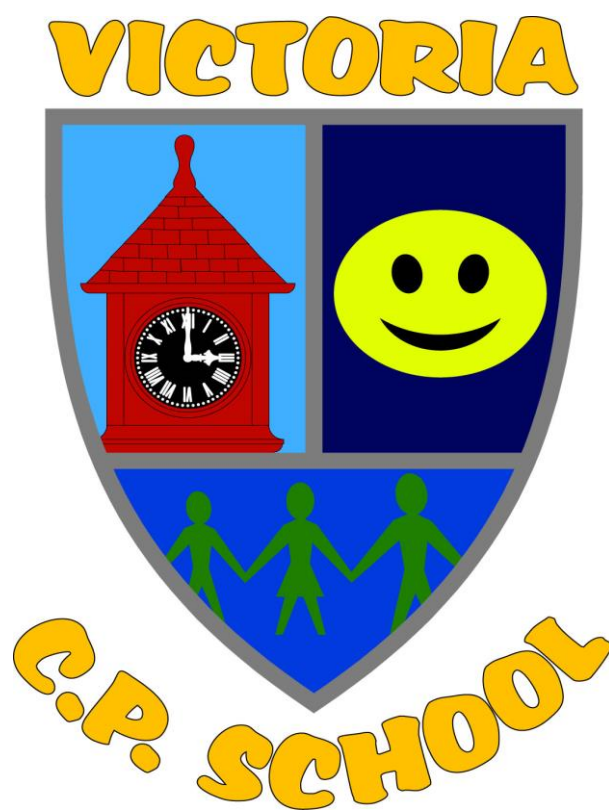


VICTORIA COMMUNITY PRIMARY SCHOOL



PROSPECTUS
2018 - 2019

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GENERAL INFORMATION

Victoria Community Primary School which consists of:

- Nursery Education
- Infant Department (Foundation Phase - Reception, Year 1 and Year 2)
- Junior Department (National Curriculum Key Stage 2 - Years 3 - 6)

Victoria Community Primary School
Poyser Street,
Wrexham.
LL13 7RR.

Tel: 01978 360066 (Nursery and Infant Department)

Tel: 01978 360060 (Junior Department)

Email: mailbox@victoria-pri.wrexham.sch.uk

Website: www.victoria-pri.wrexham.sch.uk

We also have a School Facebook page.

In the interests of security, all visitors are requested to use the main entrance in both departments and report to an adult immediately on entering the building.

CHILDREN LEARN WHAT THEY LIVE

If a child lives with criticism
they learn to condemn

If a child lives with hostility
they learn to fight

If a child lives with ridicule
they learn to be shy

If a child lives with shame
they learn to feel guilty

If a child lives with tolerance
they learn to be patient

If a child lives with encouragement
they learn confidence

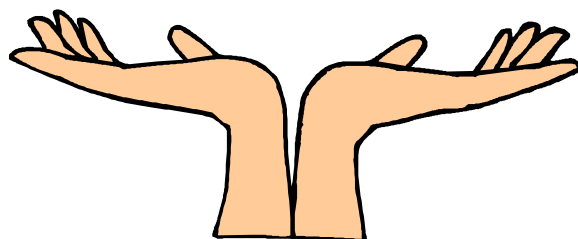
If a child lives with praise
they learn to appreciate

If a child lives with fairness
they learn justice

If a child lives with security
they learn to have faith

If a child lives with approval
they learn to like themselves

If a child lives with appreciation and friendship
they learn to find love in the world



Foreword by the Chair of Governors

Dear Parents/Carers,

Thank you for choosing Victoria Community Primary School, a very special school in the heart of Wrexham town centre. A warm welcome is extended to you and your child as they embark or continue on their fantastic learning journey with us.

Victoria CP School is one of the oldest schools in Wrexham and has been educating and guiding thousands of children since 1901. Whilst the exterior of the building maintains that lovely rich Ruabon brick, the interior has been refurbished and changed over the years to provide a modern, exciting learning space full of the best resources. From craft to IT, from music to sport, from books to outdoor learning, there is something and everything for your child.

The school sets out to educate, through encouraging creativity, imagination, self-confidence and self-esteem, to develop sports, language, theatre, digital skills and musical abilities and so much more. Through all this, it is hoped that children attending Victoria Primary School will learn to be caring individuals who value friendship and who will aspire to be good citizens, respecting the wider community and its people.

Our school is about all the people within it including teaching and non-teaching staff, volunteers, governors, friends and the whole raft of people that it relies on to help it run smoothly. We are confident that your child will have the best possible opportunities 'to shine' and to enjoy the many challenges that are on offer.

Your child's time in school forms only part of their learning process. At Victoria Primary School parents and carers also play a very important part in their child's education. We really do value and need your support at all stages of your child's development.

Benjamin Franklin said "Tell me and I forget. Teach me and I remember. Involve me and I learn". That is what is on offer at Victoria Primary School.

We wish you all a very happy and memorable time at Victoria Community Primary School.

Andrea Evans
Chair of the Governing Body

WELCOME TO VICTORIA COMMUNITY PRIMARY SCHOOL

Dear Parents,

Victoria Community Primary School is an excellent, forward thinking school where we have the most dedicated, dynamic and enthusiastic teaching team, support staff and governors of the very highest calibre. Together, we make our school a safe, happy and caring environment where every child is valued, challenged and listened to, and where together we strive to develop confident, independent pupils who are able participate fully in the school community and society at large.

The stars of our school are of course, the children themselves. Very few visitors fail to comment on their politeness, energy and enthusiasm! I feel very privileged and proud to lead their learning - they deserve the best.

Every decision within the school is made by firstly considering what is in the best interests of the children. In this way, children lie at the heart of everything we do. We look forward to working with you and your child so that Victoria Community Primary School can continue to be the popular and very special place that it is today.

Parents are encouraged and welcomed as partners in their child's education as we believe that our children learn best when members of staff and parents work in close partnership and so we value your involvement with your child's education. It has indeed been proven that when parents and schools work closely together, the well being, progress and achievement of the child can accelerate at a remarkable pace.

As the Headteacher of Victoria Community Primary School, my number one priority is to ensure that every child succeeds in all areas of the curriculum and school life. Children only get one chance at school and I'm determined to ensure that every child who attends this school will receive a first-class education which will prepare them for the rest of their lives.

We hope as you read our school prospectus you will gain a sense of the value that we place in each child and our desire to ensure standards, in all areas, remain as high as possible within the caring and happy community which is Victoria CP School.

Please take a moment to read the Home/ School Agreement on page 17. This clearly sets out the role we all play in our children's education.

I look forward to working alongside you and your children.

Yours sincerely,

Mrs Deborah Eccles

Headteacher



VICTORIA COMMUNITY PRIMARY SCHOOL

GOVERNING BODY

Governors are like a Board of Directors and they make decisions about how the School is managed. They also provide support for the Headteacher and staff. The Governors meet at least once a term and they have legal duties, roles and responsibilities.

The following people form the Governing Body of Victoria Community Primary School:

Name	Designation
Ms Andrea Evans	Chair of Governors & LEA Governor
Mr Neil McBain	Vice Chair & Community Governor
Mrs Deborah Eccles	Headteacher
Mrs C Spinks Mrs E Evans Mr B Fitzhugh Ms C Borgerson Mrs R Williams	Parent Governors
Ms Claire Hughes Mr C McCubbin Mrs A Jones Mrs A Kendall	Community Governors
Mrs J Walker Mrs S Birchall Miss H Anderton	Teacher Governors
Mrs N Stanton	Staff Governor
Mr P Beddoes Mrs I Cawsey	L.E.A
Mr Jones	Minor Authority
Wrexham Authority Clerking Service Mrs T Haines	Clerk to the Governing Body
Mr Ian Roberts	Director of Education 16 Lord Street Wrexham Tel: 01978 297501
Mr Paul Davies	GWE Support and Improvement Advisor

VICTORIA COMMUNITY PRIMARY SCHOOL
STAFF 2018/2019

Senior Leadership Team (SLT)

Headteacher	- Mrs Deborah Eccles
Deputy Headteacher	- Mrs Julie Walker
Senior Curriculum Leader	- Mr N Hodges
KS2 Assessment Leader	- Mrs J Settle
ALNCO	- Mrs M Jones
KS2 English Lead	- Mrs S Birchall
FP Literacy Lead	- Mrs J Sibley
FP Mathematics Lead	- Mrs A Shallish

Foundation Phase Department - 3-7 year olds

Nursery:

Mrs Gill Roberts/Mrs Sarah Jones - Class Teacher - Amber Class

Reception:

Mrs A Shallish/ Mrs K Wright - Class Teachers - Ruby Class

Mrs J Sibley - Class Teacher - Diamond Class

Teaching Assistants/Nursery Nurses - Nursery & Reception

- Mrs L Gallanders
- Ms K Davies
- Mrs B Hughes
- Mr W Samuels
- Mrs Dubash
- Mrs J Westhead
- Mrs J Byrne
- Mrs Seward
- Mrs Blackwell

Year 1

Mrs J Walker - Class Teacher - Opal Class

Mrs A Davies - Class Support - Opal Class

Mr M Jones - Class Teachers - Emerald Class

Mrs A Vaughan - Class Support - Emerald Class

Year 2

Miss J Weller - Class Teacher - Sapphire Class

Mrs S Turner - Class Support - Sapphire Class

Miss K Edwards	-	Class Teacher - Topaz Class
Mrs S Cunningham	-	Class Support - Topaz Class
Mrs Nina Stanton	-	Catch - Up Support

Little Treasures - (Early Entitlement)

Janet Lloyd - Supervisor
Lauren O'Brien - Assistant

Little Gems - (Playgroup Plus)

Janet Lloyd - Supervisor
Lauren O'Brien - Assistant
Jess Pugh - Assistant Spring & Summer term
Debbie Wright - Assistant Spring & Summer term

Jewels (After School Club - Infants Dept)

