



HILLSIDE school



Hillside School Curriculum Rationale

*We are on our journey to
grow, believe and achieve.*



Vision, Values and Aims

Our Vision, Values and Aims were created in collaboration with learners, staff, parents and partners during session 2016-2017. As a school community, we reflect regularly on what they mean and how we can apply our Vision, Values and Aims to our daily life in order to be the very best we can be.

At Hillside School we view our setting as a 'Learning Community'. A place where children, professionals, adults and families learn together. With this in mind our vision statement is...**"We are on our journey to grow, believe and achieve"**



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school

Vision, Values and Aims

We are on our journey to grow, believe and achieve.

Values: kind, happy, hard working, safe, inclusive, respectful

Aims
At Hillside School we are on a journey together, developing skills for life through:

- Creating a welcoming, supportive environment where everyone is encouraged to achieve their full potential and successes are celebrated
- Valuing mental and physical health to promote greater well-being and resilience
- Establishing lasting partnerships with our community and the wider world
- Using the outdoors as a way of staying active and as an important context for learning
- Promoting responsibility by caring for ourselves, each other and the environment
- Appreciating the diversity of our school family and celebrating our individuality
- Encouraging curiosity and a thirst for learning
- Creating exciting learning opportunities which reflect the challenges of the 21st Century



What Makes Us Unique at Hillside School?

Our Staff, Pupils and Parents Agree that we:

- **RESPECT** DIVERSITY and celebrate the individuality of our school family
- Work hard to ensure everyone has a **VOICE**
- **CARE** about our children and families and demonstrate **KINDNESS**
- Work well as a **TEAM** - Children, staff, parents and community partners
- Are committed to **PARENTAL ENGAGEMENT**
- Maintain a positive **ETHOS** and a **GROWTH MINDSET**
- Are **HARD WORKING**
- Are **CHILD CENTRED**
- Have **HAPPY** and **MOTIVATED** children who are **PROUD** to attend Hillside School
- Have **HIGH EXPECTATIONS** of ourselves and each other
- Are committed to **HIGH STANDARDS** of teaching and raising attainment
- ...Are all learners and seek to develop Hillside as a **SAFE** and **INCLUSIVE LEARNING COMMUNITY**



THE RATIONALE FOR OUR CURRICULUM

OUR CORE CURRICULUM STRUCTURE

When designing our curriculum we took a number of key factors into consideration, these include:

- The needs of our local area
- Our attainment results
- What our learners and families wanted
- What was needed to support our learners to become effective contributors, responsible citizens, successful learners and confident individuals in Scotland today

OUR CURRICULUM DESIGN

At Hillside School we have worked collaboratively to design our curriculum rationale which is underpinned our Vision, Values and Aims for our school community. This helps us to create a positive nurturing ethos in which we can all learn together. As a Rights, Respecting School, The UN Convention on the Rights of the Child are central to the work we do.

We have organised our curriculum experiences under the 4 contexts for learning as highlighted by Education Scotland.

- Ethos and Life of the School
- Opportunities for Personal Achievement
- Learning and Teaching/Curriculum areas and subjects
- Inter Disciplinary Learning (IDL)

SO WHAT DO WE WANT FOR OUR LEARNERS?

By the end of Primary 7 we aim for our learners to have developed the following:

- ❖ Resilience
- ❖ Healthy Attitudes
- ❖ A Growth Mindset
- ❖ Confidence
- ❖ Independence
- ❖ Literacy and Numeracy skills
- ❖ Secure in their use of technology
- ❖ Good communication skills
- ❖ Self-Awareness/Reflective
- ❖ Social Skills - including good manners
- ❖ Skills for life-long learning
- ❖ Problem Solving
- ❖ Critical thinking
- ❖ Respect/empathy/tolerance
- ❖ Strong moral values
- ❖ The ability to adapt and cope with change

As a school community, we will reflect regularly on our curriculum and school aims to ensure we are supporting the development of these skills and qualities.

THE ETHOS AND LIFE OF THE SCHOOL

At Hillside School we are committed to providing opportunities for our learners to:

- Contribute to their community
- Participate responsibly in decision making
- Contribute as leaders and role models
- Offer support to others - putting the values of the school community into action

Opportunity	How we do this at Hillside School
Contribute to their Community	Develop responsibilities as class members first UNICEF Rights Respecting School Award Intergenerational Projects (e.g. Men Shed) Eco School Hillside Pupil Voice Groups Supporting local charitable organisations e.g. Portlethen Rotary Group and Barnardo's Working alongside community partners (KCA Deutag, Co-op and Portlethen Funeral Care)
Participate responsibly in decision making	Pupil Voice Groups - Hillside Time Pupil Profiles Voting sticks - Assembly Big Book Planning IDL planning Child directed learning Christmas Fayre
Contribute as leaders and role models	Each learner manages their own Pupil Profile All P3-7 pupils members of Pupil Voice Groups P2-7 Pupil Council Representatives Collaborative Learning Golden Book/Golden Hanger/Assembly Award Growing as Learners Board Mind Stretching Approaches in The Early Years Cycle Friendly School Award/Bikeability Developing a Growth Mindset Pupil led assemblies
Offer support to others	P7 Buddies/Play leaders Hillside 'Problem Busters' - Peer Mentors Community Projects Enterprise Committee - plan and organise charity events Peer Feedback Aberdeenshire Volunteer Award (Aug 18)

