



Llangewydd Junior School Ysgol Iau Llangewydd



School Prospectus 2022-23 Prosbectws Ysgol



www.llangewydd.co.uk

Download 'The Parent
App' by
Phenixeducation



@LlangewyddJnrs



Contents



Our Address and Contact Details.....1

Headteacher’s Foreword.....2

How to Find Us6

Our School8

Term Dates 2022–20239

Our Mission Statement / Safeguarding.....10

Our Values11

Our School Team12

Our Governing Body18

The Curriculum19

Around our School24

Teaching and Learning25

What our pupils think about our school27

Additional Learning Needs28

More Able and Talented30

Our School Library31

Bug Club Reading32

Extra-Curricular Activities34

Out and About our School41

The School Day42

Breakfast Club44

School Uniform45

Homework46

Cycling and Scootering to School 48

Healthy Schools49

What our pupils think about our school50

Our Pupil Voice Committees51

Health and Safety52

Healthy Eating64

Strategic Equality Plan65

The Welsh Language66

Our Sporting Aims68

Collective Worship71

Sex Education72

Charging and Remissions74

Complaints75

School Attendance76

Communal Areas.....77

Admissions78

Access to School Documents79

Behaviour.....It’s Good to be Green!81

Residential Trips.....82

Rights Respecting School / Siarter Iaith.....83

Simply Out of School84



Welcome to Llangewydd Junior School

Croeso i Ysgol Iau Llangewydd

Llangewydd Junior School – *Ysgol Iau Llangewydd*
Llangewydd Road – *Heol Llangewydd*
Cefn Glas
Bridgend – *Pen-y-bont*
CF31 4JT

Telephone: **01656 815530**
Facsimile: **01656 815534**

Email: *Head@llangewyddjs.bridgend.cymru*
Admin@llangewyddjs.bridgend.cymru

Website: www.llangewydd.co.uk

Download 'The Parent App' by Phenixeducation



@LlangewyddJnrs

Headteacher: **Mr. N. Clode**
Chair of Governors: **Mr. M. Dixon**



Headteacher's Foreword



Please be aware that this prospectus is published on our school website at www.llangewydd.co.uk.

I am delighted that you have chosen to send your child to us. We view the education of your child as a productive working partnership with you. We deliver a high quality education in an atmosphere where children feel safe and secure and where they embrace new challenges with confidence.

We are extremely fortunate to have a wonderful site and fantastic grounds. Our outdoor classroom enhances our status as a Platinum Eco-School and our multi-use games area was built to support our Healthy Schools National Quality Award.

At Llangewydd, every child is special and every child is encouraged to contribute in many ways to the life of the school. We will strive to ensure that every child maximises their full potential, both within the classroom and in the many after school clubs that take place during the week.

We also benefit enormously from our two resource bases. Each base provides an educational setting for pupils with complex needs. The C.A.R.E. Base (Sunshine Class) caters for pupils with A.S.D. and social and communication difficulties, whilst the Learning Resource

Base (Rainbow Class) supports pupils with Moderate Learning Difficulties and other complex needs.

As a school, we deliver a quality curriculum with as many opportunities for independent learning as possible and 'Pupil Voice' is central to our approach. Our children will require a very wide range of skills as they grow up and it is important that we work with parents and carers in ensuring our children acquire these skills. Our school curriculum is flexible, catering to the needs of every child within our school.

All of our children are recognised for their contributions and for the success they achieve as a result of them; this can be in school, at home or in the community. We are a 'Values School' and we work hard to convey these values to our school community.

Free school breakfasts are available to every child and are there to ensure your child gets good, nutritious food while at school. If there is any information that you require that is not included within our prospectus, please do not hesitate to contact us and we will be very pleased to provide you with the details you require. We have many policies, some of which are all available on the school website; however all of them are available from the school.

Partnership is very important to us as a school. We enjoy meeting with the parents and carers of our children. You are welcome to contact the school at any time to arrange to meet with me, or a member of our staff, to discuss any issues relating to your child or the school.

Our attendance rates are high, something of which we are very proud. I know that as your child begins the next phase of their education at Llangewydd Junior School they will receive many rewarding experiences that they will remember for the rest of their lives. We wish your child every happiness and success in our school and look forward to working with you over the coming years.

**Mr N.G. Clode
Headteacher**

Llangewydd's C.A.R.E. and Resource Bases

The bases at Llangewydd have been an integral part of the school since 2013. Each base provides an educational setting for pupils with complex needs. The C.A.R.E. Base (Sunshine Class) caters for pupils with A.S.D. and social and communication difficulties whilst the Learning Resource Base (Rainbow Class) supports pupils with Moderate Learning Difficulties and other complex needs.

