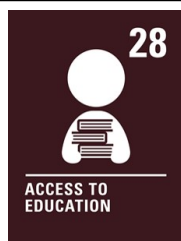


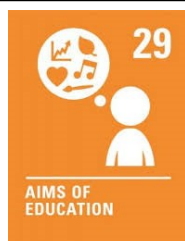
Bun Sgoil Dhun Bheagain - Dunvegan Primary School

Our Curriculum 2024 – 2026

This Curriculum Rationale provides a basis for educators to ensure all learners have access to experiences that will develop the knowledge, skills and attributes they need to embrace all future learning.



Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.



Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.



The best interests of the child must be a top priority in all decisions and actions that affect children.



Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.



Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

The starting point for creating Sgoil Dhun Bheagain's Curriculum Rationale is compliance with the UNCRC requirements, which are incorporated into Scots Law. *"All educators in Scotland are committed to upholding and promoting the rights of learners... Public authorities are legally required to respect and protect children's rights in all the work that they do."* (Education Scotland 2024)

There are many components that come together to create our Curriculum Rationale.

The Scottish Curriculum for Excellence and the Four Capacities

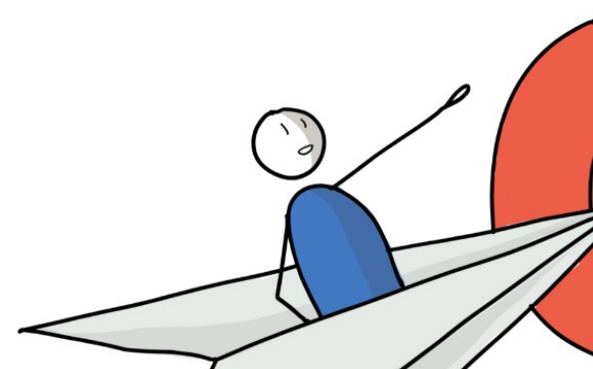


Curriculum for Excellence places learners at the heart of education. At its centre, are four fundamental capacities. These capacities reflect and recognise the lifelong nature of education and learning. The four capacities are aimed at helping children and young people to become:

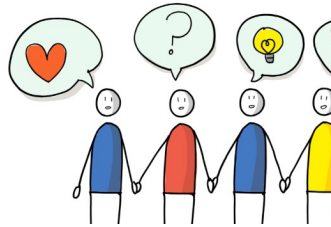
- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors



successful learners	confident individuals	responsible citizens
attributes - enthusiasm and motivation for learning - determination to reach high standards of achievement - openness to new thinking and ideas	attributes - self-respect - a sense of physical, mental and emotional well-being - secure values and beliefs - ambition	attributes - respect for others - commitment to participate responsibly in political, economic, social and cultural life
capabilities - use literacy, communication and numeracy skills - use technology for learning - think creatively and critically	capabilities - relate to others and manage themselves - pursue a healthy and active lifestyle - be self-aware - develop and communicate their own views	capabilities - develop knowledge and understanding of world and Scotland's place in it - understand different beliefs and cultures - make informed choices and decisions



Our drivers and what makes us unique



We are our heritage	We are a Gaelic medium school	We are community	We are Scotland's future
We are proud of culture, heritage, and landscape, we want to protect it and be part of it.	We are committed to promoting Gaelic language, culture and education. Our horizons broaden through Gaelic language and learning.	Our community extends far and wide. We share values, feel valued and feel a sense of belonging and togetherness.	We are preparing to be the citizens of our future world. We will be equipped with the resilience, passion and abilities to contribute to a thriving Scotland.

Our School Values.

As a school community, we chose these values as a true representation of who we are at Bun Sgoil Dhun Bheagain. Our Values underpin all we do at Bun Sgoil Dhun Bheagain.



DPS Values: Determined Proud Successful

Dicheallach Proiseil Soirbheachail

What does that look like for pupils?

Determined Dicheallach

Pupils are resilient, try new things, help others, work hard, seek solutions, and strive for improvement.

Proud Proiseil

Pupils take pride in what they are proud to be part of. They value Gaelic language, culture, heritage, and care for the environment. They are valued members of a tight knit community.

Successful Soirbheachail

Pupils achieve their goals and are proud of their achievements.






DPS Values: Determined Proud Successful

Dicheallach Proiseil Soirbheachail

What does that look like for staff?

