



CURRICULUM RATIONALE

***At Broomlands Primary School we value three key ideas:
COURAGE - COMPASSION – CONNECTION
In our learning, through our relationships and in our behaviour.***



At Broomlands we provide an engaging, meaningful curriculum through high quality learning opportunities for all our children. Our positive ethos shines through. Post-pandemic, it focuses on supporting the needs of our children and families, here in Kelso. We want all children to make the best of themselves, recognising that in order to do that we need to first support their health and wellbeing, physically, socially and emotionally, equipping them to take an active, positive part in the life and work of the school and wider community. We do this by having a relentless focus on the many skills and strategies which help build and practice resilience. We are a compassionate school community who recognise that children have varied life experience and a key role of our curriculum is to help provide equity for all so they may strive towards becoming confident individuals, fulfilling their potential.

*Broomlands has a warm,
welcoming and friendly
environment where everyone is
made to feel valued and important.*

Here in Kelso, with its varied demographic and unique character we need to a twin approach. We help children to build connection with their local area, learning about, enjoying, valuing and being actively responsible citizens of a town with rich history, celebrating its place in the Borders, it's rural location on the banks of the Tweed, celebrated through Civic week and other 'uniquely Kelso' traditions. We also want our children to be globally aware, mindful of the bigger picture in an ever changing world, encouraging them to take an active role in the wider-world and see their place in it.

We recognise the importance of developing the children of today for the challenges of the future, knowing that some will enter highly valued traditional local employment, including agriculture, fishing, retail and tourism. However, we want to equip children to have the skills for life in a global, digital world that may take them far beyond the boundaries of the town. We want children to have the courage to 'think big'.

To this end, we work hard to provide a rich, stimulating, enjoyable and secure environment for learning, with opportunities for individual and collaborative learning. We want to empower, challenge and motivate all children and staff to learn and think independently, at a pace that makes the most of every learning opportunity or teachable moment. Courage, compassion and connection are keystones of our thinking; we

work hard to ensure they permeate our school culture; we show respect for others, value individuals and nurture talents.

We value effective partnership working for the good of our community, knowing the positive impact such partnerships have on our children as learners and emerging citizens. We use the school improvement planning process to place a firm emphasis on improving learning and teaching and curriculum development, with the Cheviot Toolkit as a guide and focus to improvement.

Quotes within this rationale reflect how different members of our school community view the uniqueness and character of Broomlands.

The school is prepared to "go the extra mile" and have the child and families at the centre of their work.

At Broomlands we believe learning to be both process and product, both thinking and knowledge/skills. Staff are encouraged to have courage and creativity in delivering high quality learning, teaching and assessment. They plan purposefully, based around a progression of knowledge and skills. We know that understanding arises through children forging and consolidating connections in their learning, building on prior knowledge to help secure success. We have a shared understanding of both Inter Disciplinary and discrete learning.

There is a strong commitment to learning through play at Early Level and beyond, and active and collaborative learning approaches are evident in the school. Teachers use a variety of strategies to engage



the children in their learning as we increasingly help children reflect on, and describe improvements in their learning. Excitingly, digital technologies are increasingly used to enhance the learning experience. We enhance the curriculum through educational visits, a P7 residential or 'Staycation' experience, outdoor learning activities and involvement in community based events. We regularly celebrate children's achievements and are looking to create a digital platform to capture, record and share these wonderful achievements. Children have opportunities to participate in a range of pupil groups to develop skills, responsibility and citizenship awareness. Learning intentions and success criteria are carefully considered, shared and reflected upon. The language of learning is evident in classrooms. Floorbooks are used effectively in ELC to reflect on learning and to facilitate pupil voice. We seek out links to 'real life' and real experiences and work hard to ensure children understand why they are learning and how it can be applied. Planning for learning includes elements of personalisation and choice.



Staff are forward thinking and everyone is encouraged to be an individual.

We have carefully considered progressions in all curriculum areas, including 3-yr rolling programmes, where appropriate, to provide meaningful, relevant contexts for learning. This helps ensure coherence, pace and challenge. Experiences and outcomes are planned for on a termly basis and regular 'Curriculum Overviews' ensure parents are well informed about their children's learning. Inter Disciplinary Learning helps us make meaningful links across curricular areas.

A variety of assessment strategies, including formative and summative, formal, informal and holistic, help us assess children's progress, inform decisions about next steps, progress and make judgements about achievement of a level. Improvement planning is based on how we can raise attainment and achievement, including through judicious use of Pupil Equity Funding. Staff consultations and feedback help guide decisions about School Improvement Planning (SIP). All staff engage in Professional Review &

Development or Appraisals where Career Long Professional Learning (CLPL) needs are identified and linked with the SIP. The Cheviot Teaching & Learning Toolkit helps teaching staff self-evaluate. Linked to learning walks this encourages critical reflection and professional dialogue, leading to improvements in practice. There are regular consultations between staff and the Senior Leadership Team, focused on learning. We invest in our people, seeking teacher leadership opportunities linked to school improvement and the chance to be part of working groups related to the priorities in the SIP.

We have carefully considered the 7 principles of curriculum design so that we can apply them effectively. We regularly engage in professional dialogue, giving confidence in our application of the principles. Our next step is to better involve and engage pupils in understanding these principles and how they impact on learning.

With the 6 'Principles of Nurture' at heart, and using GIRFEC to guide how we support and meet the needs of our children, wellbeing is at the heart of our work and our inclusive approach is a real strength of the school. We have a clear process for focusing additional support and support for learning. We are considering how we monitor wider achievement in order to ensure no child misses out. We value opportunities to promote pupil leadership; our challenge is to provide more strategies for all pupil voice to be heard. Regular consultation help us target support as effectively as possible to meet children's needs.



Broomlands has a family atmosphere which reflects an incredibly supportive and caring nature.

We have developed our skills in identifying clear learning intentions and success criteria from the experiences and outcomes in all curricular areas. Formative assessment techniques are used to help ensure learning is secure. Our 3 year rolling programmes and development of pathway progressions help ensure we move learning forward at pace. We work hard to make strong, purposeful links between the experiences and outcomes and through inter-disciplinary learning.

The school shows real commitment in operating as part of the local community and you feel that your child is important to the school.

We know partnerships are crucial to success. We work closely with our Home-School Link Worker, Behaviour Support, School Nurse Service, Educational Psychologist and others to ensure we do all we can to get it right for our children. Parents are key partners in learning. We have regular scheduled consultations with them and staff at all levels are involved in working together with families as required throughout the year. We invite parents' views and seek feedback as part of our improvement process, including seeking input into school developments. We have developed digital platforms for engaging with parents throughout the difficult Covid-19 pandemic and teachers are in regular contact with parents through a range of formal and informal ways. We have an active, supportive Parent Council; a critical component of our partnership. Covid-19 permitting, we welcome volunteers and visitors in to enhance the experience of our children in their learning.

Our children are proud of our school and we are proud of them. We want them to be courageous in their learning, compassionate in their relationships and understanding of the wider-world and able to make connections across and beyond their learning in school. Broomlands children are encouraged to be their best self. This is our focus, our priority and our aspiration – this is why we come to work.

COURAGE - COMPASSION – CONNECTION