Janet Lloyd - Supervisor
Gemma Carr - Assistant
Debbie Wright - Assistant

Lunchtime Staff for Little Gems & Little Treasures

Iola Cawsey - Supervisor
Jess Pugh

EAL Support	-	Mrs S DeRosa & Mr J Olszewski
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Infant Department Secretary & Business Manager	-	Mrs A Gough
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Planning, Preparation and Assessment (P.P.A) Teacher cover provided by
Mrs M Jones and Mrs S Jones



Junior Department – 7-11 years

Teaching Staff

Miss J Edwards	-	Year 3JE
Mrs L Wilson	-	Year 3LW
Miss Anderton	-	Year 4HA
Mrs Prytherch	-	Year 4BP
Mr N Hodges	-	Year 5NH
Ms L Sheriff	-	Year 5LS
Mrs J Settle	-	Year 6JS
Mrs Birchall	-	Year 6SB



Key stage 2

Mrs M Jones	-	ALNCO (Additional Learning Needs Co-ordinator)
Mrs C Seaton	-	PPA teacher in KS2
Mrs D Andrews	-	PPA teacher in KS2/Nursery
Teaching Assistants	-	



Key stage 2

Mrs Diana Roberts	- Lower Juniors
Mrs R Macdougall	- Lower Juniors
Mrs J Blackwell	- Lower Juniors
Mrs H Morris	- Lower Juniors
Mr W Samuels	- Upper Juniors
Mrs L Edwards	- Upper Juniors
Mr Potts	- Upper Juniors, ICT Support & Forest School

EAL Teachers & Support	-	Mrs S DeRosa	Mr J Olszewski
Junior Department Secretary	-	Mrs S Bellis	

Non-Teaching Roles

School Caretaker	-	Mr G Evans		
Domestic Staff	-	Mrs C Stilyanou		
		Ms D Wright		
		Mrs J Blackwell		
		Mrs E Warden		
School Kitchen Staff	-	Mrs S Manning		
Midday Supervisors	-	Ms D Wright	Mr Evans	
		Mrs Cole	Mrs E Warden	Mrs Camlibel
School Nurse	-	Mrs Dawn Paddock (Hightown Clinic)		
Educational Social Worker	-	Mrs D Thomas		
Attendance Officer	-	Mrs J Mayos		



VICTORIA CP SCHOOL

PUPIL OFFER



WORKING TOGETHER, ALL CHILDREN CAN ACHIEVE

At Victoria CP School, we strive to ensure that all our pupils are:

- Ambitious, capable learners who display a growth mind-set and give 100%
- Enterprising and creative contributors in school and their community
- Ethical, informed citizens who value their own and each other's cultures
- Healthy, happy and confident individuals who value participation
- Kind, forgiving, compassionate and respectful

Who:

- Feel safe, secure and fearless
- Feel valued
- Strive to be the best they can be

We do this by:

- Creating an innovative, exciting and relevant curriculum which engages and stimulates all learners
- Planning enriching learning experiences and providing extra-curricular activities
- Ensuring all pupils develop their literacy/communication, numeracy and ICT skills to enable them to be successful in life
- Promoting the Welsh language
- Robustly challenging and assessing our pupils
- Developing all practitioners within school
- Acknowledging our accountability
- Building partnerships with all parents

We pledge to use a range of successful ways to stimulate a passion for learning and increase the confidence in all pupils to access the curriculum. We will work alongside a range of partners to broaden the horizons of our pupils and enrich their learning in meaningful and exciting ways.

WE HAVE HIGH EXPECTATIONS OF EVERY CHILD

ADMISSIONS

We regard Victoria Community Primary School as an important part of the community and want every child in our area to attend our school. Details of the County Admissions Policy are to be found in the Schools Information Document, available from school or the local library. The school adheres to the L.A. Admissions Policy. All prospective parents are very welcome to visit the school. Please make an appointment by contacting the school office, as this ensures that a member of staff is available to show you around our school and answer any questions you may have. It is necessary for every parent to complete an admissions form before their child comes to our school. Further information can be obtained by contacting Wrexham Admissions - 01978 298991 or visiting the website -

https://www.wrexham.gov.uk/english/education/admissions_index.htm

ATTENDANCE DATA

School Year 2016 - 17	
Attendance	94.7%
Authorised Absence	5.1%
Unauthorised Absence including holidays (more than 10 days)	0.2%



If attendance or punctuality becomes a serious issue, the Headteacher will issue a graduated series of letters. If it continues to become a problem, the Headteacher will inform the Educational Social Worker and a Fixed Penalty Notice may be issued resulting in a £60 fine.

Days off school add up to lost learning

175 NON SCHOOL DAYS A YEAR 175 days to spend on family time, visits, holidays, shopping, household jobs and other appointments					
190 DAYS FOR YOUR CHILD'S EDUCATION EACH YEAR	10 days absence 180 DAYS OF EDUCATION	19 days absence 171 DAYS OF EDUCATION	29 days absence A term missed 161 DAYS OF EDUCATION	38 days absence 152 DAYS OF EDUCATION	47 days absence 143 DAYS OF EDUCATION
100%	95%	90%	85%	80%	75%
Good Best chance of success. Gets your child off to a flying start		Worrying Less chance of success. Makes it harder to make progress		Serious Concern Not fair on your child. Court action!	

CHARGING POLICY

The school adopted the Wrexham L.A. Charging Policy which complies with the national legislation. We recognise that visits and visitors to school can stimulate and aid teaching and learning. They can also make a valuable contribution to the child's personal and social education and we view such activities as an integral part of our philosophy to provide children with the best education possible. Parents may be requested to make voluntary contribution towards the cost of activities, which take place during school hours. Pupils whose parents do not make such contributions will not be left out of the activities, but the activities could be cancelled if financial support is not forthcoming.

The Governing Body reserve the right to make a charge for:

- educational visits organised by the school
- some materials or ingredients for curriculum areas such as Art or Design & Technology
- the loss of or damage to school property or equipment as a consequence of pupil's behaviour.

The Governing Body may wish to remit the full or part of the cost of some activities from school funds. The criteria for remissions will depend on individual circumstances.

CHILD PROTECTION

The Department for Education and Welsh Government guidance makes it clear that schools have an important role to play in the protection of children against abuse. This is confirmed by the policy of Wrexham County Borough, which sets out the necessary procedures to be followed by all staff. Victoria Community Primary School therefore has a **duty** to refer any concerns about the well being of pupils to the Child Services (SPOA) for further advice. A copy of our school child protection policy is available for parental inspection. All people who work with children are DBS checked.

HEALTHY SCHOOLS

At Victoria CP School, we are committed to educating children about healthy lifestyles and encouraging our pupils to make the right choices about keeping safe and healthy. We have achieved the Healthy Schools Award. We aim to build healthy habits now and keep them healthy for a lifetime. Please see Mrs Stacey Birchall for further information on Healthy Schools or view our range of policies that promote healthy lifestyles.

We only encourage healthy snacks at play time and fruit is always available to buy.

COMPLAINTS PROCEDURE

It is hoped parents will not have cause to complain, but should parents wish to make a complaint regarding a school issue the following procedure should be adhered to:

1. See the class teacher responsible for your child.
If the class teacher cannot resolve the problem:
2. Make an appointment to see the Headteacher.
If you are still not satisfied that the matter has been resolved:
3. Write to the Chair of Governors for the matter to be discussed at the next Governors' meeting. If the matter still remains unsolved:
4. Write to the Director of Education, Mr Ian Roberts, Guildhall, Wrexham. LL11 1AR

DISABILITY

The school has good liaison arrangements in place with the L.A. and outside agencies to ensure that all disabilities are managed in a positive and supportive environment.

All school policies reflect our belief that equal opportunities are an entitlement that will be respected and ensured.

The school has suitable toilet facilities and access to most areas of the school building. Outside areas are easily accessible and provide opportunity for full integration.

EQUAL OPPORTUNITIES

We are committed to supporting the achievements of each and every person in this school, enabling them to fulfil their potential and to develop as learners with dignity and self respect. We realise that certain social divisions and prejudices act as obstacles to achieving that goal. We are therefore committed to challenging racism, classism, sexism and discrimination based upon religion, gender, special educational needs, or upon perceived notions of ability or disability. We aim to develop a community of learners where diversity is truly accepted and valued, and to prepare young people to be tolerant, humane and just members of a complex and diverse society. We realise that this will involve us all - pupils, staff, parents and governors in a process of examining and possibly changing the way that we think and behave.

Any behaviour from any member of our community which is contrary to the equal opportunities values of this school will be responded to openly, honestly and fairly in the spirit of this policy. A full copy of the School's Equal Opportunities Policy and Equality Impact Assessments can be viewed on request.

HOLIDAYS

The dates of school holidays are circulated to parents well in advance of the new academic year and you are notified of any extra day's closure as the necessity arises. The taking of family holidays during term time is causing increasing concern. We know that in some cases this is unavoidable, but we would remind parents that a break in continuity for some children could cause immeasurable setbacks to progress. The demands of the curriculum and accompanying assessment make it necessary to treat this very seriously. **Official forms to request family holidays can be obtained from school**, but we ask you to note that there is no automatic right to two weeks (10 school days) **authorised absence** permitted during the school year any more.

TRAINING DAYS

Teacher Training Days for 2018-19:

Monday 3rd September 2018
Friday 26th October 2018
Monday 7th January 2019
Monday 29th April 2019
Monday 22nd July 2019

Wrexham Academic Year Dates



AUTUMN TERM	2017 - 2018	2018 - 2019	2019 - 2020
Training Day			
Term Opens	Fri 1 September 2017	Mon 3 September 2018	Mon 2 September 2019
Half Term Close	Fri 27 October 2017	Fri 26 October 2018	Fri 25 October 2019
Half Term Open	Mon 6 November 2017	Mon 5 November 2018	Mon 4 November 2019
Term Closes	Fri 22 December 2017	Fri 21 December 2018	Fri 20 December 2019
SPRING TERM			
Term Opens	Mon 8 January 2018	Mon 7 January 2019	Mon 6 January 2020
Half Term Close	Fri 9 February 2018	Fri 22 February 2019	Fri 14 February 2020
Half Term Open	Mon 19 February 2018	Mon 4 March 2019	Mon 24 February 2020
Term Closes	Fri 23 March 2018	Fri 12 April 2019	Fri 3 April 2020
	(NB. Good Friday 30 March 2018)	(NB. Good Friday 19 April 2019)	(NB. Good Friday 10 April 2020)
SUMMER TERM	(Easter Sunday 01 April 2018)	(Easter Sunday 21 April 2019)	(Easter Sunday 12 April 2020)
Term Opens	Mon 9 April 2018	Mon 29 April 2019	Mon 20 April 2020
May Day	Mon 7 May 2018	Mon 6 May 2019	Mon 4 May 2020
Half Term Close	Fri 25 May 2018	Fri 24 May 2019	Fri 22 May 2020
Half Term Open	Mon 4 June 2018	Mon 3 June 2019	Mon 1 June 2020
CTD	Thu 28 June 2018	Thu 27 June 2019	Thu 25 June 2020
Term Closes	Fri 20 July 2018	Mon 22 July 2019	Mon 20 July 2020
TOTALS	0		

TRAINING DAYS **TRAINING DAYS** **TRAINING DAYS**

Please note: training dates from September 2013 will be decided by the individual school within their consortium. For all enquiries regarding these dates please contact the school.

