# AFON Y FELIN PRIMARY SCHOOL

# YSGOL GYNRADD AFON Y FELIN

School Prospectus

2019-2020

## Putting Children First

**Rho'r plant ar y brig**

Website: www.afonyfelinprimary.co.uk
Twitter: http://www.twitter.com/ayfprimary
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# 1. HEADTEACHERS WELCOME

A very warm welcome is extended to you and your child from Afon Y Felin Primary School and I look forward to a happy and effective association over the coming years.

This prospectus is intended to introduce our school to you and provide you with information regarding our aims, administration and general organisation. The prospectus should answer any immediate questions and offer details which should prove helpful throughout the academic year.

We believe it is important that as a parent/guardian you feel welcome in the school. Education is a partnership between home and school with a shared responsibility based on trust and mutual understanding. The co-operation and participation of parents with our school in the education of your child is positively encouraged.

A good relationship between school and home builds a child's confidence, aids their learning and helps them to fulfil their potential in all areas.

Afon Y Felin is a happy vibrant school where all children will be given the opportunity of learning in a caring, stimulating environment. We aim to give your child the opportunity to develop into a well-rounded individual.

I believe that we have much to be proud of at Afon Y Felin. Our National category of GREEN bears witness to the exceptional work of our senior management team, staff, governors and pupils. Out school recognises the skill and dedication of teachers and the care and talent of support staff. Most importantly the ethos of our school ensures that the school is a happy and secure place in which pupils grow in confidence and independence. We have a commitment to inclusive education and strive to maintain a high quality teaching and learning environment for all children. We place a high value on establishing close links between home and school so that we can effectively work together to achieve the best for each child.

I look forward to and encourage, your involvement in all the exciting stages during your child's schooling at Afon Y Felin Primary School.

Diolch yn fawr. Thank you.
Ms N. Williams
Headteacher/ Pennaeth

# 2. CHAIR OF GOVERNORS WELCOME

As Chair of the Governors, it is a privilege and a pleasure to be part of a Governing Body which brings a wide range of experience and expertise to the school. Each child is encouraged to reach their full potential and to leave the school as well rounded individuals. It is the role of the Governing Body to act as a 'critical friend' to the school to encourage and help develop the school in a challenging way. We enjoy an excellent working relationship with our skilled and dedicated team of teachers and non-teaching staff led by our Headteacher. The Governing Body itself consists of governors made up from parents, members of the community, school staff and Local Authority appointees. We meet regularly attending at least two full Governing Body meetings per term. We also have Governing Body Committees which meet regularly to discuss specific issues, such as Premises, Standards and Curriculum, Staffing and Finance. We visit our school on a regular basis to monitor the progress being made and this enables us to make informed decisions and review progress. All governors are unpaid and give their time freely. Our meetings are minuted and the information is shared with all governors. As Chair of

Governors frequently spend time in school and attend weekly meetings with the Head Teacher. I have been a governor for several years now on various Governing Bodies.

Our motto of *Putting Children First* is always uppermost in our minds and after reading our prospectus I'm sure you will agree that we strive to achieve this - and much more - from our children. Furthermore, we have a close relationship which we value with our parents who contribute to the life and progress of the school especially those members of the PFA who's hard work is much appreciated.
There are many new and exciting projects on the horizon for our school; these will not only benefit the pupils of Afon Y Felin Primary but will also have a positive impact on our communities. We are all looking forward to what the future holds and hope you too will join us on our continuing journey.

Mr Nigel Burnap
Chair of Governors

## 3. GOVERNING BODY

| Governor | Appointed By |
|---|---|
| Mr N. Burnap (Chair) | LA Representative |
| Mr I. Phillips | LA Representative |
| Cllr J.H. Tildesley (Comm) | LA Representative |
| Mrs A Pritchard | Community Representative |
| Mrs C. Stephens (Vice-Chair) | Community Representative |
| Mrs S. Matthews | Community Representative |
| Rev D. Walker | Community Representative |
| Ms C. Lewis | Parent Representative |
| Mrs S. White | Parent Representative |
| Vacancy | Parent Representative |
| Vacancy | Parent Representative |
| Mrs D. Jones | Teacher Representative |
| Mrs E. Clee | Non Teaching Staff Representative |

**Chair of Governors**
**Governors**:

Mr N Burnap
Delaney
c/o Afon y Felin Primary School
Cornelly,

**Clerk to**

Mrs S.

c/o Afon y Felin Primary School

## 4. THE SCHOOL





Afon Y Felin Primary School is a Community First primary school situated in Cornelly. The current number on roll is 136. We consider it is most important that children attend a school that has a happy, caring and stimulating atmosphere and a school that feels it has an important part to play in the community. The staff are experienced, enthusiastic and through their dedication, enjoy the challenge of teaching in the 21st century. The school has extensive grounds, including a rugby field; environment area and an orchard at the rear. There is a large well developed playground with a trim trail, a multicourt and an outdoor soft play area. Situated behind the school is a Flying Start building which provides preschool learning and care for children 0-3 years.

## 5. MISSION STATEMENT

All staff at Afon Y Felin Primary School are committed to providing a broad based curriculum within a caring, happy, disciplined and secure environment in which all pupils irrespective of gender, race or ability realise their full potential.

## 6. SCHOOL VISION STATEMENT

**These reflect the new Curriculum for Wales- Four Cores Purposes.**

To create independent learners who are ready to play a full part in life and work, as informed, ethical citizens of Wales and the World.
To create ambitious, capable learners who are enterprising and creative contributors who are ready to learn throughout their lives.
To nurture happy, healthy and confident learners, who are resilient, valued and respected members of society.
To encourage children to become responsible risk-takers, who set high standards and aspire to succeed.
To create a digital learning environment that promotes independent pupils who manage life skills confidently

SCHOOL VISION

**"Putting Children First"**

**Rho'r plant ar y brig**

## 7. AIMS OF THE SCHOOL

**Afon y Felin Primary School is a Hub Status School for Welsh Second Language and is inspiring our learners in preparation for the new Curriculum for Wales.**

**Background**
Professor Donaldson's report on the curriculum and assessment arrangements in Wales sets out 4 purposes of the curriculum in Wales – that all our children and young people develop as:

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members

of society

To achieve this, Professor Donaldson highlights that we must ensure better teaching and learning in all our schools in Wales, to raise standards and to improve outcomes for all our learners. It includes the recommendations that:

- The school curriculum should be designed to help all children and young people to develop in relation to clear and agreed purposes;
- The purposes should be constructed so that they can directly influence decisions about curriculum, pedagogy and assessment;
- All teaching and learning should be directed to achieving the four curriculum purposes.

