

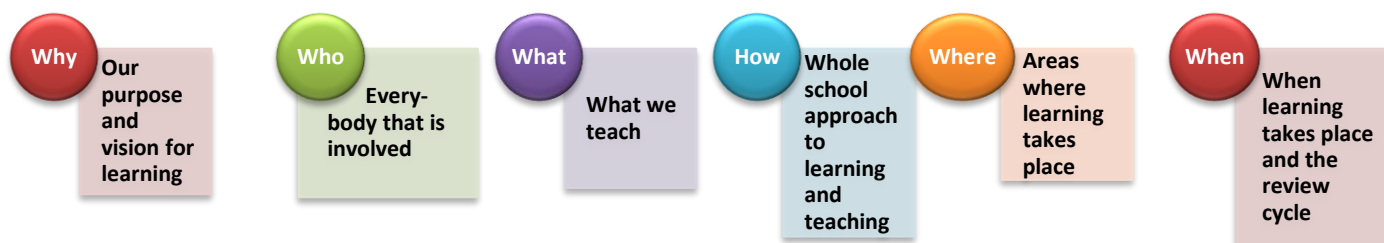
Lakeside Primary School



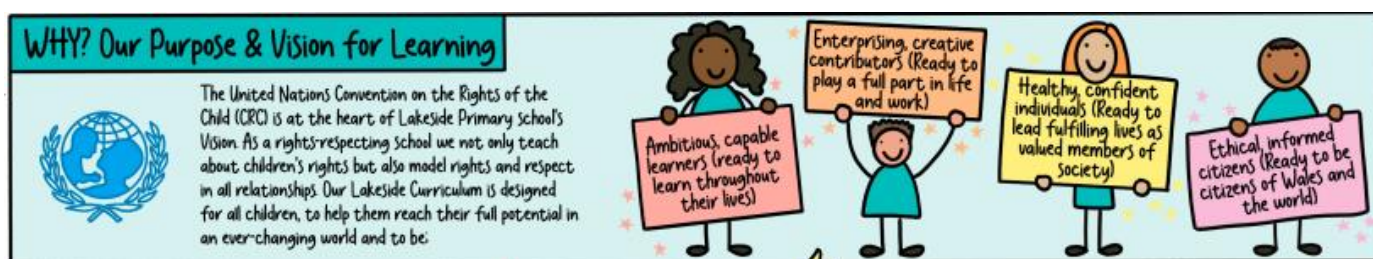
Curriculum Policy

2024

Our school curriculum is defined as everything our learners experience in pursuit of the four purposes. It is not just what we teach but is also how we teach it and importantly, why we teach it. At Lakeside, we have structured our curriculum under 6 headings in order to capture the purpose behind what we do and how we achieve this:



Lakeside – Vision for Education



The United Nations Convention on the Rights of the Child (CRC) is at the heart of Lakeside Primary school's planning, policies, practice and ethos. As a rights-respecting school we not only teach about children's rights but also model rights and respect in all relationships.

“What our children and young people learn during their time at school has never been more important.”
(Donaldson, *Successful Futures*)



SCHOOL VALUES

The school values are promoted and embedded in the daily life of the school. Throughout the school, pupils relate well to each other and show respect for others' ideas and views. They exhibit excellent attitudes to learning, which is a key factor in ensuring they make good progress. Throughout their learning projects, children discuss and debate issues and explore ideas in a climate of mutual respect and trust.



Curriculum Aims

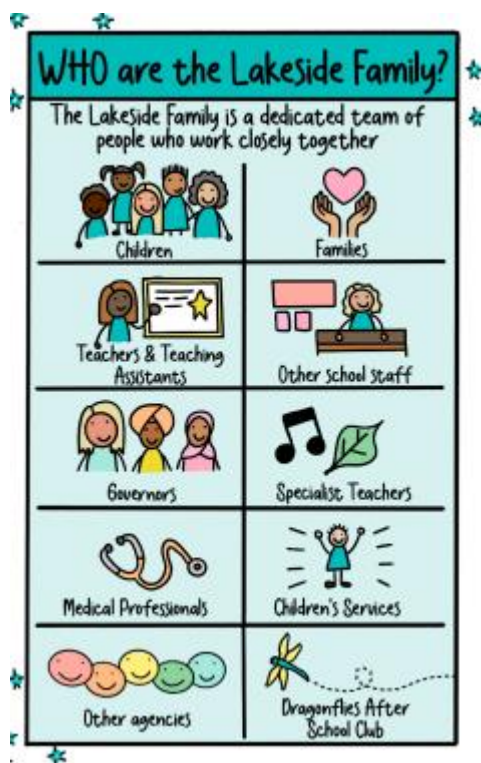
To make our vision a reality for our learners, our curriculum will:

- enable our learners to realise the four purposes and equip them for ongoing learning, work and life;
- build high expectations and enable all learners to achieve their full potential;
- offer a broad and balanced education, which enables our learners to make links between the different areas of learning and experience (Areas) and apply their learning to new situations and to more complex issues;
- support progression along a continuum of learning;
- support our learners' health and well-being, including their mental health and well-being;
- support our learners' development of knowledge that is the foundation of being an informed citizen;
- recognise our learners' identity, language(s), ability and background and the different support they may need given their particular circumstances;
- reflect the diversity of perspectives, values and identities which shape our locality and Wales and develop understanding of the wider world;
- enable our learners to make sense of growing up in contemporary Wales and of issues which will be important in the future, including well-being, sustainable development and citizenship;
- support our learners to critically engage with a range of information and to assess its value and validity;

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- enable our learners to develop an understanding of their rights and the rights of others.
- be built in co-construction with our stakeholders (learners, families, the wider community, our cluster colleagues, governors)

Who does the policy refer to?

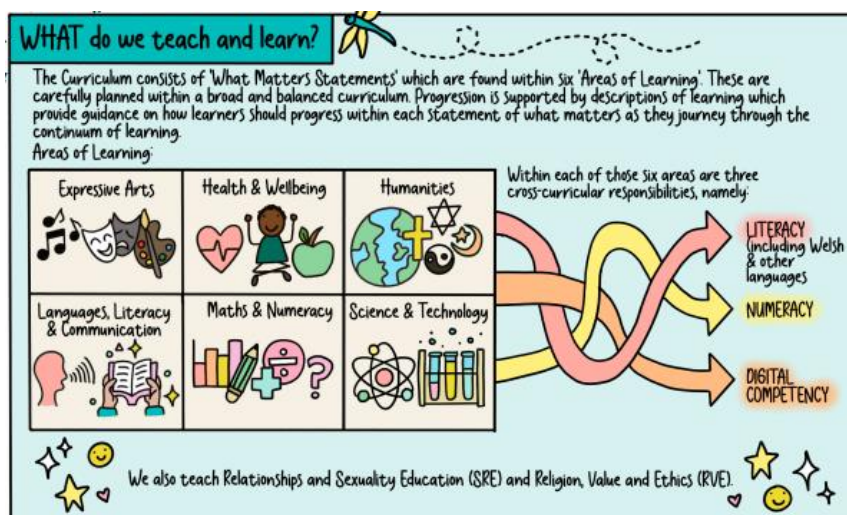


Our school is invested in supporting the very best possible relational health between:

- Parent and child
- Child and child
- Child and school staff
- Parent and school staff
- School staff
- School staff and Senior Leads
- School staff and external agencies
- Multi-agency working

What do we teach and Learn?

The four statements that express what matters in this Area should be addressed holistically. This means that different languages should be explored in relation to one another, so too the skills of listening, speaking, reading and writing. It also means that learning about and through literature should be seen as contributing to all aspects of learning about languages. The statements support and complement one another and together they contribute to realising the four purposes of the curriculum.



Integral Skills:

The four purposes are also underpinned by [integral skills](#) which will be developed through a wide range of teaching and learning within our curriculum.

Creativity and innovation

Our curriculum will be designed in a way that develops our learners' creativity and innovation by providing the space for and the opportunities that support them to:

- be curious and inquisitive, and to generate ideas;
- link and connect disparate experiences, knowledge and skills, and see, explore and justify alternative solutions;
- be able to identify opportunities and communicate their strategies.

