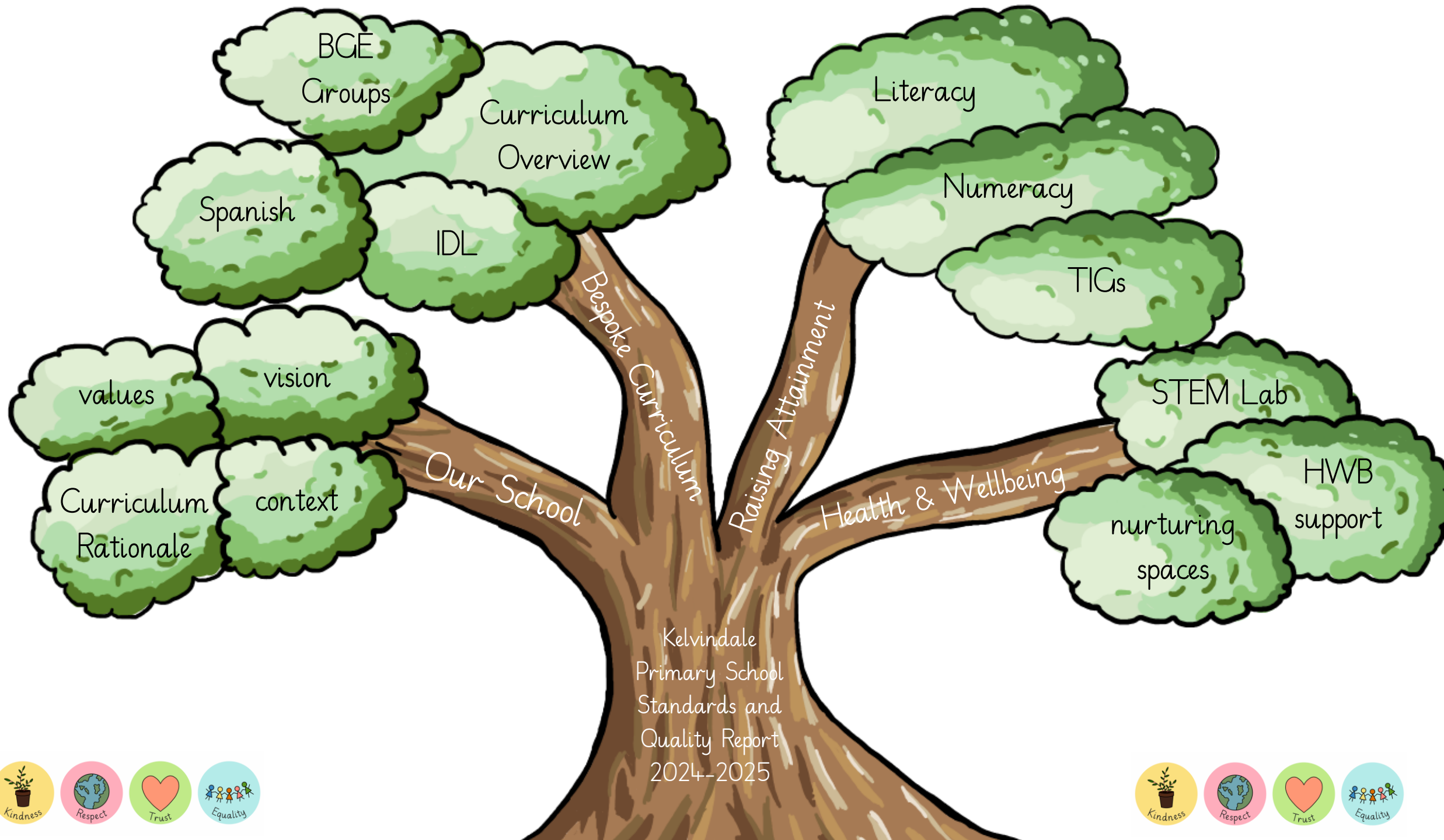


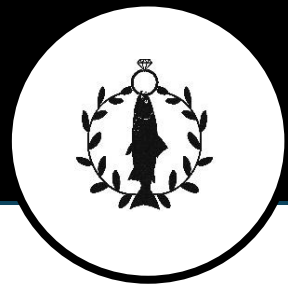




Our School: Curriculum Rationale



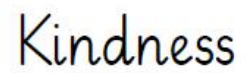




Our School: Vision

"With a nurturing ethos and equity at the heart, we learn together and uphold our values to be all we can be."





