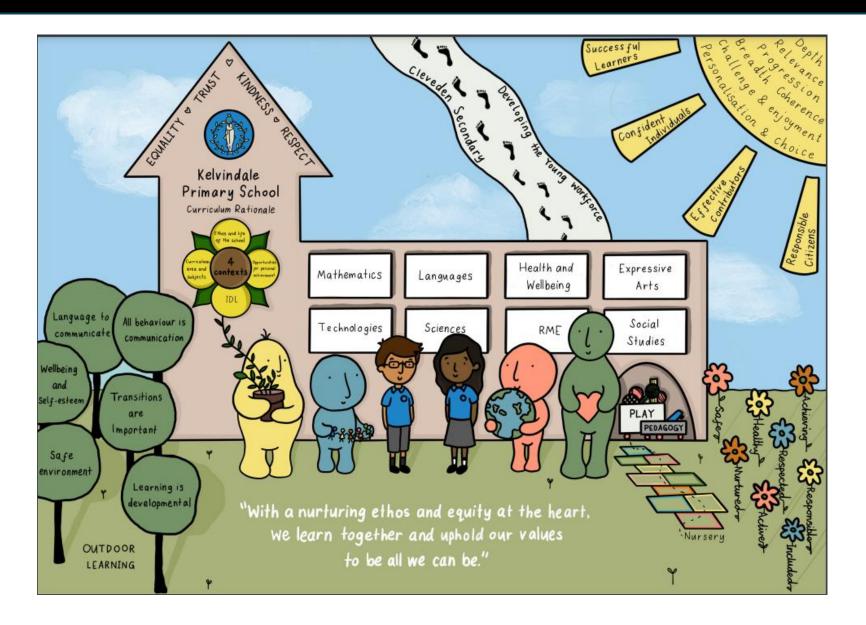




Our School: Curriculum Rationale







Our School: Context

Kelvindale Primary School is a non-denominational, coeducational school for children from Primary I to Primary 7, located in the Kelvindale area of North-West Glasgow. We are part of the Cleveden Learning Community and currently have a roll of 391 children. Our school community is diverse, with 42 languages spoken. Fifteen percent of our pupils live in SIMD Quintile I, and the school receives £71,050 through the Pupil Equity Fund.

















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."





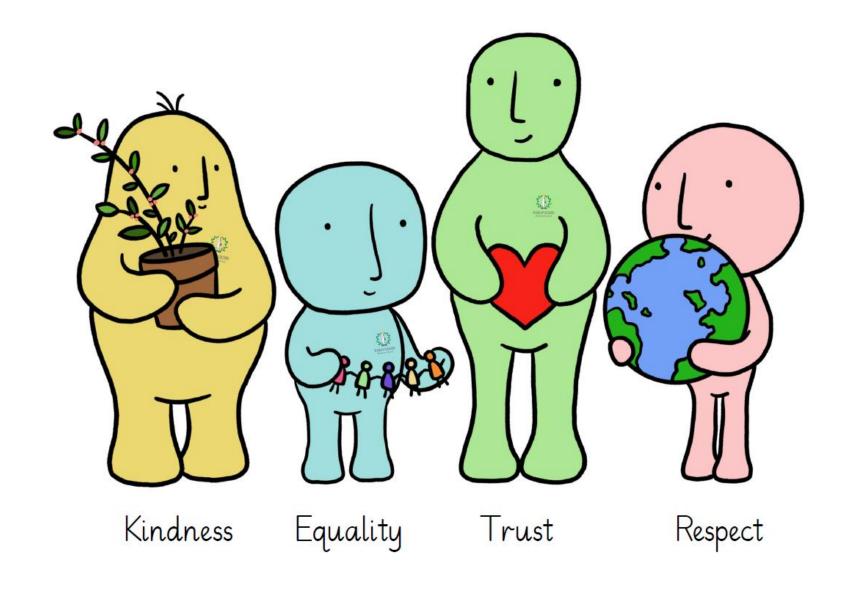








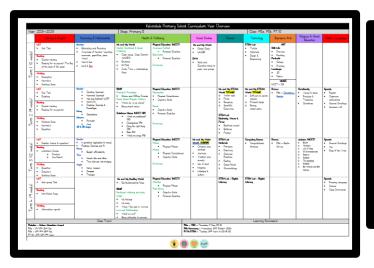
Our School: Values

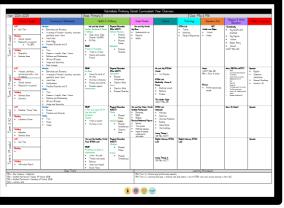






Bespoke Curriculum: Curriculum Overview





Last session, we introduced a revised curriculum overview, informed by national guidance, to ensure children experience a clear and progressive learning journey. This has strengthened curriculum coverage, improved planning, and created more consistent learning experiences across the school.



