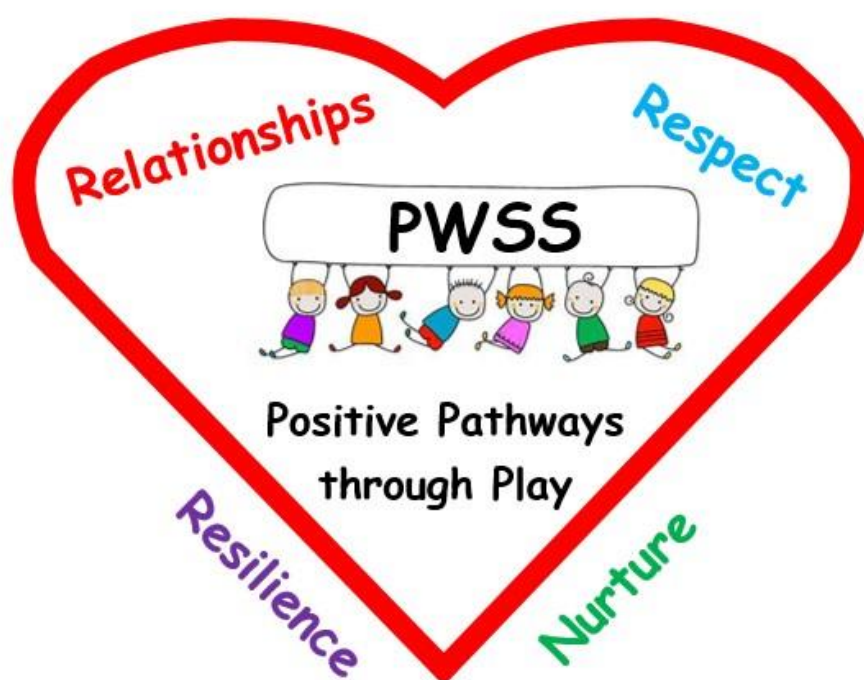




Curriculum Rationale

Primary Wellbeing Support Service



Wellbeing Support Service (Primary)

Curriculum Rationale

Our Service

The Primary Wellbeing Support Service is based within Oxbang Primary School in Kirkintilloch.

We have two classrooms specifically set up to create a nurturing environment.

Our team consists of:

- Team leader
- 4 class teachers
- 2 support for learning assistants.

All members of staff are highly experienced and have undertaken specialist training in the theory and practice of nurture groups and in working with pupils with additional support needs.

We work to support inclusion of children experiencing difficulties in social/emotional development and/or behaviour maintaining links with mainstream schools.

Our Vision

To support pupils, through nurturing relationships, to be the best they can be.

Our Values

Relationships

Respect

Resilience

Responsibility

Reflection

Our Aims

Ensure each pupil achieves, regardless of individual starting points

- Celebrate at every opportunity in the success of our pupils
- Equip pupils with effective communication skills, encouraging pupil voice and independence
- Create a nurturing, safe and stimulating environment which promotes positive attitudes
- Support children to be respectful, happy and motivated with a belief in themselves
- Foster respectful relationships, so that everyone feels included, safe and valued

Key features of the individualised learning programme for each child include:

- Responsive planning
- Family learning opportunities
- Outdoor learning
- Social and emotional skills development
- Opportunities for personal and wider achievement
- Contributions to the life of the base and the wider school community

Wellbeing Support Service (Primary)**Curriculum Rationale****Our Curriculum Design**

We have worked collaboratively to design our curriculum and rationale which underpins our key values for learning and the development of the whole child. Our Curriculum Design and Rationale has a major focus on health and wellbeing and takes into account the following components:

- **Breadth** – *providing a broad curriculum, allowing children to discover their interests and aptitudes*
- **Depth** – *moving beyond the notion of progression as moving quickly from one topic or level to the next*
- **Progression** – *continuing development of skills and abilities*
- **Challenge and Enjoyment** – *providing learning experiences matched to children's abilities (not too hard, not too easy)*
- **Personalisation and Choice** – *providing learning which responds to children's needs and, as appropriate, offers elements of choice*
- **Relevance** – *connecting the learning to real life, children's experiences, learning and interests within and beyond the school environment*
- **Coherence** – *providing learning which enables children to see the connections between different aspects of learning within and across curriculum areas and in inter-disciplinary learning*

The Purpose of Play at PWSS

PWSS supports children in developing the self-regulation, emotional and executive function skills which will enable them to engage more fully with learning. The service also aims to provide pupils with the social skills and experiences which will help them to cope in different social groupings, teaching them how to co-operate, interact, negotiate and solve problems in positive ways. Emotional and physical wellbeing is at the heart of everything we do at PWSS and this is strongly reflected in play which aims to provide learners with a wide range of opportunities to plan, direct and reflect upon play which is imaginative, creative, flexible and intuitive; allowing children to follow their own ideas and interests within a supportive, consistent framework provided by responsive adults.