Determined Dicheallach

Staff work hard to help pupils develop talents, skills, and abilities. They find solutions to problems, strive to be better, and ensure the best education for pupils.

Proud Proiseil

Staff love their job, care for every pupil, and promote the Gaelic Language. They take pride in their work, teach about culture and heritage, make connections, and focus on children's rights and environmental protection.

Successful Soirbheachail

Staff achieve their goals and are proud of their achievements.





The Four Contexts for Learning of A Curriculum for Excellence

Curriculum is defined as the totality of all that is planned for children and young people from early learning and childcare, through school and beyond. That totality can be planned for and experienced by learners across:

Curriculum areas and subjects - Interdisciplinary learning - Ethos and life of the school - Opportunities for personal achievement



**A Curriculum for Excellence and related Building the Curriculum series of guidance documents identifies
7 PRINCIPLES for curriculum design**

This is how we embed the 7 Principles of Curriculum Design

1. Challenge and Enjoyment

- ✓ Lessons are planned to provide suitable challenge and motivation.
- ✓ Staff have high expectations and are aware of individual abilities.
- ✓ Staff provide clear Learning Intentions, Success Criteria and specific feedback.
- ✓ Planned activities and lessons are creative and motivating where learners are fully and actively engaged.

2. Breadth

- ✓ Learners are involved in a variety of experiences in a range of environments and contexts, both in the classroom and within the local environment.
- ✓ Staff use Highland Council's Curriculum Frameworks to ensure breadth across all areas of the curriculum.

3. Progression

- ✓ Staff use planning to show clear progress of skills through experiences and outcomes.
- ✓ Curriculum progression frameworks and end of level benchmarks are used as a reference to ensure progression.
- ✓ Assessment information is used effectively to inform planning and target gaps in learning.

4. Depth

- ✓ Pupils are able to share what they already know and what they want to find out.
- ✓ Pupils know what they need to do to achieve next steps.
- ✓ Pupils learn through well planned play-based and place-based learning experiences.
- ✓ Higher order questioning is used to encourage depth of learning.

5. Personalisation & Choice

- ✓ Planned lessons and activities respond to individual needs and support particular aptitudes and talents.
- ✓ Pupils are aware of learning intentions and what they need to do to be successful.
- ✓ Children set own targets and are involved in agreeing success criteria.
- ✓ Pupils engage in learning conversations about what they wish to learn at the start of each topic and decide on the 'Big Questions' they would like to answer.
- ✓ Pupils are involved in deciding how they are going to evidence their learning in High Quality Assessment Tasks e.g. information poster, power point or presentation.

6. Coherence

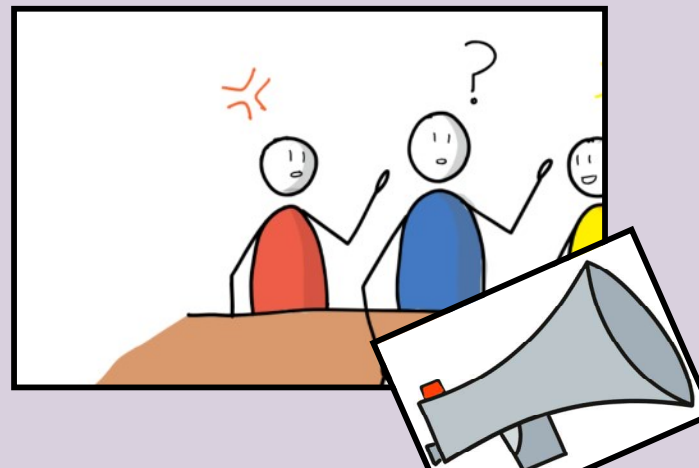
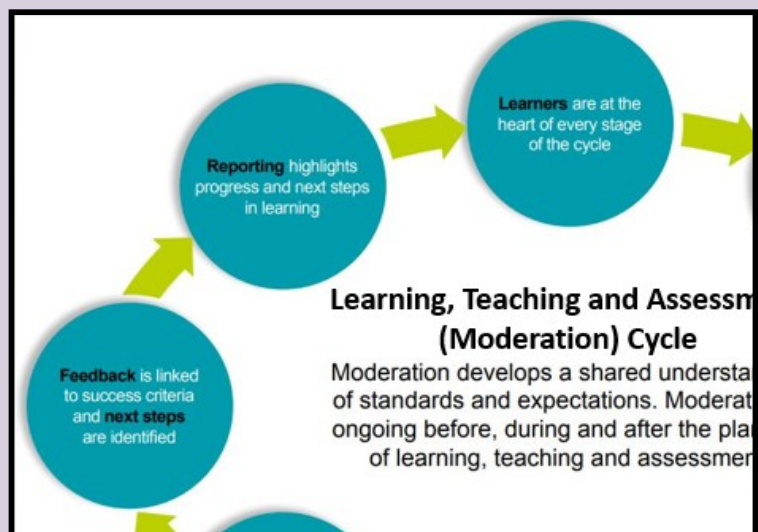
- ✓ Staff plan for assessment
- ✓ CfE Experiences and Outcomes are bundled when planning for coherence across the curriculum subjects.
- ✓ Where appropriate, links are made and learning is contextualised.

