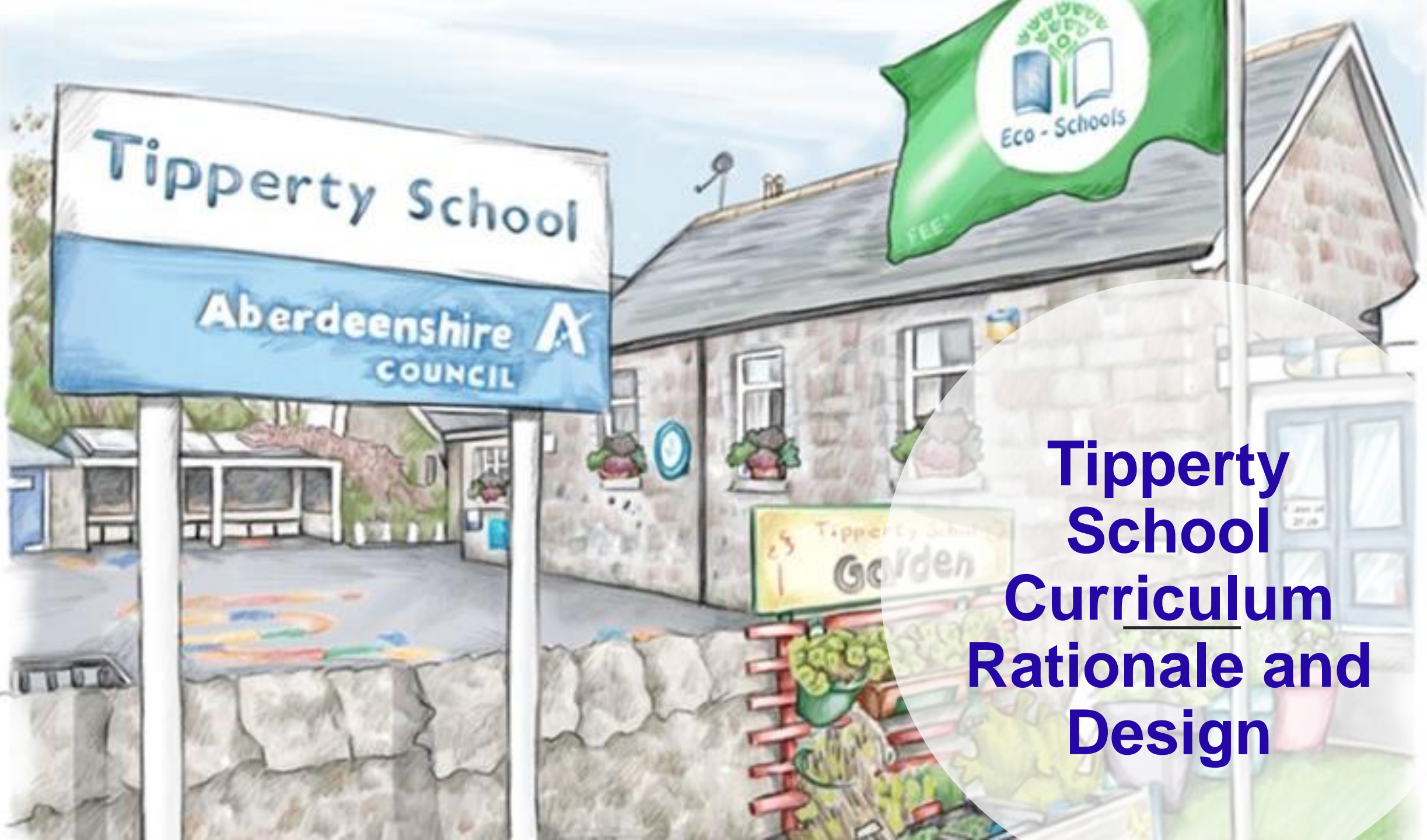


Tipperty School
Aberdeenshire A
COUNCIL



**Tipperty
School
Curriculum
Rationale and
Design**

Tipperty School
Garden





Tipperty School Vision, Values and Aims

Be Safe
Be Responsible
Be Respectful
Achieving

“Working Together for Success
and Achievement”

What makes us unique?

Flexible	Small, welcoming school	Amount of Green Flags we have achieved (7)
Adaptable	Staff who are receptive, proactive and open to new ideas.	Garden, vegetable patch, outdoor learning
Open to opportunities	One strong team	Beautiful, diverse grounds.
Good Commuter Links	Good communication with Ellon Academy and Ellon community resource hub.	Facilities
Jubilee tree planting Ceremony- tree planted by Lady Aberdeen.	Strong links to the community	Sensory Room
	Taught generations of the same families.	

