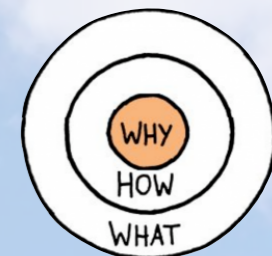


"The Cadoxton Way!"
Being Our Authentic
Selves! Doing what
is right for us!

Cadoxton Primary School
Ysgol Gynradd Tregatwg
Learning and Teaching Policy



"Learning and Growing Together, Being our Best Forever!"

Our mission is to create a safe, nurturing, happy place that promotes health and wellbeing for all.

We are committed to building strong, positive relationships with everyone to enable us to learn and thrive together as a community.

We recognise that success looks different for us all and celebrate diversity. We acknowledge our strengths and weaknesses to empower us to grow.

We are ambitious and learning is purposeful, creative and authentic.



Staff have matched the following articles from the UN Convention on the Rights of the Child to the Curriculum
Policy: 1,2,3,4,6,12,13,15,23,27,28,29,30 and 31

"You only ever truly arrive, when you accept you never will!"

Resilient

Resourceful

Ready to learn

Reflective

Responsible

The Cadoxton Way!



Our Beliefs, Commitment and our Effort we can control!

WHY

Creating positive Emotions

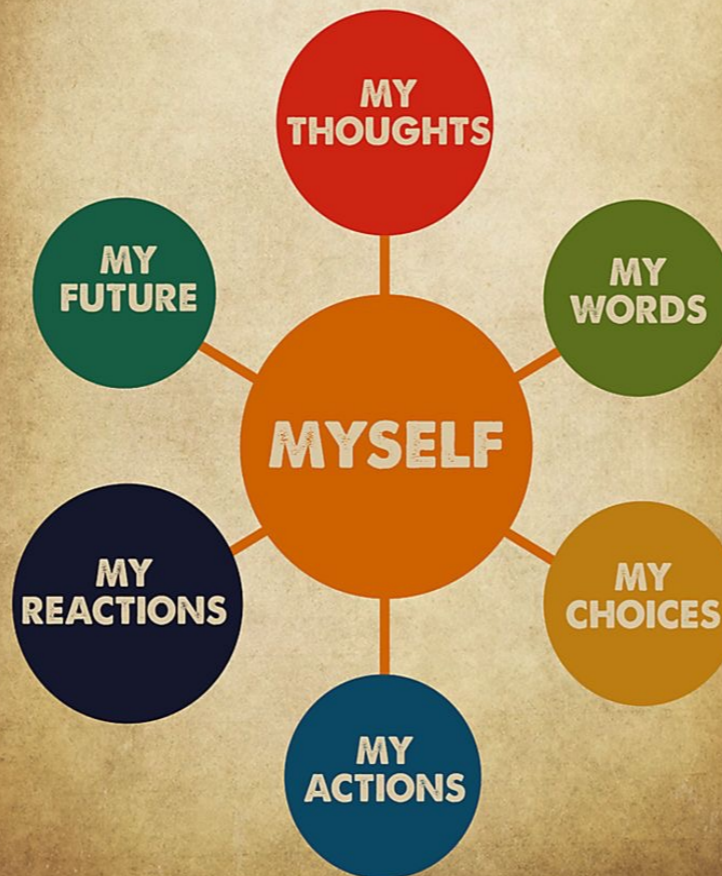
Building positive Relationships

Growing my Resilience

Getting Gritty- Growth mindset

Taking action!

I CAN'T CONTROL ANYONE ELSE BUT I CAN CONTROL



WHAT

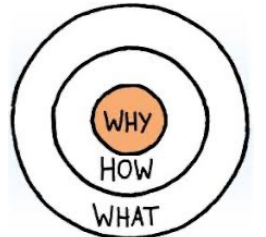
Core Behaviours

Be Safe

Be Respectful

Be the best you can be

Be Kind



HOW

Ready to Learn - I can always be committed to knowing how to be Self-regulated, equipped, determined, and ready to say 'Yes!' to great learning experiences on offer every day!

Resourceful - I can have lots of fantastic ideas to contribute and I can work well in groups as well as on my own

Reflective - I can think about what I am learning, I can listen to others' ideas and opinions, and I can always look for ways to improve and learn even more

Resilient - I can have a positive approach to learning, and never give up even if I find a task difficult or challenging

Responsible - I can always make the right choices and think for myself; I can always be in the right place, at the right time, doing the right thing, in the right way!

From learning behaviours to learning habits:

To build powerful learners teachers will need to expose the learning process; to enable children to be aware of their own learning behaviours.

