



# Ysgol Plas Coch Prospectus

## **YSGOL PLAS COCH**

### **A word of welcome from the Headteacher**

Dear Parents and Guardians

I extend a warm welcome to you and your child to Ysgol Plas Coch and look forward to happy and efficient engagements over the coming years.

The aim of this booklet is to introduce the school to you, providing information about our aims, administration and general organization. The booklet should answer any direct questions and provide useful details that should be of assistance throughout the academic year.

We believe it's important that every parent / guardian feel that they're welcome at the school. Education is a partnership between the household and the school, sharing responsibilities based on trust and understanding. We encourage cooperation and the participation of parents with the school in the process of educating their child. Good cooperation between the school and the household promote the child's confidence, assist their learning and assists them to achieve their full potential in all fields.

This is a happy school where all children get the opportunity to learn in a caring and comfortable atmosphere. Our aim is to give each child the opportunity to develop into a rounded individual.

You and your child will receive a warm and current welcome and we extend an invitation to you as parents to support us in the educational process. We operate an "open door" policy which you can step through at any time. We welcome any expertise or support which you can offer to assist us to extend the best possible opportunities for our pupils.

I'm always open to discuss with parents at a time that suits everyone.

Yours faithfully,

Osian Jones  
Headteacher

## **A word of welcome from the chair of governors**

On behalf of the Governing Body I would like to reiterate the Headteacher's welcome to new parents and thank the current parents for their ongoing support. I'm certain that this booklet will be useful to you not only now but also as the year progresses.

We are proud of Ysgol Plas Coch. The staff are caring, professional and highly committed workers in every aspect of teaching and under the leadership of Headteacher, Osian Jones, I'm very confident that our children will receive the assistance they require to reach their full potential, whatever their ability.

The Governing Body offer active support to the Headteacher and staff to achieve the school's aims and encourage a continuous improvement in standards across the curriculum. As governors, we have specific duties and we will visit the school regularly.

Our children's education provides an essential foundation to the rest of their lives. We are committed to provide education of the highest possible standard in a safe and caring atmosphere within which they will receive thorough and engaging education throughout their formative years.

We look forward to achieve this with your support and assistance.

Yours faithfully,

Andrew Parry  
Chair of Governors for Ysgol Plas Coch and Ysgol Bro Alun Federation

## Our vision, Aims & Objectives at Plas Coch

**Our vision in Plas Coch is to provide a school which fosters pupils' self-confidence and self-discipline in a caring, supportive, happy and safe environment. We are committed to demanding the highest possible standards, with each child fulfilling their full potential. Welsh language and culture are an integral part of this.**

At Plas Coch we are committed to provide a complete education of a high standard in order to create rounded, resilient and skilful young people who will be ready to face the world and its challenges both confidently and positively. Pupils will have opportunities to participate fully in their learning in order to be able to contribute to the life of the local community and the wider world.

### General

To provide an environment (for pupils and staff) that values each individual and underlines the importance of integrity and quality of life.

### Academic

To ensure a complete education for all children within a balanced, broad and differentiated curriculum. To ensure that all children have an opportunity to develop as individuals and set high expectations so that each individual reaches their full potential.

### Health and Wellbeing

To ensure that all pupils are both physically and mentally fit, offering support to any pupil that requires it.

### Personal / Pastoral

To develop the moral and social values of pupils.

### Social

To ensure an educational provision relevant to the experience of the pupils in the society and local community.

### Linguistic

To assist pupils to become bilingual in Welsh and English i.e. to be able to chat fluently and naturally in both languages, read both languages and express themselves in writing to the utmost of their ability in both languages.

### Cultural

To provide opportunities to develop and apply their knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

## Description of the School

Ysgol Plas Coch is located on a broad area of flat land on the north-eastern side of the town of Wrexham. The school was opened in January 1993. It was established to meet the huge growth in the number of parents in the area that wished their children to have Welsh-medium education. The school's catchment is geographically wide and varies greatly in terms of social and economic characteristics.

The school is located near Plas Coch shopping park with access to the school along Stansty Road around 500m east of the shopping park's main entrance. The school entrance is opposite the footpath which leads from Stansty Road. The entrance to the Nursery Class is the one with a canopy.

The main entrance door is open but you must ring the bell next to the second door and every visitor has to contact the secretary's room located within the main entrance.

In September 2013, a brand new Welsh medium school was opened in the village of Gwersyllt, Ysgol Bro Alun in response to the demand for Welsh medium education in the area and in an effort to reduce numbers at Plas Coch. **A federation was formed between Plas Coch & Bro Alun with a single governing body and one headteacher running both schools.**

Plas Coch was originally built for 240 pupils including 30 part-time Nursery pupils. Due to the demand for Welsh-medium education in Wrexham, it was agreed to admit 60 children from 2008 onwards until a decision was reached about the additional provision of Welsh-medium education in the area. Three cabins were placed on school grounds to cope with this increase. This was intended as a short term arrangement but even after the opening of Ysgol Bro Alun, the demand for places at Plas Coch remains high. Therefore, in September 2017, the school's official admission number for Nursery and Reception classes has been increased to 45 permanently. An extension was built to the school in 2016 and it was officially opened in February 2017. Two of the cabins were removed from the site in 2017 and 2018 with one being kept to provide pre-school provision (Cylch Hill Street) and to relocate Meithrin + in the afternoons.

Ysgol Plas Coch receives children between the age of 3-11 yrs. Welsh is the medium of education. With all children, from both Welsh-speaking and non-Welsh speaking households, reading and writing is taught in Welsh until the age of 7 yrs. From 7 years onwards (KS 2) English is taught as a subject. Teaching in all areas and subjects (apart from English) will be through the medium of Welsh. Welsh will be the everyday language of the school and the language of communication between staff. Once the children are able to speak Welsh, they are expected to use it in the classroom and on the school yard. There isn't a choice of which language the children will be educated here as we are a Welsh-medium school. We will ensure a progression in the use of the language from Foundation Phase to KS 2 and this will continue

when transferring to Ysgol Morgan Llwyd. If a child were to come to the school from an English-medium school, we shall make appropriate arrangements for the child to be submersed in the Welsh language, on the site, for a period of time in cooperation with the LEA.

**Children are accepted to the school on the basis that the parents are eager for them to learn Welsh. Parents don't have to be Welsh-speaking. Due to the task facing the children, we expect the full support of parents in this process.**

**The School**  
**General Information and Addresses**

<b>School Address</b>	Ysgol Plas Coch
	Stansty Road, Wrexham
Post Code	LL11 2BU
Telephone	01978 311198
FAX	01978 311198
Website	<a href="https://ysgolplascoch.cymru">https://ysgolplascoch.cymru</a>
E-mail	<a href="mailto:mailbox@plascochpri.wrexham.sch.uk">mailbox@plascochpri.wrexham.sch.uk</a>

<b>Headteacher</b>	Mr Osian Jones
<b>Federation Deputy Headteachers</b>	Mrs Awel Watson-Smyth (Bro Alun) Mr Geraint Rhys Jones (Plas Coch)
<b>Chair of Governors</b>	Mr. Andrew Parry

<b>Guildhall</b>	Guildhall, Wrexham
Education Office	16 Lord Street, Wrexham
Post Code	LL13 8AZ
Telephone:	01978 297505
FAX	01978 297501
Website	<a href="http://www.wrexham.gov.uk">www.wrexham.gov.uk</a>

<b>Chief Education Officer</b>	Mrs Karen Evans(LEA)
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<b>Challenge &amp; Support Advisor GwE</b>	Mr Dafydd Rhys (GwE)
<b>Inclusion Officer</b>	Miss Elen Williams (LEA)
<b>Admissions &amp; Appeals</b>	Mrs Janette Curtis (LEA)
<b>Education Social Worker</b>	Mrs Jodie Gittins (LEA)

<b>School Transport</b>	Siân Roden (LEA)
<b>Free School Meals</b>	Mr Steve Jones (LEA)

<b>Educational Psychologist</b>	Miss Anna Riley (LEA)
<b>LEA Complaints Officer</b>	Mr Dafydd Ifans (LEA)
<b>School Nurse</b>	Mrs Iona Griffiths & Mrs Tracey Birch

## **Admissions & Times**

The County Borough Council, as Local Education Authority (the LEA), is responsible for setting the admission criteria and procedures and for admitting all pupils to primary, secondary and specialist community schools and voluntary controlled schools. The LEA consults with school governing bodies on the admissions criteria each year.

Supported schools and foundation schools' governing bodies are responsible for deciding on admission criteria and procedures, and for admitting pupils to their schools. Each year, the governing bodies consult the Local Education Authority on any changes to their admission criteria.

The LEA will conform with statutory requirements and will give full recognition to parents' choice in the context of their duty to ensure effective educational provision and effective use of educational resources. The LEA shall not reject applicants to a specific school unless that school has reached its standard capacity, which is the number of pupils the school can admit to any year group.

The LEA shall admit pupils up to the standard capacity of each school or to a higher limit that may be agreed between the County Borough and a specific governing body.

The LEA shall only admit pupils over the standard capacity where it is considered it doesn't impinge on the effective provision or use of resources.