Our aims are driven by the four core purposes. We aim that **all** our pupils will be:

- **Ambitious, capable learners** who…
  - Set themselves high standards and seek and enjoy challenge
  - Are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
  - Are questioning and enjoy solving problems
  - Can communicate effectively in different forms and settings, using both Welsh and English
  - Can explain the ideas and concepts they are learning about
  - Can use number effectively in different contexts
  - Understand how to interpret data and apply mathematical concepts
  - Use digital technologies creatively to communicate, find and analyse information
  - Undertake research and evaluate critically what they find

  …and are **ready to learn throughout their lives**.

- **Enterprising, creative contributors** who…
  - Connect and apply their knowledge and skills to create ideas and products
  - Think creatively to reframe and solve problems
  - Identify and grasp opportunities
  - Take measured risks
  - Lead and play different roles in teams effectively and responsibly
  - Express ideas and emotions through different media
  - Give of their energy and skills so that other people will benefit

  …and are **ready to play a full part in life and work.**

- **Ethical, informed citizens** who…
  - Find, evaluate and use evidence in forming views
  - Engage with contemporary issues based upon their knowledge and values
  - Understand and exercise their human and democratic responsibilities and rights
  - Understand and consider the impact of their actions when making choices and acting
  - Are knowledgeable about their culture, community, society and the world, now and in the past
  - Respect the needs and rights of others, as a member of a diverse society
  - Show their commitment to the sustainability of the planet

  … and are **ready to be citizens of Wales and the world.**

- **Healthy, confident individuals** who…
  - Have secure values and are establishing their spiritual and ethical beliefs
  - Are building their mental and emotional well-being by developing confidence, resilience and empathy
  - Apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives

- Know how to find the information and support to keep well and safe
- Take part in physical activity

- Take measured decisions about lifestyle and manage risk
- Have the confidence to participate in performance
- Form positive relationships based upon trust and mutual respect
- Face and overcome challenge
- Have the skills and knowledge to manage everyday life as independently as they can

…and are **ready to lead fulfilling lives as valued members of society**

**These new core purposes are reflected in our revised vision statement and revised aims for our pupils.**

To achieve the above, Afon y Felin Primary School is committed to:

**Aims**

- To create a welcoming, caring, secure, calm, happy and purposeful learning environment.
- To encourage pupils' curiosity about their natural, physical world and universe through investigating, understanding and explaining in through experiential learning opportunities.
- To provide rich opportunities to develop technological skills, knowledge and understanding through designing and developing products and systems with a purpose.
- To create ambitious individuals who thrive on problem solving and apply mathematical concepts in a practical, digital and creative way.
- To develop pupil's literacy skills through a range of innovative opportunities in a language rich environment that nurtures enjoyment and participation
- To support pupil's understanding of a range of cultural beliefs, traditions and customs whilst also developing self-respect and respect of others; raising awareness and acceptance of differences.
- To provide the pupils with identity and place, understanding distinctive aspects of the social, cultural, historical and linguistic environment of Wales.
- To ensure pupils appreciate and care for their local community, develop empathy and understanding through the development of the International perspective of the wider world.
- To ensure that staff provide positive role models in terms of how we value good manners and behaviour and teach good social behaviour and consideration for others.
- To develop pupil's curiosity, interest and understanding of the past; allowing hands on experiential learning through visits, handling of artefacts and secondary sources as well as links to the local community and history of Wales.
- To promote healthy minds and bodies: responses relating to the need for schools to foster mental and physical well-being by developing confidence, resilience and empathy
- To develop pupils' knowledge, understanding and skills that will enable them to develop positive and appropriate relationships, whilst being able to deal with any difficult issues and decisions they might face and learn to live independently
- To acknowledge the importance of parental partnerships in building positive relationships to enhance children's learning and support the school vision.
- To provide pupils with opportunities to develop their confidence whilst encouraging imagination and creativity through a range of mediums.
- To give pupils the opportunity to take measured risks and have the responsibilities to take lead roles in order to play a full part in life and work.





## 8. STAFF INFORMATION

Ms N. Williams — Head Teacher
Mrs D. Jones — Deputy Head Teacher

### TEACHING STAFF

| | | |
|---|---|---|
| Mrs E. Hughes | Class 1 | Mes Bach- Little Oaks |
| Miss K. Evans | Class 2 | Holly- Celyn |
| Miss R. Santner | Class 3 | Willows- Helyg |
| Mrs J. Williams | Class 4 | Birch- Bedw |
| Mr N. Hughes | Class 5 | Cedars- Cedrwydd |
| Mrs D. Jones | Class 6 | Oaks- Deri |

### SUPPORT STAFF

| | | |
|---|---|---|
| **Mrs N. Jones** | **Learning Support Officer** | **Class 1** |
| **Mrs A. Bowie** | **HLTA/PPA** | **Class 1** |
| **Miss Z. Davies** | **Learning Support Officer** | **Class 2** |
| **Mrs E. Clee** | **Learning Support Officer** | **Class 3** |
| **Mrs J. Jones** | **Learning Support Officer** | **Class 4/5/6** |
| **Mrs J-A Hill** | **Clerk** | |
| **Mr A. Gardner** | **Site Supervisor** | |
| **Mrs S. Evans** | **Cleaner** | |
| **Mrs D.Lewis** | **Cleaner** | |
| **Mrs Z. Cliffe** | **Cook** | |
| **Mrs A. Rees** | **General Kitchen Assistant** | |

### LUNCHTIME SUPERVISORS

| | |
|---|---|
| Mrs S. Jones | Mrs A. Davies |
| Ms L. Partridge | |

## CHAIR PERSON OF GOVERNORS

Mr N. Burnap

**Peripatetic Staff**

| | |
|---|---|
| Miss E. Noden | Peripatetic Violin |
| Mr C. Collins | Peripatetic Flute / Clarinet |
| Mr J. Mainwaring | Peripatetic / Brass |

# 9. DAY TO DAY ORGANISATION

**Admissions**

The school operates the current admissions policy of the Bridgend LA. Government legislation means that parents have the choice of which school their child attends. Many of our children come from our catchment area. If you live outside the catchment area you will again need to contact the Local Authority. Children are required by law to attend school full time from the beginning of the term following their fourth birthday. Pupils are eligible to enter our school nursery, subject to availability, at the beginning of the term after their third birthday.

