



# Parents Handbook Ysgol Cymerau,



# PARENTS' HANDBOOK

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# Ysgol Cymerau

Ffordd Mela, Pwllheli, Gwynedd, LL53 5AR  
☎ 01758 612001 ✉ RhysWilliams2@gwynedd.gov.uk  
Pennaeth / Headteacher — E. Rhys Williams

## WELCOME TO YSGOL CYMERAU

If you are the parent of a child attending school for the first time, we would like to welcome you as parents and look forward to happy and constructive collaboration during the years to come. If you already have a child at the school, we are pleased to maintain this link with you. This prospectus provides information about the school, its aims, curriculum and activities. The information contained in it is correct at the time of publication. It should not be taken for **granted, however, that there won't be changes during the year or in the years to come.** Parents who are considering sending their children to the school are welcome to make arrangements to visit the school by contacting the Headteacher. If you have any questions or concerns, please come and talk to us – the door is always open.

## ETHOS AND VALUES

Amid all the planning, analysing and working to raise standards, some important points must be borne in mind. Children who are happy work better because they feel secure. If they are respected by their parents and teachers, they show respect in return and are more eager to please. We also endeavour to ensure that we are always prepared to listen to children, and be fair. This does not mean treating every child exactly the same at all times. Every child must be treated according to his/her needs and own personality. Some children are shy and require one-to-one praise while others enjoy public attention. With some children, a raised eyebrow is sufficient to get them to behave appropriately, some will require a quiet chat and some will have to be punished if they misbehave on a regular basis. We aim to respect the ideas of every adult and child at the school, further encouraging the practice of supporting each other in every aspect of school activity.

Yours sincerely

*E. Rhys Williams*

## PARENTS' HANDBOOK



**YSGOL CYMERAU**  
**Pwllheli**  
**Gwynedd**  
**LL53 5AR**

**TEL.: (01758) 612001**  
**e-✉ - *RhysWilliams2@gwynedd.gov.uk***

**HEADTEACHER: Mr Rhys Williams**

**CHAIR OF GOVERNORS: Councillor Michael Sol Owen**

### DESCRIPTION OF THE SCHOOL

This is a County Primary School (Infants and Juniors).  
It is a day, bilingual, co-educational school.

#### **TEACHING HOURS** (not including collective worship, lunch or break-times)

Nursery	10 hours per week for each group, morning or afternoon ~ two hours per day
Infants	21 hours per week
Juniors	23.5 hours per week

#### **Morning Session**

9.00 - 11.00 (Nursery)  
9.00 - 12.00  
9.00 - 12.00

#### **Afternoon Session**

1.00 – 3.00 (Nursery)  
1.00 - 3.00 (Foundation Phase)  
1.00 - 3.30 (Key Stage 2)



### THE SCHOOL'S ADMISSION POLICY

The school adheres to Gwynedd Education Authority's policy. The school admits children on a part-time basis in September following their third birthday, and on a full-time basis in September following their fourth birthday.

The Education Authority is responsible for granting admission to children from the catchment area and from outside the catchment area.

**Our intention at Ysgol Cymerau is to create a happy school, where everyone does their best at all times, where they enjoy themselves, are enthusiastic, take care of each other and derive pleasure from learning.**

## **STAFF**

### **HEADTEACHER**

Rhys Williams

### **DEPUTY HEADTEACHER**

Helen Vaughan Jones

### **TEACHERS**

#### **Nursery**

Sian Evans

#### **Reception and Year 1**

Nia Vaughan Jones (Foundation Phase Co-ordinator)

Nina Williams

Ffion Llewelyn

#### **Year 2**

Hayley Williams

Karen Roberts Jones

#### **PPA Teachers**

Morwen Brosschot

Fiona Roberts (Deio Brunelli during maternity absence)

#### **Year 3 and Year 4**

Catrin Morris

Ffion Hughes

Sheena Dorkins

#### **Year 5 and Year 6**

Eleri Wyn Thomas (KS2 Co-ordinator)

(Fiona Roberts during maternity absence)

Helen Vaughan Jones

Mari Lois Hughes

(KS2 Co-ordinator during maternity absence)

#### **PDG Teacher**

Mari Elin Jones

### **ASSISTANTS**

#### **Foundation Phase**

Ceri Wyn Rowlands

Glynis Ellis

Dilys Hughes

Linda Owen

Ann Griffith

Non Roberts

Llinos Angharad

Lynne Warren

Rosina Jones

Nia Wyn Jones

Ffion Williams

Lona Roberts

#### **ALN**

Donna Gill

Rowena Jones

Carys Huws

Llio Tate

Vicky Williams

Meirwen Hughes

Mandy Jones

Debbie Jones

Nerys Evans

Celia Williams

#### **Clerical**

Helen Wyn Jones

Sharon Fitzgerald





## **Preface**

The purpose of an education system is to create situations and provide resources that will enable all children to become rounded personalities, develop and exercise all of their talents, and to provide for them according to age, ability and interest and equip them to become responsible members of a bilingual community, and be able to make a contribution to that community and benefit from it and live in peace and harmony with their fellow-man.

This general statement contains three inter-related aspects:

- a) enable every child to develop to his/her full potential
- b) ensure that every child is introduced to the Welsh heritage
- c) provide an opportunity for every child to develop as a full member of a rapidly-changing society.

## **General Objectives**

- 1. **To develop oracy, literacy and numeracy skills within the context of inspiring the child's enthusiasm, imagination and interest.**
- 2. **To increase the child's knowledge and to develop his/her powers of reasoning in order to assist the child to adapt to a rapidly-changing world with increasingly sophisticated processes and technologies, particularly in relation to information technology.**
- 3. **To instil in each child the desire to seek further knowledge and experience during his/her life and to develop his/her intellect and moral and spiritual awareness.**
- 4. **To assist the child to live and work with others and to develop attitudes that will enable him/her to become a responsible member of the community.**
- 5. **To develop the child's sensitivity, aesthetic appreciation and leisure skills.**
- 6. **To provide particular attention to every child with special needs, e.g. the exceptionally able and those with various disadvantages.**
- 7. **To introduce ideas and concepts by employing lively and dynamic methods that will motivate pupils' response.**

**Every school is required to develop a comprehensive plan, based on the Education Authority's document and in accordance with the requirements of the National Curriculum. This plan includes details of the curriculum and the way in which it is implemented in order to ensure that the education provided to pupils meets fully with the objectives contained in the document.**

## THE CURRICULUM

In accordance with the requirements of the Education Act 1988, the Education Authority has formed and intends to review regularly, a written statement of its policy regarding the secular curriculum. The requirements of the National Curriculum are interpreted in light of the **Authority's current philosophy and policies.**

### **The Foundation Phase Nursery, Reception Y1 and Y2 Children**

The curriculum for the Foundation Phase builds on the current 'Desirable Outcomes for Children's Learning Before Compulsory School Age' and includes aspects of the guidance for Key Stage 1.

The curriculum is being developed under the following seven areas of learning:

1. Personal and Social Development and Well-being
2. Language, Literacy and Communication Skills
3. Mathematical Development
4. Knowledge and Understanding of the World
5. Physical Development
6. Creative Development.
7. Bilingualism and Multi-cultural Understanding\*



**\*Schools currently developing 'Language, Literacy and Communication Skills' through the medium of Welsh will not have to teach the bilingual element of the Framework.**

### **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 the children 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 with others
- creative and expressive skills and observations to encourage their development as individuals, with different ways of responding to experiences
- outdoor activities for the children to experience hands-on ways of real-life problem-solving in aspects such as mathematics and science, and learn about conservation and sustainability.

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

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





## Key Stage 2 (National Curriculum 2008)

### Core Subjects

#### Welsh and English

##### Oracy, Reading, Writing

At Key Stage 2 learners build on the skills, knowledge and understanding acquired during the Foundation Phase. This progress is achieved through an integrated programme of oracy (speaking and listening in English), reading and writing. Learners are presented with experiences and opportunities that interrelate the requirements of the Skills and Range sections of the programmes of study. Learners become confident, coherent and engaging speakers, working as individuals and as members of a group. The experiences presented to them include opportunities to take part in drama and role-play activities. They develop as active and responsive listeners in a wide range of situations. Throughout the key stage, they experience a progressively wide range of demanding texts, for enjoyment and information, so that they can develop into fluent and effective readers. They become competent writers, writing clearly and coherently in a range of forms and for a range of purposes. They acquire a growing understanding of the need to adapt their language to suit purpose and audience. They work with increasing accuracy and become **reflective and evaluative in relation to their own and others' achievements**.