7. Relevance

- ✓ Where possible, learning is linked to real life events
- ✓ Pupils are aware of why they are learning a specific skill – they are aware of how it will help them.
- ✓ Where children require individualised programmes, these are made relevant to their interests and specific needs.
- ✓ Children see the value of what they are learning and its relevance to their lives, present and future.



Education Scotland's Learning, Teaching and Assessment Cycle



Every pupil at Bun Sgoil Dhun Bheagain has a voice.

At Bun Sgoil Dhun Bheagain, we place the learner at the heart of every stage of learning, teaching and assessment. Our pupils learn best when they know what they are going to learn, recognise when they have succeeded, and know why they should learn it in the first place. Beyond their own individual learning journey, every pupil is part of a Pupil Committee Group; either Gaelic or English Pupil Council / Rights Respecting Schools or Gaelic or English Eco Committee. They make decisions about the life of our school and our local environment.

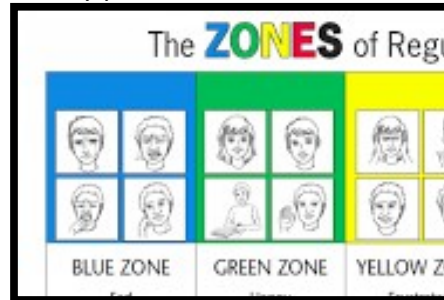
Curriculum Areas		
Curriculum Area	What? How?	Assessment – What? When?
Literacy Listening & Talking	➤ Supporting literacy, Language and Communication: taking a developmental approach to Emerging Literacy ➤ Learners are encouraged to contribute to whole class, group discussions, and engage in debate. ➤ Planned opportunities to prepare and deliver solo talks on subjects of learners choosing. ➤ Opportunities to speak at assembly for a range of purposes. ➤ Sharing thoughts and ideas in Pupil Committee groups. ➤ Learning Conversations ➤ Circle Time ➤ Expressing views as part of focus/working groups	• Continual formative assessment using HC Tracking Tools and End of Level Benchmarks. • Self/peer/teacher evaluation against specific success criteria.
Literacy Reading	➤ Highland Council Literacy Progression Framework and Roadmap. ➤ Progression of phonics and spelling through Wrap Around Phonics/Spelling ➤ Supporting Literacy, Language and Communication: taking a developmental approach to Emerging Literacy ➤ Key resources Oxford Reading Tree, Read Write Inc and Big Cat ➤ Reciprocal Reading Circles ➤ Blooms Taxonomy higher order questioning ➤ Pupils at all levels have access to a range of novels and genre, with access to class and school libraries	• Planning for assessment using Highland Tracking Tools and End of Level Benchmarks • Phonological Awareness Screening P1 • Continual formative phonics and spelling assessment. • Termly common and high frequency words testing. • To identify barriers/levels – as required: • Blackwell spelling test. • Component parts of Reading assessments. • PM Benchmarking • SOFA assessments P2-7 in August • SOFA assessments P2/3/5/6 again in May • SNSA P1/4/7 May

