


St Bernadette's Curriculum Plan 2013 – 2015

<p>School Ethos Aims and Values</p> <ul style="list-style-type: none"> ➤ Aims <ul style="list-style-type: none"> ▪ Agreed by pupils , parents and staff (Y1) ➤ Development of Rights Respecting Schools <ul style="list-style-type: none"> ▪ Develop behaviour and anti-bullying guidelines (Y1) ➤ Leadership development <ul style="list-style-type: none"> ▪ Provide opportunities at all levels ➤ Further development of multi stage groups (Y1) 	<p>Higher Order Skills Development</p> <ul style="list-style-type: none"> ➤ Shared understanding <ul style="list-style-type: none"> ▪ Staff, parents and pupils ((Y1 and Y2) ▪ Focused approach ▪ Incorporated into planning ▪ Progression 	<p>Outdoor Learning</p> <ul style="list-style-type: none"> ➤ Further develop Outdoor Area (Y1 and 2) ➤ Work with GFL - Pilot (Y1) ➤ Develop a School/home shared understanding (Y1)
<p>Learning and Teaching (Y1 and Y2)</p> <ul style="list-style-type: none"> ➤ Develop consistency in standards and expectations in classroom practice ➤ Active Literacy - ++ attainment <ul style="list-style-type: none"> ▪ Active numeracy – ++ attainment © (Y1) ➤ Co-operative learning <ul style="list-style-type: none"> ▪ Consistency of approach ➤ AFL <ul style="list-style-type: none"> ▪ Revisit regularly to ensure understanding and consistency ➤ Creativity <ul style="list-style-type: none"> ▪ Learning approaches, displays, questioning ▪ Homework (Y1) ▪ Developed with parents and children ▪ Extend use of class blogs ➤ E profiling <ul style="list-style-type: none"> ▪ Explore possible development 	<p>GIRFEC</p> <ul style="list-style-type: none"> ➤ Deepen understanding of principles and practices  <ul style="list-style-type: none"> ➤ Develop school procedures for use of Chronologies, form 4 and form 6 (Y1) 	<p>Quality Assurance/Moderation (Y1 and Y2)</p> <ul style="list-style-type: none"> ➤ Leadership Team (HT and PT) (Y1) <ul style="list-style-type: none"> ▪ Further development of roles/remits ▪ Record keeping ▪ QA calendar (Y1) ➤ Coaching practices <ul style="list-style-type: none"> ▪ Further input for staff ➤ Pupil Tracking <ul style="list-style-type: none"> ▪ CEM data how will we use this? ▪ Progress through Es and Os ▪ System to track achievement ➤ Profession Learning – all staff <ul style="list-style-type: none"> ▪ Further development of ERD
<p>Partnership with Parents/Community (Y1 and Y2)</p> <ul style="list-style-type: none"> ➤ Continue to develop Parent Council ➤ Extend the activities done with parent focus groups/views ➤ Further develop and expand curricular workshops ➤ Introduce additional family events ➤ Develop wider community links <ul style="list-style-type: none"> ▪ Including business link 	<p>Principles of Curriculum Design/ Planning (Y1 and Y2)</p> <ul style="list-style-type: none"> ➤ Revisit principles to ensure understanding ➤ Further develop robust procedures to track progress through the experiences and outcomes ➤ Allow for pupil input ➤ Relevant contexts 	<p>Interdisciplinary Learning/ Creativity (Y1 and Y2)</p> <ul style="list-style-type: none"> ➤ Develop firm understanding of Type 1 and Type 2 IDL ➤ Ensure contexts for IDL are relevant and creative ➤ Continue development of multi-stage groups