Children's Right to Play is stated in Article 31 of the United Nations Convention of the Rights of the Child (UNCRC). This is central to children's learning at PWSS, ensuring that our pupils have experiences which support their individual social, physical, emotional and cognitive needs and each pupil has every opportunity to become involved and engaged in quality play.

At PWSS we know the importance of providing positive play experiences no matter a child's strengths and challenges. With this in mind, the key principals of **wellbeing, creativity, social skills**, and **reflection** are the guiding themes for play at PWSS.

The Ethos and Life of the School

Within the Wellbeing Support Service, there are opportunities to participate responsibly in decision making. Children's opinions and ideas are listened to and valued. By taking part in regular dialogue, children are encouraged to be involved in developing the life and work of our service and have a positive impact on improvements.

All staff in the base are trained in nurture principles and are inclusive of all pupils.

Wellbeing Support Service (Primary)

Curriculum Rationale

Family Learning

"... research shows that parental involvement in children's learning is a key factor in improving children's academic attainment and achievements, as well as their overall behaviour and attendance."

(Department for Education, April 2012)

Family learning is about engaging families in learning together and is about empowering families to take control.

We strive to provide support for pupils and parents/ carers at all times to ensure they always feel valued and supported. Opportunities are planned to encourage adults and children to work together and learn together, with a focus on modelling positive interactions. Parents/carers will be invited to share in pupil learning/success throughout the year.

Family learning opportunities are considered as a bridge between informal home learning and formal school learning. The learning family 'supports parents/carers and wider family members to be active participants in their children's learning as well as learners in their own right', and recognises that both elements are crucial in building resilience in families.



Opportunities for Personal Achievement

To encourage the development of skills and knowledge in a wider context, opportunities are provided for pupils to actively engage in a variety of activities such as - swimming, horse riding, outdoor learning, cooking and working towards gardening awards.

Achievements

Outdoor Education
School Concerts & Shows
Life skills

Wellbeing Support Service (Primary)

Curriculum Rationale

Learning and Teaching



Every child and young person in Scotland is entitled to experience a broad general education. Curriculum for Excellence uses the term 'experiences and outcomes' to describe all of the planned learning experiences that pupils will undertake. This places emphasis on the importance of how the learning is happening as well as on what is being taught. It applies to all of the experiences that are planned for children including the ethos and life of the school, opportunities for achievements both in the classroom and beyond, interdisciplinary studies and learning within curricular areas.

A Curriculum for Excellence stipulates that learning and teaching should:

- be engaging and active
- set challenging goals
- share expectations and standards
- give timely accurate feedback
- establish learning intentions, success criteria, personal learning planning
- be collaborative
- reflect the way different learners' progress

Within the Wellbeing Support Service, the focus is to improve attainment in literacy/numeracy/HWB, to ensure equity and to promote skills for learning, life and work in line with the National Improvement Framework. Emphasis is on increased well-being and self-efficacy to encourage success and potential with a focus on strengths/skills based learning which is personalised.

Consideration is given to the five key GIRFEC questions:

- What is getting in the way of this child or young person's well-being?
- Do I have all the information I need to help this child or young person?
- What can I do now to help this child or young person?
- What can my agency do to help this child or young person?
- What additional help, if any, may be needed from others?

Joint planning with the mainstream school is key and effective planning of these experiences and outcomes is vital in order to ensure a consistent, coherent approach that meets the needs of all pupils as well as the requirements of the four capacities and the seven design principles of Curriculum for Excellence. Regular joint planning and TAC meetings are agreed. Planning is responsive to assessment information such as Boxall, SDQ and curricular assessments.

Wellbeing Support Service (Primary)

Curriculum Overview

Core Focus Areas

HEALTH & WELLBEING **OUTDOOR LEARNING**
FAMILY LEARNING **SKILLS FOR LEARNING, LIFE AND WORK**
LANGUAGES & LITERACY **NUMERACY & MATHEMATICS**

Responsibilities of All



Literacy



**Health &
Well-Being**



**Numeracy &
Mathematics**



ICT

INTERDISCIPLINARY LEARNING

The Four Capacities

To enable all young people to become:

**Successful
Learners**

**Confident
Individuals**

**Responsible
Citizens**

**Effective
Contributors**

The Principles of Curriculum Design

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

Wellbeing Support Service (Primary)