This will support our learners to create different types of value.

Critical thinking and problem-solving

Our curriculum will be designed in a way that develops our learners' critical thinking and problem solving by providing the space for and opportunities that support them to:

- ask meaningful questions, and to evaluate information, evidence and situations;
- analyse and justify possible solutions, recognising potential issues and problems;
- become objective in their decision-making, identifying and developing arguments;
- be able to propose solutions which generate different types of value.

Personal effectiveness

Our curriculum will be designed in a way that develops our learners' personal effectiveness by providing the space for and opportunities that support them to:

- develop emotional intelligence and awareness helping them to become confident and independent;
- lead debate and discussions, helping them to become aware of the social, cultural, ethical and legal implications of their arguments;
- evaluate their learning and mistakes, helping them to identify areas for development;
- become responsible and reliable;
- be able to identify and recognise different types of value and then use that value.

Planning and organising

Our curriculum will be designed in a way that develops our learners' planning and organising by providing the space for and opportunities that support them to:

- set goals, make decisions and monitor interim results (where developmentally appropriate);
- reflect and adapt, as well as manage time, people and resources.
- check for accuracy and be able create different types of value.
- develop an appreciation of sustainable development and the challenges facing humanity
- develop awareness of emerging technological advances

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- confidently meet the demands of working in uncertain situations, as changing local, national and global contexts result in new challenges and opportunities for success
- generate creative ideas and to critically evaluate alternatives
- build their resilience and develop strategies which will help them manage their well-being – they should be encountering experiences where they can respond positively in the face of challenge, uncertainty or failure
- learn to work effectively with others, valuing the different contributions they and others make – they should also begin to recognise the limitations of their own work and those of others as they build an understanding of how different people play different roles within a team.

Areas of Learning:

Our school curriculum is designed in a way that ensures learning and teaching that encompasses all six Areas of Learning and Experiences (Areas)

- [Expressive arts](#)
- [Health and well-being](#)
- [Humanities](#)
- [Languages, literacy and communication](#)
- [Mathematics and numeracy](#)
- [Science and technology](#)

All Areas have equal status within our curriculum.

Statements of What Matters:

Our school curriculum provides opportunities for our learners to engage with and develop their understanding of the key concepts within all the [statements of what matter](#).

Expressive Arts WM1 Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.	Expressive Arts WM2 Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.	Expressive Arts WM3 Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.	Humanities WM1 Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.
Humanities WM2 Events and human experiences are complex, and are perceived, interpreted and represented in different ways.	Humanities WM3 Our natural world is diverse and dynamic, influenced by processes and human actions.	Humanities WM4 Human societies are complex and diverse, and shaped by human actions and beliefs.	Humanities WM5 Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.
Health and Well-being WM1 Developing physical health and well-being has lifelong benefits.	Health and Well-being WM2 How we process and respond to our experiences affects our mental health and emotional well-being.	Health and Well-being WM3 Our decision-making impacts on the quality of our lives and the lives of others.	Health and Well-being WM4 How we engage with social influences shapes who we are and affects our health and well-being.
Health and Well-being WM5 Healthy relationships are fundamental to our well-being.	Languages, Literacy and Communication WM1 Languages connect us.	Languages, Literacy and Communication WM2 Understanding languages is key to understanding the world around us.	Languages, Literacy and Communication WM3 Expressing ourselves through languages is key to communication.
Languages, Literacy and Communication WM4 Literature fires imagination and inspires creativity.	Mathematics and Numeracy WM1 The number system is used to represent and compare relationships between numbers and quantities.	Mathematics and Numeracy WM2 Algebra uses symbol systems to express the structure of mathematical relationships.	Mathematics and Numeracy WM3 Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.
Mathematics and Numeracy WM4 Statistics represent data, probability models chance, and both support informed inferences and decisions.	Science and Technology WM1 Being curious and searching for answers is essential to understanding and predicting phenomena.	Science and Technology WM2 Design thinking and engineering offer technical and creative ways to meet society's needs and wants.	Science and Technology WM3 The world around us is full of living things which depend on each other for survival.
Science and Technology WM4 Matter and the way it behaves defines our universe and shapes our lives.	Science and Technology WM5 Forces and energy provide a foundation for understanding our universe.	Science and Technology WM6 Computation is the foundation for our digital world.	

