

# Ysgol Mynydd Bychan



**‘O’r fesen, derwen a dyf’**

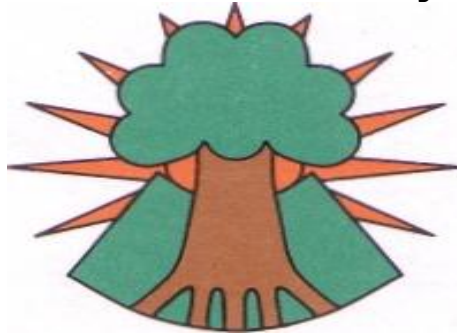
## School Handbook

Published by the school June 2014

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Welcome to Ysgol Mynydd Bychan

## **‘O’r fesen derwen a dyf’**



Dear Parents,

Starting in a new school is an important milestone in the lives of both children and parents. The dedicated staff at Ysgol Mynydd Bychan extends a warm welcome to you. We hope that we can set your mind at rest about any school matters that may be bothering you. We are sure you will find Ysgol Mynydd Bychan to be a happy, focused school, where the children and teachers work together in harmony.

The aim of this handbook is to raise your awareness of the activities and work of Ysgol Mynydd Bychan, a Welsh medium county primary school. It is presented to you in accordance with The School Information (Wales) Regulations 2011.

We hope to provide your child with a happy and caring environment as well as providing a wide range of learning experiences.

As a Welsh medium school, there is an emphasis on nurturing knowledge and an understanding of Welsh culture and achieving fluency in the Welsh language. Bilingualism is an integral part of life at the school.

We believe that by encouraging close co-operation and a close partnership between home and school we can achieve most for your child. There will be opportunities for you to share in the education of your children. The teachers and I will always be available to talk to you about any aspect of your child's development.

We are concerned with all aspects of the development of our pupils and we hope you will join us in our efforts to make this a very successful period of your child's life. Through co-operation, in partnership, we can achieve our aim.

We look forward to working with you over the coming years.

**Siân Evans**  
(Headteacher)

*"The school has agreed aim and objectives which promote equality for all and are reflected in all aspects of the school's work. The headteacher has a clear vision for the school's direction and promotes high standards. Her commitment to ensuring a school community where each individual has the same opportunity to develop individual talents, gives a sound foundation for the school's rich provision."*

*Estyn Inspectors report Spring 2010*

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### School staff

#### Headteacher

Miss Siân Evans

#### Deputy Headteacher

Mr Iolo Williams (from September 2014)

#### Teaching Staff

Miss Leah Roberts

Miss Elen Davenport

Mrs Laura Dobson – part time(0.6) until February 2015

Mrs Amy Williams – part time (0.32) until February 2015

Mrs Rhian Roberts- part time (0.6)

Mrs Non Bullen – part time (0.6)

Mr Robert Powell

Mr Marc Jon Williams

Mrs Alwen Lewis (from September 2014)

Mrs Wendy Wylie –Additional Learning Needs Coordinator (0.52)

Mrs Vikki Tudur - Planning Preparation and Assessment support Teacher part time (0.52)

Mrs Elvira Griffiths – Planning Preparation and Assessment support Teacher part time (0.32)

#### Learning Support Assistants

Mrs Wendy Roberts

Ms Ceri Payne

Miss Mared Thomas

Miss Natalie Hill

Ms Sara Coulton

Mr Ifan Lewis (part time 15 hrs/week)

Ms Claire Hill

Mrs Jessica Bushrod (Prt time 15 hours per week)

Miss Rachel Chugg

Miss Lisa Powell

Mrs Viv Edwards

### School Secretaries

Mrs Lynda Pennar  
Mrs Elaine Robinson

### Caretaker

Mr Richard Morgan

### Midday Supervisors

Mrs Margo Edwards (part time)  
Mrs Mary Spitterri  
Mrs Jackie Alexis (part time)  
Mrs Jennifer Price  
Miss Holly Williams

### Cooks

Mrs Debbie Jemmett  
Mrs Denise Emmott

*“ Ysgol Mynydd Bychan is a good school with outstanding features. The outstanding features include the rigorous leadership of the headteacher and governing body and the rich curriculum that provides a range of stimulating learning experiences. This is reinforced by caring guidance and effective and efficient management of learning resources. The school’s leadership and management is characterised by excellent team work.”*

*Estyn Inspectors Report Spring 2010*

## Ysgol Mynydd Bychan's Governing Body

The governing body is similar to the board of directors of a company and is responsible for making decisions regarding the way a school is run. The governing body meets at least once a term and additional meetings of sub-committees are held as required.

The Governors work with the Headteacher to:

\* Agree on the aims and values of the school

- Decide what is taught
  - \* Set standards of discipline
  - \* Review progress at the school interview and appoint teachers
  - \* Decide on school budget expenditure and approve school development plans provide parents with information about the school
  - \* Prepare action plans to ensure improvements following school inspections.

School governors have legal duties, powers and responsibilities.  
They are obliged to work as one body.

*“Members of the governing body fulfil their duties conscientiously and work very effectively with the headteacher to help set a strategic direction for the school.”*  
*Estyn Inspectors Report Spring 2010*

**The governing body consists of:**

**Parents**

**Teachers at the school**

**LEA representatives**

**Non-teaching school staff**

**Co-optees.**

**A parent governor is:**

**A parent of a child at the school**

**Elected by the school's parents**

**Serves, as do other governors, for four years.**

## **The school's governors**

**Chairman**

**Mrs Ruth Rhydderch**

**Deputy Chairman**

**Mr Paul Jeffries**

**Headteacher**

**Miss Siân Evans**

**Local Education Authority Representatives**

**Dr Andrew Connell**

**Teachers' Representative**

**Mr Rob Powell**

**Non-teaching staff representative**

**Mrs Viv Edwards**

**Parent Governors**

**Mrs Arran Dallimore**

**Mrs Ruth Rhydderch**

**Mrs Julie Broughton**

**Mrs Emma Maillard**

**Co-opted Governors**

**Dr Phil Ellis**

**Hywel James**

**John Mark Frost**

**Dr Carys Jones**

**Clerk to the Governors**

**Mrs Lynda Pennar**

**Parents who are governors present the views of parents to the Governing Body but they are expected to speak and act as individuals. They should not consider themselves as a voice or as envoys for parents: they do not vote on behalf of all parents. They have equal status in the work of the Governing Body and have voting rights. Four parents are elected as members of the Governing Body every four years.**

## The aim of the school

As a school, we strive to create an atmosphere where our pupils are able to develop educationally, culturally, socially, spiritually and physically to the best of their ability. To this end we aim to motivate the children through basing their education on the Welsh language and the religion, culture and heritage of Wales, creating a strong awareness of Welshness and nurturing pride in our language in each child's heart.

## Objectives of the school

To create awareness and appreciation of:

Language  
Religion  
Neighbourhood  
Culture  
Environment

To ensure the care and development of each child:

Mentally  
Socially  
Emotionally  
Morally  
Physically

To nurture close contact between the school and:

The home  
The community  
Support services (The Education Department, The Governors, Advisors)

Effective co-operation between:

The Headteacher and staff  
Staff and parents  
Governors and staff

We aim to:

- \* Ensure that every child is numerate and literate in both Welsh and English
- \* Promote and develop bilingualism
- \* Ensure a safe, happy and caring environment for the children
- \* Give each pupil an opportunity to develop fully his/her mental, physical, moral, spiritual and aesthetic potential
- \* Offer equal opportunities to all
- \* Encourage everyone to respect property and to respect others
- \* Teach each child to think for himself/herself, to work independently and with others and nurture healthy attitudes towards the community and the wider world
- \* Emphasise the importance of good behaviour, courtesy and being well-dressed at all times develop lively and inquisitive minds encouraging the ability to reason, analyse and discuss rationally.

*"The quality of care, support and guidance offered to pupils is outstanding. Pupils are very happy and the relationship between them and the teaching and support staff is a warm one. There is a caring and inclusive ethos at the school."*

*Estyn Inspectors Report Spring 2010*

## **Type of school**

Ysgol Mynydd Bychan is a county primary school for boys and girls between 3 and 11 years of age. As a rule, the children progress from this school to Glantaf Comprehensive.

## **Location and catchment area of the school**

The school is located on Whitchurch Road at its junction with New Zealand Road in the Cathays area of Cardiff towards the northern border of its catchment area. At present, the school serves the inner eastern and north eastern suburbs of Cardiff, including Mynachdy, Cathays, Heath, Roath, the Bay and Splott.

## **The school's history**

The school was opened in September 1993 in a demountable classroom within the grounds of Howardian Education Centre and 20 pupils were registered in the reception class.

A year later, the school moved to a building which previously housed a Roman Catholic primary school built in 1926. Since the move, the building has been transformed to become a suitable location for our pupils.

## **The language of the school**

In the early classes at the school, the pupils are immersed in the Welsh language to ensure fluency at an early age. English is introduced informally during the last term of Year 2 when the class prepares for transfer to Key Stage 2. **Pupils are expected to speak Welsh at all times** and to maintain the tradition of a truly Welsh society within school bounds. It is part of the school's function to ensure the prosperity of this Welshness and enable its pupils to inherit a valuable heritage.

*“The school’s Welsh ethos and the emphasis placed on Welsh culture and heritage are outstanding elements of the provision. Pupils bilingual skills are outstanding.”*  
*Estyn Inspectors Report Spring 2010*

**Welsh speaking parents are encouraged to speak Welsh to their children at all times.**

This ensures that the children are fluent and nurtures self confidence. Monoglot English speaking parents are urged to attend Welsh classes. The school's aim is for each pupil to be fully bilingual before he/she progresses to secondary school.

When they reach Key Stage 2, pupils’ proficiency in English is expected to be equal to that of primary school pupils in any part of the country.

## **Procedures for admission to the school**

Parents are invited to contact the school if they wish their child to attend Ysgol Mynydd Bychan. Parents may send their children to one of the playgroups of Mudiad Ysgolion Meithrin (The Welsh-medium Playgroups Association) in the capital if they so wish, before sending them to Ysgol Mynydd Bychan's nursery class. In accordance with County Policy, children who are four years old are given priority at the school nursery.

Children are admitted to the reception class full time in the September following their fourth birthday. Parents are invited to visit the school during the term before their child is admitted in order to meet the Headteacher and Deputy Head, receive the school handbook, meet the



Reception Class staff, have a coffee and an informal chat and a tour of the school courtesy of Year 6 pupils.

