

# Laurencekirk School



*“Working together to be the best we can be.”*

## Curriculum Rationale

Created in April 2022 in partnership with families, learners and staff

# Contents



The purpose of our Curriculum Rationale at Laurencekirk School



Vision, Values and Aims at Laurencekirk School



What Makes Laurencekirk School Unique



Aspirations for our Laurencekirk Pupils



Planning for High Quality Learning Experiences: The 7 Principles of Curriculum Design at Laurencekirk School



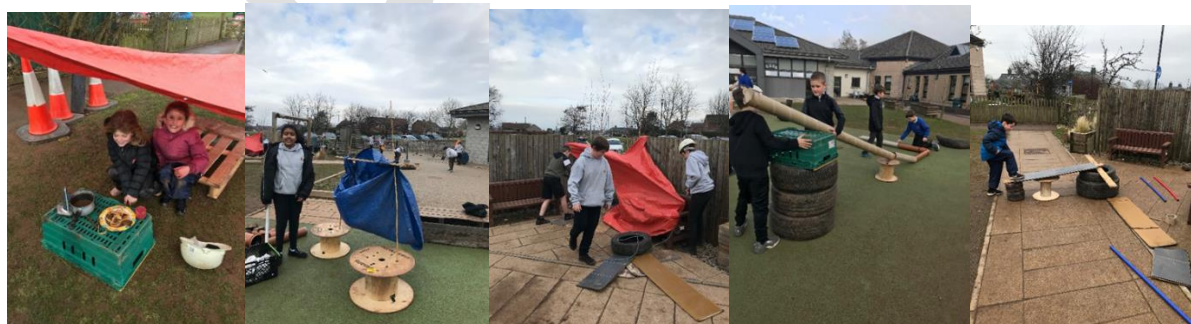
Planning for High Quality Learning Experiences: Learning across the subjects at Laurencekirk School



Planning for High Quality Learning Experiences: Learning across the four contexts at Laurencekirk School



Our Commitment to Improvement at Laurencekirk School





## The purpose of our Curriculum Rationale at Laurencekirk School

It is important that everyone within Laurencekirk School is clear about what we are aiming to achieve through the curriculum.

Laurencekirk School community has collaborated to devise a rationale for the curriculum we deliver. This Curriculum Rationale helps to ensure that everyone involved with our school knows what we collectively want for our children and how we will work together to achieve this.

The Curriculum Refresh (2019) and the subsequent global pandemic, provided the impetus to revise what and how we teach to ensure that we are equipping our children with the knowledge, skills and attributes they require in order to thrive in this ever-changing world.

We retain flexibility within our curriculum to ensure that we can respond to the needs and interests of our learners as well as to local and world events whilst retaining a clear focus on core subjects and skills.

We have created a three-year cycle of learning experiences by collating the Experiences and Outcomes from *A Curriculum for Excellence* in a meaningful way to ensure that all our learners benefit from a broad and progressive curriculum during their time in Laurencekirk School.

This Curriculum Rationale was created in collaboration with our school community to ensure that it meets the needs of our learners and their families and will be reviewed in an ongoing way.

Embedding outdoor learning as part of a wider approach to learning for sustainability has been transformative and helped us to create a wider environment for high quality learning and has transformed our curriculum delivery.





## Vision, Values and Aims at Laurencekirk School

Our Vision, Values and Aims were created collaboratively with our learners, staff, families and partners during the session 2018-2019.

At Laurencekirk School, our vision to work together to support our whole school community to be the best they can be is at the heart of all that we do. We use a range of approaches to help all our children to become successful learners, confident individuals, responsible citizens and effective contributors.

Our shared values of respect, resilience, responsibility and resilience help to guide and inspire us in school and beyond.



### Our Vision

Our purpose is to enable our learners to become:

- successful learners
- confident individuals
- responsible citizens
- effective contributors



### Our Mission

We believe we will achieve this vision by being a school where:

- Everyone has the right to be safe, healthy, achieving, nurtured, active, respected, responsible and included.
- Parental and community involvement is actively sought to enhance the life of the school.
- Our children have a voice and we respect that voice in line with the United Nations Convention on the Rights of the Child.