The **Standard Capacity** is the number of children that can be admitted to each year group during the school year. This standard capacity is set according to statutory requirements.

### **Admission to LEA maintained schools**

#### **Nursery Education**

The Authority will admit a child to a maintained nursery school in the September following the child's 3rd birthday. Nursery education, in both Welsh and English medium schools within the Authority, is provided on the basis of 5 weekly 2.5 hour sessions for each child.

Although all efforts are made to meet parental choice, nursery education is not statutory provision and the parents do not have a right of appeal under education legislation if they fail to receive a nursery place for their child in their school of choice.

Parents can state a preference for a particular school, irrespective of their home location relative to the school. However, stating a preference does not guarantee a place at that school.

Transport to nursery school will only be provided by the Authority under exceptional circumstances.

If too many applications are made for places, they will be dealt with using the criteria.

**When deciding on the 'nearest suitable school', the Authority will only accept the pupil's home address and not the address of the childminder or grandparents, for example. Parents may be asked to provide official documentation as proof of their home address.**

A school place may be withdrawn if the information provided on the application form is fraudulent or misleading.

Application forms for nursery school admission are available on the Wrexham Council website ([www.wrexham.gov.uk](http://www.wrexham.gov.uk)) or from the Contact Centre in town.

They will be available after the Christmas holidays preceding the year the pupil is allowed to start at nursery school. Parents may be asked to provide official documentation as proof of their child's / children's date(s) of birth.

**The admission of a child to a nursery class or unit at a particular nursery or primary school does not guarantee a subsequent place at that school.**

If parents consider making an application for a place for their child/ children at the school, you are more than welcome to visit the school during the day. Please contact the school to make an appointment.



Ysgol Plas Coch

## TERM DATES 2020-2021



### AUTUMN TERM

OPENS: WEDNESDAY, 3rd SEPTEMBER 2020  
CLOSES: FRIDAY, 23 OCTOBER 2020  
OPENS: MONDAY, 2 NOVEMBER 2020  
CLOSES: FRIDAY, 18 DECEMBER 2020



### SPRING TERM

OPENS: TUESDAY, 5 JANUARY 2021  
CLOSES: FRIDAY, 12 FEBRUARY 2021  
OPENS: MONDAY, 22 FEBRUARY, 2021  
CLOSES: FRIDAY, 26 MARCH 2021



### SUMMER TERM

OPENS: TUESDAY, 13 APRIL 2021  
MAY DAY: MONDAY, 3 MAY 2021  
CLOSES: FRIDAY, 28 MAY 2021  
OPENS: MONDAY, 7 JUNE 2021  
CLOSES: FRIDAY, 16 JULY 2021

### IN SERVICE TRAINING DATES

1 & 2 SEPTEMBER 2020  
4 JANUARY 2021  
22 FEBRUARY 2021  
26 MARCH 2021  
19 & 20 JULY 2021

## Daily School Times

SESSION	TIMES			
	NURSERY	RECEPTION	YRS 1 A 2	JUNIOR DEPARTMENT
<b>Registration</b>	9:00	9:00	9.00	9.00
<b>Session 1</b>	Varies during the morning The morning session ends at 11:30am	9:15	9.15	9.15
<b>Break</b>		Varies	10.30	10.45
<b>Session 2</b>		Varies	10.45	11.00
<b>Lunch</b>		12:00	12:00	12.15
<b>Session 3</b>		1:00	1.00	1.15
<b>Break</b>		Varies	2.30	2.20
<b>Session 4</b>		Varies	2.45	2.30
<b>End of Day</b>		3:30	3.30	3.30

- **Some break / lunch times may change during the year**
- **Children should not arrive at school before 8.50am unless they arrive by bus or attend breakfast club.**
- **Teachers will be on yard duty at 8.50a.m, however the school can't accept responsibility for children (apart from those travelling by bus or attending the breakfast club) who arrive before 8.50a.m or at school after 3.30p.m.**

In an ordinary week, the teaching times are:

Key Stage 1	Key Stage 2
23.5	24

## School Staff 2020-21

### **School Senior Management Team**

<b>Headteacher:</b>	Mr. Osian Jones
<b>Deputy Headteacher:</b>	Mr Geraint Rhys Jones
<b>Foundation Phase Leader:</b>	Miss Carys Williams
<b>Junior Section Lead:</b>	Mr Geraint Rhys Jones
<b>ALN / Behaviour Coordinator:</b>	Mrs Cheryl Vaughan

### **Teachers:**

<b>Early Years Unit (Nursery &amp; Reception)</b>	Mrs Sian Rogers Miss Elain Roberts(0.5) & Miss Llio Hughes (0.5) Miss Sian Moreton
<b>Years 1 &amp; 2 (Gwenfro)</b>	Mrs Catrin Higgitt (0.8) & Mr Gareth Hughes (0.2)
<b>Years 1 &amp; 2 (Dyfrdwy)</b>	Miss Carys Williams
<b>Years 1 &amp; 2 (Clwyd)</b>	Miss Bethan Morris
<b>Years 3 and 4</b>	Mrs Ffion Yaxley-Murray (0.8) & Mrs Angharad Parkes (0.2)
<b>Years 3 and 4</b>	Mrs Sian Wyn
<b>Years 3 and 4</b>	Miss Elen Mostyn
<b>Years 5 and 6</b>	Mr Iestyn Jones Mr Geraint Jones / Mrs Angharad Parkes Miss Rebecca Scott
<b>Additional Learning Needs</b>	Mrs Cheryl Vaughan
<b>Junior Department PPA</b>	Mrs Rhian Booth
<b>Foundation Phase PPA</b>	Mrs Carys Hughes

### **Nursery and Reception Teaching Assistants**

Miss Paula Richardson  
Ms Ceinwen Williams  
Miss Chloe Oldland  
Mrs Jayne Williams  
Miss Morfudd Austin (& the Catch Up intervention programme / specific literacy support)  
Mrs Gemma Allen  
Miss Sarah Birch

### **Yrs 1 & 2 Teaching Assistants**

Mrs Kerry Edwards (Clwyd)  
Miss Gemma Hughes (Dyfrdwy)  
Miss Ceri Jones (Gwenfro)  
Mrs Nicola Edwards (1 to 1)

### **KS2 Teaching Assistants**

Mr Alan Rogers (Catch Up intervention programme)  
Mrs Rhian Booth (& ALN individuals & groups)

**ELSA Assistant (emotional support) & ALN individuals & groups)**

Mrs Helen Jones

**Secretary / Administration**

Mrs Eleri Owens

Mrs Tracie Smith

**Caretaker**

Mrs Julie Benton

**Cleaners**

Various – under WCBC

**Cooks (under WCBC)**

Various – under WCBC

**Lunchtime Assistants**

Mrs Donna Breese

Mrs Jayne Evans

Mrs Jane Challinor

**Breakfast club staff**

Ms Ceinwen Williams

Mrs Tracie Smith

Mrs Gemma Allen

Mrs Jayne Williams (part-time)

Mr Alan Rogers

Miss Eleri Davies

Mrs Helen Jones (part-time)

**After School Club Staff**

Mr Alan Rogers

Mrs Alison White

Mrs Donna Breese

## The Governing Body

The current governing body was formed in October 2013. It's a body that governs Ysgol Plas Coch & Ysgol Bro Alun, both schools forming part of the federation. Governors sit for a period of 4 years. This is the current membership of the body but it's liable to change during the academic year as the terms of various governors come to an end.

**Chair:** Mr Andrew Parry (Legal)  
**Vice-chair:** Mrs Jane Angharad (Parent at Plas Coch)  
Mr Steffan Morris (Parent at Plas Coch)  
Mrs Siân Bostock (Parent at Plas Coch)  
Mrs Rachel Durnell (Legal)  
Miss Ffion Hughes (Bro Alun Teaching Staff)  
**Vacant** (Bro Alun ancillary staff)  
Mr Alan Rogers (ancillary Staff Plas Coch)  
Miss Rebecca Scott (Plas Coch Teaching Staff)  
Mrs Margaret Jones (LEA)  
Mrs Gwenfair Jones (Gwersyllt Community Council)  
Mrs Wendy O'Grady (Rhosddu Community Council)  
Mrs Bethan Roberts (LEA)  
Mrs Rhodd Arnold (LEA)  
Mrs Becky Holmes (Parent at Bro Alun)  
Mrs Jenny Foulkes-Hanmer (Parent at Bro Alun)  
Mrs Andrea Jorgensen (Parent at Bro Alun)  
Mrs Wendy O'Grady (Rhosddu Community Council)  
Mr Marc Jones (LEA)  
Mr Osian Jones (Headteacher at Ysgol Plas Coch and Bro Alun)

### **Sub-committee Members (to be confirmed in September)**

#### **Staff Discipline and Dismissals Dismissal appeals and staff discipline**

Bethan Roberts	Andrea Jorgensen
Wendy O'Grady	Rhodd Arnold
Gwenfair Jones	Siân Bostock