Throughout the year parents have the informal day-to-day contact with your child's class teacher. Parents are invited to Parents' Open Evenings three times during the year. During the first half term parents are invited to come and discuss how well your child has settled and share information about the class, the teacher's expectations and to share the targets that have been set for your child.

### The transition to Secondary School

At the age of 11, pupils will move to Glantaf Comprehensive. There is a close relationship between the two schools and there is an opportunity for Year 6 pupils to visit the secondary school termly before beginning there. Year 6 visit the Urdd camp at Llangrannog for a week in October. The head of Year 7 in Glantaf, 2/3 teachers and about 20 Year 12 pupils also come along. This gives the children the opportunity to get to know the staff at Ysgol Glantaf as well as the older pupils.

Staff from both schools meet to assess and moderate pupils work and attend Inservice Training Sessions. This ensures effective transition and consistency across both schools.

*"The school's partnerships are successful and include outstanding features. The school's partnership with the secondary school is of a very high standard and the procedures for transferring pupils are outstanding."*

*Estyn Inspectors Report Spring 2010*

### Children that join our school while in other year groups other than Reception

Children who arrive at Ysgol Mynydd Bychan in other year groups are given the opportunity to visit the school with their parents and to spend some time in their new class before they start if they so wish. You will have the opportunity to discuss your child's previous education and needs with the Headteacher. We will discuss how we can help your child settle into school well. Your child will be given special 'friends' who will look after them as they settle into their new class and school. You will receive an informal report within the first half term from your child's class teacher regarding how they have settled into school and any issues that might have arisen.

If a child transfers from another school and have not previously been educated through the medium of Welsh, they are given the opportunity to go to the Welsh Language Unit for a term or two, four and a half days a week with one afternoon per week being spent in their 'mother' school i.e the school they will attend eventually, when their Welsh is of a standard to be able to cope with full time Welsh medium education.

## School hours

Parents must ensure that their child arrives at school on time.

### Reception, Year 1 and 2

Register	9.00
Morning session	9.05 – 10.15
Assembly	10.15 – 10.30
Break	10.30 – 10.45
Second morning session	10.45 – 12.00
Dinner time	12.00 – 1.00
Afternoon session	1.00 – 2.00
Break	2.00 – 2.10
Second afternoon session	2.10 – 3.15

### Year 3, 4, 5 and 6

Register	9.00
Morning session	9.05 – 10.35
Assembly	10.35– 10.50
Break	10.50 – 11.05
Morning session	11.05 – 12.15
Dinner time	12.15 – 1.15
Afternoon session	1.15 – 3.20

During the Foundation Phase pupils are taught for 22.5 hours each week. During Key Stage 2 pupils are taught for 24 hours per week.

### Nursery Unit

Morning session	9.15 – 11.45
Afternoon session	12.55 – 3.25

### Before and after school

The school is not responsible for children before 8.50 a.m. nor after 3.30 p.m. If it is raining in the morning your child can go straight into class at 8.50a.m.

We kindly ask you not to park outside the gates on Canada Road, New Zealand Road and Whitchurch Road. Parking in these places endangers the lives of your children.

For health and safety reasons –

No dogs are allowed on the school yard.

Children who bring bikes or scooters to school are not allowed to ride them on the school yard.

### Travelling to and from school

We have a Cycle Shelter on the school yard and we encourage parents to cycle to school with their children. Remember to wear a helmet! The school takes part in 'Walk to school week' every year.

## School terms

### Autumn Term 2014

September 01 – October 24

November 03 – December 19

### Spring Term 2015

January 05 - February 13

February 23 – March 27

### Summer Term 2015

April 13 – May 22

June 01 - July 20

### INSET days

Five days a year are allocated as in-service training days for the teachers. These are days taken from Holiday periods and not School days. Advanced notice of the dates is given. Monday

September 1st 2014 is a designated INSET day in all County Schools. There are 4 further INSET days on Tuesday September 2<sup>nd</sup> 2014, Monday January 5<sup>th</sup> 2015, Friday March 27<sup>th</sup> 2015 and Monday July 20<sup>th</sup> 2015.

### Starting at school

The first term is essentially a time for settling in, getting used to the routine and socialising with other children. Parents are asked to encourage their children to be as independent as possible by teaching them to:

- Dress and undress him/her
- Go to the toilet unaided
- Wash and dry hands properly
- Use a handkerchief
- Tie his/her own shoelaces
- Share with others
- Wait his/her turn
- Hold and use a knife and fork correctly.

## School dinners and Healthy Eating

Hot dinners are provided at the school but pupils can choose to bring sandwiches if they so wish. However, please note, for safety reasons, no glass bottles are allowed. We encourage healthy eating so no sweets are allowed in school. The children are supervised during the dinner hour by appointed supervisors and Learning Support Assistants.

It is hoped that children have been taught table manners, such as

- not talking with their mouths full of food
- not walking around whilst eating
- not throwing food, or swapping food with each other
- not dropping food to the floor.
- It's essential that your child uses a knife and fork correctly whilst eating.

Dinner money is collected by the school secretary on Fridays only and is paid a week in advance. The money should be put in an envelope noting the pupil's name, class, the number of days paid for and the total. **The cost of a school dinner is £2.00/ day.** The school dinners' menu is advertised in the 'Capital Times' and on the Cardiff County Council Website.

Once you have decided on your child's lunchtime arrangement, you must continue with this arrangement for the duration of that week.

Some families are entitled to free school dinners. Application forms are available from the school office.

We have created zoned areas on the yard at lunchtime. Pupils from Year 6 work with the Midday Supervisors and the LSA's to ensure that the appropriate equipment is placed out in each zone. They then play with and support the children in the various zones.

### Healthy Eating

Please ensure that your child's packed lunch is a balanced healthy meal. Some families prepare a healthy pasta salad for their children with salad and pieces of fruit. There is a plentiful water supply in school so we discourage fruit juice and definitely no fizzy pop and sweets or chocolate bars.

### Break time

The children are allowed to bring in fruit to eat at break time. If you could cut the fruit up before they come to school as this will ensure that they will actually eat and finish their fruit and not leave half of it so that they can go and play.

### Free milk

The Education Authority operates a free milk scheme for Foundation Phase children in accordance with Welfare Food Regulations 1988.

### Water

We recognise the importance of drinking water regularly during the day. Mental performance improves by drinking water and children concentrate far better when they are not suffering from dehydration symptoms –thirst, tiredness and irritability. We have a water fountain in school and cups are placed by the sink in every class.

## School uniform

The school has an official school uniform and each child is expected to wear it. Order forms are available from the school and on the school website.

- Jade sweatshirt with the school's logo
- Jade or white polo shirt with the school's logo
- Grey skirt or trousers
- White, grey or black socks
- Sensible and suitable shoes -Black/dark, not trainers.

### Summer uniform

- **Girls**  
White and emerald striped or check cotton frocks available at Marks and Spencer  
Jade Cardigan with the school logo
- **Boys**  
Grey shorts or light weight shorts

Items which aren't part of the official school uniform, but are available for sale at the school:

School bags – Reading Book Bags - £5, P.E kit bag - £5.

### Physical education kit

Suitable clothing and trainers for both indoor – t-shirt and shorts and outdoor activities – tracksuit and trainers, a swimming costume for pupils in Years 3 and 5.

**The child's name must be marked clearly on each garment including the trainers.**

### Jewellery

For Health and Safety reasons and that it is inappropriate with the school uniform, we do not allow children to wear jewellery to school. It is a regulation of the Local Education Authority that earrings or any other jewellery must not be worn for P.E or games. If your child wears jewellery to school it is their responsibility at all times. If your child wants their ears pierced please ensure that this takes place during the summer holiday so that the required six weeks period can elapse before they return to school in September. Physical Education is an important part of the curriculum; therefore please ensure that your child is not wearing any jewellery on PE/Games days that they are unable to remove.

No nail varnish is to be worn in school.

### Hair

Hair must be kept neat as part of the school uniform. We do not accept any extreme hairstyles. Hair should be kept away from the face and eyes and if it is long, it should be tied back.

### Head Lice

Everyone can catch head lice. We encourage you to look at your child's hair regularly. You must inform the school if your child has head lice so that we can inform other parents (we obviously do not name the child concerned). Information regarding the treatment of head lice is available at school.

### School Council

Two pupils from Years 3 and 4, 4 pupils from Year 5 and 6 pupils from Year 6 are elected to serve on the Schools' Council. They meet at least twice a term. They collect ideas from other pupils and classes and bring these to discuss in the meeting. Following each meeting they report back to their own classes on decisions made in the meeting. They arrange various events during the year to collect money to purchase something for the school or to give to a charity. They work closely with the Headteacher and all stakeholders of the school in ensuring that we continue to meet our aims.

### Eco School

The Eco Schools' committee has two elected pupils from Year 3, 4 and 5 and 4 from Year 6. This year they chose 'Energy' as their theme. will be working closely with the Headteacher and all stakeholders of the school to ensure that we do not waste energy.

### School Buddies

Year 6 pupils are trained every year to be a school Buddy. They have numerous duties such as supporting other children during play and lunchtime as well as playing games with children from the Reception Class, Year 1 and 2.

### Extra curricular activities and educational visits

Extra curricular activities and visits are essential to the full development of your child.

Parents must give their permission for any initiative related to educational trips. A form is sent to parents noting the necessary information about the visit and parents are asked to contribute towards the cost.

*"Provision for extra-curricular activities is outstanding."  
Estyn Inspectors Report Spring 2010*

The following clubs are held once a week after school – Foundation Phase, football, rugby, netball, reading, computers, choir, art and baseball. The Year 6 children visit the Urdd Camp at Llangrannog for a week during the Autumn Term accompanied by their class teacher, the Head of Year 7 at Glantaf, pupils from Year 12 and teachers from Glantaf Comprehensive. During the week they meet and mix with pupils from other Glantaf feeder schools. Year 4 pupils go on a two day visit to Storey Arms in the Summer Term where they experience a range of outdoor activities. Year 5 visit the Dan y Wenallt Centre in the Brecon for a two day visit where they also experience a range of outdoor activities.