Literacy Writing	➤ Supporting literacy, Language and Communication: taking a developmental approach to Emerging Literacy ➤ Highland Council Literacy Framework ➤ Daily focus on Tools for Writing ➤ Whole School Writing Guidelines ➤ Wrap Around phonics/spelling ➤ Stephen Graham Principles of Writing ➤ Nelson Handwriting	• Planning for assessment using Highland Tracking Tools and End of Level Benchmarks • School calendar of specific genre High Quality Assessment • Highland Writing Rubrics – end of level • To identify barriers – as required: • Component parts of Writing • SOFA assessments P2-7 in August • SOFA assessments P2/3/5/6 again in May • SNSA P1/4/7 May
Gàidhlig Èisteach & Làbhairt	➤ Strong focus on language acquisition as outlined in Advice on Gaelic Medium Education ➤ Total Immersion until pupils are fluent Gaelic speakers ➤ Daily songs, rhymes, routines, repetition and commentary. ➤ Supporting literacy, Language and Communication: taking a developmental approach to Emerging Literacy ➤ Fream Canain language acquisition progression framework early – second level. ➤ Speak out Playscripts ➤ Go Gaelic	• Continual formative assessment using HC Tracking Tools and End of Level Benchmarks. • Self/peer/teacher evaluation against specific success criteria. • Fream Canain Trackers
Gàidhlig Leughadh	➤ Supporting literacy, Language and Communication: taking a developmental approach to Emerging Literacy ➤ Storyworlds ➤ Discovery World ➤ Novels (upper) ➤ Facal agus Fuaim ➤ Gràmar na Gàidhlig ➤ Fuaimean Feumail ➤ Giglets ➤ Speak out – playscripts (upper)	• Planning for assessment using Highland Tracking Tools and End of Level Benchmarks • Phonological Awareness Screening P1 • Continual formative phonics and spelling assessment. • Termly common and high frequency words testing. • Component parts of Reading assessments. • MCNGs P1/4/7 May

Gàidhlig Sgrìobhadh	➤ Supporting literacy, Language and Communication: taking a developmental approach to Emerging Literacy ➤ Whole School Writing Guidelines ➤ Nelson handwriting ➤ Foundations of Writing Program	• Planning for assessment using Highland Tracking Tools and End of Level Benchmarks • School calendar of specific genre High Quality Assessment • Highland Writing Rubrics – end of level • To identify barriers – as required: Component parts of Writing • MCNGs P1/4/7 May
Languages 1 + 2 Gaelic Learner Education (GLE)	Sgoil Dhun Bheagain delivers a 1 + 2 approach to language learning: Gaelic learners (English Medium pupils) are taught from P1 – P7 The Key resource is Go Gaelic with support and advice from our GM teachers. Gaelic Language is taught to EME 5-7 pupils through an immersive outdoor learning context alongside their GME peers. This is delivered by a GM teacher during a Forest Schools Session. Language acquisition is planned for using Curriculum for Excellence Experiences and Outcomes for P1-7. Our specific GML curriculum framework is designed to promote interaction and communication with pupils across both mediums in their organic learning and play situations. (Insert link) Children celebrate the Gaelic language and culture through events such as Seachdain na Gàidhlig, Gaelic Culture days, the MOD and assemblies. Gaelic Medium Learners speak Gaelic in their daily routines from P1-7. EME and GME pupils understand and appreciate the reciprocal benefits to learning the language within a dual language setting.	Continual formative assessment GML Tracking of Language Acquisition through learning and play. End of level benchmarks.
Numeracy and Mathematics	All numeracy planning is informed by start of year baseline assessments – HC Diagnostics and SOFA. To ensure appropriate support and challenge, pupils are grouped according to diagnostic information for knowledge and strategy in each of the following areas: Knowledge Basic facts Numeral Identification Grouping and Place Value Forward/Backward Number Word Sequence	Highland Council Diagnostic Assessments Aug/Sep P2-7 SOFA Assessments Aug/Sep and May SNSA/ MCNG P1,4,7 May

	Strategy Addition and Subtraction Multiplication and Division Fractions, Proportions and ratios Ongoing assessment continues to inform planning and grouping throughout the year. Highland Council Numeracy Progression Framework and supporting documents inform planning and ensure progression. Mathematical language acquisition is planned for and tracked in GME 1-7. Mathematics is taught through IDL, Forest Schools, play-based learning and real-life contexts where appropriate. When learning a new concept, children practice using structured and concrete materials until secure and able to use visual and abstract resources, such as workbooks and text books. A broad range of resources and games are used to support learning, including Scottish Heinemann Maths, Tee Jay Maths, Numicon, Peter Patilla Mental Maths and SumDog. 15 minutes of mental strategy, practice and review is built into every lesson.	Ongoing High Quality Assessment Tasks Ongoing end of unit tests and formative assessment.
Health & Well-being	The GIRFEC (Getting it Right for Every Child) Well-being Indicators, SAFE HEALTHY ACTIVE NURTURED ACHIEVING RESPECTED RESPONSIBLE INCLUDED, permeate our school ethos and attitudes to ensuring a whole school approach to promoting positive mental health and well-being.  The Zones of Regulation Framework underpins our Positive Relationships Policy and forms the basis of how we encourage children to become emotionally self-regulated. The Zones of Regulation Principles are revised at whole school	Termly Glasgow Motivation and Well-being Profile Survey for pupils P1-7 Continual formative assessment.