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Our curriculum uses the statements of what matter to guide the selection of all curriculum content. Specifically, they are used to:

- select the range of experiences, knowledge and skills that enable our learners to make sense of the ‘big ideas’ and key principles within each statement
- support our learners’ progression within the ‘big ideas’ and key principles and their ability to be able to develop an increasingly sophisticated understanding and application of the statements of what matter
- allow learners to explore topics and ideas through different lenses – the same concept or idea will be explored through different statements of what matter
- help our learners to make sense of a range of experiences, knowledge and skills within each Area by ensuring that content helps learners to develop a coherent understanding of a range of information.
- At our school, we use the [descriptions of learning](#) as a planning tool to inform the wide range of knowledge, skills and experiences within our curriculum. Our curriculum also uses the descriptions of learning to inform planning for a range of contexts for learning across a progression step to create depth and breadth across our curriculum.
- **Our curriculum does not use the descriptions of learning to create stand-alone tasks, activities, assessment tasks or interim reports to make judgements about our learners’ outcomes at a particular point on the continuum.**

Progression

[Progression](#) in learning is a process of increasing depth, sophistication, engagement and learner control, rather than of covering a body of content. Progression is not linear and different learners are likely to progress in markedly different ways. Progression is at the heart of our curriculum design. When selecting the content of our curriculum and assessment, we use the [principles of progression](#) for each Area to inform our approach to progression

Mandatory Curriculum Elements

Relationships and sexuality education

- Relationships and sexuality education (RSE) within our curriculum is planned using the [RSE Code](#) and is designed in a way that is developmentally appropriate, inclusive and pluralistic. We use ‘Jigsaw’ to teach our RSE lessons and copies of the resources are available in the school office for parents/ carers to view.

Religion, Values and Ethics [\(RVE\)](#)

- Religion, Values and Ethics (RVE) is mandatory for all learners aged 3 – 16 and sits within the Humanities Area of Learning and Experience. Teaching and learning in RVE reflects that the religious traditions in Wales are in the main Christian while taking account of the teaching and practices of the other principal religions represented in Wales. It also reflects the fact that a range of non-religious philosophical convictions are held in Wales.

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- RVE is planned to meet the mandatory requirements of the Humanities AoLE, and to have regard to both the statutory RVE guidance within the Humanities Area, and the Cardiff Locally Agreed Syllabus. There is no right to withdraw from RVE.

Cross-curricular skills

We believe that the [mandatory cross-curricular skills](#) of literacy, numeracy and digital competence are essential for learners to be able to access knowledge. They enable learners to access the breadth of our curriculum, equipping them with the lifelong skills to realise the four purposes. These are skills that can be transferred to the world of work, enabling our learners to adapt and thrive in the modern world.

Our curriculum is designed in a way that enables learners to develop competence and capability in the cross-curricular skills and extend and apply them across all Areas.

Across our curriculum, learners will be given a range of opportunities to:

- develop listening, reading, speaking and writing skills
- be able to use numbers and solve problems in real-life situations
- be confident users of a range of technologies to help them function and communicate effectively and make sense of the world

We will use the [Literacy, Numeracy and Digital Competency Frameworks](#) to guide our approach to the development of the cross-curricular skills.

Cross Cutting Themes

Relationships and sexuality education (RSE)

We believe that all Areas can contribute to learning in RSE. Our curriculum is designed in a way that identifies and makes authentic and meaningful links between learning within a particular Area and learning within the RSE Code.

Human Rights

We believe that learning about human rights empowers our learners as rights-holders. This enables our learners to critically examine their own attitudes and behaviours and to develop skills to be ethically-informed citizens of Wales and the world, who can be advocates for their rights and the rights of others. Our curriculum incorporates opportunities for our learners to:

- learn about human rights by developing their understanding of what human rights are and where those rights have come from including. This includes developing their understanding of the UNCRC and UNCRPD.
- learn through human rights which supports our learners to develop values, attitudes and behaviours that reflect human rights.
- learn for human rights, which motivates them to social action, empowerment of active citizenship and to advance respect for the rights for all.