#### **Pupil Discipline and Suspension**

Margaret Jones  
Rachel Durnell  
Marc Jones

#### **Complaints**

Bethan Roberts  
Becky Holmes  
Jenny Foulkes-Hanmer  
Steffan Morris  
Marc Jones

**Performance Management      the headteacher:**

Andrew Parry  
Jane Angharad Edwards  
GwE Representative

**Staffing and Staff Remuneration**

Andrew Parry  
Osian Jones  
Jane Angharad  
Gwenfair Jones

**Finance**

Margaret Jones  
Andrew Parry  
Gwenfair Jones  
Osian Jones  
Andrea Jorgensen

**Curriculum and Pastoral**

Jane Angharad  
Steffan Morris  
Wendy O'Grady  
Alan Rogers  
Ffion Hughes  
Rebecca Scott  
Osian Jones

**Site, Environment, Well-being, Health and Safety**

Ffion Hughes  
Andrew Parry  
Jenny Foulkes-Hanmer  
Jane Angharad  
Osian Jones  
Rebecca Scott

**Community**

Rachel Durnell  
Wendy O'Grady  
Andrew Parry  
Marc Jones  
Gwenfair Jones  
Osian Jones

**Link Governors**

***Additional Learning Needs:*** Steffan Morris

***Child Protection:*** Siân Bostock

***Health and Safety:*** Jenny Foulkes-Hanmer

**The federation's governing body buys in the LEA's advisory and clerical governance service.**

### School Organisation 2020-21

The school has been organised into Foundation Phase (Nursery, Reception, Yr 1 & Yr 2) & Key Stage 2 (Yrs 3, 4, 5, 6) departments

In September 2019 the pupils will be grouped to register as stated below. Pupil numbers are as they stand – these could change during the year as some leave and as new pupils arrive.

Teacher	Stage	Year Group	Ages	Number of pupils
<b>Early Years</b> Siân Moreton (Bers) Elain Roberts / Elin Morris (Erddig) Sian Rogers (Clywedog)	The Foundation Phase	Nursery and Reception	3-5	79 (34 M 45 D)
Catrin Higgitt & Llio Hughes		Yrs 1 & 2 (Gwenfro)	5-6	27 (13 Yr 1 14 Yr 2)
Carys Williams		Years 1 & 2 (Dyfrdwy)	5-6	28 (Yr 1 13 Yr 2 15)
Bethan Morris		Years 1 & 2 (Clwyd)	5-6	28 (Yr 1 14 Yr 2 14)
Sian Wyn	Key Stage 2	Yrs 3 & 4 (Glyndwr)	7-8	26 (Yr 3 12 Yr 4 14)
Ffion Yaxley-Murray & Angharad Parkes		Yrs 3 & 4 (Llywelyn)	7-9	28 (Yr 3 14 Yr 4 14)
Elen Mostyn		Yrs 3 & 4 (Gwenllian)	7-9	24 (Yr 3 13 Yr 4 11)
Rebecca Scott		Yrs 5 & 6 (Coed Ywen Owrtyn)	9-11	25 (Yr 5 11 Yr 6 14)
Iestyn Jones		Yrs 5 & 6 (Clochdy San Silyn)	9-11	24 (Yr 5 10 Yr 6 14)
Geraint Jones / Angharad Parkes		Yrs 5 & 6 (Clychau Gresffordd)	9-11	27 (Yr 5 14 Yr 6 6)

Classroom teachers are responsible for teaching all aspects of the curriculum to their classes. Subject specialism can mean that your child may also be taught by other teachers.

<b>Classroom teachers</b>	The classroom teachers will use various styles to reflect abilities, attainment and the children's interest levels. Classroom arrangements and the transfer of the curriculum will reflect what is appropriate to promote learning amongst children at any time, age and context including whole class, group or individual teaching.
<b>Subject or area leads</b>	In addition to their classroom responsibilities, all teachers are responsible for specific aspects of the curriculum. The roles of each subject lead will promote good practice, strive for improvement, and play an important part in drawing up the school development plan.
<b>Classroom Assistant</b>	Classroom assistants are employed to support the teachers by achieving various tasks during the day. The role of each assistant is dependent on training and the experience required to fulfil specific tasks.
<b>Senior Managers</b>	The Head-teacher, Deputy Head and some of the more experienced teachers have additional responsibilities relating to whole school matters.

## **The National Workload Agreement**

You may be aware that changes have been made in schools as a result of the National Agreement on Raising Standards and Tackling Workloads.

### **What is the National Agreement?**

- The National Agreement was drawn up to support the raising of standards within schools.
- It aims to do this by allowing teachers to spend more time teaching by releasing them from other functions and recognizing that other adults working in schools can make a valuable contribution to teaching children.

### **Who decided on these changes?**

- The Governors, employers and some of the unions signed this agreement.
- Every school and Governing Body have to implement the changes according to the act.
- From September 2005, the teachers had the right to plan, prepare and assess within the school day – PPA Time.

### **What does PPA stand for?**

- Planning, Preparation and Assessment (PPA) time is provided so that teachers can plan, prepare and assess the work of pupils.
- It has to be provided during the school day.
- This will reduce the huge amount of work teachers currently do after school.

### **What will your child be doing during the teacher's PPA time?**

- The pupils will complete activities that form part of the school curriculum.
- At Plas Coch, pupils will be taught by a teacher or Level 4 Assistant during the classroom teacher's PPA time.
- The Headteacher and Governing Body will ensure that the standard of teaching is maintained.

## The Pupils

### **School Council**

Our School Council has been formed of elected representatives from each class from Year 2 to 6.

The council will meet at least once every half term to discuss the matters raised by the children regarding school development.

There are also various sub-committees / councils formed from amongst pupils e.g. eco, digital wizards, language ambassadors

### **School Rules**

In this school, rules are kept to a minimum while those we have aim to assist to make life more enjoyable for everyone, as they relate to the safety and wellbeing of pupils. These are supported by school's "**Golden Rules**". We aim to encourage each child to have a feeling of self-discipline, self-respect and respect towards others and their properties.

**Movement** around the school should be quiet and organized particularly in corridors and foyers where accidents can happen.

**During school hours** no children can leave school without permission. Parents can pick up their children for medical appointments etc. but should provide prior warning. Parents are asked to contact the office when collecting or returning their child.

We ask children not to wear **jewellery** with the exception of watches and if earrings must be worn, they should be restricted to "studs".

Pupils **should not** bring chewing gum, mobile phones, Ipods (or similar devices) or computer games to school unless the classroom teacher has requested they do so.

We ask pupils to follow **instructions** at the first request. We ask pupils to keep their voices to an appropriate level during school activities. We will instruct the pupils not to use their hands, feet, objects of harmful remarks towards others.

The children are aware of the school's active **no littering** policy and we ask that adults encourage and display adherence to this policy.

**Courtesy and consideration** needs to be displayed in all behaviours and situations. The Headteacher or relevant staff will investigate all incidents of antisocial, threatening behaviour or bullying at once in accordance with our behaviour and anti-bullying policies.

No one is allowed to interfere with the property of other pupils. Any property should have the owner's name on it.

Pupils will receive information on any modification of the rules during assembly or through the School Council. Parents will be informed via letter.

All school staff are encouraged to **help and remind** pupils to adhere to the rules.

### **Lunchtime Behaviour**

During lunchtime, the pupils will be supervised by **Lunchtime Supervisors**. We expect pupils to show them the same respect and courtesy as is appropriate and expected by all other school staff.

**Lunchtime Supervisors** have been trained to help the pupils to enjoy their lunchtime and have access to various resources whatever the weather. The school has invested money to buy appropriate equipment for all pupils.

The **Lunchtime Supervisors** are aware of our behaviour management methods and will follow Golden Time guidance in the same way as the teachers.

### **Results**

All pupils are aware of the result of unacceptable behaviour and this will lead to losing Golden Time.

To promote acceptable behaviour, the school has adopted the Golden Time system. Nine golden rules were established and if any child breaks one of the golden rules, they will receive a first time warning, but if a golden rule is broken a second time, their name will go into the file and the child will lose part of the Golden Time. If any child was to miss three consecutive Golden Times, the behaviour coordinator will have a chat with the child. If Golden Time is missed three times after the chat, a letter will be sent home and the parents will be called in to discuss the situation. As good behaviour is an essential factor of educational success, we expect the full cooperation of parent in dealing with any problems.

We will **contact the parents** by letter or phone calls at once in cases of intentional damage or regular offending. If persistent poor behaviour exists, the cooperation of parents is essential and their support is required to deal with the issue. We expect a positive response and full cooperation in dealing with behavioural problems.

In **extreme cases** where all efforts have failed or a case of serious misbehaving e.g. attacking a member of staff, the Headteacher has the right to **exclude** a pupil for a short or fixed time or permanently. Wrexham LEA and Welsh Government procedures will be followed if this is necessary.

We regularly encourage pupils to make the right decisions and provide them with opportunities to reflect on their actions.

### **School Uniform**

We will encourage pupils to wear school uniform as we believe it contributes towards the school ethos by promoting better behaviour and foster a feeling of belonging amongst pupils.

