

# Ysgol Llanbedrog



# Parents' Handbook 2016-17



[www.ysgollanbedrog.cymru](http://www.ysgollanbedrog.cymru)

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**HEADTEACHER - Mrs Manon Haf Owen B.A.**

Dear Parents,

This handbook was produced to offer some information about the school to parents, pupils and prospective parents and pupils.

The school is a happy and caring community, where an effort is made to promote the spiritual and moral development of the children. We place an emphasis on fostering a close link with every family and operate a policy of responding to problems or difficulties through discussion with parents. Our aim is to create an environment and atmosphere whereby pupils may grow, develop and mature into confident individuals who are aware of the welfare of others and who are responsible members of society, as well as offering an education of the highest possible quality that reflects the requirements of the Welsh Government, Authority, society and the individual.

At Ysgol Llanbedrog, we aim to provide opportunities for children to widen their interests and become aware of the surrounding world. This will enable them to develop into dependable, confident, rounded and complete individuals. We endeavour to sustain a happy environment that nurtures lively, enthusiastic and inquisitive children who not only have confidence in their own ability but who also realise the importance of being considerate to those around them. After all, happy children make better learners.

The progress of the children's educational development is closely monitored in order to be able to provide additional support and encouragement when required. We believe that children learn best when the home and school work together. Education is a partnership between the school and parents for the benefit of the children. The influence and support of parents and extended family are invaluable to your child's social and educational development. We look forward to working with you.

This handbook does not claim to be all-encompassing, and it is possible that unforeseen changes may take place. I hope that you will regard the handbook as a useful guide.

Yours sincerely,

Manon Haf Owen

### SCHOOL STAFF

The school staff all work to ensure that the pupils are able to have the best possible experiences in their school life. Here is a list of the staff forming our friendly team here at Ysgol Llanbedrog:

Headteacher/Years 5 and 6 Teacher	Mrs Manon Haf Owen
Years 3 and 4 Teacher	Mrs Gwyneth Lloyd Jones
Foundation Phase Teacher	Mrs Sian Angharad Elfryn
Foundation Phase (and KS2) Teacher	Miss Catrin Elaine Evans
Foundation Phase Assistant/Learning Promoter	Mrs Lyn Davies
Foundation Phase Assistant	Mrs Mair Jones
SEN Assistant (30 hours)	Mrs Caroline Williams
SEN Assistant (22.5 hours)	Mrs Paula Owen
SEN Assistant (15 hours)	Miss Megan Parry
Cook	Mrs Susan Pritchard
Dinner Money Clerk	Mrs Mair Jones
Breakfast Club and Lunch-time Supervisor	Miss Iona Squires
Lunch-time Supervisor	Mrs Rosemary Roberts
Senior Lunch-time Supervisors	The Teacher/Assistant on Duty
Caretaker	Mr Chris Pritchard

### SCHOOL STAFF

The Governing Body works with the staff and Local Authority to help the school provide the best possible education for all the children. A meeting of the full Body is held at least once a term and the sub-panels meet regularly. Because the role of governors is increasing and becoming more and more complex every year, relevant training is attended and they visit the school to watch, discuss and evaluate various aspects of the school's life. An Annual Report to Parents is presented during the autumn term and parents are offered up to three meetings a year.

<b>NAME</b>	<b>OFFICE</b>	<b>REPRESENTING</b>
Mr Carwyn Evans	Chairperson	Parents
Mr Andrew Parry	Vice-chairperson	Parents
Mr James Evans		Co-opted
Ms Helen Whitney		Parents
Mrs Greta Hughes		Community Council
Ms Falmai Squires		Community Council
Cllr Angela Russell		LEA
Mr Ian Goronwy Williams		LEA
Mrs Gwyneth Lloyd Jones		Teachers
Mrs Manon Haf Owen		Headteacher (co-opted)
Mr Iwan Hughes	Clerk	

The Chairperson can be contacted via the Headteacher at the school.

## SCHOOL ORGANISATION

Ysgol Llanbedrog is a day, bilingual, co-educational primary school.

There are four classes in the school this year and they are taught as follows:

**Nursery Year/Reception** - Miss Catrin Elain Evans

**Reception, Years 1 and 2** - Miss Nia Tecwyn Jones

**Years 3 and 4** - Mrs Gwyneth Jones

**Years 5 and 6** - Mrs Manon Haf Owen

### Admission Policy

Children are admitted on a full-time basis in September following their fourth birthday and for two hours a morning in September following their third birthday. This complies with the LEA's policy. Any parent who wishes their child to be admitted to the school should contact the Education Department in Caernarfon, asking for Owain Dewi Hughes, Information Officer, Education, Gwynedd Council, Caernarfon, Gwynedd. The telephone number is 01286 679904.

### Teaching Hours

Teaching hours are 24 hours per week for full-time pupils, and 10 hours for Nursery children.

**Morning sessions** are between 9.00 a.m. - 12.00 noon

(9.00 a.m. - 11.00 a.m. for the Nursery children)

**Afternoon sessions** are between 12.45 p.m. (KS2) 1.00 (FP) - 3.15 p.m.

\* We wish to remind you that children should not arrive at school before 8.50 a.m. unless they are attending the Breakfast Club.

\* The children should arrive at school punctually. They will be registered as 'late' if they arrive after 9.00 a.m. and they will miss the start of the lessons.

\* Children are not allowed to leave school grounds without permission and without an accompanying adult.

\* Once a child is handed over to a parent/guardian, the responsibility for the child transfers to that person.

\* The teachers are officially responsible for every child 10 minutes before and 10 minutes after school hours, i.e. 8.50 a.m. - 3.40 p.m.

### Playtimes

Playtimes usually take place between 10.30 and 10.50 a.m., and 2.05 and 2.20 p.m. and there is an opportunity to play at lunch-time too. Children play on the playground or playing field, depending on the weather. During rainy playtimes, pupils remain in their classrooms, but are still given a break from their work.

Every morning, the School Council's **Fruit Shop** will be open and the children may buy a fruit for 20p or bring their own fruit to eat during morning break. Sweets, chocolate and crisps are not allowed, nor are drinks other than water in line with the guidelines of Gwynedd Healthy Schools and the Welsh Government's 'Blas am Oes' (Appetite for Life).

Children have the opportunity to receive **milk** to drink during the morning break. This is free for the Foundation Phase but 50p per week for KS2 children, payable on Mondays.

### Going Home Time

Please remember to inform the school, and your child, if there are any changes to the usual arrangements for picking children up from school. If families break up, and one of the parents gets custody of the children, it is important that we are informed of the arrangements, so as to avoid an unpleasant situation.



### **CHILD PROTECTION AND SAFEGUARDING**

As part of the child protection procedure, every staff member has a responsibility to recognize signs of possible mistreatment or neglect, and refer their concerns on to the named responsible contacts. Contact should be made with the head if there is any concern. If the child protection allegations are related to the head, one of the other designated persons should be contacted.

The responsible person for child protection this school is Mrs Manon Haf Owen. Other contacts are: Mr Carwyn Evans (designated governor)  
Mr Ffion Rhisiart (01286 679007) (Safeguarding Children's Officer)  
Children's Referrals Team, Social Services [CyferiadauPlant@gwynedd.gov.uk](mailto:CyferiadauPlant@gwynedd.gov.uk) (01758 704455).

