



Parent Curriculum Evening

Wednesday 5th October 2022

3.30-4.30pm

Senior Leadership Team



Head Teacher
Graham Clifford



Deputy Head
Mark Axworthy



Assistant Head
Moneeza Syed



Assistant Head
Noorie Ahmed



Assistant Head
Laura Douglas

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.

Safeguarding at Cayley Primary School

If you have any concerns about the health and safety of a child at this school, you should share this information with a designated safeguarding lead immediately.



Mark Axworthy
Deputy Head
Designated
Safeguarding Lead



Graham Clifford
Head of School
Deputy
Safeguarding Lead



Moneeza Syed
Assistant Head
Safeguarding Team



Mohammed Ahmed
Pastoral Team Leader
Safeguarding Team



Noorie Ahmed
Assistant Head
Safeguarding Team



Evlieh Akinde
Pastoral Team
Safeguarding Team

Do not worry that you may be reporting small matters – we would rather that you tell us things which turn out to be small than miss a worrying situation.

Any allegation or disclosure involving a member of staff or a volunteer at the school must be reported directly to the Head, unless it involves the Head and then it should be reported directly to the Chair of the Governing Body or the LADO. Thank you for supporting and safeguarding the learners at our school.

Multi-Agency Safeguarding Hub (MASH) 020 7364 3444 /5601 / 5606 (LADO) Melanie Benzie Tel: 020 7364 0677

