



Lorne Street Primary School

Curriculum Rationale and Design



Vision, Values and Mission Statement



Vision:

Proudly Unlocking Potential In Lorne Street

Values:

Truthfulness, Responsibility, Respect and Honesty

Mission Statement:

Our pupils are at the heart of everything we do in Lorne Street Primary. We continually work together to enable each child to achieve their full potential.



What makes us unique?



Lorne Street Primary is a very unique school in terms of the mix of cultures, religions and languages children bring to the school.

We take account of this exciting quality in all aspects of school life e.g. via our school mission statement and values, 4 capacities, planning with the 7 principles of Curriculum Design.

We have outstanding pupils at Lorne Street who are eager to learn and always rise to the challenge in all 4 contexts of learning.

Hence, we strive to put the child at the centre of everything we do!



Who are we?



We are part of a big family,
we all show respect to each
other
Gurveer P6

Lorne Street is a
great place to be for
any child to go to
school because we
all learn, make
friends and everyone
is kind to you
Vivienne P5

The teachers are caring and
loving. I like Lorne Street the
best because I've made good
friends
Maliha P4

Our teachers
provide a good
education
Nicole P6

Lorne Street is a very
good place to be. We are
kept safe and learn new
things every day - Emily
P6

Lorne Street is not only a
workplace and place to learn, it
is one big family that is
supportive and encouraging in a
positive and nurturing
environment
Ms Anwar

We learn lots
about Maths
and Literacy
Zainab P3

We learn
everything we
will need for
our jobs in the
future- Fatima
P6

Who are We?

The best part of
working in Lorne
Street is , of course
the children.
Watching them
develop and grow
into confident young
people never gets
old, every day brings
something new
Mrs
Mackay

Lorne Street
Primary has the
best teachers. It is
a fair place with
good values
Jordan P3

We have teachers to keep
us safe and make sure
we are Ok
Davis P4

A place where
my kids are safe
Parent

You get to learn
and when we
grow up we will
know lots of
things
Murva p3

Lorne Street Primary means that my child can
have a great education in a safe, warm and
friendly environment.
Parent

We asked our children, staff and parents to tell us who and what our school is all about



What makes our school unique?

O
R
S
C
H
O
L

- **Safe & Nurturing** – Staff are very nurturing, pupils feel safe and secure. Parents and carers feel reassured that their children are well cared for at Lorne Street.
- **Rights Respecting School** – Everyone works hard to help ensure that everyone's Rights are achieved. We achieved the Level 1 Rights Respecting Award in May 2017.
- **Community Links** – We value our community and build up as many partners as possible which enriches learning experiences for pupils
- **Pupil Voice** – Pupil Voice is a central feature within Lorne Street. Children's views are considered at all times and acted upon wherever possible. We have fantastic children at Lorne Street who are eager to rise to any challenge presented to them
- **Celebrate Diversity** – We are a multicultural school with Muslim, Christian, Sikh and Hindu pupils. We value difference and tolerance in our school.
- **Ethos** – We have fantastic pupils who are keen and eager to learn and have been highlighted on many occasions as a real credit to the school
- **Encourage Parental Involvement** – We work hard to try and find opportunities for parents to get involved in all aspects of school life, particularly in providing guidance to parents in how they can help support their children's learning at home
- **Curriculum for Excellence** – Staff and children have embraced Curriculum for Excellence and take measured risks and try new things as we continue to take Curriculum for Excellence forward
- **Inclusive Environment** – We strive to ensure that every single child is included in all aspects of school life. We have the view that each child is unique and encourage children to celebrate their individual skills and talents. We realise that some children may require different levels of support during their time at Lorne Street. We aim to ensure relevant strategies / support systems are put in place at the appropriate time for such pupils to help maximise the opportunities they have to achieve their full potential
- **Strive to take school forward** – We work as a team to continue to take the school forward and in particular Raising Attainment in Literacy and Numeracy



OUR DRIVERS

Raising Attainment

Literacy, Maths, and Health and Well-being are core areas of our curriculum

Continually developing Learning and Teaching approaches to ensure that we are responding to all children's needs

Self Evaluation and Assessment

We use a balance of formative, summative, including professional judgement when we assess our pupils.

Building upon the uniqueness of Lorne Street

We incorporate the vast diversity of different languages, religions and backgrounds into all aspects of school life

We celebrate our culturally diverse and Language rich school

Developing the Pedagogy of Teaching and Learning

Continue to embrace methodologies linked to Glasgow Counts (Maths) and Literacy for All (Language)

Developing the staff team at Lorne Street Primary

At Lorne Street all stakeholders understand the importance of working together. We work together as a team to ensure that all who work within Lorne Street help all children to achieve their full potential





How we Designed our Curriculum

4 Contexts

4 Capacities

Life & Ethos

- Rights Respecting
- Sustainability
- Committees
- Partnerships
- Community Events

IDL

- Curriculum Bundles
- Sustainable Education including Rights & Eco
- Experiences and Visits
- Creativity
- Outdoor Learning

Curricular Areas

- Literacy
- Numeracy
- Health & Wellbeing
- Social Studies
- Science
- Expressive Arts
- Religious and Moral
- Technologies