Sunshine Class

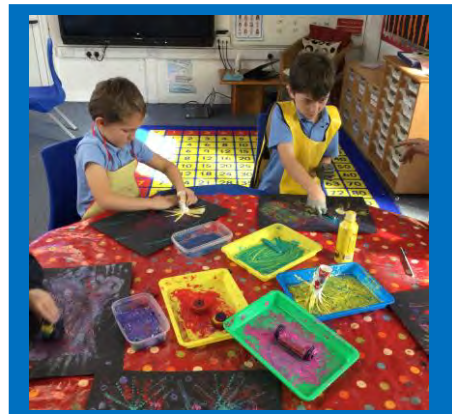


Pupils in the Sunshine Class have communication and sensory needs, and have been identified having an Autistic Spectrum Condition (A.S.C.). There are a small number of pupils who range in ages from 7-11 in the class and they are supported by a team who are experienced and trained in the teaching and learning of the pupils who attend the class. Other professionals such as the Educational Psychologist, advisory teachers and Speech Therapists are also seen as part of the team and, through regular visits, they help staff and parents meet the pupils' needs.

Rainbow Class



The Rainbow Class is a Learning Resource Base for pupils identified with moderate learning difficulties who may or may not also have other additional needs. These needs may include speech and language, communication, and medical needs. The class has a small number of pupils aged between 7-11. They are supported by a skilled teacher with support from trained staff within the school. External agencies are involved in the planning of pupils' programmes where specific interventions are required to meet the identified area of need.



Each base is committed to providing high quality education as well as developing the skills which will form the foundation for future learning. Staff in both settings are well trained and highly skilled with expertise in teaching pupils with such needs that are evident in the classes. The level of support offered ranges from individual support in order to carry out specific programmes to our ultimate goal of working independently.

All pupils follow a timetable to develop literacy and numeracy skills, and time is also devoted to developing personal and social skills. We regularly mix the pupils from both bases to carry out interventions, using the expertise of staff to support groups. Pupils are actively encouraged to interact with children from outside their class, thus extending their social group as well as developing other skills such as identifying feelings, taking turns, expressing and accepting opinions. Where possible, skills are transferred into a practical and meaningful context. We use a variety of schemes and resources to achieve our aims for each pupil. I.C.T. is used to enhance and support learning.

Whatever the age, ability and need of your child, the targets and work planned will be meaningful and appropriately matched to their level. All pupils have individual targets which set out their learning goals. These are monitored and parents are invited to review meetings twice a year. At these meetings we discuss your child's progress and a way forward. Where appropriate, we invite external agencies to join us. We have very close links with our feeder schools from the Foundation Phase as well as with comprehensive schools, making transition into and from our setting as smooth as possible.

Inclusion



Both bases aim to integrate pupils into mainstream classes whenever it is possible. Integration is considered on an individual basis depending on the pupil and their strengths and needs. We ensure that the experience is positive for the pupil through careful planning and liaison with the appropriate staff. Where possible, support is provided to enable the pupil to feel secure and to raise confidence so that the placement is successful. Integration can range from having a named class to join for trips and P.E./Games to joining the class for subjects where it is felt a pupil's learning would be enhanced.

Home-School Partnership



Every pupil in the bases has a home-school liaison book where messages can be relayed to parents and school. We encourage open home-school links and feel that it is an important means of sharing information between the two settings to communicate about specific areas, provide workable solutions and ensure a consistency in approach.

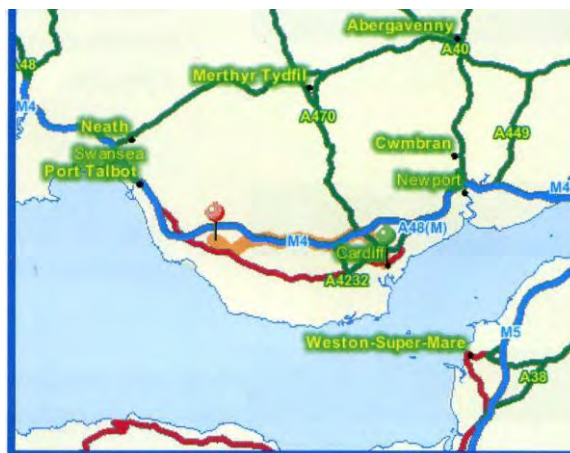
Parents are invited to join our termly coffee mornings where they can meet other parents of pupils within the classes and support each other with any issues. It has become a valued support network for many parents.

How to Find Us

Postcode for SATNAV – CF31 4JT

From the West O'r Gorllewin

- Join the M4 motorway.
- Leave the M4 at junction 37 (signposted Pyle, Porthcawl)
- At roundabout take the 1st exit onto the A4229.
- At roundabout take the 3rd exit onto the A48 (signposted Bridgend)
- At roundabout take the 1st exit onto the A48.
- At roundabout take the 1st exit onto A473 through Laleston.
- Continue forward. Entering Bridgend.
- At traffic lights, turn left onto Bryngolau.
- Take the fourth right onto Llangewydd Road.



Llangewydd Junior School



From the East O'r Ddwyrain

- Join the M4 motorway.
- Leave the M4 at junction 35 (signposted Bridgend, Pencoed).
- At first roundabout take 1st exit onto A473 (signposted Bridgend).
- At roundabout go straight ahead.
- At next roundabout continue straight ahead on the A473.
- At the next roundabout take the 3rd exit onto Cowbridge Road.
- Continue on Cowbridge Road until you reach the fourth set of traffic lights.
- At these traffic lights turn left onto Park Street.
- Take the third right onto Heol y Nant.
- Take the second left (at the junction near the shops) onto Llangewydd Road.