### Our Shared Values

Our school community agrees that the following shared values give us the foundation to achieve our mission:

Resilience

Responsibility

Respect

Relationships



## What Makes Laurencekirk School Unique

We asked our school community what makes our school great/unique:

### Our Children think:

We love loose parts education

We have a slackline in our woods

We have great staff who are kind and helpful

We get to learn outdoors

We have toys to play with at playtime

We have a trim trail

We use Ipads to help us learn in school

We have a school library

Play is a part of our time at school

We have our own woods and a field

We get to play with other classes and year groups in the playground

Our PSAs

We learn a lot of maths and science and literacy too

Our learning is enjoyable



## What Makes Laurencekirk School Unique

We asked our school community what makes our school great/unique:

### Our Teachers think:

We are an inclusive

Committed staff

Loose Parts

Staff work together to share ideas

Pupil Voice

Outdoor Learning

Links to our community

Our school grounds

Varied learning experiences

Enjoyable and challenging learning

Nurturing school

# What Makes Laurencekirk School Unique

We asked our school community what makes our school great/unique:

## Our Families think:

Good communication between home and school

Loose parts play

A strong, enthusiastic and committed workforce

Children are encouraged to reach their full potential

A holistic approach to learning – not just knowledge

Active learning and learning through play

Seesaw

Families are included and involved

Parents are listened to

Inclusive approaches

The school building is modern and in a great location

Swap shop

The core values

Outdoor learning and spaces

Everyone knows everyone

Friendly, warm and positive ethos

Strong community links

Enhanced provision

Strong community links

Celebrations of special occasions



## Aspirations for our Laurencekirk Pupils

We asked our staff and families what they hoped our children would achieve through engaging with our curriculum:

A love of learning  
and of school

Confident in their  
own abilities and  
uniqueness

Sound grasp of  
literacy and  
numeracy skills

Be ready to try  
new things

Independent

Healthy and  
happy individuals

To be able to  
interact well with  
others

To achieve their  
fullest potential

Creative

Resilient

Ready to move  
on to the next  
stage of learning

Excellent social  
skills and  
manners

Considerate  
of others

Responsible

Skills for life

High aspirations  
for themselves





## Aspirations for our Laurencekirk Pupils

We asked our pupils what they hoped they would achieve through engaging with our curriculum:

We want to be able to read well.

To be able to write.

To be confident in all areas of the curriculum

To be really good at counting

To be confident to speak in front of people

To be able to use technology well to further my learning

To be a confident learner

To learn different languages

To learn a range of life skills

Learn business skills and finance skills

To have a good historical knowledge

Learn how to be responsible



## Planning for High Quality Learning Experiences: The 7 Principles of Curriculum Design at Laurencekirk School

Staff at Laurencekirk School take into account the seven principles of curriculum design (Building the Curriculum 3) when planning teaching, learning and assessment to ensure that an appropriate curriculum is delivered:

Principle of Curriculum Design	What this looks like at Laurencekirk School
<p><b>Challenge and Enjoyment</b></p> <p><i>Children and young people should find their learning challenging, engaging and motivating. The curriculum should encourage high aspirations and ambitions for all. At every stage, children should experience an appropriate level of challenge. They should be active in their learning and have opportunities to develop and demonstrate their creativity. There should be support to enable children to sustain their efforts.</i></p>	<ul style="list-style-type: none"> <li>• A range of carefully planned activities.</li> <li>• Our children are active and engaged in their learning.</li> <li>• Loose parts initiative from Nursery to P7.</li> <li>• A range of different pedagogies utilised including outdoor learning, active learning, play and group work.</li> <li>• Appropriate differentiation with challenge and support embedded</li> <li>• Growth mindset language is a key feature in all classrooms.</li> <li>• High expectations for all our learners.</li> <li>• KWL grids are used to help teachers to plan engaging lessons which reflect the interests of the pupils and supports child directed learning.</li> <li>• A variety of engaging resources are used to engage and sustain pupil interest.</li> <li>• A range of whole school projects are planned each year.</li> </ul>
<p><b>Breadth</b></p> <p><i>All children should have the opportunities for a broad range of experiences. Their learning should be planned and organised so that they will learn and develop through a variety of contexts within both the classroom and other aspects of school life.</i></p>	<ul style="list-style-type: none"> <li>• A curriculum is in place which provides carefully planned learning opportunities across all Experiences and Outcomes as defined in A Curriculum for Excellence.</li> <li>• We plan for application of learning in a variety of contexts including within school, outdoors and within the local and wider community.</li> <li>• We value knowledge acquisition whilst ensuring that we consider the development of skills and attributes in our curriculum.</li> <li>• Literacy, numeracy and health and wellbeing are taught through a variety of meaningful contexts.</li> <li>• Experiences and Outcomes are grouped in bundles to support curriculum coverage.</li> </ul>
<p><b>Progression</b></p> <p><i>Children should experience continuous progression in their learning from 3 to 18 years. Each stage should build upon earlier knowledge and achievements. Children and young people should be able to progress at a rate which meets their individual needs and aptitudes.</i></p>	<ul style="list-style-type: none"> <li>• Progression planners are in place for most curricular areas which support teachers to plan for continuity and progression.</li> <li>• Planning folders contain the progression planners for all levels to enable staff to plan more readily for support and challenge.</li> <li>• Assessment evidence is used to make judgements about pupil progress within a Curriculum for Excellence level.</li> </ul>

