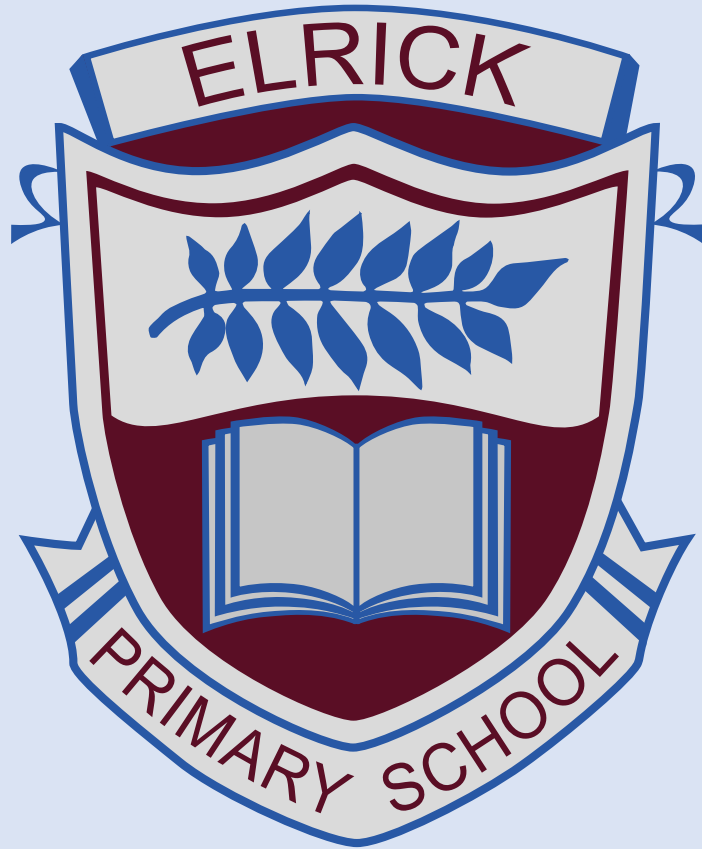




A Happy Place to Learn, Develop and Thrive!



At Elrick Primary School, we provide a curriculum that is both inclusive and ambitious for all. A curriculum that is both academically challenging as well as providing opportunities to develop skills for learning, life and work.

Our Vision, Value and Aims:

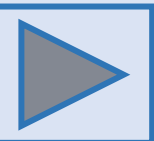
At Elrick Primary School, our overarching aim is to provide our young learners with

'A Happy Place to Learn, Develop and Thrive.'

Our Values Trophies



Through working in partnership with parents and the local community we create an ethos that ensures a **KIND, RESPECTFUL and SAFE** environment. We do our best to nurture every child to reach their full potential, supporting them to have the skills and confidence to embrace the world in which we live to become **Responsible Citizens, Effective Contributors, Successful Learners and Confident Individuals.**



- We listen to our learners and are informed by their motivations and aspirations.
- We look for opportunities to support personal growth with appropriate pace and challenge.
- We know where our learners are in their learner journey and seek opportunities to extend this.
- We celebrate personal growth with our Achievement Assemblies, in-class achievement recognition, and our wider achievement tracker.
- Plan a curriculum that gives learners opportunities for personalisation and choice.
- We create opportunities beyond the classroom to build meaningful learning opportunities with community partners and local businesses.

Learner Participation

-  in Learning, Teaching, and Assessment
-  in Opportunities for Personal Achievement
-  in Decision Making Groups
-  in connection with the Wider Community

IDL: Community Quests

We want to improve pupil voice in learning, teaching and assessment. By building skills in learning quests, we will enable pupils to be more independent in their own learning process.

Class Quest 1 - "What is a community?"

Rationale- all children are in new class groups and team building is essential; we need to enhance sense of belonging to the school (Wellbeing Profile June results), our community wants to be involved (parental feedback from school events)

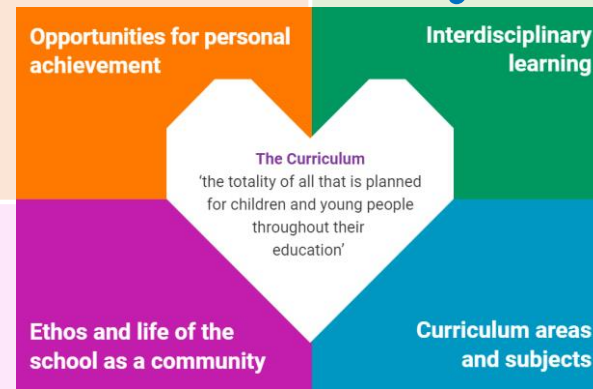
4/6 (7) week learning quest culminating in community cafes being held in school