OPPORTUNITIES FOR PERSONAL ACHIEVEMENT

At Hillside School we provide opportunities for our learners to:

- Develop their resilience and confidence
- Experience a range of achievements in the classroom and beyond
- Take on challenges
- Work closely with different organisations
- Have their voices heard



Opportunity	How we do this at Hillside School
Develop their resilience and confidence	Classroom roles and responsibilities Play Based Approaches Making use of the outdoors Developing Growth Mindset work/The Learning Pit DIRT (dedicated improvement and reflection time) Peer Mentors Bounce Back Lessons Circle Time Shows and Performances Sporting Events/Active Schools
Experience a range of achievements in the classroom and beyond	Active School Events (in school and out with) Clubs - Football, Netball, Film Club and Tech Friday Growing as Learners Board Golden Book Hillside Hero Pupil Profiles (P5-7 linking to skills for learning, life and work)
Take on challenges	Enterprise Events P7 Residential Trip - Abernethy Open Evenings Christmas Show/Performances Co-operative Group Roles
Work closely with different organisations	Links with Local Groups/Organisation - KCA Deutag, Portlethen Funeral Care, Asda, Rotary Group, Co-op and Men shed
Have their voices heard	Through Play Class Charters Surveys Pupil Profiles - target setting/reflections P3-7 Pupil Voice Groups Twitter Voting Sticks Co-constructing success criteria KWL Contributing to their reports

TEACHING AND LEARNING/CURRICULUM AREAS AND SUBJECTS

In Scotland, we have a responsibility to provide children with a Broad General Education from pre-school to S3. At Hillside School we prioritise Literacy and Numeracy as core areas of education and teach these subjects discreetly and also in a cross-curricular way using a range of learning contexts. In addition to this, we seek to ensure that Health Education remains a high priority as we want to support our pupils to be resilient, sociable learners who have developed healthy attitudes.

Planning for High Quality Learning Experiences

We believe the success of any curriculum is through the delivery of high quality learning and teaching. A wide range of teaching strategies are implemented by staff and start with 'The Child at the Centre', ensuring that any planned approaches meet the needs of learners and are accessible to all. Some of these approaches include - Play based learning, Active learning, collaborative group work, use of the outdoors, text based work, practical activities, Number Talks, ICT to support and enhance learning and Developmental Approaches to Literacy (Emerging Literacy).

Staff plan in a collegiate way together to ensure pace, challenge and a consistency of experience is achieved. Staff also share their varied expertise to support their colleagues through peer learning visits, staff led training and team teaching opportunities. Teachers use the National Benchmarks and Aberdeenshire Curriculum Frameworks to ensure that learning is progressive.

At Hillside School staff endeavour to make 'Learning Visible' (John Hattie), seeing themselves through learners eyes. Learning Intentions and Success Criteria are routinely shared with children and feedback given so they understand their next steps in learning.

Assessment of a learner's progress and achievement is based on a teacher's professional judgement of their knowledge, understanding and skills in curriculum areas. Teachers assess learning using a variety of approaches and use a wide range of evidence. Evidence of children and young people's progress and achievements will come from day to day learning and through the things they make, write, say, or do.

Throughout the year staff at Hillside School engage in the Moderation Process in order to share standards and expectations in learning teaching and assessment. We use Education Scotland's MODERATION CYCLE to support this process at Class, Stage, CFE Level, Cluster, Authority and National Level.

All of our learners keep a 'Pupil Profile', which is a snapshot of their achievements at any point in time. Completing the profile gives the learner the opportunity to talk about their learning and achievements with staff, parents and others. It is also an opportunity for them to create and reflect on their next steps.

IDL - INTER DISCIPLINARY LEARNING

To ensure coverage of experiences and outcomes we have decided to 'Bundle' the remaining 5 areas of the curriculum in a 3 year rolling programme. This ensures a breadth of opportunities for the children. We take account of the skills children need to learn through each of the areas and we make links to support and enhance learning. This ensures PROGRESSION, COHERENCE AND RELEVANCE.

We involve the children in determining their learning by allowing opportunities for PERSONALISATION AND CHOICE. This allows for areas of interest to be studied at greater DEPTH and BREADTH. We believe this promotes CHALLENGE AND ENJOYMENT and fosters creativity, curiosity, enquiry and opportunities for co-operative and independent learning.

COMMITMENT TO IMPROVEMENT

At Hillside school we are committed to improving and refreshing our curriculum, in line with feedback from stakeholders, current research, changes in society, key legislation and simply *what we have found to work and not to work*.

Through our school improvement plan and GTCS professional update we follow the principles of HGIOS 4 - Looking Inwards, Looking Outwards, Looking Forwards.

