

Colquhoun Park Primary School



Curriculum Rationale

October 2025

Update due 2028/29



Wellbeing



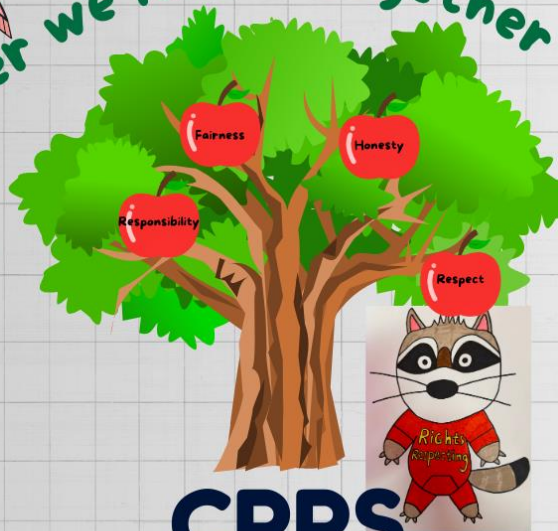
Partnerships



Wider Achievement

Committees

Together we learn. Together we grow

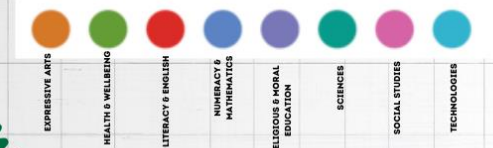


CPPS



Curriculum

curriculum for excellence



Contexts

IDL

Family learning

Outdoor learning, play and enquiring minds



OUR CURRICULUM RATIONALE

Our school provides a safe and inclusive environment, offering engaging and enjoyable learning opportunities for all. We promote responsibility, respect children's rights and support each individual in reaching their potential.

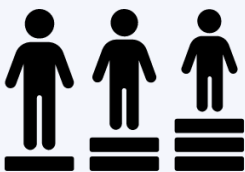
COLQUHOUN PARK PRIMARY SCHOOL

VISION

Our school provides a safe and inclusive environment, offering engaging and enjoyable learning opportunities for all. We promote responsibility, respect children's rights and support each individual in reaching their potential.



VALUES



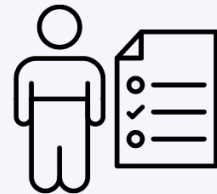
Fairness



Respect



Honesty



Responsibility

THE RATIONALE FOR OUR CURRICULUM

OUR CURRICULUM DESIGN

At Colquhoun Park Primary we have worked collaboratively to design our curriculum and rationale which underpins our key values for learning and the development of the whole child. To achieve our vision, it is essential that we develop a broad, balanced curriculum which ensures that all the children are included and provided with rich learning opportunities that recognise and celebrate their uniqueness, develop their potential and support them to reach their full potential. This will enable them to meet the challenges of the 21st Century.

Our Curriculum Design and Rationale takes into account the following components:

WELLBEING

We recognise the school's powerful capacity to promote the Health & Wellbeing of every child in our school and the families in our community. We strive to create an inclusive, nurturing environment where the positive wellbeing and welfare of pupils is paramount to raising the attainment and improve outcomes for all.

This includes opportunities to participate responsibly in decision making, to contribute as leaders and role models, offering support and service to others and playing an active part in putting the values of the school community into practice. Children's opinions and ideas are listened to and valued and, through our Pupil Committees, House Captains and Family Group system, Play Pals, Buddies, Monitors and by taking part in regular pupil focus groups, children are encouraged to be involved in developing the work of the school and have a positive impact on school improvements. The whole school community works to ensure shared values and a sense of mutual trust.

In addition to our dedicated nurture provision, a whole school approach to Nurture is key in promoting an inclusive, safe environment where pupils feel safe and a sense of belonging to our school family. Our Nurture 'Princi-Pals' and our SHANARRI sacks are used to raise awareness of the importance we place on promoting positive wellbeing and meeting the needs of all. For individual and groups of children, we offer a wide range of wellbeing supports at the point of need, and also to promote smooth transitions. Such opportunities include: LIAMS (Lets Introduce Anxiety Management Strategies), Seasons for Growth, Families Connect, Lego Therapy, Inside Out Emotions Group, Kitbags and more!

OPPORTUNITIES FOR WIDER ACHIEVEMENT

At all levels an ethos of high expectation and ambition for all our pupils is encouraged and attainment, achievement, participation is recognised and celebrated. Through regular wider achievement assemblies we share and celebrate achievements within and out with school, sharing in each other's successes and achievements. These successes are then displayed on our various achievement walls throughout the school and shared with parents, families and the wider community at assemblies, through Seesaw, certificates, School Website and 'X'.

Pupils are also encouraged to reflect on their own progress and identify next steps in learning through personal target setting, helping them to develop into independent and responsible learners. We offer a range of extra-curricular activities, as well as Family Groupings and Skills groups, in order to maximise opportunities for pupils actively engage in a wide variety of activities, encouraging the development of skills and knowledge in a wider context.