Communities to explore as part of the learning:
 Class (and working/friendship groups)
 Area
 Clan
 School
 Erick (P4-77)

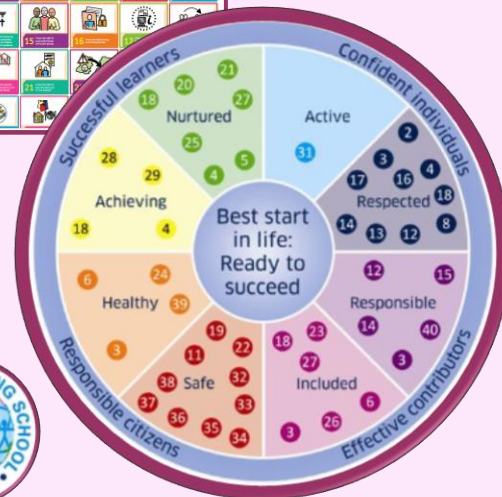
Focus meta-skills: Adapting; Communicating; Collaborating
 UNCRIC and US links

- We plan with our learners to make links across their learning.
- We seek opportunities for them to apply their learning in different ways to deepen their understanding across the curriculum.
- Elrick Quests are underpinned by Meta-Skills to develop future skills for learning, life and work.
- We support children to challenge, question and extend their understanding of the world in meaningful ways.
- Making Thinking Visible routines to explicitly teach thinking skills that challenge and help develop their senses of self.
- Opportunities to develop creativity and coherence.

Our Curriculum Learner Pathway



- Our values: Kind, Respectful and Safe Values at the heart of everything that we do.
- GIRFEC with Child at the centre.
- Nurturing principles embedded within our school community.
- Elrick is a Rights Respecting School, promoting the principles of UN Convention on the Rights of the Child.
- Restorative approaches to support challenging behaviour and conflict.
- LGBTQ+ Charter.



- Our curriculum is organised to maximise learner opportunities that continually develop the four capacities which make clear links to future skills.
- Literacy, Numeracy and Health & Wellbeing are at the centre of learning.
- Staff are clear on the knowledge and skills that underpin the individual curriculum areas and use the experiences, outcomes and benchmark frameworks to plan learning that focuses on individual learner needs and progression.
- Staff are committed to continuous improvement and seek opportunities to collaborate and further develop their own learning to inform their classroom practice.
- Staff as Leaders of change across the curriculum: STEM, Learning for Sustainability, all aspects of health, digital learning

Challenge & Enjoyment - Breadth - Progression - Depth -
 Personalisation & Choice - Coherence - Relevance







Nurture and Ethos: Wellbeing

"The wellbeing of our school community is of the utmost importance and at the forefront of all we do. We actively encourage children to talk about their social and emotional wellbeing and learning, as well as supporting staff members' wellbeing. We have been recognised for this focus with a Wellbeing Award for Schools." Elrick Staff Handbook 2023

Emotional Literacy: Pathway of Growth

As a school community, we work together to create a safe and supportive environment that nurtures each individual to develop their self-awareness and self-regulation skills. We do this by using a common language for communication, emotional understanding and problem-solving. Emotion Coaching and Zones of Regulation help children to understand the different emotions they experience, why they occur, and how to handle them.



Mindfulness



Wellbeing Wednesday
15 minutes of Fitness



All the ZONES are OK

Zones of Regulation Framework

Feelings and Emotions

Blue	Green	Yellow	Red
Sick	Happy	Frustrated	Angry
Sad	Calm	Worried	Mean
Tired	Feeling OK	Silly	Yelling
Bored	Focussed	Excited	Hitting
Moving slowly	Ready to learn	Loss of some control	Disgusted
Depressed	Alert	Restless	Biting

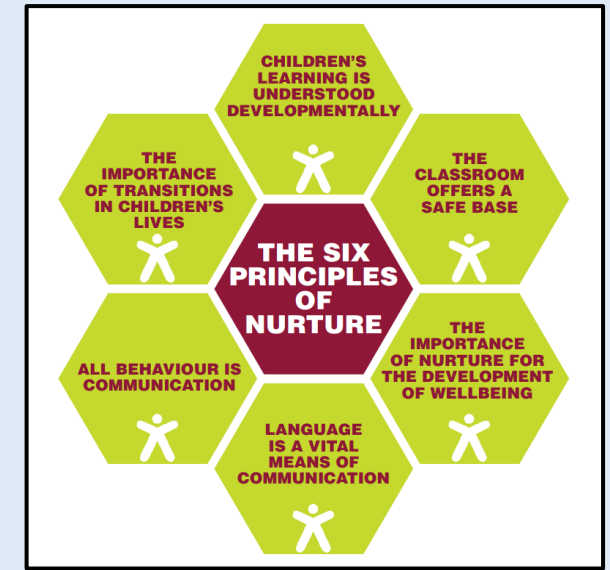


Nurture and Ethos:

Positive Relationships and Restorative Practice

As a school community, we work together to develop positive relationships with each other. We are focused on building a community of care with relationships founded on trust and focused on support. Most staff have now completed 'Whole School Nurture' training, exploring the nurture principles, attachment and attunement, relationships and resilience, brain, trauma and stress. We know that negative behaviour can cause anxiety and upset for pupils, parents and staff. We are committed to doing our best to support children, helping them to regulate their emotions and in turn, help prevent inappropriate and unacceptable behaviour.

Restorative Practice is a structured approach to deal with challenging behaviour and conflict. It centres around building and repairing relationships rather than managing and controlling behaviour. This helps develop pro-social behaviours such as empathy, responsibility, problem solving and understanding of consequences. This is NOT A NO BLAME APPROACH it's about holding people accountable for their actions making them accept responsibility but supporting them in learning from what they have done to others - there are consequences to their actions both for themselves and others and helping them find a way of behaving differently next time.



How does the restorative way work?

- Those who are harmed are able to...

...have their story heard

...be a part of deciding what needs to happen next

...have their hurt mended and start again

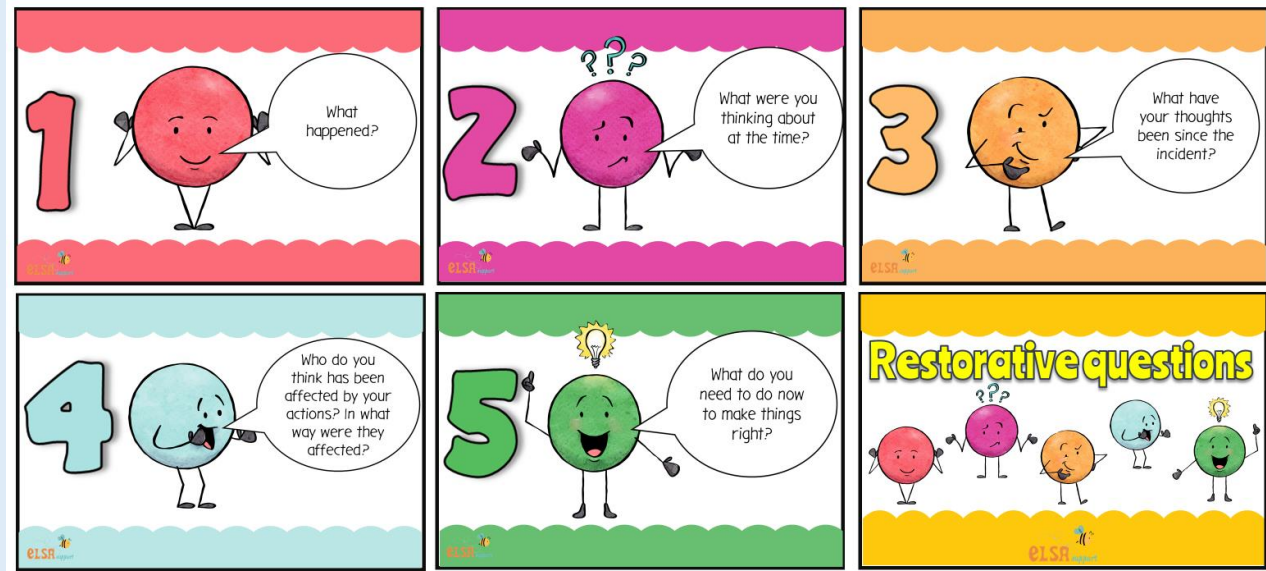
- Those who cause harm are able to...

...take responsibility for their actions

...reflect on what they did

...understand how their actions affect other people

...put things right and start again







Parent/Carer & Community Partnerships

As a school community, we continually look for ways to build and strengthen links with our parent/carers to support our learners on their learning pathways. We have been recognised for this with a Leading Parent Partnership Award.

We have a very supportive Parent Council, with class reps supporting parents and school in gathering and sharing feedback. They actively support improvement activities and raise additional funds for our learners.

We value the support from our parent/carers whether it's in school support or part of a parental steering group.

