

Loch Primary School



Curriculum Rationale



What is a Curriculum Rationale?

A Curriculum Rationale is a position statement, created in conjunction with stakeholders, that sets out the framework for meeting the needs of all learners. It ensures that everyone involved with the school can answer the question "what do we want for our children and how will we work together to achieve this?"

This Curriculum Rationale has been developed in consultation with all stakeholders including children, parents/carers and staff. This works alongside our school 'Vision, Values and Aims' as we all work together to ensure our children succeed and reach their full potential within our nurturing school environment and beyond.

Our School



Loch Primary School and Nursery Class is a non-denominational establishment situated within the Springhall area of Rutherglen. The school catchment area includes Springhall and Whitlawburn. The school was rebuilt in February 2008 as part of the SLC School Modernisation Programme. The school has 10 classrooms and a nursery playroom. The Senior Management Team consists of a Head Teacher and Principal Teacher. Currently, 85% of children live within SIMD 1-2 and/or have free meal entitlement.

The school is situated within the Cathkin Learning Community and Cathkin High School is the catchment Secondary School. We work in partnership with all agencies and extended teams within the Learning Community to meet the needs and provide high quality education for all of our pupils. We have a Nursery Class

as part of our school and we also work in partnership with local nurseries to ensure successful transitions to Primary 1 for all children.

We provide a broad general education for all children beginning in our Nursery Class through to Primary 7, teaching all 8 curricular areas (Literacy, Numeracy, Health and Wellbeing, Expressive Arts, Religious and Moral Education, Science, Technologies and Social Studies). We strive to ensure our curriculum and the experiences provided at Loch Primary School enable our children to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.

We promote positive relationships within the school and foster an attachment-informed, nurturing ethos which encourages all children to respect themselves and others. All staff ensure we carry out the SLC 'Attachment Pledges' in our daily practice to meet the needs of all children and we work in partnership with a range of agencies to ensure all children's wellbeing needs are met. We implement a 'House System' as part of our 'Promoting Positive Relationships Policy'.

All children carry out a wide range of leadership roles within their classes and throughout the school, providing opportunities for them to put forward their views on their learning and how to improve our school. All pupils from Primary 1 to Primary 7 are involved in a pupil committee - Pupil Council, Social Enterprise, Charities, Sports Council, Health and Eco.

We seek opportunities to provide extra-curricular activities for our children. Every year our Primary 7 children are offered the opportunity to participate in a residential excursion. On an annual basis a range of after school activities are offered to our children, including a range of sports activities delivered by our Active Schools Coordinator and team. We also aim to ensure our children participate in a wide range of celebrations and school events such as the Bridgeton Burns Club Competition, SLC Athletics Competition, Burns Day, World Book Day, Health Week, World of Work Week, Nurture Awareness Week and whole school concerts.

Loch Primary School has an active Parent Council ('Friends of Loch') who provide effective support for class and school events, whilst organising fundraising and social events for parents/carers and pupils.

We have effective partnership working with our neighbouring school, St Anthony's PS, and implement an effective annual plan of joint events for the children of both schools.

Our Vision

TEAM LOCH:

Together **E**veryone **A**chieves **M**ore

Learning **O**pportunities **C**reate **H**appiness

Our Values



Nurturing	Happy	Welcoming
Inclusive	Achieving	Respectful

Our Aims

We aim to ensure:

- Everyone feels happy, healthy and nurtured within Loch PS and Nursery Class.
- Pupils are supported and challenged to achieve success across the curriculum and reach their full potential.

Loch Primary School is a nurturing school. We aim to ensure the 'Six Principles of Nurture' are embedded throughout the curriculum and through all aspects of school life. It is essential for us to ensure our children feel safe, supported and ready to learn so that they can embrace the curriculum and all of the excellent opportunities we offer and provide within Loch Primary School and beyond.



What makes Loch PS unique?



Children's Views

Loch makes me feel like I am taken care of and I like to take care of my school.
(P2 pupil)

My school is nurturing.
(P2 pupil)

Loch is a place to learn new things.
(P5 pupil)

Loch PS is a fun and happy place.
(P5 pupil)

Loch Primary keeps us safe!
(P3 pupil)

Loch Primary is special because we have fun learning in different ways.
(P4 pupil)

I think Loch is a nice, kind place and everyone should come as everyone at Loch is together forever!
(P7 pupil)

Our school is special because everyone is included all of the time.
(P6 pupil)

Our school is the best!
(P2 pupil)

We have lots of resources to learn and play with and we always have fun.
(P6 pupil)

Parent/Carer Views

Loch is a supportive and safe environment to learn and grow.