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- raise awareness of children’s rights and feel confident enough to use their voice.

Diversity

We want our curriculum to recognise and celebrate the diversity that exists within the social groups within our school community, the communities we serve and society as a whole. We want our learners to be aware of the characteristics of others and treat others with compassion, empathy, understanding and equity, regardless of those characteristics. As our learners progress in our curriculum, they will become increasingly aware of a range of specific characteristics which can define our identity, including sex, gender, race, religion, age, disability and sexuality.

Our curriculum incorporates opportunities for our learners to:

- develop empathy and compassion for others
- celebrate diverse backgrounds, values and characteristics
- develop their own values and sense of identity
- develop understanding of people with different beliefs and perspectives
- challenge stereotypes

Careers and work-related experiences (CWRE)

We believe that learning about CWRE is fundamental to developing skills for work and life.

Our curriculum incorporates opportunities for CWRE that inspires our learners to:

- develop an understanding of the purpose of work in life, both for themselves and for society as a whole
- become increasingly aware of the range of opportunities available to them, broadening their horizons
- develop the attitudes and behaviours required to overcome barriers to employability, career management and lifelong learning
- appreciate the increasing range of opportunities in the workplace where an ability to communicate in Welsh is important
- explore opportunities through a variety of meaningful experiences in learning, work and entrepreneurship
- develop resilience and the ability to be adaptable in response to the challenges, choices and responsibilities of work and life

Local, national and international contexts

Local, national and international contexts provide key perspectives for our learners and are important in supporting them to realise the [four purposes](#).

Our curriculum incorporates opportunities for learners to:

- develop learning through a range of places and events of significance
- make links with the local community and organisations
- learn about the contributions and experiences of different individuals that shape each context
- learn about cultural diversity, values, histories and traditions that shape each context

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- understand different identities, histories, cultures, perspectives and values that shape communities and societies
- recognise and engage with factors, influences and impacts (including economic, social and environmental impacts) locally, nationally and internationally
- develop an authentic sense of cynefin, building knowledge of different cultures and histories, allowing them to develop a strong sense of individual identity and understanding how this is connected to and shaped by wider influences
- draw on the stories and distinctiveness of our school’s local surroundings
- understand their role as citizens and the structures of government which affect them in each context
- explore, critically analyse and respond to contemporary issues and challenges affecting their lives and the lives of others through each context
- understand sustainable development, the challenges the environment and society face and how they can engage with and make a difference on these issues supporting sustainable citizenship
- understand contemporary Wales, providing opportunities to reflect, understand and analyse contemporary society and their engagement with it
- recognise Wales’ diverse linguistic heritage and culture, and its connections with the rest of the world
- recognise how our languages unlock knowledge about our literature, geography, history and their links beyond Wales
- recognise the links between local, national and international contexts, understanding how they constantly influence each other
- use critical analysis in each context, recognising both positive and challenging aspects within each

A Curriculum accessible to all

Through the design of our curriculum, we ensure it:

- is suitable for each learner’s age, ability and aptitude
- takes account of each learner’s additional learning needs (ALN), if any
- secures broad and balanced learning and teaching for each learner
- make arrangements for assessing the ability and aptitude of learners in respect of the relevant curriculum, on entry to a school or setting, to identify the next steps in their progression and the learning and teaching needed to support that progress.

