevant, new and exciting experiences supporting each learner in reaching their potential.



We are committed to promoting and ensuring all learners within our school are safe, healthy, active, nurtured, achieving, respected, responsible and included. The principles of GIRFEC are essential to learning.

## Curriculum for Excellence - Curricular Learning

We place emphasis on Health and Wellbeing, Literacy and Numeracy learning as highlighted by Curriculum for Excellence. Learning within these three areas provide children with sets of skills which allows an individual to engage fully in society and in learning.

- Health and Wellbeing
- Languages and Literacy
- Mathematics

Children will have opportunities to learn within curricular areas

- Religious and Moral Education
- Sciences
- Social Subjects
- Technologies
- Health and Wellbeing

# Curriculum for Excellence - Interdisciplinary Learning

Learning through interdisciplinary areas enables children to further develop knowledge and understanding of the world around them, develop skills for learning, life and work and engage learners in real life learning contexts.

Interdisciplinary Areas (Aberdeenshire 3-18 Entitlements)

- Environmental
- Enterprising
- Vocational
- Cultural
- Creativity

We aim to provide learning in real life contexts to maximise opportunities to make links across subjects and skills to ensure a coherent experience where children can understand the purpose of learning and how it is relevant in preparing them to take their place in society. We plan wherever possible to enable learners to demonstrate their knowledge, understanding and skills in real life or meaningful situations or contexts. We plan for both depth and breadth and our programmes of work ensure that the learners experience progression throughout their learning.

## Skills for learning, life and work

We place great importance in supporting our learners to become successful learners, confident individuals, effective contributors and responsible citizens. We support learners through developing skills for learning, life and work and a knowledge and understanding of the world around them.

- Able to use literacy and communication skills
- Able to use technology for learning
- Able to make reasoned evaluations
- Able to learn independently and as part of a group
- Able to think creatively and independently
- Able to link and apply different kinds of learning in new situations
- Celebrate achievements in and out of school

## Wider Achievements

We support and encourage learning in school and out of school, with these achievements being recognised and celebrated. Pupils need opportunities for achievements both in the classroom and beyond, giving them a sense of satisfaction and building motivation, resilience and confidence. We aim to recognise, celebrate and build on achievements both in and out of school. We recognise that 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 and family learning which takes place at home, in the local community and beyond.

# Lifelong learners with the skills, capabilities and attributes to be:

- Confident Individuals
- Successful Learners
- Responsible Citizens
- Effective Contributors

We as a school body are firmly passionate that to best equip our learners for the future it is our duty to place great emphasis within our curriculum on providing quality teaching and learning around the four capacities (Confident individuals, successful Learners, responsible citizens and effective contributors). We strive to enable every child to realise their potential in all aspects of life. This fulfils Article 29 of the UN Convention on the Rights of the Child.

*Article 29 of the UNCRC says that a child or young person's education should help their mind, body and talents be the best they can. It should also build their respect for other people and the world around them. Education should prepare children and young people for a responsible life in a free society. It should teach them how to live in an understanding and tolerant way that is non-violent and that respects the environment.*

We develop the attributes of successful learners, confident individuals, responsible citizens and effective contributors in our pupils by offering a vibrant and stimulating curriculum that is shaped by the 7 principles of curriculum design.

- Challenge and Enjoyment
- Breadth
- Progression
- Depth
- Personalisation and Choice
- Coherence
- Relevance

At the heart of our curriculum is 'Getting it Right for Every Child', children are happy, ready to learn, included, respected, nurtured enabling them to flourish as confident individuals ready to actively grasp and follow their dreams in the future.

***If you can dream it you can do it!***



# Partnership - Partnership working is the ethos and life of our school.

Partnership working is essential in supporting us in delivering the best possible learning experiences for our learners. Partnership equips practitioners and community with the knowledge and skills to best support each individual learner. As a result, our curriculum is constantly evolving and adapting with support from the learner, practitioners, parents, local school partnership initiatives, authority and national guidance as we are continually striving to improve.

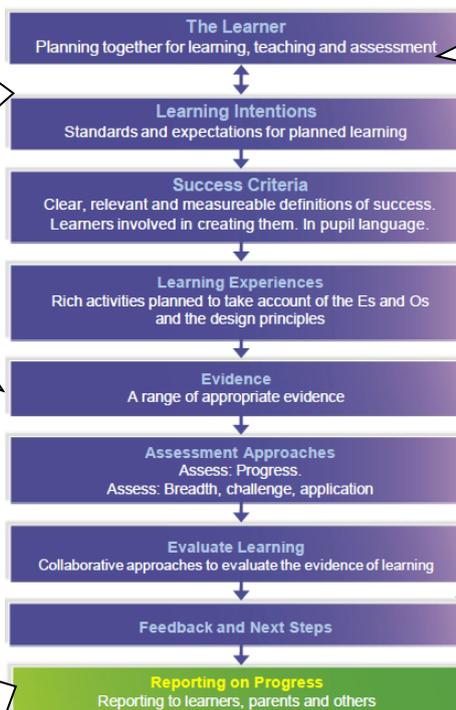
## Authority and National Guidance

Practitioners work closely with authority officers to ensure that the school is providing the best learning environment for the learners to flourish. National guidance is developed and adopted to support learning and teaching improvements.