### Urdd Gobaith Cymru

The school has very close links with Urdd Gobaith Cymru (The Welsh League of Youth). Each child at the school is encouraged to become a member. This entitles them to participate in the movement's activities throughout Wales. It promotes culture and increases the children's awareness of their background and roots. Through the movement, there is an also an

opportunity for them to meet and make new friends from other areas throughout Wales. A school Eisteddfod is held every year and any child who is a member of the Urdd who wishes to compete in - singing, recitation, art, dance, acting, instrumental competitions must take part in the school Eisteddfod first. The winners then go forward to the Local and County Eisteddfod. Urdd members are given the opportunity to visit the Urdd camp at Llangrannog. The urdd website is – [www.urdd.org](http://www.urdd.org)

*“ The school’s partnerships with parents, the local community, other schools and higher education institutions are very successful and include outstanding features which enrich the life and work of the school and extend pupils’ learning experiences.”*  
*Estyn Inspectors Report Spring 2010*

### **Breakfast Club**

A free Breakfast Club is available daily. This scheme is intended to improve the health and concentration of children to assist in the raising of standards of learning and attainment, and will seek to involve parents / guardians. It is not intended to replace breakfast already provided by parents/ guardians, but to allow all those children, who for whatever reason, have not had breakfast at home, to have one in school.

For health and safety reasons we have to adhere to a particular number of children in the breakfast club every day.

The breakfast club will start at 8.25a.m . No child will be admitted before this for any reason.

The Breakfast club will close at 8.40a.m, please make sure your child arrives before then or they could be refused entry. The Breakfast Club Staff have to tidy and clean the hall ready for the beginning of the school day.

At 8.50a.m your child will go out to the school yard or if the weather is bad they will go to their classrooms. There are members of staff on duty from 8.50a.m.

This is not a child minding facility it is there to provide a healthy breakfast and every child attending must eat breakfast.

Please note a free breakfast is not a right. Schools can refuse entry to any child on grounds of unacceptable behaviour. We expect the children to use the appropriate table manners at all times.

If during the year you decide that your child will no longer be attending the breakfast club we must receive a letter from yourselves so that we can offer the place to another child.

### **After School Club**

The After School Club is held daily between 3.15 and 6.00p.m.The club is run by a company called Playworks. If you would like more information please contact Playworks on 029 20864780, <http://www.playworks-childcare.co.uk>

### **School documents**

Parents are welcome to see any relevant school policy or document. Please make an appointment with the Headteacher.

We comply with the Freedom of Information Act

## **Attendance**

Regular and prompt attendance at school is critical to the education of the individual and to the smooth running of the classroom and the whole school.

We have very few unauthorised absences. We wish to ensure that this continues. Schools are now legally obliged to register unauthorised absences, i.e.

- If there is not an adequate reason for the absence within two weeks of the absence

- If no written explanation is given by the parents or guardians for the absence within two weeks.

Children are asked to be punctual. If a child is not present at registration it is counted as an absence, unless he or she has had prior permission.

The children are expected to be at school by 9.00a.m.

No permission is given for holidays taken during term time. Your child will be marked as absent without permission.

We expect every child to aim for attendance of 100%. Remember that 90% is equivalent to an absence from school for one day every week. **Appendix a.**

#### Attendance figures from 03/09/2013 – 20/06/2014

Attendance	96.9%
Authorised Absences	%
Possible Attendance	%

Targed presenoldeb yr ysgol yw 96%.

### Illness, medicine and tablets

We do not expect to see children at school if they are ill. If your child is taken ill whilst at school, we will contact you immediately.

We adhere to County Health Policy on medicine and tablets. The medical advice issued states that children do not need to take antibiotics during school hours. Please ask your doctor to prescribe medicines that do not need to be taken during the school day. Should a child have to have medicine during the school day, that child must either return home to receive the medicine or the parent should come to school to give the medicine.

In exceptional circumstances, the Headteacher or the Deputy Headteacher in her absence may administer the medicine at lunch time.

In this event the medicine must be handed in to the office by an adult with a signed dated medicine consent form, stating clearly the name of the child, the dose, and the duration of the treatment. At no time should a child be sent to school with medication in their bags.

The school must be informed if your child develops any long term medical needs. We will do everything we can to ensure that that they can attend school regularly. If your child has a condition that may require the emergency administration of medicines, an individual health plan must be drawn up with the school doctor, school nurse or other medical specialists.

It is the parents' responsibility to informing the school immediately in writing if there are any subsequent changes in medicines or doses. Parents are responsible for notifying the school immediately the doctor has stopped the medication.

With parents' permission, we place photographs of children who suffer from allergies and need an epipen, children who have long term medical needs e.g. diabetes, epilepsy, in the staffroom. All members of staff including Peripatetic and Supply teachers are made aware of these children and their needs.

If your child suffers from asthma, the school would be happy to assist him/her to use an inhaler, but parents must complete the appropriate form giving us permission to do so.

#### Support services

Doctors, dentists, health visitors, nurses and speech therapists visit the school from time to time to examine the children.



Parents are requested to inform the school of any disability the child or a family member may have that may affect his/her development.

## School rules

- Parents are welcome to visit the school to see their children's work and to discuss progress, but prior arrangement is necessary to ensure a convenient time.
- The wearing of jewellery and nail varnish in school is not encouraged. Any jewellery worn is the child's responsibility and is to be removed before P.E. and Games lessons.
- Children are not allowed to bring any toys to school unless they have been requested by the teachers.
- Should you change your child's arrangements for travelling to or from school, please inform both the school and the carer on the bus in writing before hand.
- Please inform the school should a different person be collecting your child from school.
- You must let us know of any significant changes in the home and any changes in the care of the children
- Children should walk – not run – within the school.
- They should ask permission before leaving the classroom.
- They should use proper table manners at the table during lunchtime.
- They should respect their peers and all adults in the school.
- They should respect their environment especially the school toilets and use the toilet paper for its proper use.

## Behaviour

The Headteacher and staff will do their best to create a happy school for everyone. It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. Our aim is to help children to become confident, polite, patient, inquisitive and kind members of the community.

We believe that praise and encouragement increases success and motivation.

The school operates an award system where we 'look for' good behaviour, effort, politeness, kindness, perseverance and respect for others. Stars, stickers and House points are awarded. A Celebration Assembly is held every fortnight by the Deputy Head, where one child from every class is nominated to receive a certificate for one of the above. The child's name is placed on our 'Celebration Tree' in the school hall. A 'Language medal' is awarded weekly/fortnightly to those pupils who make an effort to speak and socialise through the medium of Welsh. Certificates are awarded for – good work, politeness, showing respect and effort.

Responsible and correct behaviour is expected of all pupils. Pupils must respect members of staff, fellow pupils, buildings and equipment.

The school's philosophy is to lead rather than punish.

We operate a 'Traffic Light' system in school. At the beginning of each day every child starts on the green light however if a pupil does not respond to the class/school rules they are given a



warning and then placed on the amber light, if they continue to behave in an unacceptable manner they will be warned again and placed on the red light; privileges will be withheld and / they will be removed from the situation and given time to reflect on their behaviour, they are supervised at all times. Discipline problems will be brought to the attention of the Headteacher. In severe cases, parents will be asked to come to the school to receive a full report.

The school will ask parents to sign a behaviour agreement between school and home. The ultimate sanction is a period of exclusion. This measure would be enforced by the Headteacher.

*“Pupils’ behaviour and attitudes are outstanding. They respond very well to teachers’ high expectations and to procedures for reinforcing positive behaviour which are a part of school life.”*

*Estyn Inspectors Report Spring 2010*

### Anti bullying

Ysgol Mynydd Bychan’s aim is to provide a safe, friendly and caring environment for all pupils so that they can reach their full potential. Bullying is not acceptable and we will not tolerate it in Ysgol Mynydd Bychan. We do everything in our power to prevent it. Bullying is a rare occurrence in our school. We encourage every child to tell someone if they are being bullied and we deal with the matter immediately.

Every child needs to understand that we deal with bullying immediately and effectively. To ensure that we deal with bullying effectively we must have the cooperation of all members of the school community, which includes pupils, parents, support staff, Midday Supervisors and teachers. Our school Bullying Policy explains clearly how we deal with bullying in the school.

## Complaints procedure

The Local Authority's complaints procedure has been approved by the National Assembly. The complaints procedure is concerned only with complaints about the National Curriculum.

The Governing Body must advise parents on how to make a complaint. This advice is included in this handbook.

There are three stages to be undertaken with regard to any complaint:

Stage 1	Informal step	Informal consideration of a complaint. The aim is to discuss the majority of complaints informally.
Stage 2	Further investigations by the headteacher	Where a situation has not been resolved or that the matter is of a sufficiently serious nature, an appointment should be made to discuss it with the headteacher. The headteacher considers any such complaint very seriously, and investigates each case thoroughly. Most complaints are normally resolved by this stage.
Stage 3	Governing Body	Only if an informal complaint fails to resolve the matter in stages 1 and 2, should a formal complaint be made to the governing body. This complaint must be made in writing, stating the nature of the complaint, and how the school has handled it so far. The parent should send this written complaint to the chair of governors. The Governors will follow procedure to establish the facts, to resolve the

		complaint if possible and to recommend what action should be taken to avoid similar incidents in the future, if appropriate.
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If the person making the complaint is unsatisfied with the outcome of the review of the governing body, two further steps may be taken. The aim of these steps is to review the way in which the complaint was handled rather than a further hearing of the complaint itself.

Stage 4	County Council Review	Review Procedures
Stage 5	Assembly Government Review	Review Procedures

### Stages of the pupils' education

Age at the beginning of the academic year:

3	Nursery	Foundation Phase
4	Reception	Foundation Phase
5	Year 1	Foundation Phase
6	Year 2	Foundation Phase
7	Year 3	Key Stage 2
8	Year 4	Key Stage 2
9	Year 5	Key Stage 2
10	Year 6	Key Stage 2

#### Order of classes

Classes are organised according to age. Usually, following a period of nursery education, pupils are admitted to the reception class. Children from 3 – 7 will be following the ‘Learning Outcomes’ from the Foundation Phase and the children 7 – 11 will follow the guidelines set by the National Curriculum 2008

#### Religious education

Although the school has no affiliations with any particular religious denomination, religious education is part of the curriculum and daily services are held at the school. Pupils learn about various religions of the world with an emphasis on Christianity. Parents have the right to withdraw their children from religious teaching or worship. In such cases, no alternative teaching will be provided.

Parents are invited to their child’s class assembly once a year which is held in the school hall.

“ Procedures for pupils’ moral and social development are of a very high standard. The school’s values are clearly expressed, and the concepts of fairness, tolerance and respect permeate through its life and work.”

