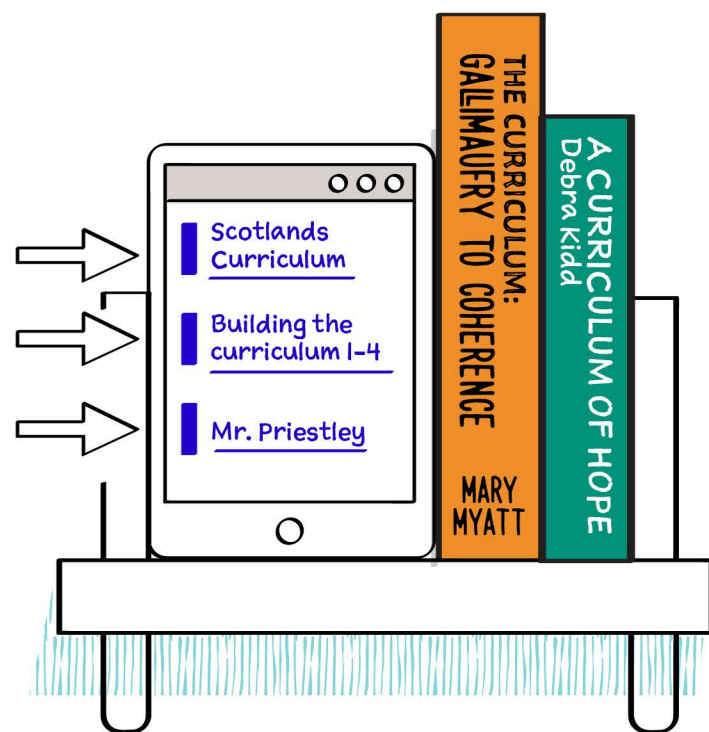


BLOG

DALLAS PRIMARY SCHOOL

Bookshelf of Reading and Research



DALLAS Primary School

A Dallas Primary School specific Curriculum was created using Building the Curriculum 1-4, providing a balance of learning across the four contexts; discrete learning in the 8 curricular areas, IDL, learning experiences within the life and work of the school and opportunities for personal achievement, continually addressing the key question as a school community: How can we best meet the needs of our children?

Our unique context means we have a central role in the local community and where we embrace our rural location, natural resources, local heritage, local businesses and wider partnerships with the local church, Rotary Club and nursing home. A three-year cycle of learning experiences (bundled Es and Os) allows our multi-composite learners to embrace a broad and progressive curriculum over their seven-year journey.

By planning for flexibility within the curriculum we can incorporate emerging topical contexts e.g – flood alleviation works in the village, news items which catch the children's interest such as the Australian bushfire. In this way, deep relevant learning can be maximised, extended through our leadership groups – RRS, Eco, Rota Kids, Money bees.

Parent and pupil curriculum focus groups have given ownership and depth of understanding to how our curriculum rationale was developed. This has created depth and local relevance to learning context as well as enhancing or curriculum progression frameworks.

A fully integrated positive relationship policy, encompassing UNCRC principles has created a highly successful climate for learning across the curriculum. The use of iPads has progressed digital skills and creativity in all curricular areas. Embedding sustainability principles has also created diverse opportunities for solution-focused learning.

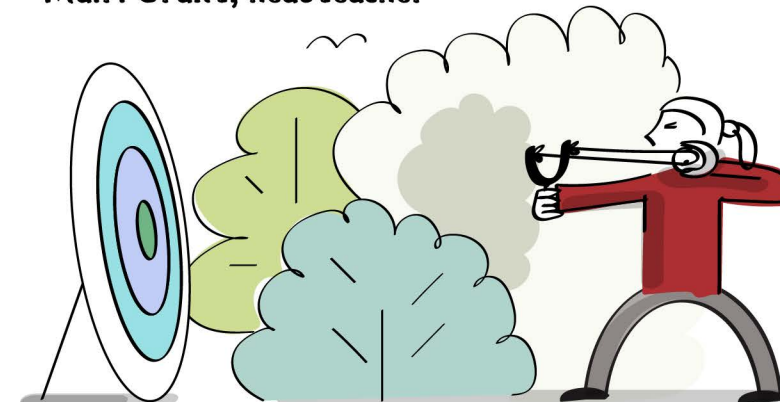
The 2019 Curriculum Refresh enabled us to explore our rationale and further enhance pupil experience both in class and during remote learning. This was due to the sharing of the wide range of specialist skills within the staff, including

art, music, drama, languages and outdoor learning. We employed a Sports Coach to deliver Play Maker and weekly sports sessions.

Our supportive local community is involved in book groups, gardening sessions and a local pupil-created history website. We involve the community in our learning contexts, providing entertainment, cook for community events, church services and engagement activities which provide relevance to learning within the curriculum. The children also host "Kids Teach the Parents" curriculum events biannually where the local community are also central participants.

The impact of our curriculum is seen in the confidence, capabilities and success of our pupils and exemplified in our values acronym LEARN: Loyal, Enthusiastic, Aspiring, Resourceful and Neighbourly. The pupils are proud of their school, their community and their progress and look forward to future learning opportunities. They exemplify and build the four capacities as they move positively to their next destination!

Mairi Grant, headteacher



The rationale and design of the CURRICULUM provide a well-structured backdrop across the **FOUR CONTEXTS FOR LEARNING**. Progressive and relevant **OPPORTUNITIES FOR CHILDREN** to apply their learning across the curriculum, include **GOOD LINKS TO THE LOCAL COMMUNITIES**