	<ul style="list-style-type: none"> <li>• We refer to national benchmarks to ensure that our learners are progressing within a level.</li> <li>• We explicitly share our next steps in learning with the children so that they have an understanding of where they are heading.</li> <li>• We make good use of a highly skilled team of support staff to allow learners to work at their own pace and with appropriate levels of challenge.</li> <li>• Transitions are carefully managed in school to ensure progression of learning and experience.</li> <li>• Opportunities are built in to revisit concepts to consolidate understanding.</li> <li>• Soft start activities are used in some classes to extend and enrich the taught curriculum.</li> </ul>
<p style="text-align: center;"><b>Depth</b></p> <p><i>There should be opportunities for children to develop their full capacity for different types of thinking and learning, exploring and achieving more advanced levels of understanding.</i></p>	<ul style="list-style-type: none"> <li>• Our progressions are structured so that experiences and outcomes are revisited in greater complexity over a seven year programme.</li> <li>• Pupils are supported in a range of ways to master key concepts prior to moving forward with their next steps in learning.</li> <li>• Outdoor learning and the adoption of a loose parts initiative provides the context for exploring a range of ideas and concepts in a deeper way.</li> <li>• We plan using an inter-disciplinary approach to learning.</li> <li>• Maths Mastery influences the teaching of mathematics.</li> </ul>
<p style="text-align: center;"><b>Personalisation and choice</b></p> <p><i>The learning planned for children should respond to their individual needs and support particular aptitudes and talents. It should provide opportunities for exercising responsible personal choice. Once children have achieved suitable levels of attainment across a wide range of areas of learning, the choice should become as open as possible.</i></p>	<ul style="list-style-type: none"> <li>• Our learners are empowered to choose the levels of challenge which they undertake in lessons.</li> <li>• Our planning within IDL is responsive to the needs and voice of the learners as our children lead the learning.</li> <li>• Our curriculum gives children the opportunity to develop their own talents.</li> <li>• Opportunities for personal achievement in and outside of school are provided.</li> <li>• Children are enabled to undertake personal learning projects in school.</li> <li>• Children are provided with opportunities for unstructured play each week in both indoor and outdoor contexts in addition to opportunities to be close to nature.</li> </ul>
<p style="text-align: center;"><b>Coherence</b></p> <p><i>Children's learning activities should combine to form a coherent experience. There should be clear links between different aspects of learning. Such links should be discussed with children in order to bring different strands of learning together.</i></p>	<ul style="list-style-type: none"> <li>• Staff use planning overviews and Aberdeenshire Frameworks to plan for progression across a school year, term and week.</li> <li>• Skills for learning, life and work are promoted specifically through our annual enterprise project and within our day to day work in addition to knowledge and understanding.</li> <li>• Staff ensure coherence at transitional points through collaboration and targeted information sharing.</li> </ul>