Visits for the parents and children of new intake children to Nursery and Reception are arranged at the end of the school term preceding the term during which the children will be admitted. On these occasions information regarding all aspects of school organisation will be available, parents will meet relevant staff and visit the areas where their children will spend their time.

For parents of all children seeking admission other than those above, appointments may be offered with the Headteacher or senior staff if requested.

Children transfer at the age of 11 to a variety of secondary schools including Cynffig Comprehensive and Porthcawl Comprehensive.

**Charging**

Parents may be requested to make a contribution towards any school organised function where a fee is charged to the school. If insufficient contributions are forthcoming, indicating that a deficit may arise which will have to be met by the school, then the school reserves the right to cancel the function. With the exception of non-returnable deposits, all paid monies will be returned in full. The school retains the right to request parents to pay for the cost of damage or loss caused by their child. The school will make a charge to cover actual cost of board and lodging, transport costs etc in respect of residential activities occurring wholly or mainly in school hours.

**School / Parent Contacts (Complaints Procedure)**

When parents have concerns there are a number of direct points of contact which can and should be used early in order that issues can be dealt with promptly, transparently and efficiently. Most immediate would be the class teachers and administrative staff. If the issue needs the attention of the Headteacher or senior staff it would be wise to make an appointment in order that a sufficient period of uninterrupted time is devoted to the subject of concern. If the problem is urgent then the school will always seek to respond immediately, other priorities or emergencies permitting.

All official complaints should in the first instance be made in writing to the Headteacher who will make the appropriate formal arrangements to investigate the matter and report back as necessary.

In the event of an unsuccessful resolution then the matter should be referred again in writing to the Chair of Governors who will instigate the procedures as laid out in the WAG Circular

03/2004. Please note that Governors should not be approached, officially or unofficially as this would prejudice any investigation and disqualify them from any involvement in the proceedings. Finally if neither of the above have succeeded in resolving the issue a written complaint should be made to the LA who will formally investigate the matter according to its own guidelines.

The school sincerely believes its effective relationships with parents and the local community and the strenuous efforts it makes to satisfactorily resolve issues transparently, fairly, thoroughly and promptly via informal procedures, will mean that the above official procedures will be rarely called upon.

**Attendance Rates**
The school's absence rates will be published in the Annual Report to Parents issued by the Governing Body and available at the school office during the Autumn Term.

## 10. ATTENDANCE AND PUNCTUALITY

Good attendance and punctuality are essential and expected of our pupils. It is very important that all children attend school regularly but if your child is unwell he/she should not be sent to school. Recent legislation now requires schools to publish rates of 'unauthorised absences ' When a child is absent for a genuine reason such as sickness this is classed as an 'authorised absence'

- **When a pupil is absent parents must inform the school on the first day of the absence by telephone/in person and explain in writing to the class teacher on the day the pupil returns to school.**
- **The school will often attempt to contact parents concerning a child's absence if a reason has not been given to the office.**
- **A reason given orally by the child is NOT acceptable.**
- **All pupils should be on the Foundation Phase Outdoor classroom or the main yard by 8.55am.**
- **If it is raining, the door will open at 8.50am.**
- **Children should not arrive before 8.45am unless attending Breakfast Club.**
- **The main doors will remain open until 9.00am.**
- **Children should only use the main front entrance if they arrive after 9.00am, by which time they will be then considered officially late.**
- **Children arriving late will be recorded on the register and an explanation will be required.**

- **Parents of pupils who are persistently late will be reported to the Education Welfare Officer.**

- **If for any reason you find that you are going to be late, please contact the school so that we know what is happening. All children who are picked up late will be brought to the main office. If we have been unable to contact you and we have**

- **heard nothing by 4.15 pm, we will contact Social Services. If you are delayed for any reason please ring the school so that we know what is happening. Please also inform us if someone different is to pick up your child.**

- **Parents are reminded that all children must be brought to, and met from school at all times by a responsible parent. Children are not to be picked up by older brothers and sisters who are still at school. Children must be collected from the classroom door.**

- **Under no circumstances may children go out of school by themselves during school hours.** Parents who collect children to go to the doctor, dentist etc.. must first see the Head teacher/clerk and the child will be collected from the classroom.

**Authorised absences** are acceptable reasons for absence and cover things like sickness, hospital appointments, dentist, religious holidays, attendance at court, clinic appointments, funerals etc.

**Unauthorised absences** are absences where no acceptable reason is given and includes things like shopping, going to the airport, a relative visiting, buying shoes, going for a haircut, parent unwell, trips out etc.

Both the school and the Education Welfare Officer monitor the attendance of each child. The Education Welfare visits the school and she contacts families where children are absent and the school has not been given a reason or where there is a pattern of absenteeism from school.

**Family Holidays in Term Time**
**P**arents do not have an automatic right to withdraw pupils from school during the school term for a holiday. Under the Education (pupil registration) (Wales) Regulations 2010, head teachers have discretion to authorise a holiday of up to 10 days during term time, over 10 days can only be authorised in exceptional circumstances. All requests for holidays must be completed on the schools holiday request form and completed by the parents/guardians.
**Time taken out of school without permission will be marked as UNAUTHORISED.**

## 11. PUPILS ATTENDANCE RECORD

| Term | % authorised Absences | % Non -authorised Absences | % Attendance |
|---|---|---|---|
| Autumn Term 2018 | 5.6% | 0.8% | 93.6 |
| Spring Term 2019 | 4.2% | 2.3% | 93.5 |
| Summer Term 2019 | 6.5% | 2.7% | 90.7 |

