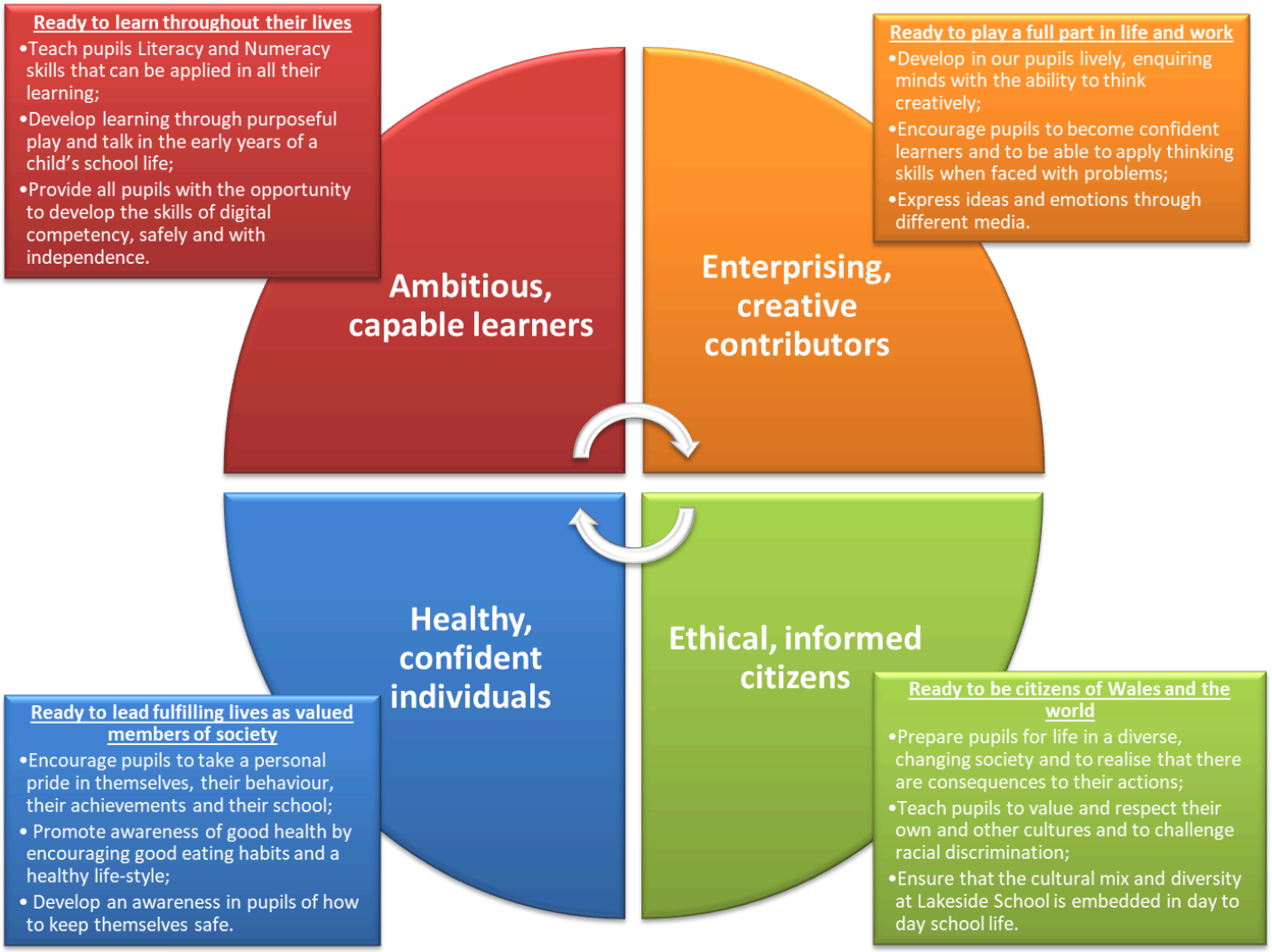
Our School Vision

Living and Learning Together



School Values

Respect Ourselves



