Trellech Primary School

School Prospectus 2026-27

Nurture, Inspire, Achieve

Trellech, Monmouth, Monmouthshire, NP25 4PA
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www.trellechprimary.co.uk

Welcome to Trellech Primary School

Trellech Primary School is a non-denominational community primary school within the Local Authority of Monmouthshire.

Trellech Primary School was opened in 1987. The school has seven classrooms, fitted with interactive whiteboards and projectors. Outside each classroom there are shared practical areas. There are facilities for the disabled, including a large, well-resourced hygiene room with easy access. There is a KS2 library and a 'Reading Cwtch' in the Foundation Phase area. The school also benefits from additional rooms for small group intervention and a 'Well Being and ELSA' Outdoor Space to support pupil well-being.
Pupils' understanding and appreciation of environmental sustainability and conservation are promoted by the extensive school grounds which contain a newly established allotment area, pond, willow structures, wildlife and forest school areas. Our outdoor environment include an all weather surface, updated fitness trails and a Daily Mile track. All pupils benefit from outdoor learning areas that are continually being updated and improved.
We consider Trellech Primary school to be an environment to learn from as well as to learn in.
A large well-equipped hall is utilised daily for PE, Collective Worship, Breakfast Club and After School Club and as a dining hall. The hall is also utilised regularly for school concerts, functions and family events. The school has an active PTFA who hold a host of fund-raising events.
The well-being and holistic development of your child is of paramount importance to us and the school does its utmost to provide a happy and secure environment for all the children in its care.

School Details

Number of pupils on roll	166 (September 2026)
Age Range:	4-11 years
Head Teacher	Mrs. K Peacock
Classification of School	County Primary School
Chairperson of Governors	Mr. W Hockey
Vice Chairperson	Mrs. P Lloyd
Local Education Authority	Monmouthshire County Council
Chief Officer for Education	Will Mclean County Hall Usk

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Welcome from the Headteacher

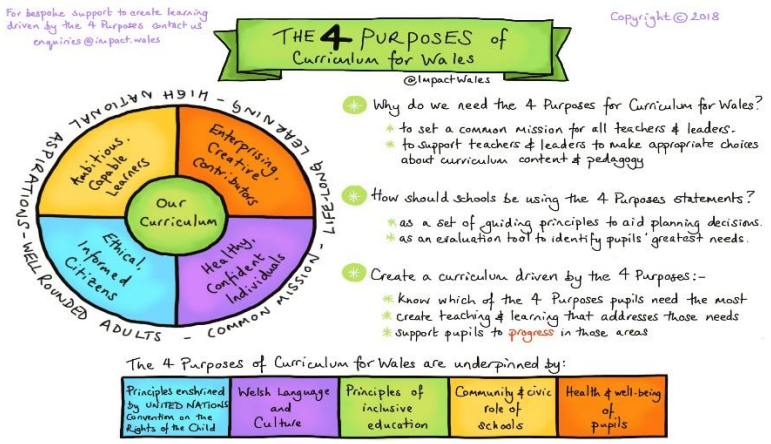
On behalf of all the staff and pupils I would like to extend a very warm welcome to Trellech School. We sincerely hope that you and your child enjoy your time with us and that we fulfil all your expectations whilst delivering our vision to nurture and inspire all our children so that they succeed in whatever they choose to be or do.

This Prospectus provides information on the school, its ethos and aims, curriculum, numerous creative learning opportunities and general daily life at school. There are many school policies that are very detailed in nature and the intention of this brochure is to offer a flavour of the vast array of information contained within statutory policies. The school website is being continually updated to ensure easy parental access to all key dates, policies, information and useful documents. Any information can also be obtained in paper copy on request from the main school office. I hope that the information will be helpful and if you would like further details, we are very happy to provide you with a complete copy of specific policies.

At Trellech we believe that the primary phase of education is one of the most important in a child's learning journey. It is a time when we aim to nurture and inspire all our children, in a lifelong love of learning.

Everyone at Trellech Primary is committed to providing a caring and friendly school, a happy place to learn because happy children make engaged learners who will become equipped with the skills to achieve their very best.

We strive to promote the highest standards of achievement for all pupils regardless of ability, religion, ethnic origin or gender. We promote a skills-based and innovative curriculum approach, encouraging children to think for themselves, placing emphasis on problem solving, decision making and becoming independent learners in line with the four purposes of the curriculum.



Children's enthusiasm for learning is fostered, as is their pride in their achievements and pride in the school. Individual efforts are valued and celebrated in an atmosphere that encourages self and mutual respect. We spend a lot of time talking with our children about our vision and aims, including our

'Learning Journey' curriculum, in the knowledge that children will thrive and succeed in a nurturing environment where all achievements are recognised and celebrated.

Confidence in a school comes from knowing and understanding what is happening within it. We hope you will take advantage of the opportunities throughout the year to visit the school on occasions such as concerts, class assemblies, learning workshops, sports days and Parents, Teachers and Friends' Association functions, as well as the parent-teacher consultation evenings.

Communication with parents and carers is crucial in supporting our pupils to succeed. In addition to consultations, we now offer open morning/afternoon slots for parents to visit school and spend quality time with their children looking at and discussing their work. These 'Sharing Sessions' are arranged prior to the consultations.

Trellech Primary School aspires to be easily accessible to parents and to promote positive partnerships between school and home. If at any time you have any concerns, then we do urge you to contact the school directly and we will do our best to work with you.

When children join our school, our aim is that they will enjoy themselves, thrive and achieve their best in our stimulating, learning environment. We take advantage of our outstanding grounds and use every opportunity to provide motivating activities which will stretch your child's imagination and allow them to learn through these first-hand experiences. So, if they sometimes come home looking less than pristine, or occasionally they scrape a knee, remember, they are playing, exploring and growing as they learn.

K Peacock
Headteacher

This prospectus is a statutory requirement (all schools have to have one). We have kept it as informative as we can but would also guide you to our comprehensive website which will give you a taste, of how our school operates and how our pupils learn.

www.trellechprimary.co.uk

Members of the Governing Body

Chair of Governors	Mr W Hockey
Representing	Community
Term Office Ends	Elected Annually

Vice Chair of Governors	Mrs P Lloyd
Representing	Community
Term Office Ends	Elected Annually

Governor	Representing	Term office ends
Mrs P Lloyd	Community	11/07/2027
Mr W Hockey	Community	10/07/2027
Mrs L Weeks	Community	28/11/2028
Vacancy	Community	
Rev. D Damon	LA	15/07/30
Mr C Hagg	LA	20/09/2027
Mrs J Kersley	LA	16/06/2029
Mr C Burridge	Parents	3/2/2030
Mr T Cookman	Parents	7/11/2027
Mr E Webb	Parents	7/11/2027
Mrs I Campbell	Parents	07/10/2029
Vacancy	Staff	
Mrs J Calderwood	Teachers	10/03/2029
Mrs K Peacock	Headteacher	Ex Officio

Clerk to Governors: Mrs T Deighton

Governing Body Purpose

Governors play a strategic role in school to provide future direction and guidance. Collectively, governors have a responsibility for developing and agreeing the school's key strategic documentation such as the School Development Plan, Self-Evaluation processes, the Annual Report to Parents and statutory policies such as Safeguarding, Health and Safety, Complaints and Admissions. Through their commitment and involvement, they monitor all aspects of school life including curriculum delivery and innovation, standards attained by learners, quality of teaching and learning and the school's finance. They have an important safeguarding and child protection roles, they are also responsible for the wellbeing and performance of staff, including the Headteacher. As key stakeholders, governors help to define the aims and ethos of the school. Governors set and regularly review the budget, ensure the appropriate Pay review sessions are carried out. All Governors, but especially the Chair and Vice Chair of Governors work with senior leaders to maintain standards of teaching and learning, to maintain and improve school premises and agree staffing structures and resourcing. Parent Governors have a further role in providing a formal link between parents and the school.

The Head teacher is responsible for the day-to-day management of the school, and works both in partnership and under direction of the Governing Body. The Governing Body acts as critical friend, challenging, monitoring and supporting the work of the school.

The Governing Body has a number of panels and sub-committees that work together on a variety of issues such as finance, health & safety and staff appointments. All governors sit on one or more of these sub- committees to support day-to-day effective leadership of the school. Following panel or subcommittee meetings, reports are fed back to the next full meeting of the Governing Body.

Contact with the governors can be made via the school:
Tel: 01600 860395 or 01600 861874

Staffing Structure

Senior Leadership Team

Mrs K Peacock - Headteacher, Progression & Assessment
Mrs A Maguire –Deputy Headteacher & Teaching & Learning lead
Mrs R Maunder –Numeracy Lead & Curriculum
Mrs L Sulway - Additional Learning Needs (ALNCO)

Teaching staff

Reception – Mrs J Calderwood
Year 1 – Miss S Murfin
Year 2- - Mrs A Maguire & Mr D Green
Year 3 – - Mr A Miller
Year 4 – - Mrs D Miles/ Mrs C Cotton
Year 5 – - Mrs L Sulway
Year 6 – - Mrs R Maunder

Learning Support Assistants

Mrs D Llewellyn
Miss E Ward
Mrs T Worrall

Mrs L Voaden
Mrs S Body

HLTA
Mrs J Fawsitt

1:1 ALN Support
Mrs L Voaden
Mrs S Body

Admin staff

Mrs M Appleton (Monday – Thursday)
Mrs C Shaw (Thurs am & Friday)

Caretaker/ Cleaner- Churchill Cleaning Company

Cook
Mrs R Evans

Kitchen Assistants
Mrs M Light
Mrs R Kedward

Midday Supervisors
Mr T Webb
Mrs D Llewellyn
Mrs J Fawsitt
Miss E Ward

School Nurse: Mrs. A. Hall

Educational Welfare Officer: Mrs S Jones

Ethos and Values

At Trellech Primary School we strive to provide a school where every person is valued: an environment where learning takes place in a secure supportive atmosphere, where children can enjoy themselves and where they aspire to reach their potential. Every year we visit our core purpose and culture with our pupils to ascertain whether they still agree with those key messages. These have just been updated for June 2026.

To be able to learn and develop, children need security. They need to be able to take risks, safe in the knowledge that they will be encouraged and supported. We provide the young people in our care with an environment that allows them to develop their skills and to learn and experiment with support and praise.