### **ACCIDENTS AND MEDICATION**

Any child who is taken ill or who suffers an accident at school will be taken care of and comforted. If our first aiders deem it necessary, we will contact you and ask you to collect your child. For this reason, it is essential that the school is kept informed of any changes to your contact details and of any specific medical needs your child has. Records of accidents are kept on file, and an accident slip sent to the home to explain what has happened. In emergencies, where a parent cannot be contacted, the Headteacher will take the appropriate action. Members of school staff have received appropriate First Aid training.

Should your child require medication during the school day, please contact the Headteacher. Teachers cannot administer medicine/tablets to any child unless the necessary forms have been completed.

### **HEALTH AND SAFETY AND WELFARE ARRANGEMENTS**

The school's priority is the safety of its pupils, staff and visitors. The governors ensure the safety of the school building and property. We have a number of detailed policies concerning this and we follow Gwynedd Council guidelines. Risk assessments are completed to ensure that the school's activities are as safe as possible. The governors' Premises Panel and Council's Buildings Officers conduct a regular inspection of the buildings in terms of condition and safety.



We have a system to allow visitors access to school and a policy of supervision which complies with the requirements. The children's safety gets priority.

A fire drill is held every term.

### **BREAKFAST CLUB**

There is an opportunity for every child at the school to be part of our Breakfast Club which is held in the school hall. This means that your child can come to school any time between 8.10 and 8.50 a.m. for breakfast consisting of fruit juice, cereal and toast. The Breakfast Club is open every school day and is free of charge. If you wish your child to be part of this club, contact the school for more information and for a registration form.

### **SCHOOL UNIFORM - orders to be placed at Llŷn Sports**

The school has an official school uniform, but children are not compelled to wear this. However, it is felt that a school uniform fosters pride in the school as well as a sense of belonging and we encourage everyone to wear it.

<b>Girls</b>	<b>Boys</b>
White or red polo shirt	White or red polo shirt
Red jumper, cardigan or hoody	Red jumper or hoody
Dark skirt/trousers	Dark trousers/shorts
Red and white summer dress	

- \* To avoid a mix-up with clothes, it is essential that children's names are clearly labelled on each item of clothing.
- \* Every child should have plimsolls, shorts and a T-shirt for physical education. For reasons of hygiene, they should not wear these clothes to come to school in the morning, but should change into them for the lesson and then change back into their usual clothes at the end of the session.
- \* If the children wish to wear earrings, please ensure that they only wear the stud type.
- \* We expect children with long hair to tie their hair back for reasons of safety and cleanliness.

### **SCHOOL DINNERS**

The school provides tasty and healthy school meals for our pupils every day. The current cost of a school dinner is £2.30 per day, £11.50. Dinner money is collected on Mondays. The cash or cheque should be placed in the appropriate envelope and cheques made payable to 'Gwynedd Council'. Free school meals are available for every child from families who receive Income Support or Job Seekers Allowance. The form needed to apply for this is available from the Council. All school meals data is collected by the LEA.

Some children prefer to bring their own lunch to school. Being part of the Gwynedd Healthy Schools scheme, our wish is to see lunchboxes containing healthy food, and no fizzy drinks or sweets.

All pupils eat their dinners in the school hall at mid-day.

### **HEALTHY LIVING**

The school follows the government's most recent guidelines on healthy living (September 2013). More details are given in our school policy.

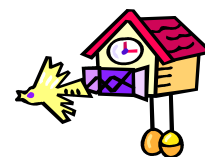


## ATTENDANCE AND ABSENCE

The school has a statutory duty to keep a detailed record for every pupil's absence. The parents are asked to contact us before 9.00 a.m. (by phone or e-mail) if their child is not coming to school, so as to ensure the safety of all children in our care, and so that we are aware of the reason for the child's absence. If a child is not present for a session, he/she will be marked as absent. In accordance with Government's requirements, every school must classify absences in one of two ways: **authorised** or **unauthorised**.

\* **Authorised absences** usually include illness or medical appointments.

\* Any unexplained absences are recorded as being **unauthorised**.



Information about the school's attendance is recorded electronically by the LEA. Education Welfare Officers may visit the homes of any parents whose child's attendance figures are of concern to the school and LEA.

It is possible to grant up to ten school days per year for family holidays if truly necessary although this will disrupt your child's education. This application must be made in writing to the Governors through the head teacher.

**School Attendance 2015-16**  
Attendance = 93.3%      Authorised absence = 6.4%      Unauthorised absence = 0.2%

The governors' attendance target is 95.5%

## PASTORAL CARE

School	Family (group of similar schools)	LEA	Wales
93.3%	94.7%	95%	95%

Every child is placed in the care of a particular teacher but all members of staff endeavour to protect the well-being of every pupil. This school encourages children to be self-disciplined, to act responsibly and show respect towards others. We trust that we can rely on parents to support us in this respect. The guidelines of the Education Department and Government clearly state that schools have an important role to play to protect children from abuse. It is our responsibility to express any concern about a child to the Education Welfare Officer and Social Services.

The school has policies for Reasonable Force, Behaviour, Child Protection and Anti-bullying.

## COLLECTIVE WORSHIP

In accordance with statutory requirements, pupils take part in a daily act of worship (to reflect and thank), in a whole-school assembly. This school is not directly or formally connected to any religious affiliation. The worship will be led by teachers or by visitors such as our local Vicar. Arrangements can be made for children whose parents do not wish them to attend religious services or similar studies, by writing a letter to the head teacher. A copy of the school's policy is available should you wish to see it.

## THE LANGUAGE SITUATION

It is our belief that all children at the school are entitled to become bilingual citizens. We respect every pupil's mother tongue and we seek to encourage them to become proficient in their second language, be it Welsh or English. The language aims at this school are in accordance with the aims of the LEA's Bilingualism Policy. The policy is implemented through:

- ensuring in the nursery/reception class, through appropriate and sensitive nursery provision and organisation, that every child receives a thorough grounding in Welsh so as to enable him/her to achieve the aim of full bilingualism in due course.
- in years one and two, building on the foundations laid for Welsh during nursery education, consolidating and developing the Welsh learner's mother tongue and extending a child from a Welsh-speaking home's grasp of English.
- at Key Stage 2, consolidating and developing the Welsh and English of every child in all their passive and active aspects so as to ensure that he/she can fluently and confidently speak, read and write in both languages when transferring to secondary school.

The language of communication at this school is Welsh. It is used:

- in the school's day-to-day administration
- as the occasional language (outside lessons)
- as the language used in morning assemblies .

The principal teaching medium is Welsh - in presentation and recording - across the curriculum. English is gradually introduced during the Foundation Phase and its use is consistently increased throughout Key Stage 2 for presentational and recording purposes so that every child will be able to confidently use the language.

Ysgol Llanbedrog is a naturally Welsh-language school and the staff and pupils strive to retain the school's Welsh ethos and atmosphere. Those of you whose children are encountering a bilingual situation for the first time should not feel under threat nor feel that you don't belong. Maybe you don't speak Welsh, although many parents decide to learn the language, but we hope that you will respect the linguistic environment that exists here, an environment that enriches the children's learning experiences so much in every respect. We respect your right to use the language of your choice, and to this purpose, you will receive bilingual correspondence from the school.

When **latecomers**, from Year 2 forward, come to the school, i.e. a child who does not speak Welsh at all, they are offered an intensive one-term course at the Language Unit in Llangybi. Also, at times, children may attend for language improvement and developing fluency. There, the children will form part of a small learning group and will be taught by specialists in teaching Welsh as a second language. During the term, they will follow the usual school curriculum as well as learning Welsh. The children are taken to the centre free of charge.