Our learning behaviours have to be taught, practised and developed in order to shift from 'can-do' skills to habits in learning.

We teach the 'language of learning'

We talk about why, how and what we learn to enable children to know their next steps of progress.

Four Purposes

Ambitious, capable learners	Healthy, confident individuals	Enterprising, creative contributors	Ethical leaders
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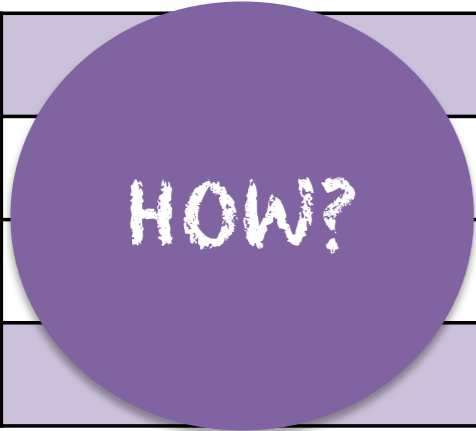


Integral Skills

Creativity and innovation	Critical thinking and problem-solving	Personal effectiveness	Planning and organising
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Principles for Curriculum Design

Evidence-based	Responsive	Inclusive	Ambitious
Unified	Engaging	Based on subsidiarity	Manageable



Twelve Pedagogical Principles

Areas of Learning and Experience

Expressive arts	Health and well-being	Humanities	Languages, literacy and communication	Mathematics and numeracy	Science and technology.
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Three Cross-curricular Responsibilities

Literacy	Numeracy	Digital
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Cross-cutting Themes

Local, national and international context	Careers and work-related experiences	Relationships and sexuality education	Human rights education and diversity
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Our Context:

At Cadxoton Primary School, we are a community who have a shared vision in learning and growing together, being our best forever! We believe that we are all lifelong learners – children and adults alike and this means we are always evolving to develop the skills and needs of the children to become successful learners. We maintain that learning should be a rewarding and enjoyable experience for everyone with wellbeing at the core of all we do! Through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives and give them the skills they need to achieve success in the future. We are creating a culture that challenges difficult concepts and moral values.

We empower children to have a menu of choice about their own learning pathways and allow them to lead their learning experiences in a purposeful well managed way. Our curriculum's aim is to promote a love of learning through the areas of learning. We believe that change is the most powerful driving force at Cadoxton and that with innovative teaching and learning experiences children can lead happy and rewarding lives whatever their social and economic circumstances.

A central aim of our curriculum is to work in collaboration with families and the local community to provide opportunities for all children to learn and thrive; We are committed to ensuring that all children are given a wide range of the highest quality learning and teaching experiences during their time at Cadoxton Primary School. We offer a curriculum which is broad and balanced, with learning experiences that are authentic and engaging. We have a huge focus on child development and differentiation underpins effective learning in our classrooms to meet children's individual needs and abilities.

Principles:

We strive for consistency across the school and progression steps work collaboratively as teams to achieve a greater understanding of progression. We have an agreed set of pedagogical approaches that underpin all our learning and encourage collaboration and independence. We believe in a personalised approach to learning that facilitates progression, inclusion and high standards together with the development of wider interpersonal life skills. Wellbeing is at the heart of our school and having positive relationships with our children and their families is the key to success. We have the expectations that challenge children to have high personal aspirations for achievement with both social and academic targets. The message that sustained effort is integral to good learning and can lead to a measure of success for every child. Children are rewarded by the effort they make with their learning and by the behaviours they show everyday.

Four Purposes

The four purposes of the curriculum are the shared vision and aspiration for every child and young person in Wales. They guide and direct everything we do at Cadoxton Primary School. In supporting the development of the four purposes, we set high expectations for all – to raise standards, tackle the attainment gap, and ensures our curriculum supports lifelong learning.

The four purposes are at the heart of our new school based curriculum. They are the starting point for all decisions on the content and experiences developed as part of the curriculum to support our children and young people to become:

- **Ambitious, capable learners ready to learn throughout their lives**
- **Enterprising, creative contributors, ready to play a full part in life and work**
- **Ethical, informed citizens of Wales and the world**
- **Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.**

Our curriculum includes:

- **6 Areas of Learning and Experience from 3 to 16**
- **3 Cross curriculum responsibilities: literacy, numeracy and digital competence**
- **Progression reference points at ages 5, 8, 11, 14 and 16**
- **Achievement outcomes which describe expected achievements at each progression reference point.**

The curriculum is organised into 6 Areas of Learning and Experience:

- **Expressive arts**
- **Health and well-being**
- **Humanities (including RE which should remain compulsory to age 16)**
- **Languages, literacy and communication (including Welsh, which should remain compulsory to age 16, and modern foreign languages)**
- **Mathematics and numeracy**
- **Science and technology (including computer science).**

The Cross-Curricular skills:

Literacy

Numeracy

Digital Competence

What is Curriculum?