	<ul style="list-style-type: none"> <li>• Three year rolling progression programmes are embedded across the school.</li> <li>• Consistent approach to planning is embedded across the whole school.</li> </ul>
<p style="text-align: center;"><b>Relevance</b></p> <p><i>Children and young people should understand the purpose of their learning. They should see the value of what they are learning and its relevance to their lives, present and future</i></p>	<ul style="list-style-type: none"> <li>• Outdoor learning is embedded from Nursery to Primary 7 and used to teach all areas of the curriculum.</li> <li>• Explicit links are made between school based learning and real life contexts so that our learners know why, what and how their learning relates to every day life.</li> <li>• There is flexibility for staff and learners to choose topics to be explored which enables teachers to consider the interests of the children when planning contexts for learning.</li> <li>• At the outset of a new topic, "Big Questions" are asked to involve the children in shaping the learning moving forward.</li> <li>• We share our learning intentions with children and link this to real life as part of our mission to develop the young workforce.</li> <li>• We have a range of community partnerships.</li> <li>• Experiences and outcomes are bundled together to support teaching, learning and assessment.</li> </ul>





## Planning for High Quality Learning Experiences: Learning across the subjects at Laurencekirk School

At Laurencekirk School we prioritise the teaching of literacy and numeracy. These subjects are taught discreetly but also as part of our inter-disciplinary approach to learning across a wide range of innovative contexts for learning. Literacy and numeracy are key subjects and competence in these areas supports wider curricular access and we therefore continually seek to promote these key skills in all we do. Therefore, promoting high levels of literacy and numeracy across the curriculum is the responsibility of all practitioners.

Health and Wellbeing is key priority in Laurencekirk School as learning in this area ensures that our children develop the knowledge, understanding, skills and capabilities which they need for good levels of mental, emotional, social and physical wellbeing now and in the future. Health and wellbeing is fundamental to effective learning and is therefore a responsibility of all staff.

We each strive to make positive contributions to the wellbeing of every individual pupil in our school by creating a positive ethos, strong relationships and a climate of respect and trust where each child can thrive and achieve their fullest potential.

The curriculum encompasses 8 discreet subjects. Here is how we approach learning across the 8 subjects as defined in 'A Curriculum for Excellence':

Curricular Area What do we teach?	How do we teach it?	How do we assess the learning?
<b>Literacy</b>  Listening Reading Writing Talking	<ul style="list-style-type: none"> <li>We use a range of whole class novels.</li> <li>Children are read to regularly.</li> <li>We make use of our local library.</li> <li>A variety of texts across genres including poetry.</li> <li>Use of moving image.</li> <li>Spelling and grammar is taught explicitly then applied to writing tasks.</li> <li>Jolly Phonics, Spelling Attack and North Lanarkshire are used to teach spelling.</li> <li>A blend of whole class and group approaches are used.</li> <li>Opportunities are created for whole class discussion work to develop talking and listening skills.</li> <li>We promote reading for enjoyment and take part in World Book Day.</li> <li>We focus on developing phonological awareness skills in Primary One to support further literacy development.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing assessments</li> <li>Moderation</li> <li>Seesaw</li> <li>Literacy benchmarks</li> <li>Emerging literacy assessments</li> <li>SNSAs at key stages</li> <li>Spelling placement tests</li> <li>Planned holistic assessment tasks</li> <li>AiFl strategies</li> <li>Writing criterion in some classes</li> <li>Annual poetry competition</li> <li>Tracking and monitoring</li> </ul>
<b>Numeracy</b>  Number Money Measure	<ul style="list-style-type: none"> <li>Number talks are used to extend mathematical thinking</li> <li>Teejay is our key resource across the school. This is supplemented in a variety of ways including White Rose</li> </ul>	<ul style="list-style-type: none"> <li>Numeracy benchmarks</li> <li>SnSAs</li> <li>Ongoing assessment</li> </ul>