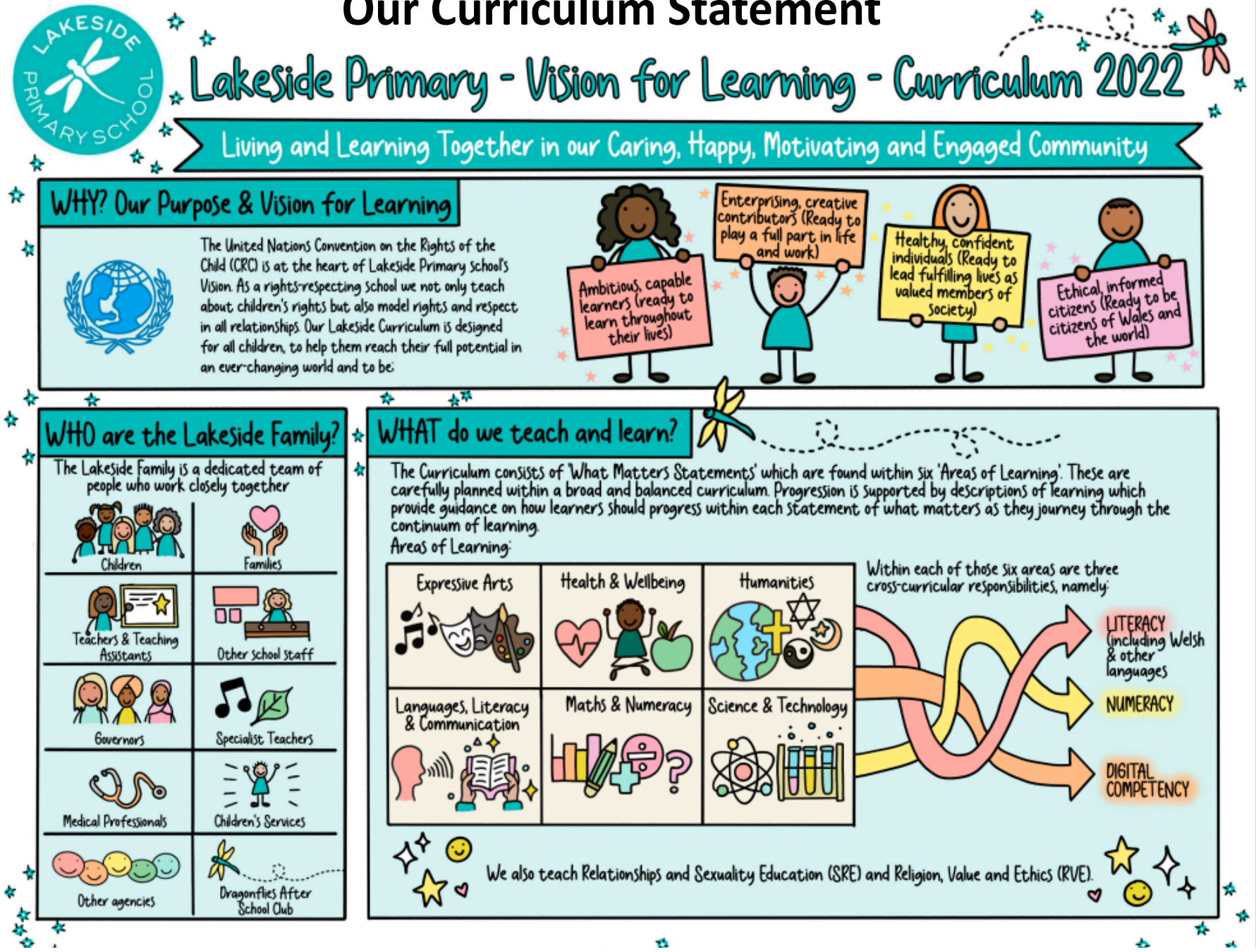
Respect Our World



Respect Our Community



Our Curriculum Statement

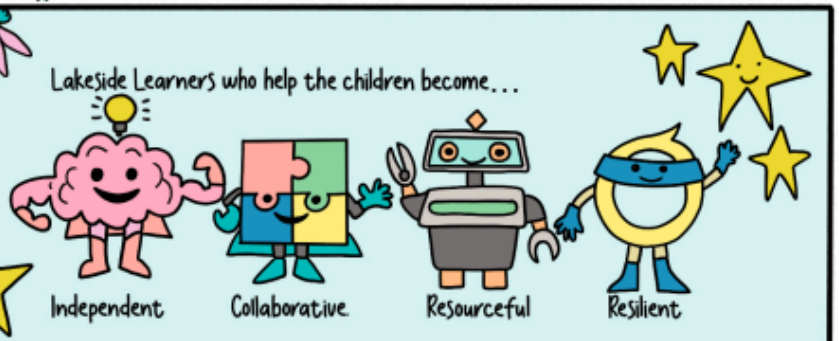


HOW?

