



# **Parent Curriculum Evening**

Tuesday 19<sup>th</sup> September 2023

3.30-4.30pm

## Senior Leadership Team



Head Teacher  
Graham Clifford



Deputy Head  
Mark Axworthy



Assistant Head  
Moneeza Syed



Assistant Head  
Laura Douglas

School Business  
Manager  
Alison Perisic





# Safeguarding

Our Deputy Head Mark is the Designated Safeguarding Lead.

Our Head Graham is the Deputy DSL.

All of SLT and the pastoral leads are part of the wider safeguarding team.

We have a strong and committed team dedicated to safeguarding as it is the number one priority of the school.

# Pastoral Support

We have a dedicated Pastoral team also, who deal with safeguarding, behaviour, family support, attendance and so much more.

All adults hold a duty of care towards our children and we are whole-heartedly committed to each child. We believe in the **3Rs**

- **Relationships**
- **Resilience**
- **Reflection**
  
- Building positive relationships
- Creating a listening and safe environment (worry box)
- Every child has a voice
- Believe in Restorative Justice



Mohammed

Fareda

Raj



Evieh



Alka

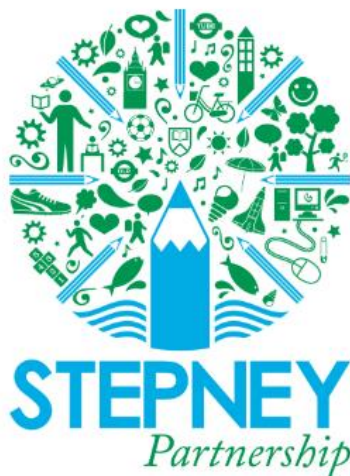


# School Vision

We believe every child has the right to outstanding education, to be nurtured and known as an individual, to experience joy in learning and leave Cayley Primary School with the skills and attributes to become an excellent citizen. We have high aspirations for every child and know that alongside academic progress it is vital to inspire curiosity, creativity and essential interpersonal skills.