Like every other school in Gwynedd, we follow the principles of the Gwynedd Language Charter which promotes the natural use of Welsh in every part of school life.





## THE HOME AND SCHOOL

This school believes that a happy and open partnership between the school and home is essential. Only through co-operation between the home and school can we help every child to make the best of his/her abilities and resources. We will be asking parents and children, as well as the Headteacher, to sign a **Home/School Agreement** which notes the responsibilities and duties of the school, parents and child, to ensure the best possible education for every child as well as fair play and an opportunity to succeed.

We believe that it is vital that you feel that you can discuss various matters with the Headteacher and class teachers, at a time which is convenient to you and us. In fact, you are encouraged to get in touch to make an appointment. Class teachers cannot discuss the pupils' work with parents without arranging this in advance with the Headteacher.

As well as visiting the school individually, parents also have formal opportunities three times a year to see the work that is being done at the school. Parents will receive a full report at the end of the summer term in order to inform them of their children's progress during the year.

Because your views and opinions are important to us, we occasionally circulate questionnaires to receive more formal feedback from you, and will then share the findings with you.

### Transferring Information to Parents

Information on forthcoming events is included in regular newsletters, and there will be times when we will send information by letter to inform parents of events at the school. We kindly ask that you read all correspondence carefully.

Our **School Website** contains relevant information for parents and information is shared through **Twitter** (Ysgol Llanbedrog). We are also part of the parents' texting scheme, **Teachers2Parents**, which is a convenient way of sharing messages.

### Cyfeillion Ysgol Llanbedrog

A parent/teacher association, called Cyfeillion Ysgol Llanbedrog, has been in existence at the school for a number of years.

The Friends' Annual Meeting is held in September, shortly after the beginning of the school year. Everyone connected with the school is welcome to join this association. The association's aim is to purchase resources that will develop, reinforce and promote the children's education, and intensify the relationship that exists between staff, parents and everyone else involved with the school.

We are very grateful to the Friends for their commitment and generosity during the year. Every child at Ysgol Llanbedrog benefits from their hard work.

### Documentation

You are entitled, if you wish, to apply to the school to take a look at a number of documents such as the Policies of the Education Authority, the Governing Body's Curricular Policies and Aims, Estyn reports on the school, syllabuses and schemes of work and the annual report to parents.

## HOMEWORK

### Introduction

The school's Homework Policy provides guidelines on setting, completing and responding to homework. It is hoped, through co-operation with parents, that homework will help raise educational standards and enrich the curriculum. The teacher will ensure that the work is varied, within the child's ability, yet challenging and interesting.

### The need for homework

Homework is a way of ensuring that a child fosters the confidence to work independently outside the class/school situation. It often reinforces the work done in the classroom. It is an opportunity for parents to take an active part in their children's education and is a way of expanding the children's curriculum.

### Setting and returning homework

The day on which homework is set will vary from class to class, according to the teacher's judgement and the events of the week. A specific day will be designated for the return of the homework and it is expected that every child will adhere to this day. The teachers ensure that sufficient time is given to complete the work. If homework is late, the child should bring a note giving a valid reason for this. A record will be kept at school.



### Responding to homework

The teachers' response to homework varies according to the work set and the information gathered, e.g. a test - spelling or times tables, marking written work or conducting a discussion in class.

### The standard of the homework

All homework should reflect every child's best effort. Untidy and rushed work will not be accepted. A teacher may ask the child to re-do the work until the standard is acceptable.

### Parents

Parents are expected to provide the children with support and encouragement to do the best possible work. It should be ensured that it is the child's work that is submitted! Parents are encouraged to contact the school if any difficulties arise.

From time to time, the teacher may ask the child to do additional work in order to eliminate a weakness or to focus on a particular aspect of the work. It is hoped to obtain the full co-operation of the home and its encouragement for the child to do the work. All children will be expected to attempt the tasks to the best of their ability.

## READING AT HOME

We are of the opinion that reading is an essential part of a child's educational development. Because of this, the school implements a Home Reading Scheme where we ask parents to read with their children on a regular basis and retain a record of what the children have read in a special booklet. Your contribution to the weekly booklet is appreciated.



Practising reading a little every day with your child makes a big difference.

## HOW CAN I HELP PROMOTE MY CHILD'S EDUCATION?

Guidance is given here on the type of things that a parent can teach a child, to enable them to give their child additional help at school.

### Nursery

Learn colours  
Count to 10  
Colour-in neatly  
Recognise some letters and numbers

Correctly hold a pencil  
Make pictures  
Chat about the day's events  
Regularly read to them

### Reception Class

Recognise letters and numbers  
Count to 20  
Count in tens  
Correctly form letters and numbers  
Regularly read to them

Write letters and numbers  
Read simple words, and books  
Write simple words and sentences  
Learn the days of the week

### Years 1 and 2

Know the 2, 3, 5 and 10 times tables  
Add and subtract mentally up to 20  
Count up to 100 and beyond  
Tell the time (on the hour, half past, quarter past and quarter to)  
Chat in Welsh and in English

Write sentences  
Learn the months of the year  
Learn the days of the week (in English)  
Practise reading on a regular basis

### Years 3 and 4

Know the 2, 3, 4, 5, 6 and 10 times tables at least  
Tell the time on an analogue clock  
Write Welsh and English - letters, stories  
Learn the months of the year (in English)  
Discuss and chat, expressing a view sensibly in both languages  
Practise reading and discussing on a regular basis

### Years 5 and 6

Know all the times tables up to 10x10 by the end of the first term in Year  
Write Welsh and English - stories, letters, etc. without many spelling  
takes and containing paragraphs - stories - approximately two A4 sides in  
minutes to an hour  
Discuss and chat confidently in both languages using correct language and  
vocabulary and express an opinion and viewpoint clearly  
Practise reading and discussing on a regular basis



## **ETHOS AND BEHAVIOUR**

At Ysgol Llanbedrog, we believe that a high standard of behaviour and a positive ethos are essential in order to present an education of the best quality and to provide the children with positive life skills. Courtesy, respect, politeness and a consideration of others, together with self-discipline are important aspects of a child's education. Bullying of any kind will not be tolerated. The policy document is available at the school.

We follow the principles of the Webster-Stratton programme, as recommended by Gwynedd Council. It concentrates on praising good behaviour and regularly reminding the children of the Golden Rules. Our classrooms are busy and attractive places with the children enjoying learning, working hard and behaving well. We believe in protecting the rights of all pupils to learn and to be safe, and consequently if a child fails to follow the Golden Rules and behaves in a way that affects others, we have a specific procedure to follow, which could lead to using the Quiet Chair to calm down and consider cause and effect. Copies of our complete Behaviour Policy are available from the school and on the website. As a result, the school develops to become a community of individuals who take care of each other.

## **CHARGING PAYMENT FOR ACTIVITIES**

Sometimes, we request voluntary payments towards the cost of particular school activities, such as educational visits and transport to lessons at the leisure centre. As we wish to offer the pupils opportunities to learn beyond the school's premises, we are extremely grateful for parents' continuing support. The contributions allow us to plan exciting visits and activities that we would not otherwise be able to offer the children. The policy is annually reviewed by governors. No child will be left out of any activities on the basis of a reluctance or inability to contribute voluntarily.

## **INSTRUMENTAL LESSONS**

The children from Year 3 on have an opportunity to receive instrumental lessons. Unfortunately, we have to charge a fee for the lessons (with a reduction for those on Income Support). More details are available at the beginning of a school year. All children in Key Stage 2 receive recorder lessons as part of class work.