Estyn Inspectors Report Spring 2010

#### Personal Development and Relationships education

The school has prepared its Sex and Relationships Education Policy to meet the requirements of Section 404 of The Education Act (Number 2) 1996 which requires every school to adopt a policy and review it regularly. The policy has been formulated in consultation with the Governing Body. The objective is to ensure that each child is given the opportunity to acquire knowledge and

skills to prepare him/her for adult life. The curriculum is introduced through the 'Science' and 'Personal and Social Education' curriculum which encourages the children to look after themselves and others and to think about relationships. At the same time, knowledge must be gained about life and new life through other aspects of the curriculum such as religious education. The matter must be dealt with in a sensitive way without making any child feel different or worthless. The school will decide what is acceptable and what is unacceptable to discuss in class. Year 3, 4, 5 and 6 pupils will receive Sex and Relationships Education lessons that is age appropriate as part of a wider study of health education. The school will arrange a parents' evening to explain the policy and to discuss the contents of the lessons.

Should parents be concerned about sex education, they can opt to withdraw their child from any part of the programme (Section 405 The Education Act). Should there be a written request, parents are invited to discuss their concerns with the staff and/or governors and appropriate arrangements will be made to carry out the parents' wishes.

## Home School Liaison

Occasionally, during school holidays, children will be asked to carry out some project work or a model connected to the classroom work.

### Homework

At Ysgol Mynydd Bychan we have a strong belief in the value of setting homework.

Homework is anything children do outside the normal school day that contributes to their learning, in response to guidance from the school.

Homework encompasses a whole variety of activities instigated by teachers and parents to support the children's learning. Homework is a very important part of a child's education, and can add much to a child's development.

The purpose of setting tasks to be carried out at home is to extend the current work of the classroom. Parents get an opportunity to show an interest in the work carried out by their children and the links between school and home are strengthened.

One of the aims of our teaching is for children to develop as independent learners, and we believe that doing homework is one of the main ways in which children can acquire the skill of independent learning.

The tasks should be completed in a tidy manner and be presented on time. We also encourage the children to read at home with their families wherever and whenever possible.

Children in Reception, Year 1 and 2 - the minimum amount of time these children should spend reading should roughly correspond to their age e.g. age 5 = read for 5 minutes.

Years 3, 4, 5 and 6 - the minimum amount of time these children should spend reading should roughly correspond to their age + 5 e.g. age 10 = 10 +5 = 15 minutes.

Parents of course should use their own judgement. If the child is keen to read longer then let them do so. Parents should never force a child.

Homework is set for pupils in Years 2, 3, 4, 5 and 6 – consisting of e.g. handwriting sheets, lists of words to learn for a weekly spelling test in Welsh, mathematical tables, and for Years 3, 4, 5 and 6 – spelling lists in English and tasks e.g. in Welsh, English, Mathematics.

### Home reading scheme

A home reading scheme is in operation throughout the school. You will receive information regarding the arrangements for bringing books home etc from your child's class teacher.

The Reading Bags will be sent home daily, it is the parents' responsibility to ensure that the bags are returned to school daily.

## **Arrangements for children with additional learning needs**

In accordance with the Code of Practice for Additional Learning Needs we are in a situation where we are able to recognise any problem that could impair a child's development in the Nursery and Reception class.

Through the class teacher and the ALN co-ordinator working together, we are able to set targets to be met in class. Our aim is to prepare an early programme in order to address any problem before early on and to ensure appropriate activities for the more able and talented pupils.

The class teacher monitors the progress of every child and any problem that arises is noted. Teachers differentiate work according to each child's individual needs. Differentiation will be taken into consideration for tasks, resources and any materials needed. This differentiation is reflected in the schemes of work as well as the short and midterm planning. Through thorough planning, assessment and revision and through monitoring each child's progress the teachers can see which children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

Individual Education Plans (IEP) will be prepared for specific needs; these will contain targets that children with additional needs can achieve. These targets will be aimed at communication skills, literacy, mathematics, behaviour and social skills.

The class teacher refers the child to School Action of the Code of Practice. The teacher and the SENCO (Additional Needs Co-ordinator) work together to set individual targets for the pupil and the parents are consulted.

If the problem is not solved by following the steps in School Action, then the child will move on to School Action +. The school will consult and work with LEA support services. Such services can include Speech and Language therapists, Educational Psychologists.

The child's progress is reviewed at least once a term. If the progress is not satisfactory and continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the LEA. A range of written evidence about the child will support the request. Outside agencies are called upon if assessment, advice or further assistance is needed. The LEA then considers whether a statement of Special Educational Needs is needed.

Children who have a statement of Special Educational Needs can receive their education at Ysgol Mynydd Bychan. The LEA will provide additional support. The school and the LEA work as a partnership to implement an Individual Education Plan.

The school has an Additional Learning Needs coordinator who works part time, 0.5 /week. She works closely with all members of staff, outside agencies, additional needs advisory teachers so as to ensure that as a school we can meet the needs of every individual pupil. She works with individual children and groups of children.

The school offers the following interventions to support children with additional learning needs :-

STARS – Yr 2, Literacy intervention; SAIL – Yr 1, Literacy Intervention; NIPPERS – Yrs 1, 2, 3 and 4, Numeracy Intervention; Elklan – Reception and Yr 1 – Speech and Language; Eclipse – Nursery, Speech and Language; Dyfal Donc / Catch up Readers – Yrs 3 – 6, Reading skills; Catch up – Yr 6, Cued Spelling – Spelling Strategies, Reading Skills.

*“ Provision for pupils with special educational needs (SEN) is outstanding. The school has detailed and effective arrangements for identifying pupils with SEN at an early stage. The SEN coordinator has an outstanding awareness of the educational and medical needs of all pupils , including those who are more able and talented.”*

*Estyn Inspectors Report Spring 2010*

## Equality

Ysgol Mynydd Bychan is committed to achieving equality regardless of race, gender, faith, sexual orientation, language, disability, age, ethnic origin, language, nationality, religious or non religious belief family background or any other individual characteristic which may limit a person’s opportunities in life. We promote positive approaches to difference and foster respect for people of all cultural backgrounds.

We are committed to the creation of an inclusive culture in which every individual, regardless of disability or background, is valued and enabled to participate as member of the school community. All members of staff are fully committed to the policy of promoting equality and eliminating all forms of discrimination to ensure that we do not discriminate against pupils, parents or staff.

We recognise and celebrate the fact that British and Welsh society is made up of people from diverse backgrounds and life experiences. It is important that all pupils are prepared to live in such a society.

Any language or behaviour which is racist, sexist, homophobic, disablist or potentially damaging to any group will not be tolerated and will be challenged and monitored. Information derived from monitoring will be used to plan whole-school strategies to combat incidents. Information on identity based incidents and bullying will be shared regularly with the LEA.

## Disability Equality Duty Statement

In order for us to ensure all of the statements below and to meet the criteria set out in our school’s vision statement and policies we must have all the relevant information to hand so that we can support you in the best way possible.

The Disability Discrimination Act defines a disabled person as a person with a physical or mental impairment, which has a substantial and long-term adverse effect on his or her ability to carry out day-to-day activities.

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on a person’s everyday life e.g. asthma, diabetes, epilepsy, chronic fatigue syndrome, cancer, a mental health condition or if a child becomes a ‘young carer’.

Disability is not the same as special educational needs; not all children or adults who are defined as having a disability have special educational needs, and vice versa.

All members of staff are fully committed to the policy of promoting equality and eliminating all forms of discrimination to ensure that we do not discriminate against pupils, parents or staff with disabilities.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, parents or staff.

We ensure that pupils with disabilities have the same opportunities as non-disabled pupils, so that every pupil benefits from the education our school provides. We will make all reasonable adjustments to ensure that a pupil, parent or member of staff with disabilities is not placed at a disadvantage.

We will do our best to address the needs of a pupil, parent or staff member with disabilities before he/she joins the school.

When advertising posts or interviewing applicants, or deciding appointments, the governors and staff will follow the necessary procedures, and will not discriminate against people with disabilities.

In order for us to ensure all of the above and to meet the criteria set out in our school's vision statement and policies we must have all the relevant information to hand so that we can support you in the best way possible.

To help us achieve this, please tell us if there are any adjustments that could be made to support yourself or your child. The information you provide will be dealt with discreetly.

### Ysgol Mynydd Bychan's Accessibility Plan

"Improving access to education for disabled pupils is a key component in the delivery of the National Assembly's statutory responsibility under the Government of Wales Act 1998 to exercise its functions with regard to providing equality of opportunity for all. Accordingly it wishes disabled people to enjoy full participation in society, independent living and economic self sufficiency."

Welsh Assembly Circular Number: 15/2004

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Ysgol Mynydd Bychan's Accessibility Plan was created in accordance with the DDA. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

not to treat disabled pupils less favourably for a reason related to their disability;  
to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage; to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA, Section 28D:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The DDA defines a disabled person as 'a person who has a physical or



mental impairment that has a substantial and long-term adverse affect on his or her ability to carry out normal day-to-day activities.'

Physical or mental impairment includes sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on a person's everyday life. Mental health conditions are also covered when they are a clinically well-recognised illness.

The aim of our school's Accessibility Plan is to improve access for disabled pupils in a planned and strategic way and in so doing enable disabled pupils to develop their full potential in accordance with the principles set out in 'The Learning Country'.

## **Security at the school**

The school governors revise safety procedures regularly. The Health and Safety of your child is important to us while they are on the school premises.

There is a security camera at the entrance to the school, on the Nursery yard and at the side of the school and no one is allowed to enter the building without permission. All gates apart from the Whitchurch Road gate are closed during the day. In addition, all school gates are locked at play and lunch time.

When visitors enter the school they are requested to report to the office where they are issued with the relevant authorisation and sign the visitors' book.

This also applies to parents.

Please do not wander in to your child's classroom to interrupt teaching time.

No dogs are allowed on the school yard at any time.

It is difficult to ensure that the school site is totally safe, but we do our best to ensure that the school environment is safe for all who work and study here. We revise our safety procedures regularly, we have got many risk assessments in place and we liaise and work with safety experts.

## **Pastoral care arrangements**

The Headteacher is responsible for the school's pastoral care arrangements. The teachers are responsible for the educational development and pastoral care of the children in their charge. If parents have any worries about the welfare of their child, they should contact the Headteacher to discuss the situation and to arrange a meeting with the class teacher if necessary.

