

Fetterangus School Curriculum Policy

The Curriculum Policy implemented in Fetterangus School reflects the content and principles of,

- the national [Curriculum for Excellence](#)
- the [Aberdeenshire 3-18 Curriculum Framework](#)
- the School Aims

The Policy is designed to meet the needs and requirements of pupils, as defined in the principles of [GIRFEC](#) (Getting it Right for Every Child).

Learning experiences are structured under eight curricular headings,

- Language and Literacy
- Mathematics and Numeracy
- Health and Well-being
- Expressive Arts
- Religious and Moral education
- Science
- Social Studies
- Technologies

Throughout their educational experience at the School, pupils will be given the opportunity to study appropriate aspects of all of the above.

As lead professionals, the responsibility for this rests with class teachers who are required to plan and deliver programmes of study across these curricular headings, based on the following,

- **Challenge and enjoyment** - Learning experiences are most effective when they are both challenging and enjoyable. Activities are designed to build upon and extend existing knowledge and understanding in ways that are thought-provoking and stimulating.

It is also important that teachers construct learning opportunities that reflect and allow for a range and progression of skills. This should be reflected in planning activities. (see Appendix 1)

- **Breadth** - It is important to ensure that as broad a range of curricular experiences as possible is provided.

As well as relating to the curricular headings, pupil activities are based on,

- Experiences in health and well-being
- Cultural experiences
- Environmental experiences
- Vocational experiences
- Creative and enterprising experiences

The opportunity to further enhance these experiences is supported by a wide range of extra-curricular activities in which pupils are encouraged to take part.

- **Progression** – Over the seven years, every opportunity is taken to expand and develop the knowledge and skills which the children acquire. This is undertaken in a structured and coordinated manner although ad-hoc learning opportunities are recognised and embraced as appropriate.

Particular attention is given to supporting skills development in the following areas,

- Enterprise and Creativity
- Citizenship and International Education
- Literacy
- Numeracy
- Health & Well-being
- Information Communication Technology (ICT)

- **Depth** – The learning opportunities offered, allow pupils to explore subject areas in sufficient depth to support greater understanding.

- **Personalisation and Choice** – Learning is more meaningful and longer lasting when the learner has a degree of ownership of the process. In planning and delivering courses, teachers seek to ensure that pupils are involved in shaping and influencing the learning experiences to be undertaken.

- **Coherence** – Whilst Personalisation and Choice are important in the learning process, the role of the teacher is to ensure such individual personalisation is managed for the benefit of the group and that the curriculum experience as a whole is structured and planned.

- **Relevance** - It is important that learning experiences for the pupils are meaningful and relevant. The purpose of the learning activities, the learning intentions and outcomes, are shared and agreed in advance and reflected upon at the end of a learning activity.

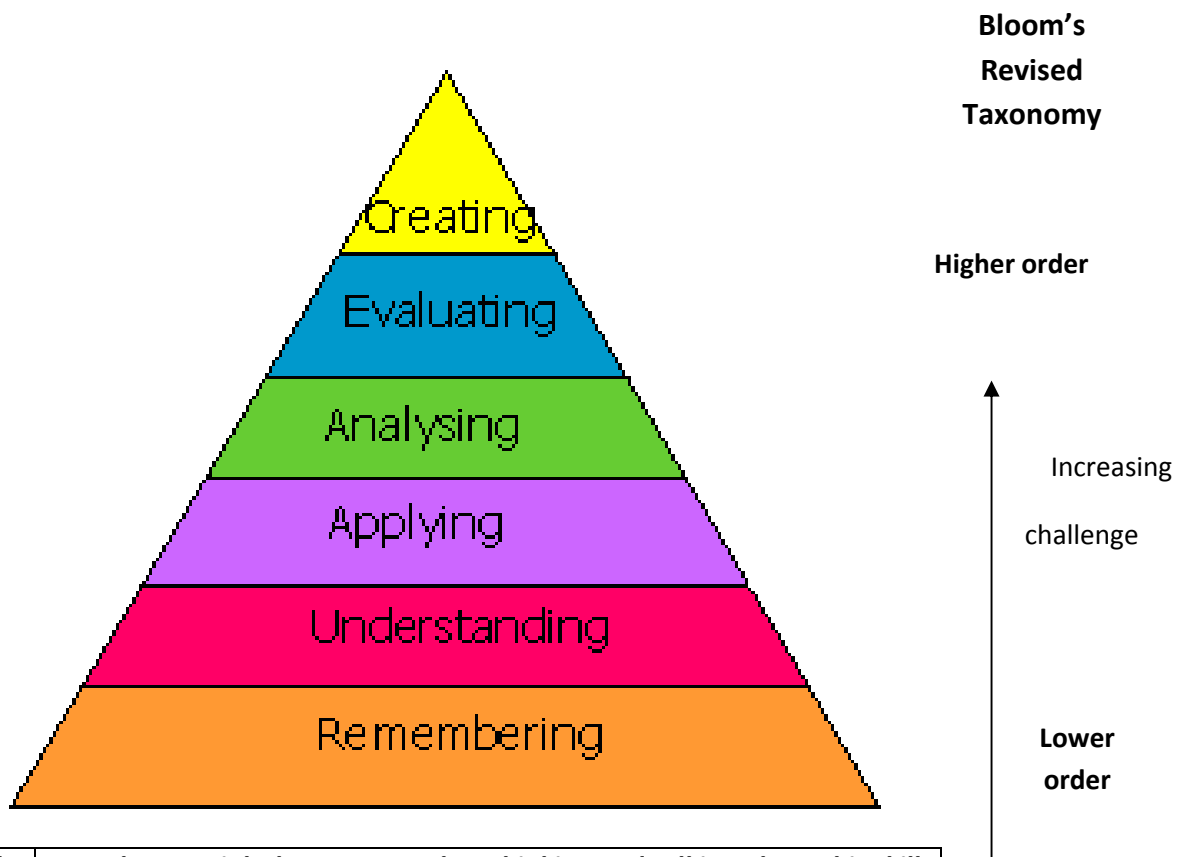
Some of the learning opportunities will be delivered under individual curricular headings, but increasingly, learning opportunities will be supported by way of inter-disciplinary, cross-curricular themes.

This Policy statement defines the principles which underpin the learning opportunities offered to pupils at Fetterangus School.

The associated 'Learning and Teaching' policy defines in greater detail how this policy is delivered.

Appendix 1

Learning / Thinking Skills



<i>Learning Skill</i>	<i>Words you might hear or use when thinking and talking about this skill</i>
creating	Compose, assemble, organise, invent, compile, forecast, devise, propose, construct, plan, predict, improve, formulate, generate, prepare, develop, design, imagine, set up, create, produce
evaluating	Judge, predict, assess, determine, prioritise, experiment, check, test, evaluate, defend, conclude, debate, justify, recommend, discriminate, argue, rank
analysing	Distinguish, inspect, inquire, question, examine, research, probe, investigate, calculate, experiment, compare, contrast, survey, test, debate, sequence, relate, categorise, discriminate
applying	Translate, illustrate, make, practise, manipulate, calculate, apply, operate, exhibit, interpret, interview, sequence, show, solve, collect, demonstrate, dramatise, use, adapt, draw, construct
understanding	Report, recognise, review, describe, observe, outline, interpret, explain, identify, discuss, research, annotate, translate, give examples, define
remembering	List, memorise, choose, recite, quote, record, match, select, underline, cite, relate, sort, show, locate, give an example, reproduce, quote, repeat, label, recall, outline