CURRICULUM CONTENT

The success of any curriculum is through the delivery of high-quality learning and teaching. At Colquhoun Park, our curriculum is designed to reflect our uniqueness, offer a broad range of learning experiences taking into account the needs and interests of our pupils. We aim to deliver excellence in learning and teaching and expect all learners to be actively engaged in their own learning. Our curriculum focuses on the child as learner, and allows breadth and depth of learning, offering challenge and enjoyment. We offer choice and personalisation as well as progression through levels,

We aim to provide a coherent, flexible and enriched curriculum from Early Level, firmly focused on the needs of the child. Throughout this broad curriculum there will be an emphasis on Scottish contexts, Scottish cultures and Scotland's history and place in the world. Our planning demonstrates the **principles for curriculum design**: challenge and enjoyment; breadth; progression; depth; personalisation and choice; coherence; relevance. Within Colquhoun Park Primary we use planned and progressive frameworks of learning to ensure coverage of experiences and outcomes across all 8 curricular areas, allowing and encouraging flexibility to cater for pupil need and interests.

A wide range of teaching strategies are implemented by staff including active learning, cooperative group work, Literature Circles, independent work, practical work, use of digital technology to support and enhance learning and outdoor learning, Assessment is for Learning strategies and critical thinking skills, through use of Bloom's revised taxonomy, are also integral features of learning and teaching in Colquhoun Park Primary. We also plan to embed the awareness and development of Meta Skills as our curriculum evolves.

All staff at Colquhoun Park have been actively involved in developing our Curriculum Rationale and creating our vision of what we value and view as essential elements which underpin all that we do in our daily practice to 'bring the learning alive' for all our children. We will continue to review and refresh our curriculum through a planned approach of rigorous self evaluation.

We see this as our core business ensuring all our learners are challenged to achieve their highest possible standards. Our parents have high aspirations for their children and at CPPS, we continually strive to involve families in the learning process, helping parents support them to achieve key skills for learning, life and work. Our curriculum reflects the needs of our pupils and to this end we place a high emphasis on developing core literacy and numeracy skills underpinned by a whole school approach to health and wellbeing. Assessment, Learning and Teaching focuses on ensuring equity for all learners and reducing potential barriers to learning. Our literacy and Numeracy strategies ensure progressive programmes building in depth, challenge and application.

A suite of assessment is used to support teachers' professional judgement about pupil progress and to inform next steps. In addition, it informs appropriate universal and targeted support and interventions to encourage best outcomes for all.

Our Assessment Cycle includes standardised assessments for core literacy and numeracy allowing progress to be tracked and monitored and identifying trends for improvements in the curriculum.

Ongoing formative and periodic assessments are identified at planning stages and involve the pupils in identifying and developing their own targets. Our pupils self and peer assess their progress and inform transitions. Learning is shared with families at our pupil progress events in October and June, our formal written reports and through events such as class assemblies and Seesaw updates.

CONTEXTS FOR LEARNING:

Interdisciplinary Learning is a planned approach to learning which uses links across different subjects to enhance learning by providing relevant, challenging and enjoyable learning experiences and stimulating contexts. In Colquhoun Park we have developed a 'Worlds' based cycle for Interdisciplinary Learning to ensure that pupils experience their entitlement to a broad general education. The framework encompasses 9 'Worlds' over a 3 year programme and is planned to involve different curricular areas as appropriate, with a core focus on Social Studies and is focused on knowledge acquisition and skills development. At the heart of our IDL approach is 'Pupil Voice.' Pupils are involved in planning and leading their learning in IDL from the outset through discussion with the class teacher to decide the context for learning, ensuring relevance. Pupils are further involved in the planning process by completing, individually or as a class, a KWOF Grid. (What I **know** already. What I **want** to know. I would like **opportunities** to. How will I **find** out?) The information contained within the KWOF grids informs the teachers planning of the 'big ideas' or 'big questions' to be explored through the chosen context. As our curriculum develops and our approaches to teaching and learning are enhanced, our focus

Where learning in specific areas is not taught through an IDL approach, class teachers use progressive frameworks to ensure pupils experience a broad and balanced curriculum. As we continue to develop our approaches to teaching and learning, we do so with a vision for developing enquiring minds and learning through play.

We are committed to ensuring the United Nations Convention for the Right of the Child are upheld and promoted and as a Bronze Rights Respecting School we frame our learning around the identified Articles of the Rights of the Child. Our Rocky Raccoon Mascot is a visual reminder that we respect each others' rights and look to make links across our learning with these.

PARTNERSHIPS

We recognise learning does not happen in isolation and only within school. We proudly work with a range of partners to enhance the learning journey of our pupils and promote a sustainability. Our partnership with Active Schools, our local church and care home, PEEK

(Possibilities for Each and Every Kid), Boclair Academy and Drumchapel High, Reading Dogs for Schools, Carers Link and many more organisations support the wellbeing and achievement and attainment of our learners. Our recent partnership with local Mental Health Charity- Men Matter Scotland- also promotes outdoor learning, improvement to our environment and sustainability whilst offering support for male carers.

Our opportunities for family learning such as 'Bake me a story', Families Connect, Library Visits and Science clubs all facilitate engagement with our families that enhances the learning of the child alongside their caregiver. Our regular Movie Nights and Gardening Days are open to all within our school community and we include our Early Years Centre in our planned events.

CPPS Parent Council works closely to provide support for our school. They are actively involved in fundraising to provide opportunities such as 'Silly Science' workshops and a theatre visit each year. This valuable partnership also provides resources to enhance out curriculum delivery and includes subsidies for class excursions to support learning.