The Rationale for our Curriculum

Our Core Curriculum Structure

When designing our curriculum we took a number of key factors into consideration:

What our staff, learners and families require

The needs of our local area

Promoting skills for learning, life and work

Providing a Broad General Education



Our Curriculum Design

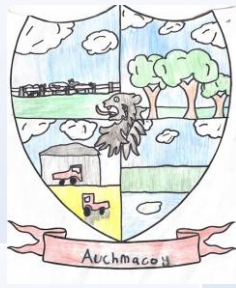
At Tipperty School we have worked collaboratively to design our curriculum rationale which is underpinned by our Vision, Values and Aims for our school community. This helps us to create a positive, nurturing ethos in which we can all learn together. We have organised our curriculum experiences under the 4 contexts for learning, as highlighted by Education Scotland:

- Ethos and Life of the School
- Opportunities for Personal Achievement
- Learning and Teaching / Curriculum areas and subjects
- Inter Disciplinary Learning (IDL)





Ethos and Life of the School



Outdoor Learning Area

Bikeability

Sensory Room

Importance of play
embedded into learning

Whole school events

Flexible and responsive to
learners- whole school
community

Close working
relationships between
families, staff and pupils.

Buddy system in school



House Groups
House/Vice- Captains

Working Groups
Eco/ Health/JRSO/
Rotakids/Gardening/ Pupil
Learning Council

House Points Promoting
School Values

Effective Transitions

Opportunities for Personal Achievement

Bikeability

Swimming

Sports Day

Sporting

Opportunities

Active Schools

John Muir Award

Activity Week (P7)

Rotary Quiz P6/7

House Points System

House Captains

WOW display board of
favourite work

Use of Google Classroom
to share achievements

Achievement Board

Participation in Pupil
Working Groups

Self-made targets

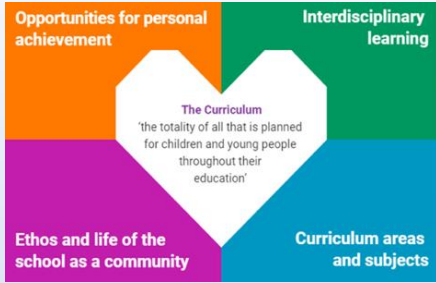
Children each have

individual targets

Allowing children to
showcase their talents e.g.
musical talents in school
events

Opportunities tailored to
pupil needs e.g. OWLS

Flexible timetabling and
organisation of tasks to
meet learners needs.



Learning and Teaching Curricular Areas



We deliver the curriculum through a blend of discrete subject learning, cross-curricular themes or topics.

We have a clear progression across the Experiences and Outcomes, and most children will move from Early to Second Level across the Primary Years.

Mathematics

Science

Technologies

Expressive Arts

Health and Wellbeing

Social Studies

Languages

Religious and Moral Education

Interdisciplinary Learning (IDL)

At Tipperty School we ensure that a breadth of learning is taking place by using a 3 year curricular planning cycle.

Meaningful learning experiences are provided through a variety of planned opportunities for children to apply their skills and knowledge in different contexts, ensuring that all children have opportunities to experience success in their learning.



At Tipperty School

We ensure all pupils have an equal say and opportunities through working groups, target setting and pupil feedback.

We aim to offer a safe, happy place where everyone is valued.

An environment where differing needs are acknowledged, accepted and met.

GIRFEC
Getting it Right for Every Child



We strive to provide a developmentally inclusive environment for all pupils.

We aim for our pupils to respect others and themselves in their learning environment.

We aim to build pupils' skills to set them up for future success

We strive to have strong family ties through parental and community support.

The Principles of Curriculum Design

<u>Challenge and Enjoyment</u>	<u>Breadth</u>	<u>Progression</u>	<u>Depth</u>
<p>Well differentiated lessons and activities</p> <p>Use of KWL at beginning of cross curricular topics.</p> <p>Activities are motivating.</p> <p>We have high expectations of all.</p>	<p>Opportunities to apply learning in different situations and curricular areas.</p> <p>Curriculum framework used to ensure Experiences and Outcomes are covered.</p> <p>Previous Learning and knowledge taken account of in multi-composite class.</p>	<p>Use of school Literacy and Numeracy progressions and programmes with flexibility to ensure all learners follow appropriate pathways.</p> <p>3 year curriculum plan.</p> <p>Use of national frameworks and benchmarks to provide reference to ensure progression.</p>	<p>Peer support encouraged in class.</p> <p>Play based approaches being explored</p> <p>Opportunities for pupils to transfer skills to other areas.</p> <p>Topics explored through a cross curricular focus.</p>
<u>Personalisation and Choice</u>	<u>Relevance</u>	<u>Coherence</u>	<u>Our Curriculum Will:</u>
<p>Pupils set personal targets.</p> <p>Pupils involved in the planning process for cross curricular themes.</p> <p>Teachers take into account learners interests and respond to questions as they arrive.</p>	<p>Outdoor Learning is encouraged.</p> <p>Use of real life contexts.</p> <p>Flexible cross curricular themes which take account of current events (community based or wider world).</p> <p>IEPs for children who require targeted support.</p>	<p>Learners are encouraged to transfer skills between contexts.</p> <p>Learners are encouraged to make links to their own personal lives.</p> <p>Special weeks e.g. Health week.</p> <p>Working Groups allow children a breadth of experience across the year.</p> <p>Flexible timetables for identified learners.</p>	<p>Place the learner at the centre of the school community.</p> <p>Support Achievement for all.</p> <p>Meet learners need and support progress by offering a broad range of experiences, retaining flexibility.</p>