### Mathematics

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

#### **Range: Number, Measures and Money, Shape, Position and Movement, Handling Data**

At Key Stage 2 learners build on the skills, knowledge and understanding acquired during the Foundation Phase. They continue to develop positive attitudes towards mathematics and extend their mathematical thinking by solving mathematical problems, communicating and reasoning mathematically using contexts from across the whole range of mathematics, across the curriculum and as applied to real-life problems. They extend their use of the number system, moving from counting reliably to calculating fluently with all four number operations, including in the context of money, in order to solve numerical problems. They try to tackle a problem with a mental method before using any other approach and use written methods of calculation appropriate to their level of understanding. They develop estimation strategies and apply these to check calculations, both written and by calculator. They explore a wide variety of shapes and their properties and, in the context of measures, use a range of units and practical equipment with increasing accuracy. They collect, represent and interpret data for a variety of purposes. They select, discuss, explain and present their methods and reasoning using an increasing range of mathematical language, diagrams and charts.

### Science

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

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

At Key Stage 2 learners should receive opportunities to build on the skills, knowledge and understanding acquired during the Foundation Phase. They should develop their skills through the range of Interdependence of organisms, The sustainable Earth and How things work. Learners should be taught to relate their scientific skills, knowledge and understanding to applications of science in everyday life, including current issues. They should be taught to recognise that scientific ideas can be evaluated by means of information gathered from observations and measurements. Teaching should encourage learners to manage their own learning and develop learning and thinking strategies appropriate to their maturity through **investigation and experimentation. They should be taught to value others' views and show responsibility as local citizens.** Activities should foster curiosity and creativity and be interesting, enjoyable, relevant and challenging for the learner. They should enable learners to initiate, explore and share ideas, and extend, refine and apply their skills, knowledge and understanding in new situations. They should allow time for thinking, peer discussion and reflection.







## **Non-core Subjects**

### **Information Technology**

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

At Key Stage 2 learners should be given opportunities to build on the experiences acquired during the Foundation Phase. They should be taught to consider the sort of information they require to support their tasks and activities and how they might locate that information; to use an increasing range of ICT tools and resources to find, process and communicate relevant information from a variety of given safe and suitable sources; to develop and communicate their ideas in appropriate ways with a developing sense of purpose and audience.

### **Design and Technology**

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

At Key Stage 2 learners should be given opportunities to build on the experiences acquired during the Foundation Phase. They should be taught to design and make simple products by combining their designing and making skills with knowledge and understanding in contexts that support their work in other subjects and help develop their understanding of the made world. Learners should be made aware of human achievements and the big ideas that have shaped the world. They should be encouraged to be creative and innovative in their designing and making while being made aware of issues relating to sustainability and environmental issues in the twenty-first century.

### **History**

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

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

At Key Stage 2, learners build on the skills, knowledge and understanding acquired during the Foundation Phase. They have experiences that make history enjoyable, interesting and significant. They develop their curiosity about the past, the characteristics of different periods, from early times to the present, and the ways in which they are different from each other and from the present. They learn by enquiry about the ways of life of different people in these periods of history, drawing on important developments, key events and notable people in their locality, Wales and Britain. They engage in stimulating and focused historical enquiry using a wide range of sources, including representations and interpretations of the past, and organise and communicate their skills, knowledge and understanding in an increasing variety of ways.

### **Geography**

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

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

At Key Stage 2 learners build on the skills, knowledge and understanding acquired during the Foundation Phase. Geography develops and stimulates learners' interest in, and fosters a sense of wonder of, places and the world about them. Through the study of their own Welsh locality, the world beyond, different environments and events in the news, learners develop their understanding of what places are like and how and why they change. Through practical activities and first-hand investigations in the classroom and out of doors, learners develop skills to gather and make sense of information, use maps, think creatively and share ideas through discussion. Geography provides opportunities for learners to consider important issues about their environment, and to recognise how people from all over the world are linked. They are encouraged to understand the importance of sustainability, develop an informed concern about the quality of their environment, and to recognise that they are global citizens.



## **Music**

**Skills: Performing, Composing, Appraising**

**Range: Performing, Composing, Appraising**

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

## **Physical education**

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

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

At Key Stage 2 learners build on the skills, knowledge and understanding acquired during the Foundation Phase. Physical education encourages learners to explore and develop the physical skills essential to taking part in a variety of different activities. Building on these skills are opportunities to be creative and imaginative in gymnastic and dance activities. Through adventurous activities, our children learn how to swim, be safe and feel confident in water and how to read a map or follow trails, so that it becomes safer to go further afield and explore the seashore and countryside. Competitive activities offer the chance to learn games skills and play in a team, as well as how to run faster, jump higher and throw further. Learners begin to understand that physical education is about learning how to feel healthy and stay fit while having fun, and knowing how these different types of activities help them to stay that way.

## **Religious Education**

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

**Range: The world, Human experience, Search for meaning**

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



## WORK PATTERN



We endeavour to ensure that the education we provide encourages the cultural, moral, intellectual and physical development of each child, and that the nature of the curriculum as a whole is differentiated, broad and balanced. To respond to these requirements, class organisation is flexible – group, individual, pair and whole-class work. Sometimes, work is provided on the basis of age, at other times children of various ages spanning more than one school year will work together on the same task. The pupils are taught in the care of one designated teacher, and we take advantage of teacher expertise for some subjects. The curriculum is planned on the basis of eight aspects of learning including the core subjects and the non-core subjects. **The contribution of these subjects is systematically noted in the teachers' records.** In order to ensure that essential elements of the curriculum are not excluded, children are provided with experiences and activities in a cross-disciplinary way, in specific units and by following particular themes.

## LITERACY AND NUMERACY FRAMEWORK

Among the Minister for Education and Skills' priorities is the need to improve standards of literacy and numeracy and reduce the impact of deprivation on educational attainment. The National Literacy Programme and the National Numeracy Programme set out the actions the Welsh Government intends to implement to improve literacy and numeracy standards in Wales. The plans for a statutory national framework and for a system of national testing are integral to both programmes. The LNF is first and foremost a curriculum planning tool that supports all teachers to embed literacy and numeracy in their teaching of the curriculum. The aim of the Framework is to support all teachers to see themselves as having an important role in developing the literacy and numeracy skills of their learners. The LNF focuses on three strands of literacy and four strands of numeracy, with distinct elements within those strands. The expectations in each of the strands help teachers to get precision in the expected progress of these skills in an age-appropriate context.

Literacy Strands	Numeracy Strands
Oracy Reading Writing	Developing numerical reasoning Using number skills Using measuring skills Using data skills

## STATUTORY READING AND NUMERACY TESTS

Improving standards of literacy and numeracy is vital in order to ensure that our young people develop the skills required to succeed. The tests will help teachers and schools to identify the strengths and weaknesses of individuals and groups of learners. They will help ensure that those who require additional help are identified and supported, and will help us discover whether or not our policies are having the desired effect. The implementation of the National Reading and Numeracy Tests is statutory. Every learner from Years 2 to 9 is expected to take the reading test and numeracy test. Learners in Years 2 and 3, who learn through the medium of Welsh, will only be required to take the Welsh reading test. Schools will, however, be given the option of administering the test to Year 3 learners in English too, if they wish. From Year 4, learners learning through the medium of Welsh will take Welsh and English tests. Parents will receive a **report on their children's/child's attainment in the tests, at the end of the school year.**

## SKILLS ACROSS THE CURRICULUM

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



### Developing Thinking

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

### Developing ICT

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



## LEARNING ACROSS THE CURRICULUM

At Key Stages 2 and 3, learners should be given opportunities to build on the experiences gained during the Foundation Phase, and to promote their knowledge and understanding of Wales, their personal and social development and well-being, and their awareness of the world of work.



### Cwricwlwm Cymreig 7-14

Learners aged 7-14 should be given opportunities to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

### Personal and Social Education

Learners should be given opportunities to promote their health and emotional well-being and moral and spiritual development; to become active citizens and promote sustainable development and global citizenship; and to prepare for lifelong learning.



### Careers and the World of Work

Learners aged 9-11 should be given opportunities to develop their awareness of careers and the world of work and how their studies contribute to their readiness for a working life.

### Sustainable Development and Global Citizenship

Learners need to develop the skills, knowledge, attitudes and values to participate in decision-making individually and collectively, both locally and globally that will improve the quality of life now without damaging the planet for the future.



### Food and Fitness

Curriculum 2008 substantially reinforces the position of food education in the school curriculum in Wales. Practical food preparation skills are mandatory in Key Stage 2.

## LANGUAGE POLICY

### GENERAL OBJECTIVES

Welsh is the everyday language of the school. Emphasis is placed on using the language naturally for various purposes. Gwynedd Education Authority operates a policy of bilingualism in all Gwynedd schools and is also developing a policy of bilingualism for Further Education establishments. The objective is to develop the ability of pupils and students in the county to be confidently bilingual so as to enable them to become full members of the bilingual community of which they are part. All educational establishments in the county should reflect and reinforce the language policy in their administration, their social life and pastoral arrangements, as well as in their academic provision.