With support from Pupil Equity Funding (PEF), we have also developed a clear and manageable assessment calendar. This enables teachers to use a wide range of assessments to make reliable judgements about children's progress. As a result, planning is more focused, support is provided earlier when needed, and tracking of progress is more consistent across the school.

Assessment Overview 2021+/2025												
Stage	August	Sept	October	November	December	January	February	March	April	May	June	
Primary I	Phonological Awareness	SEAL Beady Steady Talk for Writing: Imitate Phonological	Phonological Awareness	Phonological Awareness	Talk for Writing Innovate			BtW: Recount? GCUA?	GMWP	NSA PUMA: Summer		
Primary 2		RtW: Description	CMWP SWST CCUA?	PUMA: Autumn	RtW: Exposition			RtW: Report GCUA?	GMMP	NGRT PUMA: Summer		
Primary 3		RtW: Description	CMWP SWST GCUA?	PUMA: Autumn	RtW: Exposition			RtW: Report GCUA?	CMMP	NGRT PUMA: Summer		
Primary 4		BtW_i Description	GMWP SWST GCUA?	PUMA: Autumn	BiW. Exposition			RtW: Report GCUA?	CMMP	NGRT PUMA: Summer		
Primary 5		BtW: Description	CMWP SWST CCUA?	PUMA: Autumn	RtW. Exposition			RtW: Report GCUA?	CMMP	NGRT PUMA: Summer		
Primary 6		BtW: Narrative?	GMWP SWST GCUA?	PUMA: Autumn	BtW. Exposition			RtW: Report GCUA?	CMMP	NGRT PUMA: Summer		
Primary 7		RtW: Narrative?	GMWP SWST GCUA?	PUMA: Autumn NSA	RtW. Exposition			RtW: Report GCUA?	CMMP	NGRT PUMA: Summer		
On	Ongoing Assessment			Periodic Assessments			Holistic Assessments			Standardised		