## 12. THE SCHOOL DAY

**Foundation Phase- Daily Timetable**

| Time | Lesson |
|---|---|
| 8:55 – 9:00 | Registration |
| 9.00 – 10:15 | Learning Session 1 (75 mins) |
| 10.15 – 10:30 | Assembly |
| 10:30 – 10.45 | Morning Break |
| 10:45 – 12:00 | Learning Session 2 (75 mins) |
| 12:00 – 1:00 | Lunch |
| 1:00 – 2:05 | Learning Session 3 (65 mins) |
| 2.05 – 2:15 | Afternoon Break |
| 2:15 – 3:15 | Learning Session 4 (60 mins) |

**KS2 - Daily Timetable**

| Time | Lesson |
|---|---|
| 8:55 – 9:00 | Registration |
| 9.00 – 10:15 | Learning Session 1 (75 mins) |
| 10.15 – 10:30 | Assembly |
| 10:30 – 10.45 | Morning Break |
| 10:45 – 12:10 | Learning Session 2 (85 mins) |
| 12:10 – 1:00 | Lunch |
| 1:00 – 2:05 | Learning Session 3 (65 mins) |
| 2.05 – 2:15 | Afternoon Break |
| 2:15 – 3:15 | Learning Session 4 (60 mins) |

**School Clerk** **Monday to Friday** 8.45 a.m.- 3.30 p.m.

**Class Organisation**

Children are grouped in mixed ability classes according to age. The level of work is always matched to the needs of the individual child. We also operate a setting system for the teaching of some Literacy and Numeracy focus sessions- Letters and Sounds and Big Maths.

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The school revises its class structures every year so pupils do not remain in the same class year on year but have the experiences of learning with different peers within their specific cohorts.

**Wet Days**

Children are admitted at **8.50 a.m** but it should be noted that supervision will be limited as staff will still be preparing for their teaching duties. Responsible and mature behaviour is an absolute priority for the early admission of pupils.

Playtimes - children stay in allocated classrooms.

Dinner Time – Classes remain in their own accommodation. Lunchtime supervisors, plus duty staff.

**Assemblies/Collective Worship**

Monday 10.15 a.m. Whole School Assembly- Headteacher / Deputy Head
Tuesday 10.15 a.m. Collective Worship in classrooms
Wednesday 10.15 a.m. Collective Worship in classrooms
Thursday 10.15 a.m. Foundation Phase Assembly / KS2 Assembly- 2.15pm/ staff
Friday 10.10 a.m. Award / Whole School Assembly

**School Snacks**
We encourage healthy eating and all children will be actively encouraged to ***eat fruit*** at break times. The school operates a Fruit Shop at break times. Pupils choose a piece of fruit daily at the cost of £1.25 a week. Children are not allowed to eat sweets or chew gum during school hours. Please support our healthy schools campaign.

**School Milk**

Free school milk is available for all Foundation Phase children. Water is available to all pupils from the school's water fountains.

**Administration of Medicines and Illnesses**

If you require the school to give your child medicine during the school day, please ask the secretary for a request form and sign it before handing to the Headteacher.

Where a medical condition exists which will cause distress or suffering to a particular pupil, or if it is likely that this condition will spread to other pupils causing the above, the school's policy will be to request that the parent or emergency contact collect the child immediately, obtain appropriate medical treatment and keep the child away from school until the condition is completely cleared up.

Where girls commence menstruating at primary school, parents must contact the school in order that the appropriate arrangements can be made and explained. The school works with Wings Cymru.

**Vehicle Access**

The safety of the children and those working in the school is paramount. In order to preserve the highest levels of safety the school gates are closed from 8.40am-9.05am and 3.00pm-3.25pm and no vehicles can gain access. Vehicles on the school site require official permission between 8.45 a.m. and 3.45 p.m. This permission may only be obtained from the Headteacher, Deputy Headteacher or nominated deputy.

## 13. SCHOOL UNIFORM

**The school promotes the wearing of school uniform. The colours are green and yellow.**

## WINTER

- Grey skirt, trousers, green jogging bottoms or tunic.
- Green sweatshirt, cardigan or jumper
- Yellow polo shirts.

## SUMMER

- Green/white checked dress.
- Grey / Black shorts.

**Flat soled, sensible shoes are essential for safety.**

Please note, we expect all children to have a change of clothing for all PE lessons and extra-curricular sporting activities to encourage good attitudes to health, cleanliness and hygiene.

**Jewellery**

Earrings in particular are dangerous at playtimes and during games/PE sessions. Studs or sleepers are permitted but for obvious safety reasons, rings, hoops or dangling earrings are not. Other facial or body piercing are similarly not allowed. **The school cannot be held responsible for injury, accidents or losses as a result of children wearing jewellery.** Children will be asked to remove **ALL** jewellery for PE/Games lessons.

# P.E KIT

Children are expected to wear appropriate clothing for P.E Lessons for both indoor and outdoor.

**Indoor Lessons**

Boys will wear shorts and T shirt and girls may wear a leotard or T shirt and shorts for indoor P.E lessons.

**Outdoor Lessons**

Boys are expected to wear shorts and a suitable top (or tracksuit) and trainers or daps.
Girls may wear a leotard or shorts and a suitable top (or tracksuit) and trainers or daps.

All children will take part in P.E lessons unless a medical condition temporary or otherwise prevents them from doing so. If parents wish their child to exempt from a P.E lesson for a medical reason then parents are asked to write a note on each occasion.

**Parents, Friends Association**

The PFA is a home-school association and membership is automatic for all parents, guardians and carers of a pupil currently attending this school. Also involved are members of the teaching, non-teaching and support staff presently employed by the school. The association provides the opportunity for you to get involved with your child's education and activities within the school. New ideas are welcome from all our members. We need everyone to get involved in whatever way they can so please come to our informal meetings which are held regularly through the year. We are all here to work together to enhance the educational opportunities for our children. It can be really great fun helping out and a most enjoyable way of getting to know your school better.

If you are able to lend your support in any way then please pass on your details to Mrs J-A Hill in the School Office.

**Voluntary Help**

We have a number of voluntary helpers who assist in many various ways and their help is very much appreciated. If you have any spare time and would like to help, please contact the headteacher, or any member of the teaching staff.

All members of staff and volunteers are obliged to undertake **a DBS check** as their work involves close contact with young children. We are always interested in any support you or your family can offer.