Walking to School Cerdded i'r Ysgol

If you are walking to school from the local area, you can enter the school site from footpaths leading from:

- Heol y Frenhines.
- Llangewydd Road.



The Heol y Frenhines entrance



The Llangewydd Road
entrance



Llangewydd Junior School is situated on the north side of Bridgend and serves the community of Cefn Glas. It is a large purpose built school set in extensive grounds.

We welcome children between the ages of 7 and 11 years and pride ourselves on offering them a quality learning environment where they will be taught and cared for by highly trained and experienced professionals.

At Llangewydd, we are proud of the high standards we achieve. These have been recognized by excellent inspection reports and the awarding of accolades including the 'Siarter Iaith Bronze Award', the 'UNICEF Rights Respecting Schools Bronze Award', the 'Investors in Families' standard, the 'Healthy Schools National Quality Award' standard, the 'Learning with Autism Primary School Award', and the prestigious 'Platinum +' Eco Award. We are committed to continually improving our provision for the children as we move 'forward together'.



We pledge to offer you and your child:

- Excellent staff
- An exciting, engaging curriculum
- High quality resources and displays

- A caring, safe and secure environment

- Excellent academic results

- A wide range of extra-curricular activities

- Efficient and effective administration

- Good community and business links
.....and a very warm welcome!
.....croeso cynnes iawn!





Term Dates

September 2022 – July 2023

Autumn Term 2022

Begins: Monday 5th September (for staff)

Wednesday 7th September for children

Half Term: Monday 31st October – Friday 4th November

Ends: Friday 23rd December

Spring Term 2023

Begins: Monday 9th January

Half Term: Monday 20th February – Friday 24th February

Ends: Friday 31st March

Summer Term 2023

Begins: Monday 17th April

Half Term: Monday 29th May – Friday 2nd June

Ends: Monday 24th July

Additional INSET days will be taken at the discretion of the school.

Our Mission Statement



- ❖ **Our primary purpose is to enhance children's quality of learning through the effective and efficient delivery of the curriculum and to develop our learners according to our four purposes.**
- ❖ **We believe that our first responsibility is to our stakeholders, to meet their needs and to provide an outstanding service.**
- ❖ **We will provide a range of educational and social experiences appropriate to the age, ability and needs of our pupils.**
- ❖ **We will have consistently high expectations and will match these with high quality resources and teaching strategies.**
- ❖ **We are committed to honesty and responsibility in all relations, respecting the legitimate rights of individuals and stressing the importance of social awareness and sensitivity. We are a UNICEF Rights Respecting School.**
- ❖ **We will create opportunities for every individual in the school community to develop his or her maximum potential.**
- ❖ **We will adopt a philosophy of continuous improvement of every aspect of the school's life.**

Safeguarding

Llangewydd Junior School follows the All Wales Safeguarding Procedures endorsed by the Cwm Taf Morgannwg Safeguarding Children's Board. The school ensures that a senior member of staff is appropriately trained and charged with the responsibility for co-ordinating child protection matters within the school, and that all staff, both teaching and non-teaching, are aware of who that person is. Welsh Government Guidance "Keeping Learners Safe" refers to this person as the Designated Senior Person and this is the term used throughout our policy. At Llangewydd Junior School we have a minimum of three staff trained to fulfil the Designated Senior Person (DSP) role. Mr Clode is the Designated Safeguarding Lead whilst Mrs Evans and Mrs Porter are the Deputy Safeguarding Leads; all of whom have undergone enhanced child protection training.

You will find a number of safeguarding policies in the policies section of our website, chief amongst these is the Child Protection and Safeguarding Policy. Please see the link below for further information and details of how and who to contact if you have any concerns.



Our Values



At Llangewydd, we promote core values to encourage and support the spiritual, moral, social and cultural wellbeing of every child. Our values are interwoven through every element of school life. They are something that can be seen, but more importantly, felt. We hope that our strong values-culture will help our children to develop emotional intelligence, meaningful relationships and lives shaped by positive human values such as respect, integrity, honesty and compassion. Our values:

- ❖ are principles that guide behaviour.
- ❖ empower our children to be effective learners and good citizens.
- ❖ enable our children to develop their own moral and ethical compass.
- ❖ show our children how to reflect upon and self-regulate their personal behaviour.

We focus on one value every half term. These are reference points for assemblies, in class and beyond the classroom. We highlight and celebrate examples of values shown by the children. Our values throughout a year have been, for example:

AUTUMN TERM	SPRING TERM	SUMMER TERM
RESPECT	PATIENCE	RESILIENCE
LOVE	KINDNESS	APPRECIATION

Each year, these values will change. Throughout their time at our school, your child will focus on twenty four different values. These will include:

Aspiration
Diversity
Honesty
Community
Responsibility
Happiness



Our School Team

Ein Tîm Ysgol

At Llangewydd, your child will be taught and cared for by a dedicated team of highly trained and experienced professionals. An excellent teaching and non-teaching staff put the needs of the children first.