Building on prior learning

Coherence of the curriculum

Who are we as Cadoxton PS?

Concept- context is decided on by us and relevant to us.

Cluster level

What is non-negotiable?

Empowering our Community:

Active learning:

Health and wellbeing:

LUCY CREHAN

*Design curriculum content for mastery
(focus, clarity, coherence), and
curriculum context for motivation
(relevance, engagement, importance).*





The Cadoxton Way!

This is me as a person!

- Ambitious Capable Learner**
- Set themselves high standards and seek and enjoy challenge
 - Build up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
 - Question and enjoy solving problems
 - Communicate effectively in different forms and settings, using both Welsh and English
 - Explain the ideas and concepts they are learning about
 - Use number effectively in different contexts
 - Understand how to interpret data and apply mathematical concepts
 - Use digital technologies creatively to communicate, and analyse information
 - Undertake research and evaluate critically what they find



- Healthy Confident Individual**
- Have secure values and are establishing their spiritual and ethical beliefs
 - Build their mental and emotional well-being by developing confidence, resilience and empathy
 - Apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
 - Know how to find the information and support to keep safe and well
 - Take part in physical activity
 - Take measured decisions about lifestyle and manage risk
 - Have the confidence to participate in performance
 - Form positive relationships based upon trust and mutual respect
 - Face and overcome challenge
 - Have the skills and knowledge to manage everyday life as independently as they can

- Ethical, Informed Citizen**
- Find, evaluate and use evidence in forming views
 - Engage with contemporary issues based upon their knowledge and values
 - Understand and exercise their human and democratic responsibilities and rights
 - Understand and consider the impact of their actions when making choices and acting
 - Are knowledgeable about their culture, community, society and the world, now and in the past
 - Respect the needs and rights of others, as a member of a diverse society
 - Show their commitment to the sustainability of the planet



- Enterprising, Creative Contributor**
- Connect and apply their knowledge and skills to create ideas and products
 - Think creatively to reframe and solve problems
 - Identify and grasp opportunities
 - Take measured risks
 - Lead and play different roles in teams effectively and responsibly
 - Express ideas and emotions through different media
 - Give of their energy and skills so that other people will benefit

We use the four purposes as reflections on the kinds of people we are developing!

The Cadoxton Way!

Planning and Organising
 How the ideas are implemented
 Set goals
 Decision-making
 Time management
 Monitor and reflect on results
 Adapt
 Check for accuracy
 Responsibility and reliability
 Manage resources

Personal Effectiveness
 Self-aware
 Confidence and self-esteem
 Emotional intelligence
 Evaluate own learning/strengths and areas for development
 Independence
 Leadership
 Social and cultural awareness, ethics



I can be persistent

I am able to take risks

I can learn from mistakes

I am able to be resilience

I can work collaboratively

I am able to express my opinions

I can be adaptable



This is me as a learner

Critical Thinking and Problem Solving
 Analyse and understand
 Ask questions
 Evaluate information and situations
 Be objective looking at opposite views (strengths and weaknesses)
 Question
 Challenge perceptions
 Identify potential solutions
 Justify decisions
 Identify and develop arguments

Creativity and Innovation
 Able to generate ideas
 Develop curiosity and inquisitiveness
 Demonstrate courage to explore and develop ideas
 Ability to turn ideas into action
 Plan and manage projects
 Identify opportunities
 Act upon opportunities and ideas and transform them into value – the value can be financial, cultural or social

Dependent



Independent



interdependent

We use the integral skills to teach how we learn and reflect on what they mean and look like at each progression step.

Equality and Diversity:

Every effort is made to ensure that learning and teaching provides equal entitlement of the curriculum for all children who attend Cadoxton irrespective of race, religion or belief, gender, age, disability and language. Sensitivity and fairness is emphasised during monitoring and assessment to take into account equality of opportunities. Each child is valued and seen as unique and we strive to meet the needs of all learners and aim allow support them to be the best version of themselves and reach their full potential. The children's **wellbeing** is always central to everything we do and it is by teaching positive relationships that children then are ready to learn.