Pastoral Support

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

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



Mohammed



Evieh



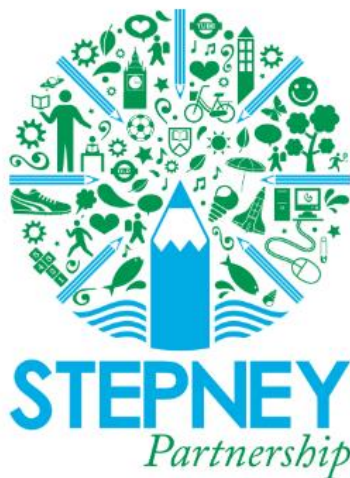
Alka



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



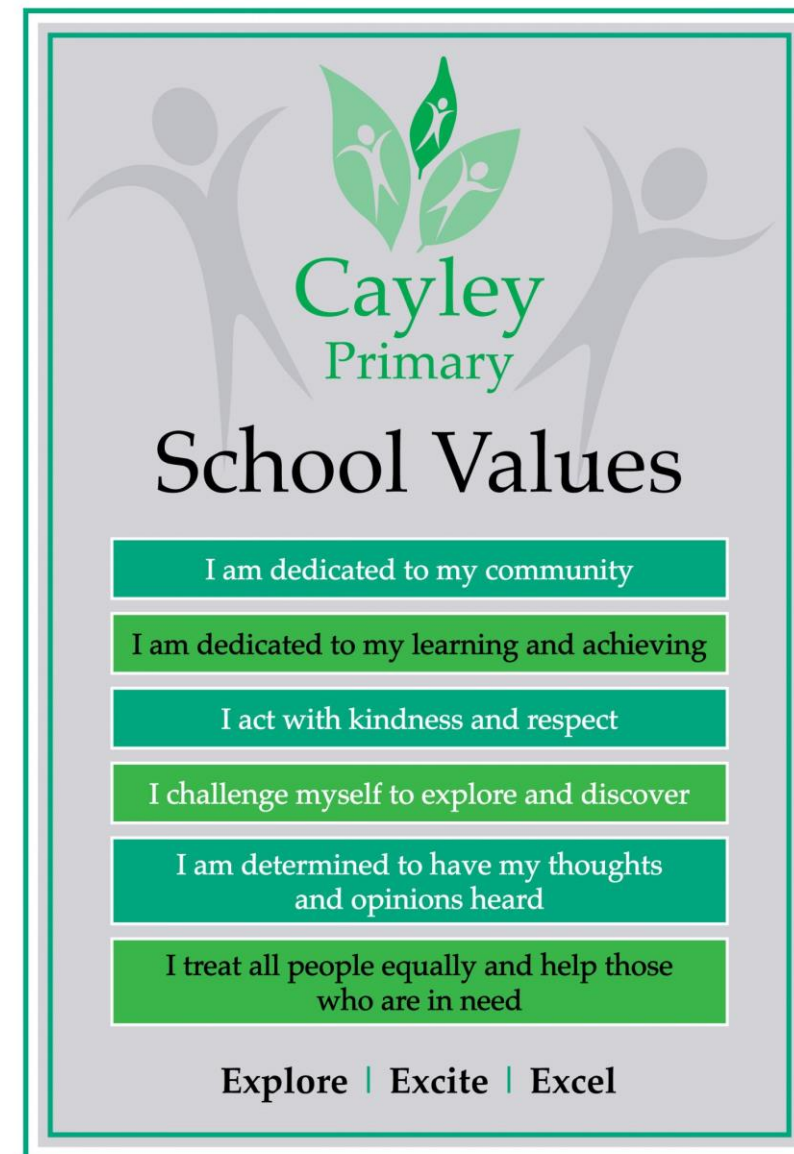


School Values

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

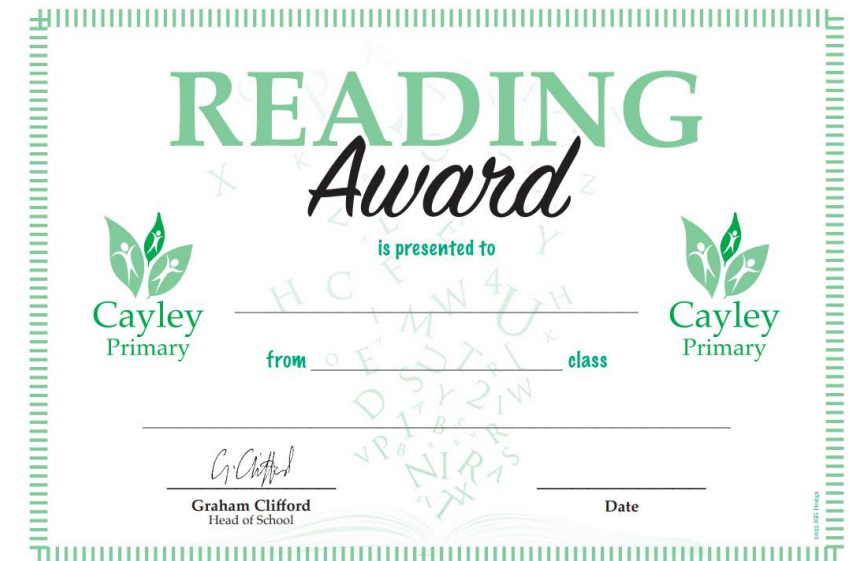
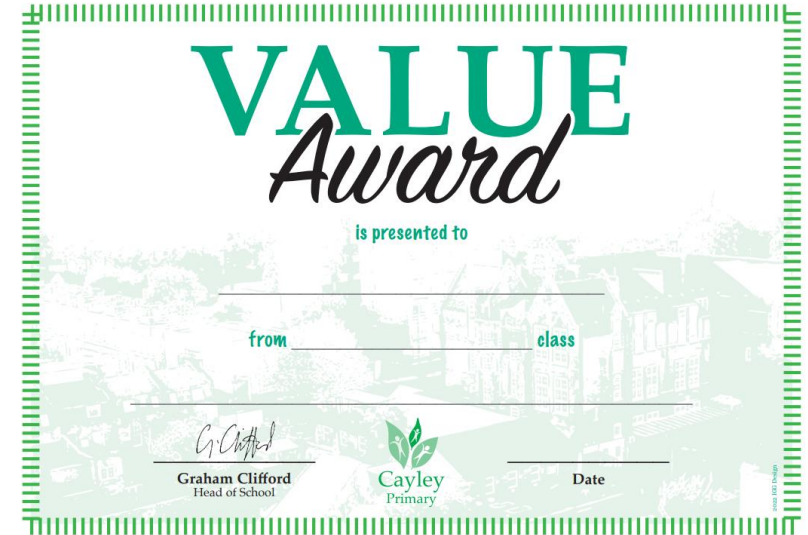
We reflect on them all the time in assemblies, classrooms, breaks and lunch.