Victoria Community Primary School

Home School Agreement

This school is committed to co-operating with individual families and their children to provide the highest quality of education. This education will be based on a partnership of shared values and beliefs will be challenging, engaging and will extend achievement from 3-11 years of age. Our aim is to develop confident young people, capable of independent learning, ready and willing to operate as responsible and effective members of the community and equipped for the challenges of the 21st century. Please see our pupil offer on page 11.

Family

I/We will

- See that my child goes to school every day, on time, properly dressed and equipped, including PE kit and reading logs, on the required days.
- Provide an explanation if my child is absent, in accordance with the school's attendance policy. **You must phone/email school.**
- Make the school aware of any concerns or problems that might affect my child's work or behaviour.
- Support the school's policies and guidelines for behaviour and discipline.
- Support the school's 'Healthy School' ethos
- Support my child in homework and other opportunities for home learning, especially reading and infant children returning their book bags weekly.
- Attend parents' evenings and discussion on my child's progress.
- Get to know my child's life in school.
- Do our/my best to avoid holiday absence during term time.

Signed _____ Parent/Carer

_____ Please print

School

The School will

- Encourage in children to believe in themselves, feel valued and achieve their full potential.
- Promote each pupil's health, safety, happiness and well-being so that they are able to start making choices about a healthy lifestyle.
- Encourage the pupils to do their best at all times.
- Encourage the pupils to take care of their belongings, surroundings and others around them.
- Provide a broad and balanced curriculum and strive to meet the individual needs of the pupils.
- Teach children to develop a positive attitude to everyone regardless of differences in gender, race, culture, belief, values, age and need.
- Let parents know of any concerns or problems that affect the pupil's attendance, work or behaviour.
- Keep parents informed about general school matters and about the pupil's progress in particular.
- Arrange parents' evenings during which progress will be discussed and provide one written report per year.
- Be open and welcoming at all times and offer opportunities for parents to become involved in the life of the school.

Signed: *Mrs D Eccles*

Headteacher

Pupil

I will

- Attend school regularly and on time.
- Share any problems that might affect my work or behaviour
- Understand your rights and responsibilities as a child and learner
- Do all my class work and homework as well as I can.
- Be kind, polite, helpful and considerate to everyone within school and outside.
- Wear the school uniform and be tidy in appearance.
- Remember that I represent my school both at school and outside.
- Keep the school free from litter and graffiti.
- Always behave sensibly in class and during playtimes.
- Always follow the rules of Ready, Respectful and Safe.
- Look after my personal belongings.
- Bring things that I need every day and look after them properly.

Signed _____ Pupil

Signed _____

on behalf of the pupil.

Please talk with your child about this Home-School Agreement.

FRIENDS OF VICTORIA COMMUNITY PRIMARY SCHOOL (PTA)

We welcome and very much encourage your participation in and support of the school through this organisation, which raises funds and supports school in many ways. In the past, funds have been raised to provide school with much needed resources such as, the school minibus, library books, maths/P.E. equipment, outdoor play equipment, dictionaries, art and craft materials, computers etc. It is hoped that all parents will support the various activities that are arranged and make new friends in the process, as well as identifying with our school aims and general philosophy. Please contact either Mrs Walker, Ms L Sheriff or Mrs Prytherch if you wish to come along. Alternatively, join the Friends Facebook page or email victoriaschoolpta1@gmail.com

MEDICAL MATTERS

If a child becomes ill during the school day and it is felt that the child is no longer fit to be in school, then parents are contacted. A similar procedure is adopted in the case of accidents. **It is therefore vital that we have an emergency contact number for daytime use. If your telephone number changes please inform us immediately.**

The school is responsible for the safety and security of your child during school hours. If you intend to withdraw your child from school during school hours, e.g. to visit the dentist, please inform your child's class teacher or school secretary in advance.

Children will only be released to a parent, or a known representative of the parent. Please let school know if someone different is going to collect your child.

Accidents in school are treated and recorded in an 'accident book'. In the event of more serious accidents and when parents cannot be notified, children are taken to hospital.

If it is absolutely necessary to administer medicine during school, parents need to complete a permission form and seek advice from Mrs Eccles or Mrs Walker. Staff are not expected to administer medicine and so this is at the discretion of the Headteacher. On any school journeys/outings, should the need at any time arise, teachers supervising the school journey will, having made reasonable efforts to contact parents, exercise their power to authorise any medical treatment for your child which is advised by a qualified medical practitioner. Staff have been trained in the use of epi-pens for pupils with serious allergies and inhalers for pupils who suffer from asthma.

FAMILIES CONNECT

Mrs Sue Jones and Mrs Amy Davies coordinate a 'Families Connect' group who meet informally to work on various enjoyable projects. Please contact either Sue or Amy (367629) if you would like to come along. Meetings are normally held on a Tuesday morning.

PARKING OUTSIDE SCHOOL

Please do not park in the school car park when dropping off or picking up children. The car park is for staff only. Parking on the yellow lines is also not allowed. This is essential for the safety of all our children. There is a car park next to the Premier Shop.

PRESS CONTACTS

A form will be sent out at the beginning of the Autumn Term to parents of all new pupils asking for parental permission for their child's name to be released or photographs/films used.

Unless parents/guardians return the form it will be assumed that permission has been given for their child to be photographed and/or their names released for media/publicity purposes.

THE SCHOOL COUNCIL

The School Council consists of two children from each class who are voted onto the council by their peers. They meet on a regular basis with a designated member of staff to help to make decisions about school life and changes they would like to see.

SCHOOL MEALS - CASHLESS SYSTEM

We now operate a cashless dining system at our school. The system is controlled by the latest technology and releases the school from any administration responsibility. Each pupil is provided with an account. When the child receives a meal in the dining room the account will be automatically charged. This operates via a touch screen service point from which the child is identified by a photographic image with no change to the usual meal service. Each pupil has an individual account which will need to be kept in credit by the pupil/parent or guardian. Pupils on free meal entitlement will be issued with an identical account. The value of their meal will go on to the account each day. This will prevent any possible discrimination. Money can only be placed on the revaluation machine between 8.30 - 8.55am.

SCHOOL SECURITY

All doors into both buildings are locked at 9 a.m and entry to the school is gained through the main doors. External doors are kept closed and cannot be opened from the outside. Visitors are directed to the front door/reception area by signs. The front doors are secured by a coded touch pad lock. Pupils are not permitted to open external doors to allow visitors into the building. This should be done by staff only.

Pupils are supervised by staff at the start of the school day, from 8.45am and during morning break and lunch hour. Pupils are not permitted to talk to strangers through the fence/railings and have been instructed to inform a member of staff if they are approached by anyone unknown to them.

The buildings are alarmed and all external doors and school gates are locked when not in use. Pedestrian and vehicle access gates are locked out of school hours to prevent trespass. We have a sophisticated CCTV system in place covering the school and its grounds.

Mrs Eccles and Mr Evans are the school's appointed Health and Safety Coordinators and the Governing Body has appointed a Health and Safety Governor to work in partnership with them. A joint report is submitted termly to the full Board of Governors as part of the Headteacher's Report.

SCHOOL UNIFORM

The wearing of our school uniform will start in the nursery and we encourage pupils to wear school uniform whenever possible. We believe that if pupils take a pride in their appearance it can influence their attitudes and general conduct both in and out of school. A school uniform price list is available from both the infant and junior department offices.

Winter Uniform

Dark grey or Navy Skirt or Navy Pinafore Dress

Dark grey or Navy smart trousers (Early Years Unit pupils - Navy jogging bottoms)

White Blouse or White Polo Shirt (available with the new school logo)

Navy Jumper/Sweatshirt/Cardigan (available with the new school logo)

Plain tights and socks

Black Footwear (**Shoes not trainers**)

Navy hats

Reversible fleece jackets (not compulsory)

Summer Uniform

Dark grey or Navy shorts/smart trousers

Short-Sleeved white shirt, white polo shirt or plain white blouse

Navy/White Small Check Short-Sleeved Dress

Pupils in the school choir will be required to wear a school tie when performing at formal events - these ties will be provided by the school.

In hot, sunny weather please provide your child with a sun hat (caps available in school).

We ask for the support of parents in our efforts to maintain a high standard of appearance for our pupils.

To this end we request that you do not send your children to school in jeans, cords or tracksuit bottoms.

The wearing of trainers and boots indoors is discouraged. The dirt, which lodges in the ribbed soles, is carried into classrooms and onto carpeted areas; this creates cleaning problems. **It would be appreciated therefore if pupils could wear shoes to school.** During bad weather when Wellingtons, boots or heavy shoes are worn we require children to change into lighter footwear for indoor use.

P.E./GAMES KIT

Pupils are required to have in school a pair of pumps/trainers, a red polo shirt, and Navy shorts for use in P.E. and Games lessons. Football shirts are NOT permitted. (The school has red polo shirts with logo and Navy shorts available to purchase from Ram Leisure). A drawstring bag (clearly named), which can be hung in the cloakroom, is useful to hold pumps and kit when not in use. These can be taken home at weekends for laundry purposes. Please do not use carrier bags because they tend to split when hung on pegs and items become lost.