We aim to nurture confident individuals who value and respect themselves and others who have high expectations and a positive attitude to learning.

We believe that a successful school is built on partnerships and we acknowledge and value the input of parents and children into their learning.

Our Mission Statement

'Nurture, Inspire, Achieve'

OUR CORE PURPOSE

Our school will nurture the wellbeing of ALL children, inspiring them to become healthy, confident, ambitious individuals who are ready to learn throughout their lives. We are passionate about teaching the skills, attitudes and values that enable them to lead fulfilling lives as valued members of society.
Together we will empower our children for their future!

Our School Culture

At Trellech Primary School we have a strong belief in the moral purpose of education and we are committed to ensuring that education is child centred and inclusive. We are passionate about ensuring that every child is recognised and valued and their talents and abilities are nurtured and developed to their full potential. Inspiring learning is at the heart of our vision and is what drives our vision.

Ethos and Values

By providing a warm, caring, secure and stimulating environment we aim to give our child the best possible start to their educational journey. Children feel valued and respected and in return are taught to value and respect themselves and others. Through the curriculum and opportunities, we provide in and beyond the school, we take a holistic approach to promoting the spiritual, moral, and cultural development of pupils to help prepare them for the responsibilities and experience of adult

life. We don't believe in lists of rules of 'do's and 'don't's' - rather we hope that our culture and ethos of high expectations in all that we do becomes the model that our children aspire to.

At Trellech Primary School we have a high-quality and experienced team of people who have the responsibility to educate our children and ensure their well-being is paramount.
Members of the teaching staff are highly motivated and professional in their duties to the children; they are supported in school by a team of dedicated Learning Support Assistants. The good work is continued through lunchtime by the efforts of the Midday Supervisors who liaise closely with staff for the benefit of the children. All adults are role models for the children and lead by example.
An essential element to the school's continuing success is the support it receives from parents. Through mutual trust and respect, the staff, Governors, parents, members of the community work closely together.

All at Trellech Primary strongly believe that our Core Purpose, team culture and our curriculum shapes the culture and ethos of our school. We all strive to live by this core purpose in the course of the daily life of the school.

How the Values and purpose are maintained

Communication is the key to success. A range of methods are employed to maintain good communications for all those who work in and for the school. These fall into three categories: verbal, written and questionnaire.

Verbal methods include:

- Whole school weekly staff Professional Learning and Communication meetings. These follow Senior Leadership Team meetings to ensure everybody has the right information.
- TEAMS spaces facilitate the passing on of information through the 'chat' and 'post' options
- Collaborative planning for teaching staff
- TEAMS network with a variety of external providers
- Full Governing Body and Sub-Committee meetings,
- Parent meetings – formal and informal consultations

- Open mornings/afternoons for parents and children to share work
- Informal meetings/phone calls to parents,
- PTFA events in both formal and informal settings.
- The school has embraces the use of the Welsh Government safe learning platform, Hwb and utilise the J2 package and Google Classrooms to communicate with pupils and parents about homework, important class information, and to celebrate achievements through J2Stars. This also allows pupils and parents to access learning at home and to receive support from teachers

Written communication:

- Fortnightly newsletters
- Letters concerning specific issues
- Email
- Information Leaflets
- Website
- Parentpay
- Schoop
- SeeSaw
- Termly Communication to discuss pupil progress inc, Annual Pupil Report

Questionnaires:
Are used in different ways with staff, parents, pupils and governors to ascertain views and opinions on a range of issues - leadership, quality of teaching and learning, communications.

Feedback from communications is provided on any issue within a given timescale. This ensures all parties are kept fully informed of developments throughout the year. We aim to involve all stakeholders in the decision-making process at different levels and for different purposes. This includes the children through pupil voice. We believe they should be fully involved in the process and to this end we operate a number of forums for pupil voice. All pupils belong to a committee. We also ensure regular Listening to Leaners sessions to evaluate their feedback on the quality of learning and the learning environment.

What makes Trellech Primary School special?

We aim to:

- Use innovative and creative learning and teaching styles and approaches; including Blended learning and digital platforms to support learning experiences.
- Offer a diverse curriculum with genuine emphasis on Curriculum Transformation, which became statutory in Wales from September 2022.
- Ensure the Four Purposes, skills, knowledge and experience are at the heart of our planning and curriculum delivery.
- Follow our values, our Core Purpose and whole team culture.
- Work and learn together as a team.
- Make all visitors feel welcomed to become members of our school family.
- Be supportive of each other and visiting professionals.
- Have a rich learning environment both indoors and outdoors that we use to enhance learning.
- Benefit from great volunteer support enabling us to do many of the ‘extras’ that we do.

- Provide authentic, exciting learning opportunities for our pupils, utilising external partnerships and agencies wherever possible to access exciting extra-curricular opportunities.
- Ensure pupil voice is at the heart of our school through our numerous committees.

Home School Agreement

We have a simple home/school agreement which reflects the importance placed on these partnerships, and consequently our school contract is signed by children, parents and the Headteacher.

This sets out the expectations we have of children and parents and what parents and children can expect from school. The school, in line with National Guidelines gives each parent a copy of the Home School Agreement for them to sign. This agreement outlines the responsibilities of the school, the child and the parent/carer, so that we all work towards providing each child with the care and education they are entitled to. It is intended to be a contract of expectations and behaviour in order to ensure positive relationships, ethos and standards are maintained.
This is reviewed and updated regularly and you may be asked to re-sign an amended agreement whilst your child is at Trellech Primary School.

Links with Parents

The school attaches great importance to fostering and maintaining links with parents. In the Autumn Term there is an open morning for prospective new parents of Reception children to visit the school. Prior to the start of the new school year, in June, there is an opportunity for parents of new pupils entering Trellech Primary School in September, to meet their child's teacher and gain a useful overview of daily routines, key strategies for teaching and learning and expectations of uniform, PE kits, lunch times, timetables, outdoor clothing etc.

Throughout the school year, there are further opportunities for all parents to visit the school for book sharing sessions, workshops as and when we introduce any new initiative (e.g. Curriculum for Wales), where possible, class/Key stage assemblies, concerts, carol services and school sports are open to all families. We aim to have end of year celebrations for our leavers to include assemblies and leavers party.

All children have access to the Welsh Government platform; Hwb through safe, secure log ins. From this, teachers have the facility to maintain contact with pupils and parents through various apps, including Just2Message and Just2Homework in Foundation Phase and Google Classrooms for Year 3-6.
Helpful advice on how to access these online platforms are available on our website.

We are very grateful for the valued assistance provided by volunteers who help out with practical activities such as craft activities, additional reading, Forest Schools, gardening, PE events (swimming especially) and by accompanying pupils on educational visits, or presenting to the children via talks, workshops, artifacts etc. The school also welcomes parents whose professional skills or hobbies can support work on-going in the classroom. (Please see the school administrator on how to become a school volunteer.)

Parents are encouraged to contact the school immediately should they have any concerns about any aspect of their child's work or behaviour, or indeed, if they have a complaint or grievance. Our aim is always to listen to and work with parents to resolve any issues or concerns in the first instance; failing that however, the school will follow the Complaints' Policy which is on the website.

Celebrating Successful Collaborations and Partnerships

- Recognised Read Write Inc School for delivery of Phonics and Early Reading
- ESTYN – October 2023 & June 2026
- Keep Wales Tidy Allotment Officially opened by Adam Frost (BBC Gardeners World).
- Cluster schools network – Professional Learning, Additional Learning Needs, STEM
- Presentations at Regional Sharing events (LLC and M&N)
- County in the Community
- Cymraeg Campus Silver Award

These success and effective collaborations are a reflection of the life and purpose of the school as we continually strive to provide an excellent learning environment for the children in our care. On a regular basis we celebrate the many successes of our pupils. It is always a pleasure to acknowledge our pupils' numerous successes and to watch them receive 'Gold' Awards, Stars, Ambassador Awards and Teacher Awards. A weekly celebration assembly, which acknowledges achievements of pupils in a number of different contexts, is always a highlight. Throughout the school great pride is taken in displaying children's work so the whole school community can share and learn from their example and from our Listening to Learner sessions, where we take pupil views very seriously. Parents can share in pupils' successes through our Hwb Just 2 Stars rewards system and through the fortnightly newsletter.

Most recent ESTYN Interim Report: June 2026.
Our most recent interim report was in 2026. This report reflects the progress that has been made following the recommendations made during the full ESTYN Inspection (October 2023).
The interim report can be downloaded either from the school website: www.trellechprimary.co.uk or via the ESTYN website at: www.estyn.gov.uk.
From September 2022, Estyn implemented a new inspection system whereby judgements will not be part of the report.

School Website

The school's website can be accessed through: www.trellechprimary.co.uk

We are proud of our website which is full of information, class reports, educational links and much, much more about life in our school. Even so, the website is being continually updated and improved. We are always looking to provide parents and visitors with as much support as possible and to ensure information is easily accessible. Listening to parents and sharing best practice with other schools across South East Wales will help us to ensure our website is as useful as possible to our many visitors.

With parental / carer permission your child's image may occasionally appear on the website, but no personal details or names would appear with the image. Please let us reassure you of our utmost discretion as to what we display on our website. We would naturally respect your opinion if you choose for your child not to appear on the site.

Term Dates and Training Days

IN SErvice **T**raining Days (INSET) provide vital opportunities for staff in school to undertake collective training and planning for school improvement. Usually one of these days is spent working with colleagues in local schools. We try to plan these days in conjunction with the Monmouth cluster of schools or with other schools implementing same initiatives.

Please check the calendar section of our website for this year's term and INSET dates.

Trellech Primary School Term Dates 2026/27		
Term Starts	Half Term	Term Ends
Autumn Term		
Tuesday 1st September 2026	Monday 24th October – Friday 30th October 2026	Friday 18th December 2026
Spring Term		

Monday 4th January 2027	Monday 8th – Friday 12th February 2027	Friday 19th March 2027
Summer Term		
Monday 5th April 2027	Monday 31st - Friday 4th June 2027	Tuesday 20th July 2027
Training Days		
Tuesday 1st September	Friday 2nd October	Friday 9th October
Friday 30th April	Monday 19th July	Tuesday 20th July

The School Day

Normal arrival times

Parents and children, including those accessing school transport, start arriving at **8.50am** to **9.00am**, where children are dropped off at one of the main school entrances where staff are on duty to welcome them into school. At the same time 'Breakfast Club' pupils are escorted to their classrooms from the main school hall.