Mr. N. Clode
Headteacher



Mrs. L. Evans
Deputy Headteacher



Mr. D. Evans
Assistant Headteacher

Year 3 Team – Tîm Blwyddyn 3



Mrs. S. Jones
Senior Leader
Leader of Professional
Learning and Resources
Health and Wellbeing
AoLE Team Leader



Miss. B. Jones
Health and Wellbeing
AoLE Team



Miss. H. Bartle
Language, Literacy and
Communication AoLE
Team
SUSTRANS / Bike It
Outdoor Sports
Committee

Year 4 Team – Tîm Blwyddyn 4



Mrs. W. Mitchell
Senior Leader
Leader of Numeracy,
Classroom Support Staff and
Resources (Lower School)



Mr. R. Davies
Maths and Numeracy
AoLE Team



Mrs. M. Preece
Family Engagement
Parent Council
Family Learning
Health and Well-being
AoLE Team

Year 5 Team – Tîm Blwyddyn 5



Mrs. J. Davies
Senior Leader
Leader of Interventions and
Systems.



Mrs. L. Card
Expressive Arts AoLE
Leader
Reading Café
IIF Lead



Miss. K. Cousins
Values
NBAR
Humanities AoLE Team

Year 6 Team – Tîm Blwyddyn 6



Miss. Y. Davies
ICT/School Website
Science and Technology
AoLE Team



Miss. N. Stoakes
Science and Technology
AoLE Team

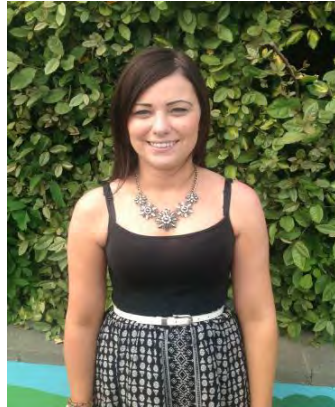


Miss. R. Lewis
Assistant ALNCO
Cryw Cymraeg / Siarter Iaith
LLC AoLE Team

Rainbow and Sunshine Class Staff



Mrs. T. Porter
Senior Leader
of LRB and
Bases
ALNCo / Evolve
Rainbow Class



Miss. C. Morgan
Sunshine Class
Health and Well-
being AoLE
Team
NBAR / ELSA
Pupil Forums
Outdoor
Learning



Mrs. K. Burke
Special Support
Officer



Mrs. A. Kearle
Special Support
Officer



Mr. T. Parker
Special Needs
Support
Assistant



Mrs. L. Pyne Davies
Special Needs
Support Assistant



Miss. J. Wright
Special Needs
Support Assistant



Mrs. K. James
Maternity Leave



Miss. N. Kennett
Maternity Leave

Humanities
AoLE Team
Leader



Mrs. T. Davies

Cover
Supervisor



Mrs. L. Page

Cover
Supervisor



Mrs. B. Rees
Special Needs
Support Assistant



Mrs. S. Woods
Special Needs Support
Assistant



Mrs. S. Kaye
Special Needs
Support Assistant

Support Staff



Mrs. A. Webb
Learning Support
Officer



Mrs. A. Clarke
Learning Support
Officer
Cover Supervisor



Mrs. J. Woolford
Learning Support
Assistant



Mrs. D. Abbott
Special Needs Support
Assistant



Mrs. E. Williams
Learning Support
Assistant



Mrs. J. Tozer
Learning
Support Assistant

Administration Staff



Miss C. Jury
Senior Administration
Officer



Mr. Jon. Reynolds
IT Technician

Non-Teaching Staff



Mr. R. McVeigh
Premises Manager



Mrs. A. Thomas
School Cleaner
General Kitchen
Assistant
Breakfast Staff



Mrs. Angela Frederick
School Cook



Mrs. Justine Richards
Assistant School Cook



Mrs. Sharon Davies
Breakfast Staff

Non-Teaching Staff



**Mrs. D. Jones
School Cleaner
Lunchtime Supervisor**



**Mrs. C. Clements
Lunchtime
Supervisor**



**Mrs. S. James
School Cleaner
General Kitchen
Assistant
Breakfast Staff**



**Mrs. K. Charles
Lunchtime Supervisor
School Governor**



**Mrs. D. Pound
School Cleaner**



**Mr. B. Lloyd
Painter and Decorator**

Our Governing Body

The school enjoys a positive and rewarding relationship with a supportive Governing Body.

**Chairperson-
Mr M. Dixon**

Governor Name	Position	Status
Mrs K Jones		LEA
Vacancy		LEA
Vacancy		LEA
Vacancy		LEA
Mr Micky Dixon	Chair	Community
Mr C Blackshaw		Community
Mrs Mary Wilson	Vice Chair	Community
Mrs E Williams		Community
Cllr M Fouracre		Community
Mr N Houghton		Parent
Mrs G Jones		Parent
Mr P Davies		Parent
Vacancy		Parent
Miss C Jury		Staff
Miss Y Davies		Teacher
Mrs L Evans		Teacher
Mr N Clode		Headteacher



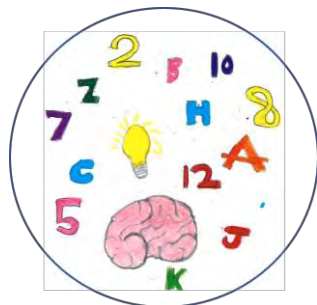
**The clerk to the Governing body is Ms. S. Delaney,
School Governance Solutions, Bridgend.**