A school uniform is used by all pupils and is welcomed by them majority of parents. They are available to buy from Forrester Sports in Mold or on their website on [www.monkhouse.com](http://www.monkhouse.com). The polo shirt, jumper and cardigan include the school badge.

This is the uniform we would like pupils to wear within school walls.

Black or grey trousers  
Green polo shirt  
Red jumper  
Black shoes  
Red cardigan  
Grey or black skirt  
Red/ white Gingham frock

Occasionally children lose a part of their uniform. Could you assist us to find any article of clothing by ensuring that **your child's name** is clearly marked on each item?

We will place any piece of clothing found in the **missing items box** and the content of the box will be regularly displayed to the whole school.

**Earrings** should not be worn to school due to health and safety reasons. If one must be worn, it should be a "stud", but they must be taken off for physical education activities.

An effort will be made to allow all children to go out and play during all break times. It is therefore essential that they wear warm coats during winter months and consider safety in the sun during summer months.

The above details are available in the school uniform policy which is reviewed every three years (last review in October 2019).

### **The Breakfast Club**

The breakfast club is available for every child and parents can bring their children to school between 8.05am & 8.45am. Following WCBC's system, a £1 fee per child is charged if attending between 8:05am & 8:25am. The club is free of charge to anyone attending between 8:25am and 8:45am. The children are supervised by breakfast club staff. **Children attending the breakfast club must take breakfast.** The Welsh Government provide free and healthy breakfasts to every child that wishes it.

Further details are available from the school office.

### **After School Club**

The school run a daily After school club between 3:30 & 5:25 The children are supervised by club staff and light refreshments and a range of activities are offered indoors and weather permitting, outside. A fee is charged depending on the amount of time they attend. Please contact the school for details on cost.

### **Transfer**

Transfer from primary to secondary school is an important stage in every child's life.

The school aim to make the transfer as smooth as possible by:

- arranging a period for Year 5 & 6 children to visit secondary school to meet staff.
- arrange additional periods for a group of children that may require more support than others to settle in (induction group)
- arrange a Technology day for Year 5 children at secondary school at the end of the summer term.
- encourage the continuation of the curriculum, teaching methods and classroom arrangements;
- every Year 6 pupil at Morgan Llwyd feeder school attend a three day course at the Urdd centre at Glan-llyn where they will have an opportunity to meet every child transferring with them to secondary school.

The transfer from cylchoedd meithrin, nurseries etc. to the school's Nursery class is also extremely important. Nursery class staff will visit establishments during the summer term to facilitate the process of starting children at the school. Parents evenings take place for parents of children who are about to start at Nursery and Reception class in early June each year. The children will also have an opportunity to spend some time at the school to become accustomed to the school during the transfer week in June.

We will also make every effort to ensure that the transfer from another school to Plas Coch is as smooth as possible, maintaining contact with the previous school and working with the Council's school admissions department.

## The Curriculum The National Curriculum and Study Programme

### Structure of the National Curriculum

By law, it is compulsory for every maintained school, to provide a curriculum including Religious Education as well as the National Curriculum for Years 3 to 6 and the Desirable Outcomes for the Foundation Phase.

### National Curriculum Subjects

In addition to Religious Education, your child will have the opportunity to study the following subjects.

<b>Core Subjects</b>	Welsh, English, Maths, Science
<b>Foundation Courses</b>	Technology, Science and Communication, Physical Education, History, Geography, Music, Art, Design and Technology, Personal and Social Education, Global Citizenship.

### Key Stages and Assessment Arrangements

The National Curriculum has been arranged into four Key Stages. At the end of each Key Stage in every subject, the pupils' performance standards are noted in outcomes / level descriptions which progress increasingly. The Foundation Phase outcomes run from 1 to 6 while levels have a range from 1 to 8 and higher.

The pupils are assessed at the end of each Key Stage and their progress will be measured in relation to National Curriculum standards and the Study Programme noted in the level descriptions. At this school, the teacher's assessment forms the basis of the assessment as well as the use of standard tests.

The parents of Year 2 and 6 pupils will receive information on their child's outcome / level in the annual report.

Key Stage	Ages	Year Group	Expected Level
The Foundation Phase	3 – 7 yrs	Nursery, Reception, Yrs 1 & 2	Outcome 5
K.S. 2	7 – 11 yrs	Yrs 3,4,5 & 6	Level 4

### **The School Curriculum**

The **curriculum** is the range of subjects taught to pupils. This school provides an extensive, balanced and integrated curriculum which challenges and stretches every child, promoting fully the development of each individual irrespective of their age or ability.

Every child will have a range of activities which provide them with the opportunity to grow, not only academically but also socially and physically. We will provide opportunities to develop personal skills such as cooperation, tolerance, independence and organization. Some subjects are taught separately while others are occasionally part of a theme with teaching methods varying according to the class, group or individual.

The school has timetables and policies that outline the way subjects will be taught and when. The work plans for each subject provide the teachers with a clear structure. Policies and work plans are regularly reviewed.

Thorough planning, record keeping and assessments by teachers ensure a full coverage and transfer of the curriculum and they are supported by the subject coordinators within the school. There are subject coordinators for each National Curriculum subject. The subject coordinators will further their skills and knowledge by attending courses, arrange resources and monitor work within their subject throughout the school.

High priority is placed on developing Key Skills, namely literacy, numeracy and information technology, and this is done across all curriculum subjects.

### **Literacy and Numeracy Frameworks**

From September 2013 onwards, it became statutory for every school to put in place literacy and numeracy frameworks, using them as the foundation for all teaching. The frameworks were announced by Welsh Government with the aim of improving the skills of children and young people in both aspects. The school has put in place the frameworks, providing opportunities for the children to use the skills across the curriculum. As part of the frameworks, each child from Yrs 2-6 will sit statutory tests each May. The test results provide a picture for parents and the school on the children's literacy and numeracy standards. In Yrs 2 & 6, the results are used as evidence when deciding on children's attainment.

The tests are gradually being replaced by personal assessments and the school will conduct these at least once a year.

### **Digital Competency Framework**

Since September 2016, the school has started to plan for the implementation of the digital competence framework. The framework aims to provide opportunities for pupils to improve their digital skills across a range of areas.

### **Language – Welsh and English**

A good command on language is essential to a child's full development and leads to success not only at school but also later in life.

Literacy permeates the whole curriculum and listening and reading, and reading and writing skills are relevant across the board.

### **Reading**

Reading is taught throughout the school using a range of methods and techniques. Children are led to appreciate the significance of print, developing visual vocabulary with a good knowledge of phonics as well as encouragement to make an informed guess. Where appropriate, pupils are regularly asked to read a piece of text as individuals, groups and as a class. Children are encouraged to take books home with them. Each child has a Reading Record and we expect every parent to listen to their children reading and make notes in the record booklet as well as the teachers. Parents are encouraged to read to their children and listen to them reading.

As the children progress through school, they will extend the range of reading materials, reading to themselves and learning to discuss characters, plots and what they like with other pupils.

The majority of children become fluent readers and we aim to extend their reading and investigative skills into more challenging, stimulating and varied subjects.

### **Writing**

Emergent writing leads at a later stage to a more structured form which provides a regular opportunity for pupils to write for a different purpose and different audiences.

As they become more familiar with writing conventions, we will introduce them to familiar spelling patterns as well as simple punctuation, capital letter and appropriate spacing between letters.

Children are taught to concentrate on the appearance and sound of words, and they are encouraged to Look, Say, Cover, Write and Check as they learn to spell. They are taught to identify words within words, word families, rhyme and pattern. They are also taught how to use a thesaurus and various dictionaries.

Handwriting is taught but providing appropriate guidance and concentrate on joined up writing rather than printing.

As the pupils' writing develops, they are encouraged to revise and re-draft their work, placing an emphasis on clarity and meaning as well as the skill of punctuation and consistency in tense and spelling.

Due to the emphasis placed on sentence construction, grammar, punctuation, spelling and handwriting, we ask parents to provide support to their child with any writing or spelling homework. Encourage your child to write sentences with some of the spelling words so that they start understanding the meaning of the word and through this strengthen sentence structure.

### **Listening and Speaking**

We aim to develop confidence, self-respect and the skills of pupils, allowing them to express themselves effectively and appropriately. We believe that children should be able to listen and respond attentively and thoughtfully to others, showing respect and tolerance to their point of view

The children will take part in various activities for various audiences such as reading out loud, group discussions, drama activities, presentation to class, taking part in the school assembly and any presentation to parents.

### **Maths**

We believe that maths is accessible to all and we hope through our maths teaching, that our pupils will enjoy maths activities with confidence and success. Pupils are given an opportunity to gain essential skills and knowledge in mathematical situations they are likely to encounter in their lives.

Maths lessons have a specific framework, usually for around an hour every morning. They will start with oral mental maths drawn up to reinforce varied maths skills including counting, the four rules, time and measures. The main part of the lesson will be used to reinforce, practice and extend previous work or to present a new subject. The lesson will finish with an opportunity to discuss what was achieved during the lesson.