### SPECIFIC OBJECTIVES

#### Foundation Phase

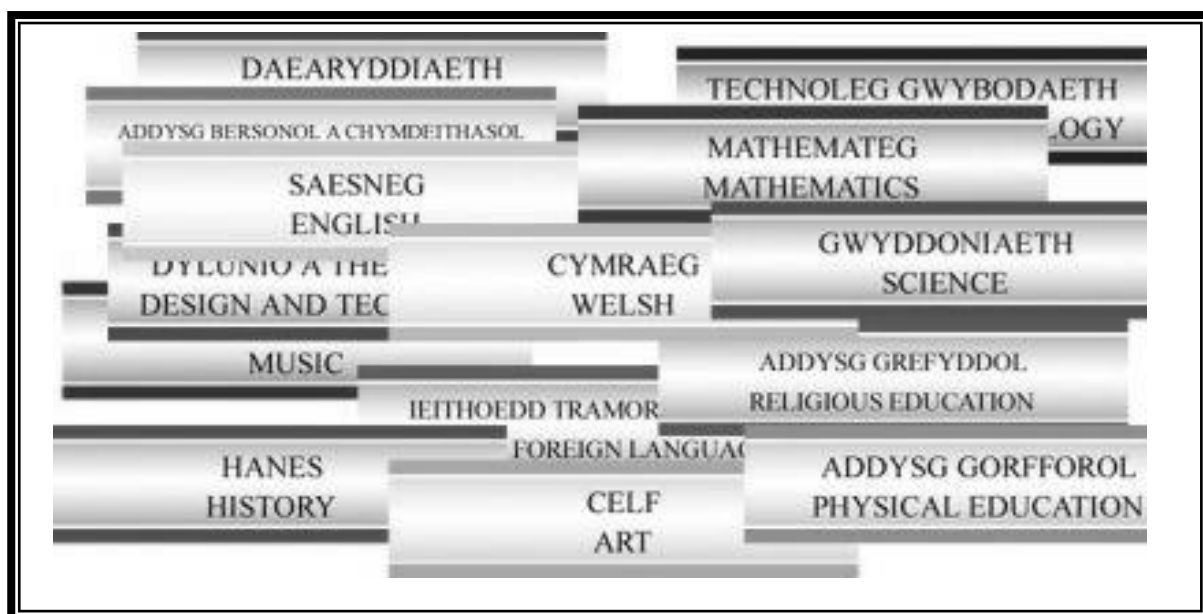
Ensure, through a purposeful and sensitive nursery provision and organisation, that all children are given a firm grounding in Welsh to enable them to attain the aim of full bilingualism in due course. Build on the foundations laid in Welsh by nursery education, consolidating and developing the mother tongue of Welsh learners, and extending the children from a Welsh-speaking home's competence in English.

#### Key Stage 2

Consolidate and develop all children's Welsh and English capabilities in all their active and receptive aspects, in order to ensure that the children are able to speak, read and write fluently and confidently in both languages when transferring to the secondary school. Latecomers will attend a Language Unit for a term. The Headteacher and staff will prepare and regularly review a document stating how the school intends to implement the Education Authority's language policy outlined above.

#### Gwynedd Schools' Welsh Language Charter

We are collaborating with Gwynedd Council to promote educational and social use of the Welsh language. The purpose of the charter in essence is to encourage and reward the schools that succeed in generating a positive attitude towards the language and increase the use of Welsh amongst children. It is important that the young people of Gwynedd are able to learn, work and live through the medium of whichever language they choose, and that they have the linguistic skills to take full advantage of the academic, social and economic life that Gwynedd has to offer.



## ADDITIONAL LEARNING NEEDS

### Co-ordinator for ALN and Looked-after Children – Mrs Helen Vaughan Jones

Our aim at the school is to do our utmost to ensure educational and social fairness for every child across the ability range. We strive to ensure that every individual receives the optimum opportunity to work to the best of his/her ability through written or practical work in a bilingual context.

Occasionally, we feel that it would be of benefit if a child were to receive extra support so as to overcome specific problems. This can be either a long-term or temporary arrangement. As a rule, the basic skills such as reading, writing, spelling and mathematics are focused upon with the child receiving assistance (mostly in a small group) from a staff member following a discussion with his/her parents. If required, other agencies such as the Educational Psychologist can be brought in, Catchment Area Units used on a part-time basis, etc. The school will provide for children with Additional Learning Needs in accordance with the financial resources allocated for them every year.

Occasionally, a child with profound needs is statemented, following a discussion with the parents. Funding is provided for statemented children in accordance with the provisions stipulated in the Statement. The additional provision required will be funded by the LEA.

A Cognition and Learning teacher will visit every week to support groups of children with literacy and numeracy work. The work set for more able and talented children is carefully planned so as to extend them.

\*See the end of the handbook for the summary of the Provision for Children Looked After by the Local Authority policy.

### Summary of the Policy on Additional Learning Needs

As far as possible, we strive to ensure that every child receives a fair opportunity to develop emotionally, physically, mentally and educationally so **as to benefit from the school's provision**, including the National Curriculum.

#### Guidelines

1. Fulfil the requirements of the Special Educational Needs Code of Practice for Wales 2002.
2. Use the Gwynedd Admission Criteria to plan the best possible provision.
3. Follow a system of stages: School Action, School Action Plus, 3\* and Statement. The Co-ordinator will contact an external specialist as and when required. Every child on one of these stages will follow an Individual Education Plan (IEP).
4. Ensure that parents and pupils are included in the assessment and review arrangements for **individual pupils' needs, including the IEPs.**
5. As far as possible, every pupil will be included **in all the school's activities.**
6. Parents who wish to lodge a complaint can contact the following in the first instance – the **ALN Co-ordinator/the Headteacher/parents' representatives on the Governing Body/ALN designated governor.**

#### Conclusion

Ensure that a clearly-defined arrangement exists within the school for the benefit of all children in our care, so as to equip the children with the skills and experiences they need to fully contribute to the life of the school and community, without feeling inferior or different.

### Children with Physical Needs

We will do our utmost to welcome **every** child, ensure their safety, enable them to participate in **all the school's activities and gain full access to the National Curriculum.** We have an Accessibility Plan and Equality Plan for Disabled People. Ysgol Cymerau has been adapted for disabled children, and has a new, purpose-built therapy room.





## THE SCHOOL'S DAILY ARRANGEMENTS

Children should not arrive at school before 8.50 a.m. (unless they are attending the Breakfast Club which opens at 8.10 a.m.). Only from this time onward can we guarantee that an adult will be present should an accident occur. Please ensure that your child is at school by 9.00 a.m. – punctuality is a good attribute to nurture. Children arriving after **this time will be marked as 'late'** on the register. If this happens on a regular basis, we are required to contact parents. If you intend for someone else to collect your child from school, please let us know through a phone call or note. We cannot depend on a **child's word, and a misunderstanding could be dangerous.** Children leave school at 3.00 p.m. (Foundation Phase) and at 3.30 p.m. (KS2). The morning Nursery children leave at 11.00 a.m. We will not release any N, R, Y1 or Y2 child until we are satisfied that there is someone to take the child home, or that a prior arrangement has been made with the parents. Should you be late, and cannot meet your child at the end of the day, we ask you to phone the school so that we can make the necessary arrangements to ensure the **child's safety. Every KS2 child should return to the school and tell the teacher if no-one has come to fetch him/her.**

## ABSENCE

Schools are legally required to keep a detailed record of all pupil absence. Parents are asked to contact us before 9.00 a.m. if their child is going to be absent from school, so as to ensure the safety of every child in our care and so that we are aware of the reasons **for a child's absence.** If totally necessary, up to ten school days annually are permitted for family holidays, although this, **of course, has a disruptive impact on your child's education.**

**Attendance for 2013-14 = 94.04% / Attendance for 2014-15 = 93.70%**

## PASTORAL CARE

Every child is placed in the care of a class teacher, but the staff as a whole endeavour to take **care of all pupils' well-being.** This school urges children to be self-disciplined, to act responsibly and to respect others. We are confident that we will receive **the parents' support with this.**

## EQUAL OPPORTUNITY



**The school's equal opportunity policy states that there will be no discrimination at Ysgol Cymerau in terms of gender, race, culture, colour, class, language, disability or academic ability. See the end of the handbook for a summary of the policy.**

## DISCIPLINE

**The school's policy on discipline governs the way in which the children are disciplined. Our aim is to nurture self-discipline and a respect towards society as a whole as well as towards property in the school and in the wider community.**

**Although children are the parents' responsibility outside school hours, we take an interest in them at all times, and will respond to any reports of misbehaviour as they occur.**

We attempt to ensure that the school's rules are simple and reasonable. These rules are discussed with the children and they are encouraged to realise that they are based on common sense and to realise how reasonable they are. The School Council is used as a forum to discuss and revise the rules.

Children are disciplined fairly and we will contact the home when it is felt that this is required. Only in very serious circumstances would we consider excluding children from school. We follow the guidelines contained **in the school's policy.** Circle Time is used frequently at the school to discuss issues involving discipline.