Our Curriculum

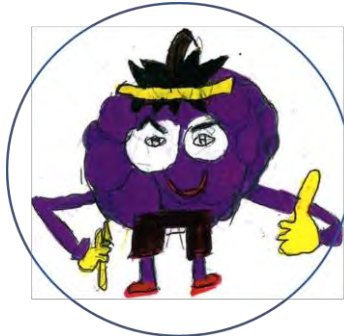
The school follows the new Curriculum for Wales and organizes the curriculum accordingly. Everything your child learns will be linked to our 'four purposes' where we support your child to be:



an ambitious, capable learner, ready to learn throughout their life.



an enterprising, creative contributor, ready to play a full part in life and work.



a healthy, confident individual, ready to lead a fulfilling life as a valued member of society.



an ethical, informed citizen, ready to take part in Wales and the world.

As well as literacy, numeracy and digital skills, there are **six** areas of learning and experience: – *Languages, Literacy and Communication, Mathematics and Numeracy, Science and Technology, Humanities, Expressive Arts, and Health and Well-being.* Everything your child learns will be connected to these areas. In addition, our curriculum also covers human rights, diversity and respecting differences, experiences and skills for careers and the workplace, learning about local, national and international contexts, and developmentally appropriate relationships and sexuality education.

We adopt a thematic, cross-curricular approach to teaching and learning and each year group explores exciting, engaging topics shaped by Pupil Voice such as *Space, Blitz and Pieces, Junior Apprentice, World of Water* and *Let's get Fit and Funky* to name but a few! Throughout the year, there will be regular opportunities for you to come into school for our 'Fabulous Finish' events where the children showcase their learning. As a school, we are committed to perpetually refining our curriculum, planning and designing an inspiring, enriching curriculum for our 21st Century learners.

Languages, Literacy and Communication



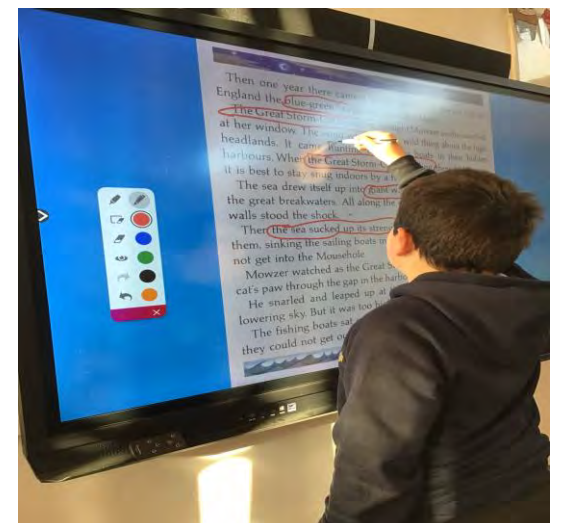
In **Languages, Literacy and Communication**, your child will learn about languages, gaining skills in English, Welsh and French as well as learning about and through literature.

As citizens of a bilingual Wales in a multilingual world, we will equip our learners with the ability to use English, Welsh and French to connect with people, places and communities – fostering a pride in their sense of identity and belonging to Wales as well as the wider world.

Understanding languages and literacy is key to understanding the world around us. They enable us to make sense of what is heard, read and seen. We provide our learners with rich and varied opportunities to experience spoken and written language, as well as images, in a range of forms and genres.

The ability to express ourselves through spoken and written language is key to communication. We create many valuable opportunities for our learners to speak and write in a range of roles, genres, forms, media and styles, and in a suitable register, expressing themselves for different purposes and audiences.

At our school, literature fires the children's imaginations and inspires their creativity, helping to build a lifelong love of literature. We provide our learners with literary experiences that engage them as listeners, viewers, readers, narrators and creators. These experiences help our children to appreciate a creator's craft as well as develop their own creative skills. In experiencing and responding to a variety of literature at our school, our learners are given an insight into the culture and history of Wales as well as the wider world.





Mathematics and Numeracy

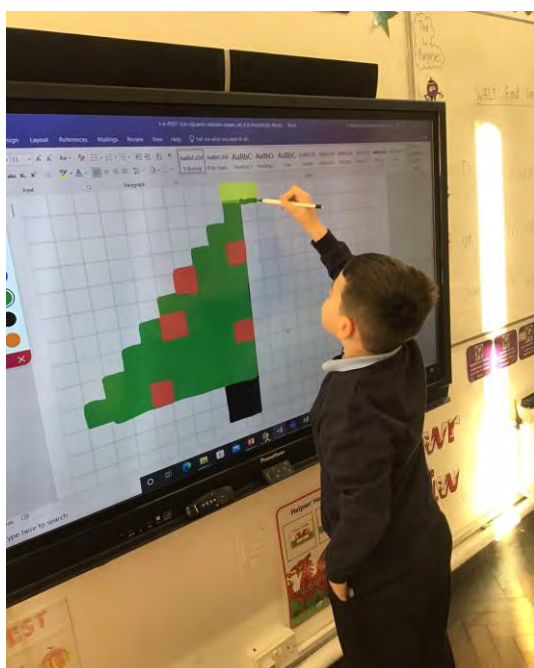
At our school we strive to ensure that mathematics and numeracy experiences are as engaging, exciting and accessible as possible for our learners, and that these experiences promote learners' mathematical resilience. In Mathematics and Numeracy, we aim to develop five proficiencies:

- Conceptual understanding
- Communication using symbols
- Fluency
- Logical reasoning
- Strategic competence

We use Big Maths as a teaching approach that makes progress in maths easy and fun. We use the CLIC (Counting, Learn Its, It's Nothing New and Calculation) framework to provide the children with a fun and lively experience as they learn core numeracy skills through jingles, songs, games and the Big Maths characters. Mathematics and numeracy lessons focus on the key areas of:

- the number system and how it is used to represent and compare relationships between numbers and quantities.
- algebra and how it uses symbol systems to express the structure of mathematical relationships.
- Geometry with its relationships involving shape, space and position, and measurement.
- statistics and how they represent data and how probability models chance.

The children use and apply mathematics and numeracy (the application of mathematics to solve problems in real-world contexts) in practical tasks and in real life problems. Maths lessons are taught for approximately one hour every day. We place an emphasis on the teaching and learning of numeracy across the curriculum and through cross-curricular topics.



Humanities



In **Humanities**, your child will learn about the world, society and events in the past and present. They'll explore the challenges and opportunities that face us, and what ethical action we can take to safeguard the world and its people in the future. Our learners will be encouraged to engage with the most important issues facing humanity, including sustainability and social change, and will develop the skills necessary to interpret and articulate the past and present. Humanities at our school encompasses disciplines including geography; history; religion, values and ethics and will focus on promoting an understanding that:

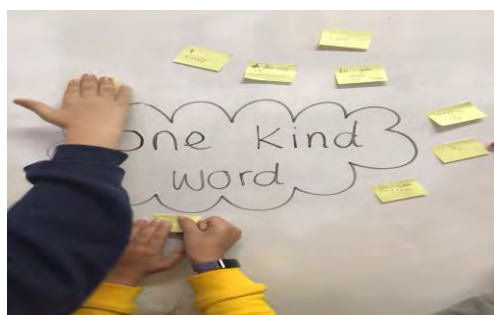
- enquiry, exploration and investigation can inspire curiosity about the world – its past, present and future.
- human societies are complex, and are perceived, interpreted and represented in different ways.
- our natural world is diverse and dynamic, influenced by processes and human actions.
- human societies are complex and diverse, and shaped by human actions and beliefs.
- informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.

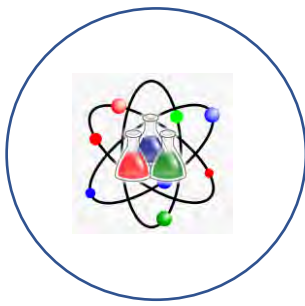


Health and Well-being

Health and Well-being is about helping your child to look after their physical and mental health including emotional well-being. This area of learning and experience will help our learners to navigate life's opportunities and challenges and will help them to understand that:

- developing physical health and well-being has lifelong benefits.
- how we process and respond to our experiences affects our mental health and emotional well-being.
- our decision-making impacts on the quality of our lives and the lives of others.
- how we engage with social influences shapes who we are and affects our health and well-being.
- healthy relationships are fundamental to our well-being.



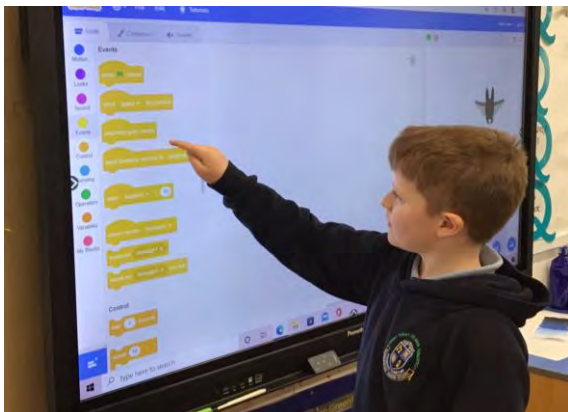


Science and Technology



Science and Technology draws on the disciplines of biology, chemistry, computer science, design and technology, and physics to enhance our learners' knowledge and understanding of the world. Learning experiences in Science and Technology will help our learners to understand that:

- 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.



Expressive Arts



In Expressive Arts, your child will explore art, dance, drama, film and digital media and music to develop their creative, artistic and performance skills. Learning experiences will help the children to understand that:

- exploring the expressive arts is essential to developing artistic skills and knowledge and it enables them to become curious and creative individuals.
- responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.
- creating combines skills and knowledge, drawing on the senses, inspiration and imagination.



Around our School



Our classrooms are light, airy and attractively decorated. They are well-resourced with everything your child needs to support their learning.



Every classroom has a well-stocked class library from which the children can choose fiction and non-fiction (both English and Welsh) to read for pleasure.



There are designated areas for independent learning both in and beyond our classrooms. We have Maths zones, Q Quarters (where we check the quality of our work) and a Cornel Cymraeg.



Classroom displays celebrate the children's work and achievements. We strive to create a colourful, stimulating learning environment in which the children can take pride. Many of our displays act as a teaching resource with which the children are encouraged to interact and our 'Working Walls' reflect current learning.