Work is planned to encourage children to develop confidence and competence with numbers and measures. They gain an understanding of the counting system, a series of calculation skills and the ability to solve problems in various contexts. Wherever possible, their mathematical intelligence is

developed through practical activities. Maths relates to pupils looking for a pattern and relationships to solve practical and hypothetical problems, doing so by analysing and communicating information and ideas.

The Maths National Curriculum incorporates four areas including:

- Numbers,
- Measures and money,
- Shapes, opportunity and movement,
- Handling Data

Children are encouraged to discuss their work, ask questions and make predictions based on experience. Initially, the work will be practical, learning to solve problems by using tangible materials. Later on, there is an opportunity to discuss numbers, use equipment, learn to measure and compare measurements using standard and non-standard units, arrange and distribute shapes, notice patterns and recording results.

Maths is used to analyse and communicate information and ideas. Everyone needs it to tackle a range of practical tasks and real life problems. Maths is very important due to its widespread use in every day work situations and it can also be key in other areas of the curriculum.

### **Science**

Science is recognized as the fourth core subject alongside Welsh, English and Maths and it provides an exciting and pleasurable way to practice the skills gained in the three other core subjects.

Science at this school provides an opportunity for children to examine, discover and investigate the environment surrounding the classroom, school ground, the home and the wider environment.

Science education is aimed at increasing knowledge and understanding of the natural world and the world adapted by man. They increasingly develop knowledge and understanding of scientific concepts through practical activities. Science can be introduced as part of a theme.

In addition to developing scientific knowledge, we aim to introduce scientific processes to the children by teaching the skills of observation, distribution, grouping, comparing, asking questions, predicting, proving, searching for a pattern or relationship, analysing, evaluating, comparing and recording through investigation.

The gradually develop these skills, which allow them to tackle new problems and consider real situations with increasing confidence and make decisions based on previous experience.

Pupils are taught and encouraged to use scientific language to discuss and explain their results to others.

Pupils are made aware of the dangers of using and handling some materials and living things. Teachers and classroom assistants are aware of current health and safety advice.

They should be able to relate scientific information to everyday life, use appropriate equipment safely and confidently.

### **Information and Communication Technology**

The term I.C.T. includes the use of any equipment that allows users to communicate or discuss information electronically.

I.C.T. increasingly impacts our lives and as a school we recognise its importance as a National Curriculum subject but also its importance across the curriculum.

Our aim is to direct and assist children to use I.C.T. purposefully and enjoyably. I.C.T. provides the children with a tool that allows them to learn and investigate.

The children use I.C.T. to examine and solve problems across a range of topics. They learn how to communicate and discuss various information including text, graph, picture and sound as well as using I.C.T. to manage, monitor and model.

We aim to strengthen the children's practical skills and their ability to adapt the skills to solve problems.

This school's I.C.T. provision includes a computer in every classroom as well as a number of laptops and iPads. All computers are linked to the internet.

No child will be allowed to use the internet or send e-mail unless the parents provide permission by completing the appropriate form. There will be no unsupervised use.

See also the above note on the digital competency framework.

### **Design & Technology**

Design and Technology is a practical problem solving subject with an emphasis on finding answers to real tasks and situations.

The children will have the opportunity to use various appropriate materials, tools and equipment and will be taught to use them safely and wisely.

Design and Technology relates to food technology including, preparation, cooking and tasting as well as textiles, structures and mechanics.

Not only is there a close connection between Design and Technology and Science, Maths, Art and I.C.T, but it also has a significant contribution to make to the development of the child's creative and aesthetic experiences.

One of the aims of D.T. is to promote the development of the mind and the creative use of materials which makes D.T. an enjoyable subject, although it can at times become messy.

D.T. relates to investigating, designing, creating and evaluating products in order to develop information and understanding.

All activities are relevant to the children's age and ability.

Extensive use is made of equipment, materials and a range of building packages. This may include a glue gun, scissors, knife, hammer and electrical components as well as raw food, glass, wood and fibres.

Considerable care is exercised when teaching this subject. An effort is made to provide sufficient supervision as children use relevant equipment.

The health and safety of pupils is vitally important and appropriate guidance have to be followed when using some equipment, materials and glue.

### **History**

The history curriculum gives the children an awareness of a timeline from the early ages to the current day.

The pupils will look at how people lived through the different periods of history and the various influences that impacted on their lives.

At Plas Coch, the emphasis is on the History of Wales including local studies.

The teaching includes discussing artefacts, documentation and illustrations to differentiate between the old and new using reference material to select relevant information.

An important part of historical enquiries is to gather evidence as well as the ability to deduce information from real sites and artefacts. Because of this, educational visits are arranged to historic sites.

From an early age, children will learn from their experiences and close family. A basic understanding of life in the past will develop from folk law and stories about famous people.

In the Foundation Phase, the pupils develop an awareness of how the past was different to the current day by studying themes such as Homes, Toys, Travelling etc. In addition, they will study people and local and national events as well as other countries.

The main skills being developed are awareness of time and the ability to put events in order as well as gaining historical knowledge.

In Key Stage 2, we will build on the knowledge, understanding and skills gained in the Foundation Phase. The children will be assisted to develop an understanding of the periods studied as well as considering changes over time.

### **Geography**

We believe that Geography relates to stimulating the pupils' interest in their surrounding environment as well as fostering respect and wonder at the beauty of the world around them.

Geography helps children to understand and respect their surrounding and its relationship with the rest of the world by learning about places and people's interaction within these places.

Geography provides a means of enquiring, observation, exploration and descriptions of the Earth's features, the various neighbourhoods and the influences that are created by studying the weather and its effects, jobs, travel, economic activities and landscape features in a range of places.

By studying Geography, children can start responding to questions such as:

- What kind of place is it?
- What makes it like this?
- How does it compare to other places?
- How is it different, how is it similar?
- How has this place changed, what could happen in future?

The children will have an opportunity to:

- Develop and apply a wide range of skills and appropriate geographic terminology.
- Observe, describe and compare places and their characteristics.
- Provide an explanation about the observations and discussing the geographic linkages.
- Record their ideas logically.
- Become aware of places outside their local area.
- Examine and identify changing and contrasting geographic patterns and what their relationship is with the human and physical process.

Geography in both Key Stages are based on field work, classroom activities and may relate to educational visits where appropriate.

### **Art**

Art can be a lovely means of developing visual and creative minds and as a school, we believe art is something to enjoy and an opportunity to express ourselves.

Art fosters a sense of purpose, achievement and success and encourages self-respect at the same time.

Children in both Key Stages will have the opportunity to examine Art by using various materials, tools, methods and techniques using their experience, memory and imagination to express themselves.

The pupils will be taught as individuals, a group or whole class.

They are encouraged to discuss their work with others and research art history, artists and art workers.

There are three main parts to the Art curriculum:  
understanding, creating and investigating.

Through art, children can experiment, explore and develop their creative awareness and aesthetics. The children can produce two and three dimensional work using a range of skills including drawing, printing, collage, textiles or clay.

Children are encouraged to take care and show respect towards their work and do their best at all times. All pieces of art made by the children are valued and we display examples of their work around the school.

The children's art work is important in order to create an interesting learning environment within the classroom and displays provide a means of displaying work in other areas.

### **Music**

The school will offer a wide range of musical activities.

In both Key Stages, the pupils will have an opportunity to: Perform, Compose and Evaluate.

Musical concepts will be taught within activities where the children are encouraged to explore, experiment and create their own music.

These opportunities expand their knowledge and understanding of musical elements: pitch, speed, quality, texture, dynamics, build-up and silence.

Children are encouraged to perform to others within the class, at assembly and in various concerts and eisteddfodau.

Some children will have an opportunity to play musical instruments, the cornet, violin, cello, harp, clarinet or flute and will receive lessons from peripatetic teachers who visit the school on a weekly basis. The school does not currently charge for these lessons.

For further information about the peripatetic lessons, please contact the office.

### **Physical Education**

Physical Education is an important part of the school curriculum. It uses movement as a means of learning and expression, which allows children to develop both physically and creatively.

It contributes to young children's education by promoting physical activities and a healthy way of life.

Children have an opportunity and are encouraged to take part in various sports activities.

In the Foundation Phase, the children have an opportunity to take part in sports, dance and gymnastics activities.

In Key Stage 2, children have an opportunity to take part in sports, dance and gymnastics activities as well as outdoor activities, swimming and athletics.

Physical Activity takes place in the hall, on the school yard or on the school field where physical competency and coordination are developed. All pupils will have to change to appropriate dress for Physical Education and any earrings or jewellery should be removed in case of accident.

The hall is used for floor, dance, drama and gymnastics activities where children will have the opportunity to work with large and small equipment. The field is used for rounders, football, cricket, athletics and hockey while ball, netball and tennis skills are developed on the school yard.

Basic skills are developed in small groups before moving on to team games. We arrange team sports between local schools.

At Plas Coch, swimming lessons are offered to Year 4 in the Autumn Term, Year 5 in the Spring Term and Years 3 & 6 in the Summer Term (½ a term each)

In Key Stage 2, children have the opportunity to attend Gwersyll yr Urdd, Glan-llyn near Bala, where they have the opportunity to take part in various outdoor activities such as Canoeing, climbing, orienteering and hill walking. This is a very enjoyable course for both children & staff.