## **SPORTS**

At present, all the children of the school, with the exception of Nursery pupils, attend Canolfan Hamdden Dwyfor every week to receive various physical education experiences. The school pays for using the centre and for the instructors. A contribution of £1.70 per child is kindly requested to pay bus costs. This arrangement cannot continue without these contributions. This provision is annually reviewed.

We place considerable value on physical activities and their contribution to the physical, educational, social and emotional development of every child. We attempt to provide a wide variety of activities to respond to the interests of each child. As well as our physical education lessons, there is an opportunity to join the after-school Dragon Sports Club and our running club, 'Clwb Dal i Fynd'. We participate in various friendly and competitive events as individuals and as teams in the catchment area and with the Urdd.



## THE CURRICULUM

The lessons taught at the school are planned in relation to the requirements of the Foundation Phase, National Curriculum 2008, the Literacy and Numeracy Framework 2013, Digital Competence Framework 2016 and the locally agreed Religious Education Syllabus.

The aim of the school is to present a curriculum that will enable our pupils to:

- \* develop the elementary skills of speaking, listening, reading, writing and numeracy
- \* have the opportunity to study and interpret the environment and solve problems
- \* develop happy and healthy social attitudes
- \* receive rich and varied experiences
- \* handle ICT confidently.

The curriculum followed by children of Nursery and Reception age is called the Foundation Phase and the Language and Mathematics 2015 Curriculum and the Digital Competence Framework 2016. In the Foundation Phase, the focus is on providing opportunities for pupils to develop their skills by encouraging structured play activities that are woven into the learning experiences.

The curriculum for the older children, known as Curriculum 2008 and 2015, includes mathematics, Welsh, English, science, technology, humanities (history, geography and religious education) and the expressive arts (art, drama, music, dance and physical education). The lessons in these subjects are planned in conjunction with the Literacy and Numeracy Framework and Skills Framework that ensure that our pupils develop the four key skills of Literacy, Numeracy, Thinking and ICT.

Parents are welcome to see documentation relating to the Curriculum at the school having made reasonable arrangements with the Headteacher to do so.

## THE FOUNDATION PHASE

### Nursery, Reception and Years 1 and 2

The Foundation Phase places great emphasis on developing children's skills and understanding, personal, social, emotional, physical and intellectual well-being so as to develop the whole child. Positive attitudes to learning are nurtured so that the children enjoy learning and will want to continue with their education for longer. Self-esteem and self-confidence are nurtured to experiment, investigate, learn new things and form new relationships with others, and creative and expressive skills and observations to encourage their development as individuals. Outdoor activities are presented so that the children receive firsthand experience of solving real-life problems in aspects such as mathematics and science, and learn about conservation and sustainability.



### **How will children learn?**

The Foundation Phase places great emphasis on children learning by doing. Young children should be given more opportunities to gain firsthand experiences through play and active involvement rather than by completing exercises in books. For example, mathematics should be more practical so that children see how problems are solved and how important mathematics is in their everyday lives. Emphasis is placed on developing children's speaking and listening skills, which will set a solid basis for the development of reading and writing. There should be more emphasis on how things work and on finding different ways to solve problems.

The Foundation Phase is being built around **Seven Areas of Learning**:

### **PERSONAL AND SOCIAL DEVELOPMENT AND WELL-BEING**

This Area of Learning focuses on children learning about themselves, their relationships with other children and adults. They are encouraged to develop their self-esteem, their personal beliefs and moral values. The Foundation Phase supports the cultural identity of all children, to celebrate different cultures and help children recognise and gain a positive awareness of their own and other cultures. Children are supported in becoming confident, competent and independent thinkers and learners.



### **LANGUAGE, LITERACY AND COMMUNICATION SKILLS**

This Area of Learning focuses on children being immersed in language experiences and activities. Their skills develop through talking, communicating and listening. They are encouraged to communicate their needs, feelings and thoughts and retell experiences. Some children will communicate by means other than speech. Children refer to their intentions by asking questions, expressing opinions, reacting to situations and making choices through a variety of media. They are encouraged to listen and respond to others. They have opportunities to choose and use reading material, understand conventions of print and books and are given a wide range of opportunities to enjoy mark making and writing experience.



### **MATHEMATICAL DEVELOPMENT**

This Area of Learning focuses on children developing their skills, knowledge and understanding of mathematics by developing Numeric Reasoning, Number Skills, Measurement, Geometry, Algebra and Data. They use numbers in their daily activities and develop a range of flexible methods for working mentally with number, in order to solve problems from a variety of contexts, moving onto using more formal methods of working and recording when they are developmentally ready. They investigate the properties of shape and sort, match, sequence and compare objects and create simple patterns and relationships. They use appropriate mathematical language to explain their reasoning, learn to use Welsh and communicate in Welsh as best they can. Skills are developed by communicating through a range of enjoyable and practical planned activities and using a range of stimuli that build on pupils' previous knowledge and experiences and increase these. Pupils' oral experiences are used to develop their reading skills. They listen to a range of stimuli, including audio-visual material and interactive ICT software.





## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

This Area of Learning focuses on children experiencing the familiar world through enquiry and investigation. Children are given experiences that increase their curiosity about the world around them and to begin to understand past events, people and places, living things and the work people do. They learn to demonstrate care, responsibility, concern and respect for all living things and the environment. They learn to express their own ideas, opinions and feelings with imagination, creativity and sensitivity.

## **PHYSICAL DEVELOPMENT**

This Area of Learning focuses on children's physical development. Enthusiasm and energy for movement is continually promoted through helping them to use their bodies effectively, by encouraging spatial awareness, balance, control and co-ordination and developing motor and manipulative skills. Children are encouraged to enjoy physical activity and their developing sense of identity is linked closely to their own self-image, self-esteem and confidence. Children are introduced to the concepts of health, hygiene and safety and the importance of diet, rest, sleep and exercise.

## **CREATIVE DEVELOPMENT**

This Area of Learning focuses on children developing their imagination and creativity through the curriculum. Their natural curiosity and disposition to learn is stimulated by everyday sensory experiences. Children engage in creative, imaginative and expressive activities in art, craft, design, music, dance and movement.



## **BILINGUALISM AND MULTICULTURALISM**

Schools currently developing 'Language, Literacy and Communication Skills' through the medium of Welsh will not have to teach the bilingual element of the Framework but the children do receive opportunities to learn about the various cultures and customs in the world and to learn to respect others.

## NATIONAL CURRICULUM 2008 Years 3, 4, 5 and 6

At Key Stage 2, learners build on the skills, knowledge and understanding acquired during the Foundation Phase by following Curriculum 2008, the Literacy and Numeracy Framework 2013, Digital Competence Framework and the Skills Framework.

### LANGUAGE - WELSH AND ENGLISH

#### Oracy/Reading/Writing

This progress is achieved through an integrated programme of oracy (speaking and listening in English), reading and writing. Learners are presented with experiences and opportunities that interrelate the requirements of the Skills and Range sections of the programmes of study. Learners become confident, coherent and engaging speakers, working as individuals and as members of a group. The experiences presented to them include opportunities to take part in drama and role-play activities. They develop as active and responsive listeners in a wide range of situations. Throughout the key stage, they experience a progressively wide range of demanding texts, for enjoyment and information, so that they can develop into fluent and effective readers. They become competent writers, writing clearly and coherently in a range of forms and for a range of purposes. They acquire a growing understanding of the need to adapt their language to suit purpose and audience. They work with increasing accuracy and become reflective and evaluative in relation to their own and others' achievements.