**"Children must be taught how to think, not what to think." Margaret Mead**





Gold level accreditation 2021



Improving  
Schools  
Together



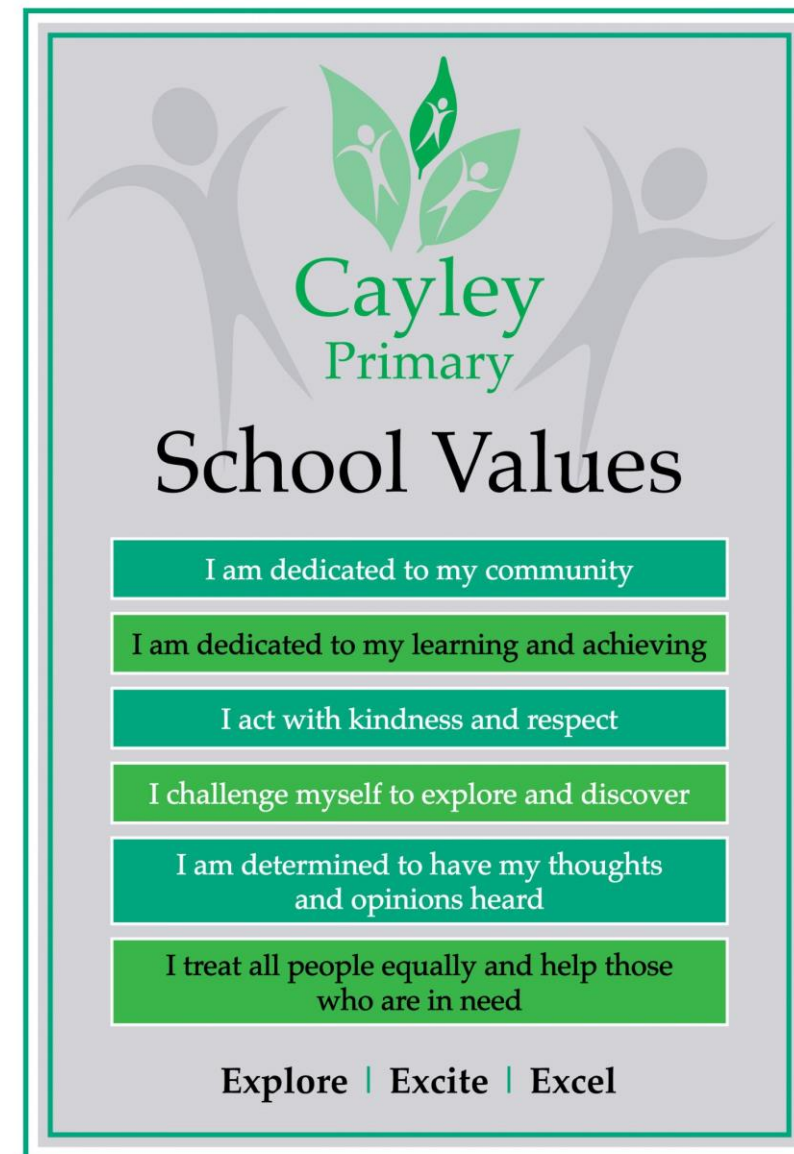


# School Values

We are so proud that all are children engage with the school values.

We reflect on them all the time in assemblies, classrooms, breaks and lunch.

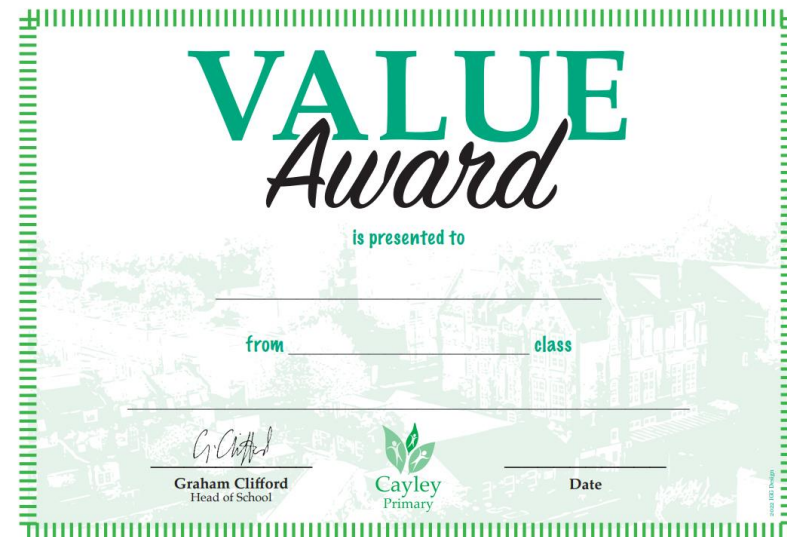
When each child collects 10 value cards for demonstration one of the values they can receive a free book and book label signed by Graham.





# Behaviour

- We have a clear behaviour system that supports children in school.
- We have the 5Cs. C1-3 being low level and anything C4 and above is considered more serious, which are then escalated to the Senior Leadership team.
- The pastoral team and behaviour team also support and implement our behaviour policy.
- We promote good behaviour through award certificates, value cards and class dojos.
- We are proud of our Cayley children and always encourage them to aim high and make the right choices.