*"The school's care arrangements have been planned in detail and very effectively. It is a caring and inclusive community where pupils feel secure and happy."*

*Estyn Inspectors Report Spring 2010*

All possible care is taken for the safety of the children whilst at school. Should a child become ill or have an accident, the school will contact the parent or guardian.

In an emergency, should the school fail to contact a parent or guardian, a member of staff will take the child to the accident and emergency department of the University of Wales Hospital in the Heath.

**It would be of help to the teachers – and ultimately to the children – if parents inform the school of any changes at home. This information is treated as totally confidential within the school.**

As a school we have a legal duty to Promote and Safeguard the Welfare of Children Section 175 Education Act 2002. We follow local procedures and promptly refer suspected cases of child abuse. We have a written Child Protection Policy, a designated senior member of Staff (Mr Marc Jon Williams) and a named Governor (Dr Carys Jones) responsible for Child Protection.

The health, safety and welfare of all our children are of paramount importance to all the adults who work in Ysgol Mynydd Bychan. Our children have the right to protection, regardless of age, gender, race, culture or disability. They have a right to be safe in our school.

We will do all we can to ensure that all those working with children in our school are suitable people. This involves scrutinizing applicants, verifying their identity and obtaining references, as well as the mandatory check of List 99 and DBS checks.

*“Arrangements for ensuring pupils’ health and safety is outstanding. Exemplary attention is paid to physical health and the school has received an accreditation for promoting a healthy school.”  
Estyn Inspectors Report Spring 2010*

## Internet Safety

The purpose of Internet access in school is to raise educational standards, to support the professional work of staff and to enhance the school’s management information and business administration systems. Access to the Internet is a necessary tool for staff and students. It is an entitlement for all children who show a responsible and mature approach. It prepares children for their future careers and personal development needs. It is a requirement of the National Curriculum orders for Information Technology and is implied in other subjects’ orders.

As part of pupils’ curriculum enhancement and the development of ICT Ysgol Mynydd Bychan is providing supervised access to the Internet including e-mail. Although there have been concerns about pupils having access to undesirable materials, we are taking positive steps to deal with the risk in school. Our school Internet access provider (Cardiff County Council) operates a filtering system that restricts access to inappropriate materials.

Please see **appendix b** - Rules for Responsible Internet Use

As a school we use the internet and social media in a responsible way to support the work of the school and to communicate with parents. We are aware that parents use social networking sites and mobile apps to speak to their friends e.g. Facebook, Twitter. Please remember that these ‘conversations’ may be publicly available. According to law statements, defamatory or otherwise, can have the same legal consequences as if they were made directly to another person. In some cases criminal offences can be considered under a number of Acts including but not limited to the Malicious Communications Act 1988, Communications Act 2003, Protection from Harassment Act 1997, Criminal Justice Act 2004 and Public Order Act 1986. Consequences for criminal offences under the above legislation include cautions, fines and significant prison sentences.

## Use of cameras

We have recently acquired Digital Blue Video Cameras in the school. These are an exciting new medium, which can motivate and inspire pupils. We also have and use video cameras and digital cameras. During the school year the children will film / take pictures of members of staff and each other using the various cameras. Where the children are filmed / or taken pictures of they will be made unidentifiable. Any resulting films/ pictures will be shown in school and some clips may be used for teacher training, evaluation and assessment purposes e.g. PE lessons, Science experiments.



## **Sun Safety**

Children are encouraged to wear sun hats and we ask parents to put sun cream on their child before they come to school. Children may bring sun cream to school and put it on themselves. The children are encouraged to play in the shade and drink as much water as possible.

## **Educational visits**

The school takes very seriously its responsibilities for ensuring the safety of children whilst on school trips. Every teacher completes a risk assessment before going on any educational visit. Every adult going on the trip is made aware of the contents of the risk assessment.

We use coaches and mini-buses only when seat belts are provided. We instruct the children to use seat belts at all times when the bus is moving.

## **Non-Smoking Policy**

The school operates a non-smoking policy that applies to all staff and visitors and includes the whole school site.

## **Fire Safety**

Procedures for fire and other emergency evacuation are displayed prominently in all rooms. Fire drills are held twice each term. Arrangements are made to monitor the condition of all fire prevention equipment regularly. This includes the visual inspection of fire extinguishers, emergency lighting and the testing of the fire alarm system. The fire assembly point is the fence on the back yard by the Church.

## **Charging**

All the education we provide during normal school hours is at no charge to pupils. We do not charge for any activity undertaken as part of the National Curriculum / Foundation Phase Curriculum, with the exception of some individual or small-group music tuition.

When organising school trips, visits, drama groups and shows to enrich the curriculum and the educational experience of the children, the school invites parents to contribute to the cost. All contributions are voluntary. If we do not receive sufficient voluntary contributions, we may cancel a trip. If a trip goes ahead, it may include children whose parents have not paid any contribution. We do not treat these children differently from any others.

If the school organises a residential visit in school time e.g. to the Urdd camp at Llangrannog, Storey Arms and Dan y Wenallt in the Brecon Beacons, Call of the Wild in the Neath Valley in or mainly in school time, which is to provide education directly related to the National Curriculum, we do not make any charge for the education or travel expenses. However, we do suggest a charge to cover the costs of board and lodging, although parents who receive state benefits are exempt from this charge.

## **Partnership with Parents**

We believe that the partnership between the home and the school is a very important one and it will develop as the parent and teacher share their knowledge of the child. It will have an influence on your child's progress in school. We operate an 'Open door' policy. This means that parents can contact teachers at the beginning and the end of the school day. If you want to discuss

things in greater detail with the Headteacher or your child's class teacher then please contact the school to make an appointment.

Sometimes during the year we hold curriculum evenings in which we give further information about the curriculum and the teaching and learning methods in our school. It is important that you try and attend these meetings.

*"Parents are very supportive of the school and are happy with pupils' achievements as well as the school's success. They express satisfaction with the school's aims and values and appreciate the open door policy."*

*Estyn Inspectors Report Spring 2010*

Information and monthly newsletters are sent out to parents via the children or are posted on our school website. Parents who do not have access to the Internet at home receive 'paper letters', this is so that we use less paper. Next year we will be e-mailing parents letters etc. If you wish to receive school newsletters and information via e-mail, please ensure that we have your correct e-mail address.

### School Website

All information regarding the school is placed on our school website -

<http://ysgolmynyddbychan.cardiff.sch.uk/>.

Information is also placed on the school notice boards, which are situated outside the main entrance and the Nursery entrance.

If we have any concerns about your child we will contact you so that we can discuss matters further. We will work closely with you to ensure that your child reaches their full potential during their time here at Ysgol Mynydd Bychan.

### Parent Teacher Association

The school is very fortunate to have a Parent Teacher Association that meets on a regular basis to organise various activities for each term. Every parent is urged to participate.

Funds raised by the PTA are used towards taking pupils to extra curricular activities and the purchase of special resources for the school.

Officers and members of the PTA committee are elected annually at a general meeting. The balance sheet of the PTA's fund is presented to parents at this meeting.

Four parents are elected as the members of the Board of Governors every four years.

*"Parents make an exceptional contribution to the school."*

*Estyn Inspectors Report Spring 2010*

## The school curriculum

The Education Act 1996 specified a statutory curriculum to be taught to the children of all state schools. In accordance with the Act the school offers a wide ranging, balanced, relevant and differentiated curriculum for the spiritual, moral, social, emotional and intellectual development of the pupils. Since September 2008 we have been following the Foundation Phase Curriculum for 3 – 7 and Curriculum 2008 for 7 – 11. We endeavour to ensure the development of the key skills – Numeracy, Literacy, Information Technology and Thinking Skills, across the curriculum subjects and the Foundation Phase.

Welsh is the normal language of communication in all aspects of school life. As the school is a Welsh primary school, we strive to develop and enrich the children's knowledge of the Welsh language and their awareness and appreciation of Welsh culture.

We would welcome the co-operation of parents in this matter and should any parent wish to receive information about Welsh language courses for adults, details are available from the school office.

## The Curriculum

**We strongly believe that childhood is not a rehearsal for adulthood. We only have one chance!**

Our philosophy is embedded in the words of Confucius:-

*I hear and I forget*

*I see and I remember*

*I do and I understand.*

The curriculum is based on the Skills based Framework i.e. skills based learning

- Literacy Skills (Statutory)
- Numeracy Skills (Statutory)
- Information Technology Skills
- Thinking Skills

Elements of the Skills Framework can be found right across the Areas for Learning in the Foundation Phase and the programmes of study in Curriculum 2008.

### The Literacy and Numeracy Framework

The Literacy and Numeracy Framework is statutory as of September 2013. The purpose of the Literacy and Numeracy Framework is to bring about sustained improvement in literacy and numeracy standards and to overcome the impact of deprivation in schools in Wales.

The Literacy and Numeracy Framework has been developed to support teachers and other practitioners to raise standards. It concentrates on those elements of literacy and numeracy that are of greatest value to learners in their work across the curriculum and which they will need to become effective learners. The school plans opportunities to develop the children's Literacy and Numeracy skills, using the Literacy and Numeracy strands, across the curriculum to meet the needs and ability of each learner.

The literacy strands are:

- Oracy across the curriculum;
- Reading across the curriculum;
- Writing across the curriculum.

The numeracy strands are:

- Developing numerical reasoning;
- Using number skills;
- Using measuring skills;
- Using data skills.

National Reading and Numeracy tests are held yearly every May for children in Yrs 2, 3, 4, 5 and 6. Parents will receive their own child's results plus a school's comparison report.

## **Foundation Phase – Nursery, Reception, Year 1 and 2**

The Foundation Phase is the curriculum for 3 – 7 year olds – Nursery, Reception, Year 1 and 2. The Foundation Phase creates one phase in children’s education that has one curriculum and one approach to learning.

The Foundation Phase is developed under six Areas of Learning, which are:

- Personal and Social Development and Well-being
- Language, Literacy and Communication Skills
- Mathematical Development
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

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 so that they enjoy learning and will want to continue with their education for longer
- self-esteem and self-confidence to experiment, investigate, learn new things and form new relationships
- creative and expressive skills and observation to encourage their development as individuals with different ways of responding to experiences
- activities in the outdoors where they can have first-hand experiences of solving real problems in aspects such as mathematics and science and learn about conservation and sustainability.