### MATHEMATICS

**Skills:** Solve Problems, Communicate mathematically, Reason mathematically

**Range:** Numeric Reasoning Development, Number Skills, Measurement, Geometry, Algebra and Data

They continue to develop positive attitudes towards mathematics and extend their mathematical thinking by solving mathematical problems, communicating and reasoning mathematically using contexts from across the whole range of mathematics, across the curriculum and as applied to real-life problems.



They extend their use of the number system, moving from counting reliably to calculating fluently with all four number operations, including in the context of money, in order to solve numerical problems. They try to tackle a problem with a mental method before using any other approach and use written methods of calculation appropriate to their level of understanding. They develop estimation strategies and apply these to check calculations, both written and by calculator. They explore a wide variety of shapes and their properties and, in the context of measures, use a range of units and practical equipment with increasing accuracy. They collect, represent and interpret data for a variety of purposes. They select, discuss, explain and present their methods and reasoning using an increasing range of mathematical language, diagrams and charts.

## **SCIENCE**

**Skills:** Communication, Enquiry - planning, developing and reflecting

**Range:** Interdependence of organisms, The sustainable Earth, How things work

They should develop their skills through the range of Interdependence of organisms, The sustainable Earth and How things work. Learners should be taught to relate their scientific skills, knowledge and understanding to applications of science in everyday life, including current issues. They should be taught to recognise that scientific ideas can be evaluated by means of information gathered from observations and measurements. Teaching should encourage learners to manage their own learning and develop learning and thinking strategies appropriate to their maturity through investigation and experimentation. They should be taught to value others' views and show responsibility as local citizens.



Activities should foster curiosity and creativity and be interesting, enjoyable, relevant and challenging for the learner. They should enable learners to initiate, explore and share ideas, and extend, refine and apply their skills, knowledge and understanding in new situations. They should allow time for thinking, peer discussion and reflection.

## **INFORMATION TECHNOLOGY**

**Skills:** Find and analyse information, Create and communicate information

Pupils are taught how to use ICT comfortably, safely and responsibly, and to consider the risks in their activities. They create and communicate information in the form of text, images and sound, using a range of ICT hardware and software. They share and exchange information safely through electronic means and produce models or simulations to ask and answer questions. Pupils learn to find and select suitable information and as they develop learn to make simple judgements about sources of information.



Pupils have access to a substantial number of laptops, and the interactive whiteboard is used regularly in class.

## **DESIGN AND TECHNOLOGY**

**Skills:** Designing, Making - food, rigid and flexible materials, systems and control

They should be taught to design and make simple products by combining their designing and making skills with knowledge and understanding in contexts that support their work in other subjects and help develop their understanding of the made world. They should be encouraged to be creative and innovative in their designing and making while being made aware of issues relating to sustainability and environmental issues in the twenty-first century.



## HISTORY

**Skills:** Chronological awareness, Historical knowledge and understanding, Interpretations of history, Historical enquiry, Organisation and communication

**Range:** Study, Carry out, Ask and answer the questions

Through history, our pupils learn about notable people, events and places from early times to the recent past. They gain experiences that make history enjoyable, interesting and significant. They learn about change and continuity in their own locality, in Wales and beyond, through significant experiences that stimulate curiosity and enjoyment. Our children use different sources of information to help them investigate the past and learn to compare different periods. From time to time, we will arrange visits to places of historical interest, locally and further afield.



## GEOGRAPHY

**Skills:** Locating places, environments and patterns, Understanding places, environments and processes, Investigating, Communicating

**Range:** Study, Carry out, Ask and answer the questions, Communicating

Geography develops and stimulates learners' interest in, and fosters a sense of wonder of, places and the world about them. Through the study of their own Welsh locality, the world beyond, different environments and events in the news, learners develop their understanding of what places are like and how and why they change. Through practical activities and firsthand investigations in the classroom and out of doors, learners develop skills to gather and make sense of information, use maps, think creatively and share ideas through discussion. Geography provides opportunities for learners to consider important issues about their environment, and to recognise how people from all over the world are linked. They are encouraged to understand the importance of sustainability, develop an informed concern about the quality of their environment, and to recognise that they are global citizens.



## **RELIGIOUS EDUCATION**

**Skills:** Engaging with fundamental questions, Exploring religious beliefs, teachings and practice(s), Expressing personal responses

**Range:** The world - the origin and purpose of life, the natural world and living things, Human experience - human identity, meaning and purpose of life, belonging, authority and influence, relationships and responsibility, the journey of life, Search for meaning - non-material/spiritual knowledge and experience regarding the non-material/spiritual



At Key Stage 2, religious education fosters learners' interest and wonder in the world and human experience. This stimulates them into raising and investigating deep questions that relate to their personal experiences, religion and life in general. Through practical stimulating activities and exploration of religion in their locality in Wales, in Britain and the wider world, learners will develop skills and gather information that will help them think creatively about fundamental religious and moral questions and share ideas through discussion. Knowledge of religion(s) and a recognition of the importance that religion plays in people's lives will help to develop tolerance and respect, and should foster responsible attitudes in local and global society. Through active participation, learners will explore the spiritual and moral dimensions in order to inform their own search for meaning and purpose. Learners will express their own feelings and opinions, identify how their actions may affect others, recognise that other people's viewpoints differ from their own and reflect on and revise their own perspectives on life as appropriate.

In accordance with statutory requirements, pupils take part in a daily act of worship, either at a whole-school service, or at class services.

## **MUSIC**

**Skills:** Performing, Composing, Appraising

**Range:** Performing, Composing, Appraising

Music education enables learners to engage with and enjoy making music. Through active involvement in performing, composing and appraising, learners will develop their sensitivity to and understanding of music. Learners will develop musical skills relating to the control, manipulation and presentation of sound. At Key Stage 2, these skills include singing, playing instruments and practising; improvising, composing and arranging music; and listening to and appraising music. Learners should improve their performing, composing and appraising by developing and applying their thinking and communication skills, and give due regard to health and safety.



Children are taught to play the recorder, and there are additional lessons available, provided by peripatetic teachers, to learn how to play the guitar and brass instruments. A charge is levied for additional lessons.

## **ART**

**Skills:** Understanding, Investigating, Making

**Range:** Understanding, Investigating, Making

Our pupils achieve this through integrated engagement with the work of artists, craft workers and designers, creative investigations and the making of their own work. Art and design stimulates creativity and imagination and challenges learners to make informed judgements and practical decisions. Using a variety of materials and processes, they communicate their ideas and feelings through visual, tactile and sensory language. Exploration, appreciation and enjoyment in art and design enriches learners' personal and public lives.



## **PHYSICAL EDUCATION**

**Skills:** Health, fitness and well-being activities, Creative activities, Adventurous activities, Competitive activities

**Range:** Health, fitness and well-being activities, Creative activities, Adventurous activities, Competitive activities

Physical education encourages learners to explore and develop the physical skills essential to taking part in a variety of different activities. Building on these skills are opportunities to be creative and imaginative in gymnastic and dance activities. Through adventurous activities, our children learn how to swim, be safe and feel confident in water and how to read a map or follow trails, so that it becomes safer to go further afield and explore the seashore and countryside. Competitive activities offer the chance to learn games skills and play in a team, as well as how to run faster, jump higher and throw further. Learners begin to understand that physical education is about learning how to feel healthy and stay fit while having fun, and knowing how these different types of activities help them to stay that way.