# The Early Years at Cayley Primary School

*At Cayley Primary school learning in the early years is truly child-initiated.*

## Nursery Team



Class Teacher  
Assistant Head  
Laura Douglas



Cherry Blossom HLTA  
Rujaney Singh



Cherry Blossom HLTA  
Rummana Begum



Cherry Blossom HLTA  
Rajeka Gani



## Nursery Team



Cherry Blossom TA  
Coleen Griffin



Cherry Blossom TA  
Ruhana Ahmed



Cherry Blossom TA  
Husnara Khatun



Cherry Blossom TA  
Jahanara Begum

## Nursery Timetable

### **AM Nursery**

<b>Time</b>	<b>What is happening?</b>
8.30am – 8.45am	Children come in and choose inside
8.45am – 9am	Free Flow Inside
9am – 9.15am	Phonics
9.15am – 11.15am	Free flow (Inside and outside)
9.15am – 9.45am	Independent snack during free flow
11.15am – 11.30am	Songs, nursery rhymes, story time

### **PM Nursery**

<b>Time</b>	<b>What is happening?</b>
12.30pm – 12.45pm	Children come in and choose inside
12.45pm – 1pm	Free Flow Inside
1pm – 1.15pm	Phonics
1.15pm – 3.15pm	Free flow (Inside and outside)
2pm – 2.30pm	Independent snack during free flow
3.15pm – 3.30pm	Songs, nursery rhymes, story time



# A day in Nursery at Cayley

- Our classroom and sizeable outdoor area offers a host of resources to fire imaginations and opportunities to practise physical skills.
- Within these areas children are encouraged to make a beeline for whatever takes their fancy and stay there until they've learnt as much as they can.
- There are clear boundaries in place to ensure children access what's available in an appropriate and educational manner. One-to-one coaching is employed from day one to teach them about the school's routines, how to share resources, use them safely, and how to tidy away after themselves.

# Early Years Curriculum

- The Early Years Curriculum is available on [www.gov.uk](http://www.gov.uk) for you to view.
- We have organised the outcomes so that we progress and build upon skills over the year.
- We choose core books through out the year which relate to seasons, festivals and other themes, then we match the outcomes to the book we are looking at.
- During adult led sessions we model a skill in an exciting and engaging way and suggest children have a go during free flow.



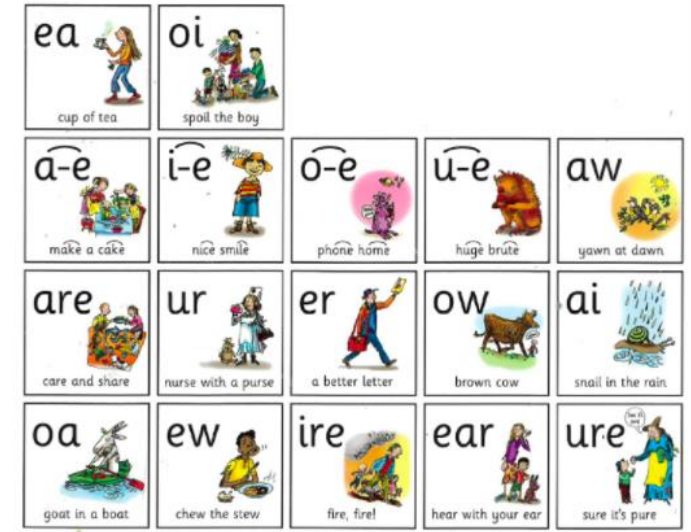
# During the day we free flow

- We arrange the day to maximise sustained periods of play and keep interruptions to a minimum - no need to stop for PE, assembly, playtime, snack time, focus tasks.
- When children are playing and selecting what to do themselves, they become deeply engaged.
- While this is happening, adults are observing and **waiting** for a moment in which they feel they can make a difference.
- We then interact to **'teach'** the **'next step'** as appropriate for that unique child at that precise moment.
- Each time we interact with a child, we are observing, assessing, **planning for**, and responding to, that individual child. Such interactions are the most important and powerful teaching moments.