Our aim is to promote a healthy lifestyle through physical activities and introduce the children to the enjoyment and success that comes to their part by taking part in sport.

### **Religious Education**

Although Religious Education isn't an element of the National Curriculum, it's a compulsory part of the school curriculum.

The Religious Education curriculum is based on the Wrexham Agreed Syllabus. Our work plans provide a broad and moral education for the children which allows them to become aware of the world's religions with an emphasis on all aspects of Christianity.

We will encourage children to develop their awareness of life experiences, and the way their religion differs to others.

In both Key Stages the pupils' knowledge, understanding and awareness of Christianity and other religions are developed ensuring sequential and meaningful experiences.

The themes of Religious Education will complement work in many other areas.

The children will examine religion whilst voicing their experiences and feelings through discussion, literature, stories from around the world, drama, dance, workshops, writing, art, worship and singing leading to the way others voice their feelings.

Through Religious Education we aim to encourage respect, tolerance and empathy towards belief and other customs.

Our services are non-denominational and will often relate to different aspects of the Christian Faith as well as other beliefs and moral matters.

Children are encouraged to take part in classroom services. Local religious leaders and visitors will occasionally be invited to lead assembly. Assemblies to celebrate a festival or special occasions will take place as required.

We hope that every child will take part in all aspects of school life, however if parents wish, they can take their children out of an act of worship, religious training or an element of it. If that is their wish, parents should contact with the Headteacher and other arrangements will be made for their child during such periods.

### **Social and Personal Education**

The aims of Personal and Social Education relate to those key matters which prepare children to understand and take care of their lives now, in their teens and as adults.

We are hopeful that this school's ethos which emphasises a caring and considerate atmosphere of support to develop respect towards individual, appreciate everyone's success and encourage an approach that will allow children to make a positive contribution to the community and live harmoniously with others.

A policy and work plans have been developed for the whole school.

The aim of P.S.E. is to provide additional opportunities for children to expand their understanding about their bodies and how they work, personal hygiene, diet, how to keep healthy, use / misuse of drugs and the impacts of smoking and alcohol. The children will become aware of an unhealthy lifestyle, how it can be made healthy and their personal responsibility to achieve this.

The healthy eating programme assists with this process but we ask that all adults help us not only to educate the children but also ourselves.

The children will have an opportunity to discuss sensitive matters during circle time and they will listen, understand and show empathy towards their peers. Teachers and support staff will lead the discussion carefully and will provide advice or suggestions to individuals or a full class.

The discussion topics can include provoking, bullying, loneliness, separation, bereavement, cancer, fears, dependency, divorce, vandalism, theft or lying.

During the year, the school will respond to the needs of others and we will support both local and national charities.

This can relate to sponsored activities or a day without school uniform with the children making a voluntary contribution.

### **Sex Education and Drugs Education**

We will promote all aspects of health and safety and teach the importance of a healthy lifestyle. Sex Education and Drugs Education is a natural part of Personal and Social Education.

#### **Sex Education**

At this school, Sex Education can be direct or a topic that naturally comes up in the curriculum, or is brought up as a question from a child.

On each occasion, the classroom teachers or outside agencies deal with this area sensitively and carefully, giving consideration to family life, a loving relationship, respect towards others and the moral framework of society.

Sex Education is partly a part of the Personal and Social Education framework and partly based on the needs of the Science National Curriculum.

The concept of conception is presented to the children and they are encouraged to use appropriate terminology for various parts of the body and to respect their bodies and others.

All lessons will consider age and needs, and they will be delivered in a way that's appropriate to the needs and understanding of pupils.

Year 6 pupils will be educated on the importance of family life and personal development, ensuring they have the appropriate information for youth and later on for adult life.

Parents have the right to take their child out of Sex Education lessons.

The school has a Sex Education Policy approved by the Governing Body.

### **Drugs Education**

The Police Contact Officer will provide assistance to the school and teachers to deliver this aspect of the curriculum and it will reflect the school's needs in a way that is sensitive and relevant to the children's age.

### **Pupils with Additional Learning Needs**

At some point in their lives pupils will possibly need additional support with their education.

Our aim is to provide full access to the curriculum for every child, concentrating on what they are able to do rather than what they can't do. By doing so, we will improve our self-respect and expand our self-confidence to allow them to achieve their potential.

We will make an effort to identify children with learning difficulties as soon as possible as we believe that early identification with appropriate provision is vitally important to any child with special educational needs.

The school will follow the national threshold for identifying special educational needs as noted in the Code of Practice for Special Educational Needs. Threshold levels were identified for School Concern, School Action, School Action Plus, and Statement of Special Needs. A part of the code asks us to record the names of those identified as requiring assistance. The Special Needs Register is confidential for those providing for the child.

If a child experiences learning difficulties which mean they require additional support, we will contact the parents as soon as possible to state our concerns. Both classroom teacher, special needs coordinator and the Headteacher will discuss any concerns within the school.

There will be regular communication between the school and the home as it's vitally important that the involvement is a key part of any support programme.

There will be regular contact between the school and Language and Speech Services, the Educational Psychologist and any other relevant outside agencies.

All agencies will be part of the development and the result of the child's Individual Educational Plan (C.A.U.) or Behavioural Plan if that is the recommendation.

Pupils within classrooms can receive the support of a Classroom Assistant if this is noted in their Statement.

### **Looked After Children**

The school will give every possible assistance to looked after children. Wrexham LEA have arrangements to ensure that these children are admitted to schools (please see the admissions booklet for parents). We will deal with each child according to their personal requirements, ensuring that their educational, social and pastoral needs are given appropriate attention. The person responsible for looked after children at Plas Coch is Mrs Cheryl Vaughan and, in her absence, Mr Osian Jones.

### **The Foundation Phase**

The Foundation Phase includes Nursery, Reception Year 1, Year 2 classes. In these years, the children follow the "Foundation Phase Framework".

The Foundation Phase curriculum is developmental in the way it prepares children to enjoy learning. It follows a programme of carefully planned activities and is grouped under the following headings:

- Personal and Social Development
- Language and Literacy
- Maths

- Knowledge and Understanding of the World
- Physical Development
- Creative Development

The pupils' education will be based on structured play and will cover the requirements of the Desired Outcomes.

### **Assessment, Record Keeping & Reports**

The school has an assessment and policy coordinator who provides a clear framework to the assessment, recording and reporting processes.

#### **Assessment**

We believe assessment is an integral part of the educational process and in this school its purpose will be to support the child and the teacher to assess the impact of provision on learning experiences.

Assessment provides a means of gathering information on a child's progress, and reflects the areas requiring further attention. A range of assessment approaches are used allowing the teachers to adapt their teaching to meet the needs of the whole class.

Classroom teachers assess their pupils on a daily basis using informal methods as the children undertake various tasks during the day.

In addition to this, more formal tests are occasionally used.

In the Early Years, pupils are assessed according to the requirements of the Base Assessment which provides information to the teacher on the child's understanding of linguistic, numeracy and personal and social skills.

Year 2 and 6 pupils will form part of the detailed end of Key Stage assessment. Their achievement in Welsh, English, Maths and Science is supported and evaluated in relation to National Curriculum criteria and a performance level is given to them in each of the core subjects.

The results of the teachers' assessment at this school in the Foundation Phase and Key Stage 2 are included in this booklet.

## **Homework**

The pupils' homework supports the work done in the classroom.

The type and size of the homework varies from one class to the other but it increases as the child progresses through the school.

Could you please encourage your child to develop a positive attitude towards homework by setting aside time at home to complete the tasks.

Children are encouraged to read every day. From the earliest age, they will bring a book home with them and we ask you to spend time listening to them reading it.

Spend time helping your child to learn life skills such as reading things around them e.g. road signs, labels etc. as well as writing letters, stories, notes, lists or direct them with maths on a daily basis.

We appreciate the help of parents to help their children to learn how to spell and times tables and the impact this has is certainly clear to see in their work at school.

## **Sports Activities**

During their time at Plas Coch, we aim to give every possible opportunity for every child to develop in different sports. We will endeavour to ensure two hours of Physical Education lessons are provided every week. To this end, we make use of the local tennis centre, the Gwyn Evans swimming pool in Gwersyllt and the Queensway Gymnastics Centre. Also, various extra-curricular sporting activities are provided, some provided by school staff and others by companies from outside school. We compete in a range of sporting competitions and tournaments e.g. Urdd competitions.

## **IMPORTANT**

1. **The New Curriculum** – In September 2022, a new curriculum will become statutory for all schools in Wales. The new curriculum will be announced in January 2020. The school is in the process of experimenting, planning and developing the new curriculum in readiness for September 2022. The above information will change gradually over the coming period until September 2022.
2. **The New ALN CODE** – In September 2021, a new ALN CODE will become statutory for all schools in Wales. The school is currently preparing for the new code. The above information on ALN will be updated as required by the time the new code becomes operational.