Equality

Trust

Respect



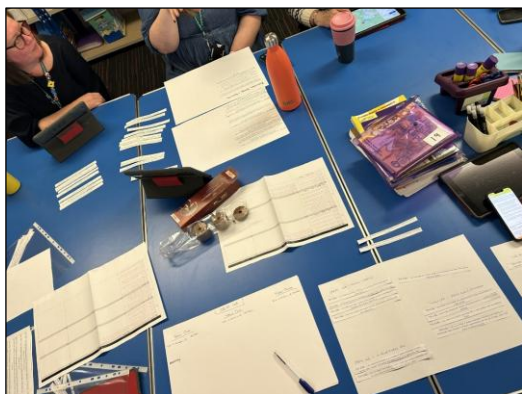
Bespoke Curriculum: IDL

Interdisciplinary Learning (IDL) is a planned approach that connects different subjects and curricular areas to create coherent programmes, projects, or tasks.

Kelvindale Primary School – Interdisciplinary Learning – First Level				
Curriculum area	Science	Technologies	Health and Wellbeing	
Es & Qs	SON 1.05a By investigating how water can change from one form to another, I can relate my findings to everyday experiences.	TCH 1.06a I can take appropriate action to ensure conservation of materials and resources, considering the impact of my actions on the environment.	HWB 1.16a I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.	
22	SON 1.05b By investigating floating and sinking of objects in water, I can apply my understanding of buoyancy to solve a practical challenge.	TCH 1.12a I can explore and discover engineering disciplines and can create solutions.	HWB 1.15a I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health.	
23	SON 1.06a I can make and test predictions about solids dissolving in water and can relate my findings to the world around me.			
24	SON 1.06b I can identify and describe the characteristics of different types of materials and can relate my findings to the world around me.			

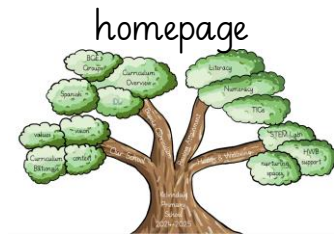
Kelvindale Primary School – Interdisciplinary Learning – Second Level				
Curriculum area	Science	Technologies	Health and Wellbeing	
25	SON 2.00a By investigating how water can change from one form to another, I can relate my findings to everyday experiences.	TCH 2.00a I can explore and discover engineering disciplines and can create solutions.	HWB 2.00a I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health.	
26	SON 2.00b I can make and test predictions about solids dissolving in water and can relate my findings to the world around me.			
27	SON 2.00c I can identify and describe the characteristics of different types of materials and can relate my findings to the world around me.			

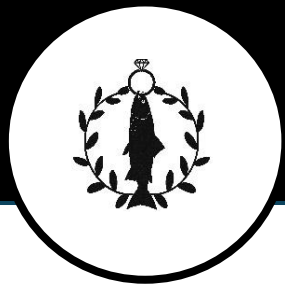
Kelvindale Primary School IDL Planner				
Topic/Title: Water	Stage/Class: P2a/b			
Curricular area	Which curricular areas will provide the focus for your theme? (maximum of 3)			
Science	Technologies	Health and Wellbeing		
Es & Qs	SON 1.05a By investigating how water can change from one form to another, I can relate my findings to everyday experiences.	TCH 1.06a I can take appropriate action to ensure conservation of materials and resources, considering the impact of my actions on the environment.	HWB 1.16a I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.	
22	SON 1.05b By investigating floating and sinking of objects in water, I can apply my understanding of buoyancy to solve a practical challenge.	TCH 1.12a I can explore and discover engineering disciplines and can create solutions.	HWB 1.15a I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health.	
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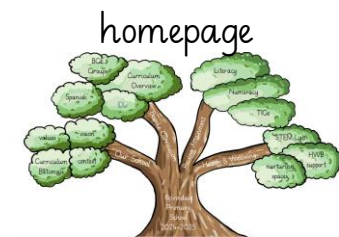
Staff collaborated to develop First & Second IDL overviews, bundling together experiences and outcomes within Science, Technology and Social Studies. New IDL planners were created, incorporating 'big questions', links to meta skills and wider learning opportunities.