*“ The provision for children under five presents the principles of the Foundation Phase superbly.”*

*Estyn Inspectors Report Spring 2010*

The Foundation Phase places great importance on staff using the outdoors as another classroom where children can work on a daily basis. There are many reasons for encouraging children to use the outdoors such as:

- children’s health and fitness benefit from running, jumping and skipping outside and using toys and equipment that cannot be used inside
- children can experience nature at first hand – how the weather changes and how plants and animals react to the different seasons
- problem solving can relate to real experiences
- children can experience aspects such as conservation and sustainability at first hand
- they can develop a love of nature and undertaking activities out of doors.

The Foundation Phase places a great emphasis on learning by doing. Young children will be given more opportunities to gain first hand experiences through play and active involvement rather than by completing exercises in books.

The teachers plan the activities carefully to ensure that your child receives a wealth of experiences suitable for their own individual needs, that will in turn help them to become successful learners.

Staff will assess children's progress through observing them in their everyday activities and use the information to plan the next stage in their development.

At the end of Year 2 children are assessed in the main subjects –  
Welsh  
Mathematics  
Personal and Social Development and Well-being

It is a teacher based assessment and they will be given a curriculum level based on their ability in the above subjects.

### Years 3 – 6, Curriculum 2008

There is a strong emphasis again on learning by doing.

The new curriculum comprises the revised national curriculum subject orders (Welsh, English, Maths, Science, Information Technology, Design and Technology, History, Geography, Art, Music, Physical Education, Religious Education) and the framework for the Foundation Phase, personal and social education, careers and the world of work, the non-statutory skills framework and the national exemplar framework for religious studies.

Significant changes have been made to content and presentation and these present both an opportunity and a challenge as we consider how best to use the new curriculum publications to plan and provide appropriate, relevant and motivating experiences for all learners.

The curriculum aims to

- focus on the learner
- ensure that appropriate skills development is woven throughout the curriculum
- focus on continuity and progression 3 – 11
- offer reduced subject content with an increased focus on skills
- be flexible
- be relevant to the C21st
- support the Government policy including bilingualism, Welsh Curriculum, equal opportunities, food and fitness, education for sustainable development, Europe and the world.

One of the overall aims of the revised curriculum is to reduce prescription and to give control and responsibility back to schools and to learners themselves.

As a school we are free to organise and deliver the curriculum in the way that best suits our circumstances and needs.

Pupils are grouped in mixed ability classes and according to age. Again the emphasis is put on learning through doing.

*“The quality of teaching exceeds the statistics for the whole of Wales for 2008-2009 as published in HMCI’s Annual Reprt, namely the quality of teaching nationally was Grade 1 or 2 in 85% of lessons and Grade 1 in 17% of lessons. At Ysgol Mynydd Bychan 39% of the teaching was Grade 1 with 61% at Grade 2 = 100% Grade 1 or 2.”*

*“The % figures for the standards in lessons are substantially higher than the national percentages in HMCI’s annual report for 2008 - 2009 namely that standards in primary schools in Wales are good or better (Grades 1 or 2) in 85% of lessons and outstanding in 12%. At Ysgol Mynydd Bychan 21% - Grade 1, 79% - Grade 2 = 100%.”*  
*Estyn Inspectors Report Spring 2010*

## **Music**

Peripatetic music teachers visit the school and junior department pupils (Years 3 – 6) are given the opportunity to learn to play the following instruments: violin, brass, harp, keyboard and guitar. A tuition fee is charged for these optional musical instrument lessons. The school has a two-part harmony singing group for years 3, 4, 5 and 6 which meets weekly after school.

## **Physical education**

The physical education curriculum plays an important part through educating and developing the whole person as well as giving satisfaction. We emphasise developing sports skills as well as increasing the pupils' self-confidence, awareness and control over their bodies. Each pupil is given the opportunity to participate in a variety of creative physical activities that have been carefully designed and presented in order to expand their knowledge, skills and understanding as well as their athletic and dancing abilities.

The activities offered are appropriate for the ability and experience of the children.

Gymnastics, dance and games are offered and also, adventurous activities, athletics and swimming in Key Stage 2. Games clubs are held after school for Years 3, 4, 5 and 6 - Netball (Autumn and Summer), Rugby, Football, Dance, Baseball (Summer). During the summer term cricket and baseball are played. Occasionally specialists will visit the school to train the children.

The school participates in a number of activities organised by the Urdd throughout the year – Swimming Gala, Rugby, Cricket and Netball competitions. A school sports day is held annually. The Netball and Rugby teams compete in friendly games with other schools.

## **Educational for sustainable development and Global Citizenship (ESDC)**

We believe that education in ESDC and citizenship enables children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing, we help to develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation in the school council. We teach children about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural society.

## **Assessment**

Assessment is part of the daily routine in the classroom. Children are encouraged to take an active role in their learning; learning how to self assess and peer assess. Pupils in Years 2, 3, 4, 5 and 6 sit the National Welsh Reading test yearly; pupils in Yrs 4, 5 and 6 sit the National English Reading test yearly; pupils in Yrs 3, 4, 5 and 6 sit the National Numeracy Tests yearly. Pupils in Reception, Year 1, 2, 3, 4, 5 and 6 also sit the NFER Maths Test. The results are used to assess a child's performance, development and to track each individual child's progress.

The daily assessments and these tests help us recognise very quickly a child who is underachieving or a child who needs to be 'pushed/stretched' or a child who might need extra support. By using these assessments we can the next step in the children's learning. Individual programmes are put in place to support children and ensure potential is achieved.

In accordance with the requirements of the National Curriculum, pupils are assessed at the end of the Foundation Phase at the age of 7 through the medium of Welsh and the end of Key Stage 2 at the age of 11 through the medium of Welsh and English by Teacher Assessment. Children are given an Outcome Level in Personal and Social Development and Well-being, Language, Literacy and Communication Skills and Mathematical Development at the end of Year 2 and a National Curriculum level in Welsh, English (Year 6 only), Maths and Science at the end of Year 6. The results are available for the individual's parents and for the school. The school's results can be compared with the results for the rest of Wales.

**Please see Appendix D.**

National Curriculum Levels Key Stage	Range of expected Foundation Phase Outcomes	Expected Outcome / Level
Foundation Phase (Yr 2)	Outcome 3 – 6	Outcome 5
KS 2 (Yr 6)	Level 2 – 5	Level 4

*“The quality of assessment is outstanding. Assessments are consistent and correct. Teachers know the pupils very well.”*

*“The process of observing and recording the progress and achievement of individual children in the Foundation Phase is excellent.”*

*Estyn Inspectors Report Spring 2010*

There is continuous assessment of the children by the teachers throughout their school careers. Assessment feeds the next step in the learning process. Pupils are encouraged to set their own targets.

Parents are given a verbal report on the progress of their child during Parents’ Open Evenings. Parents’ Open Evenings are held three times a year. You will receive a written report on the progress of your child during the year on - the six areas of learning in the Foundation Phase (Nursery, Reception, Yr 1 and 2) and on all subjects of the National Curriculum (Yrs 3 – 6) at the end of the summer term.

All results are stored and are passed on to the secondary school / new Primary school when a child leaves Ysgol Mynydd Bychan.



**And finally**

**If a child lives with criticism,  
he learns to condemn.**

**If a child lives with hostility,  
he learns to fight.**

**If a child lives with ridicule,  
he learns to be shy.**

**If a child lives with shame,  
he learns to feel guilty.**

**If a child lives with tolerance,  
he learns to be patient.**

**If a child lives with encouragement,  
he learns confidence.  
he learns to appreciate.**

**If a child lives with fairness,  
he learns justice.**

**If a child lives with security,  
he learns to have faith.**

**If a child lives with approval,  
he learns to like himself.**

**If a child lives with acceptance, and friendship,  
He learns to find love in the world.**



## **The Nursery Class**

Our nursery is a 32 placement nursery which is an internal part of the whole school. Our aim in the nursery is to develop happy, confident children who take an active interest in the world around them and will approach any challenge with enthusiasm.

We see ourselves working in close partnership with parents/guardians in order to provide the children with the best possible academic skills needed in life.

The nursery morning/afternoon offers a curriculum structured around the statutory guidelines in the 'Framework for children's Learning for 3 to 7 year olds in Wales'.

64 children can be accepted into the nursery on a part-time basis. There is one teacher teaching and three Learning Support Assistants supporting the learning in the nursery where the children receive a most exciting and varied curriculum which prepares them with pre-number, reading and writing skills, manipulative skills and most of all, personal and social skills.

## **Parents as Partners**

There is an open door policy at our nursery; parents are welcomed into our setting at the beginning or the end of the nursery session to help their children to settle into their new surroundings.

Education is a partnership between home and school and there are many ways in which you as a parent can help your child. Many of our nursery activities can be extended and supported through normal everyday experiences.

Although you may already be providing many of the following activities and experiences we hope that some of our suggestions may prove to be of use.

## **General Information for Parents.**

### **Staffing Structure**

**Headteacher**

**Miss Siân Evans**

**Deputy Headteacher**

**Mr Iolo Williams (from September 1<sup>st</sup> 2014)**

**Nursery Teacher**

**Miss Leah Roberts**

**Nursery Learning Support Assistants –**

**Mrs Wendy Roberts**

**Ms Ceri Payne**

**Miss Mared Thomas**

### Snack Money

The children will have milk and a snack daily. We kindly ask for a contribution of £1 every week to pay for the snack.

### Food

It is not possible for your child to bring lunch to school if they come to the afternoon session. Please ensure that your child finishes lunch before arriving in school.

### Daily Timetable

Morning Session - 9.15 - 11.45.  
Afternoon Session – 12.55 – 3.25.

The nursery gate will be locked promptly at 9.30 every morning and at 1.10 every afternoon. This is to ensure the safety of the Nursery and Reception class children. Would latecomers please use the main entrance on Whitchurch Road. Please ensure your child is picked up from school promptly as staff have other responsibilities within the school. Thank you for your co-operation.

On the whole the children are free to choose their activities in the Nursery. The activities set out in the classroom and on the yard are all part of the Foundation Phase Framework and we encourage each child to try and take part in all of these activities during the session.

There are three carpet sessions during a nursery session, one to take the class register and to discuss the days of the week and the weather, and the second to listen to stories, singing, games and other various activities and the third to encourage the children to take an interest in all the educational areas that have been set for that day.

### How to help

- < come to school ON TIME!
- < teach your child to put his/her coat on and take it off.
- < teach your child to use the toilet and wash/dry their hands.
  