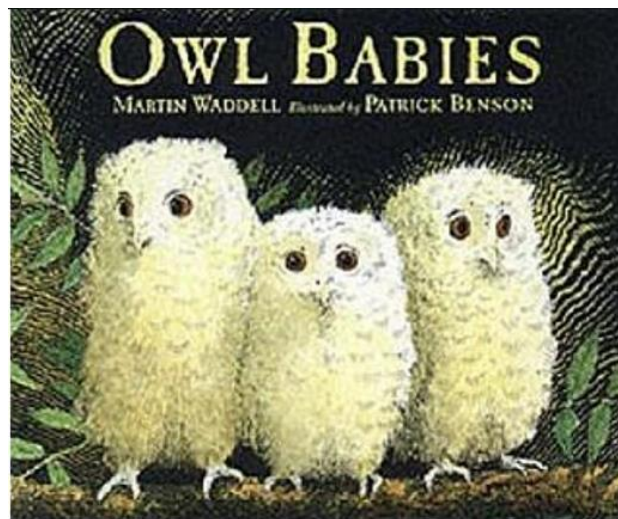
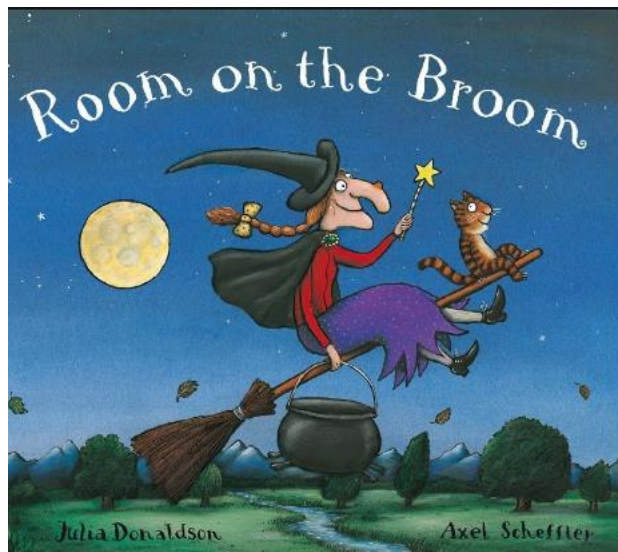
# Phonics

Our phonics scheme used at Cayley is Read Write Inc. RWI is an interactive phonics programme that aims to get children reading and writing fast. It is designed for children aged 4 – 7 but can also be used with 8 – 9 year olds to help them catch up . The programme is rooted in synthetic phonics. Teaching synthetic phonics, in a systematic way, aims to drive up standards in reading and writing. Comprehension skills develop as the children move from learning to read, to reading to understand. The programme builds confidence in grammar, punctuation and spelling ensuring every child becomes a successful reader.

Children are taught phonics every day in small, differentiated groups and are assessed regularly.  
The sessions are fast paced, interactive and fun!

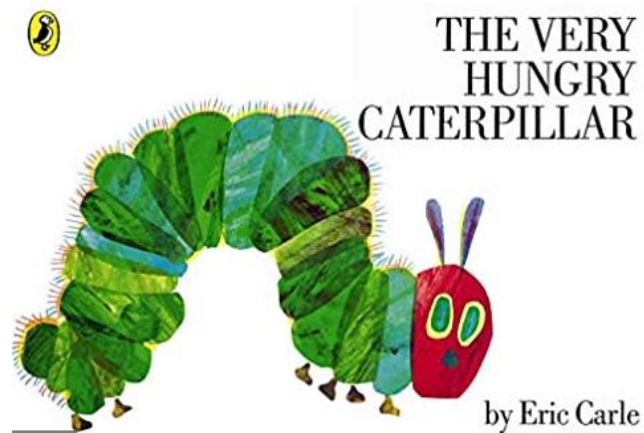
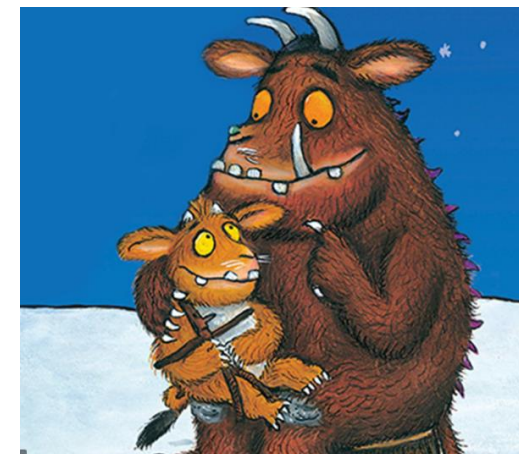
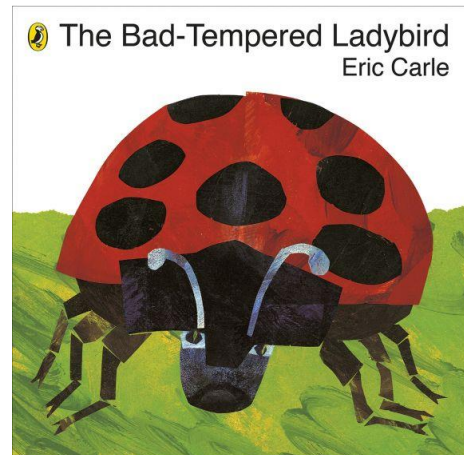






### Core Books for Early Years

Gruffalo  
Gruffalo's Child  
 Elmer (series)  
 Little Red Hen  
 Going on a Bear hunt  
 Not now Bernard  
 All Gill Murphy publications  
 All Jez Alborough publications  
 Alfie  
 Winnie the Witch  
 Pig in the Pond  
 Owl Babies  
 Once Upon a Time  
 Where the Wild Things Are  
 So Much  
 Room on the Broom  
 Bad tempered Lady Bird  
 Very Hungry Caterpillar  
 Traction Man series  
 Hairy Maclary  
 Handa's Surprise  
 Handa's Hen  
 Jamela's Dress  
 Tiger who came to Tea  
 10 in the Bed  
 Farmer Duck  
 Martin Waddell – Little Bear series  
 Sarah Hayes – This is the Bear series  
 Funny Bones  
 Judith Kerr – Mog Series  
 Alan Ahlberg - The Gaskitts series  
 A dark dark night  
 Dirty Bertie  
 The mole who knew it was none of his business  
Dinosaur  
 So What!  
 Who's been sleeping in my porridge?  
 Noisy poems  
 Anything by Dr Zeuss  
 Emily Gravett





# Mini Trips

- In Nursery we are able to take the children on 'mini trips' to local venues throughout the year.
- This is a great way to benefit the children's learning in a variety of ways as we often plan our teaching around pupil interests.
- Through a real life, engaging and exciting experience the children's learning is embedded as the experience relates to in-class learning and to real-life situations, for example if they decide they want to make a cake then we can visit the shop to buy ingredients, or they wrote a letter to someone we can walk to the post box to post it.
- These trips help to develop many areas including their maths (money), speaking and listening (to each other to decide what they need), and deepen their sense of community.



# Stay and Play

In the future we will be holding stay and play sessions every week.

These sessions are a chance for you to visit the Nursery environment and join in with the free flow. Your child will be able to show you their favourite things to do inside and out and you will also be able to have a look at your child's special folder to see what they have been learning and the progress they have made in Nursery so far.

We hope that you will be able to come along and enjoy learning with your child.



# CLIMB

## Cayley Language, Interaction and Movement Base



### CLIMB

This is an Alternative Provision within Cayley school. We work closely with Phoenix special school to create a learning environment that suits our children with the highest level of special educational need. It encourages interaction and language skills and enables the children to make progress in relation to the Engagement Model (for children not yet working at curriculum levels). It provides an individualised learning programme to suit each child's individual needs.

### CLIMB high and CLIMB higher

These are two intervention bases that allow children in KS1 and upper KS2 with special educational needs to receive the support they need to learn in the least restrictive environment possible. They have a bespoke curriculum that is differentiated to their levels and use the base alongside learning in their main classrooms. They receive individual therapies to support their learning and helping them to remove barriers to be able to access the curriculum in their own way.



# Family Support

Healthy  
Breakfast and  
packed lunch.