Bespoke Curriculum: IDL

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

	Contlex	Kelvindale Primary School — Interd	Subinibility/Est	Code Club
D2	\$00.40km) understand their medical services to the other by which it can be tracked and one are the in lawning about the part. \$00.40km by spring places to manipating reference and lawning Stams in Tame. I have dendinged an excession of the lawning was transmiss and systems Statistical Nations.	SOC 108s. For contain way of colony after any other or constantly and one country of these to consider the second and the seco	SONION. I are some of different type of energy around no out- one from their important to energing bit and ing services. OCC 1006 — The contrastive energy of including offers in grades or emerating and one energy offers to one for their excession. TOT1006 — I are take appropriate action to reserve convenients of mathrists and reserves, constituting to impact in gradual or the	TOTION from opine and premark or present or the world arrand me making our of one computational florking enough and one regiment of the remarks of an indicate of a visual programming TOTION. I understand the instruction of a visual programming language and one product the nations of a program written using the language.
	individual of least national software. SSC 100x 1 me mayor asystem of positividuals lines on the part with regions by song individual solutions on the operation of recreating an individual solution within SSC 100x 100x 100x 100x 100x 100x 100x 100	TOT-TOE topics and denote organizing disspires and un- create statutes	environment. TOH 60% I understand how tolerategian help provide for our name and weath, and how they can effect the environment in which we like.	TOH 148. I understand how computer press information. TOH 148. I can connect that a range of basic problem editing skills by building sample programs to comp and a given bask, using an appropriate integrange.
7	Form to Fork	The Nettocks	Life on our planet	Life begind our planet: Space
	SSC 10% the two properties to every of their presents of indicate the events on their presents of inflamed the offers the segment of their present of the select the contract of the contract of the select the s	ME (Sub- Trough sporting that court in an decrease we take it. Contains treat section of the object of the Contains from the Contains fro	SOMMAN - on otherwise below in our at review by-y- core of interference of the contract of the con- tract of interference of the contract of the con- tract of the contract on plant of the contract of the contract contract of the contract and plant depart on the con- tract of the contract and plant depart on the con- tract of the contract and plant depart of the con- tract of the contract of the contract of the con- tract of the contract of the contract of the con- tract of the contract of the contract of the con- tract of the contract of the contract of the con- tract of the contract of the contract of the con- tract of the contract of the contract of the con- tract of the contract of the contract of the con- tract of the contract of the contract of the con- tract of	SDHIMS—by being among and versifies for a sent time of sent about the sent time and the sent time and the sent time and
-	Guerr	Forces, Bectricity and Waves	Book Rena and Relias	Totiles
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	Romana/Victoriana	Kelvindale Primary School — Interdis Satistic Parliament	Livery Thoras	Mr Borr / Ocusto
	SOC 2 Ob - Loss on provers and providers prevent allected a to	SOC 2.6% - I can decree for man fashing if a denomina and datase		
	SUC 2006. 1 Oct on privary and acrossing sturies assetting to repeats meets to the sect.	Soc. John - I don depros the main habore in a personal and depart the rights and represidition of others in Sortland.	SON 2-08s. I can startify and disorfy complex of lovey those, part and present to hale no exercises their diversity. I see relate already and	SOC 2-Ga - By comparing my local area with a contracting area colonial Shibin. I can investigate the main features of weather and
	SDC 2.00a - I can interpret hatercal and our in range of parada to	SOC 2.86s - I can constigate the features of an election and the work of	behavioural characteristics to their services or extraction.	
	halo build a sicture of Scotland's hardess and mu seas of stronders.	representatives at a local, national or European local to begin to slevely me	SON 2-03a - I can us my introduce of the interactions and mores flow	dimate discussing the impact on bring things.
	SOC 2-05s - I can investods a Sottah hatercal thoras to deciver how	representations at a lossi, national or tumpeen love to begin to sevely my understanding of how demonstry works.	between plants and enemals in expectance, find chains and webs. I have	SOC 3-Aug - To extend my months map and series of place, I can
	SUAL 2408 - FOR INVESTORS & SOUTH RESPONDE SHARE SHOULD BE ALSO AND			interpret information from different types of maps and am beginning
12	part <u>and</u> or the action of individuals or groups have shaped Sortials	TOH 2:0% - I can wind and wherea my brankage of digital.	contributed to the deeps or conservation of a welders area.	locate key features within Sortland, UK, Europe or the wider world.
	enally.	tehnologie to collect, analysishes, relevant information and organics	SCN 2.8m - By multipling the blogdue of plants and anomals, I can	SON 2-05a - I can apply my knowledge of how water changes state
	SDC 2.0ha - I say propers and undread a socially in the part with my	Seas in an appropriate way	resigna the different stage of their development.	halp me understand the pressure involved in the water code in each
	ove, and centrified to a deceases of the similarities and difference.	TOH 2.00k - I sen use digital belondague to search, assess and retrien	SON 234 - By aspiring the dismediration effigring schart when being	nar Sea
	SOC 2.05s - I can dates shy page and easts from a particular time	information and are aware that not of of the information will be problets.	Sings reproduce, I can distinguish between columbial and non-columbial	5ON 2-66 - I have investigated different visitor sampler from the
	in the part were important, placing their within a historical expense.		durativitie.	environment and entired methods that can be used to clean and
				smarris gailer and I am awars of the properties and use of natur-
	Country/Continent Study (e.g. Europe, Japan)	Sound & Light	Energy/Surtainability	Our Earth
	SOC 2-88s - I can disords the major characteristic features of	SON 2.8a - Through research on how anomals communicate, I can explain	5ON 240ha - By condaring earsplat where energy at conserval, I can	50N 2-06s. By storying and researching flatteres of our older agitor
	Striked's landstaps and aplate how than are formed.	hav sound vibration are carried by name through say, water and other	identify the energy source, how it is transferred and wage of reducing	say use couple models to anonessents may understanding of easy scale,