## ASSESSING/REPORTING TO PARENTS

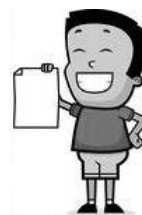
Continuous assessment has always been a natural and important part of the work of conscientious teachers. This is the basis for preparing suitable work for your child. Nursery and Reception children will be assessed according to Foundation Phase assessment guidelines during the first term.

**At the end of the Summer Term, you will receive a written report on your child's development (from N to Y6).** The report will contain:

- comments on the development of your child within all Foundation Phase or National Curriculum subjects.
- **your child's levels of attainment in the core subjects (Welsh, mathematics and personal development) at the end of Y2, (Welsh, English, mathematics and science) at the end of Y6.**
- comparisons between the results of your child (Y2 and Y6) and national average results.
- **information on your child's reading/numeracy tests scores.**
- comments from the teacher on attitude, behaviour and general development.
- **a record of your child's attendance during the year.**
- recommendations for the child and parents.
- a date and time at which to discuss the report.
- the date on which the school opens in September.

A copy of the report will be retained at the school.

**Parents' Evenings are held twice a year.** This gives parents the opportunity to discuss their children's development with the class teacher. A parents' evening is held in the Summer Term following the distribution of the report so as to allow parents the opportunity to discuss their child's report with the teacher. Teacher assessments are completed at the end of every school year. In accordance with the National Curriculum programme, Y2 pupils will receive a more formal assessment at the end of the Foundation Phase and this is also the case for Y6 pupils at the end of KS2. A full report of the level of attainment of Y2 and Y6 pupils in the core subjects will be prepared for parents by the end of the school year.



## LINKS WITH THE HOME

No school can succeed without the support of parents. We therefore urge you to take an **interest in your children's education and to support the school in its everyday work and its public activities.** We will ask parents and children, together with the Headteacher, to sign a **Home School Agreement** denoting the responsibilities and duties of the school, the parents and the child, so as to ensure the best possible education and every opportunity for the child to receive fair play and to succeed.

### Partnership – the School's Role

The school will ensure that:

- \* **advice and guidance on the children's development is provided to parents.**
- \* the development of every child is monitored and discussed with parents during parents' evening meetings and in an annual written report.
- \* **parents are informed of any difficulties or problems that arise, or which impair the child's educational progress.**
- \* **the school's ethos and atmosphere promote the children's ability to reach their full potential.**
- \* regular information about school activities is shared with parents.
- \* a code of behaviour and caring environment is established.
- \* Programmes of Study conform to the requirements of the National Curriculum and are suited to the age, aptitudes and ability of every child.

### Partnership – the Parents' Role:

We hope that parents will support us by:

- \* understanding the needs of their child while at school.
- \* **being prepared to communicate with the school and attend parents' evenings regularly.**
- \* **taking an interest in their child's work and supporting his/her studies.**
- \* sharing concerns about the education, health or behaviour of their child.
- \* **supporting the school's code of behaviour.**

There may be times when you will need to contact us to discuss your child – we are always pleased to receive a phone call or letter to arrange an appointment as soon as possible.



## HOMEWORK

Education is not confined to school hours nor to the school building. Sometimes, the children are given formal homework. When this happens, we trust that the home will co-operate to promote the children's work.

Occasionally, a particular activity will require the knowledge of parents, relatives and neighbours, or require the children to investigate and discover. It is recognised that the home is responsible for the child at this time and that it is in light of that responsibility that parents will agree or refuse to co-operate. **Parents are expected to promote the children's commitment to their school work and to enhance their children's awareness of their heritage and the world around them as well as the basic skills of literacy and numeracy.**

From time to time, a teacher may ask a child to do extra work so as to eliminate a weakness or focus on a particular aspect of the work. At such times, hopefully the home will fully co-operate and the child will be encouraged to do the work.

## READING AT HOME

We are convinced that reading has an extremely important role to play in a child's educational development. Consequently, we run a Home Reading scheme where parents are asked to read regularly with their children. During the first years, Welsh-language books are used, followed by both languages from then on. Of course, it is a voluntary scheme **run for your child's benefit**, and you are not under any obligation to follow it. **A member of staff will monitor the children's Home Reading books in the Foundation Phase on a regular basis, and will exchange these as necessary.** In KS2, the pupils themselves are expected to bring their home reading books to be exchanged and to start choosing suitable books. In addition to this, in order to promote an interest in reading we will distribute books catalogues from time to time. You are under no obligation to buy.

## YSGOL CYMERAU PARENTS' ASSOCIATION

The Association's aim is to promote the children's education by raising funds to purchase resources, hold social/fund-raising evenings and deepen the relationship between staff, parents and others who are involved with the school and who help in practical and supportive ways.

**We are very grateful to the Parents' Association for their hard work, commitment and generosity.**



## LINKS WITH THE COMMUNITY

We believe that the school is an integral part of the community and helps children to nurture a respect of its traditions and people. We endeavour to forge a close link with the local community through activities such as the Urdd, Thanksgiving and other services in a local chapel or church, concerts, entertaining senior citizens by singing, etc. At times, members of the community and public services will visit the school to talk to and collaborate with the children.





## EDUCATIONAL VISITS

We believe that taking children out of school on visits provides them with valuable experiences, enriches their lives and prepares them to become mature citizens.

This could involve a) a local walk around Pwllheli; b) a day trip in a bus or c) an overnight, residential visit.

In the case of b) and c), we will send details of the trip and relevant information home, insisting **that the school receives the parents' consent** before allowing the child to join in the activity.

Where there is a cost involved in the activity, e.g. transport, admission, parents will be asked for a contribution to clear the cost. Unless sufficient contributions are received, the visit may have to be cancelled.

## ADDITIONAL ACTIVITIES

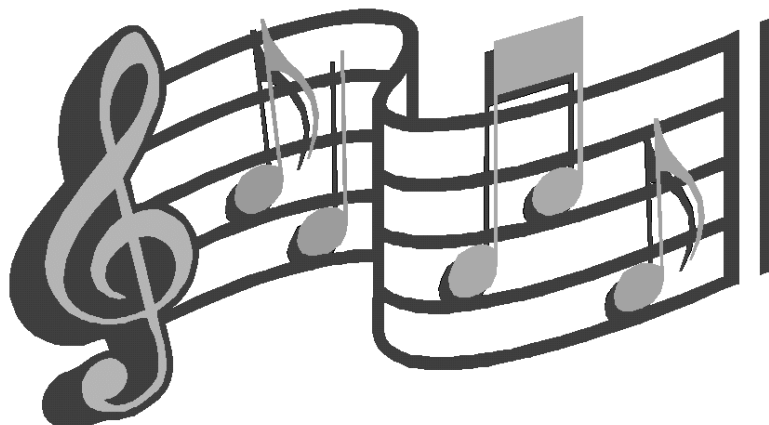
The school offers a variety of **activities that are open to all of the school's pupils who are, in the Headteacher's opinion, sufficiently mature and ready to take part in them.** We compete in the Urdd Eisteddfod and in other competitive events. The school has football, cricket, netball and rugby teams that take part in competitions held either during or after school hours. We also support after-school societies and clubs to which the children belong, and encourage the children to join these.

These activities organised by the school all depend on us securing the co-operation and support of parents. The school cannot accept responsibility for supervising children at the end of sessions of the above clubs/societies, and parents/guardians are asked to ensure that they make arrangements to take their children home.

We support events in the local community and organise public activities. We also support a number of humanitarian movements. Activities are occasionally organised to raise money for the School Fund.

## ADDITIONAL MUSIC LESSONS

Peripatetic teachers visit the school to provide violin, cello, woodwind, harp, guitar and brass instrument lessons for those children who wish to take advantage of these. Lessons cost £3 each - £90 per year.



## COMPLAINTS PROCEDURE

The Local Education Authority, in accordance with the requirements of the Secretary of State, under Section 23 of the Education Reform Act 1980, has established a procedure to consider complaints concerning the way schools' governing bodies and the Education Authority operate in relation to the school curriculum and other related matters. This procedure is outlined in a relevant document, in both Welsh and English, which is available at the school. A copy can be provided free of charge, as required, to any parents wishing to lodge a complaint under these arrangements, and the Authority can provide a copy in a language other than Welsh and English if required. It is emphasised, however, that many complaints can be dealt with swiftly and effectively through an informal consideration, based on discussions with the Headteacher. This is the first logical step and the Governing Body would expect that this step would have been taken before formally submitting the complaint in exceptional cases.

An appointment should be made to discuss any complaint with the Headteacher by contacting the school.

## DOCUMENTATION

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

## CHARGING PAYMENT FOR EDUCATIONAL ACTIVITIES

In accordance with the Education Act 1988, school activities offered to pupils during school hours are available to all without exception, free of charge. The Education Authority or school is, however, entitled to choose to charge payment for additional activities if they wish, e.g. musical instrument lessons, curricular activities. The school will also request voluntary payments for the benefit of the school or to support/assist any activity organised by the school, whether during or outside school hours. The cost of an activity such as an educational visit will be explained to parents. **Unless that sum is raised through parents' contributions, the activity may have to be cancelled.** See the end of the handbook for a summary of the policy.