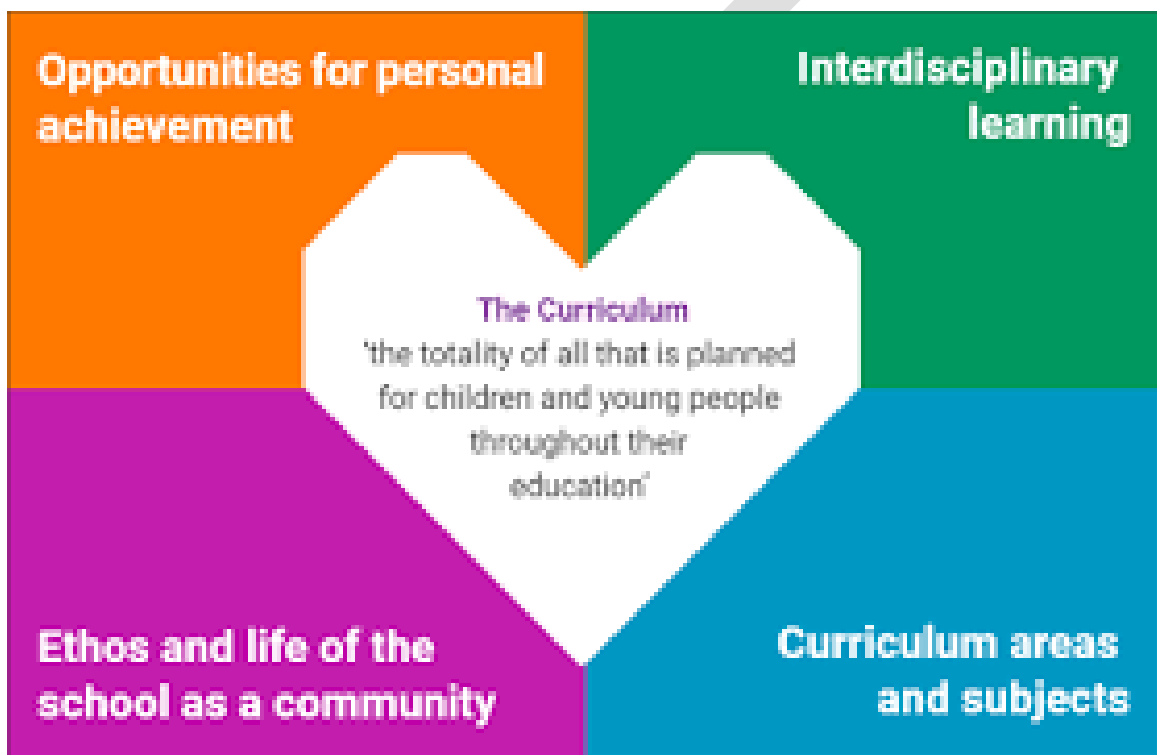
<p>Angles Shape Position Movement Data handling Mental maths Problem solving</p>	<p>Mathematics and Scottish Heinemann.</p> <ul style="list-style-type: none"> <li>We use a range of textbooks and worksheets as appropriate.</li> <li>Concrete materials are provided to support as required.</li> <li>Use of digital technology and the outdoors to support delivery.</li> <li>Games, group and paired challenges are used alongside active stations with maths manipulatives.</li> </ul>	<ul style="list-style-type: none"> <li>Seesaw</li> <li>Planned holistic assessment tasks</li> <li>Active listening</li> <li>Aifl strategies</li> <li>Teejay reviews</li> <li>Tracking and monitoring</li> </ul>
<p><b>Health and Wellbeing</b></p> <p>Rights of the Child Emotional Wellbeing Choices and Changes Food and Health Substance Misuse Relationships</p>	<ul style="list-style-type: none"> <li>2 hours of PE using both indoors and outdoors.</li> <li>Frameworks and benchmarks are used to plan for progression and to support assessment judgements.</li> <li>Rights Respecting School activities.</li> <li>Circle Time</li> <li>Annual visits from the ALEC bus.</li> <li>Collective compilation of the class charter.</li> <li>Living and Growing Resource.</li> <li>Consideration of the school values of respect, responsibility, relationships and resilience.</li> <li>Pupil Support Worker supports targeted groups.</li> <li>Visits from the community police to deliver topics such as internet safety and drugs/alcohol awareness.</li> <li>Champion of a cause initiative.</li> <li>Bikeability is delivered to Primary 5-7 pupils.</li> <li>Daily Mile is a feature throughout the school.</li> <li>Handwashing.</li> </ul>	<ul style="list-style-type: none"> <li>Health and wellbeing benchmarks</li> <li>Observations</li> <li>Planned holistic assessment tasks</li> <li>Aifl strategies</li> <li>Tracking and monitoring</li> </ul>
<p><b>Social Subjects</b></p> <p>People, past events and societies People, Place and environment People in society, economy and business</p>	<ul style="list-style-type: none"> <li>Use of digital technologies.</li> <li>School Eco Group.</li> <li>Child directed approaches.</li> <li>Use of the library.</li> <li>Teachers make use of a wide variety of resources to support teaching and learning.</li> <li>Opportunities for personal projects are created.</li> <li>Taught in a cross-curricular approach to ensure that literacy, numeracy and health and wellbeing is a permeating theme.</li> <li>Making Thinking Visible approaches used.</li> <li>We make use of our community to enhance learning in social subjects.</li> </ul>	<ul style="list-style-type: none"> <li>Social subjects benchmarks</li> <li>See, think, Wonder</li> <li>End of topic summary assessments</li> <li>Observations</li> <li>Formative assessment</li> <li>Planned holistic assessment tasks</li> <li>Aifl strategies</li> </ul>
<p><b>Sciences</b></p> <p>Planet Earth Forces, electricity and waves Biological Systems Materials Topical Science</p>	<ul style="list-style-type: none"> <li>School Eco Group and whole school activities.</li> <li>Whole school approach to the Edible classroom.</li> <li>Curriculum led outdoor learning in all classes.</li> <li>Loose parts initiative across the whole school.</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Formative Assessment</li> <li>Science benchmarks</li> <li>Planned holistic assessment tasks</li> <li>Aifl strategies</li> <li>Quizzes</li> </ul>

