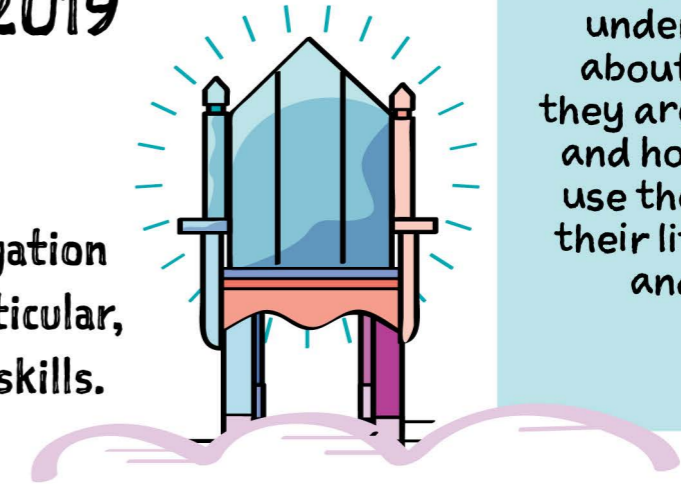


## ST. CATHERINE'S PRIMARY SCHOOL

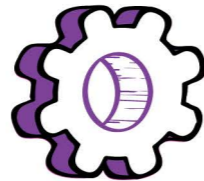
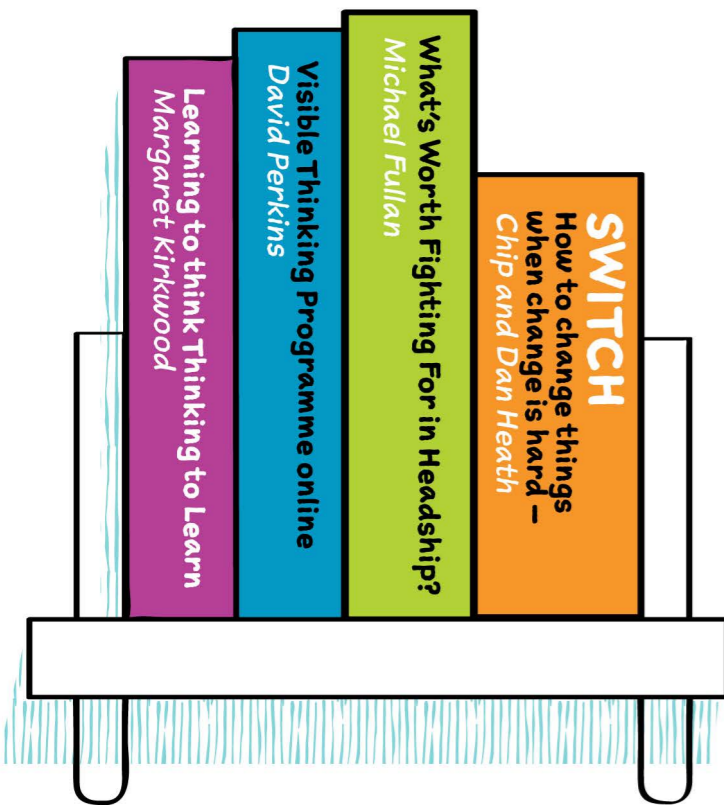
June 2019

Our curriculum aims to foster the development of key skills in communication, problem-solving, critical thinking, inquiry, investigation and analysis, social and personal awareness and interaction. In particular, it places key emphasis on the acquisition of literacy and numeracy skills.

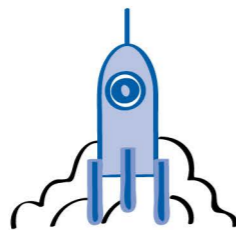


Children have a very good understanding about the skills they are developing and how they will use these skills in their life, learning and work.

### ST CATHERINE'S Bookshelf of Reading and Research



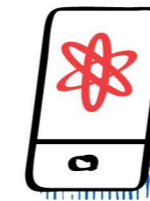
We support the development of skills for learning, life and work through our school's Skills Progression Programme which educates our children in a way that enables them to become successful learners, confident individuals, responsible citizens and effective contributors to society and work. Collaborative learning helps build confidence in learners as they develop their social skills.



During collaborative activities many learners feel more motivated to succeed and, as a result, their academic performance is enhanced to a greater degree than if they had been working individually. These collaborative routines form the core of our Skills Development Programme.



Staff encourage learners to take responsibility for their own learning ensuring independent application of learning. Children are supported to develop knowledge, understanding and skills as they progress through the primary stages.



Our partnership with West College Scotland provides master classes which enable pupils to make genuine connections with the skills that they have been developing within the real life context of further education. Our school vision to Attain, Achieve, Aspire is evidenced through this programme, with opportunities to experience master classes in Hospitality, STEM, Creativity and Business and Computing. Our master classes challenge prejudice based choices when considering future careers and learning pathways as they are completely proactive and inclusive of gender and socio-economic stereotypes.

**Emma Henry, Headteacher**