Meet the Teacher

OUTLINE OF MEET THE TEACHER

- To meet your child's teacher
- To share expectations and routines for the class with parents
- Information about Parental Communication
- Key areas of learning this year and term
- To share some resources we use

Parent Assemblies



Nursery:
Stay & Play



Sharing Learning



parentsportal.scot

Just2easy
Create • Share • Learn



Parent/Carer & Community Partnerships

Family Workshops & Open Events:

We hosted several family workshops in 2022/23 to share learning across all levels of the curriculum. We highlighted learning in four key areas: Health & Wellbeing - Maths and Numeracy - Literacy - S.T.E.M. These can now be found on our website:

<https://elrick.aberdeenshire.sch.uk/curriculum-workshops/>

Community Partners



Family Workshops



Open Events



Building community is a key focus at Elrick and we enjoy working with and alongside members of the local community. They help us to ensure we are giving our young people varied and meaningful opportunities. We also have many business links which help to develop our young workforce, preparing our pupils for the world of work. During the past year we have worked hard to re-establish links with local businesses.

What makes us unique?

DEVELOPING THE YOUNG WORKFORCE (DYW)

As a school community, we work together to prepare our learners for the world of work. Through our curriculum and wider experiences, they will develop skills for learning, life and work in real-life contexts. We ensure that our curriculum has a specific focus on building meta-skills which helps learners make relevant and meaningful targets and next steps as they move through their learner pathway to adulthood. We seek opportunities to engage with employers, through experiences like World of Work Week, Business Breakfast for staff and partner working.

Meta skills

Self-management		Social intelligence		Innovation	
Focusing	Integrity	Communicating	Feeling	Curiosity	Creativity
Adapting	Initiative	Collaborating	Leading	Sense-making	Critical thinking

Volunteering & Learning Buddies



All P6&7 Volunteers are given the experience of being volunteers around the school. Being a volunteer allows the oldest children in school to take on an important role of responsibility within the school and it can help them to build friendships with younger children. Their volunteering gives them varied opportunities from supporting in the playground, running lunchtime clubs, door monitoring to being a learning buddy to an individual child in different aspects of the curriculum.

Pupil Groups

Our Pupil Groups are set up to provide opportunities for our learners to voice their opinions and make decisions on aspects of school life. Children from P1-7 can put themselves forward for roles in Pupil Council, Eco & Sustainability Group, Young Rotarians, Health Heroes, Rights Respecting Council and Digital Leaders.

Health Heroes



Pupil Council



Digital Leaders



Rights Respecting

Eco & Sustainability

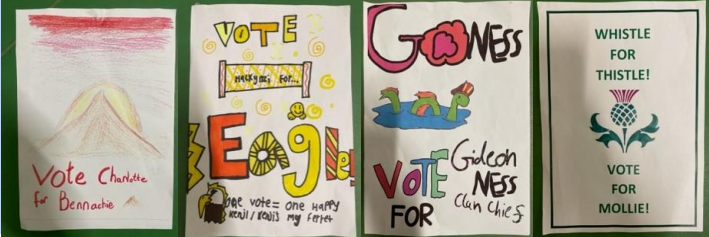


Clans

We have four clans: Bennachie, Eagle, Ness and Thistle.

Our P7 learners are encouraged to put themselves forward for the elected role of Clan Chief. In this role, they begin to develop and build lifelong leadership skills and qualities.

- Our Clan System:**
- provides a consistent, whole school reward system.
 - develops teamwork across the whole school.
 - encourages enthusiasm & motivation.
 - encourages commitment to participate responsibly.
 - promotes achievement & success.



What makes us unique?

PLAY BASED LEARNING

As a school community, we recognise that play is an intrinsic part of human nature and development. From nursery to P7, we intentionally plan and facilitate meaningful and relevant play opportunities that are responsive to our learners' individual needs and stage of development. Play allows our learners to develop curiosity, expand their imaginations and problem solve. Through purposeful play and play projects, our learners experience opportunities that build a playful mindset, inspire creativity and cultivate community. As a team, we work together to observe, interpret and seek opportunities to use careful questions to tune-in to the teaching moment in each situation.



PLAY AT ELRICK PRIMARY



WHAT DO WE MEAN BY PLAY?

Play is defined as behaviour which is **'freely chosen, personally directed and intrinsically motivated'**.

Play comes in many forms. It can be active, passive, solitary, independent, assisted, social, exploratory, educational or just for fun. It can happen indoors or outdoors. It can be structured, creative, messy, entirely facilitated by the imagination or can involve using the latest gadget. What is important is that children have the freedom to choose how they play.

WHY PLAY IN PRIMARY ONE?

