

Firpark School Curriculum Framework

VALUES

- To provide a happy learning environment where young people are valued and cared for.
- To provide a range of opportunities for pupils to develop their talents through a range of experiences and certificated courses.
- To support pupils with difficulties to develop relevant skills for life and skills for work.
- To improve the pupils life chances and employment opportunities.

TOTALITY OF THE CURRICULUM

S1-3 pupils have planned learning opportunities in each of the 8 curricular areas. S1-3 pupils all engage in interdisciplinary learning. Planned opportunities exist for developing the life and work of the school for all pupils. Outdoor learning and the wider community are used to provide learning environments. Enterprise, creativity and Environmental awareness are themes in our learning. We have curricular pathways developed throughout the senior phase.

LEARNING AND TEACHING

- Staff work together to plan interdisciplinary learning.
- Pupils are actively involved in discussing targets.
- Personal learning planning informs learning and teaching.
- S1-3 our plans ensure that we know the purpose, activities evidence and success criteria in our learning and teaching.

EXPERIENCES & OUTCOMES

- All staff use four feature planning in the broad and general phase.
- Experiences and outcomes are developed through the four contexts of learning. 1 Classroom activities, 2 Interdisciplinary learning, 3 Life and ethos of the school, 4 Personal achievements.
- From S1-3 pupils are working through the E's & O's at their own pace.
- We are incorporating the SALs into our planning.

RESPONSIBLE CITIZEN

Pupils have opportunities to represent the school on a variety of councils

CONFIDENT INDIVIDUAL

We provide a wide range of opportunities for pupils to develop self-confidence life skills and skills for work

LEARNER

SUCCESSFUL LEARNER

All pupils are making measured progress in their learning. Pupils learn at their own pace independently and co operatively

EFFECTIVE CONTRIBUTOR

Pupils make valuable contributions to a wide variety of events , shows, presentations and services

ENTITLEMENTS

S1-3 pupils have access to the B&G curriculum in * curricular areas and IDL's Tracking and monitoring of young people into positive destinations takes place with early intervention and support if required. The senior phase offers a choice of opportunities to study academic and vocational courses. There are planned opportunities to develop skills for life and work. We have clear pathways to assist pupils to move into positive sustained destinations beyond school.

PERSONAL SUPPORT

We have well developed transition arrangements from Primary to Secondary school. We have well developed S6 transition arrangements supported by strong partnerships.

All of our pupils have Personal Learning Planning timetables.

Needs are identified and appropriate support requested.

In S6 all pupils are given appropriate support guidance and opportunities to assist the transition beyond school.

All pupils have a named adult.

PRINCIPLES

- S1-3 Personalisation and choice through lunchtime clubs, support and response, participation in IDL.
- We try to make learning experiences enjoyable and challenging.
- Breadth, depth and progression in learning are considered in relation to individual pupil's talents and difficulties.
- Learning pathways are planned coherent and relevant to individual learners.
- We have clear senior phase option pathways.

ASSESSMENT

- Through personal learning planning processes pupils have regular opportunities to discuss their learning with an adult who knows them well.
- Assessment tracking and monitoring are integral to our planning.
- Assessment is for Learning strategies are in use across the curriculum.
- All teachers are part of assessment moderation circles.