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.



Daily Structure

Times of School Day - Reception/KS1/KS2

08:30	Gates open
08:50	Gates close
09:00	Registration complete
10:00 - 10:15	Break Year 1 & Year 2
10:30 - 10:45	Break Year 3 & Year 4
10:45 - 11:00	Break Year 5 & Year 6
12:00 - 13:00	Year 1, Year 2 & Year 3 Lunch
12:30 - 13:30	Year 4, Year 5 & Year 6 Lunch
15:20	End of School Day
15:30 - 16:30	Clubs
16:30	Childcare Club starts
17:30	End of Extended Day

PE Days

Reception	Friday
Year 1	Wednesday
Year 2	Tuesday
Year 3	Monday
Year 4	Tuesday
Year 5	Thursday
Year 6	Monday

Children come to school in their P.E kits on their set days and uniform all other days.

PE Days

Reception	Friday
Year 1	Wednesday
Year 2	Tuesday
Year 3	Monday
Year 4	Tuesday
Year 5	Thursday
Year 6	Monday

Children come to school in their P.E kits on their set days and uniform all other days. Further details are on the school website.

P.E.

PE Kit

- Grey shorts or grey joggers (no logo)
- Green Polo shirt with Cayley logo
- Grey sweatshirt
- Trainers
- P.E. bag (Cayley logo bag optional)



The Early Years at Cayley Primary School

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

Reception Team



Wisteria Class Teacher
Social Media Lead
Nadhia Kabir



Chestnut Class Teacher
Phonics Lead
Mica Pinnock



Wisteria HLTA
Rummana Begum



Chestnut HLTA
Ginovefa Kanto

Reception Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
8.45am – 9am	Register	Register	Register	Register	Register
9am – 9.30am	RWI	RWI	RWI	RWI	RWI
9.30am – 11am	Free Flow (inside and outside)	Free Flow (inside and outside)	Free Flow (inside and outside)	Free Flow (inside and outside)	Free Flow (inside and outside)
11am – 11.10am	Tidy up	Tidy up	Tidy up	Tidy up	Tidy up
11.10am – 11.20am	Plenary/Learning Detectives	Plenary/Learning Detectives	Plenary/Learning Detectives	Plenary/Learning Detectives	Plenary/Learning Detectives
11.20am – 11.30am	Wash hands	Wash hands	Wash hands	Wash hands	Wash hands
11.30am – 12.30pm	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12.30pm – 12.40pm	Register	Register	Register	Register	Register
12.40pm – 12.50pm	Maths	Maths	Maths	Maths	Maths
12.50pm – 2.50pm	Free Flow (inside and outside)	Free Flow (inside and outside)	Free Flow (inside and outside)	Free Flow (inside and outside)	Free Flow (inside and outside)
2.50pm – 3pm	Tidy up	Tidy up	Tidy up	Tidy up	Tidy up
3pm – 3.15pm	Story/Songs/Home time	Story/Songs/Home time	Story/Songs/Home time	Story/Songs/Home time	Story/Songs/Home time



A day in Reception at Cayley

- For Cayley's Reception-aged children – split across two classes – every day is a blank canvas.
- Our two classrooms and sizeable outdoor area alike 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 had enough.
- There are clear boundaries in place to ensure children access what's available in an appropriate and educational manner – coaching is employed from day one to teach them about the school's routines, how to share resources and use them safely, and how to tidy away after themselves.