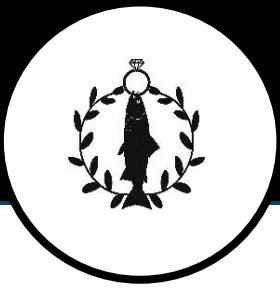
Focusing	Integrity	Communicating	Feeling	Curiosity	Creativity
Adapting	Initiative	Collaborating	Leading	Sense-making	Critical thinking





Bespoke Curriculum: Broad General Education





Bespoke Curriculum: Spanish

Through professional learning and the sharing of quality resources, staff across Kelvindale and the Clevedon Learning Community have developed a more consistent and coherent approach to the delivery of Modern Languages. This collaborative work has enhanced teacher confidence and improved the quality and progression of learners' experiences. As a result, children are benefiting from a more structured and engaging language learning journey, with increasing levels of participation evident across stages.



Answering the Register

Buenos días la clase
Buenas tardes todos
Vale niños
Empezamos

Voy a pasar lista...

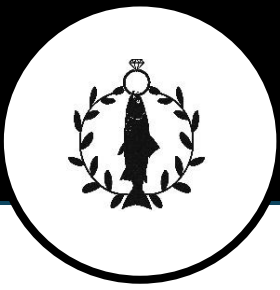
sí
aquí
presente
hola señor / señorita / señora
No está
Juan no está

Good morning class
Good afternoon everyone
Okay children
Let's start

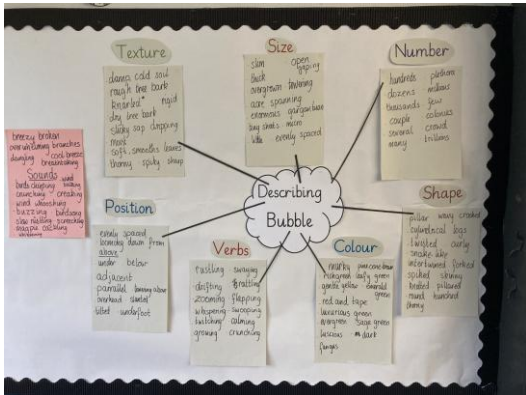
I am going to do the register...

yes
here
present
Hello Sir / Miss / Mrs
He / she isn't here
Juan isn't here





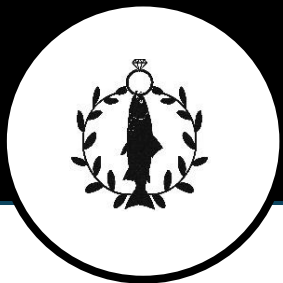
Raising Attainment: Literacy



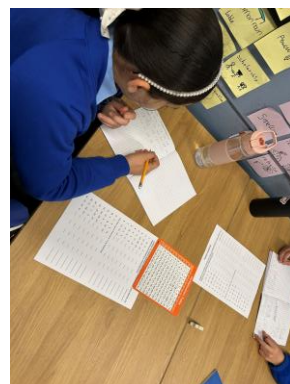
Overall, attainment data shows sustained improvement. In Reading, almost all children in Cohort 2018 are on track, with more children achieving expected levels as they moved from First to Second Level. In Writing, attainment for the same cohort has also risen, with almost all children now achieving expected standards. Cohort 2021 show a similar pattern, with progress sustained over time and almost all children now achieving expected levels by Primary 4. These gains reflect the impact of early interventions, consistent tracking, and high-quality teaching

Writing has also been strengthened through approaches including a consistent approach to teaching sentence structure and text types, targeted teaching, and regular assessment. These have contributed to improved practice and raised attainment across the school.