Practitioners are committed to professional learning to ensure that learning and teaching methodologies and strategies enhance the learner experience and provide the learner with quality teaching and learning experiences that best meet their needs.

## Local School Partnerships

Practitioners work closely with local cluster schools to moderate, ensure expectations and standards are of a high quality, to share initiatives and contribute to improvements and professional development.



Practitioners work in partnership with learners to include and meet the learners learning needs. Practitioners actively seek and value pupil comments in all areas of the school life to support school improvements.

Practitioners work in partnership with parents to ensure that the best possible outcomes are achieved for learner. Parental support Parent's contributions to school improvement are greatly valued. Parents support in providing extra-curricular activities continues to enthuse, engage and enhance the curriculum.

We work closely with other agencies such as police, NHS, social work services etc. to ensure that we 'Get it Right for Every Child'.



# Inverurie Market Place Primary School

## Learning Journey Curriculum Framework

### Learning Journey Curriculum Framework

Our curriculum endeavours to provide the highest quality learning and teaching. To ensure that the children's interests are nurtured, that we as a school body provide depth, progression, challenge, coherence and breadth of learning.

We have a curriculum framework as we wish to provide our children with coherent programme of learning ensuring there is progression pathways in learning.

There are key areas of learning in our curriculum which we feel are our duty to ensure the health and wellbeing of our children and that our learners are equipped with the skills for life, confident individuals, responsible citizens, effective contributors, successful learners.

Our curriculum is not prescribed. It is constantly evolving with the input from the learners, staff, parents, partners and opportunities for learning e.g. Commonwealth Games, Centenary of First World War, staff professional development, latest educational good practice. Our curriculum is flexible as we are constantly looking to inspire, challenge, motivate and working in partnership with our learners we encourage children to contribute to the planning of their learning ensuring that learning is current, relevant and captures the imagination and interests of our learners.

The expectation is that within the year Curriculum for Excellence 'benchmarks' and supporting 'experiences and outcomes' are covered in depth with prior learning being built upon. Theme titles are only a suggestion.

Time spent on each learning theme is dependent on learning pace and personalisation and choice of the children. The outline/suggestions however may widen due to the children's learning interest to ensure depth to learning and also to respond to the children's learning interests. We encourage children to lead learning and listen to our learners.

### Curriculum Framework - 7 Principles of Design

#### Challenge and Enjoyment

Through actively involving learners in their learning we strive to engage, motivate and challenge each individual learner in holding high aspirations and ambitions. Our curriculum is designed to encourage high aspirations and ambitions for all. We plan activities at all stages, for learners of all abilities to experience an appropriate level of challenge, to enable each individual to achieve his or her potential. We maximise opportunities for our learners to be active and creative in their learning supporting them in sustaining their effort.

## **Breadth**

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

## **Progression**

Our learners experience a continuous progression in their learning within our curriculum framework. Each stage builds upon prior knowledge and achievements. Learners progress at a rate which meets their needs.

## **Depth**

We provide opportunities for children to develop their full capacity for different types of thinking and learning. As they progress, they develop and apply increasing intellectual rigour, drawing different strands of learning together, and exploring and achieving more advanced levels of understanding.

## **Personalisation and Choice**

At the heart of our curriculum is the child. We strive to nurture our learners in all aspects of their learning whether talent, interest or knowledge acquisition. At Inverurie Market Place Primary School we value and encourage children to pursue their interests across a wide range of areas of learning. We believe that it is our responsibility to nurture learning interests and provide as many different learning experiences.

## **Coherence**

Children's learning activities combine to form a coherent experience. There are clear links between the different aspects of children's learning, including opportunities for extended activities which draw different strands of learning together.

## **Relevance**

Through the detailed and rigorous planning in creating our curriculum framework we have created a framework that is not static that would evolve with the input from the learner children to ensure that learning was relevant and within a context that would enthuse and engage the learner ensuring that we meet needs of children. The purposes of activities are made clear to children so that they see the value of what they are learning and its relevance to their lives, present and future.