Rights Respecting School:

At Cadoxton we believe all children need to know their rights and know the power of having a voice. We create a safe and inspiring place to learn, where children are respected, their talents are nurtured and they are able to thrive whatever their circumstances or background. Our Rights Respecting Schools Award shows that these values are embedded in daily school life and we give children the best chance to lead happy, healthy lives and to be responsible, active citizens.

Aims:

- Our school has explicitly adopted a child rights approach based on the United Nations Convention on the Rights of the Child (UNCRC or CRC) and has embedded it in school policy, practice and culture
- All our Children and adults in our school have a thorough understanding of child rights, and rights-respecting attitudes and language are embedded across the school
- RRSA has had a positive impact on children and young people's learning and wellbeing
- Children see themselves as rights-respecting global citizens and are advocates for social justice, fairness and children's rights at home and abroad

Impact:

- The rights are a central driving force of our planning; including daily collective worship and year group inquiries.
- Through restorative practices there is a reduction in bullying and discriminatory behaviour among children
- We have a child friendly anti-bullying policy
- Children enjoy and feel safe at school
- Children feel included and valued
- Children's' wellbeing and emotional resilience is improved
- Children's engagement in the school and their own learning is improved
- Children's attainment is improved, and the attainment gap between disadvantaged and non-disadvantaged pupils is narrowed
- Children are more engaged in their local and global communities as 'active citizens'
- Children see themselves as having a choice and a voice

Universal Provision: *‘Additional learning provision should be- ‘in addition to and different from what is normally made available.’*

In line with our ALN policy we aim to identify children with ALN as early as possible and ensure that appropriate provision is made to match their needs. This includes children with learning difficulties and those more able pupils who require additional challenge.

Our school has an ALNCo (Additional Learning Needs Coordinator), who will liaise with class teachers, teaching assistants and outside agencies to ensure suitable provision for identified pupils.

We use this staged approach of the Code of Practice when identifying pupils with Additional Learning Needs:

- **School Action**
- **School Action Plus**
- **Statement / Funded IDP**

Parents will be invited into school when we feel a child should be placed on the Additional Learning Needs register. An educational plan is constructed in consultation with the ALNCo and the class teacher where additional needs are identified.

Differentiation: Our “culture” of differentiation is built on not thinking about it as a unique act but about bringing these elements together, they create an environment and atmosphere of inclusion. Differentiation is by input rather than output.

- **Room:** The learning space needs to reflect and promote differentiation, allowing space for different ways of learning and recognising the different learning needs of different children.
- **Relationships:** We all know that relationships are key to successful teaching and these need to underlie differentiation. The adults in the room need to really know their pupils and the different ways of relating to them.
- **Resources:** The use of appropriate resources is vital.
- **Relevance:** The curriculum and the resources must be relevant to the individual child
- **Response:** At the heart of differentiation is the response that the adults in the room make to each child – and the responses that they subsequently elicit.
- **Recall:** This is the key element of effective and differentiated questioning and includes the use of prompts to support children to recall their learning.
- **Retention:** This refers to how far children are prompted for independence so that they can retain and apply their learning, rather than becoming prompt-dependent.
- **Resilience:** It is vital that children can learn through making errors and develop the understanding and resilience to accept that we learn from mistakes.
- **Robustness:** This is linked to the resilience that the pupil is able and willing to demonstrate their efforts regardless, by volunteering answers or engaging during class feedback or discussion.

Interventions:

Many children in our school need support whilst on their learning journey at Cadoxton. Any child identified as not achieving the expected level is identified early and a plan put in place for next steps targets. Sometimes children may need a small group intervention to plug any misconceptions or specific gaps in the children's knowledge, understanding or skills. This happens with a specific aim and is planned by the class teacher to be delivered by an appropriate adult with high quality resources. It is tracked carefully and the impact reviewed after six weeks and then if it is not successful then a new plan is put in place.

This intervention aims at targeting a specific group of learners and their families. We look specifically at closing the gap for these children whatever the gap maybe. It encourages school and home to work together to make a personalised plan for the child's learning and support the child and parent. The aim of the programme is to improve standards and to raise attainment in Literacy and Maths. It is also about changing the parents mind set about school and encouraging future engagement.

Interventions in place:

- **Precision Teaching- learning and cognition**
- **Letters and sounds- preloading and post loading for those in YR-Y3**
- **Tip to toe- Dislexia**
- **Motional/ELSA - social and emotional support**



Universal Provision:

Identification of More Able and Talented children forms an essential part in ensuring that the curriculum meets the needs of all children and takes into account special talents outside of school as well as inside. We will recognise that intelligence is fluid and not fixed. Our relationships with our children will be fundamental in identifying, challenging and tracking our MAT children when the time is right for THEM.