The wearing of ear jewellery other than small gold studs by all pupils is discouraged because of the likelihood of injury being caused during P.E. and play.

For ease of identification we ask that all items of clothing be marked clearly with pupils' names.



ADDITIONAL LEARNING NEEDS

AIMS

To ensure that all children with additional educational needs receive maximum opportunities to develop their full academic, social and personal potential by fostering a caring and supportive environment which utilises all available and appropriate facilities. It is the responsibility of the A L N C O, Mrs Mel Jones to ensure that our stated aims for additional learning needs are achieved by the following objectives:-

A. IDENTIFICATION

- 1) To help to identify all children with additional needs as early as possible.
- 2) To organise the assessment of the specific individual needs of the identified children.

B. ORGANISATION

- 1) To oversee the organisation of educational systems and programmes which are deemed necessary, in order to meet the identified needs.
- 2) To co-ordinate the monitoring, recording and evaluation of each child's progress and if necessary, to adjust and refine systems and programmes accordingly.

C. SUPPORT/ADVICE

- 1) To liaise, within school, on methods and materials suitable for these children with members of staff responsible for the various areas of the curriculum.

- 2) To liaise within school, with members of staff responsible for the academic/social/moral welfare of these pupils.
- 3) To fully involve the parents in both the assessment and management of their child's additional educational needs.
- 4) To liaise with appropriate external agencies regarding children with additional educational needs.

Concern may be expressed regarding a child's specific needs by class teachers within the school or outside agencies which may be directly concerned with the child's welfare. The observations of the parents are also very welcome in this respect. Following a diagnostic period of detailed observation and assessment the individual needs of each child will be considered. It is the policy of the school to pursue special needs through a 'whole school approach.' Such an approach involves children working to their appropriate level within a classroom situation with additional individual tuition of a very specific nature being given, from time to time, by an external, trained and experienced Additional Needs Support Teacher. Or if it is deemed financially viable, the addition of an extra member of staff to the normal quota to reduce class size in order to increase individual pupil contact time. We welcome the support and liaison with parents at all times. It is possible that from time to time it may be deemed necessary to involve various outside agencies as part of the programme of provision. Such agencies could include: -

- Additional Needs Support Teacher
- Education Welfare Officer
- School Doctor
- Education Psychologist
- Speech Therapist

Regular review meetings are held, involving all parties concerned, to assess and monitor progress and establish new targets.

Pupils who are identified as being 'More-Able and Talented ' are also monitored rigorously and receive support and challenge in the classroom environment. They also receive enrichment activities throughout the year. The 'More-Able and Talented' co-ordinator is Mrs Eccles.

FREE BREAKFAST CLUB

As part of the Welsh Assembly Government initiative we offer a free breakfast club to all children. The club runs from 8.15 am until 8.45 am. For more information and forms please contact the school office.

VICTORIA OUT OF SCHOOL CLUB

Junior school parents who are interested in taking advantage of this facility should contact the Club Staff. Club Supervisor, Mrs Sue Jones, can be contacted on telephone number (01978) 367629.

WRAP-AROUND CARE

Little Gems Playgroup Plus is situated in the Foundation Phase department of school and is open to all children aged three and four.

Whilst at Little Gems your child will be given opportunities to take part in a range of both exciting indoor and outdoor activities enabling them to learn new skills whilst having fun.

We can offer either a morning session or afternoon session for your child for two and a half hours per day. Sessions operate between the hours of 9.00am - 11.30am and 12.30pm - 3.00pm.

Children attending Nursery can come to Little Gems either before or after their nursery session, enabling parents to have a full day's child care at an affordable rate.

Their current fees as at April 2018 are £13.50 per session and we do not charge for any sessions your child is unable to attend.

Jewels After School Club

Jewels After School club is situated in the Infants Department of our school and offers affordable after school care until 5.30pm every weekday during term time.

We are open to all children aged 3 - 7 who attend our Foundation Phases classes and cater specifically for the needs of our younger children by providing age appropriate activities and resources. We have access to the school hall, playground and school field, enabling us to provide a broad range of exciting outdoor and indoor activities in a safe stimulating environment. We are an established and happy club, run by experienced qualified staff and can accommodate up to 32 children per day.

Fees as from September 2017 are as follows:

Stay until 4.30pm	- £6.00
Stay until 5.00pm	- £7.00
Stay until 5.30pm	- £8.00

If you would like any further information or would like to have a look around, please contact our supervisor Mrs Janet Lloyd on 01978 360068

Little Treasures Funded Early Education

Little Treasures provides funded statutory education for children who reach their 3rd birthday in the first two terms of the school year.

The group is supported by Mrs Gill Roberts, our Nursery teacher, who will ensure that our group is delivering play-based experiences in accordance with the Welsh Assembly Government's Foundation Phase. Children can attend four sessions a week, lasting two and a half hours, during which they can take part in a wide range of exciting indoor and outdoor activities.

Little Treasures is also an opportunity for children to become used to playing and learning in a school-based environment prior to starting their Nursery education in the following September. Online registration is available in September and can be obtained from our Supervisor Mrs Janet Lloyd in school.

If you would like any further details, please contact Mrs Lloyd on 01978 360068.

**VICTORIA
COMMUNITY
PRIMARY
SCHOOL**

NURSERY

AIMS OF VICTORIA NURSERY

In the Nursery we aim to:

- Develop the child's confidence
- Develop independence and self-help skills
- Develop self esteem
- Encourage the child to be inquisitive and want to learn
- Encourage the child to learn how to learn for themselves
- Encourage good behaviour
- Encourage the child to be caring towards others
- Encourage the child to value differences
- Develop an empathy for the beliefs and cultures of others
- Instil a sense of awe and wonder
- Encourage the child to appreciate their surroundings
- Work closely with parents and other agencies



In Victoria Nursery, we try to provide a happy and secure environment in which your child can develop and learn new skills. Many of the situations and experiences may be new to both you and your child so a close partnership between parents and school is essential to maintain a stable environment for your child.



If at any time you are concerned or worried about anything concerning school, do not hesitate to ask the staff. We are here to provide the best care and attention we can for your child, and we can only achieve this with your help.

The provision for Nursery education in Wrexham is 0.5, this means your child will either attend five mornings per week or five afternoons per week.

The morning session for Nursery children will be	-	9am - 11.30am
The afternoon session for Nursery children will be	-	12.30pm - 3.00pm

It is important that your child arrives on time as it often causes distress to the child when joining the group late, as well as being disruptive to the class. This also applies to being picked up on time. We appreciate your cooperation in this matter.

Your child will be starting their learning journey in our Nursery and we hope it proves to be an exciting and meaningful journey for the children and for you as parents.



NURSERY IN FOUNDATION PHASE EDUCATION

The Foundation Phase for Education is well established in Wales. This allows the individual child to learn at his/her own pace through investigation and structured play experiences. There are areas of Continuous Provision throughout the Nursery where the child can choose, with guidance, to take part in a variety of appropriate activities and experiences supporting the 7 Areas of Learning outlined below. Through having experiences in appropriate and well-planned play activities, the children are encouraged to become independent and questioning individuals who are learning how to learn. This will hopefully instil in the child a love of learning and give them a wonderful foundation for the future.

The 7 Areas of Learning in the Foundation Phase:

- Personal and Social Development, Well-Being and Cultural Diversity
- Language, Literacy and Communication skills
- Mathematical Development
- Welsh Language Development
- Knowledge and Understanding of the World
- Physical Development
- Creative Development



The Foundation Phase places great emphasis on developing children's:

- Skills and understanding
- Personal, social, emotional, physical and intellectual wellbeing in order to develop the whole child.
- Positive attitudes to learning so that they enjoy it and want to continue
- Self-esteem and self-confidence to experiment, investigate, learn new things and form new relationships.
- Creative, expressive and observational skills to encourage their development as individuals with a variety of ways of responding to experiences.
- Interest in the outdoors where they have a first-hand experience of solving real-life problems and learn about conservation and sustainability.

All the learning processes your child will encounter will be through relevant, appropriate and well-planned play activities to encourage active participation.

The development of speech and language will be through games and role-play and will improve thought processes through a wide range of memory and matching games.

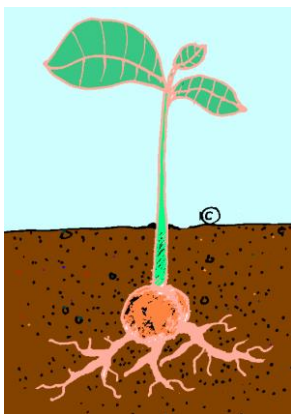
Mathematical development will be enhanced by games, rhymes, block play, outdoor activities and investigations that will develop the practical use and language of Maths



Life skills will be gained through interacting with others - adults and children, learning how to share, think of others and negotiate. They will also learn how to respond to a variety of new and challenging experiences.



They will develop an understanding of themselves and the world around them in activities linked to Knowledge and Understanding of the World: e.g. learning about their bodies and how to care for themselves and others, how plants/people/animals grow, the weather, simple scientific concepts, how things work, computers and technology, travel and transport etc.



THE DAILY ROUTINE

When you bring your child to Nursery, they will be met by an adult and led into class and allowed to choose an activity to engage in for the first 20 minutes to help them settle. Their names will be placed on a table for them to 'self-register'. This encourages name recognition and independence. At the end of their 20 minute play a tambourine will be shaken when everyone stops, stands still and the 'tidy up' song is sung in Welsh. After the areas are tidied up, the children meet with their teachers for registration on the carpet. This a brief session where the children respond to their name in Welsh, talk about the weather, count the children and participate in Helpwr Heddiw time.

The children will then be split into groups with an adult where they will go for 'focus' activities. This is an adult led 'teaching' activity where the children will enjoy a variety of learning experiences and opportunities.

The children then participate in Independent Learning Time where they have a choice of activities and experiences both indoors and out. Snack is offered either during Independent Learning Time or following it. As well as being an opportunity to practice personal and social skills we use snack time to practice our Welsh.

At the end of the session the children gather together on the carpet for activities such as story time or singing before collecting our coats and bags and preparing to go home.