- < telephone and explain any absences – send a letter on return.
- < let us know if your child is going home with another adult.
- < ensure that names are on clothing and personal belongings

### Useful Information

WELSH BOOK SHOPS - Siop y Felin, Penlline Rd, Whitchurch.  
- Y Caban, Kings Rd, Pontcanna.

## Geirfa / Vocabulary

### Cyfarchion / Greetings

Bore da	-	Good Morning
Prynhawn da	-	Good Afternoon
Noswaith dda	-	Good Evening
Nos da	-	Good Night
Hwyl Fawr	-	Goodbye
Diolch	-	Thank you

### Rhifau / Numbers

1	Un (Een)
2	Dau (daee)
3	Tri (tree)
4	Pedwar ( pedoear)
5	Pump (pimp)
6	Chwech (chooech)
7	Saith (Saeeth)
8	Wyth (Ooeeth)
9	Naw (Naoo)
10	Deg (deg)

### Lliwiau / Colours

(In brackets - this how you can say them phonically)

Coch (koch)	Red
Melyn (melin)	Yellow
Gwyrdd (goirdd)	Green
Glas (glass)	Blue
Du (dee)	Black
Gwyn (goin)	White
Porffor (porffor)	Purple
Pinc (pink)	Pink
Brown (Bro-oon)	Brown
Oren (oren)	Orange
Llwyd (lloeed)	Grey

### Dyddiau'r wythnos / Weekdays

Dydd Sul	Sunday
Dydd Llun	Monday
Dydd Mawrth	Tuesday
Dydd Mercher	Wednesday
Dydd Iau	Thursday
Dydd Gwener	Friday
Dydd Sadwrn	Saturday

## **A definition of the Foundation Phase**

The Foundation Phase in Wales includes children of 3- 4 years of age who attend nurseries, children of 4- 5 years of age who attend reception classes and children of 5 – 7 years of age in Years 1 and 2.

**PLEASE SEE PAGES 2 7 - 29 FOR INFORMATION REGARDING THE FOUNDATION PHASE CURRICULUM**

## **Behaviour and discipline**

There are a small number of rules in the Foundation Phase and their purpose is to ensure health and safety in our community. We regularly stress the importance of honesty, trust, fairness, self-discipline, respect and self worth.

We praise good behaviour and help the children to understand that this is the behaviour that we expect. We discuss and agree on simple rules during “circle time” sessions and these are our golden rules for the year. The rules are exhibited in the nursery and reception class, which includes pictures of the children showing good behaviour. We remind children of the rules often by bringing their attention to the poster.

We reward the children with stickers, stars, stamps and certificates. We celebrate these rewards during our assemblies.

We punish unacceptable behaviour:

- by placing the child alone for a short period ensuring that the child is safe and in view of an adult throughout.
- by not allowing the child his/her favourite toy/activity.

Bullying is not acceptable. If we discover bullying we act immediately to stop it. Although it is difficult to educate all incidences we do everything in our power to protect the emotional welfare of every child.

All members of staff are aware of the rules concerning the use of physical force, as it states in the DfEE 10/98 circular dealing with part 550 A of the 1996 Education Act “The use of Force to control and restrain pupils”.

Our staff do not hit, push or slap children. They intervene to stop a child from hurting others or him/herself. Our mode of conduct is in accordance with the government’s guidelines.

## **Environment and resources**

The environment at Ysgol Mynydd Bychan supports education with an adequate space, suitable amenities and high quality resources. They are arranged with imagination and care and with an awareness of health and safety.

We work together to create an atmosphere which:

- is comfortable, interesting ,welcoming and safe.
- has specific areas that offer numerous and broad learning activities.
- provides direct experiences, a high standard of playing opportunities, visits and opportunities to develop linguistic skills.

- provide a flexible classroom organisation so as to allow the children to work for longer periods of time if they so wish and to revisit their work
- to place resources within every child's reach to develop independence make decisions and take charge.
- to ensure that children develop physically, think independently, develop self-care and responsibility, communicate and create positive relationships.

## Staffing

### Nursery

One teacher and 3 Learning Support Assistants and 32 children in both morning and afternoon sessions.

Staff meet weekly to plan. Every member has a chance to evaluate, assessments/ filed notes and to contribute to the planning of the work. Matters of discipline, classroom organisation, health and safety etc are discussed.

Every member of staff in the Foundation Phase:

- responds positively towards young children and their families
- responds to the needs ,interests and ideas of children with sensitivity
- shows curiosity and enthusiasm towards teaching and learning
- understands that observing and evaluating the child's response to his/her work is a necessary part of preparing an effective curriculum
- maintains high expectations of teaching and children's behaviour
- has an understanding of the development and the needs of young children
- encourages independence in children
- appreciates activities started by children
- understands the next steps needed to ensure the safety and protection of children
- discusses and evaluates their work to ensure standards are maintained and raised

## Policy for admitting children.

We accept children into the nursery and Reception class in accordance with the County's Policy.

### Nursery

There is an open afternoons in the summer term so that the children that will be attending the nursery in the following September can visit the classroom, meet the teacher and Learning Support Assistants. Similar Open Afternoons are held in December for children starting Nursery in the January and for those children starting after Easter an open afternoon is held in March. During the visit the teacher/Learning Support Assistant will conduct a short informal interview with the parents to discuss the children. The parents receive information such as, the nursery handbook, schools admission form and information about the school uniform.

In September the children start the nursery in-groups of four or five children every other day until all children have begun. If there are any spare spaces left in October (after half term) then children are accepted after their third birthday during the school year. A suitable time is arrange for the children and parents to visit the nursery so that they can settle and it gives an opportunity to fill a questionnaire and for the parents to receive information.

### Reception Class

An open morning is held in the school hall during the summer term for the parents and children who will be attending the reception class in September. It's an informal morning, which gives an

opportunity for the parents to meet the teacher, to visit the classroom, to receive information from the head teacher and the school handbook.

The children who attend the nursery are familiar with the reception class and the children who have not attended the school's nursery visit the reception class with their parents before the children begin the reception class in groups of five and six children every other day until all children have been accepted.

We try to ensure a smooth transition between the nursery and reception class and between the reception class and year one by:

- giving the children a chance to visit the reception class.
- Meet the teacher who will be teaching them.
- Give information to parents, e.g. through meetings, handbooks, and parent's evenings.
- Transferring information about the children from one class to the next e.g. profiles, test results / assessments, information about additional needs.
- To ensure progression, continuation and development in the activities planned in the nursery to the reception class, and from the reception class to year one.

### Nursery Timetable

There is a need for structure for young children as a foundation to the flexibility and independence that is promoted at Ysgol Mynydd Bychan; there is an order to the day that doesn't change from day to day.

#### Nursery

9.15 – 9.30 The children arrive and settle. A chance for the parents and teachers to have a chat.

9.30 – 9.40 Registration and introduction of the activities.

9.40 – 10.05 Activities which are based equally in the inside and outside classrooms

10.05 – 10.15 – POPAT (Phonics session)

10.15 –10.30 Milk and snack time. Sing Welsh songs and Nursery Rhymes.

10.30 – 11.30 Activities which are based equally in the inside and outside classrooms

11.30 – 11.45 Carpet sessions and home.

The afternoon session follows the same order from 12.55pm – 3.25pm.

## **Frequently Asked Questions**

### **What are the advantages of my child being bilingual?**

- Research shows that children who understand more than one language are able to think more flexibly and creatively
- There are economic advantages, as increasingly in Wales employers are asking for bilingual skills. This is true for all areas of Wales, not just in the predominantly Welsh speaking parts of Wales
- Speaking another language opens doors of opportunity socially as well as economically.
- Bilingualism provides opportunities to experience two different cultures. You see aspects of Wales in a different way
- Two languages – twice the choice!

### **Is Welsh a difficult language to learn?**

No! In a supportive atmosphere, any child can learn to speak Welsh. Their brains soak in languages like sponges. Learning a language is much harder for an adult.

### **Do children mix up the two languages?**

- At the start a few children will use a mix of both languages, but they soon learn to separate them and will use whichever language the person talking to them uses
- Research shows that speaking more than one language helps them learn and understand other languages
- Recent results also show that children receiving bilingual education tend to do better across the curriculum, including in English.

### **I can't speak Welsh. How can I help my child?**

- Support your child and show pleasure and pride in their ability to speak Welsh. If you feel confident enough, try using some Welsh words, for example colours and numbers.
- Take an active interest in all aspects of your child's life and discuss what they have learned. It is good to reinforce what they have learned in Welsh by discussing it in English
- Encourage any Welsh speakers you know to use the language with your child
- There are lots of other ideas on how to help your child within the handbook

### **What if one parent can speak Welsh?**

This is a common situation. It is important that the parent who can speak Welsh speaks it all the time. There is no need for the non-Welsh speaking parent to feel left out as children usually take great pleasure in translating for them! Their contribution is equally as important.

## **Appendix a**

Attendance figures for each school are sent into the Local Education Authority weekly. The school and the Attendance Officer also monitors the patterns of absence for each pupil.

**Our attendance target is 96%.**

We enclose a table showing the attendance figures for your child, national guidance concerning levels relating to pupil progress, holidays during school time and authorised absences.

We hope you will find this information useful and will continue to work with us to improve attendance.

The table below compares your child's attendance with national guidelines.

<b>Your child's attendance</b>	<b>National Guidelines</b>
<b>95 – 100%</b>	<b>Optimum chance to achieve well. Your child is taking full advantage of every learning opportunity.</b>
<b>90 – 95%</b>	<b>Satisfactory. Your child may have to spend time catching up with work.</b>
<b>85 – 90%</b>	<b>Cause for concern. Your child may be at risk of underachieving.</b>
<b>80 – 85%</b>	<b>Cause for concern. Your child may need extra support from you to catch up with work.</b>
<b>Below 80%</b>	<b>Your child may be missing out on a broad and balanced education.</b>

**Holidays during term time** – Parents **do not** have an automatic right to take children on holiday in term time.

**Absence from school** – Please ensure that the school is informed by telephone/ by person / by note on the first morning of your child's absence as we are always concerned if a child is not present. If this is not done then your child will be marked as an unauthorised absence.

Thank you for your cooperation in this matter.



## Appendix b

### Ysgol Mynydd Bychan

#### Rheolau ar gyfer Defnydd Cyfrifol o'r Rhyngwrwd

Mae'r ysgol wedi gosod cyfrifiaduron a mynediad i'r Rhyngwrwd er mwyn cynorthwyo ein dysgu. Bydd y rheolau hyn yn helpu pawb i fod yn ddiogel ac yn ein helpu ni i fod yn deg gydag eraill.