## CHARGING PAYMENT FOR DAMAGE

If school property is intentionally damaged by a child, the school may charge the parents payment for that damage.

## HEALTH AND SAFETY

Health and safety is an important issue at the school for obvious reasons.

Regular risk assessments are carried out on various aspects at the school in an attempt to identify possible risks.

Risk assessments are also carried out before embarking on any educational visit.

## BAD WEATHER

In the event of heavy snow, please try to contact the school before 9.00 a.m. If there is heavy snowfall during the day, we will contact you, or will ensure that someone is at home before a child is allowed home. In an emergency, we will ensure that the child is left with a neighbour or responsible friend.





## RELIGION

This school has no direct or formal affiliation with any religious denomination. Daily worship is organised either collectively or as individual classes.

Ministers from the town are invited to the school to worship with the children and to lead a service.

Special services are sometimes organised at Thanksgiving and Christmas, usually in places of worship in the town, when parents, school governors, etc. are invited. A collection is made at these services towards good causes.

Opportunities are welcomed to contribute to or join in religious services organised by churches or movements in the town.

**The religious education provided is based on the Authority's agreed syllabus. A copy of this syllabus can be examined at the school.**

Arrangements can be made for those children whose parents do not want them to attend religious services or corresponding studies.

## SEX EDUCATION

**In accordance with the requirements of the Education Act 1986, schools' governing bodies are expected to consider whether sex education should form part of the secular curriculum.**

The Governing Body decided that sex education should form part of the curriculum and that parents should consult the Headteacher concerning the **Governing Body's** statement on this matter. Sex education is usually studied within themes followed by the children, ensuring that it is suited to their age group. Guest speakers are invited as necessary to deal with specific matters.

Parents are entitled to withdraw their children from sex education lessons if they wish. See the end of the handbook for a summary of the policy.

## HEALTHY SCHOOL

For some time, the school has been addressing the health and well-being of all involved with the school. In September 2006, the school was formally accepted onto the Gwynedd Healthy Schools Scheme run by the Assembly Government. The school and all those involved with it – children, parents, staff, governors and friends – are required to commit themselves to the aim of the scheme, i.e. to contribute positively towards ensuring that the school and environment promote the health of the entire community.



There are ten themes to the scheme and the school will work on approximately three themes every year. The school succeeded in Phase 1 during 2007-08, Phase 2 in 2009-10 and Phase 3 in the autumn of 2013.

## YSGOL GLAN-Y-MÔR

We have a very good link with the local secondary school, namely Ysgol Glan-y-môr and the eldest children visit to undertake various activities several times a year. At the end of Y6, the children will be given the opportunity for a more formal visit to prepare them for September. There will also be an opportunity for parents to meet some members of staff. The aim is to facilitate the transition for all concerned. At the beginning of Y6, you will be provided with information about Ysgol Glan-y-môr and how to apply to the LEA should you wish your child to attend a different secondary school.





## SCHOOL UNIFORM

This school has a school uniform. It is felt that a school uniform generates pride in the school and a sense of belonging. We encourage parents to ensure that children wear it, as this is the wish of the vast majority of parents.

White polo shirt\*  
Cardigan/jersey - *navy*  
Sweatshirt (*navy*)\*  
Skirt/trousers – *navy*

\* sold at the school (with the school's logo)

### **IMPORTANT! – Please ensure that the child's name is labelled on every item of clothing.**

Details of the uniform can be received from the Headteacher, together with the estimated cost of each item.

## SICK OR INJURED CHILDREN

If your child needs to see a doctor as a result of an accident or illness, we will do our utmost to contact the parents first of all. This is why it is important for us to know how to contact you at home or at work, and to know who your GP is.

If a child is to take medicine or tablets during school hours, parents **must** complete the relevant forms available at the school.



## MEDICAL

Eyesight and hearing tests are conducted by members of the Health Service. The school dentist visits regularly to check the children's teeth. Following the check, should your child require treatment, you can opt to use the school dentist or a personal dentist. Other personnel also visit the school on an occasional basis to discuss hygiene, smoking, etc. with some of the children. The school has close links with the Education Welfare Service, Educational Psychologist, Medical and Social Services. We all co-operate for the benefit of the children. If a child suffers from a particular condition, we will prepare an Individual Medical Plan to ensure understanding from all sides – contact us if you believe that your child is in need of this.





## **GOVERNING BODY**

Governors work together with the headteacher and staff of a school to make sure that schools provide successful teaching and learning for our children and raise standards. Governing bodies exist so that schools are publicly accountable to parents, the LA and the local community for what they do, for the results they achieve, and for the way in which the resources are allocated.

A governor is someone who:

- is a volunteer;
- cares about teaching, learning and children;
- represents those people with a key interest in the school, including parents, staff, the local community and the LA;
- is part of a team which accepts responsibility for everything a school does;
- has time to commit to meetings and other occasions when needed;
- is willing to learn;
- is able to act as a critical friend who supports the school but also challenges and asks questions about how the school works and the standards it achieves;
- acts as a link between parents, the local community, the LA and the school.

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

### **How does the Governing Body share information with parents?**

An Annual Report is prepared and circulated by the Governing Body during the Autumn Term. The statutory guidelines regarding holding an annual meeting for parents have changed. More information is available on the website below:

<http://wales.gov.uk/docs/dcells/publications/130503-statutory-guidance-parents-meetings-en.pdf>

### **Your right to request a meeting with the school's governing body**

The Schools Standards and Organisation (Wales) Act 2013 (The Act) removed the requirement for school governing bodies to hold an annual meeting with parents. Instead, new arrangements were introduced to enable parents to request up to 3 meetings in any school year with a governing body, on matters which are of concern to them.

If parents wish to use their rights under the Act to hold a meeting, 4 conditions will need to be satisfied:

### **1. Parents will need to raise a petition in support of holding a meeting**

The parents of at least 10% of the school's registered pupils will need to sign the petition. If it is a paper petition, then a written signature must be given as well as the name and class of each child who is a registered pupil at the school. If the petition is in electronic format, the 'signature' required is the typed name of the parent plus the name and class of each child who is a registered pupil at the school and the email address of each parent who 'signs' the electronic petition.

There were 335 children registered as pupils with this school at the beginning of this academic year. Exact roll numbers at any time during the year may be obtained from the school office.

### **2. The meeting must be called to discuss matters which affect the school**

The meeting cannot be called to discuss such matters as the progress of individual pupils, or to make a complaint against a member of the school's staff or governing body. The petition should contain brief details of the matter(s) to be discussed, and the reasons for calling the meeting. This information should be clearly displayed at the top of the petition, with parents' signatures appearing below.

### **3. A maximum of 3 meetings can be held during the school year**

The law allows parents to use their rights to request up to 3 meetings with a school governing body during the school year.

### **4. There must be at least 25 school days left in the school year**

The law makes it a condition that at least 25 school days are left in the school year when the petition is received so that the meeting can be held. A "school day" means a day when the school is open to pupils: it does not include weekends, public holidays, school holidays or In-service Training (INSET) days.

### **The address for service of a petition requesting a meeting with this school's governing body is:**

Chair of Governors, Ysgol Cymerau, Ffordd Mela, Pwllheli, Gwynedd LL53 5AR



# END OF KEY STAGE ASSESSMENTS RESULTS

## Foundation Phase (Year 2)

This report uses data for 2015 for LA and Wales comparative information

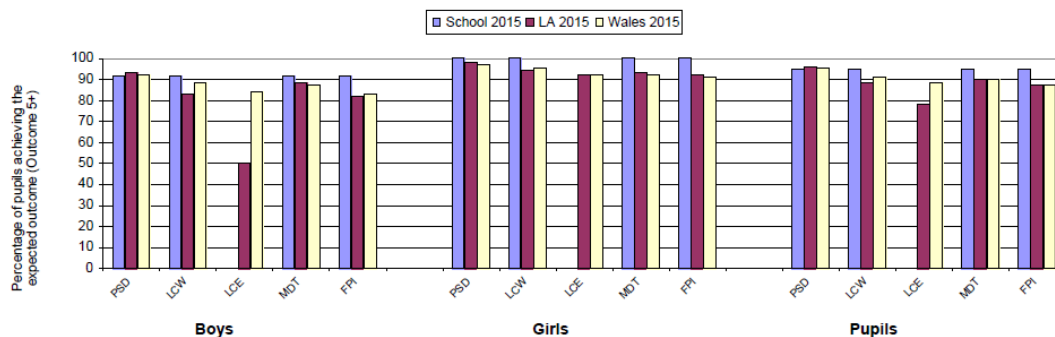
Ysgol Cymerau  
Gwynedd

LA/School no: 661/2125

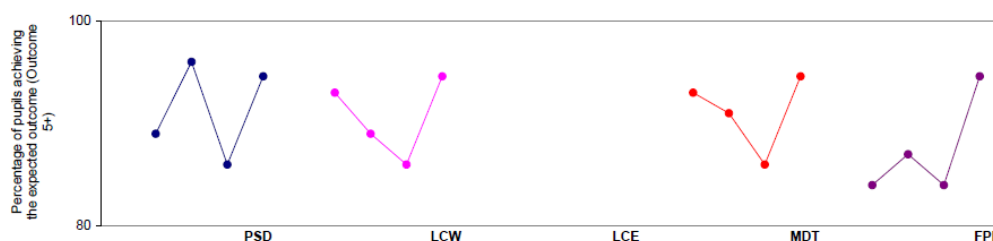
### School comparative information: Foundation Phase Outcomes 2015 with benchmarking