<p>STEM subjects</p>	<ul style="list-style-type: none"> <li>• Construction Club for key children to explore early scientific concepts.</li> <li>• Play opportunities are created for children to experiment with early scientific concepts.</li> </ul>	<ul style="list-style-type: none"> <li>• Active Listening</li> </ul>
<p><b>Technologies</b></p> <p>Digital Literacy Food and textile technology Technological Developments in Society and Business Craft, Design, Engineering and Graphics Computing Science</p>	<ul style="list-style-type: none"> <li>• Loose parts initiative.</li> <li>• Ipads and chromebooks are available to support</li> <li>• Use of digital technologies to support learning and to show understanding of key concepts.</li> <li>• Interactive whiteboards are available in all teaching spaces in the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Formative Assessment</li> <li>• Technologies</li> <li>• Benchmarks</li> <li>• Planned holistic assessment tasks</li> <li>• Aifl strategies</li> </ul>
<p><b>Expressive Arts</b></p> <p>Art and Design Drama/Performance Music Dance</p>	<ul style="list-style-type: none"> <li>• Class assemblies and school shows.</li> <li>• Annual focus on Scottish country dancing</li> <li>• Used as a vehicle to teach key topics.</li> <li>• Drama specialist who visits the school.</li> <li>• Annual Scots music and dance festival.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Formative Assessment</li> <li>• Expressive Arts</li> <li>• Benchmarks</li> <li>• Planned holistic assessment tasks</li> <li>• Aifl strategies</li> </ul>
<p><b>Religious and Moral Education</b></p> <p>Christianity World Religions Beliefs and values</p>	<ul style="list-style-type: none"> <li>• Assemblies</li> <li>• Taught through an inter-disciplinary approach to learning.</li> <li>• School values used to underpin approaches and ethos.</li> <li>• Stories are a key feature.</li> <li>• We teach about key festivals in a timely manner.</li> <li>• Artefacts are used to teach about the world religions.</li> <li>• All children will learn about the major world religions in depth over a seven year period.</li> <li>• Rights Respecting Schools Award</li> <li>• Whole school approach to sustainability</li> <li>• Engagement in charitable work such as Children in Need and Comic Relief.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Formative Assessment</li> <li>• Religious and Moral Education</li> <li>• Benchmarks</li> <li>• Planned holistic assessment tasks</li> <li>• Aifl strategies</li> </ul>
<p><b>Languages</b></p> <p>French Doric Makaton</p>	<ul style="list-style-type: none"> <li>• Power language platform is used to plan progressive lessons in our second language of French from Primary One to Seven.</li> <li>• Target language used in daily routines in school.</li> <li>• McCrone teachers delivering discreet inputs.</li> <li>• Children in Primary 5 to 7 experience a third language.</li> <li>• Games and videos are used to develop language skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Listening</li> <li>• Formative Assessment</li> <li>• Languages</li> <li>• Benchmarks</li> <li>• Planned holistic assessment tasks</li> <li>• Aifl strategies</li> </ul>



## **Planning for High Quality Learning Experiences: Learning across the four contexts at Laurencekirk School**

Staff at Laurencekirk School use the four contexts (shown below) to plan high quality learning experiences. This ensures that the curriculum offered is varied and coherent and provides opportunities to develop the knowledge, skills and attributes required to thrive in the world today. We aim to support our children to become successful learners, confident individuals, responsible citizens and effective contributors through active engagement across these four contexts for learning.