Teaching and Learning

Llangewydd Junior School welcomes pupils from the ages of 7 to 11. Classes are generally organized on the basis of age but some children may be in a mixed age class at some point during their progress through the school. In September the structure of the school will be as follows:



Year 3

3 classes

Year 4

3 classes

Year 5

3 classes



Year 6

3 classes

Rainbow Class

Sunshine Class

Such class groupings will vary from year to year, depending on pupil and teacher numbers.

The role of the teacher is constantly changing and in any given situation a teacher may be seen as a friend, carer, facilitator, teacher, listener, motivator, provider, advisor, expert, arbitrator, leader, consultant, entertainer.....a never-ending list!

At Llangewydd we are constantly using a wide range of strategies to carry out the teaching role effectively. Above all we are the managers and organizers of the children's learning, of the curriculum and of the environment in which teaching and learning takes place.

We cannot do this effectively and efficiently without thinking carefully about what we are doing. We are reflective teachers, constantly evaluating what we do and adapting to meet the changing needs of the children at our school.



Our Aims



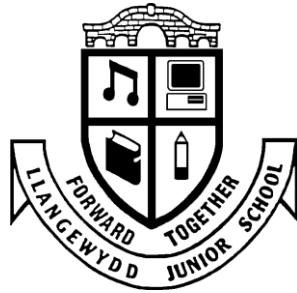
- To enable our learners to develop as:
ambitious, capable learners ready to learn throughout their lives;
enterprising, creative contributors ready to play a full part in life and work;
ethical, informed citizens of Wales and the world;
healthy, confident individuals ready to lead fulfilling lives as valued members of society.
- organize and manage ourselves so that the children in our care are provided with high quality experiences matched by a high level of teacher expectation.
- To develop a variety of organizational and teaching strategies which motivate the children, give them confidence and which give us time to be aware of the whole child.
- To develop a variety of grouping strategies which can be used to provide effective and varied learning opportunities for the children.
- To create an atmosphere in our classrooms which emphasizes self-worth, self- respect and self-confidence.



These aims will be met by:

- Children being treated with respect and as individuals.
- Careful curriculum planning.
- Working in partnership with parents, carers and our whole school community.
- Using a variety of teaching methods and experiences both inside and outside the classroom.
- Thoughtful organization of the children.
- Efficient time management and use of resources.
- Stimulating, interactive and bilingual displays.
- Quality teacher-pupil interaction.
- All curriculum AoLEs being led by confident, capable and knowledgeable teams who are constantly updating their skills.
- Ensuring teachers are given appropriate training.

**Don't take our word for it.
Listen to the ones who count!**



I like Llangewydd because there is so much space to play in. The MUGA is amazing!

I like the teachers because we do so many fun things with them.

**Zac
Year 4**

**Martha
Year 6**

We enjoy sharing what we have learnt with our families in our 'Fabulous Finishes'.



I like learning here – it is fun! Our topics are very exciting.

**Isabell
Year 5**

**Lexi
Year 3**



**Eve
Year 4**

**Jamie
Year 5**



It's a school full of kind people who look after each other.

I enjoy coming to school because I look forward to learning new things every day.

Additional Learning Needs

Aims

- To create an environment that meets the additional learning needs of each child.
- To develop a climate of support in which confidence and self-esteem can flourish without fear of criticism.
- To actively involve children and parents in the education of children with additional learning needs.
- To assess children with additional learning needs and to provide for those needs so that the children achieve according to their abilities.
- To use the expertise of the ALNCO (Additional Learning Needs Co-ordinator) and external agency specialists.
- To ensure that all children have access to a broad and balanced curriculum.
- To implement the new ALN and Educational Tribunal (Wales) Act.
- To keep abreast of new initiatives and developments in the area of additional needs education and to develop school practices as appropriate.
- To ensure equality of opportunity.

Additional needs may include the following: -

- Emotional, social and behavioural difficulties and/or mental health needs.
- Moderate learning difficulties, characterised by low attainment.
- Specific learning difficulties.
- Sensory impairment.
- Physical disabilities.
- Autistic Spectrum Conditions
- High attainment by Able and Talented children.

Recognition

It is important that children who require support are identified as soon as possible. Through regular assessments children's progress can be evaluated and provision reviewed. Class Action Registers are maintained to monitor pupils whose needs can be met within the classroom through the implementation of strategies and/or specific programmes. A pupil may require support in one or more of the following areas:

Cognition and Learning

Development of Communication and Social Communication

Physical, Sensory and Medical

Social, Emotional and Behavioural Needs

Where a child is seen as having a learning difficulty 'significantly greater' than the majority of others of the same age, then an IDP is drawn up and the child is monitored on the Additional Learning Needs Register.

Provision

The majority of children are supported within the school by class teachers and learning support assistants. We use the expertise of staff from the bases to help identify specific strategies and interventions for pupils with certain difficulties. Where support is provided, each child is provided with a set of learning objectives that aim to meet a particular need. That programme is then delivered by the class teacher and/or learning support officers or special needs support assistants. This can be done individually, in groups or as differentiation within the class.