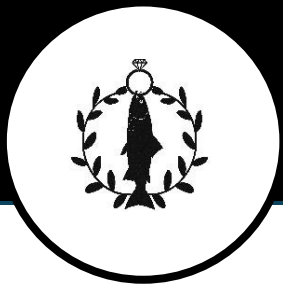




Raising Attainment: Numeracy

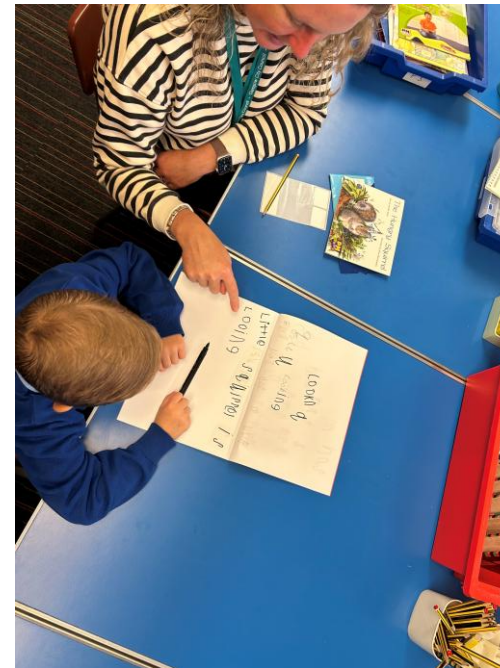
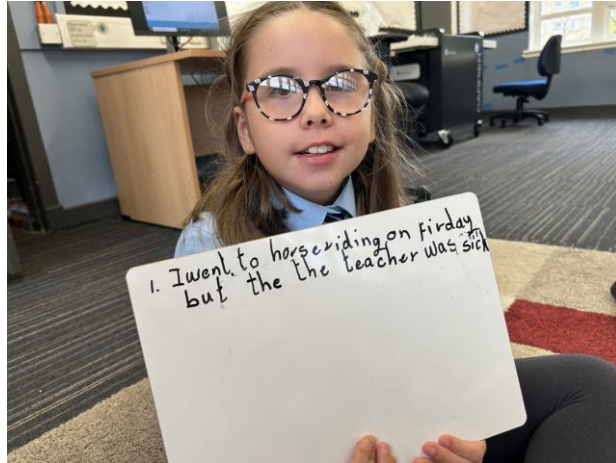
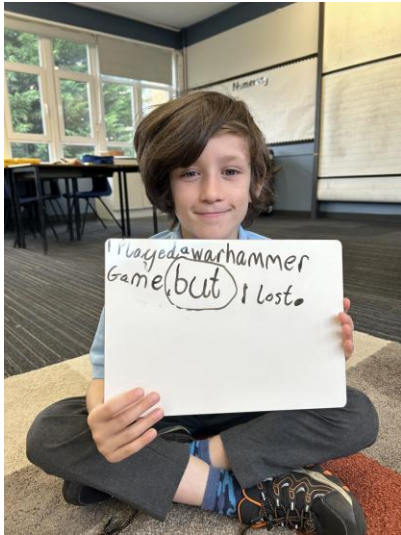


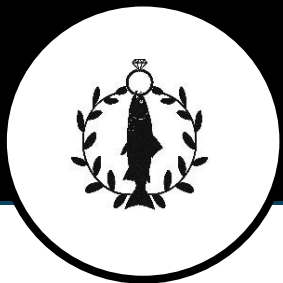
All staff have benefitted from Numeracy training, with a focus on Glasgow City Council's Framework for Teaching Numeracy and Mathematics and Concrete – Pictorial – Abstract approach. This professional learning has further built staff confidence and improved consistency in the teaching Numeracy of Numeracy across our school.