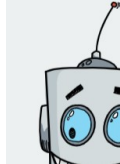
assemblies and compliment discreet in class lessons. The principles are embedded into our daily practice.



The Healthy Schools framework (www.healthyschools.scot) provides us with a guide for teaching, planning, tracking & monitoring and the evaluation of Health and Wellbeing. This framework supports practitioners to meet learner needs through cocreation, suggested activities, external resources, web links to additional information and links to relevant physical resources & materials from NHS Lanarkshire Resource Library.

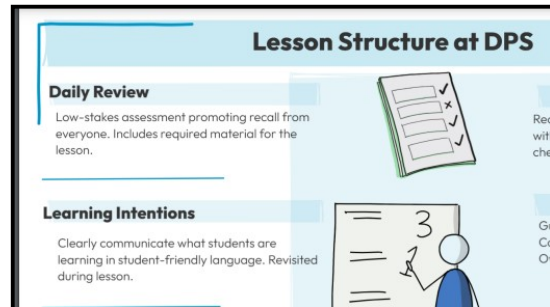
It brings together a Curriculum for Excellence Health & Wellbeing Experiences, Outcomes and Benchmarks at each Level aligned to the Wellbeing Indicators.

PE is taught within a progressive framework.

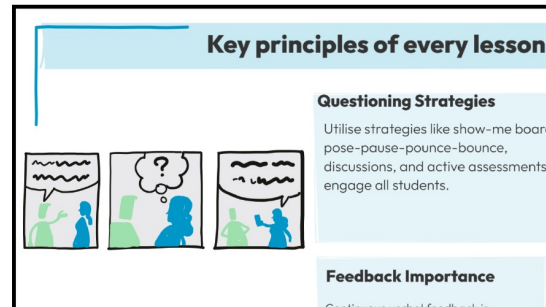
Interdisciplinary Learning (IDL)				
Science 	Social Studies 	Expressive Arts 	Technologies 	RME 
The above curricular areas are delivered through IDL topics or stand-alone lessons [where no natural links exist]. Wherever possible, staff will plan contextualized opportunities for Numeracy, Literacy and Health and Well-Being within these IDL topics. The cross-cutting themes of Learning for Sustainability [including citizenship, global etc.], outdoor learning, enterprise and creativity education will be woven into themes, as and when appropriate. Progression frameworks developed by Highland Council ensure a BREADTH of opportunity for learners. We take account of the skills children need to learn through each of the areas and we make links to support and enhance learning. This ensures PROGRESSION and COHERANCE. We involve pupils in planning to ensure opportunities for PERSONALISATION AND CHOICE, this allows for areas of interest to be studied in greater DEPTH. This we believe promotes CHALLENGE AND ENJOYMENT and fosters creativity, curiosity and opportunities for cooperative and independent learning. High Quality Assessment Tasks are planned for, in consultation with pupils, at the start of an IDL topic, which brings RELEVANCE to all knowledge learned and skills developed throughout the unit. End of level Benchmarks are tracked for each curricular area.				

School staff created a Learning Blueprint for DPS. Staff, parents and pupils can be clear about the expectation of continuity in learning, teaching and assessment for all learners across the school. There are three components that pupils and parents can expect from our high quality lessons.

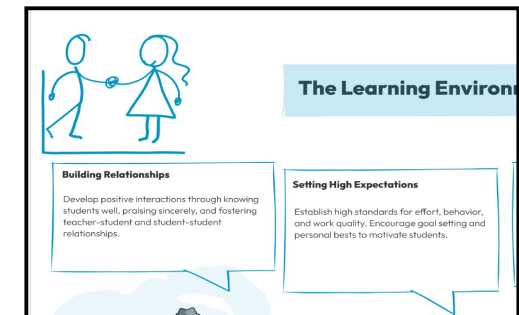
Lesson Structure



Key Principles



Learning Environment



"We keep moving forward, opening new doors, and doing new things, because we're curious and curiosity keeps leading us down new paths."

Walt Disney

