

Social Health and Wellbeing

- Charters
- Rights Respecting School
- SHRE
- Feel Think Do
- Internet Safety

Emotional Health and Wellbeing

- Healthy Start and Finish Marvellous Me
- Rights Respecting Schools
- Circle Time
- Peer supporters
- Bounce back
- Growth Mindset
- Kitbag
- Restorative Approaches Finish

Physical Health and Wellbeing

- 2 Hours of P.E
- Activity Miles
- Healthy Tuck Shop

Numeracy

Stirling Council's numeracy phases are used for tracking, assessing and supporting children's progress in numeracy.

Concrete material should be introduced and children's use of this encouraged.

Big Maths form the theoretical basis for our numeracy teaching and ensure consistency and range of taught strategies. Weekly Beat That and CLIC maths assessments allow children to track numeracy progress.

Mathletics resources should provide material to support teaching and learning of numeracy

Curriculum Foundations

All children will leave St Mary's confident in their numerical, mathematical, and literary capabilities. They will have the confidence to articulate their skills and abilities and know what and when to employ known strategies and tools. Our children will apply their knowledge, skills and abilities in a wide range of situations with confidence

Maths

Opportunities should actively be sought to provide contextualised learning of maths and application of mathematical knowledge e.g. during Responsibility Time. Whole school mathematical focus weeks will take place annually, including financial education week. The SSLN Skills progression framework, should support children's mathematical skills progression. Paired maths should be used from Primary 4 to support development of children's mathematical literacy. Holistic maths assessments should be used regularly to assess progress in range of mathematical concepts. Mathletics Rich Tasks resources can support assessment in this area.

Reading

Our School follows a reading diet **Reading for enjoyment**- Fortnightly visits to local library, snack and stories 10.30am, - 10.45am

Reading for information - Topic related use of SCRAN and reader view when using the internet

Guided Reading Session -These follow the pedagogical structure provided by Muckle Reading ensuring a broad range of skills are developed. All children will participate in weekly guided reading session ensuring texts are chosen at instructional level (95% fluency) for both fiction and Non -fiction Rigby Starr P1-3 and Connectors block for P4-7. Annual Whole class novel or film study study (Into film materials used to support this). Focus on Poetry and Scots Texts as part of Reading diet. Reading is celebrated during across the whole school at; World Book Day, National Book Week and World Poetry Day.

Writing

Children's writing should be inspired by learning context and cover a range of functional, personal and informative. St Mary's Progression Pathways should be used to track and plan children's progress in technical aspects of writing. Genre Rubrics are used to support assessment of genre progress.

Children will be encouraged to produce high quality written work at all times that will meet the agreed writing standard, displayed at the front of every child's literacy jotter. All children will be encouraged to receive their Pen licence by the end of first level.

Listening and Talking

Nursery children are taught talk gym gestures to support effective talking and listening as part of a group. These should be built upon as children progress through the school using Designing for Learning collaborative group skills. Every year children should produce a talk that is presented to their class, marked using the talking and listening rubric. Each child will have the opportunity to talk to a large audience at least once every year through participation in school shows or performances.

Debating and persuasive speaking skills will be taught from the start of second level with opportunities for the children to apply these skills sought. All children will participate in an Annual Scots Poetry competition run in January. Use of higher order thinking questions are encouraged from early level.