When presenting this subject, which is statutory for all children at the school, we endeavour to plan a programme of learning that leads to energetic, purposeful and regular activities and experiences that enable all children to experience enjoyment and success.

The school is fortunate in being able to use the village hall and the village playing field as well as Canolfan Hamdden Dwyfor for physical education.



## **SKILLS ACROSS THE CURRICULUM**

The *Literacy and Numeracy Framework 2013* (statutory) and the *Skills framework for 3 to 19-year-olds in Wales* (non-statutory) have been developed in order to provide guidance about continuity and progression in developing thinking, communication, ICT and number for learners from 3-19. At Key Stages 2 and 3, learners should be given opportunities to build on skills they have started to acquire and develop at Foundation Phase. Learners should continue to acquire, develop, practise, apply and refine these skills through group and individual tasks in a variety of contexts across the curriculum. Progress can be seen in terms of the refinement of these skills and by their application to tasks that move from: concrete to abstract; simple to complex; personal to the 'big picture'; familiar to unfamiliar; and supported to independent and interdependent.

### **Developing Literacy**

Learners develop their communication skills across the curriculum through the skills of oracy, reading, writing and wider communication.

### **Developing Numeracy**

Learners develop their number skills across the curriculum by using mathematical information, calculating, and interpreting and presenting findings.



### **Developing ICT**

Learners develop their ICT skills across the curriculum by finding, developing, creating and presenting information and ideas and by using a wide range of equipment and software.



### **Developing Thinking**

Learners develop their thinking across the curriculum through the processes of planning, developing and reflecting.



## **THE 'CWRICWLWM CYMREIG' for 7 - 14 years olds**

Children aged 7-14 years of age are given opportunities to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.



## **SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP**

Learners develop the skills, information, attitudes and values to enable them to participate in individual and collective decision-making on a local and global level, that will improve the quality of life in the present without damaging the planet for the future.



## **PERSONAL AND SOCIAL EDUCATION**

We are developing Personal and Social Education at the school, and this links with being a school that participates in the Gwynedd Healthy Schools initiative. We provide opportunities to promote children's emotional health and well-being, their spiritual and moral development, so as to nurture them into hard-working citizens and prepare them for lifelong learning. PSE helps learners to cope with the changes in life, introduces them to a wider world, and enables them to make an active contribution to their communities.

## **SEX EDUCATION**

As part of our Personal and Social Education work, we present Life/Sex and Relationships Education throughout the school. The work presented complies with the Personal and Social Education Framework, DCELLS 2008 and with the Gwynedd Healthy Schools initiative. In accordance with the school's policy, we will add to the children's knowledge and experience of their bodies and their relationship with the world around them in a responsible and developmental way. By doing this, pupils will be better able to deal with adolescence, developing the skills and self-respect to grow up confidently. Parents are welcome to receive a copy of the policy and there is a parental information sheet available too, explaining what is presented to the children in the different school years. Parents are entitled to withdraw their children from the aspects that do not form part of the Curriculum.



## **FOOD AND FITNESS**

Curriculum 2008 reinforces the position of food education in the school curriculum in Wales considerably. Practical food-preparation skills will be compulsory at Key Stage 2.

## **TEACHING PATTERN**

We attempt to ensure that the education provided promotes the moral and cultural, intellectual and physical development of each pupil and that the nature of the curriculum in its entirety is differentiated, broad and balanced. To respond to the requirements, classroom organisation will be flexible; group, individual, pair and whole-class work. Sometimes work will be provided according to children's ages, at other times, children of an age range encompassing more than one school year will collaborate on the same task. The children are taught as a class unit, in the charge of one teacher.

The curriculum is planned on the basis of different aspects of learning including the core subjects (Welsh, English, mathematics and science) and the non-core subjects (design and technology, information technology, history, geography, art and design, music, physical education and religious education). The contribution of these fields is noted systematically in the teachers' schemes and it is ensured that every subject is given due attention. We concentrate on reading, mathematics and language lessons every morning throughout the school. The school aims to ensure an equal opportunity for all pupils.

## ASSESSMENT

Continuous assessment has always been a natural and important part of the work of conscientious teachers. This forms the basis of preparing suitable work for your child. The children are formally and informally assessed at different periods of their time with us to ensure that they are developing as expected and so as to allow us to measure their progress.

Nursery/Reception children are assessed with the Foundation Phase Profile during the first half term. Parents will be invited to meet with the teacher to discuss the written report.

A statutory assessment takes place at the end of Year 2 and the end of Year 6 using continuous assessment and their professional judgement rather than relying only on formal tests.

At the end of the summer term, every parent receives a written report on their child's development. The report will contain:

- comments on the development of your child within all National Curriculum areas of learning or subjects.
  - your child's levels of attainment in the core subjects (Welsh, English, mathematics and science) at the end of Year 6.
  - comparisons between the results of your child (Year 2 and Year 6) and national average results.
  - comments from the class teacher on attitude, behaviour and general development.
  - the child's comments on strengths and aspects for improvement.
  - a record of your child's attendance during the year.
  - recommendations for the child and parents.
  - a date and time at which to discuss the report.
  - the date on which the school opens in September.
- A copy of the report will be retained at the school.

Parents' Evenings are held three times a year. This gives parents the opportunity to discuss their children's development with the class teacher.

Teacher assessments are completed at the end of every educational year. In accordance with the National Curriculum programme, Year 2 pupils will receive a more formal assessment at the end of the Foundation Phase and this is also the case for Year 6 pupils at the end of KS2. A full report of the level of attainment of Year 2 and Year 6 pupils in the core subjects will be prepared for parents with the report at the end of the educational year.

Early in the autumn term, results of Years 2 and 6 assessments and also the school's attendance percentages will be available to you at the school by contacting the Headteacher and in the governors' report.

## RESULTS

The table below denotes the Year 2 and Year 6 assessments results for summer 2014 at the school and denotes the targets up to 2015. The hope is that children attain Outcome 5 or above by the end of Year 2 and Level 4 or above by the end of Year 6.

### Foundation Phase % - Outcome 5 or 6

Y2- Outcome 5+	2015				2016	2017	2018
	Target	School Result	Gwynedd Result	Wales Result	Targets to the Future		
Foundation Phase Indicator	85.7%	86%	86.8%	85.2%	100%	86.7%	87.5%
Welsh Language and Literacy Skills	85.7%	86%	88.4%	89.8%	100%	93.3%	87.5%
Mathematical Development	85.7%	86%	90.4%	88.7%	100%	86.7%	100%
Personal and Social Development, Well-being and Cultural Diversity	85.7%	86%	95.5%	94.2%	100%	100%	95.7%

### KS2 % - Level 4 or 5

Y6 - Level 4+	2015				2016	2017	2018
	Target	School Result	Gwynedd Result	Wales Result	Targets to the Future		
Core Subject Indicator	88.9%	100%	89.4%	86.1%	88.9%	81.8%	88.9%
Welsh	88.9%	100%	90.4%	88.1%	88.9%	81.8%	100%
English	88.9%	100%	90%	88.4%	88.9%	81.8%	100%
Mathematics	100%	100%	91.3%	88.9%	77.8%	81.8%	88.9%
Science	100%	100%	93.2%	90.3%	88.9%	81.8%	100%

## TRANSFERRING TO THE SECONDARY SECTOR

We have good links with the local secondary schools, i.e. Ysgol Botwnnog and Ysgol Glan-y-Môr, and the older children will visit the schools a number of times. During Year 6, the children will have an opportunity for more formal visits to prepare them for the following September and parents' meetings will be organised to give you the opportunity to meet some members of staff. The aim is to facilitate the transition for all. At the beginning of Year 6, you will be given information on the schools and how to register your child, and on how to apply to the Education Authority should you want your child to attend a different secondary school.