Loch means to us a positive environment for our children to grow up in an equal, fair way of life where there is inclusion and no discrimination of any child's backgrounds or cultures.

The staff are helpful and want to do the best by the children. It has a warm and welcoming atmosphere as soon as you walk through the door.

Very friendly staff and they help you when you need help. Very friendly atmosphere!

The best teachers and staff. My child feels safe here and enjoys it!

Loch is an environment that suits all children and the staff are amazing at nourishing the children's attributes and interests. Go TEAM LOCH!

We are always well informed and included in the curriculum.

Loch Primary means lots of fun, learning and achievements.

Staff Views

Loch is a place where everyone feels safe, included and welcome. Loch is a place where we strive to be the best we can be (TEAM LOCH).

Loch PS provides a nurturing and inclusive ethos where all are welcomed and cared for. Positive relationships are evident, with children placed at the centre of everything we do.

Loch PS is a safe, nurturing environment where everyone is encouraged to grow.

All pupils and staff are part of TEAM LOCH. We care for each other and it shows through the relationships we have.

You are never alone at Loch. Everyone is there to share in your success and lift you up when you need that little reminder of the difference that you make.

Loch PS has the drive to always improve.

Loch isn't only a place of learning but a community. It is a place where people get the opportunity to share and display their talents and also a safe place to share their worries and develop their skills. Go TEAM LOCH!

Any child that finds expectations tricky are cared for, solutions for their success are found and upheld. I feel staff and children are heard and that makes a big difference to the overall morale within the school allowing a happy, approachable place for all.

Partner Views

What makes Loch truly special to me is the school's commitment to ensuring every child can access and enjoy the curriculum. I love how they creatively weave children's interests into learning, making it meaningful and engaging for them. It's clear that they understand children learn in different ways and at their own pace, and they make space for that. I also love how friendly and welcoming everyone is!

(Specialist Support Teacher)

From the moment you walk into Loch you are greeted by friendly staff and pupils. You are always made to feel welcome and greeted warmly by all staff members. It genuinely feels like everyone is happy to be there. There is a light, friendly, family atmosphere in the school and when I leave, I always feel like I would prefer to stay a little longer. Loch is a wonderful wee school filled with wonderful people.

(Cambuslang and Rutherglen Christian Reachout Trust)

What makes Loch Primary School and Nursery Class unique is their commitment to relationships. As a psychological service, we see how their attachment-informed approach creates a culture where children feel safe, connected, and ready to learn.

(Educational Psychologist)

Loch Primary has a strong commitment to nurture, with warm, caring relationships underpinning every aspect of school life. Pupils feel valued, supported and confident, reflecting the schools deep understanding of the link between wellbeing and achievement.

(Barnardo's Family Support Worker)

Loch is unique as it is more than a school and nursery, it's a caring community where everyone is welcomed, supported, and inspired to learn.

(EAL Teacher)

My thoughts on what makes Loch unique is the welcoming, friendly and inclusive ethos which is evident throughout the entire building from those inside it. From the office staff, leadership team, teachers and the amazing pupils, I am always welcomed with a smile when I walk in the door. Everyone's positive attitude is very clear to see as well, especially towards sport and physical activity, with participation in events and attendance at extra-curricular clubs always encouraged and prioritised, which makes my job an absolute pleasure.

(Active Schools Coordinator)

Four Contexts for Learning at Loch PS



At Loch Primary School, we embed the Four Contexts for Learning in the following ways:

<u>Our Ethos and Life of the Nursery/School</u>	<u>Curricular Areas</u>
<ul style="list-style-type: none"> • Our Vision and Values is embedded in all aspect of school life. • Children's opinions and choices are respected and heard and they have a voice within our school - KWL grids; committees; Assessment is for Learning; sharing/celebrating at assemblies; jotter feedback from SLT; houses/captains; use of 'How Good Is OUR School'; Pupil Council; Committees; Class Charters; feedback for school policies/rationales/mottos. • Parents/carers are actively involved in school life: Parents' Portal; Facebook; Parent Council ('Friends of Loch'); Parents' Nights; school events; class showcases. • Children are supported to access all areas of the curriculum through creative and innovative approaches to curriculum development. • We always listen to children's opinions and take these on board through responsive experiences. • A range of after school clubs are on offer to our pupils. • Children can attend our daily Breakfast Club. • Outdoor Learning is promoted at Loch PS. Our involvement in the OPAL project also encourages fun and meaningful play experiences for all. • All children from Primary 1 to Primary 7 are encouraged to participate in school events such as school concerts, nativities, cafes etc. • We have been awarded 5 Eco Green Flags. • We support a range of local and global charities including the food bank, Children in Need, Comic Relief, Poppy Appeal, etc. • We have an excellent transition programme in place for Nursery-Primary 1 and Primary 7-High School and we have excellent working relationships with our own Nursery Class, local schools and nurseries. 	<ul style="list-style-type: none"> • Progression planners are in place for all 8 curricular areas. • We implement STEM (Science, Technology, Engineering and Mathematics) and Skills progression planners to ensure coverage and progression as well as to develop children's creativity. • Teachers are responsive to children's interests and needs. • We cater to a variety of learning styles and incorporate a range of strategies including play-based learning, STEM, Outdoor Learning and the use of ICT. • A range of learning experiences are offered for all stages. • A 'Verbal, Concrete, Pictorial, Abstract' (VCPA) approach in Maths is used and implemented across all stages to ensure consistency of approach. • A 'Talk for Writing' approach is used in all classes, teaching writing across multiple days of the week, allowing for children to develop their writing abilities and in turn raise attainment. • Timetables and yearly overviews ensure all curricular areas are taught. • Tracking and monitoring is in place to track the progress of all pupils in all curricular areas. • A clear focus is evident on developing children's skills for learning, life and work. • Learning Intentions and Success Criteria are shared orally and visually for all learning experiences, ensuring children understand their expectations of the lesson.

Interdisciplinary Learning

- Progression planners are in place and Experiences and Outcomes have been bundled to ensure coverage and progression.
- We make use of class discussions and KWL grids to ensure we are responsive to children's interests and needs.
- School trips are planned to provide breadth and depth to children's learning, allowing them to develop their learning beyond the classroom.
- We use responsive planning within the school.
- Interdisciplinary Learning planners cover a range of Experiences and Outcomes and we make links to real life experiences where possible.
- Play-based learning and STEM is incorporated into our weekly planning.
- Experiences and Outcomes progression planners are passed from each stage/level to ensure sufficient coverage and progression - this provides an overview of learning.
- A clear focus is evident on developing children's skills for learning, life and work.

Opportunities for Personal Achievement

- Children's achievements are celebrated at weekly assemblies. School awards include: Star/HT/Citizenship Awards; house points; line points; personal points; Bronze - Platinum Awards; sharing wider achievements; Proud Cloud recognition.
- We encourage our children to participate in extra-curricular activities and to share their achievements from these activities with us.
- We encourage our children to share good news stories and we highlight these achievements on our 'Good News' wall display.
- We use positive praise and encouragement in our daily practice. Our 'Proud Cloud' and 'Ask Me About...Proud' stickers create a sense of achievement.
- We encourage our children to set their own personal targets.
- Children are encouraged to participate in school competitions and events such as the 'Bridgeton Burns Competition', 'SLC Dance Festival', 'Youth Music Initiative' and the 'SLC Athletics Competition'.
- Our children have the opportunity to share their work with our Senior Leadership Team through Learner Conversations and Jotter Monitoring.
- Learning Logs allow our children to record their personal achievements.
- We celebrate personal achievements through our Facebook account, school website and monthly newsletters.

How do we plan for high quality learning experiences at Loch PS?



Highly motivated,
trained staff

PPRUDB/Nurturing
Principles/Attachment
Pledges/UNCRC embedded in
daily life of the school

Responsive
planning

Differentiated
learning

Summative and Formative
Assessment informs next
steps (tracking and
monitoring)

Range of teaching
approaches used
(including at ICT)