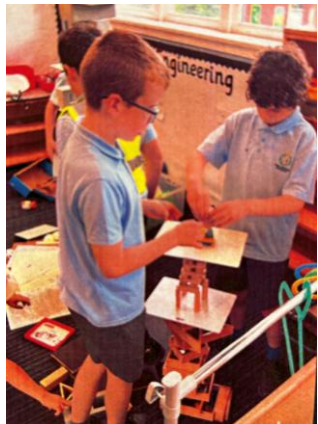
Raising Attainment: TIGs

Pupil Equity Funding (PEF) has supported targeted literacy interventions, including Guided Reading, Reading Boost, Active Literacy Kits, and Units of Sound. These approaches have been implemented consistently to narrow gaps in attainment. Assessment data shows improved fluency, comprehension, and confidence, particularly among targeted learners.





Health & Wellbeing: STEM Lab



The further development of enquiry-based learning in the upper school has effectively enhanced learner agency and engagement. This has led to a responsive redesign of our child-centred learning zones and the introduction of open-ended, high-quality resources in the Science, Technology, Engineering and Mathematics.

STEM Lab Learners now have regular opportunities to apply and deepen their meta-skills through self-directed challenges. As a result, they are more motivated, confident, and able to work collaboratively.

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





Health & Wellbeing: HWB support

Targeted groups such as Health and Wellbeing and Time to Talk further ensure that children feel supported, listened to, and valued. Children involved in these groups demonstrate greater resilience, improved self-regulation, and increased confidence in seeking support when needed. Individualised Health and Wellbeing Profiles have been introduced to identify and plan for specific nurturing needs. These profiles are used to implement tailored strategies, supporting improved emotional wellbeing, stronger relationships with adults, and greater readiness to learn.

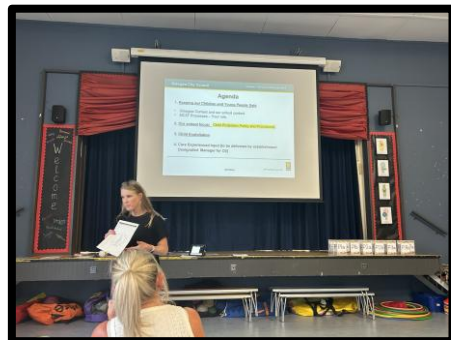


Keeping the Promise
Training Session 1 – 19.02.2025



Almost all children benefit from consistently high attendance, with an average rate of 94.4%. Daily monitoring supports the few children with lower attendance, enabling staff to identify barriers and provide targeted support. Strategic use of Pupil Equity Funding (PEF), including assistance with transport, has helped reduce barriers for a few learners, leading to improved attendance, engagement, and wellbeing.

KELVINDALE PRIMARY SCHOOL RELATIONSHIPS AND BEHAVIOUR POLICY	
Creating good relationships and positive behaviour in the classroom, playground and wider community is essential for ensuring the right environment for effective learning and teaching. These children and young people have individualised, respectful, safe, and secure and view their achievements and contributions as valued and celebrated. They are more likely to develop self-confidence, resilience, and positive views about themselves. The policy applies to all staff in the learning community. Better relationships, better learning, better behaviour. (2023)	
Our Values and Our Vision	
Quality relationships mean: - Engage in the learning community – children, parents/carers and staff - Share our, working, differences, relations, achievement, equity, equality and rights - Realise and the ability to deal with difference Our Vision To be a nurturing school and apply all the heart, we learn together to uphold our vision and to all we can be.	
Our Values and Our Vision	
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Health & Wellbeing: Nurturing spaces

Across the school, staff create calm, purposeful learning environments that promote inclusion. Teaching and support staff make effective use of spaces to support learning and deliver targeted interventions. PEF has enabled the development of two dedicated wellbeing spaces, used in partnership with Impact Arts, School Health, and the Health and Wellbeing Lead. These spaces provide support and sensory breaks, helping learners improve emotional regulation, readiness to learn, and classroom engagement.



Mission 3A: Develop a nurturing school where the approaches and principles of nurture are embedded in our environment.



Pupil Equity Funding has supported high-quality staff training, including CPA (Concrete–Pictorial–Abstract), play/enquiry-based learning, and strategies for supporting neurodiverse learners. This has enhanced teaching practice and contributed to more inclusive and effective learning for all children.