## 14. CURRICULUM

**New Curriculum For Wales**

As a school, we are committed to delivering an inclusive, broad, balanced and challenging curriculum for our pupils. Our teachers will begin to plan, teach and assess using the six common Areas of Learning and Experience (AoLEs):

- Expressive Arts
- Health and Well-being
- Humanities
- Languages, Literacy and Communication
- Mathematics and Numeracy
- Science and Technology

Each of these AoLEs will include, where appropriate, a Welsh dimension as well as an international and United Kingdom perspective. Furthermore, three key competencies and skills which are the foundations for almost all learning have been identified, namely literacy, numeracy and digital competence. These are essential to participating successfully and confidently in the modern world and teachers will include one or all into their planning, teaching and assessment as a cross-curriculum responsibility. We currently have Frameworks for literacy and numeracy in
Wales and, from September 2016, we implemented the new digital competency framework for our learners.

In the Foundation Phase, we will continue to provide our pupils with a broad and balanced curriculum that encourages them to become independent learners. Moreover, Foundation Phase principles and pedagogy will continue as we provide a wide range of activities to help your child

learn and develop skills through play, focused tasks, enhanced and continuous provision. Pupils will be given the opportunity to work as an individual, in pairs, in groups or as a whole class. These activities will be available both indoors and outdoors wherever possible.

Pupils are regularly encouraged to identify areas they wish to learn more about in relation to the current book, mini-topic or theme and their enquiry skills develop as a result. Foundation Phase children are also involved in the setting and monitoring of their own short-term targets with members of staff, ensuring these are SMART (Specific, Measurable, Attainable, Realistic, Timely).

Whilst the main language of instruction is English, children in the Foundation Phase are encouraged to speak Welsh to their peers and adults whenever possible. There is a comprehensive development and progression programme in place for Welsh Language Development and a ‘Helpwr Heddiw’ is employed in each classroom. We give our children the opportunity to experience Welsh culture and heritage wherever possible.

**The Junior (Key Stage 2) curriculum–**

As a school, we are committed to delivering an inclusive, broad, balanced and challenging curriculum for our pupils. Our teachers will plan, teach and assess using the six common Areas of Learning and Experience (AoLEs):

- Expressive Arts
- Health and Well-being
- Humanities
- Languages, Literacy and Communication
- Mathematics and Numeracy
- Science and Technology

Each of these AoLEs will include, where appropriate, a Welsh dimension as well as an international and United Kingdom perspective. Furthermore, three key competencies and skills which are the foundations for almost all learning have been identified, name **literacy, numeracy** and **digital competence**. These are essential to participating successfully and confidently in the modern world and teachers will include one or all into their planning, teaching and assessment as a cross-curriculum responsibility. We currently have Frameworks for literacy and numeracy in Wales and, from September 2016, we implemented the new digital competency framework for our learners.

Teachers in Key Stage 2 build on the work of their Foundation Phase colleagues, delivering lessons using a predominantly skills-driven approach. A variety of teaching methods are employed to encourage pupils to become more independent learners. Pupils are given opportunities to study through a range of whole class, group, paired and individual activities. As in the Foundation Phase, pupils are involved in the setting and monitoring of their own short-term targets with members of staff, ensuring these are SMART (Specific, Measurable, Attainable, Realistic, Timely), enabling them to become confident, self-sufficient learners.

The main language of instruction at Key Stage 2 is English but pupils are encouraged to speak Welsh to their peers and adults whenever possible. Like the Foundation Phase, there is a comprehensive development and progression programme in place for Welsh Language Development and a 'Helpwr Heddiw' is employed in each classroom. We give pupils the opportunity to experience Welsh culture and heritage wherever possible.

**Assessment**
Each child will be assessed during his/her first few weeks starting school in Reception and Nursery using the Foundation Phase Profile. This "Baseline Assessment" enables the teacher to plan appropriately for the childs' learning needs. In addition, all pupils in the Foundation Phase and Key Stage 2 are tested using internal assessment tests at various times throughout the year. Summative teacher assessments are carried out in the Summer Term. Parents are

informed of pupil progress accordingly when annual pupil reports are distributed in July. Pupils also participate in the National reading, procedural and numerical reasoning tests in May. Parents receive results with their end of year report.

**Information and Communication Technology (ICT)**
The school is well resourced with a network serving each classroom. All computers have filtered access to the internet via a high speed Broadband connection. Pupil access to the internet is by written parental consent only. The school's own Innovation and Creativity Room further enhances the delivery of the ICT curriculum within the school.

**Welsh**
Welsh is taught as a second language to Foundation Phase and Junior classes along the guidelines set by the National Curriculum document for Welsh. Every effort is made to ensure that all important signs in the school are bilingual.
Throughout the Curriculum Cymreig, we aim to give our children an opportunity to be aware of and to understand the importance of Wales as a country, to explore their Welsh identity and to have access to their particular Welsh culture and historical inheritance, to develop a sense of

place and tradition and to understand the factors that have influenced the development of the local community.
At Afon Y Felin Primary School we aim to create a strong Welsh ethos. We hope to provide our pupils with knowledge of Wales and its rich culture. Each year we celebrate St David's Day with great style providing competitions for children in the Foundation Phase and KS2. The pupils participate in an Eisteddfod, culminating in the ancient chairing of the Bard ceremony.

**Religious Education**
Religious Education is taught at the school along the guidelines outlined in the Religious Education Syllabus issued by the education authority. An act of collective worship of a broadly Christian theme takes place every day. Parents may withdraw their children from assemblies

and RE lessons by written request. However, the school cannot guarantee to deploy staff to teach or supervise at this time.

**Special Educational Needs (SEN)**

**This is an area under review as there will be a new Additional Leaning Needs Bill. Children will no longer have IEPs and only pupils with significant delay in their learning will have an IDP. ( Individual Learning Plan) and be on the SEN register.** Currently pupils identified with
difficulties in mastering basic language skills, following initial identification by the class teacher, are provided with either specialised teaching in a small group/intervention or are helped in the class by the specialist support staff. The SEN Policy will be reviewed to reflect the new ALN Bill. Information on this can be obtained by appointment with the school's Special Educational Needs Co-ordinator (SENCo) Ms N. Williams.

**Our policy statement for Special Educational Needs is:**

- All individuals should have equal opportunities and be able to develop to their full potential.
- We will identify and tackle prejudices towards people with disabilities.
- We will raise and discuss issues of disability and special needs within the school with both staff and pupils.
- All children will have full access to a broad and balanced curriculum, including the National Curriculum, which is suited to their individual needs.
- We aim to provide a service, which is genuinely responsive to the needs of parents and pupils.