P.E. Kit and  
water bottle.

Label school  
uniform.

Use Learning  
Zoo characters.

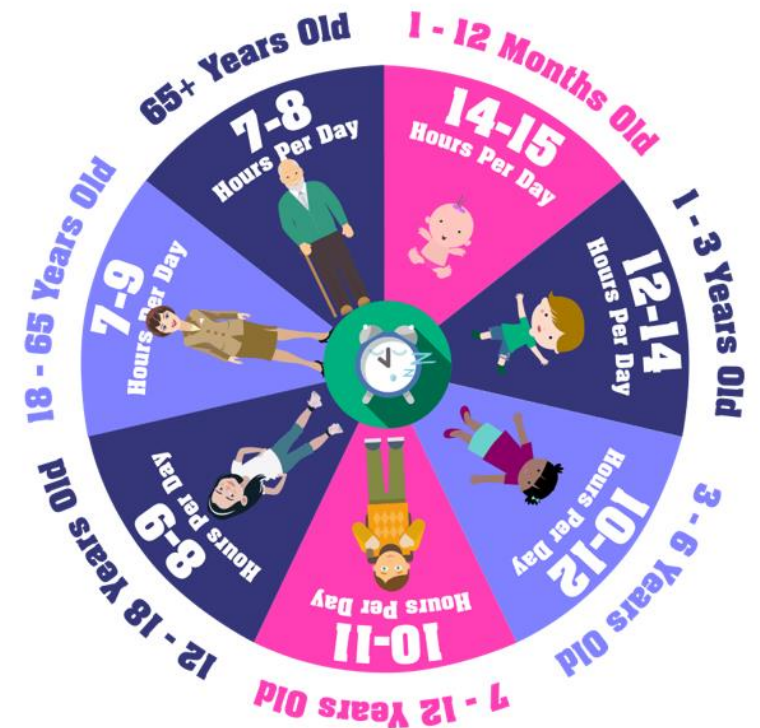
Read daily and  
discuss what  
you've read.

Questions-  
Ask and answer  
as many as you  
can handle!

Good  
attendance and  
punctuality.

Productive Failure-  
allow children to  
make mistakes and  
learn from them.

## Healthy Sleeping Patterns



# Learning Zoo

At Cayley we use the **Learning Zoo** animals to teach the importance of the characteristics of effective learning.

In Nursery they have 3 animals which are used. This is built upon to 5 animals in Reception.

The animals are.....

## Having their own ideas

Thinking of own ideas

Finding a way to solve a problem

Finding a new way to do something



Choosing own colours and designs when drawing, painting or making.

Having your own ideas for speaking and actions when acting out stories.



## Playing and Exploring

Exploring different ways to use resources – like making different models and objects with the construction.

Exploring different activities – not just the same thing all the time particularly outside.



Having individual interests

Being curious about people, events and objects- asking questions.

## Enjoying Achieving what they set out to do

Being proud when they have achieved something

Asking yourself if you can put something on the WOW board.



Making 2 of something so you can take one home to show mummy and daddy.

Doing activities specifically to go in your special book.

**Staying focused on  
an activity for a  
period of time**

**Paying attention to  
details**



**Being very involved  
in an activity and  
not being distracted**

**Not giving up when  
something gets  
'tricky'**



**To understand that  
putting in effort or  
trying a different  
way will pay off**

**Keep on trying –  
repetitive efforts  
and different  
strategies. Contrast  
with the Go for it  
Grasshopper who is  
trying something  
brand new**

**Showing resilience  
after difficulties**

**Learning from  
mistakes and  
understanding that  
making mistakes  
can help us learn**



# Social Media

The minimum **age** to open an account on Facebook, Twitter, Instagram, Pinterest, Tik Tok and Snapchat is **13**.

Please check the age of games the children are exposed to.

Children will learn all about e-safety in school but it's really important this is encouraged at home too.

Please monitor what your child is watching on YouTube and any other media platforms.

