



The Community School of Auchterader- Curriculum Rationale

The Community School of Auchterader is a through-school educating children and young people from the age of 2-18. Our campus consists of a Nursery, Primary and Secondary serving the local community of Auchterader. As well as our own Primary School, our Secondary learning community comprises of our associated primaries: Dunning Primary, Aberuthven Primary and Blackford Primary.

The majority of our children and young people benefit from the unique nature of our through-school by experiencing a seamless transition from our Nursery to our Primary on to our Secondary. We work closely with our feeder schools to ensure effective transitions, putting the learners at the centre of all our planning and support.

Vision, Values and Aims

Our curriculum is underpinned by our core values. At the Community School of Auchterader we aim to build a community of learners who are at the HEART of our community:

H- Happy

E- Engaged

A- Ambitious

R- Responsible

T- Trustworthy

We aim:

- To provide excellence and equity in learning and teaching;
- To ensure that the rights of all are respected by everyone;
- To actively promote the health and wellbeing of all;
- To develop and maintain strong community partnerships.

Through developing happy, engaged, ambitious, responsible and trustworthy young people through all we have to offer in our school, we provide our young people with the opportunity to fulfil their potential, be the best they can and be well prepared for life after school. We are ambitious for our young people and encourage them to extend themselves beyond choices that might be limiting or are not in keeping with their identified talents and interests.

We have the highest expectations and standards for all students and will continue to review and refine our curriculum so that it offers the widest opportunities and is in line with current thinking and good practice.

Curricular Structure (Nursery and Primary)

Our Primary School comprises of an 80 place Nursery and eighteen classes from P1 – P7. We view Nursery education as an extension of the home where children are encouraged through stimulating key experiences to develop physically, socially, emotionally, intellectually and aesthetically. We provide facilities and activities geared to promote active learning and the staff work closely to ensure that every child is progressing.

The Primary classes follow the principles of Curriculum for Excellence from Early to Second level (plus Third level where appropriate) where children and young people should:

- achieve the highest possible levels of literacy, numeracy and cognitive skills;
- develop skills for learning, skills for life and skills for work;
- develop knowledge and understanding of society, the world and Scotland's place in it, much of which is now included in Learning for Sustainability;
- experience challenge and success so that they can develop well-informed views and the four capacities.

Curricular Structure (Secondary)

Our Secondary School comprises of nine faculty areas:

- Business and Technology (Business Education, Computing and Craft, Design and Technology)
- English and Literacy
- Expressive Art (Art, Drama and Music)
- Health and Wellbeing (Home Economics and Physical Education)
- Maths and Numeracy
- Modern Languages (French and German)
- Sciences (Biology, Chemistry and Physics)
- Social Studies (Geography, History, Modern Studies and Religious and Moral Education)
- Support for Pupils (Guidance and Support for Learning)

The school offers a 36-period model with Registration at the beginning of every day to allow for first-line pastoral care and to inform our learners of important school messages.

Curriculum for Excellence

Our curriculum is designed to embrace the principles of Curriculum for Excellence (CfE). There are opportunities for young people to make choices of subjects and courses from S2-S6. Our BGE curriculum has been designed around the CfE experiences and outcomes up to and including the fourth level, in each of the 8 curricular areas of CfE:

- Languages
- Mathematics
- Social Studies
- Sciences
- Expressive Arts
- Technologies
- Religious and Moral Education
- Health and Wellbeing

Within each curricular area we aim to not only provide young people with opportunities to develop their subject-specific knowledge and skills, but collectively we aim to improve literacy, numeracy and health and wellbeing for all learners. The school has a broad and balanced curriculum that facilitates choice and personalisation through our Wider Achievement Opportunities and course choice processes.

Our whole school curriculum is built upon the eight principles of curriculum design and the six learner entitlements.

Principles of curriculum design:

- Challenge and enjoyment
- Breadth
- Progression

- Depth
- Personalisation and Choice
- Coherence
- Relevance

Learner entitlements:

- a curriculum that is coherent from 2-18;
- a broad general education (early years to S3);
- a senior phase where one can obtain qualifications;
- opportunities to develop skills for learning, skills for life and skills for work, focusing on literacy, numeracy and health and wellbeing;
- personal support to enable young people to gain as much as possible from the opportunities that CfE can provide;
- support in moving into positive and sustained destinations beyond school.

At the Community School of Auchterarder we ensure that learning is within the 4 contexts of:

- Ethos and life of the school
- Curriculum areas and subjects
- Interdisciplinary learning
- Opportunities for personal development

This provides our young people to experience the totality of our school curriculum which provides all children and young people with a wealth of opportunities and learning experiences. In turn, our curriculum focuses on the ultimate aim of developing young people to be responsible citizens, confident individuals, effective contributors and successful learners.

Broad General Education (P1 – P7))

There is a clear focus on developing learning and understanding of the eight curriculum areas, but with a particular emphasis on literacy, numeracy and health and wellbeing. Each curriculum area is planned using experiences and outcomes. These describe the knowledge, skills, attributes and capabilities of the four capacities that young people are expected to develop. Curriculum for Excellence Benchmarks set out clear statements about what learners need to know and be able to do to achieve a level across all curriculum areas. Both the experiences and outcomes and benchmarks are encompassed within our Curriculum Pathways, which teachers use to plan learning.

Learning in Primary is often planned through interdisciplinary learning opportunities. These may span a number of curriculum areas and is likely to be in the form of themed or project learning which provides children and young people opportunities to show how skills and knowledge can be applied in interesting contexts. Children will often be at the centre of this IDL planning process.

Broad General Education (S1-S3)

There is also a clear focus on developing skills of literacy, numeracy, health and wellbeing, creativity, digital and employability skills in a progressive way throughout the curriculum from S1 to the end of S3.

In S1 and S2 our young people follow 13 subjects including a Wider Achievement option of their choice: Maths, English, French or German, IT, Design and Technology, Science, Art, Drama, Music, Social Subjects, Personal and Social Education (PSE), core Physical Education (PE), Religious and Moral Education (RME) and Wider Achievement.

Towards the end of S2, pupils are able to deepen their learning and personalise their curriculum for S3 by taking forward 9 subjects as well as core PE, RME, PSE and Wider Achievement.

Throughout S3 learning and teaching follows the broad general education and there can be opportunities, when appropriate, for learning and teaching to be aligned to National courses. Young people further personalise their curriculum at the end of S3 towards 7 certificated courses (National Qualifications, National Progression Awards or Skills for Work courses). Young people receive personalised support from their Principal Teacher of Guidance, to review their learning and plan for progression and prepare for next steps. Parents play a key role in the decision-making process around personalisation of young people's pathways and staff work with families to support this process. This programme has supported the preparation of the S3 Profile to summarise learners' achievements within the Broad General Education. We firmly believe that our Broad General Education curriculum equips learners with the requisite skills, abilities and aptitudes to make a successful transition to the Senior Phase.

Senior Phase: S4-S6

Our senior phase is aspirational and supportive in creating opportunities for our young people to achieve their best. There is a wide range of courses in subjects that enable progression pathways for all abilities.

Pupils in S4 study 7 subjects leading to certification and PSHE, PE, and RME. The school offers a wide range of subjects from SCQF levels 1 - 5 (National 1-5, Skills for Work courses, National Progression Awards and Foundation Apprenticeships). Most young people will complete their first qualifications at the end of S4.

Young people take five subjects as they enter S5 from SCQF levels 1 - 6; these can include Higher courses, National 1- 5 courses, National Progression Awards (NPAs) and Foundation Apprenticeships. As well as these certificated courses, we firmly believe that all young people in S5 should benefit from a Core curriculum that continues to develop their attributes and skills in accordance with the four capacities, therefore all young people in S5 take part in Core PE, PSHE and Wider Achievement.

In S6, young people usually study up to 5 subjects alongside Core PE, PSHE and choose Wider Achievement Opportunities to develop further their skills.

Flexible Curricular Pathways

The Community School of Auchterarder recognises the importance of creating flexible curricular pathways in order to provide our young people the opportunity to develop fully their skills. The school seeks to motivate young people to create and take opportunities to develop their skills and we welcome innovation. For some individuals this can include appropriate presentation for courses linked to ability, rather than age and stage. For some young people, our 36 periods-a-week model is adapted through partnerships with college, employers and other partners. The school has an open and flexible approach to supporting all young people including those with Additional Support Needs (ASN) and Social and Emotional Behavioural Needs (SEBN).

The Community School of Auchterarder is committed to developing appropriate individualised pathways for our young people to enable them to meet their potential. This involves pro-actively creating partnerships with our colleagues in our partner schools, in higher and further education and with our partners in the world of work and employment. Developing our young people's skills for learning, life and work is key to our aim of our young people being the best that they can be.

We regularly evaluate and review our senior phase curriculum to meet the needs and wants of our young people. Our varied course offering and partnership work with Perth UHI has resulted in our school achieving the SCQF Ambassador Schools Silver Award.