Parents will be informed of concerns about their child and will be involved throughout, because effective assessment and provision will be secured where there is the greatest amount of partnership between parents, children and the school. All pupils may, at some time have difficulties, and staff should be aware of these transitory problems and provide for them accordingly. Having identified children with particular needs, all staff will follow the school policy and procedure.

## 15. HEALTH AND SEX EDUCATION

Your child will participate in an on going Health Education programme. This programme will give the children opportunities to explore issues such as growth, relationships, personal safety and the need for hygiene and respect firstly for themselves and secondly for others. As a parent you are the key figure in helping your child to cope with the physical and emotional aspects of growing up. As a school we play a supportive role of providing a caring environment where the emphasis is placed on the development and acquisition of skills. When a new baby enters a family or when a pet has babies, such events will be discussed along with the need for care and love to ensure healthy growth. In years 5 and 6 the children will learn about the

physical changes to their bodies before the onset of puberty. This is undertaken by the school nurse. Full details are given in the Sex Education policy.

## 16. HOMEWORK

Parents are asked to sign a whole school agreement (Appendix 2) and at both Key Stages we encourage parents to support their children's reading development. The school has a policy of setting regular homework for pupils. This takes a variety of forms some of which change as the child gets older. Particular work may be set by teachers after liaison with other staff of the year group and in consideration of the child's needs in the context of class progression. All Foundation Phase children have the opportunity to take home a variety of books to extend their reading skills and develop their enjoyment of reading. The school expects parents to pay for or

replace lost or irreparably damaged books. The school welcomes, appreciates and expects parental support in ensuring that homework is completed and returned to the school on time.

## 17. SCHOOL MEALS

Midday lunches are served on the premises in three sittings and the children have a choice of menu.

Reception/Nursery - 11:50/11:55 am
Foundation Phase - 12:00 pm
KS2 - 12.10 pm

- The charge for a school meal from September 2019 is £2.20 or £11.00 per week.
- The school operate a cashless catering system where parents pay online through BCBC.
- Free school meals are supplied to the children where a family is receiving Income Support or Income Based Job Seekers Allowance. **Application forms are available from the school office.**
- Lunches are prepared at the school. Every effort is made to ensure quality and consistency of service provided.
- If you need to take your child to the dentist or to the doctor before the start of the school day, please inform the school office so that we can make arrangements for dinner.
- A number of lunchtime supervisors are employed to supervise the children who stay to dinner at school. Children who misbehave or cause disruption of any kind during the lunchtime period will not be allowed to stay for school lunch.
- If a child is unable to eat a specific food, please see the Head teacher.
- As a school we promote a healthy packed lunch. It must be placed in a plastic container labelled with the child's name. Children are encouraged to bring water, fruit, sandwiches etc.. Chocolate is discouraged and drinks should not be in glass bottles,

## 18. BREAKFAST CLUB

Afon Y Felin provides a Free Breakfast club each morning from 8:15 am. Children are provided with a drink, cereal of their choice and toast. The children are supervised at all times by two

members of staff. Activities are provided. At 8:55 am KS2 plus Class 3 children are escorted into class. Class 1/Class 2 children are escorted to their classes and remain with the supervisors at all times.

## 19. SCHOOL SECURITY ARRANGEMENTS

**As a school we are very eager to maintain our high level of security.**

Every member of staff is aware of the security procedures and complies with all aspects. Some of the main points are:

- All visitors must report to the head teacher's office.
- All visitors are requested to make themselves known via the intercom.
- All visitors are asked to sign in and out.
- All visitors should ensure that all doors and gates are locked after use.
- All visitors must wear a visitor's badge.
- The school must be informed of any children absent from school.
- Parents are asked to provide the school with written notification should they wish for their children to be collected by another person during or at the end of the school day.

- Parents are asked to provide the school with written notification if they require leave of absence for their children during term time.

- It should also be noted that there are 24 hour CCTV cameras which ensure the buildings and contents are monitored at all times.

## 20. TRANSITION

Cynffig Comprehensive School is our local Comprehensive. Information is usually sent to parents regarding all local Comprehensive schools in the Spring and Summer Terms. We have strong links with Cynffig and regular meetings are held with their staff throughout the year to arrange transitional visits. Science days etc are offered to our pupils. Staff, from the comprehensive visit our school to teach year 6 some lessons, including Spanish and PE. Year 5 are also involved in visits. The Comprehensive offers a 'Helping Hands' programme for pupils who are identified as needing additional support with Transition.

We ensure a smooth, trouble free transition from our school to the Comprehensive school. If you have any queries regarding the Comprehensive schools and want any further information please contact us.

## 21. PARENTS MEETINGS

**Parent's Evenings**
The school will hold one Parents' Evening in the Autumn Term for staff and parents to discuss how children are settling in to the new school year and to set targets, a second in the Spring Term which will enable staff to critically evaluate each child's progress and suggest to parents how emerging problems can best be targeted, and finally, after receiving the end of year report, parents and staff will be able to address specific issues for discussion in the optional Summer Term meeting if either see a need to do so.

## 22. SCHOOL DISCIPLINE

We consider Afon Y Felin to be a very happy school with excellent relationships between teachers, children and parents. However we never lose sight of the fact that these are very young children learning the ways of life with all its pitfalls.
Good behaviour and discipline are a vital part of school life as it sets the atmosphere of the school, providing a good learning and teaching environment. Bullying will not be tolerated.

To this end we try to encourage our children to abide by these simple rules. To encourage high standards in all aspects of school life Class Dojo system is operated. Children are awarded points for good work, exemplary behaviour, effort, attitude and co-operation etc.. Pupils are awarded certificates once achieving specific points during the Fridays Celebration Assembly.

Sanctions are only used as a last resort when positive reinforcement has been unsuccessful. The school will not tolerate pupils who continually misbehave, causing or threatening injury to others. In extreme cases the child may be excluded for certain periods e.g. lunch times or even from school completely.