Percentage of boys, girls, and pupils achieving at least the expected outcome (Outcome 5+):

	Boys			Girls			Pupils		
	School 2015	LA 2015	Wales 2015	School 2015	LA 2015	Wales 2015	School 2015	LA 2015	Wales 2015
PSD	92	93	92	100	98	97	95	96	95
LCW	92	83	88	100	94	95	95	88	91
LCE	0	50	84	0	92	92	0	78	88
MDT	92	88	87	100	93	92	95	90	90
FPI	92	82	83	100	92	91	95	87	87



### School Performance over time (2011 - 2015)



### Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

- Quarter 1 School is in the top 25 per cent.  
 Quarter 2 School is in the top 50 per cent but not the top 25 per cent.  
 Quarter 3 School is in the bottom 50 per cent but not the bottom 25 per cent.  
 Quarter 4 School is in the bottom 25 per cent.

Free School Meal Group

**More than or equal to 16 per cent  
and up to 24 per cent eligible for  
FSM**

	Quarter 4	Lower Quartile	Quarter 3	Median	Quarter 2	Upper Quartile	Quarter 1
PSD		94	95	98		100	
LCW		86		92	95	98	
LCE		87		91		96	
MDT		88		91	95	96	
FPI		83		89		94	95

The benchmarks have been calculated using a three-year average for Free School Meal data.

#### Notes:

- = No historical data available
- Areas of learning: PSD = Personal and social development, well-being and cultural diversity; LCW = Language, literacy and communication skills (in Welsh); LCE = Language, literacy and communication skills (in English); MDT = Mathematical development; FPI = Foundation Phase Indicator. To achieve the FPI, a pupil must achieve at least the expected outcome (Outcome 5+) in both PSD and MDT and either LCW or LCE.
- If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

## Key Stage 2 (Year 6)

This report uses data for 2015 for LA and Wales comparative information

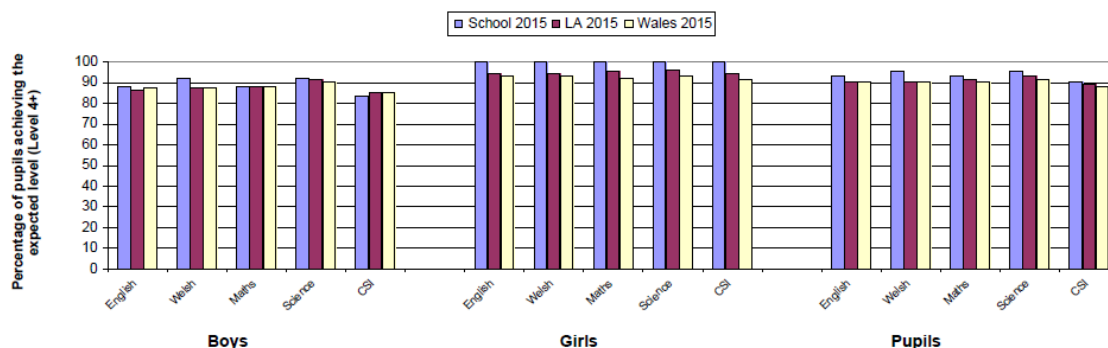
Ysgol Cymerau  
Gwynedd

LA/School no: 661/2125

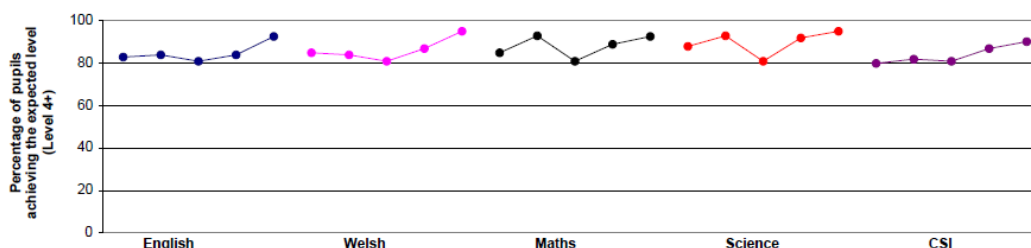
### School comparative information: National Curriculum Assessments 2015 with benchmarking Key Stage 2

Percentage of boys, girls, and pupils achieving at least the expected level (Level 4+):

	Boys			Girls			Pupils		
	School 2015	LA 2015	Wales 2015	School 2015	LA 2015	Wales 2015	School 2015	LA 2015	Wales 2015
English	88	86	87	100	94	93	93	90	90
Welsh	92	87	87	100	94	93	95	90	90
Maths	88	88	88	100	95	92	93	91	90
Science	92	91	90	100	96	93	95	93	91
CSI	83	85	85	100	94	91	90	89	88



### School Performance over time (2011 - 2015)



### Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

Quarter 1 School is in the top 25 per cent.

Quarter 2 School is in the top 50 per cent but not the top 25 per cent.

Quarter 3 School is in the bottom 50 per cent but not the bottom 25 per cent.

Quarter 4 School is in the bottom 25 per cent.

Free School Meal Group

**More than or equal to 16 per cent  
and up to 24 per cent eligible for  
FSM**

	Quarter 4	Lower Quartile	Quarter 3	Median	Quarter 2	Upper Quartile	Quarter 1
English		88		92	<b>93</b>	96	
Welsh		85		90	<b>95</b>	99	
Maths		88	<b>93</b>	93		97	
Science		90		94	<b>95</b>	100	
CSI		86		90	<b>90</b>	94	

The benchmarks have been calculated using a three-year average for Free School Meal data.

#### Notes:

- Figures for Welsh refer to attainment in Welsh first language only.
- CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 4 in both Mathematics and Science and either English or Welsh first language.
- If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

## THE RULES OF YSGOL CYMERAU

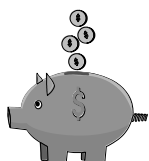
### Absence



When a child is absent, the parents are expected to provide a note, giving the reason for the absence. A note would also be expected when requesting permission for absence. The school has prepared relevant forms for this purpose.

Regular cases of absence/lateness are discussed with the Education Welfare Officer.

### Money



Dinner money is collected on Monday – money is not accepted on a daily basis. If it is totally impossible to pay for dinner on a Monday, it is collected on Friday. The school must have received information concerning **the child's entitlement** to free school meals from Gwynedd Council's Benefits section before this can be granted. Families are not allowed to get into debt for school dinners.

Parents are expected to place any money in an envelope, clearly marked with **the child's name and class at all times.**

**Cost of school dinners - £2.05 per day (£10.25 per week)**

### Physical Education



The children must dress appropriately for their lessons in the hall – shorts only for the boys and shorts and T-shirts for the girls. Similarly, children must dress appropriately for sports lessons.

**Only** those children who bring a note from their parents or doctor will be excused from these lessons.

### Bikes



The older children are invited to bring their bicycles to school – as long as they wear a safety helmet. You are reminded that school staff are not responsible **for the bikes nor for the children's safety on the road to and from school.**

### Safety



Children are not to leave school premises during school hours unless parents have submitted a personal request, or that the Headteacher has requested this. Access to school is through the **school's** front door only.

Visitors to the school are expected to ring the buzzer at that door to gain entry.

### Sweets, Fruits and Drinks

If the children need something to eat between meals, they are encouraged to bring fruits rather than sweets, crisps, etc.

Children are welcome to bring a water bottle to school on a daily basis.

**There are two water dispensers for the children's use. The children must bring their own plastic bottle and take it home every day.** The school cannot accept responsibility for the hygiene of these bottles.



### **Asthma Inhalers**

An asthma form will have to be completed if a child needs to use an asthma inhaler during school time.

### **Children/ Parents Coming to and Going from School**

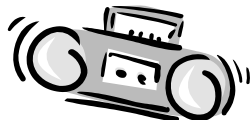


#### **DO NOT BRING YOUR CAR TO SCHOOL FROM FFORDD MELA**

Parents are expected to park their cars on the promenade or away from the school entrance when bringing their children to school in the morning or fetching them at the end of the afternoon. Cars should not be parked in Manor Avenue.

Parents and children are not allowed to walk through the car gate, but instead should use the two pedestrian gates. This is for Healthy and Safety reasons. Parents are encouraged to foster the children's independence by allowing them to walk on their own from the gate to the school.