Early Years Curriculum

- The Early Years Curriculum is available on 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.

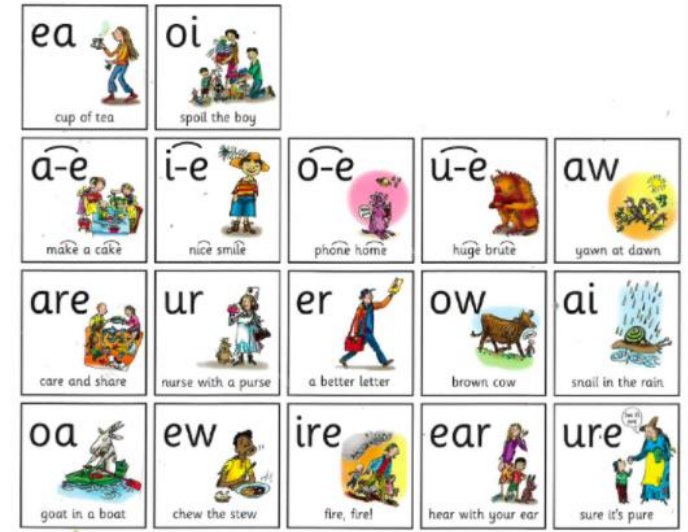
During the day we free flow

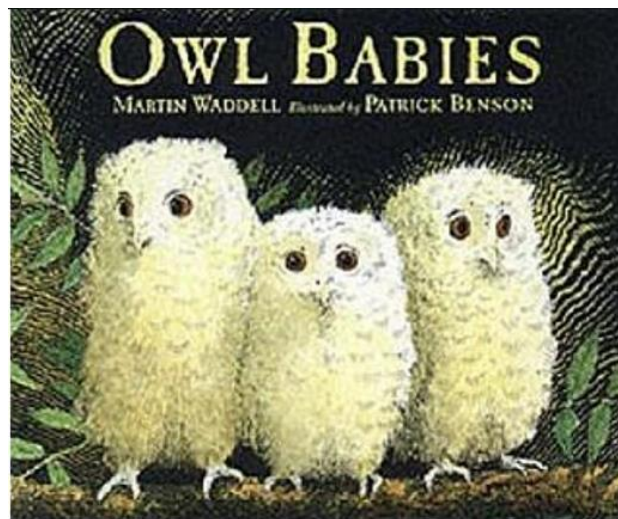
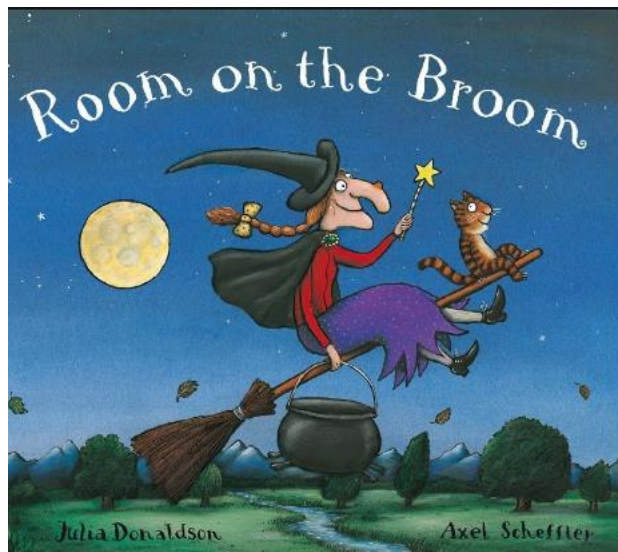
- We arrange the day to maximise sustained periods of play and keep interruptions to a minimum - no need to stop for PE, assembly, playtime, snack time, focus tasks.
- When children are playing and selecting what to do themselves, they become deeply engaged.
- While this is happening, adults are observing 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.

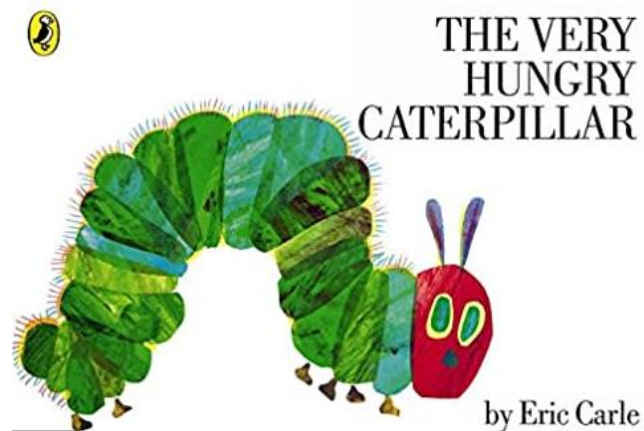
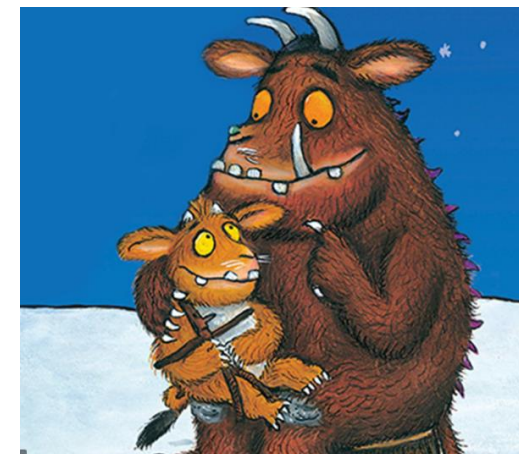
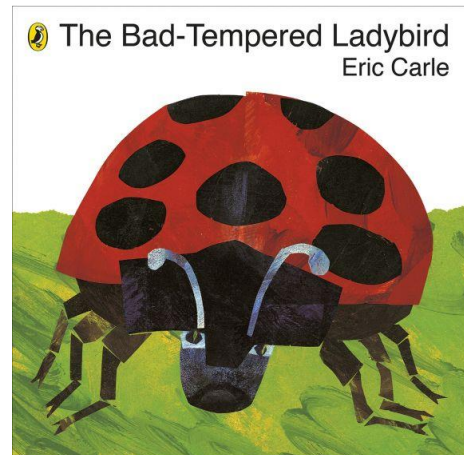
Children are taught phonics every day in small, differentiated groups and are assessed regularly.
The sessions are fast paced, interactive and fun!





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
Dinosaurus
 So What!
 Who's been sleeping in my porridge?
 Noisy poems
 Anything by Dr Zeuss
 Emily Gravett



Mini Trips

- In Reception 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 Reception 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 book to see what they have been learning and the progress they have made in Reception so far.