## 23. ANTI-BULLYING

As a result of the professionalism, dedication and vigilance of staff, together with the school's positive approach to discipline and behavior. Afon Y Felin is fortunate to have very few incidents of bullying. However, even one such incident is unacceptable and our policy emphasises that bullying, in any form, is totally unacceptable.
At Afon Y Felin we recognise that bullying can take the form of 'the use of aggression with the intention of hurting another person. All staff including non- teaching and lunchtime supervisors undertake training which is on- going. Bullying results in the pain and distress to the victim.

Bullying can be:

- Emotional – being unfriendly, excluding , tormenting ( e.g. hiding books, threatening gestures)
- Physical – pushing, kicking, hitting, punching, spitting or any use of violence.
- Racist – racial taunts, graffiti, gestures.
- Sexual – unwanted physical contact or sexually abusive comments
- Homophobic- because of, or focusing on, the issue of sexuality.
- Verbal – name - calling , sarcasm, spreading rumors, teasing
- Cyber - internet, mobile phone etc

## 24. EXCLUSIONS FROM SCHOOL

Permanent exclusion from Afon Y Felin has not taken place for many years. Children who may be displaying challenging behaviour will be supported until he/ she has overcome their difficulties. It is the responsibility of every parent to ensure that their child / children behave in an acceptable way in school. The head teacher has the right to exclude a child in response to a serious discipline problem (Education Act No2 1982). If an, exclusion should be an option, parents have the right to appeal to the Board of Governors and the LA.

## 25. EQUAL OPPORTUNITIES

We are committed to achieving Equal Opportunity through our education provision. The whole curriculum is available to everyone irrespective of race, sex, disability, age and class. We aim to ensure the highest level of pupil achievement for both pupils and staff. We have both a School Council and an Green Team Committee. These groups ensure the children have their representation on what is best for Afon Y Felin.
Our policy on Equality is concerned with enabling all children to achieve their fullest potential, develop all their talents and ensure all their contributions are equally valued.

## 26. AFTER SCHOOL CLUBS

Sincere thanks and appreciation must be extended to all those staff who voluntarily give of their own time to encourage and coach the children in the school's range of teams and groups. The school offers many clubs such as ; Rugby, sports, music, ICT, Active Kids, Art.

## 27. SPORT

The school aims to encourage as many children as possible to participate in and enjoy all the sports the school has to offer, including; basketball, netball; rugby; football and swimming at KS2.

## 28. PUPIL VOICE

**School Council**

The school has a proactive school council. Selected pupils meet to discuss relevant issues in the school. The committee has appointed leaders who conduct the meeting under the supervision of the headteacher. The committee members are encouraged to make decisions to improve the quality of learning. The school council organise key events in the school calendar.

**ECO Committee ( Green Team)**

The school has an ECO committee with representatives from across the school. This year the focus is on healthy living. They have recently achieved the Healthy Schools- Phase 5 mark and have commenced Phase 6.

**Active Travel Crew ( Bike It Team)**

The crew have supported the champion in achieving the silver status Sustrans Award. The pupils participate in the Big Pedal Fortnight and a variety of events to raise awareness of how cycling can improve health. We encourage pupils to cycle or ride their scooters to school.

**Tech Team**

The team provides daily support to all classes by delivering IPads etc.. and they have helped other pupils to learn new ICT/DCF skills. They actively promote E-Safety.

**Criw Cymraeg**

This team promotes and encourages the use of Welsh around the school and at playtimes.

## 29. RESIDENTIAL FIELD/STUDY VISITS

Educational visits are often arranged to support the studies that are taking place in the classroom. Each visit is carefully planned and organised to provide a valuable learning experience. Appreciation should be acknowledged for the contribution of the staff in organising and accompanying children on the annual residential trip to Llangrannog.

The school reserves the right to exclude any child from a visit if his/her behaviour is not supportive of health and safety issues.

Places often visited include:

- Local shops
- Local library
- A local farm
- Local nature reserve
- Local parks (Comparison work in science and geography and forces work in science)
- Museums
- Theatres

## 30. CHILD PROTECTION AND PUPIL WELFARE

The school has a duty of care and the right to take reasonable action to ensure the welfare and safety of its pupils. If a member of staff has cause to be concerned that a pupil may be subject to ill treatment, neglect or any other form of abuse the school will follow Bridgend Child Protection procedures and inform Social Services of its concern. This could involve a visit to the child's home by a Social Worker. It is a legal requirement that each school has a named officer. The designated Child Protection Officer is the Headteacher, Ms N. Williams and the Deputy Child protection officer Mrs D. Jones in her absence. The school has a legal obligation to
contact agencies when there are child protection concerns. All matters concerning child protection issues are dealt with strictly on a need to know basis and are treated with the utmost **confidentiality.**

## 31. PUPILS WITH DISABILITIES

The expertise, experience and professionalism of all teaching staff and the ethos of the school will ensure that children with disabilities admitted to the school would have access to the National Curriculum and all other aspects of school life as far as is practical and possible at the time. We believe that our school is a caring environment with a sense of community and everyone at Afon Y Felin Primary School believes that children should be happy and secure during their time with us. We all strive to successfully develop the 'whole' child to his/her maximum potential in a relaxed, confident, welcoming and industrious environment. With the right balance and positive motivation we can work together to achieve this aim and raise standards in all we do.

## 32. ADULT LEARNING

The Governors and Head Teacher have always enthusiastically supported the whole range of Family Learning Projects which have been run in the school, including Family Learning, Language and Play, Reading Café, Number and Play, FAZ. We look forward to many more successful programmes being run in the school for both Foundation Phase and Key Stage 2 parents and children.

## 32. INTERNET ACCESS/SCHOOL WEBSITE

Throughout their time in Afon Y Felin Primary School, children use the Internet and e-mail to support their learning. As part of their PSE the children receive input on how to stay safe with technologies such as the internet and mobile phones.
This is an exciting and up to date method of finding out all about us. It will also enable children from around the world to "visit" us and share their views and experiences with the children from this school.
From time to time we may wish to show your child's work on the site and we will use only your child's first name. Occasionally your child's image may appear on the website, but no personal details or names would appear with the image.
You may have some reservations on this matter and we would naturally respect your opinion if you choose not for your child to ever appear on the site. We would encourage you to discuss your concerns with the school.