No child should be left unattended whilst waiting to be dropped off prior to 8.50am.

The school day begins with registration. The statutory daily act of worship takes place, usually at 9.40am. Acts of Collective Worship are of a broadly Christian nature in line with agreed LA statutory responsibilities. All teaching staff will lead Collective Worship, using this time to bring the school community together and to discuss current and local issues, school ethos and culture and to share core values through stores, online programs and other resources. Parents have the right to withdraw their children from daily Collective Worship if they wish.

The school day ends at 3.25pm.

Children go outside nearly every day regardless of the weather, so they do need the right clothing. A waterproof coat, and if the weather is very wet, a change of shoes or wellingtons would be much appreciated.

Normal Session Times

Reception – Year Two

8.50 am	School opens
9.00 am - 9.10 am	Registration
9.10 am - 9.40 am	Teaching Session
9.40 am - 10.00 am	Collective Worship
10.00am- 10.45am	Teaching Session
10.45 am- 11.00am	Morning break
10.45 am – 12.00pm	Teaching session
12.00 pm - 1.00 pm	Lunch
1.00 pm - 1.10 pm	Registration
1.10 pm - 3.25 pm	Teaching session

Year Three- Year Six

8.50 am	School opens
9.00 am - 9.10 am	Registration
9.10 am - 9.40 am	Teaching Session
9.40 am - 10.00 am	Collective Worship
10.00am- 10.45am	Teaching Session
10.45 am- 11.00am	Morning break
10.45 am – 12.00pm	Teaching session
12.10 pm - 1.00 pm	lunch
1.00 pm - 1.10 pm	Registration
1.10 pm – 3.25 pm	Teaching session

Attendance

Registers are marked at the beginning of the morning and afternoon session. Registers remain "open" for twenty minutes after 9.00am and children who arrive later than this are marked as either late or absent. Teachers are required to distinguish in the registers whether absences are "authorised" or

"unauthorised".
As part of our First Day Contact system we request that if your child is absent for any reason please inform school by 10.00 am. We will follow up absent children after this time if we have not had some form of message.

All registers are checked regularly by our Link Educational Welfare Officer. Any irregularities are followed through; this is automatic if a child's attendance falls below 90%. If you have any issues relating to getting your child to school, please do not hesitate to contact school and we can work together to overcome the issue.
Taking a holiday during term time means that children miss important school time, both educationally and for other school activities. It is very difficult for them to catch up on work missed. The school has adopted the Local Authority policy and will not authorise any absence relating to a holiday where absence rates fall below the school target of 96.4%.

Authorised absences include:-

- Medical treatment (e.g. hospital appointment, dental treatment, eye test, etc.)
- Religious observances
- "Approved" absences – e.g. approved sporting activities or music/dance examinations.
- Illness.

If you know in advance that your child will be absent (e.g. to dental, medical appointments) please can you inform the school office or the class teacher in writing prior to the absence. A child who has been absent should bring a note giving brief details of the cause of the absence, on his/her return, even where the school has been advised of the absence by telephone.

Fixed Penalty Notices may be issued to the parents of children who have unauthorised absences. In Trellech as in other Monmouthshire schools if a Head Teachers wishes to issue a Fixed Penalty Notice they will discuss this with an Education Welfare Officer who will liaise with the LA Principal Officer for Inclusion. Targeted intervention plays a vital role in resolving issues of poor school attendance, however where this fails to have the desired effect there are a number of sanctions available to try and secure improvements. To read the Attendance Policy and Fixed Penalty Notice please visit www.trellechprimary.co.uk

Attendance Figures 2025-26

Total attendance (%)	96.37%
Authorised absences (%)	2.65%
Unauthorised absences (%)	0.99%

Exclusions

There were no temporary or permanent exclusions during 2025/26

Breakfast and After School Clubs

We are very fortunate to have a Breakfast Club and an After-School service for our pupils. This allows flexibility around parents' own work commitments and other arrangements to provide safe childcare on the school site.

The clubs are run by qualified and experienced staff already working in established school roles. They offer the children a wide range of activities and have the advantage of knowing all the children. Breakfast Club is based in the main school hall where there are a number of activities and a light breakfast with a choice of toast or cereal with a juice drink available for pupils. Breakfast Club is currently Welsh Government grant funded and free of charge. By this we mean that the breakfast element is provided free of charge. All Monmouthshire schools now charge for the childcare element of Breakfast club.

Times of Breakfast Club opening:
8.00 am - 8.20am - Childcare is open at the cost of £2 per pupil. Pupils are served breakfast at this time.
8.20 -8.50am - Breakfast Club is open for the free breakfast element.
8.40am - Breakfast Club officially closes to allow children enough time to eat breakfast and for staff to manage service and clearing up.
Children remain in Breakfast Club until they are taken to classrooms, at 8.50am.

After School Club
3.30pm until 6.00pm- provided by Playworks. Parents need to contact Playworks for costs per session and also to register pupils. Where there is a late and unexpected booking, parents need to contact Playworks directly, not the School Office.
A healthy snack is provided during after school club. Numbers attending each session are increasing. We advise that you contact Playworks to check on availability for late or unexpected bookings. Booking forms are sent out to parents monthly. Further information and application forms can be obtained from Play works on 02920864780.
After School Care received an Excellent report in March 2019.

School Lunches

Healthy cooked meals are prepared and cooked in the school kitchen by our experience kitchen staff. Menus are designed by Local Authority to comply with their 'Healthy Eating Agenda' and run on a three-weekly cycle, offering three options, including a vegetarian option The menus are very structured and strictly adhered to by the kitchen staff. Copies of the current menu will always be available on Parentpay and the Local Authority website. We would urge parents to make informed choices when considering school dinners or packed lunches. All pupils are eligible for free school meals. These are to be booked in advance via ParentPay, but please speak to the school office if you have any queries.

All pupils are able to access Universal Free School Meals.

The school uses a secure online service called ParentPay for parents to pay for school meals and trips.

ParentPay offers the freedom to make payments and bookings whenever and wherever,24 hours a day, 7 days a week - safe in the knowledge that the technology used is of the highest internet security available.

Parents will have a secure online account, activated using a unique username and password. If you have more than one child at our school or children at other ParentPay schools, you can create a single account login for all your children.

Making a payment is straightforward and ParentPay holds a payment history for you to view at a later date; no card details are stored in any part of the system. Once you have activated your account you can make online payments straight away.

Using PayPoint
Parents who need to continue making payments by cash may do so using the PayPoint network at local convenience stores.

PayPoint payments are recorded by ParentPay and can be seen by logging into your ParentPay account and viewing your payment history online.

Please notify the Finance Office if you wish to use the PayPoint facility. A barcode and letter will be issued to you to make cash payments for school meals at local PayPoint stores.

Trip and activity information letters will carry a unique barcode which will allow you to make cash payments at your local PayPoint store.

For further information on ParentPay please visit www.parentpay.com.

Parents in receipt of Income Support are entitled to free meals for all children attending the school. Application forms are available from the Local Authority Pupil and Student Access Unit:

Pupil and Student Access Unit
Directorate of Children & Young People
Monmouthshire CC
County Hall
Rhadyr,
Usk
NP15 1GA
Or from the website www.monmouthshire.gov.uk

Packed Lunches

Facilities are provided for children to eat their own packed lunch. Food should be brought in a lunchbox and any drink sealed in a secure container. Please ensure they contain the necessary cutlery. Tin cans, glass bottles and fizzy drinks are not allowed for reasons of health and safety.

Healthy eating is well promoted in school and at lunchtimes and playtimes. **The school has adopted the policy of only allowing fruit and vegetables as break time snacks.** However, parents have the right to pack the lunch that they would wish their child to eat.

Free School Milk
All Foundation Phase children are entitled to free school milk at parents' discretion.

Health, and Safety and School Security

All members of staff are vigilant in ensuring a happy, safe and secure environment for your child and whilst we do operate a genuine 'open door' policy we must adopt certain measures to ensure the security of all our pupils. All visitors (other than parents dropping off and collecting) must report to the school office to present or collect an identification badge and to sign in and out of the Visitors Book. This enables us to meet Health and Safety regulations and give due care to the safety and wellbeing of pupils in the school. Visitors, other than a known parent, not wearing a visitors' badge will be challenged.
Where parents are arriving to collect or drop off children during the day, they are required to complete the digital sign in system in the main school foyer.

The school must be informed by letter or telephone if someone other than the regular person is to collect your child at the end of the day. Children will not be allowed out of school with anyone other than the person who regularly collects them unless staff members are informed of the changes to normal routines. It is the responsibility of the legal guardian to provide the school with any official documentation necessary to prevent a parent or other adult from collecting your child from school. The school's Health & Safety Policy also provides advice on the supervision of pupils, particularly at the start of the day, lunch times and break times when the pupils are most commonly outside.

A number of measures have been adopted by the school to maximise security
The school premises are protected by an alarm system which is monitored and directly linked to the security company, who in turn contact the Police Service and or Fire Service dependant on the nature of the security breach.

During the day time all external doors are secured and entrance to the school is only through the main door. Admittance is gained through a buzzer system.

The school adheres to the Local authority expectations regarding the records we require schools to keep when volunteers are used.

Volunteers directly recruited into roles within the school settings that involve supporting children or young people require the following safe recruitment procedures after an initial informal interview:-

- Application form
- Enhanced Children and YP DBS for their school role
- Two character references
- Safeguarding Level 1 Training
- Occupational Health check (if required for high risk activity e.g. Kerbcraft on the road or any activity where an incapacitated volunteer would put children at risk).
- Supportive and comprehensive induction

Risk assessments are undertaken prior to each school visit. A mobile telephone/ two way radio is always taken on school trips however short.

Please be aware that children playing in the school grounds either before or after official school hours will be unsupervised and do so at their own risk.