**Contact the school if you require further information about any of the aspects above.**

**More details on the new Curriculum is provided below:**

## **New Curriculum for Wales;**

**‘Our national mission in Wales is to raise standards, raise the attainment of all children and ensure we have an education system that is a source of national pride and public confidence.’**

Kirsty Williams, Education Minister

## **Four aims will be at the heart of the curriculum.**

These support the curriculum to encourage children and young people to be:

- ambitious and capable learners
- enterprising, creative contributors
- ethical, informed citizens
- healthy and confident individuals

## **The new curriculum will be ‘inclusive, broad, balanced and challenging’.**

It will have six Areas of Learning and Experiences for children ages 3-16 yrs:

- Expressive arts
- Health and Wellbeing
- Humanities
- Languages, literacy and communication
- Maths and numeracy
- Science and technology

## **‘Rich experiences’ are essential for intensive learning.**

It will be important to consider the range of experiences already available for learners in all school communities; consider how best to apply them, build on and improve them; and what new experiences can be offered to support the four aims. Promoting learners’ experiences is an integral part of learning but it’s also an important aspect of raising aspirations.

## **In essence, the Pupil Offer relates to finding successful ways of sparking interest, stimulate increasing passion and confidence in our children and young people.**

This curriculum relates to finding more effective ways of delivering the curriculum, communicate high expectations, raise an individual’s aspirations and ambitions to succeed in everything they choose to do. It works with a wide range of partners to develop broad opportunities and activities which further horizons within and beyond the traditional classroom learning environment.

## **Literacy and numeracy skills will be incorporated in a meaningful way in every school.**

Literacy, numeracy and digital competency are cross-curricular responsibilities for all practitioners. The focus will remain on literacy and numeracy as an essential prerequisite for the new curriculum.

**The Welsh language will remain a compulsory element of the curriculum.**

## Parents and carers

### **Communication with the school**

We consider education to be a partnership between the home and the school and thus appreciate the parents' support and place a great emphasis on communication between the school and the home.

Good communication is an important element of an effective school.

If required, **teachers** are available to discuss any problems with the parents. The start of the day can be very busy, therefore it would be easier if parents could make arrangements to meet them at the end of the day.

If you wish to see the **Headteacher** to deal with a matter that isn't vitally important, you may have to make an appointment. We will deal with important matters straight away.

We will provide you with information on **your child's progress** and if there are any concerns, we will contact you straight away.

**Parents evenings** will be held during the first two terms and we then provide a **written report** in the third term.

The school website, app, Facebook and Twitter will be regularly updated, providing you information on any incidents or developments.

Occasionally a parent will inform us of **head lice**. When this happens, we will contact all parents in the class by **standard letter** asking them to check their children's hair, and if you find head lice, we ask you to administer the appropriate treatment. **No information will be given about the child's name.**

Each year, the Governing Body publish their **Annual Report** which outlines the school's progress. Every parent is invited to attend the annual meeting to discuss the report's content.

Three members of the Governing Body will be **Parent Governors**, and general matters can be discussed with them.

We expect parents to contact the school, following the above process, if they have any concerns. The school has a formal complaints process which is shared with parents in the package circulated when the children start at school.

**Parents are asked to follow the above if there is concern /complaints and not to use social media as a way of complaining about the school / staff / events. The school has procedures to deal with inappropriate use of social media by parents and carers.**

We also ask that parents contact the school to state if anything has happened at home that's likely to affect their child at school. Any information will be treated confidentially and it will only be shared with relevant staff.

**Our aim is to have a successful home to school relationship through cooperation and understanding.**

### **Attendance, Absence and Illness**

**The school has a comprehensive attendance policy which explains the importance of attendance procedures. The policy is based on WCBC's policy and is available to view on the school's website. We urge you to read this.**

We ask that everyone ensures that their children are at school punctually because anyone arriving late will be registered as absent without authority.

Authorised absence includes illness, medical, dentist, bereavement related absences or any family circumstances including holidays. All other absences are unauthorised absences and it's essential that they are published in the annual report, the School Booklet and the Governing Body's Annual Report.

Whole school attendance (2019 - 20)	95.7%
Authorised Absences	to be confirmed
Unauthorised absences	to be confirmed

We ask that parent try to arrange holidays during school holidays. If this isn't possible, a holiday form can be obtained from the school office or on the school website. The Headteacher can give a child the right to have **ten** days of holiday during the school term within an academic year. **The headteacher is entitled to decline this right and the absence would therefore be marked as unauthorised.** The headteacher will also consider the pupil's attendance and any relevant matters. Any holiday of more than ten days will be recorded as unauthorised unless the headteacher has approved this under special circumstances.

We have to record and describe any absence amongst pupils. Could you please contact the school on the first morning (using the automated phone system) if your child is going to be absent so that we know the reason for their absence from school. If we haven't received a call / message by 9:30am, we will contact to see why the child isn't in school. Since September 2014, the LEA has the right to hand out a financial penalty if there are more than five days of unauthorised absence in a term. We will work with Education Social Workers to ensure punctuality and attendance.

If your child becomes ill or has an accident at school, we will contact the parents. As a result, it's important we have an emergency phone number to contact you. Additionally, parents will have to complete a medical form and information annually.

Children displaying symptoms of illness should be kept home. It's unwise to send them back to school too early after they've been ill. If the illness is infectious, you should contact the school. If your child is receiving medical treatment which is likely to have an impact on their performance, you should contact the school to inform us.

If medicine needs to be administered to a child during the day, the school has a policy for administering medicine, and by following this policy, staff can administer medicine **provided the parents have completed the relevant medical approval form beforehand.**

#### **Infectious Illness, Skin Disease and Minor Ailments**

<i><b>Illness</b></i>	<i><b>Period of Infection</b></i>	<i><b>Recommended Exclusion Period</b></i>
<b>Chicken pox</b>	<b>11 – 21 days</b>	<b>6 days</b>
<b>Diphtheria</b>	<b>2 – 5</b>	<b>As permitted by doctor</b>
<b>Measles (Rubella)</b>	<b>14 – 21</b>	<b>7 days</b>
<b>Glandular Fever</b>	<b>33 – 49</b>	<b>As permitted by doctor</b>
<b>Hepatitis A</b>	<b>15 – 50</b>	<b>7 days</b>
<b>Impetigo</b>		<b>Until start of treatment</b>
<b>Measles</b>	<b>10 – 15</b>	<b>7 days</b>
<b>Meningitis</b>	<b>2 - 10</b>	<b>As permitted by doctor</b>
<b>Mumps</b>	<b>12 – 21</b>	<b>As permitted by doctor</b>
<b>Head Lice</b>		<b>Until start of treatment</b>
<b>Scabies</b>		<b>Until start of treatment</b>
<b>Scarlet Fever</b>	<b>2 – 5</b>	<b>As permitted by doctor</b>
<b>Shingles</b>		<b>7 days</b>
<b>Tuberculosis</b>	<b>4 - 6 weeks</b>	<b>Until statement of no infection</b>

The above information is updated regularly and available from the school.

### **Education Social Worker**

An Education Social Worker is employed by the Education Authority and they act as a contact between the school, home, child and the Education Authority.

They will provide support, explanation or advice on various issues that can impact on absences or the child's enjoyment at school.

The Education Social Worker regularly visits the school to monitor attendance and identify any patterns of absence or regular absences, contact will be made with the home.

They will discuss matters such as lateness, unauthorised absences and reasons for authorised absences with the Headteacher.

They will also discuss attendance improvement targets with the Headteacher. The Education Social Worker will listen to any concerns the school has about the wellbeing of a pupil or pupils and will visit the home if required.

### **Educational Visits and the Charging Policy**

On many occasions during the academic year, educational visits will be arranged and educational performances will visit the school to educate and entertain the children.

Such visits or performances will often be relevant to a particular age group with the aim of reinforcing a theme or subject within the classroom. Educational visits broaden the curriculum and give meaning and purpose to their studies and in so doing stimulates their interests and sparks their imagination. Educational visits assist in encouraging and developing social skills and builds self-respect amongst individuals. We believe they make a valuable contribution to the promotion of lifelong learning amongst our pupils.

Due to the number of pupils, the school can't pay for the educational visits, we will therefore ask the parents to make a voluntary contribution.

No child will be prevented from attending an educational visit due to the inability to pay. However, the voluntary contribution must be sufficient to allow the visit to take place.

It's important to note that Government legislation states that a visit should not take place if all children are unable to go because some are unable to pay. If any parent is having difficulty with the cost of a visit, the problem should be discussed with the Headteacher. Any residential visits can be paid for in instalments and similar arrangements can be made in other circumstances if required.

The cost of any visit includes travel, transport, admission and insurance. Information on any visit is sent to parents and permission forms will have to

be completed at the start of the year, suitable for the majority of visits throughout the year.

The school has a risk assessment for visits and all staff are aware of it. Additionally, all centres visited will also have a risk assessment.

Although the Authority has a Public Liability Insurance Policy, the school has an additional Insurance Policy for educational visits.

With all educational visits, the school will ensure that the child / teacher ratio meets the Authority's recommendations and with young children the ratio will be lower. We are thankful to the parent for their support during educational visits to ensure the appropriate ratio.