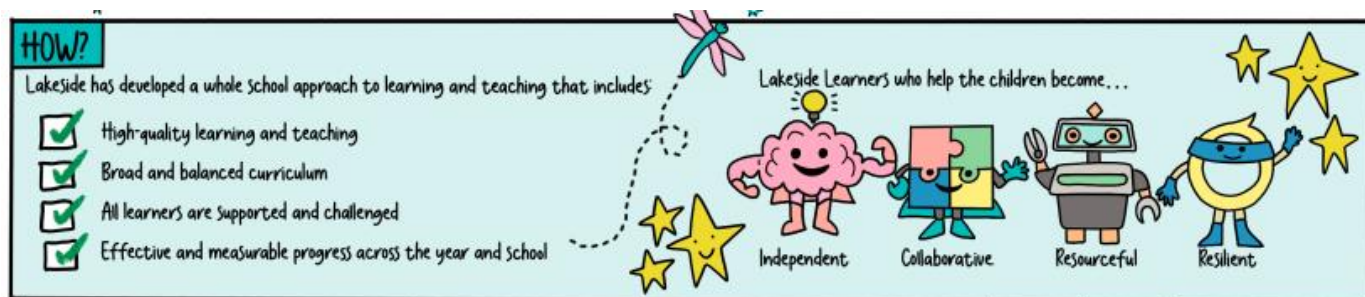
In Lakeside we value each child as a unique individual. We understand that every child has their own needs, and this is reflected through our inclusive curriculum, practice and vision. We understand that a child’s wellbeing is paramount and emotional needs must be met before a child is able to learn. Our inclusive approach is based on early identification, a multi-agency approach and ensuring that the child and their family remains at the centre of all decisions. We embody the UNCRC and UNCRDisabilities to ensure that every child has their right to an Education.

Cynefin

Our curriculum will instil our learners with pride and passion in themselves, our school community, the wider community and Wales. Our curriculum will allow our learners to explore and understand the different identities, landscapes and histories that all come together locally and nationally to form their ‘Cynefin’. This

will allow our learners to develop their own sense of identity and to understand the identities of others and make connections with people, histories and landscapes elsewhere in Wales and internationally.

How? – Learning and Teaching Approach



How do we teach?

Throughout the implementation of the new curriculum, at Lakeside, we have remained focused what high-quality learning and teaching looks like under the new framework. Leaders adapted their previous 'Excellent Teaching Strategies' which were well embedded and established. Through effective professional development, and regular, focused INSET sessions this enables a continuous focus on high quality learning and teaching throughout the school.

The school ensures effective support and challenge for all pupils through skilful planning and tailors learning through use of scaffolding where needed, thereby allowing pupils to access work at an appropriate and challenging level that is suitable for them. Teaching Assistants are deployed effectively, and they ably support children's learning through a combination of individual and small group interventions alongside time spent supporting children in class.

Pupils learning is recorded in a variety of ways, including books, Google Classroom and SeeSaw, where children ably share with others including visitors and staff. Pupils respond enthusiastically to feedback, including oral feedback, written feedback and during discussion points (pitstop plenaries) throughout lessons with staff and peers.

Our Lakeside Learners were developed following a piece of pupil voice work and is now an embedded part of children's learning. The characters support children in becoming life-long learners who are resilient and resourceful and are able to work both collaborative and independently as the need required. Listening to learners has shown that children articulate their learning attributes well through the characters and how they support their learning.

We are very proud to be a Thrive School, which recognises our commitment to providing the highest quality emotional health and wellbeing provision for our learners. We are passionate about THRIVE approaches and have benefitted from learning about recent advances in neuroscience, attachment theory and child development. We have a dedicated Thrive practitioner who works across the whole school and supports individuals and groups and is available for checks ins.

Assessment

Assessment is an integral part of teaching and learning and plays a fundamental role in enabling our learners to make progress. For assessment to be effective, we recognise that partnerships between our practitioners, our learners and parents and carers are important.

Progression in learning is a process of increasing depth, sophistication, engagement and learner control, rather than of covering a body of content. Progression is not linear and different learners are likely to progress in markedly different ways. Assessment planning and practice, built into the curriculum and classroom practice, should recognise this and allow for a variety of diversions, stops and variations in pace in a learner's journey.

We will assess all learners across the 3 to 16 continuum based on the progression articulated in our curriculum, against planned learning intentions.