Admission Policy

Children are admitted to school in the September following their fourth birthday in the school year in which they will reach five years of age. The Local Authority is the Admitting Authority and as such controls the Admissions Policy. Prospective new Reception class entrants receive admission forms from the Local Authority Access Team in November. Likewise, Year 6 pupils receive admission forms for Secondary School in October. The forms must be completed and returned to the Local Authority by the end of January. New parents are contacted in the spring term and are invited to visit the school late spring or early summer term. During the visit parents will be given a copy of the school's Admission Details form for completion requesting any relevant medical details, dietary requirements and emergency contact names and telephone numbers. We request that parents notify us of any change of circumstances to ensure that we hold up-to-date information.
In July the whole school has a transition (moving up) day where all pupils have an opportunity to visit their new class. This provides an ideal opportunity for new entrants to meet their Reception teacher and spend some time in their new class.

Application forms for admission to the school are available on the Monmouthshire County Council website: www.monmouthshire.gov.uk
Admission applications must be made through the Local Authority Student and School Access Unit:

Student and School Access Unit
Monmouthshire County Council
@ Innovation House
Wales 1
Magor
NP26 3DG
Telephone: 01633 6445084

If you would like a place and we have a suitable space, we will direct you to the above department. If we do not, the LA will hold relevant details and inform parents should a space become available. The school is not responsible for notification of places.

Transition to Secondary School

At the end of the summer term nearly all pupils in Year 6 transfer to the local Secondary School (Monmouth Comprehensive School) or secondary school of parent's preference. Admission to secondary school forms are sent to parents in October and forms must be completed and returned to the Local Authority by the end of November.

Staff from Monmouth School work closely with us to ensure a smooth transition from the primary phase of education to secondary school. Staff from the comprehensive visit the children here and the children also have taster days at Monmouth. The school has a well-developed pastoral

programme which supports the children on and before entry to school.

Catchment Area

The School covers the catchment area of Trellech, Llanishen, Catbrook, The Narth and Penallt villages. Children are admitted to the School at the beginning of the Autumn Term of the school year where their fifth birthday falls between 1st September and 31st August.
Parents should contact the Headteacher as soon as possible before the start of the Autumn Term to arrange to visit the school, although we do hold an Open morning for all prospective new parents in October. Reception aged children who are starting in the September are invited into school for visits in the preceding July, to enable them to become familiar with the school and the staff.

School Transport

At present, parents living within the School catchment area are eligible for free school transport if their child resides more than 2 miles away from the school.
All queries regarding school transport should be directed to:

Pupil and Student Services
Directorate of Children & Young People
Monmouthshire CC
County Hall
Rhadyr,
Usk
NP15 1GA
Or from the website www.monmouthshire.gov.uk

Parents are urged to familiarise themselves with the operators involved in case of any change of circumstance, especially in bad weather. The main operator for Trellech Primary School currently is ASC Phillips.

On arrival at school children are escorted from the bus and make their way to their classrooms. At the end of the day the bus registers are checked and monitored by the school office and staff responsible individual buses. The children concerned are taken directly to their bus by a member of staff.

If your child uses the transport and is not going home on the bus for any reason, please phone or send a dated note into school advising us of the alternative arrangements. If your child has a friend visiting after school who does not travel on the bus, please make alternative arrangements to collect them. The school works with the local bus company to ensure consistent and safe procedures for children travelling to and from school by bus and we ask parents to adhere to the guidelines developed by the school and the transport company. These are available from the school office.

School Uniform

We have a school uniform that we actively encourage pupils to wear, as we believe our uniform adds to the ethos of the school, assisting with good behaviour and fostering a strong feeling of belonging

amongst the children.

School uniform is worn by all the pupils and is welcomed by the majority of our parents
The school has recently adopted the Welsh Government Statutory guidance for school governing bodies on school uniform and appearance policies
https://gov.wales/school-uniform-and-appearance-policy-guidance-governing-bodies

We now ensure that due regard is given to securing equality of treatment between pupils of different sexes and genders.
Uniform for pupils is as follows: -

Plain dark grey or black trousers or shorts
Plain dark grey or black skirt
Pinafore dress
Red checked summer dress
Red school sweatshirt or cardigan
Red polo shirt
Black shoes (not trainers)

The school and Governing Body have become more aware of the need to offer parents more choice, both ethically and financially with school purchases. In order to offer parents the opportunity to select the uniform provider that best suits your needs, we are now working with two companies. We will continue to use Brigade as an established partner, but also have a partnership with Koolskools that allows the purchase of Fairtrade clothing.

All uniform can be ordered online. There is a direct link on the school website in the 'Information for Parents' section.

Our PTFA also offer a rehome uniform facility that can be accessed at PTFA Uniform Shop

In order to avoid problems for us and distress for your child PLEASE ensure that his/her name is stitched to or written on clothing (especially knitwear and coats) and on the insides of wellingtons and plimsolls, etc. In fact please just label everything and that way we can ensure all property is duly returned.

Clothing For P.E.

Please help your child to enjoy these lessons by providing him/her with appropriate clothing. For P.E. lessons in the hall children will require a T-shirt and shorts. If possible, we would like children to wear a T-shirt in their House colour (see below) and navy or black shorts. We encourage children to work in bare feet but children may wear plimsolls if parents wish. Certainly they should do so if they have a verruca or athlete's foot. More substantial clothing is suggested for outdoor games - a track suit and trainers would suffice, as well as outdoor sports shoes.

PE Kit

- Round neck T Shirt in colour of house team (Usk-green, Wye-yellow, Monnow-red)
- Plain black shorts (not cycling shorts)
- Indoor PE footwear – bare feet

- Outdoor PE footwear – white socks & trainers
- Winter (optional) – house colour sweatshirt & plain black track suit bottoms

Order forms and price lists can be obtained from the school office or online. There is a direct link on the school website in the Information for Parents section to Brigade Schoolwear or Koolskools.

Jewellery

Pupils whose ears have been pierced may only wear studs. No other items of jewellery may be worn. This is in the interests of pupils' safety but there is also the consideration of loss or damage.

Items of Value

Unless given specific prior permission, children should not bring valuable items such as phones, Ipads, iPods, computer games or personal stereos to school. Wrist watches may be worn but children must be responsible for their safe keeping. Pupils are not permitted to bring mobile phones to school.

Free School Meals

For families eligible for free school meals, you must complete and submit the correct from and to the Local Authority

Application forms are available from:

Directorate of Children & Young People
Monmouthshire CC
County Hall
Rhadyr,
Usk
NP15 1GA
Or from the website www.monmouthshire.gov.uk

Class Sizes and Organisation

	Class Teacher	**Class Size as at September 2026**
Reception	**Mrs J Calderwood**	**21**
Year 1	**Miss S Murfin**	**19**
Year 2	**Mrs A Maguire / Mr D Green**	**25**
Year 3	**Mr A Miller**	**19**
Year 4	**Mrs D Miles/Mrs C Cotton**	**28**
Year 5	**Mrs L Sulway**	**30**
Year 6	**Mrs R Maunder**	**23**

It is always possible that school organisation will vary from year to year depending on the total number

of pupils on roll and the distribution of children among the seven year groups (Reception to Year 6). Our intake for each year group is 29 pupils.

THE CURRICULUM

Curriculum Statement

From September 2022, the new curriculum 'Curriculum For Wales' has afforded schools more flexibility in how we approach the curriculum. Our revised schemes are regularly monitored through school self-evaluation processes. Inherent in the current planning processes are cross curricular skills that cross all subject areas. These skills are taken from the National Literacy Numeracy Framework for Wales and the Digital Competency Framework. The curriculum we provide is centred on the four purposes of the Curriculum for Wales and the six Areas of learning and Experience.

Curriculum for Wales seeks to broaden learning, supporting schools to be more flexible in their approaches, and enabling teachers to be more innovative and creative.

At the heart of curriculum are the four purposes, setting out the aspirations for all children, enabling them to be successful learners, who play an active part in their community and wider society, and who are prepared to thrive in an increasingly complex world. The four purposes of the curriculum are the starting point for all decisions in respect of Curriculum for Wales. The term 'Curriculum' includes all the learning experiences and assessment activities planned to develop children 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.

Areas of learning and experience

Curriculum for Wales is organised learning around six areas of learning and experience which are:

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

Each of the areas of learning and experience encompass existing subjects and disciplines. The areas of learning and experience are designed to operate together as part of a holistic curriculum. Decisions as to how these should translate into day-to-day activities should take place in schools. Learning should be planned across the different areas of learning and experience.

Each Area of Learning and Experience includes:

- a statement explaining how the area of learning and experience supports the four purposes of the curriculum
- statements of 'what matters' in learning

- Knowledge, Skills and Experience within each Progression Step
- Progression steps and Descriptions of Learning

Religious Education

In proposals for Curriculum for Wales 2022, religious education will continue to be compulsory.

We do not intend to make any change to the requirement to deliver the agreed Local authority syllabus. It is our intention also that religious education reflects our historical and contemporary relationship in Wales to philosophy and religious views, including non-religious beliefs.

The Welsh language

One of the key characteristics of the four purposes of the curriculum is to develop ambitious, capable learners who can communicate effectively in different forms and settings, using both Welsh and English. All learners should have appropriate pathways for learning Welsh and English to enable them to develop the confidence to use both languages in everyday life. There is a duty on all schools to teach Welsh for learners aged 3 to 16 and provide opportunities to use Welsh within and beyond the classroom (including on digital platforms).

Welsh dimension and international perspective

The need for learners to be rooted in their own cultures and to have a strong sense of identity within their locality, Wales, and the wider world is a key theme within the four purposes of the curriculum and the Language, Literacy and Communications Area of Learning and Experience (AOLE)

Learners should have the opportunity to develop their identity through exploring questions of culture, language and belonging in their locality and in Wales. It should provide them with an understanding of the diverse histories, cultures, values and heritage of modern Wales, and the contribution they can make to their communities.

An international perspective offers opportunities for learners to reflect on their roles and responsibilities as global citizens living in a culturally and linguistically diverse society, and to respond to the challenges of working towards a sustainable and equitable future.

Learners should fully understand, appreciate and analyse:

- their locality and Wales' place and contribution to the United Kingdom and the wider world
- the current and historic impact of the wider world, including the other nations of the United Kingdom, on Wales and the locality of their setting or school
- the impact of the interplay between these various relationships

Implicit in the new curriculum is a statement of access for all pupils, including those with additional learning needs (ALN) and those who are More Able and Talented. All staff develop pupils' literacy, numeracy, thinking, ICT and social development skills. Learning should be challenging and relevant, achieving an appropriate balance between the teaching of knowledge, understanding, skills, attitudes and values. In Trellech Primary School we place the highest focus on pupils' learning where the clear development of a range of skills and their applications runs parallel with carefully considered and

authentic learning content.