Opportunities for Personal Achievement

- Lunchtime Clubs
- Extra Curricular Activities
- Learning Assemblies
- Open Afternoons
- Roles & Responsibility
- Nursery Buddies
- Residential Experience
- Committees

Child

Successful Learner
Effective Contributor
Confident Individual
Responsible Citizen

7 Principles



7 Principles of Curriculum Design



Challenge & Enjoyment

“Most children extend their skills and confidence through important opportunities provided by the school (Lorne Street SIF, Education Scotland, September 2017)

- RRS – Children are aware of their rights and the rights of others (level 1 RRS awarded May 2017)
- Recognising personal achievement through Weekly Tree of Apple Achievement awards / Playground Awards
- Weekly Learning assemblies and open afternoons
- Community Links to help promote learning in real life contexts, using visiting specialists to deliver high quality learning experiences





7 Principles of Curriculum Design



Breadth

"Most children extend their skills and confidence through important opportunities provided by the school, achieving positive standards in , for example, their awareness of issues of citizenship (Lorne Street SIF, Education Scotland, September 2017)

- Applying learning in different and new contexts
- Identified E's and O's delivered through IDL, discrete lessons, RRS and school values, outdoor learning, opportunities for personal achievement, skills for learning, life & work

Depth

"By P2, children are able to create complex symmetrical shapes using appropriate numeracy terms and showing some good understanding of position and movement" (Lorne Street SIF, Education Scotland, September 2017)

- Staff work collaboratively to improve teaching and learning and applying what has been learned in different contexts. At Lorne Street we realise the importance of pupil voice more to allow depth within learning rather than moving swiftly from one piece of learning to the next

7 Principles of Curriculum Design

Coherence

“Literacy skills are developing across other curriculum areas, for example, children working within second level are confidently using mathematical language in digital technologies to analyse spreadsheets and graphs” (Lorne Street SIF, Education Scotland, September 2017)

- Buddies to support transition from Nursery to P1
- P6 & P7 programmes across cluster, in partnership with Secondary, to ensure coherence of standards
- Well designed IDL studies to promote skills for learning, life and work
- Planning for learning takes into account the 8 subject areas as well as opportunities for personal achievement
- Inter- relationship between ethos and life of the school through strong focus on Learning for Sustainability eg Citizenship, Eco, RRS
- Strong links have been made with partners which provide opportunities to enhance learning





7 Principles of Curriculum Design



Progression

“They plan to further develop effective approaches for moderation and tracking and monitoring of children’s progress. Focusing on those priorities will improve outcomes for all children and raise attainment and raise attainment and achievement (Lorne Street SIF, Education Scotland, September 2017)

- Support learners to research career choices through annual World of Work Days
- Positive relationships with nurseries and Secondary school to ensure smooth transitions between stages and sectors
- Clear focus on attainment for all with high expectations



7 Principles of Curriculum Design

Relevance

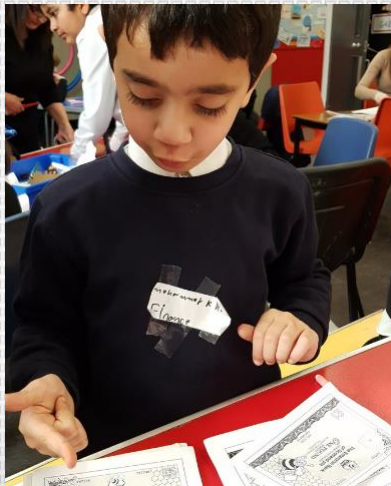
“Many children make positive contributions in joint activities such as enterprise projects, working well in teams with other children. Children achieve well in duties such as acting as buddies for younger children and contributing to the leadership of the “Fair Trade Breakfast, both of which enhance children’s self –esteem, raise their awareness of aspects of good citizenship and develop skills for work relevant to Scotland’s young workforce (Lorne Street SIF, Education Scotland, September 2017)

- Embedding AifL and TfEL strategies improve outcomes.
- The organisation of experiences / outcomes and benchmarks into levels helps staff plan for pupils learning via progression pathways to help ensure every child’s learning needs are being met
- Participation in community projects enhances pupil awareness of global citizenship and contributing to the local and wider community, e.g, working , sports day
- Acting as a responsible committee member develops the importance of national and global projects and how pupils can become more involved.
- Developing clear LI and SC are set to show the purpose of learning and how to evaluate progress and next steps.





7 Principles of Curriculum Design



Personalisation and Choice

“Staff show a clear commitment to promoting equity for all learners. They encourage children to take a positive view of the diversity of their school and community, as holding the key to building an inclusive community” (Lorne Street SIF, Education Scotland, September 2017)

- Opportunities for personal achievement is provided through a variety of during and afterschool clubs, e.g. sports, , dance, digital technologies and Gaelic
- Homework challenges / Shared Learning provide opportunities for children to focus on their choice of learning.
- Pupils are becoming more involved in planning and assessment processes
- Participating in committees such as rights, eco, JRSO, Enterprise and Fairtrade helps to develop positive and healthy attitudes.