Opportunities to be challenged within the context of every lesson or experience often taking on a leadership role.

Enrichment activities are provided to offer broader learning opportunities beyond the normal curriculum and to utilise the skills and expertise of others both within and outside the school community. Some children are offered the opportunity to use their skills off-site in enhancement trips such as a more able and talented writing workshop on an overnight field trip. Some of our pupils take on leadership roles such as Pupil leadership team and the Tech Masters, learning across the school.

- We aim to:
 - Create a school atmosphere where learning takes place for all
 - Celebrate success in all areas of learning
 - Ensure that we recognise and support the needs of our pupils
 - Enable pupils to develop to their full potential
 - Ensure that we challenge and extend the children through the work that we set
 - Encourage pupils to think and work independently

More Able and Talented - The Cadoxton Way

The What

Our approach to MAT will focus on learner attainment as well as learner potential.

We will inspire a love of learning for ALL. Our curriculum will be relevant, practical, authentic, challenging and personally rewarding.

Around 20% of our children will require enriched and extended opportunities across the curriculum.

MAT is...

The Why



We will recognize that intelligence is fluid and not fixed. Our relationships with our children will be fundamental in identifying, challenging and tracking our MAT children when the time is right for THEM.

Myth Buster!
'MAT children are so clever they do well without anything extra.'
Truth
Without focused challenge their resilience will fall. If they're not challenged appropriately, they won't learn to face and overcome challenge.



The Kansas City Star editor fired Walt Disney because of lack of creativity.

Intelligences is a plural. We will recognize, value and nurture the varied intelligences we see in our children everyday. They are individuals and are all personally talented.

Intelligence is hugely affected by learner environment. We will ensure all children at Cadoxton have access to an enriching, authentic and appropriately challenging learning environment.

The How

We will draw on our team's sound knowledge of progression to ensure that MAT children are skillfully challenged.

We will be coaches of our children. The language of coaching will be key to probing and challenging MAT learner's thinking.

Our curriculum will provide a wealth of opportunities and experiences. These will allow our MAT children to work towards the Four Purposes.

We will engage in PL to evaluate and move forward our provision for MAT learners.

Einstein was four years old before he could speak and seven before he could read.

We will have the highest expectations of our children and this will go hand in hand with expectations of ourselves. We will utilise strong subject knowledge and high-quality questioning to challenge at every opportunity.

Grouping of children will be carefully thought out. Learning groups will ensure MAT learners are able to deepen their knowledge, consolidate and extend their skills.



Inquiry Based Learning- The Cadoxton Way!

Inquiry based learning has three dimensions: Know - factually, Do - skilfully, Understand - conceptually, Be- **ethically, critically, creatively**. Personal or group inquiry is an opportunity for learners to pursue questions/interests/ passions/ challenges that they determine.

We plan experiences that challenge and that involve real-world problems and mimic the work of professionals; the learning involves the presentation of findings to audiences, sometimes beyond the classroom.

Their learning involves open-ended inquiry, thinking skills and metacognition. Learners work co-operatively to direct their own problem solving and/or learning. Teachers plan their inquiries using the what matters statements as lens into big ideas to explore. They use the cycle below to work through the stages always ending in a demonstration of understanding.

The learning is documented in journals that might look different for every child. We also use seesaw a digital documentation of learning experiences.


Inquiry Based Learning at Cadoxton Primary School

This is my inquiry journal. My inquiry journal is a documentation of my unique ideas and wonderings presented in my own ways, showcasing my imagination and creativity. My questions, ideas and observations are based at the centre of my learning experiences. I transfer my wonder into knowledge through inquiring into a question or a problem.