Teaching and Learning

In order to help children to reach their full potential we develop their ability to think independently and creatively, and to acquire skills that can be transferred between all areas of learning and experience. Learners engage in group activities which encourage discussion, negotiation and positive interdependent working relationships. Learning has an emphasis on enquiry and problem solving, nurturing and developing a range of transferable skills - enabling individuals to become confident, ambitious and competent learners. Children are encouraged to reflect on their own particular learning styles and what they can do to improve through effective Assessment for Learning strategies. When appropriately challenged children become self-motivated, engaged in their learning and develop a thirst for self-development. Our indoor and outdoor environments provide the resources and opportunities through which children can thrive in their learning.

Reading and Writing

Progression Step One places great emphasis on developing children's communication skills.

Communication sets a sound basis for the development of oracy, reading and writing. Upon entering the early years of education, children who are able to talk about and express their feelings and experiences are more motivated to read, to learn to record their thoughts and to learn to read what others have written. In this phase children learn to speak about their experiences and to listen to others so that they will want to develop the skills of reading and writing. Our main Literacy programmes are Read Write Inc. and Clever Writer. We also deliver bespoke thematic based topics within the curriculum. All staff in school who work with children have undertaken extensive training in these approaches. We use 'Clever Writer' strategies to extend and develop children's writing in a variety of text types, from Reception to Year 6, along with daily uplevelling of literacy through VCOP (vocabulary, connectives, openers and punctuation) as part of our Big Write programme.

Learning Indoors and Outdoors

Use of the outdoors as a learning environment is of great importance throughout Trellech Primary School as a vital vehicle for learning. At Trellech we are blessed with extensive and secure outdoor play areas which children use on a daily basis. Children's health and well-being benefits from having the space to learn outdoors is well documented and is a key priority. Our pupils can experience nature first hand on a site that borders mountains and open countryside, observing how the weather changes and how plants and animals react and adapt to changing seasons. The environment allows children to experience concepts such as conservation and sustainability, which leads to authentic and relevant learning opportunities. We strive to instil from an early age a love of the outdoor and not to take our beautiful surroundings for granted.

English

In the teaching of English there are three main areas of focus:

- Speaking and Listening
- Reading
- Writing

It is our aim to develop children's skills in all of these three areas so that children become fluent and independent learners.

We teach English as an integral part of the curriculum and strive to make experiences rich and relevant. Excellent spoken and written communicate is the key to unlocking success for children and clearly the medium that demonstrates their knowledge and understanding in all areas of learning.

Children have opportunities to listen to and discuss others' ideas, and present their own. Reading is taught initially by "phonics" (i.e. learning how words can be built by sounding their component parts) which is then built upon to include a variety of higher order reading skills such as summarising, paraphrasing, skimming and scanning, chunking up, predicting, analysing, awareness of differing viewpoints etc. We use Read Write Inc. as our main reading programme, moving onto its sister programme of Language and Literacy. Alongside this programme teachers are skilled at developing bespoke units of work for literacy based around relevant and well-chosen novels. The success of these systems along with weekly 'Star Write' lessons provides the pupils the opportunity to write for a range of reasons and genre types.

Spelling Journals are used to develop children's spelling ability. Journals comprise of independent spellings drawn from spelling test analysis using the Single Word Spelling Test and mistakes from the

children's own work. Individual lists are closely monitored by teachers. Children work on their journals daily using a variety of fun activities and strategies to help them internalise particular spellings. Children are placed in appropriate ability groups within their classes; and focus on spelling patterns/families, activities and weekly partner spelling tests.
Dedicated Guided Reading sessions are held daily in each classroom. Even with more able children, teachers strive to further develop the higher order reading skills. We nurture in children a love of reading and the value of books and this is clearly evidenced in the children's clear enjoyment and enthusiasm when reading and when being read to. At present we are trialling whole class guided Reading in upper key stage classrooms, using research based evidence to support this decision. This allows the teacher to involve all pupils in accessing new, and engaging texts in a safe and secure environment, with follow up reading tasks differentiated to ensure appropriate support and challenge for all pupils. Reading is further supplemented with online books and enhanced through participation in literacy based initiatives such as World Book Day and work with local authors. We pride ourselves in providing a learning environment which immerses children in the written world through stimulating interactive displays, books, labels, posters, etc and two 'libraries' one in each key stage, stocked with both fiction and non-fiction material, catering for a diverse range of age, interest and ability.
Children are taught to organise and structure their writing using their experience of fiction, poetry and other texts and are given opportunities to write for a variety of purposes and audiences.

Skills of planning and writing with speed are taught and, once complete, children are encouraged to edit and re-draft. The use of online platforms such as Google classrooms allows pupils to collaborate on documents and to use research to produce factual documents such as non-chronological reports and explanations. Opportunities are provided for children to speak in front of, and write for, a wide variety of audiences, thus giving a sense of reality and purpose to their work.

Welsh as a Second Language

We are committed to encouraging pupils to learn Welsh as a second language by giving them opportunities throughout the school to develop their oral skills competently and to develop them as effective readers and writers. Children become confident and competent in use of the Welsh language as they work individually, in pairs and in groups.

They learn how to listen and speak with others in a range of situations.
Reading is for both enjoyment and information. They learn to apply their skills through using 'incidental Welsh' on a daily basis in and around school. Children learn to adapt their speech and writing to suit purpose and audience.

Cwricwlwm Cymreig

Children are provided with ample opportunity in lessons, school activities, visiting guests and trips and visits to experience those features which give Wales its own distinctive historic, social and cultural identity. Cwricwlwm Cymreig permeates the whole curriculum through singing Welsh songs, the study of Welsh artists, Welsh country dancing and the study of land use in Wales and Welsh history. Eisteddfods are held to celebrate St David's Day where children can participate in a wide range of Welsh related activities.

Maths

Maths provision ensures progression and breadth as children move through numeracy skills. We use Big Maths as our main Maths and Numeracy strategy.
Big Maths is based on 5 simple principles
1. Children become numerate through following a natural sequence of progression: e.g., for a child to know double 70, they need to know double 7 first. We call these steps of progression 'Progress Drives'.
2. Children need to have basic skills in order to use basic skills: Therefore, it is important to separate out the acquisition of core basic skills for Mathematics from the 'using and applying' of those skills. We call the basic skills 'Core Numeracy' and the use of these skills 'Outer Numeracy'.
3.Children acquire the basic skills of Mathematics through the chronology of CLIC: When we look at Core Numeracy in more detail, we see that it has a 4-stage process to it; Counting (children learn to count and to 'count on'). Learn Its (children then short-cut this counting by recalling their 'counting on' as facts). It's Nothing New (children then 'swap the thing' to realise that the counting fact, or 'Learn It', can be applied to any object, amount or unit of measure). Calculation (the previous 3 phases are combined to provide a calculation structure)
4.Children need a structured, and regular, basic skills session: For children to become properly numerate they need a daily CLIC session, i.e. little and often.
5.Schools need to have whole-school organisation and alignment: A child should come through school with a basic skills journey of great continuity. The child should experience this journey as if they were being taught, and tracked, by one teacher. For this to happen all teachers need to be using the same steps of progression and teaching each individual step in a uniform manner.
In addition to this the school also uses MyMaths for additional reinforcement and resources.
Maths is taught every day and all lessons have an aspect of "mental maths" challenges using Big Maths strategies. Children learn core number 'facts' in order for them to practise, revise and consolidate their number work. These include times tables, doubling and halving, using number bond facts beyond 10, portioning, counting forwards and backwards, comparing, mental calculations and inverse operations. Emphasis is placed on developing the children's bank of strategies and problem solving skills. These then support the children as they take on more challenging abstract concepts. All topics are developed using an introduction, practise, reinforce, extend and apply approach. This allows children to apply their new understanding to real life situations. Maths teaching has become more interactive, enabling pupils to take part using mini resources such as number fans, digit cards, whiteboards and bead strings.

Digital competency Framework

DCF plays an important part in learning and is used on a daily basis in Reception through to Year 6 as a 'skill across the curriculum'. The school has made good use of the EAS skills framework and the Digital competency Framework to ensure year on year progression in core skills

The school has now implemented the NCCE computing curriculum as a progression framework to ensure computing content - concepts, knowledge, skills, and objectives – are taught in interconnected networks, to enable class teachers to have a clear overview of aspects taught and skills introduced and developed in previous years. In addition, we have introduced Project Evolve, an online safety programme. A knowledge map gives a baseline of pupil online safety from which teachers can create a custom plan using results and the resources available, linked to a particular strand of online safety.

Children learn to use and apply standard commercial applications such as Microsoft Office, which includes Word (word processing,) Excel (spreadsheets) and PowerPoint (presentation software). Children use the Internet extensively to research class-based topics. This is an important part of developing children's independent learning skills. We aim for all children to become fully confident, competent and safe in the use of the Internet. Critically children use ICT as a tool to assist their learning rather than just something to learn about. Each classroom is equipped with interactive whiteboard and multimedia projector and these are used both by the teacher and by the children. All classrooms have freestanding PCs/laptops/ chrome books. There is a computer suite of laptops which are all linked by a wireless system to the internet. This is supplemented by a bank of I pads and chrome books. Apple TV has been installed in the school hall. School makes effective use of Hwb as a safe online learning platform. All children have Hwb log ins to access home learning tasks and a range of learning resources provided on Hwb.

Collective Worship

Collective worship takes place daily as a whole school, with a celebration Assembly at the end of the week. The content of the sessions is mainly although not exclusively Christian, in nature and focuses on the school's core values of respect, kindness, honesty, integrity as well as our 5-a-day culture. Children also have opportunities to understand the values and morals from other religions. We welcome external partners into school to support our sharing of Christian Values, such as 'Open the Book'.
Parents may write to request that their children be excluded from these sessions.
You have the right to withdraw your wholly or in part from religious education and collective worship. Should this be your wish alternative provision will be made for your child

Personal and Social Education

We have a whole school approach to promoting personal and social well-being of children. A variety of opportunities are provided for children to develop a sense of self-worth and to relate effectively to each other. Through a variety of activities children are equipped to become more informed, confident and skilled in order to take an active and responsible part in society. Teaching in this aspect of the curriculum encourages positive attitudes to society and participation in the community and the democratic process. The school has a comprehensive programme of study, progressing from year to year including Relationships and Sex Education programme.

