



NEWTONHILL SCHOOL CURRICULUM RATIONALE

'creating a community of learners'

Our Vision

At Newtonhill School, we work together to create a safe and nurturing learning community, underpinned by positive relationships throughout, where children are inspired and supported to learn and to be respectful, compassionate and honest in their everyday lives.

Our goal is to equip our children with the skills, attitudes and confidence they need to be thriving, happy citizens in a global community.

Our Aims

- To create a school climate which provides the best learning experiences, within and out with the classroom where teachers can teach and pupils can learn and where we are continually looking towards new frontiers in teaching and learning.
- To provide a warm, welcoming, orderly learning environment which strives to meet the needs of its pupils and where individuals feel secure, nurtured and included and social and cultural diversity is celebrated.
- To provide a challenging academic environment which strives to continually improve our standards of education, celebrates achievement, encourages success and where pupils take responsibility and pride in their own learning.
- To encourage positive, valuable partnerships with parents and carers, actively involving them in their child's learning whilst promoting high aspirations and a positive mindset.
- To develop a whole school culture of self-evaluation and reflection to ensure continuous improvement.

Our Values

Happy

Respectful

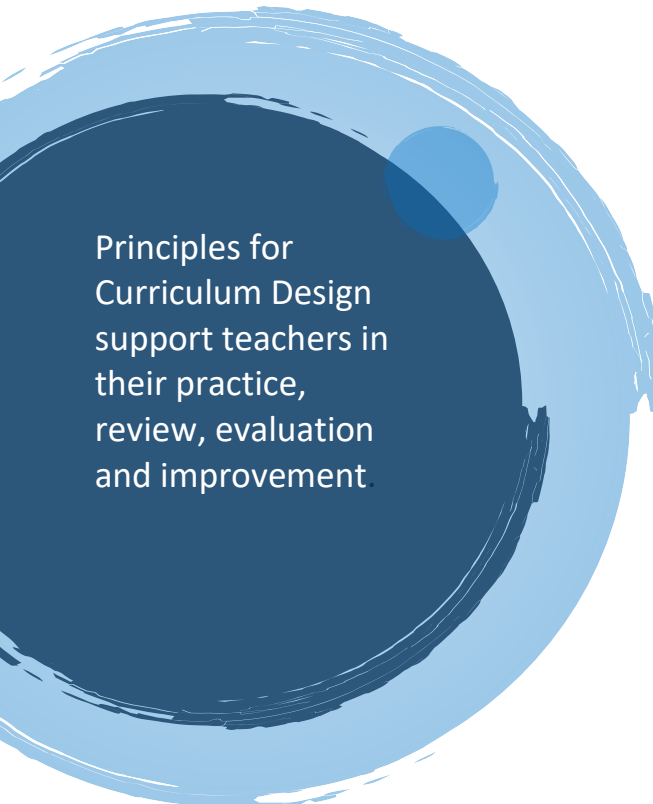
Kind

Honest

Responsible

Hardworking





Principles for Curriculum Design support teachers in their practice, review, evaluation and improvement.

Challenge and Enjoyment

At Newtonhill Children should find learning challenging and motivating. Staff have high expectations and are aware of individual abilities, providing learning intentions and success criteria which are relevant to the learner. Staff provide a range of motivating and creative activities, where children are active in their learning.

Breadth

At Newtonhill we learn in a variety of environments and contexts, both in the classroom and in other aspects of school life. Staff ensure breadth across all areas of the curriculum.

Progression

At Newtonhill we use planning to show progress through experiences and outcomes. Progression frameworks and National Benchmarks are used as a reference to ensure progression.

Depth

At Newtonhill pupils are able to share what they already know and what they want to find out. Pupils know what they need to do to achieve next steps Learning through play is a fundamental part of the Early Level curriculum. Higher order questioning is used to encourage depth of learning.

Personalisation and Choice

The curriculum should respond to individual needs and support particular aptitudes and talents. Pupils are aware of learning outcomes. Children set targets and are involved in agreeing success criteria. Pupils decide on what they wish to learn at the start of each topic and how they would like to learn. Pupils involved in deciding how they are going to evidence their learning.