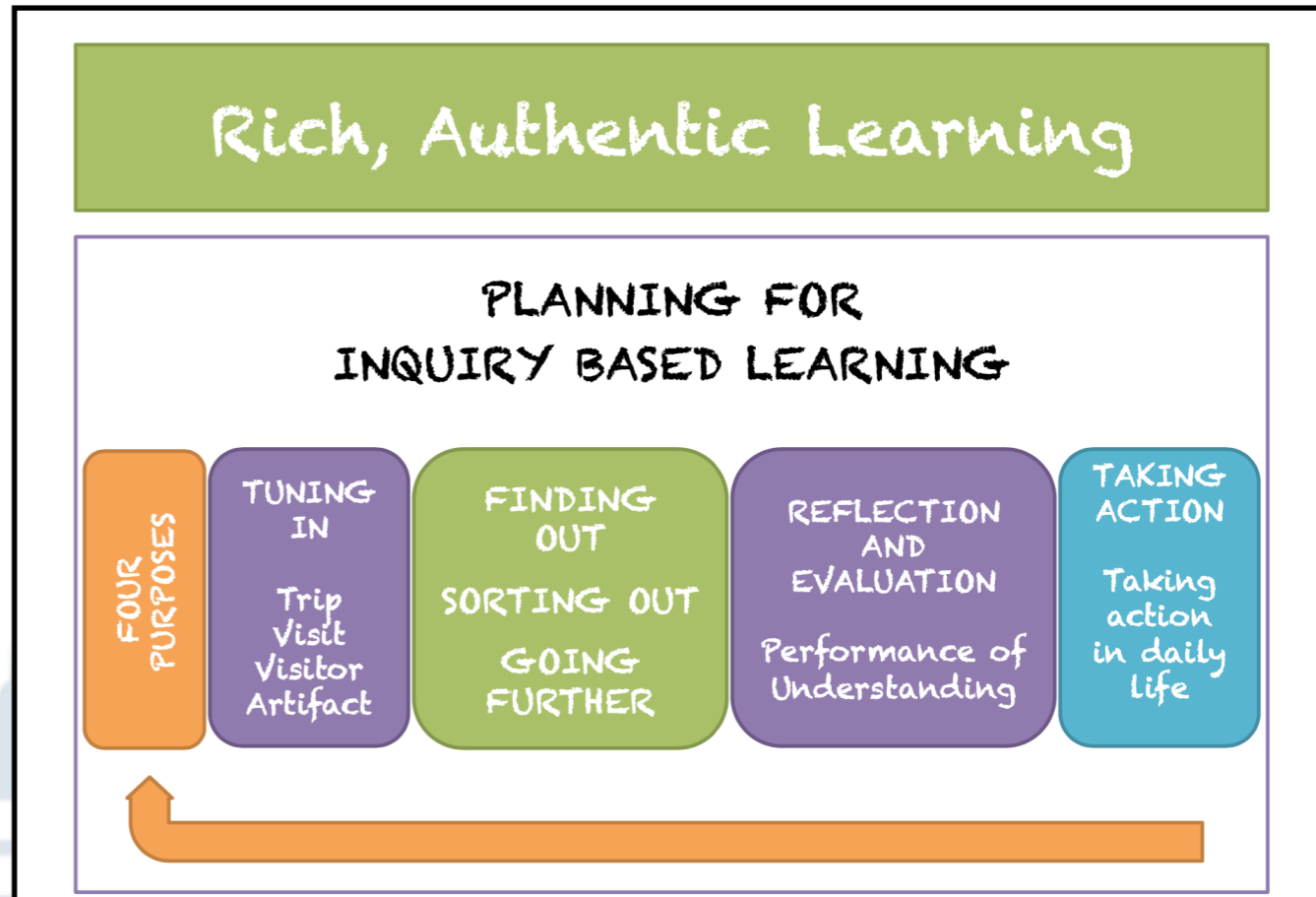
Learner Dispositions Natural Curiosity Questioning Conceptual Understanding Deepens Thinking

Why Inquiry-Based Learning?

- Children have the opportunity to find out things for themselves where they become committed to their own personal learning.
- Children develop transferable skills including critical thinking, planning, self management, organisation and communication.
- Engages children in real world questions and problems through authentic contexts.
- Helps develop children's agency. They gain a sense of control and responsibility for themselves as a learner: 'Learning to learn'



'A move away from what students should be learning and towards what they should become' (Priestly and Biesta 2014)



Planning and assessing- The Cadoxton way!

Child Development

Our curriculum is built on a 'stage not age' approach and is underpinned by an understanding of the different stages of development that children progress through in their primary journey.

Building Blocks



Communication Friendly Spaces:

We see our learning environment as the third teacher and it is set up to enable learning to be flexible, independent and based on the learning being authentic. Every space has purpose, and we believe that digital learning needs to be accessible all the time and apart of daily life. Time and space is given throughout the year to develop the indoor and outdoor learning environment and adapted to suit the needs of the learners.

Our environment is concerned with children's collaborative endeavours because if activities and experiences promote conversation and are collaborative then children will make more progress because they will learn from each other's language models- not just from the teacher or adult. We therefore have an environment that can be adapted to suit the needs of the learners and can be easily changed or adapted.