Statement in Relation to the Teaching of Relations and Sex Education

The school's programme of Relationship and Sex Education, as agreed by the Governing Body, is an integral part of the Health and Well Being AOLE; this is approached through the understanding of all living things, together with factors that contribute to good health, diet and hygiene. The main emphasis is on relationships reflecting the needs of pupils as they move through the key stages.
As well as inclusion in the HWB programme, as children progress though the school they will learn about the names of external body parts and how the body changes. In Year 5 and 6 the teaching of sex education is also treated as discrete element of the curriculum. Children will be involved in lessons related directly to the development of their bodies and hormonal changes which will occur in the build up to puberty and sexual maturity. The issues are dealt with sensitively and are led by class

teachers with support of the Monmouthshire Healthy Schools.

Home Learning

Home Learning - all home learning will be delivered though HWB. Hwb is a platform and collection of online tools created in response to a need for digital learning in Wales. As an online platform, Hwb allows us to support our pupils both in school and remotely. It is provided to all schools in Wales by the Welsh Government. We recommend that parents/carers take time to browse through all the educational resources available on HWb to support their child's Home Learning experiences.

Key aspects of Home Learning

- Shifted emphasis on 'Home Learning' rather than homework.
- Shifted emphasis from formal written task to practical, 'applying' activities.
- Set through weekly 'Learning Blog' via the **Hwb Platform** (Reception, Year 1 and Year 2 classes will use Just2Homework: and Year 3, Year 4,5 and 6 will use Google Classroom). Year 3 will begin with Just2Homework as part of transition, moving to Google Classroom as they progress through the year.
- Homework aims to gives practical suggestions to reinforce at home, learning undertaken in school during the week.
- On-line support e.g. My Maths, Ruth Miskin Literacy website, Oxford Owls reading, plus teacher chosen websites – focus on where to go to learn and how to get better at learning.
- We rely on effective two-way communication links between home and school in that parents must take responsibility for accessing the Learning Blogs if they wish to support their child's learning at home.

Supporting Children at Home - This provides simple Guidance for Parents on generic activities to undertake at home and how much time should be spent in doing so.

RECEPTION

- Ten minutes spent reading with an adult or older sibling is ideal. *It is important that the experience is enjoyable at this early stage and not a chore.*
- Letter sounds for the children to practise are an important key skill.
- Work through Home Learning Blog via Just2Homework on Hwb each weekend, to make the week's learning relevant to home / real world.

YEAR 1

- Daily paired reading - reading aloud to a parent/adult for 10 minutes daily.
- Letter sounds for the children to practise are an important key skill.
- Work through Home Learning Blog via Just2Homework on Hwb each weekend to make the week's learning relevant to home / real world.

YEAR 2

- Daily paired reading - reading aloud to a parent/adult for 10 minutes daily.

- Children may be asked to complete activities related to a topic they are studying at school.
- Children will be expected to begin to learn the 2x, 5X and 10x tables by heart. There are numerous on-line resources to support the learning of times tables, including the 'Just2 Blast' package on Hwb
- Work through via Just2Homework on Hwb each weekend to make the week's learning relevant to home / real world.
- Children will be expected to practice and learn spellings lists in preparation for weekly spelling tests

YEARS 3 AND 4

- Reading regularly with an adult, discussing key aspects of the text (please see attached guidance).
- Children are asked to learn multiplication tables to enable them to have rapid recall of table facts, based on the individual needs of the child. These are tested regularly. The use of apps such as J2Blast can support this learning.
- Children are asked to regularly practise their number bonds to support their mental maths activities.
- Children may be asked to complete activities related to a topic they are studying at school.
- Work through Home Learning via Just2Homework or Google Classroom each weekend to make the week's learning relevant to home / real world.
- Children will be expected to practice and learn spellings lists in preparation for weekly spelling tests

YEARS 5 AND 6

- Encourage children to use search engines for links to relevant website for learning covered in school.
- Reading regularly with an adult and discussing key aspects of the text (please see attached guidance).
- Children are asked to learn multiplication tables to enable them to have rapid recall of table facts, based on the individual needs of the child. These are tested regularly.
- Work through Home Learning via Google Classroom each weekend to make the week's learning relevant to home / real world.
- Children will be expected to practice and learn spellings lists in preparation for weekly spelling tests.

Educational Visits

As part of the topics that pupils study often visits and trips are made to support and enhance the learning experience beyond the classroom environment. They offer opportunities for hands on experience and active participation. Wherever possible, the teachers will try to organise a number of annual visits linked to topic work.

All educational visits must be preceded by a Risk Assessment, monitored by the school's Educational Visit Co-ordinator and the Headteacher as well as being passed for approval by the LA.

Charging and Remission for Educational Visits Policy Statement

For full details please see the school's Charging and Remission Policy on the school website.

To support covering the cost of such visits and events it is often necessary to ask for voluntary contributions from parents. These contributions cover all fees associated with the trip or event. No profit is made on such trips or events. The school may need to cancel such trips and visits if contributions do not cover the costs. Parents will normally be asked to contribute to the following:

- The board and lodging of any residential visits (except where parents of a pupil are in receipt of Income Support and the activity takes place within school hours);
- Travel costs for visits that support teaching and learning in the school;
- Optional activities taking place outside school hours that do not form a part of the National or School Curriculum, such as music lessons;

The school can make arrangements for collecting monies on a weekly basis in order to make the contributions more manageable, depending on the cost of the trip/visit. Where there are cases of financial/family hardship, which make it difficult for parents to allow their children to participate in particular activities for which a charge is made, the Governing Body invites parents, in confidence, to apply for remissions of charges in part or in full. The headteacher, in consultation with the Chairperson of the Governing Body, will make authorisation of remission. Any payments for trips and visits can be made using the online ParentPay system.

Inclusion

Trellech Primary School takes great pride in helping all children reach their full potential, from those who need extra support for everyday learning, to those who are more able and talented and need their ability and talents to be nurtured and developed. Teachers and support staff provide daily opportunities and experiences to enable all children to fulfil their potential. They provide challenging and engaging classroom environments in which children are enabled to become independent learners, aware of their progress and potential. Opportunities are provided for pupils to reflect on their learning in a variety of ways and review their individual learning targets for core subjects.

Additional Learning Needs Including Disabled Access and Equality

Pupils who have additional educational needs are identified at an early stage and in a variety of ways, for example, through parental, class teacher or external agency referral. The school has an Additional Educational Needs Policy which complies with the Special Needs Code of Practice. This is available from the office upon request.

It is policy to consult with parents of children who display any special needs whether learning difficulties or, at the other end of the spectrum, more able or talented. Planning for a child's particular needs is always a shared task between home and school. The school has a designated Additional Learning Needs Co-ordinator (ALNCo), Mrs L Sulway. The ALNco liases with class teachers and parents and assists in planning appropriate work programmes (One Page Profiles) to ensure the inclusion of all pupils, including those who are recognised as more able. There is a designated ALN Governor who takes an active role alongside the ALNCo.

Where necessary, support is available from external agencies such as the Educational Psychological Service, Audiology Service, Occupational Therapy, Speech Therapy, and Physiotherapy, Hearing Impairment Comit (communication and language) and Specific Learning Difficulties (Sp LD).

Support offered to the child may be through 1:1 support, and/or small group tuition, working under the direction of the class teacher and using a range of appropriate material resource and differentiated activities.

All reasonable adjustments are made to the environment and teaching & learning activities to ensure children with disabilities are not disadvantaged. Any child admitted to school with a disability will have access to support in line with the Local Authority policy. Details relating to individual children are discussed with parents prior to the child starting school to ensure that the school can fully plan and prepare for a smooth transition into school life.
The school ensures that any parent with a disability will have equal access to all events and communications, reasonable adjustments would be made as appropriate.

Equal Opportunities/Race Equality

The school regularly monitors and updates its Strategic Equality Plan and Equal Opportunities procedures to ensure that no child is disadvantaged according to race, gender, ability, disability ethnicity or religion.

We believe that everyone has the right to the equality of opportunity and should be free from all forms of discrimination. We recognise the right of equality of opportunity for all individuals including pupils and staff, irrespective of their gender, colour, culture, race, ability, disability, age or religious observances. We view this policy as an integral part of our whole school approach. It is reflected in the way other policies are planned and implemented.

Our aims are:

- to ensure that diversity is celebrated and welcomed;
- to ensure that all children have equal access to all curricular areas and all available resources;
- to ensure that all amenities / facilities do not deny equal opportunities;
- to ensure that everyone is valued and has a right to both personal and professional development;
- to ensure that everyone is able to identify unacceptable behaviour and given strategies for dealing with different situations;
- to ensure that everyone is aware of their responsibilities in implementing this policy.

Pastoral Care and Guidance

All staff have responsibility for caring for your child, although naturally the class teacher will be the person your child will develop a closer relationship with.
We encourage children:

- to become confident;
- to act independently and interdependently;
- to care for others;

- to be courteous;
- to be honest;
- to develop a responsible attitude to life.

Pupils are placed in one of three school 'houses' with the purpose of instilling the value of belonging to a team. The teams are Monnow, Usk and Wye.

During the school year pupils have the opportunity to acquire points for their team in the form of House Points. Children are awarded points from all the staff for effort, endeavour, good behaviour as well as good performance or special effort. Each term the team with the most points will receive a 'treat' as decided and ratified by our pupils and School Council. At the end of the academic year, usually following sports day / leavers assembly the "House Cup" is awarded to the house with the most points.

In addition, the school holds an achievement assembly each week at which all pupils who have achieved 'Gold' throughout the week for acknowledgement of work undertaken or outstanding attitude and behaviour, are recognised.

All pupils have the opportunities to participate in school committees and may become School Ambassadors, librarians, reading buddies, Eco Committee and house captains, thereby gaining reward and responsibility. These committees meet every half term to develop Action Plans and to support school improvement. A wide range of issues are discussed ensuring true representation of the 'pupil voice' in major decision-making decisions that shape school life.
School ambassadors are chosen from our Year 6 pupils on an annual basis as role models for the school, because they embody the school's culture and values. These children then form the school's leadership group, working with the Headteacher to continually improve the school.