Please turn over to see how our staff deliver these four contexts for learning at Laurencekirk School:





Opportunities for Personal Achievement	Inter-disciplinary Learning
<ul style="list-style-type: none"> <li>• Sports Day</li> <li>• Annual Burns Competition</li> <li>• Primary 7 Leavers Assembly</li> <li>• Pupil Voice groups</li> <li>• Gardening Club</li> <li>• Extra curricular activities including football, netball and outdoor skills.</li> <li>• Life skills award</li> <li>• Rotary Quiz and external competitions</li> <li>• Residential Trip in Primary 7</li> <li>• Sponsored events</li> <li>• Annual Enterprise</li> <li>• WOW wall and plasma screen</li> <li>• Instrumentalists performances</li> <li>• Active schools events and clubs</li> <li>• Tokens</li> <li>• Celebrating achievements on the plasma and through Seesaw</li> <li>• Bikeability</li> <li>• Links with community organisations such as The Scouts and MHLN.</li> <li>• Church visits</li> <li>• Burnside Bowling trip</li> <li>• Bronze Rights Respecting Award</li> </ul>	<ul style="list-style-type: none"> <li>• Annual Enterprise</li> <li>• Outdoor learning</li> <li>• Loose parts</li> <li>• Topic work</li> <li>• Assemblies</li> <li>• Weekly cooking group</li> <li>• Annual Scottish Art Gallery Exhibition</li> <li>• ALEC bus</li> <li>• Work with local library</li> <li>• Novel studies</li> <li>• Edible Classroom</li> <li>• Planning and assessing across a bundle of experiences and outcomes</li> <li>• Cooking group and staff lunch</li> <li>• Links with our local Forest School</li> <li>• Links with Friends of Denelthen</li> <li>• Links with the local Fire Station</li> <li>• Visits to our local coffee shop</li> <li>• Enterprise</li> </ul>
Ethos and Life of the school as a community	Curriculum Areas and Subjects
<ul style="list-style-type: none"> <li>• Rights Respecting Schools Award</li> <li>• Intergenerational work with local care homes and local dementia group.</li> <li>• Cheery Chums role for Primary 6.</li> <li>• House Captains role for Primary 7.</li> <li>• Zone Leaders role for Primary 7.</li> <li>• Pupil Voice groups.</li> <li>• Roots of Empathy Groups.</li> <li>• Seasons for Growth Groups</li> <li>• Lunchtime Soup Group</li> <li>• Annual Shoebox Appeal</li> <li>• Paired Reading</li> <li>• Poppy Field</li> <li>• Nurture group</li> <li>• Work with Laurencekirk Primary Partnership</li> <li>• Open events in school</li> <li>• Annual virtual advent calendar</li> <li>• Carefully planned transition events including P7 Club.</li> <li>• School uniform swap shop</li> <li>• Litter picks</li> <li>• Supporting our local foodbank</li> <li>• Harvest appeal</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy</li> <li>• Numeracy</li> <li>• Health and Wellbeing</li> <li>• Languages</li> <li>• Expressive Arts</li> <li>• Social Subjects</li> <li>• Technologies</li> <li>• Sciences</li> <li>• Religious and Moral Education</li>   <li>• Learning through Play</li> <li>• Outdoor Learning</li> <li>• 1+2 approach to languages learning</li> <li>• Clear progressions</li> <li>• Real life contexts</li> <li>• Subject learning</li> <li>• Cross curricular themes and topics</li> <li>• Whole school topics such as Enterprise and Scots</li> <li>• Professional learning which supports subject delivery. For example, outdoor learning.</li> <li>• Moderation activities</li> <li>• Collaboration with feeder secondary school</li> </ul>



## Our commitment to improvement

At Laurencekirk School we continue to work together as a school community to sustain and develop a high quality curriculum which reflects the needs of our context. In order to achieve this we must engage in an ongoing reflection of what we teach, how we teach it and when we do so to ensure that all our children have an opportunity to maximise success and achievement.

We take account of current educational research and thinking, the views of our stakeholders, legislation and our own evaluations of what is working well in our school for our children. To do so we adopt a looking inwards, outwards and forwards approach.

