

DREAM, BELIEVE & ACHIEVE @ LASSWADE



# LASSWADE HIGH SCHOOL



## CURRICULUM RATIONALE

## Lasswade High School Curriculum Rationale

Our Curriculum is the totality of all the learning and teaching experiences that are planned for our students across their time at Lasswade High School.

Our Vision Statement *'Dream, Believe and Achieve @ Lasswade'* highlights the way we live and work within and beyond the school day. Our curriculum is underpinned by our set of 'DREAM' values to ensure a shared clarity of purpose:

- Determination
- Respect
- Effort
- Ambition
- Motivation

Lasswade High is a **unique school with world class facilities**. We serve our local community and work closely with partners to plan a set of learning experiences that meet the needs of our students. In addition, we **use local, national and international labour market intelligence to plan courses** to best prepare of young people for life beyond school. We have the **highest standards and expectations** for all students and we strive to provide a curriculum that respects the needs of all students as well as one that **encourages young people to seek continuous development and improvement**.

Our curriculum:

- offers opportunities for students to achieve success, including in SQA qualifications
- is coherent, progressive and follows national 3-18 curriculum area guidelines
- provides deep, sustained and valuable learning for all students
- provides opportunities to develop high levels of literacy and numeracy across all curricular areas
- promotes opportunities across the curriculum for the development of student health and well being
- recognises the importance of digital literacy and provides opportunities for the development of the skills students need to function in a technological world
- provides a range of courses which challenge, engage and motivate students
- promotes learning across a wide range of contexts and experiences

We recognise that to provide our young people with rich learning experiences in a range of contexts it is crucial to **work in partnerships with others**. Expertise often lies beyond the school and learning opportunities are regularly planned with partner organisations including; statutory and voluntary organisations as well as employers and the 'third sector'.

Our rationale has been developed in consultation with all members of our school community. It is dynamic and regularly reviewed. We strive to create a high quality **culture of self-evaluation** alongside a willingness to learn from local, national and international best practice. This inward and outward looking approach to curricular development is aimed at supporting young people to develop **21<sup>st</sup> century transferable skills** that prepare students to be successful within a complex, ever changing employment market.

Our aim, through our curriculum is to develop young people:

- who are confident, prepared to take calculated risks, can cope with change and view failure as part of the learning process
- who feel included in their community with an active desire to contribute politically, socially, culturally and economically
- who have high expectations of self and an ambitious vision for their future
- who have a ferocious work ethic that results in them achieving, and exceeding, their academic potential
- who are respectful, tolerant and empathetic towards the values and beliefs of others
- who are happy and have a desire to pursue a healthy, active lifestyle
- who are self-aware and know their own strengths through reviewing and evaluating their progress
- who have a range of transferrable skills for learning life and work including: communication; collaboration; critical thinking and willingness to challenged accepted norms and creativity skills
- who are capable of making informed decisions and are aware of their rights and responsibilities

Lasswade High School aims to ensure that all young people experience an **inclusive learning environment** that supports all our students towards a **positive and sustained, post-school destination**. This necessitates us collectively striving for **excellent attainment** for all, as well as ensuring **equity issues are addressed**, i.e., ‘closing the gap’.

- **Excellence through raising attainment:** ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed; and
- **Achieving equity:** ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

This is delivered through a range of learning pathways that meet the needs of all learners. These pathways often include **‘blended’ learning experiences** with a combination of academic and vocational learning to ensure students have the opportunity to develop across a range of different

learning contexts. The purpose of these experiences is to help children and young people to become **successful learners, confident individuals, responsible citizens and effective contributors.**

*Building the Curriculum 3* highlights four main contexts for learning and we plan the totality of students' experiences around these contexts:

- **Ethos and life of the school as a community** ~ through encouraging all young people to challenge themselves, **aim high and pursue excellence** in all aspects of their education and wider lives.
- **Curriculum areas and subjects** ~ through a coherent sets of experiences that provide **breadth, depth and an increasing element of choice** through the **Broad General Education (S1-3)** and the **Senior Phase (S4-6).**
- **Interdisciplinary learning** ~ through a **collegiately planned set of progressive learning experiences** that are based around themes including: our DREAM values; STEM; Sustainability and Enterprise and Employability. These experiences place an emphasis on: **critical thinking; communication; collaboration and creativity.**
- **Opportunities for personal achievement** ~ through opportunities for participation beyond the formal curriculum including: outdoor learning; **striving for excellence and/or participation** in sporting, musical and theatre activities and opportunities to experience local, national and international school excursions. We will also support young people to **understand their own strengths and weaknesses as well as plan for next steps in learning and life.**

Our curriculum aims to deliver both **excellence** in terms of ensuring children and young people acquire a broad range of skills and capacities at the highest levels, whilst also delivering **equity** so that every child and young person should thrive and have the best opportunity to succeed regardless of their social circumstances or additional needs.