Year 6 children's results and continuous assessments are transferred to the secondary school so as to facilitate the continuation of the assessment process.

### **COMPLAINTS PROCEDURE**

The Local Education Authority, in accordance with the requirements of Section 29 of the Education Reform Act 2002, has established a procedure to consider complaints concerning the way the school, Governing Body and the Education Authority act in relation to the school's curriculum and other related matters. It is outlined in an appropriate document, in Welsh and in English, which is available at the school, and is provided free of charge, on request, to any parents wishing to lodge a complaint under these arrangements, and the Authority can, if required, provide a copy in a language other than Welsh or English.

If you have a problem in relation to your child's education, please make an appointment to see the class teacher at the first opportunity, since most problems can be dealt with informally by the teacher concerned. If you feel that your problem has not been resolved, or have concerns about another matter, please make an appointment to see the Head teacher. Should you remain dissatisfied, a formal complaint can be submitted to the chair of governors.

The governors adopt the procedure recommended by the Local Education Authority to deal with complaints. In exceptional cases, should you feel that your concern has not been dealt with efficiently, you should submit your complaint in writing to the Local Education Authority.

### **EQUAL OPPORTUNITY**

We wish to promote positive attitudes among pupils, staff, governors and parents so as to enable pupils to fulfil their potential and make choices, without being hindered by expectations based on gender or personality. We attempt to fulfil the school's objectives, irrespective of the child's age, sex, ability, ethnic origin or background.

The school follows the LEA's Inclusion Policies which prohibit using gender, race, colour or disability as admission criteria. We are aware of our responsibility to make reasonable adjustments to help disabled stakeholders. The policy confirms that the school nurtures positive social attitudes, ensures broad experiences and encourages happy and constructive collaboration.

### **ACCESSABILITY**

The school has not been designated by the Authority as being a school possessing the resources to admit pupils with disabilities. The Authority will ensure that such a school is within reasonable distance to every child with a disability. There is no disabled access at present, but we would consider making reasonable alterations to the school's interior if a disabled child wished to attend the school. The school ensures full curricular access for every child. Letters from the school could be prepared in audio or large-print format should the parents require this.

### **CHILDREN IN CARE**

Each child looked-after by the education authority is entitled to access pre-school and education services, having every opportunity and support for their educational and social development. Gwynedd's School Service, in accordance to their statutory duty, advises and assists schools to protect and promote the well-being and educational achievement of looked-after children. More details are given in our school policy.

The head is specifically responsible for promoting achievement of looked-after children in this school, with ALN co-ordinator, Mrs Gwyneth Jones, an alternate designated person.

## **SPECIAL NEEDS**

In this school, as in all others, we might have children with special needs. This does not necessarily mean that the children are not 'able' children nor that their problem is a permanent one. A number of factors can affect a child's educational development, and it is important that parents tell us about anything that could affect their children's educational development. Extremely able children also have special needs, and this school is very aware of this. Recent legislation has formalised the guidelines that we follow, and it is important that parents are aware of these and how we implement them.

The school has started using a one-page profile in accordance with the Authority, to identify the child's needs and giving more say to the child while getting to know their needs and what will help him/her.

Our Special Needs Policy has been written with the National Code of Practice taken into account. A summary is available from the school office. Parents are consulted at each step and invited to attend meetings with the Special Needs Co-ordinator and support services.

### **There are three Stages/Levels to Special Educational Needs**

**School Action** - An expression of concern from the teacher. Contact the parents to discuss. Place the child on the SEN Register. The situation will be reviewed within a term. The child will receive additional support from the school.

**School Action Plus** - If the school is unable to meet the child's needs, specialists such as the Educational Psychologist, Language Therapist, Behaviour Support Teacher, Cognition and Learning Teacher will be called in to provide help for the school and to draw up a specialised Individual Work Programme for the child, to be implemented at the school.

**Statemented** - If a child is Statemented, the Local Education Authority is compelled to provide support and funding for the school to meet the child's needs, e.g. place the child in a special unit, pay for assistance in class, etc.

### **The Aim of the SEN Policy**

To ensure that every child develops physically, emotionally and intellectually, according to his/her ability. To allow a child to contribute fully to the community of which he/she is a part, he/she must be equipped with the necessary concepts, skills and information. This policy attempts to comply with the requirements of Section 161 of the Education Act 1993 and contains those areas that should be referred to according to the Education Regulations (SEN). The purpose of the policy is to explain how the Governing Body interprets the 'Code of Practice on the Identification and Assessment of Special Educational Needs' and intends to implement its requirements.

### **The Objectives of the SEN Policy**

- \* To ensure an equal opportunity, both curricularly and socially, for children who have SEN.
- \* To adhere to the Statutory Requirements regarding SEN.
- \* To act according to the recommendations and policy of the Local Education Authority regarding SEN.
- \* To ensure that a system is in place at the school to identify, at an early stage, the child who is experiencing difficulties that could be hindering his/her education.
- \* To gather information from teachers and others so as to ensure the best possible understanding as to the nature of the child's difficulties.
- \* To ensure that the necessary provision is made for any pupil who has special educational needs.
- \* To endeavour to secure the co-operation and support of parents and others as regards identifying and providing a service.
- \* To attempt to ensure integration with the other children insofar as this is possible.

### **Resources**

We will endeavour to ensure that a proportion of the school's finances are spent on SEN resources. These resources may include equipment and/or staffing. Any allocation will be made within the School Development Plan. Funding is allocated to each school's budget by the Local Education Authority according to formula. This is not sufficient to provide for SEN at the school but it will be used to purchase resources for SEN. Statemented pupils do, however, receive an additional provision.

The LEA also has a support service. The following are provided to help schools fulfil their duties: the Schools' Psychology Service, Advisory Teachers who have a general as well as a specialist role in the fields of hearing impairment, eyesight impairment, physical impairment, behaviour and the pre-school sector, and the Education Welfare Service.

## **Identifying, Assessing and Providing for Special Educational Needs**



An SEN register is kept at the school.

As teaching staff, we will discuss the progress of every child each term. If concern is expressed, we will consider placing that pupil on the School Action stage. If the problem or concern is not sufficient to merit placing the child on the School Action stage, matters will remain unaltered for the time being, but if concern persists or increases, the pupil will immediately be placed on the School Action stage when the need for this is identified.

The school's teachers use assessment as part of daily teaching. This does not mean that tests are set for assessment, but that instead, lessons are planned so that tasks are assessed. Sometimes the tasks will be of a differentiated nature, at other times it will be the response to the same type of task that is differentiated. By using these methods, and occasionally by using standardised tests, it is hoped that every child will receive attention and will develop to his/her full potential and that any problems or concerns that may arise can be identified at a very early stage.

### **Admitting pupils with needs from any other school**

An attempt will be made to ensure that information about the pupil reaches the school. Similarly, this school too will transfer any relevant information to whichever school the child is transferring.

There are arrangements in hand to review the SEN provision for pupils on any stage, in accordance with the LEA's policy.

Parents' views are naturally very important in the identification and assessment of a child and their collaboration is sought in all cases.

When necessary, in accordance with the stage on which the pupil was placed, the support of other agencies is essential, and the co-operation of relevant agencies would be sought when identifying and assessing pupils with SEN.