### **Complaints Procedure**

If there is an event where there is a suggestion, query or complaint relating to the school or one of its staff, we urge you to provide information to us as soon as possible. It's very hard for us to investigate an incident or problem that took place some time ago.

First of all, discuss the problem with your child's teacher, either at the start or at the end of the day. If you aren't happy with the result or have a more serious concern, make an appointment to see the Headteacher. This does not of course mean that an acceptable result will happen on all occasions, but it allows you and the school to better understand the nature of the problem.

We will do our best to resolve any problem but if your concern remains of if you are unhappy with the response of the teacher or the Headteacher, you should make an official complaint by following the process detailed in the school's complaints policy. A summary of the procedure is given to parents when children start at school.

## **School finances**

### **School Budget**

The school has control over the school budget through the governing body. A large percentage of the school budget goes to pay salaries, building maintenance, essential services and energy bills. Although the Governing Body is responsible for expenditure levels, payments are made by the authority.

Information on the budget is provided in the Governing Body's Annual Report to Parents.

The school budget is regularly examined by the Governing Body in response to any advice given by the accountant.

### **School Fund**

The School Fund raises money by:

- Selling pictures.
- Sponsorship activities.
- Raffle
- Donations

We raise money for the School Fund through voluntary donations for educational visits and swimming and tennis lesson costs. These costs will be kept to a minimum. The fund will be used to pay the cost of all visits or activities. The School Fund is audited annually.

**Home / School Agreement**  
**YSGOL PLAS COCH**  
**HOME-SCHOOL AGREEMENT**

**Ysgol Plas Coch**

The school will aim to:

- ensure your child's happiness;
- ensure that your child reaches their full potential as a valuable member of the school;
- provide opportunities to develop and apply their knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.
- provide a balanced curriculum that will meet your child's individual needs;
- ensure high standards of education and behaviour by building a good relationship and fostering a sense of responsibility;
- inform you of general matters and particularly your child's progress;
- be welcoming and provide opportunities for you to be involved in school life.

**Signature:**\_\_\_\_\_

## **The parents / guardians**

I / We will try to:

- ensure that the child attends school regularly and punctually;
- inform the school of any problems that may affect the child's education and behaviour;
- support the school's behaviour policies and guidance;
- encourage my child to speak Welsh;
- support my child with his homework and other opportunities to learn home;
- attend parents' evenings to discuss my child's progress;
- get to know about my child's school life.

**Signature:** \_\_\_\_\_

## **Pupils' Wellbeing**

### **Health and Safety**

The school has a comprehensive Health and Safety Policy which aims to provide a safe environment to all pupils, staff and visitors.

A whole school risk assessment is conducted annually which allows the school, governors, staff and the Authority to respond to any concerns.

Additional risk assessments are conducted for specific matters where a risk may be relevant such as educational visits, science, technology, Physical Education and other crafts.

School grounds are checked on a daily basis by the caretaker and any shortcomings will be noted to the Headteacher. Any repair work is done as soon as possible if the budget allows.

A fire drill will take place each term without warning to ensure the correct procedure is adhered to by staff and pupils. We will consider the time it took to evacuate the building, making a note of any issues.

We have a zero litter policy in the school and on the grounds and no one is allowed to bring dogs on the school ground and yards.

Smoking is prohibited within the building and on the yard or on school grounds and we ask everyone visiting the school to adhere to this rule.

Each member of staff has received basic first aid training while three members of staff have received advanced training. An accident book is kept.

### **Toilet Accidents and Changing Children**

In order to conform with Child Protection procedures, the school will operate good practice as far as toilet accidents and changing children's clothes is concerned.

We will change children's clothes if they:

- Are wet / dirty after a fall.
- Have been ill.
- Have had a toilet accident

The staff will respect each child's privacy on every occasion and encourage independence and good hygiene.

If children have fallen or have been ill, underwear doesn't need to be changed and the majority of children will be able to change their own clothes under the supervision of a member of staff.

**If any child suffers any medical problem with evidence having been presented to the school by your doctor, a care plan can then be put in place to assist the child.**

### **Toilets**

There are a sufficient number of toilets at school which meet the requirements set by Welsh Government. The toilets are cleaned at the end of each day. A member of staff will also check them during the day to ensure there are no problems with the toilets, and if there has been a problem it needs to be dealt with instantly.

### **School Safety**

All members of staff are very vigilant in order to ensure a safe environment for all children. Although we foster an open door policy, we have to adopt some measures to secure the safety of all pupils.

All visitors have to report to the office. This allows us to meet Health and Safety regulations and ensure due care of pupils at the school.

The Health and Safety policy provides advice on supervising children particularly at the start and end of each day, or at playtime and lunchtime.

A number of actions have been adopted to improve safety around the school, including fences and locks on gates.

There is a keypad on the school's main entrance while every other door is locked during lessons.

Staff will take mobile phones with them on any school visits.

You are required to inform the school if a different person will be picking up a child from school at the end of day. No child can leave school with a different person to usual unless the school has been informed by phone or in a note.

Legal guardians have a duty to provide the school with the required official documents to prevent a parent or other adult from collecting a child from school.

Could you please realise that children playing on the school yard before school opening time and school closing time are doing so without supervision and are the responsibility of parents or guardians.

## **Safeguarding Children**

Guidance from the Education and Employment Department and the Welsh Government states clearly that schools have an important role in protecting children from abuse. This is confirmed by the Wrexham Area Child Protection Policy which outlines the system for staff to follow.

As a caring school we have a direct responsibility for our children and their wellbeing will be our concern. **Every child matters.**

In accordance with the act, it's essential that every school has a Child Protection Coordinator. At Plas Coch, the Headteacher is joint Coordinator with the ALN / Behaviour Coordinator.

**There is a legal obligation on the school to contact other agencies (e.g. Social Services) when there are any child protection concerns. The Governing Body is required to ensure there is a system in place to protect children against abuse.**

Any matters relating to child protection will be dealt with confidentially.

Any referral, notes or recorded observations made in relation to sensitive child protection issues are free from the requirements of the data protection act.

## **Equal Opportunities**

We believe all individuals have the right to equal opportunities and to be free from any form of discrimination.

We recognize the equality rights of all individuals including pupils and staff whatever their sex, race, culture, gender, ability, disability, age or religious beliefs. This policy is an essential part of the school's life. It is reflected in all other policies.

These are the main aims of the policy:

- That one of the governors is nominated to be in charge of equal opportunities.
- That one of the teachers (working as part of a team) is in charge of equal opportunities.
- To ensure all children have the opportunity to receive the full curriculum including the basic skills.
- To ensure grouping of different abilities and sex in the class.
- To ensure that the schoolyard is available to all children.
- To ensure that sexuality does not impact on any activity.

- To ensure that the hidden curriculum does not give messages of discrimination to children, e.g. do the resources give a positive reflection of women, different culture, different capability or a different way of life.
- To ensure that the way we deal with discipline, namely the Golden Time Plan is the same for all.
- To ensure each teacher whatever their disability, gender or sexual tendencies are provided the same job opportunities within the school.
- To ensure all school staff are aware of the equal opportunities policy.
- To ensure equal opportunities is a part of all other policies.
- To ensure the school's equal opportunities ethos is passed on to the secondary school through discussion between both schools.

### **School Transport and Access**

The Authority provides free transport to all children of compulsorily school age living two miles or more away from the nearest suitable school.

An application for free transport should be made to the Authority. A form can be obtained from the office or via [www.wrexham.gov.uk](http://www.wrexham.gov.uk)

The children will be met from the bus in the morning and escorted to the bus by a member of staff at the end of the day.

It's important that any child using this service behaves appropriately in order to promote their own safety and the safety of others. The bus company has the right to refuse transport to anyone behaving inappropriately.

There is access to those travelling by car through the main gate or the footpath. We ask you to drive considerately as you approach the school. During school hours or at the start or end of the day **no parent should park their car on the school yard.** On all occasions the parking place opposite the school field should be used. Please refrain from parking near the gates as buses will have difficulty entering the yard.

### **Disabled Access**

A ramp leads to the main entrance for those with physical and mobility difficulties. Disabled toilets are available within the school.

## **Emergency Closures and Severe Weather Arrangements**

If severe weather forces us to close the school, we will update relevant information through the school website, our Facebook page, the school App and the Wrexham Council website.

No child will be allowed to leave the school until we receive assurance that someone is home to meet him.

### **Internet Access**

Due to statutory requirements, we have to distribute a permission form to all parents before their child can use the Internet and E-mail within the school. The form from September 2017 onwards will state what is expected of the pupils in terms of the safe use of the Internet.

If we don't receive consent, your child will not be allowed to use the Internet and E-mail as part of various activities.

We have to receive a signed consent form before activities take place, and if we don't receive the form, we will consider that you do not wish your child to take part and will therefore be excluded from taking part in activities during relevant lessons.

I would like to stress that children will not have Internet access without appropriate supervision.

## **RESULTS OF JULY 2019 SCHOOL ASSESSMENTS**

Children were not assessed in July 2020 on the instruction of the Welsh Government due to the Covid-19 pandemic.