Curriculum Rationale

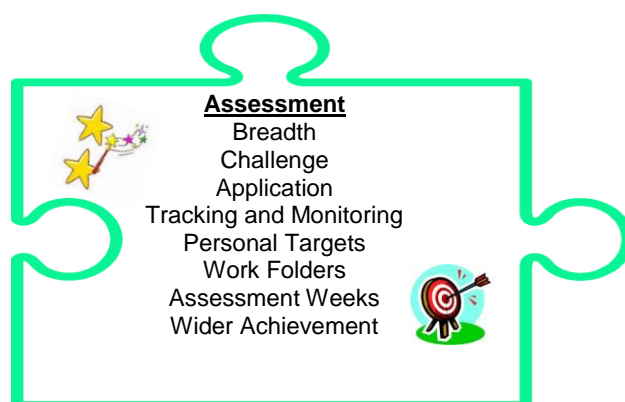
Assessment

A range of wellbeing assessment such as Boxall, SDQ and SHANARRI are used to inform target setting. Effective use of both formative and summative assessment in literacy and numeracy provides data to inform planning, teaching and learning ensuring that learners maximise their successes and achievements. Continual and ongoing formative assessment is used as a core part of the teaching process to monitor progress and inform next steps in learning. In addition, teachers use a range of different summative assessments throughout the session to track learners' progress using personalised benchmarking.

Periodic summative assessments also take place within health and wellbeing, numeracy and literacy. These are planned by teachers and are differentiated to meet the needs of the learners.

Teachers assess the children against targets that they have planned as a focus for that term. This means they have some summative evidence in addition to their classwork/ observations and can make an evaluative judgement based on a range of evidence to say if children are making good progress towards/achieving key milestones.

Assessment data and information, along with teachers own observations and ongoing assessment is discussed at the Assessment and Tracking meetings which take place each term. These meetings are planned so that discussion about assessment, progress and next steps can be reflected in the Forward Plan for the term and form a focus for target setting.



Pupils are encouraged to be involved in the assessment process, taking increasing responsibility for their personal targets.

Wellbeing Support Service (Primary)

Curriculum Rationale

Tracking and Monitoring

Assessments and results are recorded and evaluated and inform a discussion between the team leader and class teacher about children's achievements, progress and development needs and how best to improve. During feedback teachers are asked to critically evaluate practice and the subsequent impact on learners. Key notes/actions from this meeting are recorded and both the team leader and teachers keep a copy and ensure any action points are followed up.

Achievement of a level is underpinned by the moderation process. Teachers agree standards for a level and examine evidence to determine if children are secure at the level. Moderation takes place at school and cluster level. As part of moderation, professional dialogue is key and it is expected that as reflective practitioners there will be discussion and evaluation of lessons as well as of completed pieces of work.

The team leader observes learning in classes, samples children's work and talks to children about their learning.

Parents/carers are involved throughout this process and are given opportunities to give opinions through feedback at reviews and meetings and through termly reports related to progress.

Service Improvement Planning

Self-evaluation and planning for improvement requires the involvement and commitment of all. In identifying priorities for improvement we take account of national and local priorities and we consider the views of all stakeholders including staff, learners, parents, partners and the wider community. In line with HGIOS 4, we aim to self reflect by 'looking inwards/outwards/forwards'.

The agreed priorities are written up in the Service Improvement Plan. Priorities are manageable and monitored regularly by those responsible for leading that improvement priority. Professional learning opportunities for staff are clearly linked to this in order to maximise the impact any development will have on learners. Professional development opportunities are discussed and recorded through the Professional Review and Development process (teachers) and Performance and Development Review process (support staff).



Wellbeing Support Service (Primary)

Reviewing the Curriculum Through Self Evaluation / Quality Assurance

PRD:

- Personal Targets
- SIP Targets
- Leadership

Standards and Quality Report /

School Improvement Plan:

- Where are we now?
- Where do we want to be?
- How are we going to get there?

Classroom Observations:

- Sharing of Good Practice
- Identifying strengths and next steps

CPD:

- Developing skills and knowledge
- Improving learning and teaching

Family learning:

- Developing relationships
- Targeted interventions
- Modelling
- Raising attainment

Pupil Voice:

- Learning Conversations
- Co-constructed Success Criteria

Parents and Carers:

- Parent Open Afternoons/
Information Evenings
- Parental Consultations

Assessments:

- Day to day (formative)
- Periodic (summative)
- Personal targets

Partnerships:

- Reviewing Assessments and next steps
- Discussing Learning and Teaching plans
- Planning strategies to meet pupil needs

Cluster Working:

- Sharing good practice and expertise
- Moderation – shared standards
- Ensuring progression

**Improving
outcomes for pupils**