We encourage our older pupils to help care for younger pupils and to take responsibility for areas of school life, playing a key role in providing a point of contact, help support and friendship for children who may have a problem, issue, or who simply need a friend to play with. We also undertake the annual Sports Ambassador training for Year 6 pupils to work with peers and younger children to encourage active team work through active games.

Health and Welfare

We always appreciate you keeping us informed about any changes in your child's health so that we are able to support you in his/her care. It is essential that any health concerns are shared with us. As children start school, we ask parents to complete a number forms, which may seem onerous, but provide us with helpful and relevant information. If your child is ill please keep them at home until they are fully recovered. If illness is due to infectious sources e.g. virus, disease, remaining at home is vital until the infection has cleared. A period of **48 hours is the minimum** period re: bouts of sickness, diarrhoea. At least forty eight hours must lapse since the last bout before returning to school. Parents will be contacted if children return before this time has lapsed.

Should your child become ill in school and we feel that he/she will benefit from being at home we will contact you immediately; therefore, accurate emergency information is essential.

Medicines

If your child returns to school and still requires medicine, it is your responsibility to make arrangements to dispense that medicine. The school is not able to dispense any medication unless it is pre-measured (tablets or syringes) and the child is able to self-medicate. Children should not be sent to school with medicines that are not known to the school. Any required medicines eg inhalers, epi pens, antihistamines must be recorded in medical forms and kept in the main office. Please contact the Headteacher if you need to make specific arrangements.

Knowledge of children who require inhalers is essential. Please inform the school if your child uses any form of inhaler. Inhalers kept in school need to be in date and children need to know how and when to take inhalers.

If a child is not well enough to go outside at playtimes or lunchtime, he/she should not be in school. There are covered areas available where children can sit outside

Visits by Medical Services

From time to time, the school Medical Health Service arranges routine visits. This is usually for vision and height and hearing. Any cause for concern is referred to parents.

We have annual visits for various inoculations, mainly flu sprays.

Responsibility for checking children's hair for head lice rests with the parents and ought to be done on a regular weekly basis. If your child does catch head lice please could you treat them and inform us. There is information available from school on how to treat head lice. We will send a general class reminder when cases do occur.

The school nurse is Alison Hall. Her contact details are available through the school office.

Health & Safety

The school has a comprehensive **Health & Safety Policy** which endeavours to provide a safe and secure environment for all pupils, staff, parents and visitors. In addition, the school receives regular visits from the LA who carry out a variety of safety checks followed up by a report for the school, to action.

A Whole School Risk Assessment is carried out termly by the Governing Body Health & Safety Committee along with the Headteacher, and allows the school, its governors, staff and the LA to address any areas of concern within reasonable financial constraints. Areas covered are all external and internal areas, including flooring, high use areas, glazing, electrical equipment, P.E. and play equipment. Further risk assessments are carried out as appropriate for specific issues where an element of risk maybe involved such First Aid equipment, school trips, science & technology equipment. The school grounds are checked daily by the school caretaker and any defects or hazards reported to the Headteacher. Any maintenance or repairs identified through this process will be completed at the earliest possible time.

Fire **drills** are conducted at varying times with no warnings given to ensure proper procedure is followed by all staff and pupils. The time taken to evacuate the building and any delays or difficulties exiting are duly noted and rectified. The caretaker undertakes daily, weekly and monthly fire checks. Senior Staff receive update fire prevention training every 3-4 years and there are two Fire Wardens on site.

We have an active **no-litter** policy within the school and the school grounds. **Dogs are not allowed in the school grounds and should not be brought onto the school premises, not even when dropping off or collecting children.**

Smoking or Vaping is prohibited at any time, not only in the school building but also in the school grounds and we politely ask all parents and carers bringing and collecting children to and from school to comply with this policy.

Safe cycling is conducted every year for Year 6 pupils. This training helps prepare children with basic cycling proficiency and safety skills assisting their road safety awareness but not full competence to cycle on busy main roads.

Road safety awareness for pupils will arise within certain curriculum areas. We work with the LA Kerbcraft team to promote Road safety awareness for Year 2 pupils.
Local Community Police Officers work with pupils throughout the school on road safety matters.
The school cannot cover all eventualities but strives to do its best at all times.

Accidents
Occasional accidents occur when children play on the playground or during class activities. These are principally of a minor nature and are dealt with by a member of staff trained in emergency first aid. If the injury is deemed to require medical attention, every effort is made to contact you or a nominated person on the alternative number noted on the pupil's personal details form. With head injuries, the school will always make a courtesy call home to inform parents/carers of the nature of the head bump. Accidents are recorded in the school Accident Report folders located in each corridor.
For more serious accidents, the school will record on a Serious Incident form, and copies sent to the Local authority.

Healthy Schools

School policy, agreed and promoted by pupils is that children may only have fruit or veg for their mid-morning or afternoon break. We now run Fruit Tuck Friday.
Chilled, filtered water is available throughout the day through water fountains and children are encouraged to have a bottle of water in class with them. A fruit desert option is always available where children are having school lunch.
The school now has 5 Healthy School leaves and a Well-being lead within the school whose role encompasses the healthy Schools Agenda. We welcome regular visits form the LA Healthy Schools Officer to support us in promoting a health approach to all aspects of life.

Child Protection and Safeguarding

All staff, Governors and volunteer helpers have current Disclosure and Barrring Service (DBS) checks. There is now a requirement for all volunteers to undergo a Kinetic Volunteer Safe Recruitment

process. Teaching staff are registered with the Education Workforce Council (EWC). All staff are trained in identifying signs which may indicate a child protection issue. The Headteacher, Mrs K Peacock, is the Designated Safeguarding Lead, with Mrs A Maguire (Dep Head) and Mrs R Maunder also trained to the expected level 2. Mrs P Lloyd is the link governor for Safeguarding. There are thorough systems in place, based on LA training and the 2019 Wales Safeguarding procedures, to deal with all incidents. Update staff training occurs on an annual basis. The school completes a LA Safeguarding Audit on a bi-annual basis, submitted to the LA Safeguarding lead, Mrs H Heaney. Governors also receive Level 1 training from the Headteacher.

In any circumstances, the safety of the child is paramount and is therefore put before the needs of the parents. Although efforts are made to contact parents to discuss issues, advice will initially be sought from the Social Services Duty Officer. The school will then follow their recommendations.

Fortunately, such incidents are rare and the information is not intended to alarm parents, but to demonstrate the high quality of care that is provided for the children.

Children Looked After

The school's policy for Children Looked After -CLA (children in public care by the Local Authority) details the arrangements made for LAC including person support t plans. Each pupil in care will have a Care Plan that will include a Personal Education Plan (PEP) that is developed jointly by the Social worker and Designated Teacher. This will identify specific areas of concern and include achievable targets. The CLA co-ordinator is Mrs K Peacock. Our aim for all children is to ensure that they reach their potential and we use assessment data to target their progress carefully and ensure support is provided in a timely manner.

School Records

Personal details such as the child's name and address, telephone number, family doctor, allergies and two emergency contacts (provided by parents on the Admission Form) are held on a database. If there are any changes during the course of your child's time at Trellech Primary School please inform the school so that our records may be updated.

Discipline

Pupils in our school are nearly always happy, courteous, well-mannered and sensitive to the needs and feelings of their peers. We encourage them to show respect and care for all other school members, its physical environment and to the community in which they live. A sensible and responsible standard of behaviour is expected both in and out of school. This is stressed throughout all aspects of school life.
Praise and encouragement promote and maintain good behaviour. Work that is done well is acknowledged when it is marked and younger children particularly respond well to rewards such as "stars" and "stickers". There are also certificates and Headteacher Gold Awards available for a variety of achievements, including good behaviour. We use a number of online platforms to share positive behaviour and role models with parents.

We aim to create a positive, stimulating environment that promotes good behaviour where:

- Each child is valued
- Children are encouraged to think about moral issues, discuss them openly and feel confident when expressing an opinion.
- Children are encouraged to be aware of the needs of the community in which they live
- Children develop qualities of mutual respect and tolerance for one another
- Children are confident that the rules of behaviour will be upheld by everyone
- Children are secure in the knowledge that bullying will not be tolerated and that no-one has the right to hurt other people by their attitude, words or by physical force.

This is achieved through the school's Mission Statement, core purpose and school culture

'NURTURE, INSPIRE, ACHIEVE'

OUR CORE PURPOSE

Our school will nurture the wellbeing of ALL children, inspiring them to become healthy, confident, ambitious individuals who are ready to learn throughout their lives. We are passionate about teaching the skills, attitudes and values that enable them to lead fulfilling lives as valued members of society. Together we will empower our children for their future!

The school has a policy document for behaviour and discipline, along with an anti-bullying policy and these are available on request. If issues regarding behaviour arise, the Headteacher will contact parents to discuss possible resolutions. Likewise, parents who are concerned about any behaviour issue should contact the Headteacher or class teacher directly.

Anti-Bullying Policy

Isolated incidents of aggressive behaviour, whether physical or verbal, and allegations of bullying, are dealt with promptly by the Headteacher or another member of the senior leadership team, although these are very infrequent. Each incident or complaint is followed up to ensure that matters have been resolved satisfactorily. The school's anti-bullying policy details all actions to be taken.
The policy highlights strategies children and staff can use to overcome any issues related to bullying. We value good relationships between individuals. Every allegation of bullying is taken seriously. We take the attitude of believing the child as central to dealing with the issue. We are all aware of the negative effects bullying can have on individuals and so we work hard to create an environment which is free from fear and to develop a culture which encourages children to tell. Bullying is unacceptable and will not be tolerated.

Complaints Procedure

There may be an occasion when something happens in school that you are not happy about or there may be an aspect delivery that causes concern. Our complaints procedure is a way of ensuring that anyone with an interest in the school can raise a concern, with confidence that it will be listened to and if well founded, dealt with in an appropriate and timely fashion.
The following is a summary of our full complaints procedure. This is what you should expect to happen:

- A full copy of the procedure is available from school and on the school's website.
- Your complaint will be dealt with fairly and impartially, and as quickly and effectively as possible.
- It will be thoroughly investigated.
- Your complaint will be kept confidential, with only those involved in investigating and making a decision being made aware of the details of the complaint. It is likely, however, that the person who is being complained about will be told of the complaint.
- If the complaint involves pupils (as complainant or witness), arrangements will be made for them to be accompanied at all stages by a parent, guardian or an adult of their choice.
- Any evidence given by a child will be done so voluntarily and with the agreement of his/her parent, if they are under the age of 16. Every effort will be made to make the child feel comfortable and to ensure that their voice is properly heard.
- You will be kept informed of progress throughout the process.
- All anonymous complaints will be recorded and may be investigated.