The SEN Co-ordinator at Ysgol Llanbedrog is — Mrs Gwyneth Jones

The Governor responsible for SEN is — Ms Falmai Squires

Parents are welcome to obtain a copy of the full policy from the school.

### **THE 'HIDDEN CURRICULUM'**

Apart from the individual specialisation of teaching staff, this is what is primarily responsible for giving every school its individual and unique character. This is the part of the curriculum that cannot be placed under headings - the philosophy behind the learning and the staff's motivation, together with the way in which the school's policies take into account the nature of the society it serves - this is what gives the school its own character.

Here at Ysgol Llanbedrog, we endeavour to do a number of things that are not part of the formal curriculum, things that we deem to be important in life. We believe that we are here to provide more than just the academic objectives (although pressure on the school's time makes this increasingly difficult). We believe that every child should be able to identify with his/her school and should be able to do so, not only through the school uniform worn, but through the school's attitude to the world outside. To this end, we attempt to foster links with our community, other schools in the catchment area, the elderly and the disabled.

The children should also be made aware of their 'Welshness' (if they are Welsh). If they are not Welsh, they should be made aware of what the Welsh community and Welsh-language culture has to offer them in terms of enriching their experiences. By aiming for these, this school attempts to create an environment that reflects its pride in its community.

### **ADDITIONAL ACTIVITIES**

The school hopes to secure the co-operation and support of parents for all the additional activities organised. From time to time, the school offers a variety of activities that are open to all pupils who are, in the Headteacher's opinion, sufficiently mature and ready to participate in them.

### Additional Learning Needs

At Ysgol Llanbedrog, we ensure that we plan and provide for the needs of every child at the school, whether additional educational support due to ability, language background, physical disability, or provision for children who shine in a particular area. We ensure the appropriate care and support in order to extend each individual. Details are provided on this in our ALN and More Able and Talented Pupils policies.

### LINKS WITH THE COMMUNITY

It is important that the school plays a prominent part in the life of the community, and that the community too plays a prominent part in the life of the school. Both benefit from each other. We believe that it is essential for the school to be an integral part of the local and global community in order to help the children to nurture a respect and pride in their locality and its traditions and acquire a sense of responsibility.



We develop and expand the local link by, for example, providing Thanksgiving services and Christmas concerts, and the global link by undertaking humanitarian work in order to help people and organisations in need.

We forge cultural links by supporting local eisteddfodau, creating an awareness of the traditions relevant to the local area. Experts will be invited to display old artefacts and to relate tales. Visits to places of interest are also very important. We use local talents to strengthen educational activities such as knitting and crocheting, art and rural crafts, so that skills are appreciated and are passed on in the community to future generations. We will also use the resources readily available to create an awareness of business and enterprise. This will enable the children and teachers to forge a valuable link with adults and experts in their fields.

Direct collaboration with individuals and experts such as authors, artists, craftspeople and parents expands and enriches aspects of the curriculum throughout the school.

### SCHOOL COUNCIL

A School Council is elected at the beginning of every school year, and the Council meets twice a term. Photos of Council members are put up on the wall of the hall together with the proceedings. An 'ideas box' is located in the hall, where **every** child is able to submit ideas and voice their opinions. The box is opened by officers of the Council and the ideas are discussed at the meeting. Minutes of the meeting are provided and these are discussed with the Headteacher. The hope is that the ideas will be practical and constructive ones, which we can implement.



We organise after-school clubs, visits (including residential visits), fieldwork, services at the local chapel and church, etc. The school cannot accept responsibility for supervising children at the end of sessions and parents/guardians are asked to ensure that they make arrangements to take their children home. The teachers are pleased to be able to volunteer their time for these activities and appreciate the help of parents.



## SCHOOL TERM AND HOLIDAY DATES 2016-17

### TERM DATES

Autumn Term: 1 September 2016 - 16 December 2016

Spring Term: 3 January 2017 - 7 April 2017

Summer Term: 24 April 2017 - 21 July 2017

Pupils return to school on 2nd September 2016 and 4th September 2017.

### HOLIDAYS 2016-17

24-28 October 2016 (Half Term)

23 December 2016 - 2 January 2017 (Christmas Holidays)

20-24 February 2017 (Half Term)

25 March- 8 April 2017 (Easter Holidays)

1 May 2017 (May Day Holiday)

29 May—June 2 2017 (Half Term)

19 July - 1 September 2017 (Summer Holidays)

There will be 4 days of staff training will be arranged in an academic year, in addition to the above. You will be notified of them early in the school year.

### Going on holiday during school term

Taking children on holiday during term time can lead to a series of problems such as:

your child's education suffering

- missing lessons and extra curricular activities
- continuity of work being lost

As a result we ask you to avoid going on holiday during term time if possible.

If you have to take your child out of school during term time, you will have to make a formal written request to the governor at least 4 weeks before the holiday.

### CLOSING THE SCHOOL IN AN EMERGENCY

If the school has to be closed at short notice, e.g. due to heavy snow or no water, we will contact you by text message at approximately 8.15 and will post a notice on the school website calendar. In addition to this, we will also attempt to contact radio stations — **Radio Cymru** and **Heart FM** — and will place a notice on **Gwynedd Council's** website.

If there is a need to close during the day, e.g. in the event of heavy snow, we will contact you, or ensure that there is someone at home before allowing a child home. In an emergency, we will ensure that the child is left with a neighbour or responsible friend.



## POINTS TO REMEMBER AT YSGOL LLANBEDROG



1. Please ensure that your child is at the school by 9.00 a.m. The door will close at 9.00 a.m. and everyone will be in their classrooms ready to start work for the day. On the other hand, teachers are not officially responsible for the children until 8.50 a.m. therefore only children who are attending the Breakfast Club should arrive at school before 8.50 a.m.
2. We ask parents to contact us before 9.00 a.m. if their child is not coming to school - via e-mail or phone call. Please leave a message on the answering machine if your call is not answered.
3. The school will close at 3.15 p.m. for all pupils. We will not allow any child to leave without ensuring that someone is available to take him/her home, or that an arrangement has been made in advance with the parents. Should you happen to be late, please phone the school so that we can make the necessary arrangements to ensure the safety of your child.
4. Due to the amount of traffic, those who collect the children are asked to come to the school to collect them and carefully supervise them as they approach the cars. Foundation Phase children are collected from the door of the Foundation Phase classroom, Years 3 and 4 children from the main reception area and Years 5 and 6 children from the gate.
5. For safety reasons, and to avoid a misunderstanding, you need to let us know in advance if you have made arrangements for someone else to collect your child.
6. Every child is expected to attend school dressed in clean, properly-fitting clothing and shoes. Everyone should possess suitable clothing and footwear for physical education. Please ensure that all clothes are labelled with the child's name.
7. So as to avoid accidents, the wearing of earrings in school is not permitted unless they are of the stud type.
8. Long hair should be tied back every day.
9. The children should not bring mobile phones, toys or valuable belongings to school unless they need them for their work. We have no facilities to keep these safe and cannot be held responsible for them in any way.
10. The children are not allowed to bring chocolate, sweets, chewing gum or any drink except for water.
11. Every child is expected to adhere to our Golden Rules inside and outside school.
12. The school has a NO SMOKING policy.
13. Photographs of any activity connected to the school should not at any time be posted on any public website or social network.
14. If you want to talk to the teachers, please contact us in advance to arrange an appointment.
15. Aggressive, disrespectful behaviour towards school staff will not be tolerated.