- Byddaf yn gofyn caniatâd gan athro/athrawes cyn defnyddio'r Rhyngwrwd.
- Byddaf yn defnyddio fy mewngofnod a'm cyfrinair i, a byddaf yn cadw hwn yn gyfrinachol.
- Fydda i ddim yn mynd mewn i ffeiliau pobl arall.
- Byddaf yn defnyddio'r cyfrifiaduron ar gyfer gwaith ysgol a gwaith cartref yn unig.
- Fydda i ddim yn dod a disgiau fflopi/ CD ROM i'r ysgol heb ganiatâd.
- Byddaf yn e-bostio pobl rwy'n eu hadnabod yn unig, a dim ond os bydd fy athro/athrawes/rhiant wedi cytuno.
- Byddaf yn anfon negeseuon cwrtais a synhwyrol.
- Fydda i ddim yn rhoi fy nghyfeiriad cartref na'm rhif ffôn, nac yn trefnu i gwrdd a rhywun ar unrhyw adeg, oni bai bod fy rhiant/gofalwr/athro/athrawes wedi rhoi eu caniatâd.
- Er mwyn amddiffyn fy hun a disgyblion eraill, byddaf yn dweud wrth athro/athrawes os welaf i unrhyw beth nad ydw i'n ei hoffi, neu os byddaf yn derbyn neges nad ydw i'n ei hoffi.
- Rwy'n deall y bydd yr ysgol yn edrych ar fy ffeiliau cyfrifiadur, ac yn cadw golwg ar y gwefannau y byddaf yn ymweld â nhw.

#### Rules for Responsible Internet Use

*The school has installed computers and Internet Access to help our learning. These rules will keep everyone safe and help us be fair to others.*

- *I will ask permission from a teacher before using the Internet.*
- *I will use only my own login and password, which I will keep secret.*
- *I will not access other people's files.*
- *I will use the computers only for school work and homework.*
- *I will not bring floppy disks/CD ROMs into school unless I have permission.*
- *I will only e-mail people I know, and my teacher/parent/carer has approved.*
- *The messages I send will be polite and sensible.*
- *I will not give my home address or phone number, or arrange to meet someone in any circumstance whatsoever, unless my parent/carer/teacher has give permission.*
- *To protect other pupils and myself, I will tell a teacher if I see anything I am unhappy with or I receive messages I do not like.*
- *I understand that the school will check my computer files and sill monitor the internet sites that I visit.*

## School Policies

The school has policies covering the following. They are regularly reviewed in consultation with staff and governors when necessary. They are available to view in the school by prior arrangement with the Headteacher.

1. Foundation Phase
2. Language - Welsh
3. Language - English
4. Mathematic
5. Science
6. Assesment,Recording and Reportng
7. Geography
8. History
9. Art and Design
10. Music
11. Religious Education
12. Music
13. Information Communications Technology
14. Physical Education
15. Design Technology
16. Additional Needs
17. More able and talented
18. Equality
19. Behaviour and discipline
20. Personal and Relationships education
21. Drugs Education
22. Classroom management
23. Health, Safety and Wellbeing
24. Salaries
25. Disability Equality Duty
26. Accessibility Plan
27. Curriculum
28. Teaching and Learning
29. Multi cultural
30. Partnership with Industry and Business
31. Performance management
32. Anti-Bullying
33. Planning Preparation Assessment
32. Use of Internet
33. Retirement and redundancy
34. Citizenship
35. Inclusion
36. Public worship
37. Continual Professional Development
38. School Uniform
39. Library
40. Homework
41. Classroom learning support assistants
42. Key Skills
43. Educational visits and activities
44. Monitoring and evaluation
45. Communication
46. Target Setting
47. Charging Policy
48. School Prospectus
49. Freedom of Information Act 2000, Publishing Procedure on information available
50. School Times
51. Admissions
52. Complaints Procedure

## School Comparative/ Validation 2013 (End of Foundation Phase Outcomes- Pupils)

(Table 1 - PERCENTAGES)

Cardiff

YSGOL MYNYDD BYCHAN

		N	D	W	1	2	3	4	5	6	A
<b>Personal and social development, well-being and cultural diversity</b>	School	0.0	0.0	0.0	0.0	0.0	3.7	7.4	74.1	14.8	0.0
	Wales	0.1	0.1	0.2	0.3	0.5	1.3	6.7	52.3	38.4	0.2
<b>Language, literacy and communication skills (in Welsh)</b>	School	0.0	0.0	0.0	0.0	0.0	0.0	11.1	77.8	11.1	0.0
	Wales	0.1	*	*	0.1	0.3	2.1	11.4	61.1	24.8	*
<b>Language, literacy and communication skills (in English)</b>	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Wales	0.1	0.1	0.3	0.3	0.5	2.6	12.7	57.9	25.2	0.3
<b>Mathematical development</b>	School	0.0	0.0	0.0	0.0	0.0	0.0	11.1	70.4	18.5	0.0
	Wales	0.1	0.1	0.3	0.2	0.5	1.7	10.5	62.5	23.9	0.3

### Notes

N: Circumstances exist that prevent a school from having sufficient knowledge and evidence on which to base a teacher assessment.

D: Disapplied from the assessment by statement of special educational needs; or it is inappropriate to offer the Foundation Phase curriculum as it currently applies to the pupil.

W: Currently working towards Foundation Phase Outcome 1.

A: Evidence shows that a child has securely attained all elements of Outcome 6 within a particular Area of Learning.

- : Not exactly zero, but less than 0.05

\* : Figure is less than five or cannot be given for reasons of confidentiality

**Tabl 1 -Percentages**  
**Cardiff**  
**YSGOL MYNYDD BYCHAN**

		N	D	NCO1	NCO2	NCO3	1	2	3	4	5	6+	4+
<b>English</b>	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	6.9	58.6	34.5	0.0	93.1
	<i>Wales</i>	<i>0.2</i>	<i>0.1</i>	<i>0.1</i>	<i>0.1</i>	<i>0.2</i>	<i>0.6</i>	<i>2.5</i>	<i>11.0</i>	<i>52.2</i>	<i>32.4</i>	<i>0.5</i>	<i>85.2</i>
Oracy	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	6.9	62.1	31.0	0.0	93.1
	<i>Wales</i>	<i>0.2</i>	<i>0.1</i>	<i>0.1</i>	<i>0.1</i>	<i>0.1</i>	<i>0.6</i>	<i>2.1</i>	<i>10.9</i>	<i>51.3</i>	<i>33.8</i>	<i>0.6</i>	<i>85.7</i>
Reading	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	10.3	55.2	34.5	0.0	89.7
	<i>Wales</i>	<i>0.2</i>	<i>0.1</i>	<i>0.1</i>	<i>0.1</i>	<i>0.1</i>	<i>0.6</i>	<i>2.5</i>	<i>11.3</i>	<i>48.2</i>	<i>35.9</i>	<i>0.7</i>	<i>84.8</i>
Writing	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	6.9	62.1	31.0	0.0	93.1
	<i>Wales</i>	<i>0.2</i>	<i>0.1</i>	<i>0.2</i>	<i>0.1</i>	<i>0.1</i>	<i>0.7</i>	<i>3.3</i>	<i>16.0</i>	<i>53.3</i>	<i>25.4</i>	<i>0.6</i>	<i>79.3</i>
<b>Welsh First Language</b>	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	6.9	58.6	34.5	0.0	93.1
	<i>Wales</i>	<i>0.1</i>	<i>0.1</i>	*	<i>0.1</i>	<i>0.1</i>	<i>0.8</i>	<i>2.5</i>	<i>12.3</i>	<i>57.3</i>	<i>26.2</i>	<i>0.4</i>	<i>84.0</i>
Oracy	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	10.3	58.6	31.0	0.0	89.7
	<i>Wales</i>	<i>0.1</i>	<i>0.1</i>	*	<i>0.1</i>	*	<i>0.7</i>	<i>2.0</i>	<i>10.8</i>	<i>56.3</i>	<i>29.3</i>	<i>0.4</i>	<i>86.0</i>
Reading	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	10.3	51.7	37.9	0.0	89.7
	<i>Wales</i>	<i>0.1</i>	<i>0.1</i>	*	<i>0.1</i>	*	<i>0.9</i>	<i>2.5</i>	<i>12.9</i>	<i>53.2</i>	<i>29.6</i>	<i>0.5</i>	<i>83.2</i>
Writing	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	10.3	58.6	31.0	0.0	89.7
	<i>Wales</i>	<i>0.1</i>	<i>0.1</i>	*	<i>0.1</i>	*	<i>1.1</i>	<i>3.1</i>	<i>18.3</i>	<i>57.6</i>	<i>19.2</i>	<i>0.3</i>	<i>77.2</i>
<b>Mathematics</b>	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	10.3	51.7	37.9	0.0	89.7
	<i>Wales</i>	<i>0.2</i>	<i>0.1</i>	<i>0.1</i>	<i>0.1</i>	<i>0.1</i>	<i>0.5</i>	<i>2.0</i>	<i>10.0</i>	<i>53.9</i>	<i>32.5</i>	<i>0.4</i>	<i>86.8</i>
<b>Science</b>	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	6.9	58.6	34.5	0.0	93.1
	<i>Wales</i>	<i>0.2</i>	<i>0.1</i>	<i>0.1</i>	<i>0.1</i>	<i>0.1</i>	<i>0.4</i>	<i>1.6</i>	<i>8.8</i>	<i>55.5</i>	<i>33.0</i>	-	<i>88.5</i>

Core Subject Indicator \*\*

School	82.8
<i>Wales</i>	<i>82.6</i>

**Notes**

N: Not awarded a level for reasons other than disapplication.  
D: Disapplied under section 364 or 365 of the Education Act 1996, now effected through sections 113-116 of the Education Act 2002.  
NCO1 : National Curriculum Outcome 1  
NCO2 : National Curriculum Outcome 2  
NCO3 : National Curriculum Outcome 3  
(NB NCO1, NCO2 & NCO3 have replaced Level W in previous years)

- : Not exactly zero, but less than 0.05  
\* : Figure is less than five or cannot be given for reasons of confidentiality  
\*\* : Achieved the expected level in each of Welsh First Language or English, Mathematics and Science in combination.

National comparative data refers to 2012