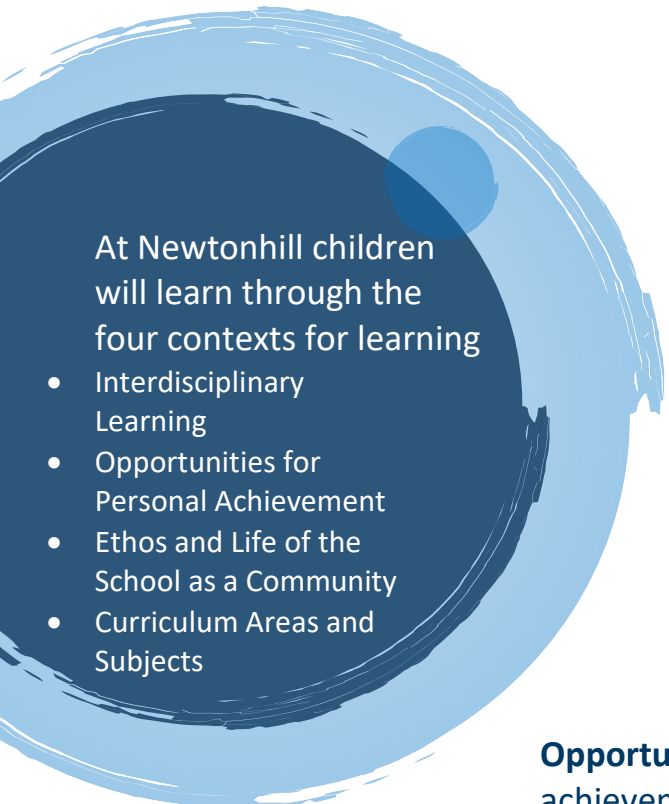
Coherence

At Newtonhill learning activities should combine to form a well-organised and purposefully designed curriculum to facilitate learning. Our curriculum will meet the needs of the learners and build on prior learning. Where appropriate, links are made and learning is contextualised.

Relevance

At Newtonhill we look for relevant links with real life, e.g. building of new town in local area, local, national and global events Some children require individualised programmes which are made relevant to their interests and needs Children should see the value of what they are learning.





At Newtonhill children will learn through the four contexts for learning

- Interdisciplinary Learning
- Opportunities for Personal Achievement
- Ethos and Life of the School as a Community
- Curriculum Areas and Subjects

We believe that all children are entitled to a broad and balanced education. This education should be delivered in a way which recognises the varied needs of our pupils and allows each individual to maximise their learning potential; preparing them for future study and life beyond education.

Our **Interdisciplinary Learning** enables children to make connections between different areas of learning within meaningful contexts. Different strands of learning are brought together in order to deepen understanding. All children have access to an active, enterprising learning environment. We endeavour to increase children's ownership and control of their learning, offering greater opportunities for personalisation and choice. Digital Literacy is used across the curriculum.

Opportunities for Personal Achievement are encouraged and achievements and successes are shared through assemblies and displays. We share and celebrate achievements within and out with the school environment.

Children are being encouraged to reflect on their progress and identify next steps in their learning, thus becoming independent and responsible learners. Our House Point system enables pupils to achieve success in relation to our school values.

The **Ethos and Life of the School** as a Community is at the heart of Newtonhill. The positive ethos we have lays the foundations on which to build our learning and teaching. Our curriculum offers a broad range of learning experiences, taking in to account the needs and interests of our pupils. Children's opinions and ideas are listened to and valued, and through Pupil Voice Groups and working parties (RRSA, Pupil Council, Playground Committee). The children, families and staff at Newtonhill are encouraged to be involved in all aspects of developing the school. Restorative Approaches are used to support behaviour management

The **Curriculum Areas and Subjects** are organised into 8 areas – Languages, Mathematics, Health and Wellbeing, Social Subjects, Sciences, Technologies, Expressive Arts and Religious Education. At Newtonhill each curricular area may be taught as a discrete subject or, when appropriate, through a cross curricular/interdisciplinary approach with a focus on a key number of linked experiences and outcomes being delivered to ensure a quality learning experiences. Learning Intentions and Success Criteria/ are identified for each curricular area and teachers use these to plan a broad/ progressive programme for all learners.