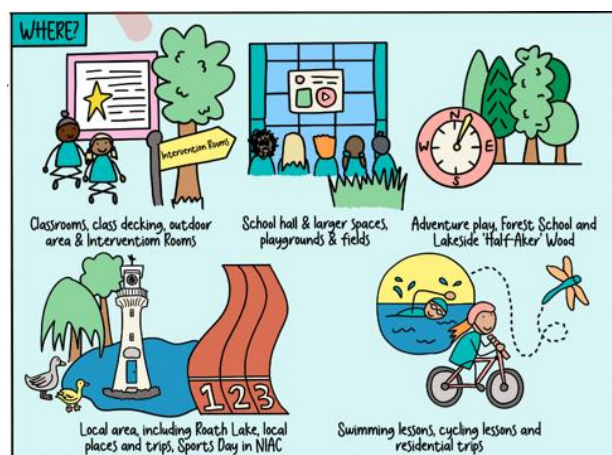
Link to Welsh Government supporting guidance: [Assessing learner progress.pdf \(gov.wales\)](#)

Transition

In accordance with the [2022 Transition Regulations](#) our transition plan covers the following matters:

- proposals for managing and co-ordinating the transition of learners from feeder primary schools to the secondary school
- proposals for how continuity of learning will be achieved through curriculum design and planning for learning and teaching for learners in Year 6 transitioning to Year 7
- proposals for how each individual learner's progression will be supported as they transition from primary school to secondary school
- proposals for how the learning needs and the well-being of each individual learner will be supported as they transition from primary school to secondary school
- proposals for reviewing and monitoring the impact of the transition plan in respect of how it has helped:
 - achieve continuity of learning
 - support individual learner progression

Where?



Lakeside opened in 1963 and has had a number of developments over the years. Classrooms and learning spaces are effective areas for children to learn.

We are lucky to have extensive grounds on the site with 2 football pitches, a large field and 3 playground areas.

We ensure that children experience purposeful and authentic learning in a variety of ways and places across the whole school setting, and beyond, including trips, visitors and visits.

ROLES, RESPONSIBILITIES & EXPECTATIONS

Senior Leaders should:

- Identify the school's particular curriculum and assessment needs, consider the possibilities and come to decisions about the organisation of the whole curriculum and the planning of learning pathways to suit the needs of individual learners
- Identify opportunities for and facilitate the sharing of good practice within and beyond the school
- Monitor the range of teaching and learning activities, ensuring that approaches are fully integrated;
- Review and update teaching pedagogy through the provision of appropriate training (CPD)
- Organise and disseminate whole-school training
- Evaluate the impact of professional learning on raising standards for all learners
- Monitor, evaluate and report to governors, when necessary, on the progress made by learners throughout the school and impact of actions aimed at further improving the achievements made by pupils

Teachers are expected to

- To plan, teach and assess within the Curriculum for Wales (2022)
- Understand the importance of knowledge, skills and experiences in relation to raising standards of work across the curriculum
- Identify opportunities to develop and apply skills within subjects and across the curriculum
- Monitor and evaluate the impact of these approaches

Governors should:

- Be fully aware of the Curriculum for Wales (2022)
- Appoint a Governor with a specific responsibility for the school curriculum
- Be aware of the strategies and resources used to promote the effective implementation of Curriculum for Wales (2022)
- Attend some of the whole school training devoted to curriculum development
- Be provided with opportunities to observe good practice in the delivery of the curriculum across the school

Parents/Guardians should:

- Promote a positive attitude and approach to learning and the new curriculum
- Be aware of the strategies and resources used to support their children's learning and development
- Share any worries around their Children's education and development with staff and work together to support their child

Monitoring and Review of the Policy

It is the responsibility of the governing body and headteacher to keep the curriculum and assessment arrangements under review, revising them if they no longer comply with our curriculum policy.

Related Policies

- Curriculum Statement
- RVE [supporting materials](#) and guidance on CSC Knowledge Bank
- RSE guidance and [supporting materials](#) on CSC Knowledge Bank
- Diversity [supporting materials](#) on CSC Knowledge Bank
- CWRE [supporting materials](#) on CSC Knowledge Bank
- Assessment and progression [supporting materials](#) on CSC Knowledge Bank
- Curriculum summary [guidance](#) on CSC Knowledge Bank

Date	Review Date	Leader
January 2024	January 2027	Rachel Mitchell / Vicky Burgin

Chair of Governors:	<i>Nick Alexander</i>	Date:	24/1/24
Headteacher:	<i>R. Mitchell</i>		24/1/24