At Elrick School, we strive to ensure the transition from nursery to primary one is smooth. To do this, we utilise play as a vehicle for learning. We purposefully design a learning environment which mirrors that of a nursery or early learning centre. By achieving a consistent pedagogical approach, we hope to ensure children make that big step towards school life in a happy and settled way.

Happy children learn best!

Curriculum for Excellence: Building the Curriculum 2
Raising the Ambition: Being Me

WHAT DOES PLAY LOOK LIKE IN PRIMARY ONE?

The Science
Children learn most when they are engaged. Children are engaged when they are initiating their own play and following their interests. We can measure engagement levels using The Leuven Scale. Our observations consistently show that our learners in Elrick can show high and extremely high levels of engagement when they are playing.

Numeracy skills are developed and strengthened while creating structures with large wooden blocks including fractions and estimation. We see children exploring capacity at the water tray all while creating 'poisons' or 'lemonade'. We hear children develop and practise essential counting skills while making cakes at the playdough area, counting their cakes in 2's or subitising using the muffin tray.





Play Leaders

Play Projects



What makes us unique?

MAKING THINKING VISIBLE & GROWTH MINDSET

As a school community, we work together to build an understanding of the world around us and consider how we fit into it.

Making Thinking Visible routines are a meaningful way to challenge, build and develop a sense of self which supports learners to tune-in to their thoughts, ideas and beliefs. This in turn allows them to recognise and accept that other people may align or have differing views to their own. We explicitly teach and model appropriate and respectful responses to help learners develop and grow their autonomy in a safe and positive space.

Thinking Routines



Scenarios

Step Inside:
Perceive, Know about, Care about

"You never really know a man until you understand things from his point of view and you climb into his skin and walk around in it."
Lee Harper

A routine for getting inside viewpoints

PURPOSE: THIS ROUTINE HELPS LEARNERS VIEW THINGS, PLACES, PEOPLE, SITUATIONS, AND EVENTS THROUGH A DIFFERENT LENS AND POINT OF VIEW, OPENING UP POSSIBILITIES FOR CREATING.

MAKING THINKING VISIBLE
REYNOLDS SCHOOL, ANDERSON TOWNSHIP

Eco Committee 2024
Thinking Routine Stimulus:
THINK - PUZZLE - EXPLORE

6 CLEAN WATER AND SANITATION **14 LIFE BELOW WATER**

Mackerricher State Park near Fort Bragg, California

Think Puzzle Explore

What do you think you know about this topic?

What questions or puzzles do you have about this topic?

How might you explore the puzzles we have around this topic?

purpose This routine activates prior knowledge, generates ideas and curiosity and sets the stage for deeper inquiry.

Introducing & Supporting Ideas

Think Puzzle Explore

THINK What do you think you know?	PUZZLE What questions or puzzles do you have?	EXPLORE How might you explore the puzzles?
<ul style="list-style-type: none">It's made of an unbreakable materialThey could make glassesLook for sea glassSea glassBeachesWavesThink it is not all glass.	<ul style="list-style-type: none">How do people do that?How do they do that?How do they do that?How do they do that?How do they do that?How do they do that?	<ul style="list-style-type: none">Are there anymore glass beaches like that?Are there any glass beaches in Scotland?Do they still do it?When did they start and do they still do it?How many people collect sea glass?

- A Growth Mindset approach is adopted throughout the school and is explicitly taught and nurtured by all staff with key members of staff having completed a Growth Mindset accreditation.
- This centres around continuous dialogue which supports learners to develop a positive inner voice, build resilience and self-esteem.
- Staff support learners to recognise that learning can be challenging at times but there is always a next step and a way forward.

FIXED MINDSET VERSES GROWTH MINDSET

The Learning Pit
by James Nottingham



What makes us unique?

S.T.E.M. & OUTDOOR LEARNING

As a school community, we recognise S.T.E.M. and Outdoor Learning as essential elements within our curriculum. As a Young STEM Delivery Centre, we plan many opportunities for our learners to enjoy first-hand experiences outdoors in our grounds and Arnhall Moss. Such experiences, support our learners to build confidence, resilience and learn how to manage risk in a safe environment.



Learning for Sustainability

At Elrick, we recognise that Learning for Sustainability is an integral element of our curriculum which helps our learners to recognise the importance of building a socially-just, sustainable and equitable community.

<https://read.bookcreator.com/6UzWxthPqkgj62oNHpfgX2jxcHE3/VfFA4M6bQumKJ0wcd7Qk3w>



Design Process



THE GLOBAL GOALS

For Sustainable Development



Global Citizenship

At Elrick, we plan learning opportunities that focus on global citizenship, sustainable development education and outdoor learning to create coherent, rewarding, and transformative learning experiences.