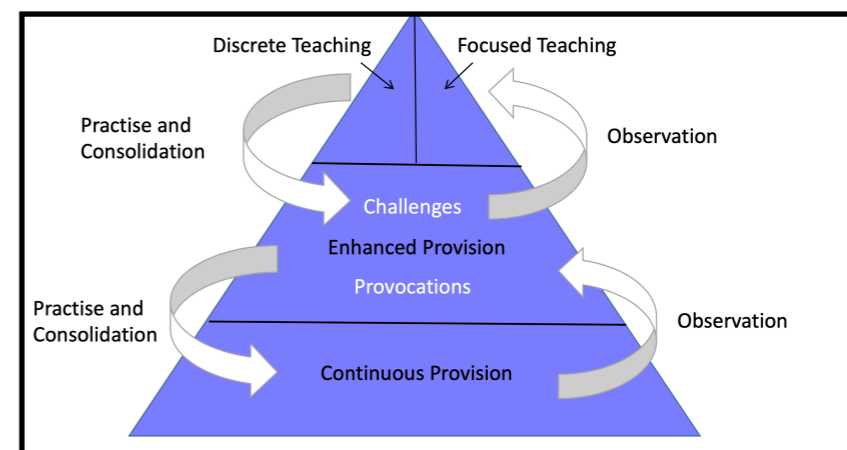
Our aim is for the environment to:

- Allow clear and consistent routines
- Provide the space, right amount of light and consider the noise level of the space
- To consider how the use of visual support can enhance learning
- A stimulating environment with no clutter
- Furniture is purposeful and the layout can be flexible and changed
- Breakout spaces for the children to learn independently and workshop spaces to allow learning to be greater in length and depth (Atelier and Cegin)
- Allow children children's interests and lines of enquiry to be followed and allow these to be planned into the learning opportunities and enhancements you provide.
- An environment where a child feels emotionally and physically safe.
- Promotes real life contexts for learning that are meaningful.



Learning through play

Foundation Phase practice places great emphasis on the holistic development of children and the development of skills across the curriculum building on previous learning experiences and knowledge. By providing a broad, rich and exciting curriculum using a variety of approaches, we develop children as individuals, recognising their level their personal motivators and interests. Children of all ages learn through play and this is a crucial time for developing lifelong learning skills by being curious and exploring. They learn how to observe, listen, respond and develop as individuals and learn how to collaborate with one another.



Holistic and meaningful learning in PS1 is built on the following 3 enablers:

- **Enabling adults**
- **Enabling experiences**
- **Enabling environments**

Curriculum design in PS1 uses the following key features of successful pedagogy:

- **play and playful learning**
- **being outdoors**
- **observation**
- **authentic and purposeful learning.**

Planning:

Planning for children in PS1 is getting the right balance of the triangle above. But also using the cycle for learning of observing- planning- assessing with the learning accessed at any point.

Our children have family group time is discrete learning time and the following are considered:

- **Talk for learning**
- **Story telling**
- **Songs and rhymes**
- **Early reading and phonics**
- **Number**
- **Welsh**
- **RE**

Outdoor learning

Our approach to outdoor learning is for children to experience practical activities and challenges that are with real life things! It is seen as not an extension of the classroom but as a purposeful learning environment that has a different purpose and intention. Opportunities are built into the curriculum for the children to continue their learning beyond the remit of the classroom including fieldwork in the park and Inquiry based learning in the local community. We have close links with our park and local businesses.

OUTDOOR LEARNING

	AUTUMN	SPRING	SUMMER
YEAR 1	FOREST SCHOOL	BEACH SCHOOL Porthkerry	SECRET GARDEN
YEAR 2	BEACH SCHOOL Porthkerry	SECRET GARDEN	FOREST SCHOOL
YEAR 3	SECRET GARDEN	FOREST SCHOOL	BEACH SCHOOL Porthkerry
YEAR 4	FOREST SCHOOL	BEACH SCHOOL Jackson's Bay & Penarth	SECRET GARDEN
YEAR 5	BEACH SCHOOL Jackson's Bay & Penarth	SECRET GARDEN	FOREST SCHOOL
YEAR 6	SECRET GARDEN	FOREST SCHOOL	BEACH SCHOOL Jackson's Bay & Penarth

*PS1 BEACH SCHOOL = Barry Island

Each PS will experience the forest, beach and secret garden and different times of year.

ANNUAL CYCLE

PS1

FESTIVALS & CELEBRATIONS

CHRISTMAS, MOTHERS' DAY, FATHERS' DAY, EASTER

THIS IS US...

EXPRESS YOURSELF...

THE WORLD WORKS IN
MYSTERIOUS WAYS...