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

Co-Curriculum Offer

Club	Responsible	Time	Year Group	Location	Max no.	Covers (in order)
MONDAY						
Drama club	Farhaana	3.30-4.30	Year 3-6	Blue hall	20	vicky
Maths club	Abida	3.30-4.30	Year 1 & 2	Huts	20	Rumanna/Genofeva
Sports club EYFS	Rumanna/Geno	3.30-4.30	Rec, Year 1 & 2	EYFS Hall	20	Rumanna/Genofeva
Rapping club	Andrew T	3.30-4.30	Year 3-6	classroom	20	polly
Nature studies FOREST School	Maryam	3.30-4.30	Rec, Year 1 & 2	class/playgro	20	Rumanna/Genofeva
Sewing club	Ruksana	3.30-4.30	Year 3-6	classroom	20	umma
TUESDAY						
Dance	Nabeela	3.30-4.30	Year 1-6	Main Hall	20	shapla
Film making club	Farrah	3.30-4.30	Y2-Y6	classroom	20	unathi
Art club EYFS	Rumanna/Geno	3.30-4.30	Rec, Year 1 & 2	Classroom/	20	SPLIT
Stepersise	Farhaana	3.30-4.30	Year 1-2	Blue hall	20	vicky
Gardening/Photography/ watercolour painting	Fahmida	3.30-4.30	Year 3-4	Blue 8	20	wicky
WEDNESDAY						
mindfulness/wellbeing	Ayesha (office	3.30-4.30	Rec, year 1&2	EYFS Hall	20	HLTA
Coding	Salman	3:30 -4:30	Year 3 & 4	Library	10	HLTA
TBC	Evieh	3:30-4:30	Year 5&6	huts	20	HLTA
THURSDAY						
Gardening/Photography/ watercolour painting	Fahmida	3.30-4.30	Rec, Year 1 & 2	Blue 8	20	Vicky
Nature studies FOREST School	Maryam	3:30-4:30	Rec, Year 1-2	class/playgro	20	Rumanna/Genofeva
Coding	Salman	3:30 -4:30	Year 1 & 2	Library	10	SPLIT
Board games club	Milli	3:30-4:30	Year 1-6 (start after half term)	Classroom	20	Mark
Sports club	Abu- Yusuf	3:30-4:30	Year 3-6	Playpen	20	Naznin
Maths club	Abida	3.30-4.30	Year 3-4	Huts	20	Rumanna/Genofeva
FRIDAY						
Gardening/Photography/ watercolour painting	Fahmida	3.30-4.30	Year 5-6	Blue 8	20	Evieh
Nature studies FOREST School	Maryam	3:30-4:30	Year 3-4	class/playgro	20	Breadan
Maths club	Abida	3.30-4.30	Year 5-6	Huts	20	Maryam
Art club (Origami)	Amna	3:30-4:30	Rec, Year 1 & 2	classroom	20	Mica
Sports club EYFS	Rumanna/Geno	3:30-4:30	Rec, Year 1 & 2	EYFS Hall	20	Maryam

- 460 free places are available every week to our families
- These clubs support the whole child, cover arts, academics, sports and more
- All teachers and HLTAs are involved



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.

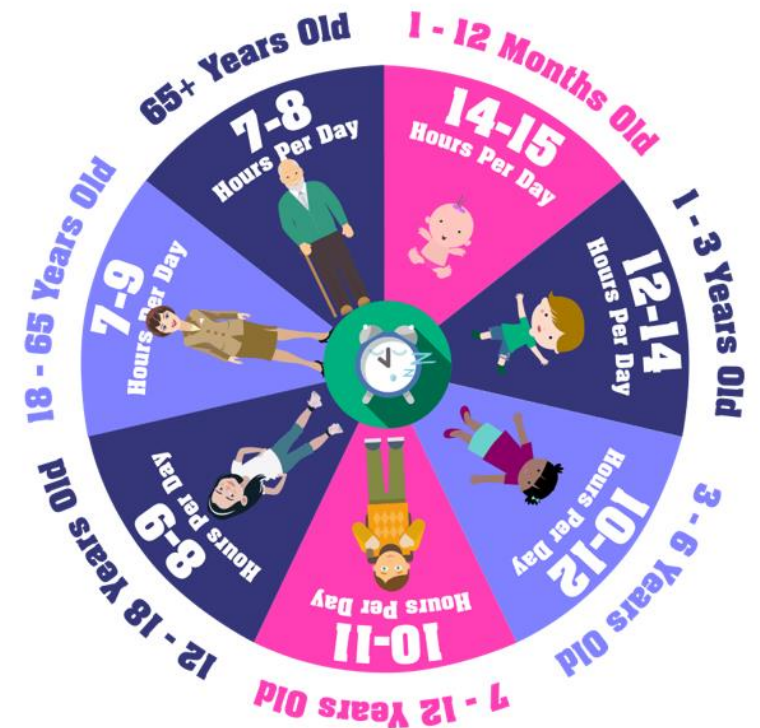
Read daily and
discuss what
you've read.

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.