### **Toys**



Children should not bring toys or valuable belongings, pocket money, etc. to school as we do not have the resources to safeguard these and cannot be held responsible in any way should they be damaged or lost. Children are not allowed to bring mobile phones to school.

### **Taking photos**



The school makes considerable use of the digital camera. If, for any reason, you are uncomfortable with this, there will be an opportunity for you to make your views known. The school will contact you in September, acting in accordance with Gwynedd Council guidelines.



Do not use social media to report on anything that takes place at the school.

### **Parents' Visits**

Parents are welcome to visit the school. When they wish to have a chat with a teacher, they are expected to arrange a time with the Headteacher. Visitors to the school are expected to contact the Headteacher in the first instance before going to see the teacher.

### **Going for a Walk**



Advantage is taken of opportunities to take the children on a walk, sometimes without notifying you as parents, due to something having cropped up in class or because the weather permits this.



## SCHOOL HOLIDAYS 2015-2016

### TERM:

Autumn 2015	1 September 2015 - 22 December 2015
Spring 2016	4 January 2016 - 24 March 2016
Summer 2016	11 April 2016 - 18 July 2016

Pupils will return to school on Wednesday, 2 September, 2015.

### HOLIDAYS:

26 – 30 October 2015	(Half Term)
23 December 2015 - 1 January 2016	(Christmas Holidays)
15 - 19 February 2016	(Half Term)
25 March 2016 – 8 April 2016	(Easter Holidays)
2 May 2016	(May Day)
30 May – 3 June 2016	(Half Term)
19 July - 31 August 2016	(Summer Holidays)

Schools will re-open for teachers on Thursday, 1 September, 2016 and for pupils on Friday, 2 September (awaiting confirmation).

Number of days on which schools will be open every month :

SEPTEMBER 2015	22
OCTOBER 2015	17
NOVEMBER 2015	21
DECEMBER 2015	16
JANUARY 2016	20
FEBRUARY 2016	16
MARCH 2016	18
APRIL 2016	15
MAY 2016	19
JUNE 2016	19
JULY 2016	12
	----
	195
	----

1 September 2015 – School Management Day  
4 Inset Days

The number of days on which schools will be open to pupils is 190

Schools which close for elections to be held, will open for the equivalent number of days at the end of the Summer Term.



## SCHOOL HOLIDAYS 2016-2017

### TERM:

Autumn 2016	1 September 2016	-	16 December 2016
Spring 2017	3 January 2017	-	7 April 2017
Summer 2017	24 April 2017	-	21 July 2017

Pupils will return to school on Friday, 2 September, 2016.

### HOLIDAYS:

24 – 28 October 2016	(Half Term)
19 December 2016 - 2 January 2017	(Christmas Holidays)
20 - 24 February 2017	(Half Term)
10 - 21 April 2017	(Easter Holidays)
1 May 2017	(May Day)
29 May – 2 June 2017	(Half Term)
24 July - 31 August 2017	(Summer Holidays)

Schools will re-open for teachers on Friday, 1 September, 2017 and for pupils on Monday, 4 September (awaiting confirmation).

Number of days on which schools will be open every month:

SEPTEMBER 2016	22
OCTOBER 2016	16
NOVEMBER 2016	22
DECEMBER 2016	12
JANUARY 2017	21
FEBRUARY 2017	15
MARCH 2017	23
APRIL 2017	10
MAY 2017	19
JUNE 2017	20
JULY 2017	15
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	195
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1 September 2016 – School Management Day

4 Inset Days

The number of days on which schools will be open to pupils is 190

Schools which close for elections to be held will open for the equivalent number of days at the end of the Summer Term.

# Policy for Life and Relationships Education

## **AIM**

The aim of this policy is to contribute, responsibly and developmentally, towards children's knowledge and experiences of their bodies and their relationship with the world around them. This will enable pupils to better deal with puberty, and develop skills and self-esteem to adopt a confident attitude in their adolescence.

## **General Objectives**

- To present Life/Sex and Relationships Education as part of a comprehensive Personal and Social Education programme.
- To prepare pupils for puberty.
- To develop the skills and self-esteem to help children as they reach adolescence.
- **To deal with concerns and rectify pupils' possible misinterpretation of the media and peers.**
- To develop the skills to help the children protect themselves from unsolicited sexual experiences.
- To explore attitudes and values.

## **The purpose and objectives of Life and Relationships Education in the Primary School:**

- To learn about the life cycle.
- To keep the pupils safe by helping them to identify and respond to unacceptable behaviour by adults and other children.
- To help pupils become aware of the various situations in life, stressing the importance of moral aspects.
- To help the pupils talk about matters involving the body and relationships without embarrassment.
- To provide information about:
  - the names of parts of the body in order to differentiate between male and female
  - appropriate and inappropriate touching
  - a loving relationship
  - changes during puberty
  - the reproductive process
  - **the baby's growth in the womb and birth**
  - **babies' needs and parents' responsibilities.**
- To begin to prepare the pupils for the decisions that they will be making in the future and the experiences they are likely to face.
- To help the pupils adapt to changes in the family.
- To help the pupils understand their own feelings and the feelings of other people.
- To teach the pupils to respect themselves and others.

## **Foundation Phase**

Pupils should be given opportunities to:-

- value and contribute to their own well-being and to the well-being of others
- be aware of their own feelings and develop the ability to express them in an appropriate way
- understand the relationship between feelings and actions and that other people have feelings
- become independent in relation to satisfying their needs in respect of personal hygiene and become aware of personal safety
- ask for assistance when needed
- express different feelings and emotions – themselves and other people
- **be aware of other people's needs and respect them**
- be responsible for their own actions.

By the end of the Foundation Phase, pupils will recognise sexual parts of their body in order to differentiate between male and female. The terms used for the male are penis and testicles and the terms used for the female are breasts and vagina. These terms will be used when referring to those parts of the body when discussing this subject at school.

## **Key Stage 2**

Pupils should have an opportunity to understand:-

- the physical and emotional characteristics and benefits of a healthy lifestyle
- the reasons for the physical and emotional changes which take place at puberty including conception, pregnancy and birth
- **the range of their own and others' feelings and emotions**
- the importance of personal safety

- how to distinguish between appropriate and inappropriate touching
- what to do or to whom to go when feeling unsafe.

By year 6, the school will ensure that pupils are aware of the reasons for the physical and emotional changes during puberty including conception, pregnancy and birth.

*Presenting the Life/Sex and Relationships Education Curriculum at the school:*

**Life Education is presented to pupils through:**

- **Circle Time sessions**
- **specific subjects within the National Curriculum, e.g. science**
- **cross-curricular subjects**
- **informal opportunities, e.g. welcoming mothers to come and talk to children about the needs of babies.**

The progression of learning will involve developing and extending the above subjects at specific periods within the Foundation Phase and Key Stage 2 in order to ensure progressive development of knowledge and understanding, skills and values.

*Guidelines on specific issues – visitors and agencies who contribute to Life/Sex and Relationships Education:*

- **The school will ensure that any professional visitors and visitors from the community who contribute to the PSE programmes are aware of this policy and agree to adhere to it.**
- **Teachers will discuss contributions with visitors prior to their presentations to pupils to ensure that they are appropriate and comply with the school's policy.**
- **Confidentiality (see below).**

*Confidentiality*

**It should be noted that teachers cannot provide unconditional confidentiality. If children disclose that they are being abused or mention something that causes the teachers to think that they are at risk of being abused, the All-Wales Child Protection Procedures should be implemented.**

**Teachers will discuss confidentiality with the pupils and ensure that they are aware of the boundaries of confidentiality.**

- **When discussing a class agreement, the older pupils are asked not to discuss the content of the lesson with younger pupils.**
- **Pupils will be reminded not to ask personal questions.**
- **Pupils will be encouraged to discuss the content of lessons with their parents/carers.**

*Answering Questions:*

- **Teachers will attempt to answer pupils' general questions honestly, taking the child's/children's age and maturity into account.**
- **Teachers will use a questions box to provide the children with the opportunity to ask questions anonymously and for teachers to consider questions before responding.**
- **If a pupil asks questions about values, teachers will refer the child to his/her family and will attempt to avoid giving his/her viewpoint as the only correct viewpoint.**
- **If the teacher is unable to provide an answer, children are encouraged to speak to their parents.**

**Parents' right to withdraw their children:**

- Parents have the right to withdraw their children from those elements that are not included in the National Curriculum 2008.
- If parents/carers have concerns, they are welcome to come to the school to discuss these with the Headteacher.
- This arrangement is noted in the school handbook.

# Policy of Equal Opportunity

## Aim

To ensure an equal opportunity for each child and member of staff at the school in order to enable every individual to achieve his/her full potential. To develop every individual to the best of his/her ability without allowing his/her gender, faith, race, language, disability, conduct, politics, ethnic origin or any other characteristic to prevent this.