	SOC 2.0% . I as durin for physiol pressure of a natural durate-	madia.	value marge.	and relative motion, within II.
	and dissaults impact on people and the landerson.	SON 246 - By exploring reflections, the formation of shadons and the	SON 2-04 - Through ophring non-renovable energy source, I can	SON 2-8% - Heiring optional the substances that make up Earth's earth
	SOC 2.0% - Horse select the year garrier say to made I can	making of coloured lights, I can use my knowledge of the properties of light	depote how that are used to Sortand takes and some an informal view	I say conserv come of their characteristics and was.
	counter the adventure and dead-orders of different ferms of transport.	to show how it can be used as a creative way.	on the productions for their future use.	UT 2.34 - I cousin by west that launt and properties will be
	dangers they ment in the everyonal.	UT 2.8-a., Upon what I know about the feature of different base of	TOH 2.05s. I can avaluat her blightly can most on the engreement	and can continual attennes, enables and other features to enems ma-
	SOC 2.6b By conjump my load area with a contracting oran polarity	tack. I can find, point and port information from a variety of process and	and Earth's resource and can make exceptions about here to los to a	nair
	Setain, I can troudigate the main Seature of weather and simula	see this for different exercise.	mara sudainable was	UT 2.35s - By consisting the tigs of test laws creating, I can asket
	departure the properties force flower.	UT 2.35s - 8y consists the tast of text I am creature. I can exist	TOH 249% - I can make supportions as to how instructions and	titles and relevant information, organise them in an appropriate way t
	SDC 2.86 - Loss pates has the shared assessment offence the	stees and relocant offernation, granus that in an exercise to the	organisations may use technologies to expent surfaceability and reduce the	me purpos and us satalfa vosibility for me audonos.
P6	year to which peak on land by comparing my local area with a	my purpose and use surfails visibilities for my explanae.	inpact in our environment.	and become now on occurred on and occurrent
	contracting area.	UT 2.3% - I can come information, describe continuous processes or	organi in our accessories.	
	SOC 2.5s., To other two model may and arm of along loss interest.	probles there is different ways.		
		DADAG BASE IX SPERIOR HAVE		
	information from different tigas of maps and are beginning to locate kay			
	feature schot Sotiani, UK, Europe or the valor world.			
	SOC 2.Pla - By comparing the bilatyle and militars of extension exertion			
	seartry with those of Sections, I can disput the similarities and			
	Afternoon.			
	TOH 2-06s - I can witned and enhance my brondedge of digital.			
	tadosologias to collect, enalgie aleas, relevant oriformation and organiza			
	Seas in an appropriate may			
	TOH 2403s - I can use digital belowlegas to search, access and retries			
	information and are aware that not all of this information will be problem.			
	Conflict	Estarories	May Boday	Code Club
	50C 2-5a - I can us endone solutively to research current social.	50C 2-20a - Through polaring efficial treating, I say understand how	5ON 240a - Bu roustpating some hole patients and patiental problems	TOH 2-ha - I can opiain one programming language oncopic in
	solved or consense sense.	pople's base needs are the same around the world, discussing why come	which they may denily. I can make informed degrees to help me to	ascential toholal language
	SOC 2.8h. I can again how the made of a group or one load			TOH 2.86 - I understand how information is stored and how bay
	comments can be expected.	SOC 2-26-1 can identify assetted profe and services, discuss the	SON 2-28 - I have recipred the structure and function of among proper	components of comparing behavings connect and indexed through nation
	SOC 24% - I can other and us information about forms of	different year to pay for them, considering the benefits and rate of each	to device my antientending of India actions in regions to suiteds	TOH 2-5s - I con create, density and evaluate computing eliabors in
	development in annual mode in annual and mode the most the bar	natival. Vaga to pay for train, consisting the secretal and rate or each	to several and programmered in stand or sederate in sederate in sederate	
				response to a design shallange.
	on people's loss.	SOC 2-22a - By operancing the arthrograp and running of a human, I	HMS 28% I am destigong my understanding of the human lody and	
	SOC 2.86 - I can dismar uses of the descrip of cultures, value and	can collaborate on making chance relating to the different relic and	can use this brankings to maintain and organis my williams and health.	
P7	sultanu in our modily.	represibilities and have evaluated its recons.	HMB 2.8% I an larring to saw and manage risk, to protect repail!	
	800 24% - By comparing the bhatgle and culture of ottoms in enatur-	HANB 3.8% - Opportunities to savey out different activities and roles in a	and others, and to realize the potential for horm, when possible.	
	country with those of Stational, I can discuss the conduction and	variety of attitogs have enabled me to identify my advantaments, stalls and	HMB 2.0% I know and can denorativate how to lasy regulf and others	
	Afforess	areas for development. This not help me to propers for the next steps in	sels and how to regard in a range of anaryzing attentions.	I
	TOI 2.0k - I can wand and whence my bronkely of digital.	mg life and learning.	HMS 2.354 I undertand the effect that a range of solutions including	I
	tehnologie to collect, analysi sless; relevant collemation and organic	1043 2.0% . I can use the terms profit and less on buying and adding	Shace and alphal on have in the body	l .
	Tree in an appropriate way.	activities and can make emple calculations for this.	HMB 2-3% I have that popular culture, the made and per-groups or	I
	TOH 240a - I can use digital believelapar to search, access and retrieve		well as my own attitude and value can orflores hav I fail about	
			substance was and records the most this may have on my actions.	I
	information and are aware that not all of the information will be probled.		HMB ZAGs I have that alsoled and drugs one offset posters ability to	
	of mater, and are aware that not off of the orientation will be materia.			
	information and are aware that not plify the information will be credition.		make diseases	
	information and are aware that not all fit information will be orable.		male discome	
	information and are assore that not off of the information will be webble.	40.0	nale Secons	
	oformation and are assert that set $g_{ij}^{2}g_{ij}^{2}$ the oformation will be ordelin.	40	mala dessure.	
	atomatos and are asser that set giff the information sell to institu	* 9	Maria diseases	