Steps and Stages
Our complaints procedure is in the three stages. Each stage has a number of steps these are explained fully in our complaints procedure.

STAGE ONE - Complaint raised with and resolved by first contact within the school, usually the class teacher.

STAGE TWO – Consideration by the Headteacher. Your complaint will normally have been considered at stage one first but may proceed to stage two instead of stage one if the Headteacher thinks it is appropriate**.**

STAGE THREE – Consideration by the Governing Body

If you are unhappy with the Headteacher's decision, you can ask the School's Governors to consider your complaint. Before the governors agree to consider your complaint, they will want to make sure that you have followed stages one and two first.

If your complaint concerns….

- The Headteacher
- The Chairman of Governors
- The Headteacher and the Chairman of Governors
- The Chair and Vice Chair of Governors
- A Governor (including the Vice Chair) or Group of Governors
- The Whole Governing Body

…please refer to the full complaints procedure

This complaints procedure should *NOT* be used for complaints concerning:

- Additional Learning Needs (ALN)
- Religious Worship
- Admissions
- Pupil Exclusions
- Staff Grievance
- Teacher Capability
- Staff Discipline

Guidance on these topics is available from www.learning.wales.gov.uk

Community Links

The school prides itself in the links it has forged with the communities in which the children live.

We encourage visits from community members such as the local playgroup, school nurse, postman, policeman, parish vicar, local authors, local MSs, MPs and the many other members of the Trellech and Monmouth community.

The school has always been a focal point of the village which allows pupils to show concern and respect for the community in which they live. Topic work will often focus on the community surrounding the school. Support is often given to extra-curricular activities from local people to whom we are most grateful.

Through the generosity of pupils and parents the school raises many hundreds of pounds annually to support local, national and world charities.

Links with other schools/playgroups

We have many links and opportunities to liaise with the local Playgroup - Busy Bodies – throughout the year. During the Summer Term the Reception teacher visits all local playgroups to meet the children due to start school in the Autumn Term. Shortly afterwards the children visit the school on two separate afternoons. The Headteacher welcomes the opportunity to meet new parents at any time. We make every effort to ensure the transition from playgroup to school is as smooth as possible.

Arrangements are made for our Year 6 pupils to spend as much time as possible at Monmouth Comprehensive School in their final term. As well as attending 'Welcome' Days' there are also opportunities for them to attend various transition events throughout the year. The Head Teacher and Head of Year 7 at Monmouth Comprehensive School also visit our school to meet the children and answers questions. Parents of Year 6 Juniors are invited to meet the Headteacher at an evening meeting at the Comprehensive School.

Message From Parents, Teachers and Friends' Association

We would like to introduce, and welcome you to the Parent, Teachers and Friends Association of Trellech Primary School.

We are a voluntary group whose aim is to raise money for additional resources for school by organising a variety of fundraising events throughout the school year.

During your child's time in Trellech, you will see events advertised in newsletters and on notice boards. We hold an annual social events to meet when everyone is invited to get to know other parents and find out about PTFA.

Being involved in the PTFA, either as a helper or by supporting our events is a great way to meet new people and have fun whilst helping the children. So look out for us in school, come along and enjoy yourself.

The Chair of the PTFA maybe contacted via the school office.

Assessment Recording Reporting and Target Setting

Teachers are continually assessing pupils' work in all areas of learning and activities and a range of different methods are used. These include day-to-day observations, next step marking, assessment for learning strategies, online diagnostic assessments and questionnaires and national standardised tests. Pupils are also encouraged to assess their own and peers' achievements, performance and attitudes, and reflect on their learning against the four purposes of the new Welsh curriculum.

As your child progresses through school, teachers make on-going assessments of the progress your child is making against National Curriculum and National Literacy/numeracy expectations. In Reception this starts with a Welsh Government directed Baseline assessment which looks at language, mathematical, personal and social development.
From September 2022, the baseline and end of key stage outcomes and level expectations will be

replaced by the new assessment processes within Curriculum for Wales. Teachers will be working with Progression Steps and Descriptions of Learning as the pathway to be able to support progression in learning for all pupils from start to finish of Primary School and into secondary school. This continuum will ensure consistency for pupils and parents.
Year 2 and all Key Stage 2 pupils from Year 3-6 complete annual online standardised tests in literacy and procedural and reasoning maths. They also complete in-house diagnostic assessments for Maths, Reading and spelling.
In addition, the children in Year 2 and 4 complete the Cognitive Ability Tests.
To support these formal procedures, teachers continually assess children during learning sessions in order to ensure they are providing the right level of challenge. Assessments are analysed to determine the child's development as well as highlighting any possible areas for development across the curriculum. All information gathered is used to feed into individual pupil tracking systems. These systems will ensure we are aware of any significant peaks or troughs in a child's progress. It provides early identification and allows early intervention in order to support a child's learning as well as identifying more able pupils who are not achieving as they should.

Reporting to Parents

Parents are encouraged to take an active role in their children's education as your involvement is central to a child's success. Parents are welcome to visit the school to discuss the education and progress of their children, or indeed, to raise any issue of concern. The Headteacher and class teachers are generally available after school, but it is advisable to make an appointment to see them to avoid clashing with prior commitments. Records of children's progress and programmes of work are kept by the class teacher and are available to parents upon request. Parents are routinely kept informed of their children's progress and of school and classroom activities through a variety of means:

Parent Consultations

Twice a year, in the Autumn and Summer terms, parents are formally invited, by appointment, to meet with their child's teacher. At this meeting the class teacher will share results of any assessments and discuss his/her progress and any concerns parents might raise. Additionally, informal open mornings/afternoons take place where parents can visit the school and look at their children's work with them, prior to formal consultation events. This gives families more time to celebrate children's achievements and for the children to showcase their work. Feedback has been very positive.

Written Reports

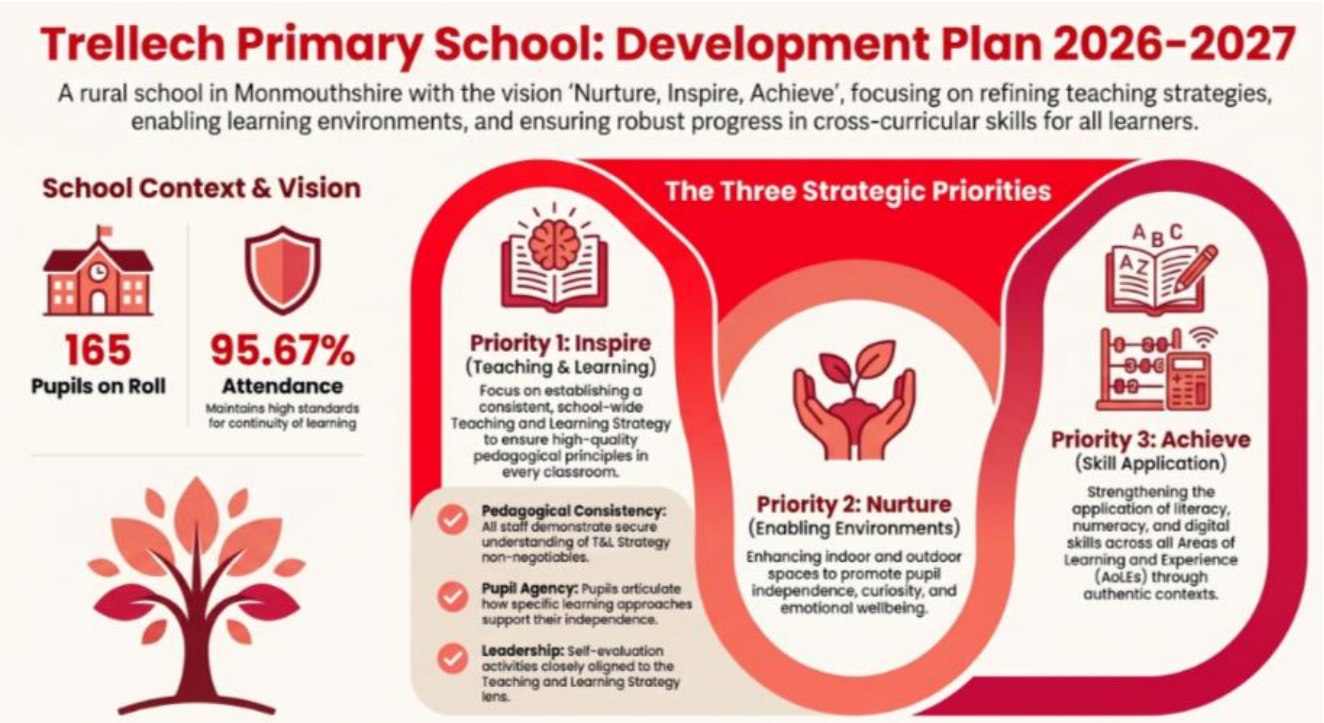
In the Spring term an annual report is produced to share the progress in the Areas of Learning and Experience as well as Literacy and Numeracy. It also gives comments on pupils' attitudes and achievements, and where and how improvements could be made. Summer Term consultations with the class teacher will focus on progress towards targets and next steps for the following year.
We also report on the National Literacy and Numeracy tests in our annual report to parents after the publication of the data from Welsh Government.

Governing Body's Annual Report and Parents' Meeting

All Governing Bodies must prepare an Annual Report for parents. The report contains information on

a wide variety of subjects including progress made in the implementation of the School Improvement Plan, targets, assessment results, school and pupil achievement, summary of the school budget and other school issues. The full report is published on the website and this is made know to parents via the newsletter and twitter. Hard copies are available on request from the school office. There is no longer a requirement to hold an annual meeting for Parents; however, the Governing Body still like to offer this opportunity for parents to voice their views and to make contributions to the School Improvement Plan. It also provides parents with an opportunity to meet and talk to the school governors. Governors are therefore available to speak to parents at the Autumn Term parent consultation sessions.

School Priorities for 2026.27



This prospectus was published during Autumn Term 2026. While every effort has been made to ensure that the information it contains is correct and up to date it is possible that changes may have to be made during the year.