Wider Achievement Opportunities (WAO)

We believe that all young people should have opportunities to achieve and develop their skills outwith the traditional classroom setting and to afford our young people the opportunity to personalise their curriculum in line with the Principles of Curriculum Design. As a consequence, young people from S1-3 and S5/S6 are able to choose from a plethora of Wider Achievement Opportunities to suit their own particular likes and needs as part of their Core Curriculum.

Wider Achievement Opportunities can range from certificated courses in the Senior Phase like SCQF Level 7 Refereeing and National Qualifications in Spanish to more expressive experiences like Junk Kouture and Mindfulness. Through pupil evaluations, young people enjoy taking part in WAO and appreciate the opportunity to follow their own interests. Here are some quotations from our young people:

"In Wider we get to learn new things" S5 pupil.

"Wider is fun because we get to do stuff we like and can go outside to do rugby or football rather than just do another class in the classroom" S3 pupil.

"I like Wider Achievement because I get to choose what I want to learn about and try new things" S1 pupil.

STEM & Learning for Sustainability

In line with the Scottish Government's '*STEM Education and Training Strategy (2017)*', we aim to deliver excellent STEM learning & to close equity gaps in participation and attainment in STEM by providing our young people with STEM opportunities both within TCSOA and in collaboration with external agencies & the wider community. Our focus is to develop the skills that our young people will need to adapt in a fast-changing world where Climate Change and Artificial Intelligence are examples of the challenges they will face in the 21st Century whilst raising awareness of the SDGs & UNCRCs. It is important to us that our STEM journey at TCSOA is cross-sector; beginning in nursery and evolving through to secondary. During this time, our young people have many experiences and opportunities including the 'Young STEM Leader' programme and the 'Gleneagles International Summit' to name but a few. We also participate in a range of projects and competitions which give our young people wider achievement out with the curriculum. Our vision is to have STEM & LfS incorporated and naturally embedded into the curriculum to develop confident individuals and responsible citizens who are ready for future employment and lifelong learning.

DYW and Community Links

Developing the Young Workforce (DYW) is a key part of our curriculum where we aim to develop essential skills to support all students in learning, life and work. We have a DYW Staff working group who coordinate our work in this area. They are helping to create a Skills Framework which highlights the key life skills developed in all parts of the school curriculum.

In addition to this we have an extensive link with Gleneagles Hotel as our local business partner. Gleneagles support our DYW agenda through a variety of subjects including Hospitality, PE, Business and PSE. In addition to this they offer opportunities for work experience and career and mock interview events throughout the year. We have also built positive relationships with other local businesses to support pupils with work experience and life skill opportunities.

S5/6 pupil are also given the opportunity to engage with the Career Ready programme which is a nationwide initiative to enhance pupil's skills and prepare them for the world of work. This two-year programme provides pupils with a mentor from the world of work, multiple masterclasses through the programme and 4 weeks of a paid internship.

Through PSE pupils are also given the opportunity to develop links with local businesses and employers through multiple business breakfasts and outside speakers. All pupils also have regular meetings and support from the school Career Advisor during PSE but can also make appointments at anytime they wish.

All S4 pupils will be given the opportunity in November to carry out a week's work experience. Pupils will be encouraged to identify their own work experience opportunities; however, the school can facilitate this through the local business links we have established if required.

Wellbeing

As a school we ensure we do all that we can to support pupil wellbeing. Every adult strives to create a safe and supportive environment. Our guidance staff are available to meet with pupils to discuss any wellbeing concerns. Pupil wellbeing is promoted throughout the curriculum but particularly in the Personal Social and Health Education (PSHE) programme. Topics such as mental health, anxiety, peer pressure, drug and alcohol use, sleep and study skills equip our pupils for many of the challenges they will face. We promote open dialogue and the building of resilience.

Pupils with particular learner profiles or known additional support needs will be supported by our support for learning department. Pupil needs are reviewed through young person's planning meetings. Some pupils require additional support to ensure they can access their learning and some require additional assessment arrangements to allow them to demonstrate their learning – particularly in formal assessments. Pupil wellbeing is also supported by a range of school partnerships. These include Services for Young People, School Counsellor (Mindspace), Perth and Kinross Council Educational Psychology Service, NHS School Nurse, Lighthouse Counselling, Rape and Sexual Assault Centre (RASAC), Perth Autism Support, Young Carers, Hillcrest Futures (Drugs and Alcohol Support), Police Scotland, Perth College.