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.

		Ke	vindale Prima	uru School IDI Planne	r				
Topic/Title: W	Kelvindale Primary School DL Planner Topic/Title: Water Stage/Class: P2a/b								
Which curricular areas will provide the focus for your theme? (maximum of 3)									
Curricular area	Science	777807 08770888 4870		1 110 10000 101 gods 11			zina .		
Es & Q SON LOSe By uncettigating how water ancher, I can relate my fit SON 2-08e By unvestigating floating an can apply my understander practical drallings. SON LIGE I can make and test predict		can change from one form to nddings to everyday opporiences. d sinking of objects in water, I g of buoganay to solve a lone about solled dissolving in natings to the world around me.	Technologies TCH-IOS I can take apprepriate action to ensure conservation of materials and resource, considering the impact of my actions on the environment. TCH-IV2a I can epiper and discover engineering disciplines and can create solutions.		servation of I ampact of my my had olines and can	Health and Wellbeing HWB LIGe I am learning to assess and me mugelf and others, and to redu harm when possible. HWB LISe I am developing my understan and can use this knowledge to my wellbeing and health.		duce the potential for nding of the human body	
Big (Question (s):			Learner experiences Success Criteria				Meta Skills	
from? - How do - How ca - Are the states/f - How ca dangero	does water come we use water? es water get wasted? n we save water? re different orms of water? n water be nue stay safe	melt, rain, and cloue - Pupils can find and (water, ice, and stea - Pupils can oreate a v explaining how they i - Pupils can explore an it will sink or float.	ls. give examples of m). vater turbine out use water to help d discuss buoyan ther log to discu	cycle, including the term solids, liquids, and gases, of a milk carton and r us. us by creating a 'raft' or us the correlation between	ration, ice, water, collal exper up of water Innov urbines we use today, water and testing whether when		municating and borating during iments. vation when creating r-related items. eating and some and on the county and some and and and and and and and and		
Outd	loor Learning	STEM lab provoc	ation		ssessment				
	J			Say	Write	Make		Do	
liquids own en - Creati correla weathe	r/temperature with sation and	Building milk car turbines, relating use water Creating rafts ou household items of float pennies acre relating to engine technologies.	to how we it of und trying to ss water,	Describe a simple version of the water cycle. Explain and give examples of a solid, liquid, and gas.	Write the name of solids, liquids, and particularly gases during the scavenger hunt.	Create a milk	y is, lipop	Use a weather log to track how temperature and weather affects the condensation and evaporation of water.	

homepage









Bespoke Curriculum: Broad General Education































Bespoke Curriculum: Spanish

Through professional learning and the sharing of quality resources, staff across Kelvindale and the Cleveden 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 Good morning class
Good afternoon everyone
Okay children

Okay children Let's start

Voy a pasar lista...

I am going to do the register...

uí

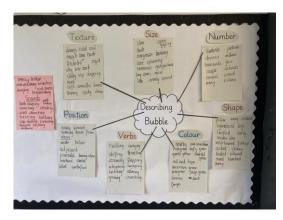
hola señor / señorita / señora No está Juan no está present Hello Sir / Miss / Mrs He / she isn't here Juan isn't here





Raising Attainment: Literacy







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.

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



homepage



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.





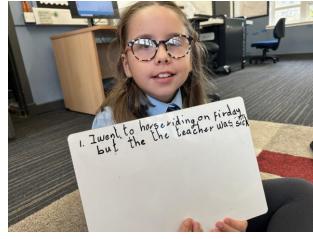






Raising Attainment: TIGs









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.













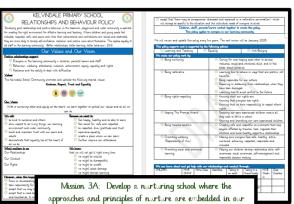
Health & Wellbeing: HWB support

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.











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.





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.









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.