Active Learning

Outdoor Learning

Play-Based
Learning/STEM

Planning for
sustainability

Skills based learning -
skills for learning, life
and work

Equity for all

Use of progression
planners across all
curricular areas

7 Key Principles of
Curriculum Design
embedded

Wide variety of
resources used

Regular self-
evaluation/
moderation/
observations

Effective forward
planning and
evaluation

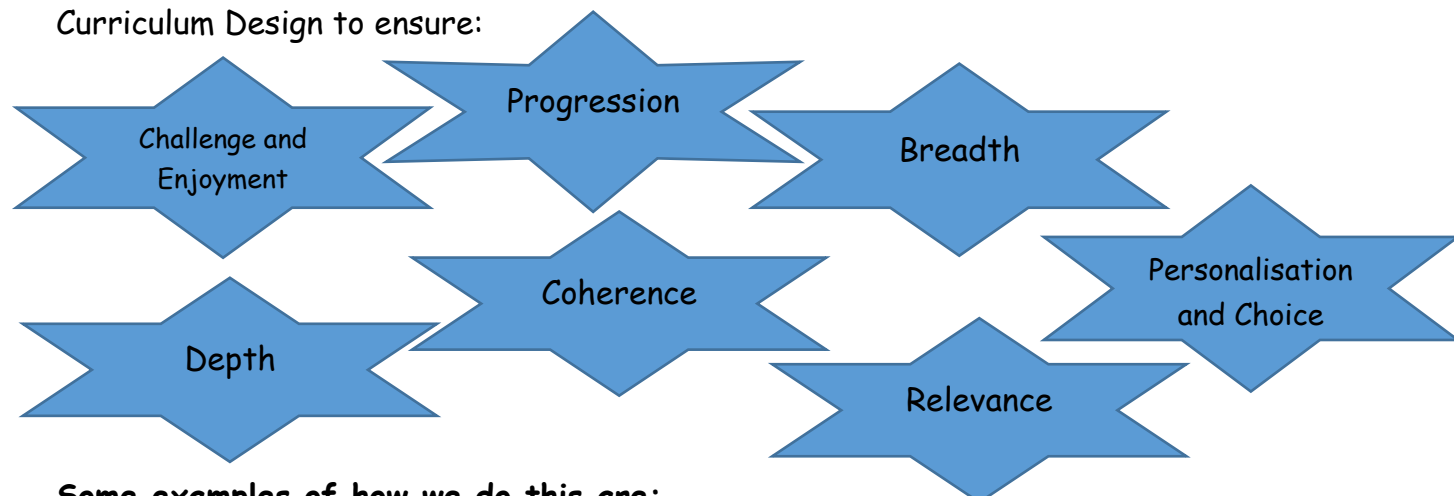
Clear Learning
Intentions/
Success Criteria

Children and are at the heart of everything we do

How do we embed the Seven Principles of Curriculum Design?



When planning for children's learning, all practitioners take into account the 7 Principles of Curriculum Design to ensure:



Some examples of how we do this are:

- We embed an attachment-informed, nurturing approach across all areas of the school, ensuring our children feel ready and supported to learn.
- We ensure equitable experiences for all.
- We focus on developing skills for learning, life and work, allowing our children to see connections in their learning to the wider world.
- We ensure high quality teaching and learning takes place at all times.
- We carry out effective planning, using progression planners for all areas of the curriculum to ensure breadth and depth to children's learning.
- KWL grids allow us to assess where children are in their learning and what they want to learn to allow us to be responsive to interests and needs.
- We engage in effective self-evaluation activities to identify next steps.
- We ensure we follow the staged intervention process where required.
- Our children are provided with the appropriate support and challenge where required.
- Excellent communication between all stakeholders allows for effective team working.
- We encourage regular pupil voice and leadership opportunities, such as the Pupil Council and a range of committees.
- We plan for differentiation to ensure all children's needs are met at all times.
- We use a range of different teaching styles and approaches to cater to different learning styles and needs. This includes the use of the 'VCPA' and 'Talk for Writing' approaches as well as the use of ICT to assist learning.
- We are able to adapt our approaches where required to ensure all needs are met.
- Assessment information informs our next steps.
- We encourage regular parental engagement opportunities.
- We carry out effective multi-agency working to support our children and families.
- We promote and celebrate Children's Rights.
- We celebrate and discuss achievements, both in school and out of school.

How do we assess at Loch PS?



Staged
Intervention
process in place

Tracking and
monitoring in place for
Primary 1 - Primary 7

Assessment
calendar in place

Forward
planning plans
for assessment

Regular 'Assessment
is for Learning'
strategies used

Regular ongoing
assessment in
class

Formative/
Summative
assessments

Learning Logs

Regular
moderation

Tracking/
Moderation
meetings with SLT

Pupil Voice
encouraged

Interventions
tracked and
monitored

There is always
a purpose to
assessment

All stakeholders
consulted

Assessment
informs next
steps

Pupil target
setting

Observations

Effective
feedback

Attendance
monitoring

'Stage on a
Page'/BGE Tracking
Tool data collated

Children's engagement
measured through
'Leuven Scale'