TOILETING

Nursery aged children are normally expected to be toilet trained when they start. They have free access to use the toilet at all times and children are reminded to go to the toilet throughout the session. It is beneficial if your child is toilet trained and can ask to go when the need arises, but if you are having difficulties in this area please talk to us, as we may be able to offer assistance or advice. Accidents are inevitable, but if your child is wearing clothing that they can cope with easily - **no difficult buttons or belts** - then accidents can be kept to a minimum, avoiding distress to your child. We encourage the children to be independent when using the toilet and washing their hands afterwards.

SNACK TIME

As mentioned earlier we offer the children a snack during their time at Nursery. This is an important part of the routine as many social and personal skills are learned at this time. Often the preparation of the snack will be part of the session for some of the children, and they will be responsible for setting tables and clearing things away.

The snacks we offer are healthy and varied. While we would never insist that a child eats something, we do encourage them to try different things and often when they see friends trying something new it prompts them to be more adventurous. The drink we offer with their snack is either water or milk.

Good table manners are expected and encouraged. When the children finish they ask permission to leave the table and put their cup in the bowl ready for washing.

IF YOUR CHILD HAS AN ALLERGY TO ANY PARTICULAR FOOD IT IS IMPERATIVE THAT YOU INFORM US.

A small charge of £1.50 per week is made to cover the cost of the 'snack'. Payment in advance for the half term is greatly appreciated or, if you prefer, you can pay weekly. Please put the money in an envelope with your child's name and class on.

OUTDOOR PLAY

The outdoor classroom plays a very large part in Foundation Phase education and in Nursery the children have free access to the outdoor area everyday throughout the year. When the rare opportunity arises, we love making snowmen and more frequently - jumping in puddles! As I'm sure you'll appreciate outdoor play (and indoor play!) can be a bit messy at times so please don't be surprised if your child comes home a little bit dirty after a busy day at Nursery!

HOMETIME

The children are collected from the classroom door at the end of the session. As you can appreciate this is a very busy time so if you need a chat with the Teacher please wait until all the children have been released to their parents. Staff will be very happy to speak to you then.

As you can see from the daily routine, the Nursery sessions are very busy times. We try and fit as many experiences into your child's stay with us as possible, and to do this we need **your** cooperation on several matters.

1. Nursery can be quite tiring for your child at first, so they need to be rested and well. If your child is tired or unwell they may be distressed at having to come to Nursery. This will lead to you as parents being upset too and can be traumatic for everyone. If your child is unwell he/she needs to be at home with loved ones. Infection spreads so quickly with young children that a poorly child can soon pick up a secondary illness. For the sake of your child and the others in school, please make other arrangements for them if they are unwell. In the case of sickness and diarrhoea, please leave 48 hours after the last bout before returning to school.
2. The Nursery Department can be a messy place! Because of this we request that you do not send your child to school in their best clothes. **School uniform is worn by Nursery children.**
3. Being on time for school is extremely important. If your child comes in constantly late it can be distressing and disruptive. Similarly, picking your child up promptly at home time is equally important. Sometimes lateness is inevitable - we only ask that you try your best.
Although attendance isn't compulsory at Nursery, Mrs Eccles still monitors the attendance of pupils in Nursery and will contact parents if it becomes a concern. Victoria Nursery is over-subscribed, and it is important that with your support, your child makes the most out of being educated at Victoria CP School.
4. We do not encourage the bringing of toys to school as it often causes distress if the toy cannot be found at home time. However, if bringing a toy in the first few weeks helps your child settle in school we have no objections. If they could have their name on the toy it would help greatly.
5. If your child is unable to come to school, we request that you contact us. When a child returns to school after an absence, a note is required for our files. If at any time you are concerned about your child's health or welfare, please do not hesitate to contact school. Your concern is our concern.
6. Please keep us informed of any changes at home as these can have an enormous effect on your child. All information will be treated in the strictest confidence.
7. Unless parents/guardians return the press release form it will be assumed that permission has been given for their child to be photographed and/or their names released for media/publicity purposes.

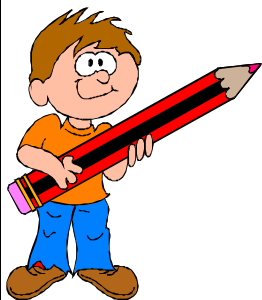
**VICTORIA
COMMUNITY
PRIMARY
SCHOOL**

**FOUNDATION PHASE
DEPARTMENT**

(Reception, Year 1 & Year 2)

STARTING SCHOOL

On your child's first morning, they will be greeted by their class teacher and welcomed to their new class.



Class groupings vary from year to year depending on the number of children in each year group. Teachers are responsible for organising their own timetables and plan their work from the Foundation Phase Framework and programmes of study.

Each teacher has post of responsibility for an area of learning:

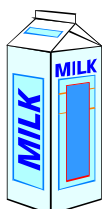
- Personal and Social Development, Well-Being and Diversity
- Language, Literacy and Communication skills
- Mathematical Development
- Welsh Language Development
- Knowledge and Understanding of the World
- Physical Development
- Creative Development
- RE

Teaching methods involve individual, group and class work and each child is set tasks and activities, according to his/her stage of development and personal needs, and follows the school's structured programmes of work, covering an appropriate balance of curriculum areas during the school day.

OUR SCHOOL DAY

We start school at 8.55 a.m. Please do **not** leave your child unattended on school premises before 8.55 a.m. A teacher is on duty on the playground (in fine weather) 8.45 a.m. until 8.55a.m. when the morning bell is rung. All teachers then greet their pupils at the classroom doors. On wet mornings, children should come straight into school from 8.45 a.m. onwards.

Please do not send your child to school with pocket money or toys as it causes distress should these get lost.



Mornings begin with phonics and collective worship.

There is a 15 minute break for the children during the morning.

Milk and a healthy fruit snack is available at £1.50 a week payable on a half termly or termly basis.

At 11.50 a.m. (11.20am for Reception children) we have dinner. Children can have a school meal, bring sandwiches and a drink or go home. **Please do not send glass bottles to school.**

Free school meals forms are available at school; if you think that you may be entitled please ask at the school office for a form.

We start school after dinner at 12.20 (Reception), 12.50 p.m. (Years 1 & 2)

At 3pm (Reception) 3.10 p.m. (Years 1 & 2) the children go home.

Teachers will bring your children to the outside door nearest their classroom.

If your child is absent from school, please send a message or phone us. Regulations on school attendance mean a child will be marked as an 'unauthorised absence' if parents do not contact the school.

'LATE' MARKS

Children arriving in school after the registers have closed will have a 'late' mark recorded against their attendance, and these 'late' marks are also subject to the regulations for authorised and unauthorised absences. An authorised absence may include holidays with the Headteacher's approval, genuine sickness etc. and is covered by a note from parents. Holiday forms must be filled in by parents prior to the holiday being taken.



BEHAVIOUR MANAGEMENT

Four aims of our department state:

- 1) Our department will have a warm and welcoming atmosphere to ensure that pupils, parents, staff and visitors feel at ease within our walls.
- 2) Our staff will make it their priority that children feel happy and secure in work and play.
- 3) Children will be encouraged to show respect for people and property, to develop tolerance and a caring attitude in their relationships with peers, adults and living things.
- 4) Children will be given the opportunity to extend their individual potential in every aspect of development - intellectual, moral, social, emotional and physical.

We follow the Pivotal Behaviour Strategy and follow three broad rules in school:



We feel that standards of behaviour in school are those that any caring parent would set and this enables children to feel secure in their environment. Children's behaviour is handled in a firm and consistent manner so that they know what is expected of them.

Sometimes children behave differently at home or in school and this is where it is useful for parents and teachers to talk about a child in confidence. Please arrange for an appointment with your child's class teacher or the Headteacher if you have any worries over this.

We expect our children to inform an adult if they have any problems outside the classroom. When a problem is brought to the attention of a member of staff, the problem is investigated and then a course of action is decided upon. A member of staff will use questions and reasoning to solve the problem. If the same problem becomes persistent the child's class teacher is informed. If necessary, this will be reported to the Headteacher and ultimately to the parents.

We positively reinforce good behaviour by awarding certificates, dojos, stickers and smiles. A full copy of the Behaviour Management Policy can be seen on request from the Headteacher, Mrs Eccles, the Deputy Headteacher, Mrs Walker, at the school office or on the school website

HELPING AT HOME

Here are a few ways you can help prepare your child for school:



➤ INDEPENDENCE

Help your child to learn how to dress and undress unaided and to take care of their own belongings. This gives children confidence in themselves and means that changing for PE lessons and putting on coats is not a problem.

➤ EATING

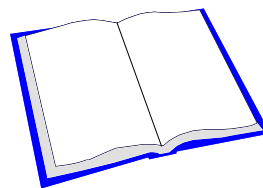


School dinners can be a difficult time for some children and knife and fork skills and table manners need to have been practised at home.

➤ PERSONAL CLEANLINESS



Please make sure that your child can go to the toilet without you, knows how to flush the toilet every time it is used and that hands are washed after using the toilet and before eating.



➤ HOMEWORK

Your class teacher will ask you to support some aspects of school work by carrying out activities at home e.g. reading, writing, some maths concepts and tasks relating to Topic Work.

TEACHING & LEARNING IN SCHOOL - OUR WORK AND PLAY

We are committed to:

- Developing the potential of each child
- Maintaining an atmosphere where learning is purposeful, expectations are high and success is celebrated
- Promoting and encouraging staff to develop professionally
- Retaining a friendly, open relationship enabling staff, Governors and parents to work together

THE SCHOOL CURRICULUM

In order that each child will be able to achieve their maximum potential we aim to:

- Create a happy school environment
- Provide a planned educational environment, which will cover all areas of the development of the individual child.

The Foundation Phase has 7 areas of learning:

- Personal and Social Development, Well-Being and Diversity
- Language, Literacy and Communication skills
- Mathematical Development
- Welsh Language Development
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

Bore da.
Sut wyt ti?

And RE

As a school in Wales, it is our duty and responsibility to ensure that we uphold the language, tradition and culture of our country. Through Welsh Language Development, we ensure that the children are aware that Welsh is a living language and we use it incidentally throughout the day.

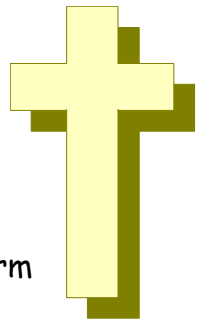
Welsh is taught as an individual subject but is also incorporated into various topics through songs, stories, games and associated new vocabulary.

Emphasis is on the spoken word but children are also provided with opportunities for reading, writing, listening, viewing and participating in St David's Day celebrations and the Jamboree.



Educational visits and visitors are arranged regularly to provide first hand experience for current topics.

Both Religious and Moral Education are taught through daily assemblies, class teaching and situations which arise during the school day. The School schemes of work for R.E. and plans for Collective Worship are based on the County Syllabus.



Parents wishing their child to be withdrawn from Religious Education should inform the Headteacher in writing.

OUR SPORTING AIMS AND PROVISION FOR SPORT

Physical Education is provided through gym, dance and games schemes. Equipment has been purchased so that all the children can be active during playtimes.

Our main sporting aim is to provide a wide variety of sporting activities for our pupils to enjoy and participate in. It is our belief that physical development experiences make valuable contributions to the development of the whole child by offering integrated physical, motor skills, cognitive, personal and social, creative and aesthetic education. Football, manipulative skills, gymnastics, dance, and tennis are part of the PE curriculum.

ASSESSMENT

Children are assessed continuously throughout the year in their personal and academic development. Formal arrangements are made during the year for parents to meet class teachers to discuss their children's progress at Open Afternoons and Evenings. We use the Programmes of Study document to assess progress at the end of each academic year. Year 2 pupils also sit the National Reading and Numeracy tests in May. We also use an Assessment and Tracking tool called INCERTS to monitor progress. Reports are sent home in July.

THE SCHOOL POLICY ON SEX AND RELATIONSHIPS EDUCATION

Sex education will be dealt with sensitively as and when the children's curiosity leads them to ask questions, and will be treated as a natural aspect of the process of growth and renewal of life, within the context of a caring family unit.

Looking at pets, the life cycles of plants and animals and the human family will form the natural basis for discussion. Parent's views and concerns will be considered, if made known to the school.

PLAY AT SCHOOL

Through playing with sand and water and building with bricks, LEGO blocks, boxes etc. the child learns a great deal of early mathematical language and concepts.

Rolling out dough and modelling with clay and plasticine helps develop fine motor skills. Also painting, printing, gluing, cutting and tearing activities help develop the control necessary to achieve good handwriting skills.

House play is important too. Your child will often 'role play' in school, having observed you at home. Your child will 'iron', 'feed baby', 'cook dinner' etc. A great deal of early language is developed through this kind of play.

Spoken language is also extended through listening and responding to stories, singing nursery rhymes, poetry and action songs.

Visits outside school into the local community to shops, the church, fire station etc and visitors to school e.g. policemen, ambulance man, lollipop lady all help to widen your child's experience and their communication skills.

Children need to learn to play with and alongside other children, to share and take turns. Play stimulates the imagination, extends vocabulary and encourages social skills.

Through observing children play, teachers get to know and understand the children in their care. As they join in with the children and talk to them they gain trust and knowledge of each other. Teachers discover what the children like, what they need and are able to extend play situations to answer these needs.

As a core principle in the Foundation Phase, play and experiential learning are valuable activities through which children learn how to relate to their own environment.

TRANSFER TO THE JUNIOR DEPARTMENT

Pupils transfer to the Junior Department in the September following their seventh birthday. Staff from both the Foundation Phase and the Junior Departments meet regularly to discuss ways of familiarising children with the junior department. Throughout the year, Year 2 pupils are invited to join the junior children for school assemblies and other school activities to prepare the children for transition.

Year 2 pupils use a range of facilities in the junior department including the media suite and the school hall for PE sessions.

Junior class teachers reciprocate by visiting the year 2 children in their classes.



END OF FOUNDATION PHASE DATA - 2018

School Comparative/Validation 2018 (End of Foundation Phase Outcomes - Pupils)



(Table 1 of 2 - PERCENTAGES)

Wrexham

Victoria Primary School

		N	D	W	1	2	3	4	5	6	A
Personal and social development, well-being and cultural diversity	School	0.0	0.0	0.0	0.0	0.0	0.0	5.2	15.5	79.3	0.0
	Wales	0.1	0.4	0.3	0.2	0.4	0.9	3.1	33.3	61.2	0.1
Language, literacy and communication skills (in Welsh)	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Wales	0.0	0.2	0.1	0.1	0.2	0.9	7.7	52.8	38.0	0.0
Language, literacy and communication skills (in English)	School	0.0	0.0	0.0	0.0	0.0	1.7	8.6	48.3	41.4	0.0
	Wales	0.1	0.4	0.4	0.2	0.5	1.6	8.6	50.0	37.9	0.2
Mathematical development	School	0.0	0.0	0.0	0.0	0.0	1.7	8.6	46.6	43.1	0.0
	Wales	0.1	0.4	0.3	0.2	0.3	1.3	7.2	51.5	38.6	0.1

Optional Areas of Learning:

Creative development	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Physical development	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Knowledge and understanding of the world	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Welsh language development	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

FPI **

School	89.7
Wales	87.3

**VICTORIA
COMMUNITY
PRIMARY
SCHOOL**

**JUNIOR
DEPARTMENT**

ATTENDANCE INFORMATION

HOURS: 8.55am to 12.00 noon
1.00pm to 3.15pm

Please encourage your child to arrive at school in good time. We consider **punctuality** and **regular attendance** are fundamental to establishing a sound routine. **In the interest of safety please avoid bringing your children to school before 8.45am** since we cannot ensure supervision for them before that time. We have no responsibility for children before 8:45am.

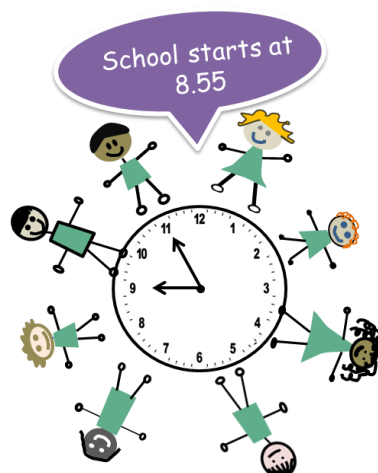
We like to think that pupils in the Junior Department are encouraged by parents to become self-reliant, independent and responsible. I know you will understand that **no child is allowed to leave school without permission**. Should you wish your child to leave school early for any reasons please let us know by letter or, in an emergency by telephone.

In cases of **sickness** or **unavoidable absence** we ask parents to inform school as soon as possible, preferably before 9.15 am. We need to be aware of the reasons for absence since the safety and welfare of each child is paramount. We also have to record authorised/unauthorised absences in annual returns to the Welsh Office. We look to parents for co-operation in maintaining our good attendance record. As a school we always aim for 95+ attendance.

If, in exceptional circumstances, school has to close you will be informed in good time and if children are to stay late at school for any reason your permission will be sought beforehand.

Lateness

We believe persistent lateness has the same detrimental effect as frequent absence. The School Secretary records late-comers in the 'late book'. The registration period is ten minutes from the beginning of a school session (8.55 – 9.05am). A pupil's arrival at school after this time is recorded as being a late arrival and must be noted on the pupil's annual school report. If a pupil is frequently late, parents will be contacted by the school and the Educational Social Worker will be informed.



Behaviour & Discipline

Behaviour in our school is of a high standard because everyone, staff and pupils, play an important part in the day-to-day monitoring of it. Staff are asked not to let any incident pass without comment or action, whether it be in the classroom, corridor or playground. Children reporting bad behaviour of others is always taken seriously and followed up. This, hopefully, helps to nip in the bud some forms of bullying. Each class also produces a Class Charter, outlining the rights and responsibilities for all members of the class. This is also displayed in the classroom.

We follow the Pivotal and Good to be Green strategies in the Junior Department.



When rules break down the following guidelines are observed:-

1. Reprimand by teacher (teacher will talk to the child to reach an understanding and agreement) - a verbal reminder of the rule is given.

If misbehaviour continues:-

2. A second verbal reminder of the rule is given.
3. A yellow warning card is issued and the child's name is written on the class record.
4. A red card is given and a notification slip is sent home to inform parents.

Please note: Yellow and Red cards can be issued immediately depending on the severity of the behaviour

If behaviour continues to be a concern:

5. Headteacher and the BeCo (Behaviour Coordinator) involvement - Head and BeCo talks to the child, clarification of situation, what needs to change, monitor situation.

Unresolved problem:

6. Headteacher contact parents for joint discussion/solution. (Child and teacher

asked to meeting).

7. Parents asked to check on subsequent conduct and be kept up to date. Head to be kept informed.

Problem still unresolved:

8. Chair of Governors/Governors informed of situation.

Serious problem continues:

9. Exclusion - If the problem persists and the child continues to break the rules of the school, an exclusion may be considered.
10. Emergency situations.

The above steps may be by-passed where a situation is considered so serious or dangerous that immediate intervention is required. Certain behaviour may result in immediate exclusion.

Good Behaviour

Although good behaviour is expected in our school, it is rewarded in various ways, such as:

- children give more responsibility within school
- mention in assemblies - especially kindness to others
- praise in front of peers in class
- report to parents
- awarding of dojo points
- certificates

Behaviour at Playtime

In cases when a child has become upset at playtimes because of an unpleasant incident the class teacher should be made aware of what has happened.

The majority of discipline problems can be handled by the teachers on duty. However, when an incident is considered by the duty teachers to be unresolved or of more serious nature the pupil(s) involved should be escorted to the Headteacher (or deputy in her absence) so that the matter may be sorted out.

When a child's behaviour has caused particular concern, yellow and red cards may be issued by the Headteacher or other staff members, for incidents involving fighting, swearing or showing disrespect towards a member of staff or another child. Depending on the severity of the incident, the child's parents will be contacted immediately.

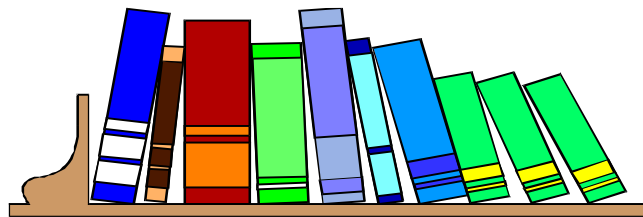
Incidents of bullying are recorded and dealt with accordingly. Parents will be informed and invited into school to discuss matters further. Incidents involving racial abuse are logged and reported to the LA and parents informed.

Our school yard is divided into 'zones' where children can go to partake in a variety of games and activities.

THE KS2 CURRICULUM

By the end of Year 6 pupils will be expected to reach the national standards in the following core subjects:

ENGLISH



SPEAKING AND LISTENING

Pupils talk and listen with confidence in an increasing range of contexts. Their talk is adapted to the purpose: developing and organising ideas thoughtfully, describing events and conveying their opinions clearly, including reasons occasionally. In discussion, they listen carefully, making contributions and asking questions that are responsive to others' ideas, needs and views. They can suggest changes in vocabulary and style which would improve talk. They use appropriately some of the features of standard English vocabulary and grammar.

READING

In responding to a range of texts, pupils show understanding of significant ideas, themes, events and characters, and are beginning to use inference and deduction. They refer to the text when explaining their views. They locate and use ideas and information on a specific topic from more than one source, and use them effectively.

WRITING

Pupils' writing in a range of forms is lively. Ideas are often sustained and developed in interesting ways and organised appropriately for the purpose and reader. Opinions are stated and supported with some reasons given. Vocabulary choices are often adventurous, and words are sometimes used for effect. Pupils are beginning to extend meaning and use different sentence structures. They organise their writing into paragraphs. Spelling conforms to regular patterns and is generally accurate. Full stops, capital letters and question marks are used accurately, and pupils are beginning to use punctuation within the sentence, including inverted commas for speech. Handwriting is clear and legible and, where appropriate, presentation is adapted according to the task.

MATHEMATICS

Pupils develop their own strategies for solving problems, and present information and results systematically. They search for a solution by trying out ideas of their own. They use their understanding of place value to multiply and divide whole numbers by 10 and 100. They use a variety of mental and written methods for computation, including recall of multiplication facts up to 10×10 .

They add and subtract decimals to two places. They check their results are reasonable by considering the context or the size of the numbers. They use simple fractions and percentages to describe approximate parts of a whole. They recognise and describe number patterns and relationships and use simple formulae expressed in words.

They use their knowledge of shape to make 3-D mathematical models, draw common 2-D shapes in different orientations on grids, and reflect simple shapes in a mirror line. They choose and use suitable units and instruments, reading, with appropriate accuracy, numbers on a range of measuring instruments. They find perimeters of shapes, areas by counting squares, and volumes by counting cubes. They use and interpret co-ordinates in the first quadrant.

They collect discrete data, group data where appropriate, and use the mode and median as characteristics of a set of data. They draw and interpret frequency diagrams and construct and interpret simple line graphs. They understand and use simple vocabulary associated with probability.



SCIENCE



Science in the National Curriculum focuses on the development of enquiry and skills through 3 broad topics:

- Interdependence of organisms
- The sustainable Earth
- How things work.

Pupils find and use a variety of evidence, information and ideas. They use scientific knowledge and skills to plan their enquiries and predict outcomes. In a fair test enquiry, they recognise, with support, the variables to change and measure and those to be kept the same. They decide upon some basic success criteria.

They follow the planned method making amendments where necessary. They make qualitative observations and use standard equipment to measure within a given range using S.I. units. They organise and communicate their findings using relevant scientific language and display these in tables, bar charts and in simple line graphs when the axes and scales are given. They identify patterns and trends. They distinguish between 'facts', beliefs and opinions and begin to recognise bias.

They use some scientific knowledge and understanding to explain their findings and differences between, or changes to organisms, materials and physical phenomena. They begin to draw conclusions, form considered opinions and make informed decisions.

They decide whether their method was successful by referring to their success criteria and say how they could improve it. They describe how they have learned and identify the ways that worked the best. They link the learning to similar situations.

WELSH

SPEAKING AND LISTENING

Pupils talk confidently in a variety of contexts. They present information, talk about experiences, respond in detail and show an awareness of order and progression. They express opinions clearly, giving reasons at times. They show an awareness of the needs of an audience by beginning to vary voice, intonation and gesture. In discussion, they listen carefully and respond by asking questions and making comments that are responsive to the contributions of others. They speak with ease and with coherence, and use an increasing variety of phrases and sentence patterns with a good measure of accuracy.

READING

Pupils read clearly and expressively. In responding to a wide variety of texts they show an understanding of the main ideas, events and characters. They refer to the text when expressing opinion, and begin to show an understanding of what is implicit in the material read. Pupils gather information on a specific topic from more than one printed source and use it effectively.

WRITING

Pupils write thoughtfully and imaginatively and show a fairly sound grasp of form. They express opinions simply and often sustain and develop ideas in an interesting way. Vocabulary choices are often original and words and phrases are chosen for effect. They use more varied and complex constructions fairly accurately. Pupils organise their work into paragraphs and in progression for the purpose of the reader. They spell most of the words within their experience correctly, writing words in their standard written form where appropriate and mutating correctly at times. They use capital letters, question marks and full stops accurately and they begin to use punctuation within sentences using apostrophes and quotation marks when necessary. Handwriting is legible, and they write with ease, and where appropriate presentation is adapted according to the task.

The study of the Welsh language and heritage has a very strong presence at Victoria CP School.

RELIGIOUS EDUCATION

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

If you do not wish for your child to attend morning assemblies or receive religious education then please inform the Headteacher in writing.

ASSESSMENT

In the Junior Department we use a wide range of **assessment strategies**:

1. Formative Assessment

This is on-going assessment which takes place through the daily interaction between the teacher and learner in order to identify the learner's needs and progress. It involves all National Curriculum subjects and takes place over a period of time. Formative assessment should relate directly to the lesson objective/ learning intention.

Formative assessment takes place through:

- talking
- listening
- observing
- questioning
- dialogue
- self and peer assessment
- marking of books and quality feedback to pupils
- DIRT time - Directed Improvement and Reflection Time
- teacher's mark books
- writing and practical activities

2. Diagnostic Assessment

This is the detailed analysis of specific aspects of performance in order to determine the precise nature of particular strengths and weaknesses. It is generally used within the SEN Department to identify learning difficulties.

3. Summative Assessment

This is accumulated evidence of what the learner knows, understands and can do at a particular time - at the end of year when preparing reports to parents/guardians or at the end of each National Curriculum Key Stage through the use of teacher assessment.

In the Junior Department summative assessment is carried out within all year groups in September and May/June. We use a range of commercial tests and in-house tests for writing, reading, spelling, Maths and Science. In addition, pupils are given a level in all foundation subjects across the key stage and at the end of key stage 2 using INCERTS. All pupils from years 2 - 6 sit the national literacy and numeracy tests.

4. Self Assessment

This involves the children making decisions about their own work and their comments and judgements on personal achievements. Pupils are required to set themselves targets based on self assessment and reflection. Pupil self evaluation is part of learning and therefore part of the lesson. DIRT time (Directed Improvement and Reflection Time) is used on a daily basis in our classrooms.

5. Peer Assessment

When appropriate, pupils are involved in assessing each other's work using success criteria as a benchmark. We value this method as it is non- threatening and promotes pupils as critical friends and thinkers.

6. PASS - Pupils Attitudes towards School and Self

Pupils in the Junior Department complete the online survey and the data is analysed to identify pupils' attitudes towards their learning.

7. Non-Verbal Reasoning Tests/ CATs

Non-Verbal Reasoning Test Series assesses non-verbal reasoning ability and helps to assess our pupils' future potential. We administer these tests to our Year 4 pupils in October.

USING ASSESSMENT INFORMATION

When used effectively, assessment information can help Governors and staff to:-

- Set measurable targets for inclusion in school development plans and to publish their targets in school prospectuses.
- Measure their performance against LEA targets and national benchmarks.
- Help the teachers to set their own targets for improving the standards of pupil's work.
- Identify strengths in provision and use these to promote good standards elsewhere in the school.

Please see our Assessment Policy for more details.



EXTRA CURRICULAR ACTIVITIES

We offer a wide range of extra curricular activities for the pupils in the Junior Department. These include

Art	Choir	Table Tennis	Drama	Football	
Gardening	Netball	Orchestra	Reading	Rugby	Tennis
Digital Leaders	Homework	Spanish			



INSTRUMENTAL MUSIC

The peripatetic music service in Wrexham is undergoing change and will be taking over by a cooperative - details will be available soon. It is possible that we may have to ask for payment for some musical tuition.

OUR SPORTING AIMS AND PROVISION

Our main sporting aim is to provide a wide variety of sporting activities for our pupils to enjoy and participate in. Since it is our belief that P.E. experiences make valuable contributions to the development of the whole child by offering *integrated* physical, motor skill, cognitive, personal and social, competitive, creative and aesthetic education.

SWIMMING/PHYSICAL EDUCATION



P.E. is a foundation subject in the National Curriculum and all pupils are required to follow the programmes of study and PESS initiative to reach the attainment targets. To learn to swim is a statutory requirement, so swimming lessons are arranged for all pupils in all year groups at Ysgol Clywedog pool. At the end of Year 6 pupils should be able to swim unaided for a sustained period of time.

Please note that girls need a **one-piece costume and swimming cap**. Boys must wear swimming trunks.

GYM

Pupils have the opportunity to attend Queensway Gym to take part in health-related exercises. Again, you will be informed when it's your child's turn to attend. There is a charge for this.

HOMEWORK

Every piece of homework set will have been carefully selected by the class teacher to enhance the pupil's educational experience whilst developing their individual understanding and learning. In order to extract maximum benefit from the exercise, we respectfully request and openly encourage the support of our parent body who can do much to ensure that their child approaches the work in a relaxed and positive manner. Parents will hopefully take an interest in their child's work by asking questions, offering support, guidance and providing a quiet place and regular time for completion of set tasks.

Children will benefit from a set routine and genuine adult interest, particularly when the work has been marked and is celebrated in a supportive encouraging environment. Homework will involve a range of tasks and will change as children get older. Daily reading, learning spelling patterns and times tables will be a regular part of homework. In addition, pupils are able to choose homework tasks from a 'homework menu'.

Sometimes, research for a topic may be given as a homework and extended projects will be given to older pupils to develop independent research skills. All pupils will be given a homework book, Learning Log or folder at the beginning of the school year.

All pupils are also required to complete maths homework online. Staff set their pupils homework and the pupils complete the task online. Those pupils who do not have a computer at home are able to come to homework club on a Friday dinnertime.

Each teacher will let parents know the day on which homework should be handed in.

Homework tasks should:

- have a very clear focus and time guideline
- give plenty of opportunities for pupils to succeed
- be varied - not purely written assignments
- be manageable for teachers and families

A copy of our school homework policy is available for parental inspection on our website. If you have any problems encountering homework, please let us know.

HEALTHY SCHOOLS

At Victoria CP School, we are committed to educating children about healthy lifestyles and encouraging our pupils to make the right choices about keeping safe and healthy. We aim to build healthy habits now and keep them healthy for a lifetime. We do not operate a tuck shop in school but pupils have the opportunity to buy fruit and they have water on their desks to keep them hydrated throughout the afternoon. Please see Mrs Birchall for further information on Healthy Schools or view our range of policies that promote healthy lifestyles.



SCHOOL LIBRARY



Both departments have well stocked libraries. We encourage children and families to take care of loaned books as many of the books have been donated by parents and friends and we cannot afford to replace them. Book fairs are regularly held at school to encourage parents and pupils to select books recommended by school and we celebrate World Book Day every March. Pupils are timetabled to use the library to develop their library skills as part of our skills development programme.

HOUSE SYSTEM

To encourage children to do their best we operate a House Points system. On entry to school pupils are put into **ERYRI, IDRIS, ARAN or BERWYN**. They remain in the house throughout their time in school and represent 'their' house in a variety of school competitions.

THE 'BUDDY' SYSTEM

Each year we have two teams of pupils who volunteer to be 'Buddies'. Pupils apply for the post of playground buddy and receive training to help them undertake the tasks expected of them. Duties are undertaken on a rota basis and include selecting and caring for playground equipment on a daily basis, dining hall duty and teaching other children how to play traditional games. Mrs M Jones supports the Buddies.

SEX AND RELATIONSHIPS EDUCATION

At Victoria C.P. School it is our aim to ensure that our children grow up as informed and responsible adults. We aim to equip our children with the skills and information to be able to differentiate between accurate and inaccurate information, discuss a range of moral and social issues and perspectives on sex and sexuality, including different cultural attitudes and sensitive issues.

The overall objective of SRE is to help and support our children through their physical, emotional and moral development. This will enable our pupils to learn to respect themselves and others and move with confidence from childhood through to adolescence and then to adulthood.

Our SRE programme will not be taught in isolation. It is firmly rooted in our PSE (Personal and Social Education) framework and science schemes of work. The main SRE programme will be delivered through PSE lessons. In addition, certain biological aspects are also delivered through science lessons as part of the 'Interdependence of Organisms' topic.

Sex and Relationship education takes place predominantly within mixed gender classes however it may sometimes be deemed appropriate and relevant for learners to be taught in single gender groups for certain issues. Each class teacher is responsible for the delivery of SRE within their own classroom.

Parents are reminded that they can withdraw their children from all or part of the sex education provided. Parents may view materials used to provide S.R.E which are available on request. A copy of our school sex education policy is also available for parental inspection.

RESIDENTIAL VISITS

At present our residential visits include:

Nant BH	-	Year 4
Glan Llyn	-	Year 5
Cardiff	-	Year 6



If the visit takes place during school hours a charge can be made for board and lodging, but parents who receive Income Support, Jobseeker's Allowance, Child Tax Credit, Immigration and Asylum Seekers Allowance or Pension Credit can apply for financial support. This only applies to residential visits organised by Wrexham LA and parents are eligible to apply for only one child per year.

As in line with our Behaviour Policy and Residential Trips policy, pupils who have received 2 red cards within the academic year will not be allowed on a residential trip.

STATIONERY

We have to ask pupils to take great care of consumable items such as pencils, pens, rulers, coloured pencils etc., since class teachers have to manage allocation which is not sufficient to replace them. If items belonging to school are lost or broken, we ask parents to replace them. We allow children to bring in their own stationery as this is good practice for secondary school. The pupils are responsible for their own property.

TRANSITION AT KS2/KS3

Most pupils in the Junior Department will move on to Ysgol Clywedog or St Josephs, the neighbouring 11-16 secondary schools. Parents do however have the option to express a preference for other secondary schools in the Wrexham area. To make the transition as easy as possible, there is close liaison with Ysgol Clywedog, St. Joseph's and its other feeder primary schools so that common policies are followed.

The Year 7 tutors at Ysgol Clywedog and St Joseph's keep in regular contact with the Year 6 teachers and Headteacher. Before transfer pupils spend 3 - 5 days at the school where they experience lessons in their new classes with members of staff of the secondary school. They are introduced to the daily routine and school rules and become acquainted with the layout of the school. A social evening for parents is also arranged to allow them to look around the school and meet the Headteacher and members of staff.

ASSESSMENTS FOR END OF KEY STAGE 2

Reporting regulations require the Local Education Authority to provide parents with a summary of test results for the end of Key Stage 2 on a school basis. They have been set out as percentages in the tables below by subject and level achievements. In presenting this information, we should like to remind you of the following:-

1. A typical Year 6 pupil will probably be at Level 4.
2. A Level 5 is an exceptionally good result and Level 6 is exceptional performance at KS2.
3. Most pupils will move to a new level every two years or so.
4. At any one time pupils are likely to reach a higher level in some subjects and aspects than in others.
5. W means working towards Level 1.
6. D means disapplied for special reasons.

END OF KEY STAGE 2 DATA 2018

School Comparative/Validation 2018 (KS2 - Pupils)



(Table 1 of 2 - PERCENTAGES)

Wrexham

Victoria Primary School

		N	D	NCO1	NCO2	NCO3	1	2	3	4	5	6+	4+
English	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	50.0	50.0	0.0	100.0
	Wales	0.1	0.4	0.1	0.1	0.2	0.4	1.4	6.3	46.4	43.0	1.7	91.1
Oracy	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.9	48.1	44.2	5.8	98.1
	Wales	0.1	0.4	0.1	0.1	0.1	0.4	1.2	6.2	45.4	44.0	2.0	91.4
Reading	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	50.0	48.1	1.9	100.0
	Wales	0.1	0.4	0.1	0.1	0.2	0.4	1.4	6.8	45.0	43.6	1.9	90.5
Writing	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.9	59.6	38.5	0.0	98.1
	Wales	0.1	0.4	0.1	0.1	0.1	0.5	1.8	10.3	50.0	35.2	1.4	86.6
Mathematics	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	44.2	51.9	3.8	100.0
	Wales	0.1	0.4	0.1	0.1	0.1	0.4	1.2	6.0	44.6	45.3	1.8	91.6
Science	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	50.0	44.2	5.8	100.0
	Wales	0.1	0.4	0.1	0.1	0.1	0.3	1.1	5.5	45.8	46.2	0.2	92.2
Welsh Second Language	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	53.8	46.2	0.0	100.0
	Wales	0.3	0.7	0.2	0.2	0.2	1.0	2.5	14.2	54.6	26.0	0.3	80.9

Core Subject Indicator **

School	100.0
Wales	89.5

Notes

N: Not awarded a level for reasons other than disapplication.

D: Disapplied under section 364 or 365 of the Education Act 1996, now effected through sections 113-116 of the Education Act 2002.

NCO1 : National Curriculum Outcome 1

NCO2 : National Curriculum Outcome 2

NCO3 : National Curriculum Outcome 3

(NB NCO1, NCO2 & NCO3 have replaced Level W in previous years)

- : Not exactly zero, but less than 0.05

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

** : Achieved the expected level in each of Welsh First Language or English, Mathematics and Science in combination.

The New Curriculum in Wales

Now more than ever, young people need to be adaptable to change, capable of learning new skills throughout life and equipped to cope with new life scenarios.

Advances in technology and globalisation have transformed the way we live and work. These changes have profound implications for what, and how, children and young people need to learn. After all, tablets and smart phones didn't even exist when the last curriculum was introduced in 1993.

Schools and teachers need more flexibility to respond to this environment, using a new curriculum which will promote high achievement and engage the interest of all children and young people to help them reach their potential.

The new curriculum will bring this about by making learning more experience-based, the assessment of progress more developmental, and by giving teachers the flexibility to deliver in more creative ways that suit the learners they teach.

The new curriculum will have more emphasis on equipping young people for life. It will build their ability to learn new skills and apply their subject knowledge more positively and creatively. As the world changes, they will be more able to adapt positively.

They will also get a deep understanding of how to thrive in an increasingly digital world. A new digital competence framework is now introducing digital skills across the curriculum, preparing them for the opportunities and risks that an online world presents.

Meanwhile teachers will have more freedom to teach in ways they feel will have the best outcomes for their learners.

The central focus of assessment arrangements will be to ensure learners understand how they are performing and what they need to do next. There will be a renewed emphasis on assessment for learning as an essential and integral feature of learning and teaching.

The purpose of the new curriculum is to support our children and young people to be:

- 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.

It will have six 'Areas of Learning and Experience (AoLE).

- Expressive arts.
- Health and well-being.
- Humanities (including RE which should remain compulsory to age 16).
- Languages, literacy and communication (including Welsh, which should remain compulsory to age 16, and modern foreign languages).
- Mathematics and numeracy.
- Science and technology.

It will also include three cross-curricular responsibilities: literacy, numeracy and digital competence.

Assessment is a continuous process and takes place on a daily basis in schools. Progression reference points help learners, teachers, parents and carers to understand if appropriate progress is being made. They will set out expectations for learners in each area of their learning relating broadly to ages 5, 8, 11, 14 and 16.

The new curriculum will be compulsory from September 2022.