Website: www.afonyfelinprimary.co.uk
Twitter: http://www.twitter.com/ayfprimary

# 33. ADDITIONAL INFORMATION

- **Money** The children are not encouraged to bring money to school. The teacher is not responsible for any money that gets lost during the day.
- **Toys and sweets** If the children bring toys and sweets to school it causes problems, and we ask your help in keeping them out of school.
- **Water** We encourage every child to drink as much water as they wish. Water bottles can be filled at the water cooler situated in the corridor of Junior block.
- **Hair hygiene** Despite all that has been done to eradicate them, the problem of the common louse still emerges from time to time.
- **Parking** We ask all parents to refrain from parking in the school grounds or immediately
- outside the school gates.
- **Dogs** Dogs are not permitted for any reason in the school grounds.

The information supplied in this prospectus was correct at the time of its production. Changes in staff and other factors may of course, alter the arrangements in the school during the year.

## Appendix 1

At the end of each Key Stage, the teachers will assess the children and a level given.
Our most recent results are listed below.

### END OF KEY STAGE ASSESSMENTS

End of Key Stage Assessments results for the Academic year 2018-2019 were as follows (together with comparative information against Wales.

Foundation Phase- Year 2 -% LO5+ Performance

| | 2015 | 2016 | 2017 | 2018 | 2019 | Wales 2019 |
|---|---|---|---|---|---|---|
| **LLC** | 84.6 | 88.9 | 80 | 75 | **79** | 82 |
| **MD** | 92.3 | 88.9 | 80 | 81.25 | **86** | 84.7 |
| **PSD** | 92.3 | 100 | 100 | 100 | **86** | 92.2 |
| **FPI** | 84.6 | 77.8 | 75 | 75 | **79** | 80 |

Foundation Phase- Year 2- %O6+ Performance

| | 2015 | 2016 | 2017 | 2018 | 2019 | Wales 2019 |
|---|---|---|---|---|---|---|
| **LLC** | 23.1 | 11.1 | 20 | 37.50 | **29** | 32.5 |
| **MD** | 38.5 | 11.1 | 20 | 37.50 | **36** | 32.3 |
| **PSD** | 38.5 | 44.4 | 50 | 81.25 | **64** | 57.4 |

KS2- Year 6--% Level 4+ Performance

| | 2015 | 2016 | 2017 | 2018 | 2019 | Wales 2019 |
|---|---|---|---|---|---|---|
| **English** | 83.3 | 81.8 | 89.5 | 72.73 | **77** | 89.7 |
| **Maths** | 83.3 | 81.8 | 94.7 | 81.82 | **84.7** | 90.7 |
| **Science** | 83.3 | 81.8 | 94.7 | 81.82 | **84.7** | 90.8 |
| **CSI** | 83.3 | 81.8 | 89.5 | 72.73 | **77** | 87.8 |

KS2-Year 6- %Level 5+ Performance

| | 2015 | 2016 | 2017 | 2018 | 2019 | Wales 2019 |
|---|---|---|---|---|---|---|
| **English** | 33.3 | 36.4 | 57.9 | 36.36 | 46 | 44.5 |
| **Maths** | 33.3 | 36.4 | 57.9 | 36.36 | 54 | 45.8 |
| **Science** | 33.3 | 36.4 | 57.9 | 36.36 | 46 | 44 |

Appendix 2

## Afon Y felin primary School

# *Home School Agreement*

We are delighted to have your child as a member of our school. In order to provide our pupils with a sound foundation for their future, we encourage every child to develop their own personal qualities while realising their individual potential. We want them to learn and play within a safe, happy, caring environment with support, guidance and positive encouragement from both home and school. We believe that successful education is based on partnership and responsibilities that are shared by the school, the child and parents or guardians. We look forward to working with you in this partnership to ensure your child achieves every success in the future. We encourage the child to develop as an individual and to respect and be aware of the needs of others and to prepare them for their future role as citizens of society.

**1. School**

**The school will make every effort to:-**

- Care for your child and support them in every way possible;
- Contact parents if there are any concerns or problems that effect their child's work or behaviour;
- Provide a broad, balanced curriculum to meet the individual needs of your child.
- Encourage your child to achieve high standards.
- Set and mark homework;
- Arrange Parents' Evenings during which time progress will be discussed;
- Send home an Annual Report.

Signed…….date……

**2. Parents / Guardians**

**I/We will make every effort to:-**

- See that my/our child attends school regularly, on time, properly equipped and dressed;
- Let the school know about any concerns or problems that might affect my/our child's work or behaviour;
- Support the school's policies and guidelines for behaviour;
- Support my/our child in homework and other opportunities for home learning;
- Attend parents' evenings and discussions about my/our child's progress;
- Encourage and praise my/our child in their life at school.

Signed……date…….

3. **Child**

**I will make every effort to :-**

- Attend school regularly and on time.
- Make the most of all the opportunities offered to me at school.
- Follow school rules and be polite and helpful to others and have regard to the safety of others.
- Do my class work and homework the very best I can.
- Keep the school clean and tidy and free from litter.

Signed……..date……..

Appendix 3

# STUDENTS ASSISTANCE PROGRAMME
# EMOTIONAL INTELLIGENCE

Dear Parent/Guardian,

Your child has been chosen to become involved in a support group which meets once a week for an hour. The purpose of the group meeting is to help build self- worth and confidence, encourage the children to reflect upon their own behavior and how it affects themselves and others around them. It will also build their communication skills and develop a healthy lifestyle.

If you would like to ask any questions or get more information about the group please come and speak to me.

If you would like to give permission for your child to take part in this group please sign below

_----------

I give my child _____
permission to take part in the support group.

Signed _____parent / guardian

Yours sincerely

Headteacher- Ms N. Williams

Appendix 4

# TERM AND HOLIDAY DATES 2019 – 2020

| Term dates for the year 2019/20 | | | |
|---|---|---|---|
| **This table contains term dates for year 2019/20** | **Autumn Term 2019** | **Spring Term 2020** | **Summer Term 2020** |
| **Begins** | Monday 2 September 2019 | Monday 6 January 2020 | Monday 20 April 2020 |
| **Half term** | Monday 28 October - Friday 1 November | Monday 17 February 2020 - Friday 21 February 2020 | Monday 25 May 2020 - Friday 29 May 2020 |
| **Ends** | Friday 20 December 2019 | Friday 3 April 2020 | Monday 20 July 2020 |