CONTINUOUS & ENHANCED PROVISION

INDOOR & OUTDOOR PROVISION

OUTDOOR LEARNING
FOREST SCHOOL

OUTDOOR LEARNING
BEACH SCHOOL

OUTDOOR LEARNING
SECRET GARDEN

SEASONS

AUTUMN, WINTER, SPRING, SUMMER

LONG TERM INQUIRY: HEALTH & WELL-BEING

RELATIONSHIPS & DIVERSITY

UN RIGHTS OF THE CHILD & GLOBAL SUSTAINABILITY

GROWING, COOKING & LEARNING ABOUT FOOD

FAMILY GROUP TIME

COMMUNICATION, READING/PHONICS, NUMBER, PHYSICAL ACTIVITY, WELSH, RE

ANNUAL CYCLE

SHORT TERM
INQUIRY
Numeracy

SHORT TERM
INQUIRY
*Literature
Study*

SHORT TERM
INQUIRY
Computation

MEDIUM TERM
INQUIRY
HUMANITIES

MEDIUM TERM
INQUIRY
EX. ARTS

MEDIUM TERM
INQUIRY
SCI-TECH

OUTDOOR LEARNING
FOREST SCHOOL

OUTDOOR LEARNING
BEACH SCHOOL

OUTDOOR LEARNING
SECRET GARDEN

INNOVATION/ENTREPRENEURSHIP
ONE EVENT PER YEAR

LONG TERM INQUIRY: HEALTH & WELL-BEING
RELATIONSHIPS, SEXUALITY EDUCATION, DIVERSITY & MENTAL HEALTH
HUMAN RIGHTS & GLOBAL SUSTAINABILITY
GROWING, COOKING & LEARNING ABOUT FOOD

DISCRETE TEACHING
COMMUNICATION, READING/PHONICS, NUMBER, PHYSICAL ACTIVITY, WELSH, RE

Discrete Teaching:

In PS2 and PS3 we teach key skills in discrete learning sessions. These vary in length of time off the sessions depending on the age of the children. We have a key rationale for each area to ensure consistency. This includes a rationale behind formative and summation assessment approaches. What we do?, Why we do it? And who is it for ? The children are taught that they need to develop these key skills to enable them to demonstrate their learning through an inquiry approach.

DISCRETE TEACHING

DISCRETE TEACHING

TALK, READING/PHONICS, NUMBER, PHYSICAL ACTIVITY, WELSH, RE

TALK FOR LEARNING

IBL Thinking Routines
Cooperative Learning

READING/PHONICS

Letters and Sounds
Guided Reading
Book Clubs

NUMBER

Singapore Maths
Mental Maths

PHYSICAL ACTIVITY

PE
Active Start
Forces Fitness

WELSH

Cronfa
Collective Worship

RE

Sacre SoW
Collective Worship



Religion, Values and Ethics:

Religious Education is taught as part of our daily collective workshop. Our approach will be multicultural with a strong emphasis on Christianity. This is planned for in progression steps and conducted through group whole school assemblies, class reflections and a weekly whole school celebration assemblies. Within these learning sessions topical issues and big questions are explored and feedback is collected and shared. We also teach aspect of RE through the Humanities Area of Learning and Experience ensuring that it has relevance and purpose.

Relationships and Sexual Education

Our programme of sex and relationships education is taught with a strong emphasis on relationships and reflects the needs of children as they develop over their progression steps and is based on a stage not age approach. Children in year 5 and 6 have planned and structured puberty talks each term. Parents are notified when this is to take place and may exercise their right to withdraw their child.

Relationships and identity

Sexual health and wellbeing

Empowerment, safety and respect

Phase 1	Phase 2	Phase 3
Practitioners should consider learners' developmental appropriateness for learning in each phase:		
From age 3	From age 7	From age 11

Bilingualism

English is our main language of communication, teaching, learning and assessment at Cadoxton Primary School. However, the school is committed to promoting the aims and aspirations of the Welsh Government in developing Bilingualism. In our school both English and Welsh will be functional languages. We promote oracy, reading and writing in both English and Welsh Second Language in informal and structured situations. Welsh is seen and heard around the school, during school assemblies and concerts, signage and display, lessons and indoor and outdoor activities. We use the Cronfa scheme of work to plan discrete weekly sessions. All classes spend 10 minutes each day – during Cymraeg Cyflym - practising vocabulary appropriate to their age and ability, e.g. greetings, informal conversations, instructions, songs and rhymes, games, etc.

As a school, we therefore aim to:

- Foster positive attitudes in all learners towards bilingualism
- Provide opportunities for all children to hear and use Welsh in all areas of their learning
- Motivate the children to use Welsh naturally, spontaneously and with confidence

Careers and Work Related Experiences:

Local, National and International Contexts:

