

# VICTORIA COMMUNITY PRIMARY SCHOOL



## PROSPECTUS 2023 - 2024

## Contents

	Page
General information.....	3
Foreword by the Chair of Governors.....	4
Welcome by the Headteacher.....	5
The Governors .....	6
The Staff.....	7 - 9
Pupil Offer .....	10
Admissions & Attendance .....	11 & 12
Charging Policy.....	13
Child Protection.....	13
Healthy Schools .....	13
Complaints .....	14
Disability.....	14
Equal Opportunities.....	14
Holidays.....	15
Training Days.....	15
Term Dates .....	16
The Home School Agreement.....	17
Friends of Victoria Community Primary School...	18
Medical Matters.....	18
Parking.....	18
Publicity Permissions.....	19
Religious, Values and Ethics Education.....	19
School Council.....	19
School Meals.....	19
School Security.....	20
School Clothing/Uniform & PE Kit.....	20 & 21
Special/Additional Educational Needs...	21 & 22
Free Breakfast Club	23
Victoria Out of School Club.....	23
Little Gems and Jewels After-School Club	24
Early Entitlement.....	24
New Curriculum for Wales & Rationale....	25 - 30
Areas of Learning.....	31 - 44
Assessment in the New Curriculum.....	45 & 46
Marking & Feedback.....	47
The Nursery.....	48 - 56
The Infant Department.....	57 - 62
The Junior Department.....	63 - 72

## GENERAL INFORMATION

Victoria Community Primary School consists of:

- Nursery Department
- Infant Department (Reception, Year 1 and Year 2)
- Junior Department (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](mailto:mailbox@victoria-pri.wrexham.sch.uk)

Website: <https://victoria-pri.co.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.

## 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 A Evans	Chair of Governors & LEA Governor
Mr N McBain	Vice Chair & LEA Governor
Mrs D Eccles	Headteacher
Mr C Birchall Ms S Petrova Mr S Cunningham Mr B Argent	Parent Governors
Ms C Hughes Mr B Fitzhugh Mrs R Williams Mrs C Spinks	Community Governors
Mrs S Birchall Mr N Hodges	Teacher Governors
Mr T Eccles	Staff Governor
Mrs S Jones Mrs S Jeffrey	LA
Mr A Jones	Minor Authority
Wrexham Authority Clerking Service Mrs T Haines	Clerk to the Governing Body
Mrs K Evans	Chief Officer - Education & Early Intervention Lambpit Street, Wrexham LL11 1AY
Mrs J Parry	GWE Support and Improvement Advisor



# VICTORIA COMMUNITY PRIMARY SCHOOL

## STAFF 2023-2024

### Senior Leadership Team (SLT)

Headteacher	- Mrs D Eccles
Assistant Headteacher	- Mr N Hodges
Assistant Headteacher	- Mrs S Birchall
ALNCO	- Mrs M Jones
Infant Literacy Lead	- Ms J Sibley
Infant Mathematics Lead	- Mrs K Jones

### Infant Department - 3-7 year olds

#### Nursery:

Miss G Roberts/Mrs Meadows - Class Teacher - Butterflies/Ladybirds Classes

#### Reception:

Mrs A Shallish/ Ms S Jones - Class Teachers - Bumblebees Class

Ms J Sibley - Class Teacher - Brambles Class

#### Teaching Assistants/Nursery Nurses - Nursery & Reception

- Mrs L Gallanders
- Ms K Davies (1:1)
- Mrs B Hughes
- Mrs M Camlibel
- Mrs S Dubash
- Mrs J Westhead (small class provision)
- Mrs Z Turan (small class provision)
- Miss K Seward
- Mrs A Malik

#### Year 1

Mrs A Vaughan - Class Teacher - Conkers Class

Miss C Jones - Class Support - Conkers Class

Mrs M Marciniowska - Class Support - Year 1

Mr M Stone-Jones - Class Teacher - Wrens Class

Mrs A Davies - Class Support - Wrens Class

#### Year 2

Miss J Weller - Class Teacher - Dragonflies Class

Mrs S Turner - Class Support/PPA - Dragonflies Class

Mrs K Jones - Class Teacher - Goldfinches Class

Mrs S Cunningham - Class Support - Goldfinches Class

Miss K Edwards - Class Support/PPA - Goldfinches Class

**Victoria Gems, Jewels and Treasures**  
**(Wraparound care and Funded Early Education - Infants Dept)**

Janet Lloyd - Manager  
Lauren O'Brien-Griffiths - Senior Practitioner  
Katie Hill - Childcare Assistant  
Hiba Fahed - Childcare Assistant  
Debbie Wright - Childcare Assistant  
Becky Johnson - Childcare Assistant  
Beth Jones - Lunchtime Assistant  
Hiyam Daawsh - Lunchtime Assistant



EAL Support - Mrs E Pawlicka

Infant Department Admin & Business Manager - Mrs A Gough

Planning, Preparation and Assessment (PPA) Teacher cover provided by Mrs S Jones





## Junior Department - 7-11 years

### Teaching Staff

Mr S Evans	-	Year 3SE Acorns		
Mrs L Wilson & Mrs R Buck	-	Year 3LW/RB Bluebells		
Mr H Jones	-	Year 4HJ Ravens		
Mrs B Prytherch	-	Year 4BP Starlings		
Mr N Hodges	-	Year 5NH Magpies		
Miss J Edwards	-	Year 5JE Willow		
Mrs J Settle	-	Year 6JS Kingfishers		
Mrs S Birchall	-	Year 6SB Otters		
Mrs M Jones	-	ALNCO (Additional Learning Needs Co-ordinator)		
Mrs C Seaton	-	PPA teacher in the Junior Department		
Mrs D Andrews	-	PPA teacher in the Junior Department		
Teaching Assistants	-	Mrs D Roberts	- Year 3	
		Mrs K Henshaw	- Year 3	
		Mrs J Blackwell	- Year 4	
		Vacancy	- Year 4	
		Mrs L Edwards	- Year 5	
		Mrs C Stokes	- Year 6	
		Vacancies	- 1:1 Support	
		Mrs M Denney	- 1:1 Support	
		Mrs A Owens	- ALN Support	
EAL Teachers & Support	-	Mrs E Pawlicka and Mrs V Bernard		
Junior Department Admin Staff	-	Mrs H Cole & Mr T Eccles		
School Site Manager	-	Mr G Evans		
School Kitchen Staff	-	Mrs S Manning		
Middy Supervisors	-	Ms D Wright	Miss Praveena	Miss Soares
		Mrs Camlibel	Mrs B Jones	Mrs C Shute
School Nurse	-	Mrs Rachael Griffiths		
Educational Social Worker	-	Mrs H Roberts		
Attendance Officer	-	Mrs Zoe Ankers-Phillips		



## 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

(and as staff we will mirror these values)

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, culture and heritage
- Celebrating the diversity within our school
- Robustly challenging and assessing our pupils
- Developing learners who can assess and narrate their own progress
- 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](https://www.wrexham.gov.uk/english/education/admissions_index.htm)

## ATTENDANCE DATA

School Year 2022 - 23	
Attendance	92.05%
Authorised Absence	6.86%
Unauthorised Absence including holidays (more than 10 days)	1.09%

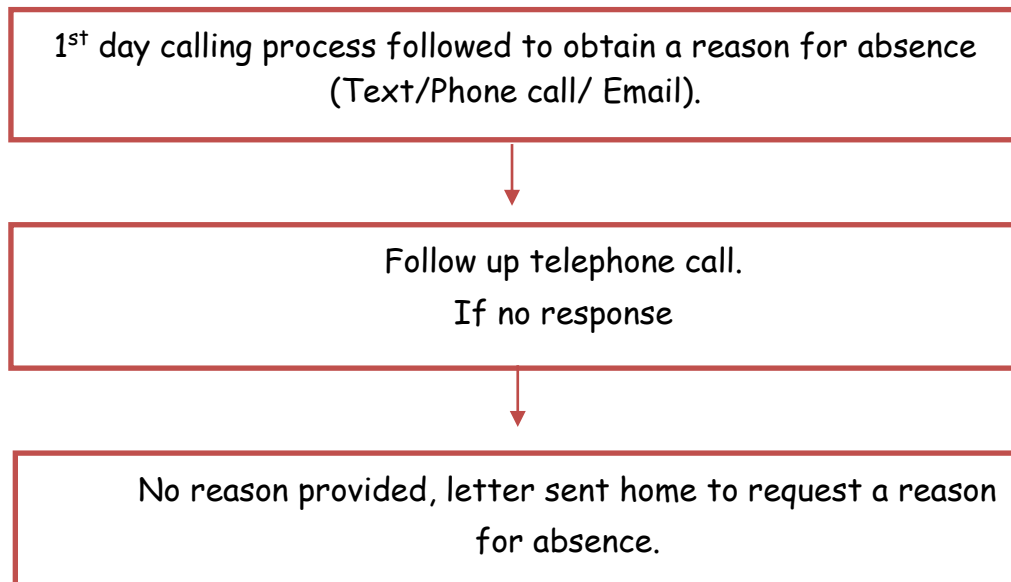


It is vitally important children attend school and arrive on time. If attendance or punctuality becomes a serious issue, the Headteacher will issue a graduated series of letters. If it continues to become a problem, the Headteacher will inform the Educational Social Worker and a Fixed Penalty Notice may be issued resulting in a £60 fine. Please note, we do not authorise absence for birthdays.

## 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
<b>100%</b>	<b>95%</b>	<b>90%</b>	<b>85%</b>	<b>80%</b>	<b>75%</b>
<b>Good</b> Best chance of success. Gets your child off to a flying start		<b>Worrying</b> Less chance of success. Makes it harder to make progress		<b>Serious Concern</b> Not fair on your child. Court action!	

### Wrexham Authority Attendance Procedure:



- Once a pupil hits **10 sessions** absence whether authorised or unauthorised **Attendance Letter 1** to be sent.
- Once a pupil hits **16 sessions** absence whether authorised or unauthorised **Attendance letter 2** to be sent.
- Once a pupil hits **22 sessions** absence authorised or unauthorised a **phone call** is made to the parent/carer by a member of school staff to discuss the attendance concerns. This should be Head of Year or person with responsibility for attendance in school. Record of conversation is kept.
- Once a pupil hits **26 sessions** absence whether authorised or unauthorised **Attendance letter 3** to be sent. This requests medical proof for all future absences to be authorised.
- Once a pupils hits **26 sessions Unauthorised** absence, a letter is sent arranging a meeting with the parent/carer, School representative and Education Social Worker for an attendance meeting to take place. Referral to ESW made to attend meeting Consideration to be given to attendance improvement strategies, including the introduction of an Attendance Improvement Plan.
- If attendance continues to deteriorate, consideration to be given to implementing legal action - FPN or Prosecution depending on attendance history, level of absence and past compliance.

## 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 a critical 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. Mrs Eccles, Mrs Birchall, Mr Hodges and Mrs M Jones are the Lead Safeguarding Officers at school.

## 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 or Mrs Prytherch for further information on Healthy Schools or to view our range of policies that promote healthy lifestyles.

We only encourage healthy snacks at playtime and fruit is always available to buy. We also encourage parents to provide their children with a balanced lunch.

## 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, Mrs K Evans, 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. PL

## 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 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 paper forms to request family holidays can be obtained from school.** Alternatively you can use our digital form - <https://forms.office.com/r/dDSj6Nz1uj>

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 2023-24:

Friday 1<sup>st</sup> September

Fri 27<sup>th</sup> October

Friday 22<sup>nd</sup> December

Monday 8<sup>th</sup> January

Mon 8<sup>th</sup> April

Friday 5<sup>th</sup> July

## Wrexham Academic Year Dates



This document is available in Welsh

Autumn Term	2022-2023	2023-2024	2024-2025
Term opens	Thu 1 September 2022	Fri 1 September 2023	Mon 2 September 2024
Half term close	Fri 28 October 2022	Fri 27 October 2023	Fri 25 October 2024
Half term open	Mon 7 November 2022	Mon 6 November 2023	Mon 4 November 2024
Term closes	Fri 23 December 2022	Fri 22 December 2023	Fri 20 December 2024

Spring Term	2022-2023	2023-2024	2024-2025
Term opens	Mon 9 January 2023	Mon 8 January 2024	Mon 6 January 2025
Half term close	Fri 17 February 2023	Fri 9 February 2024	Fri 21 February 2025
Half term open	Mon 27 February 2023	Mon 19 February 2024	Mon 3 March 2025
Term closes	Fri 31 March 2023	Friday 22 March 2024	Fri 11 April 2025
Easter	Good Friday 7 April 2023 Easter Sunday 9 April 2023	Good Friday 29 March 2024 Easter Sunday 31 March 2024	Good Friday 18 April 2025 Easter Sunday 20 April 2025

Summer Term	2022-2023	2023-2024	2024-2025
Term opens	Mon 17 April 2023	Mon 8 April 2024	Mon 28 April 2025
May Day	Mon 1 May 2023	Mon 6 May 2024	Mon 5 May 2025
Half term close	Fri 26 May 2023	Fri 24 May 2024	Fri 23 May 2025
Half term open	Mon 5 June 2023	Mon 3 June 2024	Mon 2 June 2025
*Common Transfer Day	Thu 29 June 2023	Thu 27 June 2024	Thu 26 June 2025
Term closes	Thu 20 July 2023	Fri 19 July 2024	Mon 21 July 2025





# 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 21<sup>st</sup> century.

## Pupil

### I will be ready:

- Attend school regularly and on time.
- Be prepared – e.g., bring your reading diary into school.
- Share any problems that might affect my work or behaviour.
- Understand your rights and responsibilities as a child and learner, e.g., knowing and working towards your targets.
- To be an ambitious & capable learner, an ethical & informed citizen, a healthy & confident individual and an enterprising & creative contributor.
- Do all my class work and homework as well as I can.

### I will be respectful:

- Be kind and polite to everyone within school, including our valuable dinnertime staff.
- Wear the school uniform and be tidy in appearance.
- Keep the school free from litter.
- Look after my personal belongings, and respect those of others.

### I will be safe:

- Be kind and considerate to everyone within school and outside, as well as online.
- Play safely inside and outside of school.
- Walk sensibly inside and outside of school.

Signed \_\_\_\_\_ Pupil/ on  
behalf of the pupil.

## Family

### I/We will

- See that my child goes to school every day, on time, properly dressed and equipped, to include PE kit on PE days and reading diaries.
- Provide an explanation if my child is absent, in accordance with the school's attendance policy. **You must phone/email/dojo 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, i.e., healthy snack & balanced lunches.
- Support my child with their homework and other opportunities for home learning, especially reading. Infant children must return their book bags weekly.
- Attend parents' evenings to discuss my child's progress.
- Engage in the life of the school.
- Do our/my best to avoid holiday absence during term time.

Signed \_\_\_\_\_  
Parent/Carer

## Victoria School

### The School will

- Encourage 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 children to develop their growth mindset and resilience.
- Provide a broad and balanced curriculum, which is enhanced with rich learning experiences and is inclusive of all children.
- Encourage the children to be ambitious & capable learners, ethical & informed citizens, healthy & confident individuals and enterprising & creative contributors.
- 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, including suitable interventions if necessary.
- Keep parents informed about general school matters.
- Keep parents regularly informed of their child's progress; through parents' evenings, messages and written reports.
- Be transparent and welcoming at all times and offer opportunities for parents to become involved in the life of the school.

Signed: *Mrs D Eccles* Headteacher

## 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. You don't necessarily have to sign up to be a permanent member - you can also help out per event. Please contact Mr Hodges - [hodgesn@hwbcymru.net](mailto:hodgesn@hwbcymru.net) if you wish to come along.

### 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 if we have been informed by the child's main carers. 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. 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.**

### 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 and zig-zag lines is also prohibited. This is essential for the safety of all our children. There is a car park next to the Premier Shop. The police patrol Poyser Street on a frequent basis.

## PUBLICITY

A digital 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.**

## RELIGIOUS, VALUES AND ETHICS EDUCATION (RVE)

Religious education/religion, values and ethics is a valuable part of learners' education at Victoria CP School. We believe that there is no other subject that has the same potential to prepare learners for life in a very diverse world from both religious and non-religious perspectives.

RVE also challenges learners to engage with and interpret human experience, the natural world and their own place within it. It may contribute to the building of emotional and mental resilience because it is concerned with related areas such as purpose and meaning in life, questing, values, identity, belonging, relationships, sources of authority, making decisions, life and death. In addition, RE/RVE has much to offer learners' spiritual, moral, social and cultural development.

**Every state-maintained school in Wales is required to provide statutory RE/RVE to their learners, and whatever your setting, RE/RVE should be objective, critical and pluralistic. Parents do not have the right to withdraw their children from RVE.**

## SCHOOL COUNCIL

The School Council consists of two children from each class from year 1 upwards 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 called Parent Pay. 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. Each pupil has an individual account which will need to be kept in credit by the pupil/parent or guardian. Pupils on free school 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. Parents must pay for school meals through <https://www.parentpay.com>.

## SCHOOL SECURITY

All doors into both buildings are locked at 9am and entry to the school is gained through the main reception 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 8.35am 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 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, Mrs A Evans, Mr G Evans and Mrs Linda Edwards are the school's appointed Health and Safety Officers 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 (Reception - Year 6)

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 and is available from Ram Leisure, with more affordable and generic uniform available from major supermarkets.

**Due to our active curriculum, we are happy for children to wear navy jogging bottoms.**

### Winter Uniform

Dark grey or navy skirt, trousers, leggings or pinafore dress

Dark grey or navy trousers or jogging bottoms

White blouse or 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**)

### Summer Uniform

Dark grey or navy shorts/trousers/leggings/jogging bottoms

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

Navy/white checked 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.



- 2) To organise the assessment/screening of the specific individual needs of the identified children.

## **B. ORGANISATION**

- 1) To oversee the organisation of universal and targeted provision and interventions 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 provision and interventions accordingly.

## **C. SUPPORT/ADVICE**

- 1) To liaise, within school, suitable provision for children with members of staff and those responsible for the various areas of the curriculum.
- 2) To liaise within school, with members of staff responsible for the academic/ social and emotional welfare of 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 at any time regarding a child's specific needs by parents, class teachers within the school, or outside agencies which may be directly concerned with the child's welfare. Following a period of detailed observation and assessment, the individual needs of each child will be considered. It is the policy of the school to pursue learning needs through a 'whole school approach.' Such an approach involves children working to their appropriate level within a classroom situation with the majority of learning needs supported by universal and targeted universal provision (see explanations overleaf).

In a small minority of pupils, an additional learning need (ALN) may be determined if their need is 'above and beyond' and the Inclusion Team around the School (ITaS) will recommend suitable additional learning provision (ALP). We welcome the support of 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: -

Specialist Teachers  
School Nurse  
Counsellors

Health Professionals  
Educational Psychologist

Education Social Worker  
Speech Therapist

Regular review meetings are held, involving all relevant parties, to assess and monitor progress and establish new targets through and individual development plan (IDP).

For more detailed information, please see the Parent's Guide:

[additional-learning-needs-aln-system-parents-guide](#)

### **Universal Provision**

At Victoria CP School all children have access to a range of tools and support for their emotional and mental well-being. Universal provision is about supporting children to understand their own well-being in building resilience and in developing coping mechanisms to manage the everyday stresses and challenges experienced throughout life, as well as in knowing when and how to access support. This will be reflected by a range of universal provisions that learners receive both within the classroom, such as introductions to emotional literacy, or outside of the classroom, including universal pastoral/nurture support. Our ethos of nurturing young people, having trusted relationships with school staff, being able to talk about issues and the way well-being is taught through the new curriculum will be all that is required in many instances. Other actions that support well-being, such as providing learners with the opportunities for outdoor activities, weekly unstructured time for well-being activities, or quiet drop-in spaces they can access when they need 'time out', is also available at Victoria CP School.

### **Targeted Provision**

Sometimes children and young people will need support over and above universal provision. There is a wide spectrum of well-being and everyone, including children and young people, will move across the spectrum at different points in their lives as challenges and both internal and external factors affect them. Targeted provision may also need to be considered for some children during times of transition.

### **MORE ABLE AND TALENTED**

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 Prytherch.

### **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. The £2 breakfast club is open at 7.55 - 8.15am.

### **VICTORIA OUT OF SCHOOL CLUB**

Junior school parents who are interested in taking advantage of this facility should contact the Club Staff. Club Supervisors, Ms Hannah Wells, can be contacted on telephone number (01978) 367629.

## VICTORIA GEMS, JEWELS & TREASURES

(Providing Wraparound Care & Funded Early Education)

**Little Gems** is situated in the Foundation Phase department of school and is open to all children aged three and four to complement their nursery or funded early education session. We can offer either a morning session or afternoon session for your child, enabling parents to have a full day's childcare at an affordable rate.

The current fees are £15.00 per session and we do not charge for any sessions your child is unable to attend.

**Jewels After School Club** is also 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 Phase classes and cater specifically for the needs of our younger children by providing age appropriate activities and resources.

Current fees are as follows:

Stay until 4.30pm - £6.50

Stay until 5.00pm - £7.50

Stay until 5.30pm - £8.50

If you would like any further information on either of our wraparound groups, 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 3<sup>rd</sup> birthday in the first two terms of the school year.

The group is supported by a Local Authority link 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 for this group in September or if you prefer a paper application form, these 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



## THE CURRICULUM FOR 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 3 - 16 curriculum (begins in Nursery and continues to Year 11), 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 has six 'Areas of Learning and Experience' (AoLE).

- Expressive arts.
- Health and well-being.
- Humanities (including RVE 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 became compulsory in September 2022.

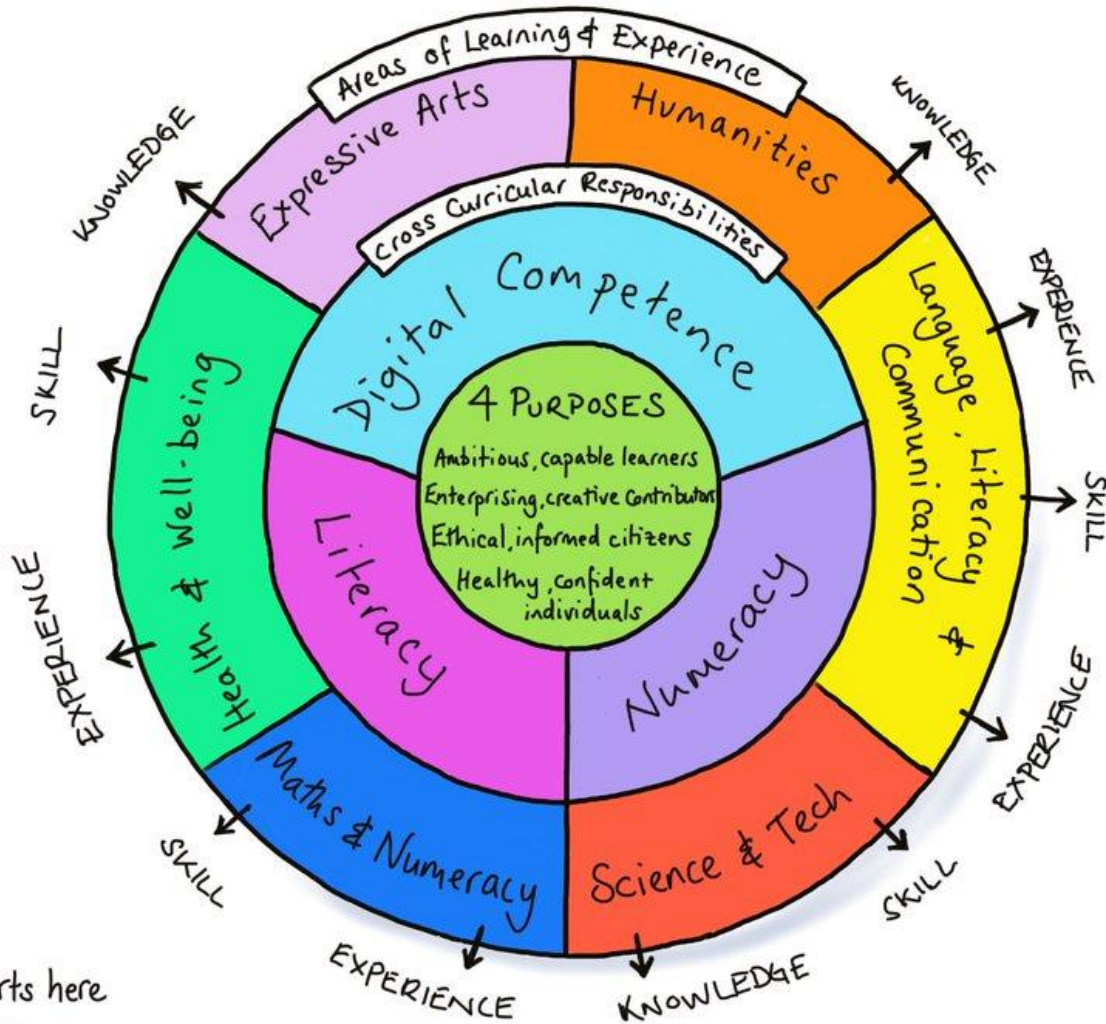
<https://hwb.gov.wales/api/storage/4e66c555-73aa-44ee-93e5-1e612906f1d2/220208-parents-carers.pdf>

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# Curriculum for Wales

A transformational curriculum for children in Wales

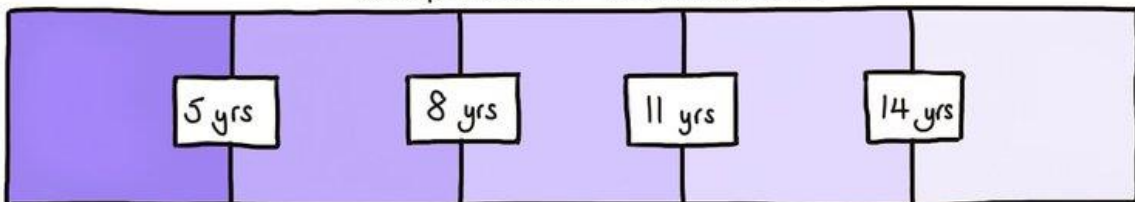


Starts here



Age 3

## PROGRESSION FRAMEWORK



Age 16

Achievement Outcomes at each Progression Step are short statements in learner friendly language that serve as a broad reference point for each pupil's learning journey.

Finishes here





# Victoria CP School - Curriculum Rationale



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

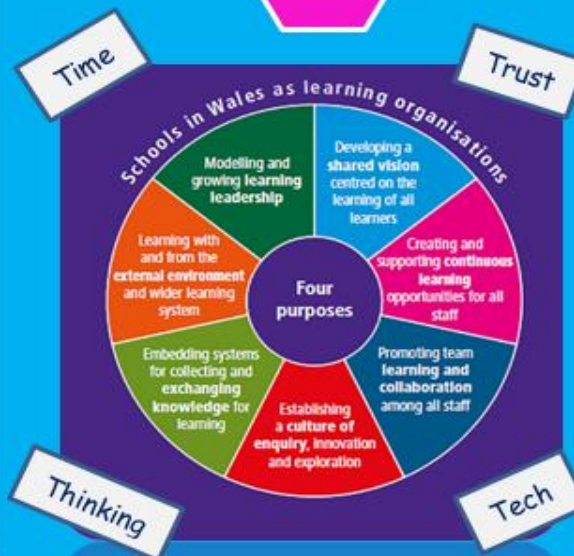
Ready,  
Respectful,  
Safe

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, culture and heritage
- Celebrating the diversity within our school
- Robustly challenging and assessing our pupils
- Developing learners who can assess and narrate their own progress
- 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



At Victoria CP School, we deliver an engaging and meaningful curriculum that meets the needs of all learners. Our creative curriculum is local yet global and it will provide our learners with the skills, experiences and knowledge to empower them to embrace an ever-changing world with critical minds, positivity and hope.



*Drwy gydweithio, gall pob plentyn llwyddo.*



Purpose - At Victoria CP School, we deliver an engaging and meaningful curriculum that meets the needs of **all** learners. Our creative curriculum is local yet global and it will provide our learners with the skills, experiences and knowledge to empower them to embrace an ever-changing world with positivity and hope

#### AMBITIOUS & CAPABLE LEARNERS:

- set themselves high standards and seek and enjoy challenge
- are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
- are questioning and enjoy solving problems
- can communicate effectively in different forms and settings, using both Welsh and English
- can explain the ideas and concepts they are learning about
- can use number effectively in different contexts
- understand how to interpret data and apply mathematical concepts
- use digital technologies creatively to communicate, find and analyse information
- undertake research and evaluate critically what they find

#### HEALTHY & CONFIDENT INDIVIDUALS:

- have secure values and are establishing their spiritual and ethical beliefs
- are building their mental and emotional well-being by developing confidence, resilience and empathy
- apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
- know how to find the information and support to keep safe and well
- take part in physical activity
- take measured decisions about lifestyle and manage risk
- have the confidence to participate in performance
- form positive relationships based upon trust and mutual respect
- face and overcome challenge
- have the skills and knowledge to manage everyday life as independently as they can

#### ENTERPRISING & CREATIVE CONTRIBUTORS:

- connect and apply their knowledge and skills to create ideas and products
- think creatively to reframe and solve problems
- identify and grasp opportunities
- take measured risks
- lead and play different roles in teams effectively and responsibly
- express ideas and emotions through different media
- give of their energy and skills so that other people will benefit

#### ETHICAL & INFORMED CITIZENS:

- find, evaluate and use evidence in forming views - engage with contemporary issues based upon their knowledge and values
- understand and exercise their human and democratic responsibilities and rights
- understand and consider the impact of their actions when making choices and acting
- are knowledgeable about their culture, community, society and the world, now and in the past
- respect the needs and rights of others, as a member of a diverse society
- show their commitment to the sustainability of the planet

## Our Curriculum at Victoria CP School

At Victoria CP School, we deliver an engaging, inclusive and meaningful curriculum that meets the needs of all learners. Our creative curriculum is local and community focused, yet global and it will provide our learners with the skills, experiences and knowledge to empower them to embrace an ever-changing world with critical minds, positivity and hope. We are a school that places as much importance on children's well-being as it does on academic success. Our curriculum is alive and evolving. It is responsive to the needs of our pupils. It is a fluid and flexible machine which may alter direction according to the needs of the class or cohort. Above all, it has coherence, credibility and compassion and encourages learners to engage with their head, heart and hands.

What we teach isn't the most important factor - it is how we teach it where our effort and focus lies. We focus on 'learning to' not 'learning about'. We understand that learning is a very personal journey for every child and we respond to the individual needs of our learners using a wealth of pedagogical approaches of which investing in, and building positive relationships, is the main approach to engaging our children. Their progression is our mission and ensuring our children independently navigate their own learning journey throughout their time at Victoria School is of utmost importance. This can only be achieved through mutual trust and high expectations of all.

The four purposes underpin all of our teaching and learning at Victoria CP School. For our youngest children in Nursery, we follow Planning in the Moment where we capture teachable moments from the interests of the child in the present moment. This child-led learning gains momentum as our children move through the infant department. Alongside this, we focus on developing basic skills through a multi-disciplinary approach. We implement a strong transition between year 2 and 3, where year 3 adopt many FP approaches with a focus on basic skills. By the time our children reach upper KS2, they are experiencing more of a disciplinary approach to their learning which will prepare them for high school.

We give the children agency - a purpose and meaning to their learning. We capitalise on technology and use it as a vehicle to empower our pupils and to use it to enhance their learning and their personal effectiveness as learners. Digital and scientific literacy are hugely influential in the world we live in, and we will enable our learners to shape a better future where they can positively influence their lives and the world around them.

We have a diverse learning community and it is important to us that we represent and serve all our pupils and families through our diverse and rich curriculum. We want every child to know that anything is possible - that there are no barriers to learning at Victoria CP School. We are a 'Rights Respecting' and 'Peace' school, and we pride ourselves on being an inter-cultural school where the Rights of the Child thread through everything we do.



# Languages, Literacy & Communication at Victoria CP



## What matters:

To recognise how languages connect us.

Understand languages are key to understanding the world around us.

To express ourselves through language as the key to communication.

To use literature to fire the imagination and inspire creativity.

## Listening & Reading

### Remembering

describe - relate - tell - find

### Understanding

discuss - outline - explain - predict

### Applying

use - illustrate - complete - solve

### Analysing

identify - compare - explain - categorise

### Evaluating

Decide - prioritise - rate - justify

## Speaking & Writing

Describing & explaining

Performing

Presenting

Discussing & debating

Creating



## Our Vision

For every child to be able to communicate effectively and confidently. High standards of Languages, Literacy and Communication are embedded within our curriculum; with opportunities for language development being capitalised on in every possible situation, allowing our pupils to see the purposeful, authentic links language has to real life situations.



Spellingframe

Read Write Inc. Phonics



# Languages, Literacy & Communication at Victoria CP



## Implementation

### LINKS TO THE FOUR PURPOSES

Ambitious and Capable Learners	Ethical & Informed Citizens	Enterprising & Creative Contributors	Healthy & Confident Individuals
<ul style="list-style-type: none"> <li>Set high standards</li> <li>Enjoy challenge</li> <li>Build knowledge</li> <li>Question</li> <li>Problem solve</li> <li>Explain ideas &amp; concepts</li> <li>Communicate effectively in English, Welsh &amp; French.</li> <li>Analyse</li> <li>Use digital technology</li> <li>Research</li> <li>Critically evaluate</li> </ul>	<ul style="list-style-type: none"> <li>Find, evaluate and use evidence</li> <li>Engage with contemporary issues</li> <li>Consider &amp; respond to views of others</li> <li>Learning together</li> </ul>	<ul style="list-style-type: none"> <li>Connect &amp; apply knowledge &amp; skills</li> <li>Identify &amp; grasp opportunities</li> <li>Teamwork</li> <li>Express using different media</li> <li>Give of energy &amp; skills</li> <li>Think creatively</li> </ul>	<ul style="list-style-type: none"> <li>Build confidence</li> <li>Participate in performance through mutual respect &amp; trust</li> <li>Face and overcome challenge</li> <li>Develop resilience</li> <li>Independence</li> <li>Develop empathy</li> </ul>



#### Fire the imagination!

At Victoria CP School, we provide as many 'Wow!' opportunities as we can to ignite awe, wonder, curiosity & creativity in every child. This is achieved through engaging openers, authentic discovery learning, quality reading experiences, well-sourced resources, outdoor learning, role play, visiting speakers and workshops and educational visits to name but a few . . .

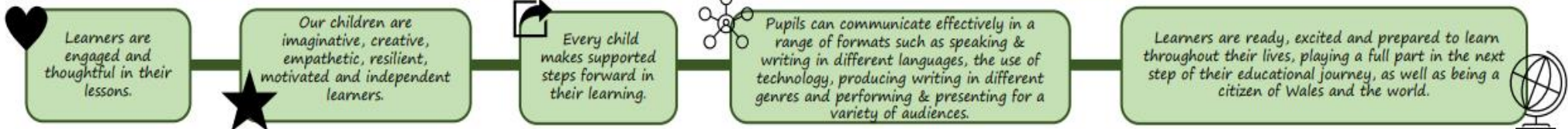


#### Support & challenge to boost progress

All children are on their own journey of learning. We encourage & support each and every child to reach their full potential as readers, writers, speakers and learners. At Victoria, we have a wide range of strategies to benefit our children such as Read Write Inc, IDL, Spelling Frame, Talk for Writing, Tales Toolkit, booster groups and daily interventions through our universal provision. Further challenge is provided through workshops, differentiated task setting within classroom and writing competitions. In addition, we utilise outside agencies to have a fully inclusive curriculum. Finally, but most importantly, we support our pupils through our home school partnerships. This is an integral part of each child's learning journey.



### Impact – How will we know we have achieved our aims?







# Cymraeg at Ysgol Victoria



## What Matters

- To recognise how languages connect us.
- Understand languages are key to understanding the world around us.
- To express ourselves through language as the key to communication.
- To use literature to fire the imagination and inspire creativity.

### Our Vision...

... is to provide opportunities for our children to experience, learn and use Welsh language in many aspects of school life and to promote Welsh heritage, culture and identity. For all our pupils to be able to communicate effectively and confidently in Welsh.

### Our Journey...

Every member of Ysgol Victoria is at a different stage in their Welsh Language journey. We strongly believe that Welsh should be enjoyed by all and accessible to all.

### Implementation



### Cymraeg Campus

- Our school is working to achieve the Cymraeg Campus Language Charter
- We aim to increase the use of Welsh by pupils, staff and the wider school community
- We have three awards to work towards and ten targets to achieve for each award
- Our school has an active Criw Cymraeg - this group of pupils will lead the charter and promote the use of Welsh

Working together all children can achieve. Drwy cydweithio, gall pob plentyn lwyddo.



# Français at Victoria CP



**What Matters:**

How we teach...

To recognise how languages connect us.

Understand languages are key to understanding the world around us.

To express ourselves through language as the key to communication.

To use literature to fire the imagination and inspire creativity.

*'Learning a foreign language is a liberation from insularity and provides an opening to other cultures'*



At Victoria, we foster pupils' curiosity and deepen their understanding of the world. Our teaching enables pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. This provides an opportunity to learn new ways of thinking, through conversation, song, rhymes, stories, role play, games and cultural experiences.

We provide all children with an opportunity to look at shared values and aspirations between cultures and embrace diversity.



GLOBAL EDUCATION FUTURES





# Mathematics & Numeracy at Victoria CP



AT VICTORIA...



## The 5 Proficiencies of Mathematics

Give learners opportunities to demonstrate **conceptual understanding** by... explaining & expressing concepts.

Give learners opportunities to **communicate with symbols** by... showing understanding of the conventions of symbols.

Give learners opportunities to demonstrate **strategic competence** by... recognising the mathematics needed to solve a problem.

Give learners opportunities to demonstrate **fluency** by... rapid recall of facts, relationships and techniques.

Give learners opportunities to demonstrate **logical reasoning** by ... understanding relationships between and within concepts.



## Maths and the Four Purposes

### Ambitious and Capable

We plan for the securing of mathematical skills in a range of cross curricular experiences.

### Healthy & Confident

We encourage curiosity, acceptance of mistakes and we can learn from them, in a positive and purposeful way.

### Ethical & Informed Citizens

We encourage the use of numeracy skills to make informed and ethical decisions.

### Enterprising & Creative

We plan carefully so that children can use mathematical skills in real-life contexts and experiences.



## Our Vision

At Victoria, we foster positive attitudes, fascination, excitement and discovery through the teaching and learning of mathematics. We encourage a 'can do' attitude especially in problem solving. We provide connections to the real world and authentic tasks.

It is important to us that your child confidently uses the language of maths through reasoning and explaining to others. They will deepen their learning through the use of concrete, pictorial and abstract representations; giving them a balance of procedural fluency and conceptual understanding.



# Mathematics & Numeracy at Victoria CP



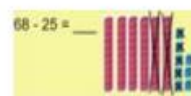
## Curriculum Content

Exploring the **number system** to represent and compare relationships between numbers and quantities.

Using **algebra symbol systems** to express the structure of mathematical.

**Geometry** focuses on relationships involving properties of shape, space, and position. **Measurement** focuses on quantifying phenomena in the physical world.

The relationships between representing **data** and identifying **probability**, and that both support informed inferences and decisions



$$4 + 7 + 6 = 10 + 7$$

$$= 17$$

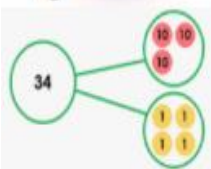
## Concrete Pictorial Abstract

The (CPA) approach is a system of learning that uses physical and visual aids to build a child's understanding of abstract topics.

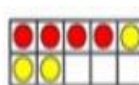
Pupils are introduced to a new mathematical concept using **concrete resources** (physical objects).

When they are comfortable solving problems with physical aids, they are given problems with **pictures** – usually **pictorial representations** of the concrete objects they were using.

Once secure in pictorial representations, they are introduced to the use of **abstract representations**.



Part-whole models



$$4 + 3 = 7$$

$$3 + 4 = 7$$

$$7 - 3 = 4$$

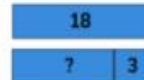
$$7 - 4 = 3$$

4 is a part.  
3 is a part.  
7 is the whole.

Tens Frame

SUBTRACTION

$$18 - 3 = ?$$



Bar Model

$$18 - 3 = 15$$



## Home school partnership.



### Reception

Your child will receive a home school login to access the Ten Town resources.



### Year 1 and 2

Your child will receive access to log into our Numbots program. This will help develop mental math skills



### Year 3 and 4

Your child will receive access to our Times Table Rock Stars program.



### Year 5 and 6

Your child will continue to use Times Table Rock Stars to become efficient in all tables and the derived division facts.



# Humanities at Victoria CP



## Aim:

We aim for all children to be responsible, ethically informed citizens and help them to understand the complicated and challenging world they live in.

We develop a child's spiritual, moral, social and cultural awareness, empowering them to create a more just and inclusive society, which celebrates diversity.

We stimulate curiosity and develop values, encouraging them to become more active and thoughtful citizens.

We explore our locality and investigate and interpret the story of Wales and our world.

We examine human impact on our increasingly fragile and dynamic planet.



## Implementation:



## Inspiring quality learning . . .

At Victoria CP School, we learn through enquiry, exploration and investigation to inspire curiosity about Wrexham, Wales and the wider world, past, present and future.

We recognize that events and human experiences are complex, and are perceived, interpreted and represented in different ways. This is reflected in our diverse and richly multi-cultural provision throughout their learning journey.

We explore how our natural world is diverse and dynamic, influenced by processes and human actions. We provide first-hand experiences via field trips to various locations such as Wrexham, Erddig, Nant BH, Glan Llyn – Bala, Llangollen International Eisteddfod and Cardiff.

Human societies are complex and diverse, and shaped by human actions and beliefs. Investigating, respecting, celebrating and welcoming different cultures and faiths, is a fundamental part of our whole school ethos.

This helps us to develop as informed, self-aware citizens who engage with the challenges and opportunities that face humanity and are able to take considered and ethical action.





# Expressive Arts at Victoria CP



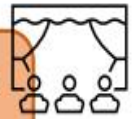
## Aims:



Know that exploring the expressive arts is essential to developing artistic skills & knowledge & it enables learners to become curious & creative individuals.



Learn that responding & reflecting, both as an artist & audience, is a fundamental part of learning in the expressive arts.



Recognise creating combines skills & knowledge, drawing on the senses, inspiration and imagination.



## Implementation



At Victoria CP School, we want our children to become creative thinkers.

To celebrate our diverse community, we explore how creative work can represent personal, social and cultural identities.



To enable children to express their own creativity, we ensure there are opportunities to explore and experiment with a variety of creative techniques.



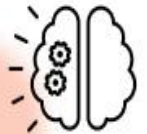
Through listening to and responding to views of their own and others creative work, children develop the skills to give and accept feedback as both an artist and audience.



As the children become resilient learners, they will consider constructive feedback about their own creative work to reflect and make improvements where necessary.



We want our children to be inspired and confident individuals, who can draw on their breadth of knowledge and skills to be ambitious, capable learners.



Children will work collaboratively to develop their creative ideas.

Through our highly engaging topics, children will perform, produce, design and share their creative work. This will be inspired by a range of stimuli and experiences.



# Expressive Arts at Victoria CP



Picture of art around school.



## Implementation EXPRESSIVE ARTS LINKS TO THE FOUR PURPOSES

Ambitious and Capable Learners	Ethical & Informed Citizens	Enterprising & Creative Contributors	Healthy & Confident Individuals
<ul style="list-style-type: none"> <li>Set high standards</li> <li>Enjoy challenge</li> <li>Build knowledge</li> <li>Question</li> <li>Problem solve</li> <li>Explain ideas &amp; concepts</li> <li>Use digital technology</li> <li>Research</li> <li>Critically evaluate</li> </ul>	<ul style="list-style-type: none"> <li>Engage with contemporary issues</li> <li>Consider &amp; respond to views of others</li> <li>Learning together</li> </ul>	<ul style="list-style-type: none"> <li>Connect &amp; apply knowledge &amp; skills</li> <li>Identify &amp; grasp opportunities</li> <li>Teamwork</li> <li>Express using different media</li> <li>Give of energy &amp; skills</li> <li>Think creatively</li> </ul>	<ul style="list-style-type: none"> <li>Build confidence</li> <li>Participate in performance through mutual respect &amp; trust</li> <li>Face and overcome challenge</li> <li>Develop resilience</li> <li>Independence</li> <li>Develop empathy</li> </ul>

Animation classes with Jim Elliott

Art Club

Performing Arts Club

KeyStrings MUSICAL EDUCATION

Evrah Rose

CHESTER ZOO

Recorder Club

UPLAND Dance

KARLNOVA

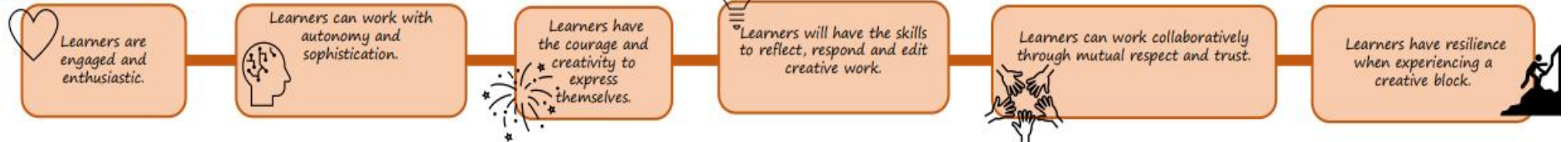
stiwt

Choir

Children will study the work of Welsh artists and create their own interruptions.

Artist People

## Impact – How will we know we have achieved our aims?







# Health & Wellbeing at Victoria CP



## Aims:

Recognise that developing physical health & wellbeing has lifelong benefits.

Know that how we process & respond to our experiences affects our mental health & emotional wellbeing.

Understand that our decision-making impacts on the quality of our lives & the lives of others.

Learn that how we engage with different social influences shapes who we are and our health & wellbeing.



## Our Vision ...

Be aware that healthy relationships are fundamental to our wellbeing.

*At Victoria CP School, we know that happy children learn best.*

*We continually strive to provide a safe, caring, inclusive, nurturing, learning environment, which celebrates and embraces diversity.*

*We see every child as a special, whole individual who has their own unique gifts. It is our privilege to nurture these gifts and be part of their journey to help them to become healthy confident individuals who can be a valuable member of our society.*

*At Victoria, you become what you believe ...*



Graphic By Victoria CP, Health and Well-being Champions



# Health & Wellbeing at Victoria CP



Our children will become:

**Healthy, confident individuals who:**  
 are building their mental and emotional well-being, thinking about what they eat and how they exercise, can research how to be effective in this, take control of their own lives and develop the ability to make good decisions can find support to keep safe and well, form positive relationships based on mutual respect



**Ambitious, capable learners who:**  
 set themselves high standards, undertake research, evaluate and implement their findings about how to achieve a happy and healthy life

**Enterprising, creative contributors who:**  
 express their ideas and emotions in a way that is meaningful to them and others, can look for and take advantage of opportunities to make everyone's lives better, can learn to work together to achieve a goal - learning to be flexible and adaptable, Will always give the best of themselves in order to help others

**Ethical, informed citizens who:**  
 can conduct and evaluate research with an open mind, can be mindful and considerate of other people's beliefs, value, ideas and opinions, know their rights as a child and feel empowered to exercise them, are aware of the impact of their decisions on their own lives and those around them, understand that the decisions they make have lifelong effects on their mental and physical well-being, develop a strong awareness of their own cultural identity, respect the diversity of other cultures



.....be a citizen of the Wales and the world.

....learn throughout my life.

.....be a valued member of society.

....play a full part in life and work.



## Learning Experiences...

At Victoria CP School we offer a range of learning experiences which aim to develop children as a whole. These aim to foster resilience, determination in a nurturing, safe environment. As well as developing the skills and tools for a happy and healthy life.



HEDDLU GOGLEDD CYMRU  
NORTH WALES POLICE


# Science & Technology at Victoria CP




## What Matters

Enquiry	Design & Technology	Biology	Chemistry	Physics	Computation
Being curious and searching for answers is essential to understanding and predicting phenomena	Design thinking and engineering offer technical and creative ways to meet society's needs and wants	The world around us is full of living things which depend on each other for survival	Matter and the way it behaves defines our universe and shapes our lives	Forces and energy provide a foundation for understanding our universe	Computation is the foundation for our digital world


## How we teach...



At Victoria C.P. School we want Science and Technology to ignite curiosity, awe and wonder within our pupils. Our discovery led approach develops pupils' scientific enquiry skills. Through purposeful and real-life contexts, our pupils ask questions, predict, explore, plan, discuss, reflect and enjoy practical, hands-on experiences while building a strong body of knowledge.



We plan opportunities for children to explore, take risks and make mistakes which extends their learning and understanding that Science and Technology is an integral part of everyday life. STEM projects allow children to deepen their understanding of their scientific knowledge through the design process and use of engineering strategies which run alongside science.



We want our children to be passionate about understanding the world around them, why it is the way it is, how interlinked our world is and how they can have an impact much wider than they initially think. We want to challenge gender stereotypes which prevail in the fields of science and engineering. We hope our children feel confident in their abilities and feel that it is not only a possible career path but an exciting and accessible one.

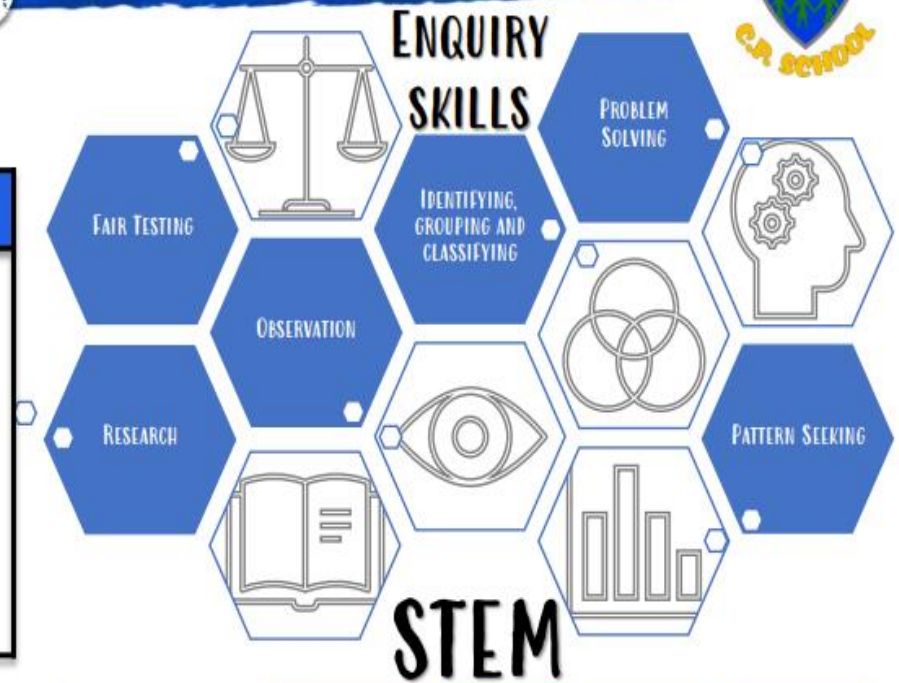
# Science & Technology at Victoria CP



## Implementation

## SCIENCE & TECHNOLOGY LINKS TO THE FOUR PURPOSES

Ambitious and Capable Learners	Ethical & Informed Citizens	Enterprising & Creative Contributors	Healthy & Confident Individuals
<ul style="list-style-type: none"> <li>Set high standards</li> <li>Enjoy challenge</li> <li>Build knowledge</li> <li>Question</li> <li>Problem solve</li> <li>Explain ideas &amp; concepts</li> <li>Use number effectively</li> <li>Interpret data</li> <li>Communicate effectively</li> <li>Analyse</li> <li>Use digital technology</li> <li>Research</li> <li>Critically evaluate</li> </ul>	<ul style="list-style-type: none"> <li>Find, evaluate and use evidence</li> <li>Engage with contemporary issues</li> <li>Impact of actions</li> <li>Commitment to sustainability</li> </ul>	<ul style="list-style-type: none"> <li>Design and create</li> <li>Solve problems</li> <li>Grasp opportunities</li> <li>Take risks</li> <li>Teamwork</li> </ul>	<ul style="list-style-type: none"> <li>Establish ethical beliefs</li> <li>Build confidence</li> <li>Knowledge about the impact of diet and exercise</li> <li>Face and overcome challenge</li> <li>Independence</li> </ul>



## LEARNING EXPERIENCES

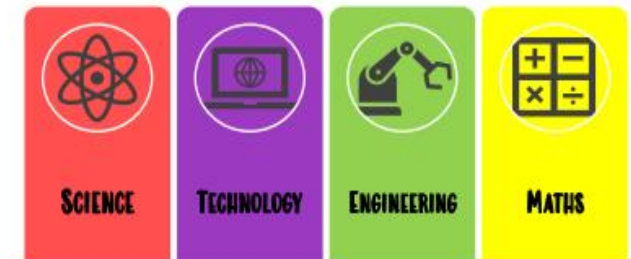


In Victoria CP, we have a wealth of resources from digital microscopes and data loggers, to a 3D printer and augmented reality interactive sandbox. We utilise the equipment and apparatus available to our school to enhance the teaching and learning of Science and Technology. Our school grounds offer opportunities for hands on learning in both indoor and outdoor environments. We take advantage of our school's excellent location and organise trips to various local and wider areas, such as the STEM centre at Ysgol Clywedog.



## WORKING SCIENTIFICALLY

- ASKING QUESTIONS
- MAKING PREDICTIONS
- INVESTIGATING
- OBSERVING & MEASURING
- RECORDING DATA
- INTERPRETATING RESULTS
- EVALUATING AND REFLECTING



STEM is a project based approach that usually involves modern technology. Learners apply STEM in a context that helps them realise a connection between the classroom and the world around them.

# Assessment at Victoria CP



AT VICTORIA, WE BELIEVE ASSESSMENT TO BE INTEGRAL TO TEACHING & LEARNING IN ORDER TO PURPOSEFULLY ENABLE OUR LEARNERS TO MAKE PROGRESS.



## The 3 key roles of assessment:



### Implementation

Supporting individual learners on an on-going, day-to-day basis.

Identifying, capturing & reflecting on individual learner progress over time

Understanding group progress in order to reflect on practice.

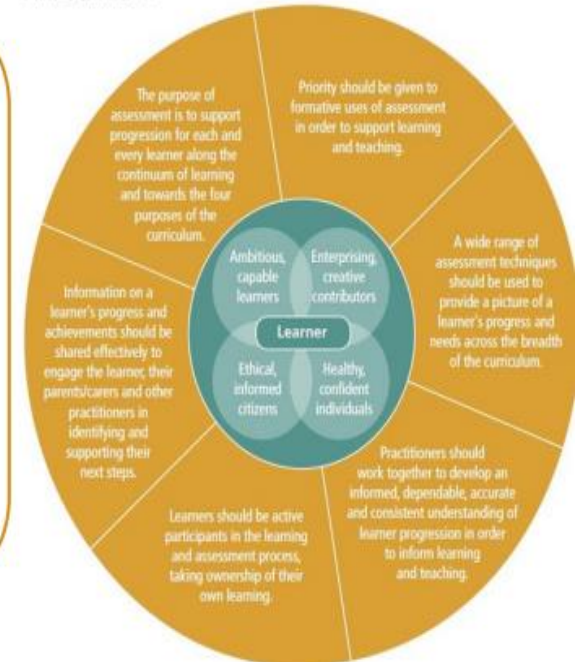


### How we assess...

In order to support each individual pupil, staff at Victoria utilize a wide range of assessment techniques in order to gather the most purposeful information to further learning.

- Continuous formative assessment is a constant feature within each classroom, that is embedded in such a way that it is indistinguishable to our learners from strong everyday teaching.
- Daily observations of success, achievements & challenges inform our planning & the identification of next steps & targets.
- Assessment for learning strategies such as self & peer reflection are employed to enable our learners to identify their own progress & challenges, supporting them to recognise their own strategies in learning.
- Dedicated progress weeks are planned for termly, whereby staff spend directed time with small groups of learners to enable more focused discussions & observations of learners' progress.
- Progress meetings are held termly to identify both individuals & groups of learners who are achieving well, or that require further support. Reflecting upon these achievements informs further planning & practice.
- In house summative assessments, such as tests on times tables and spelling, provide numerical snapshots of progress that assist pupils in recognising their own success.
- A tracking system named Taith360 is used to track pupil progress & attainment in line with curriculum requirements.
- Additional diagnostic assessments may be used if a need is identified with individual learners.
- Assessment of our learners' wellbeing is as equally valued here at Victoria as academic achievement & so we use a range of strategies & techniques to enable our learners to express themselves; PASS, SAP, ELSA, worry boxes etc.

### Our key principles



# Assessment at Victoria CP



## Implementation Continued

### Home-School Partnership

We at Victoria believe that all parents & carers hold an essential role in supporting the learning & progression of their child. For this reason, we promise to engage regularly with parents/carers in order to understand & support individual learners. We will share & actively respond to knowledge, information & assessments which will further develop our learners' skills, knowledge, understanding, progress & wellbeing.



### The e-portfolio

As digital technology is taking an ever increasingly significant role in society, we encourage our learners to embrace all it has to offer in safe & responsible ways. Much of our pupils work is saved to an e-portfolio using the platform of Seesaw. Pupils upload examples of their various achievements, work they are proud of as well as specific, assessed pieces.



### The whole child...

As important as a child's academic achievement is, we know that there is a lot more that makes up the whole child. Achievements in clubs & other areas of our learners' lives are celebrated & cheered here at Victoria. We encourage pupils to share their talents & skills with their peers, drawing upon their strengths & shining a light upon all levels of achievement & success.



### Support to boost progress

Each child is unique & therefore makes progress in different ways & at an individual pace. Staff at Victoria will draw upon observations & continuous assessment to ensure all learners are challenged, as well as identifying those that may need additional support. Those who require a boost, will be provided with targeted support; either in a group context or on an individual basis. Support may be specialised programs such as IDL or ELSA or group work such as RWI or SAP. Any support is discussed with parents/carers & caters for each individual learners' needs. Our intention is that we equip every learner with the tools, skills, agency and autonomy to move their own progress forwards.



## Impact – How will we know we have achieved our aims?

Learners are engaged and thoughtful in their lessons.



Our learners will recognise their own self worth, success & achievements based on their own journey, not through comparing themselves to others.



Every child makes steps forward in their learning.



High quality CPD ensures staff are well-supported & equipped to tailor challenge & support for individual pupils enabling appropriate progress to be made.



A high number of learners achieve the expected standards in their learning or higher, & through targeted intervention, those who find it difficult make their own appropriate progress.



Learners can narrate their own progress through a secure understanding of how they learn successfully and what they need to do next.



# Quality Feedback at Victoria CP

AT VICTORIA, WE FOLLOW THE MANTRA 'MARK LESS BUT MARK BETTER'.



## Key types of quality feedback:

'In the moment' formative feedback; either verbal or written.



Self or peer feedback which refers to Success Criteria



Summative feedback of closed tasks, often as an assessment of pupil skills.



## Implementation

Each piece of work is responded to by the teacher, either verbally or written. Feedback will always relate to the learning intention and success criteria. Verbal feedback is the most immediate form of assessment and is used widely within the classrooms at Victoria CP School. This dialogue should focus upon successes, areas for development and to set targets and next steps for future learning.

**Self-marking** - involves pupils self-evaluating by identifying their own successes & looking for an improvement point.

**Shared Marking** through the sharing of answers or examples. This enables the teacher to model the marking process and teaches particular points at the same time.

**Paired Marking** - once a marking process has been modelled with the class students sometimes mark work in pairs referring closely to success criteria.



## Children's response to feedback:

Pupils are expected to respond to feedback and demonstrate improvement within their task, either immediately or at the next available opportunity. Children are given time at the start of a lesson, to read & consider any written feedback provided. Where appropriate, responses may be written, verbal, recorded or through correcting work. All children are encouraged to self-evaluate through a variety of methods and strategies which are age appropriate to the pupil. Children are also given the opportunity to evaluate the work of their peers and provide suggestions for improvement.



## Impact - How will we know we have achieved our aims?

Learners are engaged and with feedback & use it to make improvements in their work & learning.

Every child makes steps forward in their learning.



Consistent, quality feedback promotes high standards and reflects a positive approach to improving learning,



Pupils take pride in their work & strive to improve.



Pupils are actively involved in setting their own targets, and therefore know, understand and work towards achieving them; making steady progress in their learning.



**VICTORIA  
COMMUNITY  
PRIMARY  
SCHOOL**

**NURSERY**



## AIMS OF VICTORIA NURSERY

- To provide the best start in life for all our children
- To provide a safe and happy learning environment
- To develop and instil a love of learning, fostering independent and self-motivated learners
- To develop a child's natural instinct to discover and explore
- To nurture confident and resilient learners who are able to live safe, healthy and fulfilling lives
- To encourage a child to value differences & develop an empathy for the beliefs and cultures of others
- To nurture responsible citizens who make a positive contribution to society
- To celebrate achievements & successes
- To work closely with parents and carers in facilitating and celebrating children's learning.

## VICTORIA NURSERY CLASSES

Welcome to Victoria CP School Nursery Class - it is lovely to have you on board and we look forward to working with you to provide the best learning experiences for your child.

The new Curriculum for Wales advocates that children learn through play. The 'Enabling Learning' philosophy is used for learners who are in the period of learning leading to Progression Step 1 and ensures enabling adults support all learners through a wide and exciting range of enabling experiences and suitable environments.



Here at Victoria School our Nursery is organised in such a way as to support play and provide high quality, child centred learning experiences for children in a stimulating and exciting environment. Through play children practice and consolidate their learning and skills, play with ideas, experiment, take risks, solve problems and make decisions.

In this way we instil in children a curiosity in the world and a love of learning, encouraging them to become independent and questioning individuals, thereby giving them a strong foundation for their future learning.

The Nursery is set up to support all children to be fully engaged in purposeful play of their own choice and interest through a child-initiated approach. Ensuring children are fully engaged & involved in their play provides the optimum opportunities for learning. Children initiate their own play by choosing where to go

and what to do and the adults join them and support them in their pursuits. To facilitate this the Nursery is set up as a number of learning areas, indoors and out, all of which provide a variety of opportunities for children to engage in the play of their choice and develop their knowledge and skills as they do so.

## THE DAILY ROUTINE

**Morning Nursery (Butterflies) - 9.00-11.30am**

**Afternoon Nursery (Ladybirds) - 12.30-3.00pm**

When dropping your child off at Nursery we encourage you to say goodbye to them at the school gate and allow them to go into class with the teachers. Unfortunately, our cloakroom is too small to accommodate all adults comfortably and staff will help children with their coats and bags should they need it.

On arrival in the Nursery Class your child is encouraged to 'self-register' i.e. to select their photograph and place it on our Registration board before making their way to an area or activity of their choice in the classroom. Once all children have arrived and the gate is locked we open the door to the outside area and the children then have 'free-flow' access to areas inside and outside. During this period of 'Independent Learning' children are encouraged to choose which area of the learning environment they would like to play in and to determine the direction in which to take their play. The resources we provide ensure that children are able to choose the 'focus' of their play e.g. in the carpet area as well blocks, bricks & other building materials we offer dinosaurs, zoo animals, farm animals, people, cars etc so that e.g. children interested in dinosaurs can build a dinosaur world & children interested in hospitals or vets can do that too. In all areas of our Nursery we aim to provide a range of open-ended materials so that children can pursue their own interests while developing their imagination & creativity.

Towards the end of the session we will tidy up all the areas and come together for Carpet Time and a variety of teacher led activities before the children prepare for home or for Little Gems wrap around care.

## SNACK TIME

We offer the children a healthy snack during their time at Nursery. During their session with us the children are able to help themselves to a drink and a snack with support from an adult. This is an important part of the routine as many skills are learned at this time and good table manners are expected and encouraged.



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 often prompts them to be more adventurous. The drink we offer with their snack is either water or milk.

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. You can pay this online at Parent Pay - letters and codes will be given in due course.

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

You can do this on the Parental Information form that we have asked you to fill in but please feel free to talk directly to one of the staff

### **OUTDOOR LEARNING**

Outdoor Learning is a huge part of our provision and we spend a lot of time outdoors on a daily basis, whatever the weather (we will only not go out if it is deemed dangerous to be outside e.g. high winds, storms). Also, throughout the year we have days dedicated completely to outdoor learning and play i.e. Muddy Mondays which take place on our large school field and dedicated Forest School area.

### **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.

## 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 I'm sure you'll appreciate play and learning at Nursery can be a bit messy at times (in fact it is encouraged!) so please don't be surprised if your child comes home a little bit dirty after a busy day at Nursery!

## UNIFORM

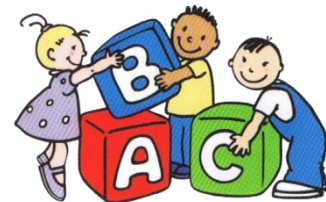
Due to our hands on, active and independent approach, and our constant use of the outdoors in Nursery, our uniform differs slightly from the rest of the school. We would ask that children (boys & girls) wear the following to Nursery:

Polo shirt

Sweatshirt

Joggers or leggings - shorts in summer if desired

Black trainers or sturdy shoes



Wearing joggers & leggings, which have elasticated waistbands, also helps children to be completely independent when using the toilet.

PLEASE make sure you have your child's name on ALL items of their uniform as well as coats, scarves, footwear etc. Children often take their cardigans or jumpers off during the day and we can only ensure the correct item of clothing is returned to you if it has a name in.

Uniform can be obtained either from RAM leisure (if you would like the school logo on jumpers, cardigans and polo shirts) or from various supermarkets and clothes shops at a reasonable price.

## A FEW EXTRA POINTS

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 would appreciate your cooperation on a few important matters.

- 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. For the sake of your child and 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.
- If your child is unable to come to school, we request that you contact us on the first day of absence by phoning the School Infant Office on 01978 360066. 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.
- 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, the Headteacher, Mrs Eccles, still monitors the attendance of pupils in Nursery and will contact parents if it becomes a concern.
- 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 means we can make sure they take it home.
- 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.

YSGOL GYNRADD GYMUNED VICTORIA  
Stryd Poyser  
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Ffôn (ADRAN FABANOD) 01978 360066  
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MRS DEBBIE ECCLES, BEd, NPOH  
Pennaeth Headteacher

June 2022

## TOILET TRAINING

Dear Parents,

We are delighted to welcome you and your child to Victoria CP School. Our Nursery staff will make this upcoming year a special and fun learning experience for your child. You will see remarkable growth in your child during this year and we look forward to being part of that process.

Our desire is to help each child reach their fullest potential in all areas in the Nursery environment, and this includes independent toileting. We have three staff members each day in Nursery, and to take a child to the toilet or change them always requires two people as per our safeguarding policy. As you can imagine, frequent visits to change children takes staff members away from the classroom and takes up valuable time. This impacts greatly on the children and staff in terms of lost play and learning. Obviously we do not wish to have to call parents into school in order to change children as we understand how disruptive this can be, however this may be necessary if changes are required frequently.

If your child is already toilet trained, you need not read any further! At Victoria CP it is our expectation that parents toilet train their children over the summer break before school begins. However, if your child has a medical condition that is affecting their toilet training or is showing no signs of training by the beginning of September, please talk to your child's Nursery teachers to set up a meeting to discuss how we will proceed in the classroom.

The toilet-training process may take a while and that's perfectly normal. Patience, praise and a positive attitude will help make the transition as smooth as possible. The process of toilet training varies from child to child but by the time children are approaching their third birthday most children should be using the toilet confidently. Here is a link to the NHS potty training information should you need it:

[How to potty train - NHS \(www.nhs.uk\)](http://www.nhs.uk)

I hope we will be able to forge a strong partnership where your child will reap all the rewards early education has to offer. By toilet training your child, you will be supporting the school and Nursery Department greatly.

Many thanks,

Debbie Eccles

Headteacher

## Headteacher and Nursery Staff

Mrs Eccles  
Headteacher



## Nursery Teachers

Miss Roberts  
Nursery Teacher  
All-day Monday & Tuesday  
and Wednesday mornings.



Mrs Meadows  
Nursery Teacher  
(covering Mrs Wright who is  
on secondment for 1 year)  
Wednesday afternoons & all-  
day Thursday and Friday



## Nursery Assistants

Ms K Seward  
Teaching Assistant  
All Week.



Mrs Ariba Malik  
Teaching Assistant  
Wednesday, Thursday & Friday



Mrs M Camlibel  
Teaching Assistant  
Monday & Tuesday





**VICTORIA  
COMMUNITY  
PRIMARY  
SCHOOL**

**INFANT  
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.



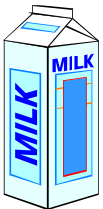
Class groupings vary from year to year depending on the number of children in each year group. Teachers are responsible for organising their own timetables and plan their work from the Foundation Phase Framework and programmes of study.

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. 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.



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. (11.30am 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.**

Grapes and cherry tomatoes need to be cut lengthways to avoid choking incidents, and as we have children with nut allergies, we ask that you avoid these in packed lunches please.

Free school meals will be rolled out for all infant children in September 2022 starting with the Reception children.

Our afternoon sessions start at 12.30pm (Reception), 1pm (Years 1 & 2)

At the end of the day, teachers will bring your children to the outside door nearest their classroom.

## BEHAVIOUR MANAGEMENT IN THE INFANT DEPARTMENT

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 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.



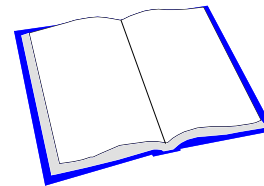
### ➤ EATING

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.

## 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 parents' evenings. We use Curriculum for Wales progression steps and descriptions of learning to plan activities and assess progress throughout the year. Year 2 pupils also sit the National Reading and Numeracy tests in May/June. We also hold progress meetings once a term to discuss every child's attainment and progress. A mid-term report is issued in February/March and annual reports are sent home in July. Assessment is holistic and focuses on both personal and academic progress.

## SEX AND RELATIONSHIPS EDUCATION in THE INFANT DEPARTMENT

Sex and relationships 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.

RSE has a positive and empowering role in learners' education and plays a vital role in supporting them to realise the four purposes as part of a *whole-school approach*. Helping learners to form and maintain a range of relationships, all based on mutual trust and respect, is the foundation of RSE. These relationships are critical to the development of emotional well-being, resilience and empathy. An understanding of sexuality with an emphasis on rights, health, equality and *equity* empowers learners to understand themselves, take responsibility for their own decisions and behaviours, and form relationships that are fully inclusive, reflecting diversity and promoting respect.

**Sex and relationships education is mandatory. Parents do not have the right anymore to withdraw their children from RSE sessions. Parents are welcome to view our scheme of work.**

### 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 Infant 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.



**VICTORIA  
COMMUNITY  
PRIMARY  
SCHOOL**

**JUNIOR  
DEPARTMENT**

## ATTENDANCE INFORMATION

HOURS: 8.45/8.55am to 11.30am/12.30pm  
12.30/1.30pm to 3.05/3.15pm

Please encourage your child to arrive at school in good time. We consider **punctuality** and **regular attendance** are fundamental to establishing a sound routine. We have no responsibility for children before 8:35am.

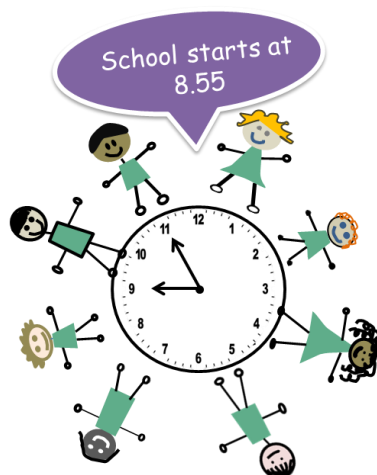
We like to think that pupils in the Junior Department are encouraged by parents to become self-reliant, independent and responsible. Should you wish your child to leave school early for any reasons please let us know by letter or, in an emergency by telephone.

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 secretaries record late-comers on SIMs. The registration period is ten minutes from the beginning of a school session. 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.



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- Mr Hodges) 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.

## 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 curriculum subjects and takes place over a period of time. Formative assessment should relate directly to the lesson objective/ learning intention and is a natural part of teaching and learning. 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
- 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 ALN 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 progression step 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' progress is recorded and discussed in our progress meetings every term. All pupils from years 2 - 6 sit the online personalised 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.

### **USING ASSESSMENT INFORMATION**

When used effectively, assessment information can help staff to:

- Identify areas to support, challenge and enhance the attainment and achievement of all pupils.
- Set measurable targets for inclusion in school development plans and to publish their targets in school prospectus.
- 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 & Quality Feedback Policies* 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	Digi-club
Gardening	Netball	Orchestra	Rugby	Tennis	Chess

## INSTRUMENTAL MUSIC



The Wrexham Music Coop provides instrumental lessons in school. Parents are required to pay a contribution towards these music lessons with school covering half the cost. We have a brass, woodwind and a violin teacher at school.

## PE (Health& Wellbeing)



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.

P.E. is a foundation subject in the National Curriculum and all pupils follow the Create Development Scheme. This is our new primary PE digital platform which supports teachers and pupils in their real PE, gym lessons and play sessions. This is a unique, child-centred approach which challenges EVERY child. Learning to swim is a statutory requirement, so swimming lessons are arranged for Year 5 & 6 pupils 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 in Year 3 & 4 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 small charge for this.

## HOMEWORK

Every piece of homework set will have been carefully selected by the class teacher to enhance the individual 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 parents 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.

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. **We believe a strong focus on the basics will benefit the children with their educational progress. We are moving more towards digital homework tasks using many of our online platforms.**

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

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 day. Please see Mrs Birchall or Mrs Prytherch 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.

### 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 in the JUNIOR DEPARTMENT

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. Sex and Relationship education takes place predominantly within mixed gender classes. Each class teacher is responsible for the delivery of SRE within their own classroom.

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.

\*From 2022, RSE (Relationships and Sexuality Education) has become mandatory for all pupils.

### RESIDENTIAL VISITS

At present our residential visits include:

Bryntysilio	-	Year 3
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**

### TRANSITION AT KS2/KS3

Most pupils in the Junior Department will move on to Ysgol Clywedog or St Joseph's, 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 teachers at Ysgol Clywedog, St Joseph's and other high schools, 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.



## Code of Conduct for Parents/Carers or Visitors

This Code of Conduct is an unsigned agreement between the Parents/Carers and Visitors at Victoria CP School.

At Victoria CP School we are proud to have a supportive school community who recognise that the education of our children is a partnership between us. We expect our school community to respect our school ethos, keep our school and outside areas tidy and set a good example in their own behaviour on school premises. As a partnership we are all aware of the importance of good working relationships and recognise the importance of these relationships to equip our children with the necessary skills for their education and future life. The purpose of this code of conduct is to provide the expectations around the conduct of all parents/carers and visitors connected to our school. We are committed to resolving difficulties in a constructive manner, through an open and positive dialogue. However, we understand that everyday misunderstandings can cause frustrations and have a negative impact on relationships. Where issues arise or misconceptions take place, please contact your child's teacher or the Headteacher, who will be available to meet with you and go through the issue and hopefully resolve it. Where issues remain unresolved, please follow the school's complaints procedure. A copy can be requested from the school office or found on the school website.

### Behaviour that will not be tolerated:

- Disruptive behaviour which interferes with the school's normal procedures anywhere on the school premises.
- Using loud, negative or offensive language or displaying aggression.
- Threatening in any way, a member of staff, visitor, fellow parent/carer or child.
- Damaging or destroying school property including planted areas.
- Sending abusive or threatening emails/dojos or text/voicemail/phone messages or other written communications (including social media) to anyone within the school community.
- Defamatory, offensive or derogatory comments regarding the school or any of the pupils/parents/staff/governors at the school (including social media).
- The use of physical, verbal or written aggression towards another adult or child.
- Approaching someone else's child in order to discuss or chastise them because of the actions of this child towards your own child. (Such an approach to a child may be seen to be an assault on that child and may have legal consequences)
- Smoking/vaping, taking illegal drugs or the consumption of alcohol on school premises.
- Dogs being brought on to the school premises (other than authorised assistance dogs).



- We expect parents/carers to supervise their children on the yard at the end of the school day. The school will not take responsibility for accidents through lack of parental supervision.
- We also expect parents/carers and visitors to keep our children safe by adhering to the school's request to park safely outside the school gates during morning drop off and afternoon collection.

### **What happens if someone ignores or breaks the code?**

In the event of any parent/carer or visitor of the school breaking this code, then proportionate action/s will be taken. This may include:

- A meeting with the Headteacher and/or Chair of Governors
- Formal written warning
- A ban from the school premises
- In cases where evidence suggests that behaviour would be tantamount to libel or slander, then the school will refer the matter to the County Council's Legal Team for further action
- In cases where the unacceptable behaviour is considered to be a serious and potentially criminal matter, the concerns will in the first instance be referred to the Police

### **Issues of conduct with the use of Social Media**

Most people take part in online activities and social media as a way of keeping us connected. We use Class Dojo, the school website and Facebook to ensure that messages and information are communicated effectively.

Social media, whether public or private, must not be used as a medium to air any concerns or grievances against the school, staff, parents or children. We take very seriously inappropriate use of social media by a parent to publicly humiliate or criticise the school, members of staff, parents/carers or children.

- **Online activity that we consider inappropriate:**
- Identifying or posting images or videos of children (including concerts where other children can be identified)
- Abusive or personal comments about staff, governors, children or other parents
- Bringing the school into disrepute
- Posting insulting or personal comments online
- Using social media to publicly challenge school policies or discuss issues about individual children or members of staff
- Threatening behaviour, such as verbally intimidating staff, or use of bad language

Thank you for abiding by this code in our school. Together we create a positive environment not only for the children but for all who work and visit our school.

Diolch,

The Staff and Governors at Victoria CP School