## Guidelines

1. This school will not refuse admission to any child based on gender, race, colour or disability.
2. We will ensure that every member of staff records and pronounces the name of every child correctly, **according to the child's choice of pronunciation. Names from various cultures should be respected.**
3. Ensure the same opportunities for children in terms of dress (including earrings, etc.) while showing concern for other children, in cooking, sports, sex education, art, etc. Take measures to build on the skills and confidence of children in fields where they traditionally lack confidence, e.g. sewing or dancing for boys, football or construction for girls.
4. Ensure equal opportunities when speaking in whole-class discussions, group work or pair work.
5. It must be acknowledged, however, that girls and boys sometimes wish to choose activities that are regarded as traditionally belonging to one group or the other. They also wish to work/play in **single-gender groups/pairs sometimes. We must avoid insisting that children 'mix' in order to satisfy teachers' wishes when they have valid reasons for their own choices.**
6. Create an environment where co-operation is central and where children work in a variety of different groups – single gender or mixed gender, spontaneously or planned – comfortably and with a purpose.
7. Create an environment free of favouritism and stereotyping.
8. Provide every individual with the same opportunities, whatever his/her language, culture, racial background, etc.
9. Use examples from many cultural traditions and recognise that Britain has a varied cultural background.
10. We will also ensure that we highlight the strengths of every child whatever his/her academic ability so as to give that child a sense of self-worth and success.
11. Ensure equal access to resources, equipment and toys, e.g. encourage the girls to play with mechanical toys or use technology equipment, and similarly encourage the boys to play in the play corner, dress up, sew, etc. It is not considered that some activities are only suited to girls and some to boys.
12. Develop a positive and caring attitude towards people from all communities, welcoming adults from a wide range of societies to visit the school.
13. Assist the children to explore the idea of stereotyping so that they can make balanced choices in relation to their identity – gender, cultural or ethnic background, disability.
14. Ensure that the punishments used are the same for boys and girls and that they are applied equally.
15. Plan with support staff to ensure that the playground is used in such a way as to prevent any one group monopolising a part of it at the expense of other children.
16. Provide support in order to ensure that playtime supervisors reinforce the principles of Equal Opportunities in their work with the children.
17. Equal opportunity must be implemented when appointing teaching staff and support staff, where uniforms are concerned, and in the use made of courses, visits, etc.
18. Discrimination against any child or adult will be taken very seriously. Racial symbols, badges or insignia on school uniforms or equipment will not be tolerated.

## Conclusion

A school is not solely for academic learning – there is a need to develop complete children, who will become responsible and valuable members of society. Adults in school must bear in mind that they are role-models for the children.



# **Provision for Children Looked After by the Local Authority**

## **1. Introduction**

This policy relates to pupils looked after by Gwynedd Council, for a short or long-term.

## **2. Context**

There is by now a consensus amongst researchers, those who frame a policy, and the young people for whom the policy is prepared, that they face several problems which include

- 2.1 Bullying (as they are at risk of injury, rather than as a specific consequence of being looked after by the local authority)
- 2.2 Emotional and behavioural difficulties
- 2.3 Feeling isolated as a consequence of being separated from family and/or friends
- 2.4 Impairing their education before being taken into care
- 2.5 Regularly changing school whilst being looked after
- 2.6 Concern about what goes on at home
- 2.7 The negative or disheartening attitude of peer groups, care staff and teachers including low expectation of achievement
- 2.8 Lack of achievement leading to lack of motivation and lack of confidence

## **3. Mission Statement**

Gwynedd **Schools' Service**, in accordance with its statutory duty, advises and assists schools to protect and promote the well-being of a looked-after child and in particular promote the child's educational achievement.

## **4. Statutory Framework**

- 4.1 Adoption and Children Act 2002
- 4.2 Children Act 2004
- 4.3 Education Act 1996

## **5. Basic Principles**

5.1 Every child looked after by the LA is entitled to access to pre-school education and all education services and have every opportunity and support for educational and social development.

## **6. Responsibility of Gwynedd Schools' Service**

- 6.1 Ensure that every child looked after by the local authority (LA) has access to the appropriate education for his/her ability or talent.
- 6.2 In co-operation with the council's social services department, provide teachers with training in the strategies and methodology which will promote the educational well-being and achievement of a child looked after by the LA.
- 6.3 Share good practices in the field amongst schools.
- 6.4 In co-operation with the council's social services, keep an updated list of teachers named as advocate for children in public care. In instances where it is considered that a pupil needs to be excluded, the Education Department will ensure that somebody acts as an advocate for the young person.
- 6.5 Nominate an officer within the LA with responsibility for general monitoring of attendance of looked-after children.
- 6.6 The educational progress made by every pupil looked after by the LA will be monitored in the statutory review of care arrangements. Where possible, for those looked-after children with an SEN statement, the annual meeting to discuss their statement and the meeting to discuss their care scheme will be co-ordinated.
- 6.7 The Service will respond to the expectation that they secure an educational placement for a looked-after pupil within 20 school days at the latest; where the twenty day deadline cannot be met, they will provide temporary education, or resolve the situation.
- 6.8 The Service will ensure that the children looked after by the LA will be part of any discussion and decisions regarding their education. Their views will be carefully considered and recorded.
- 6.9 Assess which aspects on educational support the children will require once these have been adopted.
- 6.10 Every looked-after child will have an opportunity to participate in organised activities outside school hours, including academic, cultural, sports and leisure activities, to enhance pupils' experiences and boost their confidence and self-esteem.

## **7. Responsibilities of the School Governing Body**

7.1 The school governing body should ensure that they have an operational policy for children looked after by the LA. The best policies will include

- Designating a staff member to be responsible for the field
- Arrangements for information regarding numbers who are looked after
- Arrangements to ensure that looked-after children receive an equal opportunity at the school
- Ensure that there is a designated teacher for looked-after children
- Ensure a positive school environment
- Ensure effective procedure of monitoring educational progress and to deal with underachievement
- Monitor progress made by looked-after children at the school compared to the Welsh **Government's** achievement targets.

7.2 School governors have an obligation to meet the requirements of the Children Act, Education Acts 1981, 1988, 1996, and Children Act 2004.

## **8. School Headteachers' responsibilities and duties**

8.1 Ensure that every staff member has been designated specific responsibility for pupils looked after by the LA.

8.2 Ensure that the school monitors the absence of pupils who are looked after by the LA, and presents a report to the education authority.

8.3 Ensure a positive environment and ethos regarding pupils in authority care, creating a school where negative stereotyping of these pupils is challenged.

8.4 Be aware of the sensitivity of excluding pupils looked after by the LA, recognising the need for such children to receive continual education.

8.5 Ensure that every pupil possesses a Personal Education Plan (**PEP**). **It is the school's responsibility**, following consultation with parents, carers and appropriate agencies to prepare a PEP. The PEP should be agreed upon as soon as possible, and within 20 days at the latest after the child becomes looked after or attends a new school.

8.6 Ensure that any special educational needs are provided in co-operation with the **school's Special Needs Co-ordinator**.

# Policy of Charging Payment for Activities

## Aim

The Governing Body of Ysgol Cymerau acknowledges the valuable contribution of a wide variety of additional activities, including swimming and gymnastics lessons, visits, the creation of objects, attending performances, etc.

## Objectives

To promote and provide diverse opportunities, in terms of a broad and balanced curriculum and in terms of extra-curricular experiences, for every child.

## Guidelines

1. We will endeavour to secure voluntary contributions from parents so as to ensure that activities that take place during school hours, e.g. swimming lessons and use of the gym, can continue.
2. Any parent finding it difficult to pay will be invited to see the Headteacher and alternative arrangements will be made to overcome the problem. No child will be excluded from activities due to inability or reluctance to make a voluntary contribution.
3. Full or part payment for visits in 1., above, can be made from the School Fund, bearing in mind that money from the Fund is also needed for a variety of other situations and equipment.
4. The school retains the right to cancel or postpone any activity if the total sum of contributions is inadequate.
5. **Parents/Guardians will receive a letter prior to a visit or performance, etc. notifying them of the school's intention and noting the cost.**
6. Parents will be charged payment for any damage to books or educational equipment, windows, doors or **fittings in school buildings, resulting from a pupil's misbehaviour.**
7. **Part payment will be levied for individual instrumental lessons, in accordance with the Authority's recommendation.**
8. Full payment will be levied for activities that take place wholly or mostly outside school hours and which are not necessary to fulfil the requirements of the National Curriculum or statutory Religious Education.
9. Payment will be levied for food and accommodation costs during residential visits except for children who are entitled to receive a statutory reimbursement.
10. The Headteacher will be delegated the right to decide to what extent, if at all, money from the school fund or another source will be used to pay a proportion of the cost of the activities.
11. The Headteacher will be delegated the right to decide on cases that arise from the implementation of this policy.

## Conclusion

Schools require a financial contribution from parents in order to be able to conduct activities to enrich **pupils' experiences and raise standards of education. However, we must safeguard opportunities for all** children to be able to benefit from all school activities, visits and arrangements and ensure an equal opportunity for every **child, irrespective of his/her parents' commitment or their ability to pay.**