Lakeside has developed a whole school approach to learning and teaching that includes:

- ☑ High-quality learning and teaching
- ☑ Broad and balanced curriculum
- ☑ All learners are supported and challenged
- ☑ Effective and measurable progress across the year and school

Lakeside Learners who help the children become...



WHERE?



Classrooms, class decking, outdoor area & Interventiom Rooms



School hall & larger spaces, playgrounds & fields



Adventure play, Forest School and Lakeside 'Half-Aker' Wood



Local area, including Roath Lake, local places and trips, Sports Day in NIAC



Swimming lessons, cycling lessons and residential trips

WHEN?

Teachers in Lakeside have been designing our new curriculum for a few years. It will support children to have authentic experiences with real life meaning and help them connect to the world around them



As the curriculum develops, we will review the progress the children are making and will be making amendments and changes as part of our School Improvement Plan.

Sketchnote by Beth www.work-with-beth.com workwithbeth

How have we identified our SIP priorities?

- There will be 3 SIP priorities, these have been identified as a result of our monitoring:
  - Curriculum Evaluation meetings (Listening to Teachers)
  - Staff evaluations and SIP evaluations
  - Learning Walks, which includes book looks and listening to learners
  - Listening to learners
  - Discussions with governors and Challenge Advisor
  - Cluster work and CLIP focus
  - WG and National priorities
  - Estyn school recommendations and their Annual Report
- AOLEs that are not part of the SIP will have their own maintenance plan
- Every staff member will be responsible for helping to drive improvement in one of the AoLEs and play a key role in the SIP as part of a Drive Team

Each SIP Priority is broken down into 4 success criteria, which will evaluated termly in our progress reports

- Progress of Learners = impact on pupils / what difference have we made to pupils?
- Provision = what pupils experience
- Professional Learning = staff knowledge and practice / what do staff know and do / how well?
- Leadership = monitoring, evaluation and strategic implementation

SIP Priorities 2026-27

1) Language, literacy and Communication	
Raising Standards in Reading, Phonics and Spelling Through a Consistent WholeSchool Approach	**What it looks like for the children, staff and leaders** ● Children spell with increasing accuracy through the effective application of phonics, spelling strategies and prior learning. ● All staff consistently implement Monster Phonics and Superhero Spelling and apply professional learning to improve outcomes for learners. ● Leaders actively monitor, evaluate and support the implementation of Monster Phonics and Superhero Spelling to ensure a consistent whole-school approach.
2) Humanities	
Strengthening Curriculum Evaluation and Development in Humanities and Religion, Values and Ethics (RVE)	**What it looks like for the children, staff and leaders** ● Children develop a deeper understanding of Humanities and RVE through engaging, enquiry-based learning that builds progressively on prior knowledge and skills. ● All staff contribute to the evaluation and development of the Humanities and RVE curriculum and embed agreed approaches within their practice ● Leaders monitor, evaluate and refine the Humanities and RVE curriculum to ensure it reflects the principles of Curriculum for Wales and meets the needs of our multi-cultural school
3) Learning Environments and Independent Learning	
Enhancing Learning Environments, and Learner Independence to Support High-Quality Learning Experiences, including the outdoors. ○ **Froebel-informed environments and provision in the FP** ○ **PPA-led outdoor learning and orienteering as a vehicle for developing independence in KS2**	**What it looks like for the children, staff and leaders** ● Children make purposeful choices, lead aspects of their learning and demonstrate increasing independence in both indoor and outdoor environments **(engaging experiences)** ● All staff design and utilise stimulating indoor and outdoor learning environments, particularly in the Foundation Phase, to support independence, curiosity and pupil ownership of learning **(enabling adults)** ● Leaders actively monitor and support the development of learning environments and outdoor learning opportunities, ensuring high-quality Foundation Phase provision and progressive experiences that develop learner independence in KS2 **(effective environments)**