The school has two bases – the Rainbow (LRC) and Sunshine (CARE) classes for children who need specific teaching and support.

Informing Parents

Parents are informed when their child requires support in addition to that being provided for the rest of the class. Similarly, when a child has made sufficient progress and the support is no longer needed, parents are informed. Reviews are carried out twice a year with the class teacher. Pupils are encouraged to participate in this process and give their views. Where a pupil is identified as having a 'significantly greater difficulty in learning' then we follow the procedures as set out in the ALN and Educational Tribunal (Wales) Act.

We see parents as partners in this process, as providers of information and as providers of extra support at home, listening to children read, playing spelling games etc.

Outside Agencies

We work closely with a variety of agencies to ensure that all needs are met within our school:

**Educational Psychology Service
Child and Family Clinic
Social Services
Early Help
MASH
Barnados
Inclusion Service
CART Team
Speech Therapists
Medical Specialists
Education Welfare Officer**

We have excellent working relationships with these specialist units operating within the county and we value and use the expertise they have.

More Able and Talented Provision

In Wales the term 'More Able & Talented' encompasses approximately 20% of the total school population, and is used to describe pupils who require enriched and extended opportunities across the curriculum in order to develop their abilities in one or more areas.

'Meeting the Challenge' 2008

The identification of More Able and Talented learners is linked to their context regardless of how the abilities of these learners compare to those in other schools. The term '*more able and talented*' includes learners who are more able across subjects within the curriculum as well as those who show talent in one or more specific areas, which could include practical, creative and social fields of human activity.

If you think your child is more able and talented what can you do?

- Share information with the school- parent consultations are a good time to do this.
- Ask questions – especially if you don't understand.

How can you support your child?

There are many practical steps you can take to support your child:

- Set time aside each day to talk with your child e.g. watch educational and current affairs programmes and discuss with them
- Take the time to develop positive relationships with your child's school and teachers.
- Encourage him/her to sample new activities e.g. visit museums, science centres, nature reserves or art galleries
- Use the environment to provide a broad range of experiences e.g. visits to galleries, museums, sports centre....
- Provide resources to support learning at home e.g. internet, visual stimuli, books, maps
- Read a quality national newspaper
- Encourage your child to participate in extra-curricular activities at school and beyond, including summer schools, outreach and distance learning activities
- If your child complains about being bored, take the comments seriously and seek a solution with your child, and the school if appropriate.
- Encourage your child to take an active part in family decision-making
- Finally, make sure that your child also has time to relax and play.

What is the school doing to support your child?

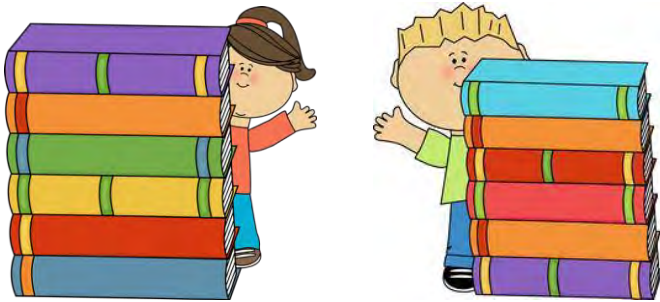
- There is a designated teacher with responsibility for these children in school.
- There is a school policy for More Able and Talented pupils.
- Children's talents and abilities are identified and all staff are aware of their specific learning needs.
- All teachers provide suitably challenging work/activities in lessons
- Standards reached by more able and talented learners are appropriate to their ability.
- Extra-curricular opportunities within and outside of school are identified where appropriate.
- The school works in partnership with parents/carers and providers

What can I do to help the school support my child?

You are an important factor in the development of your child. If there is anything you feel we should know, for example hidden abilities, please let us know. Parents, teachers and most importantly children all benefit from good school-parent liaison.

Our School Library

The Reading Rainforest



We are so proud of our fantastic school library – the Reading Rainforest . Here the children are able to read for pleasure a range of fiction, graphic novels, comics, poetry and non-fiction.

In our Reading Rainforest library, the children may enjoy reading books or listening to audiobooks in our base camp tents, multi-sensory cave or by the side of our tropical waterfall.

We would like to thank Mr. Paul Davies for his brilliant library design and Mrs. Rhiannon Davies for her invaluable help and advice about books and library organisation.



Introducing Bug Club – our fantastic reading resource



Bug Club, our reading scheme, brilliantly combines rich, colourful books and an incredible *online reading world*. It is filled to the brim with exciting stories, vivid characters and fascinating facts to hook our children into a lifelong love of books and to help them develop as confident, young readers.

What is Bug Club?



- **Bug Club** is an exciting reading resource that we will use to help teach your child to read accurately, fluently and with understanding.



- It has carefully selected, high quality reading books and eBooks that will engage and interest the children.



- The children will be able to enjoy reading the books in school as well as accessing the eBooks at home by logging into an online reading world via the *Active Learn* link on our school website.

How do the children access their eBooks at home?

How to Login:

Go to the school website www.llangewydd.co.uk and click on the



link.

Alternatively you may like to log on via the Active Learn website – www.activelearnprimary.co.uk



Each child has been given their own Bug Club password and username that follows the pattern below:

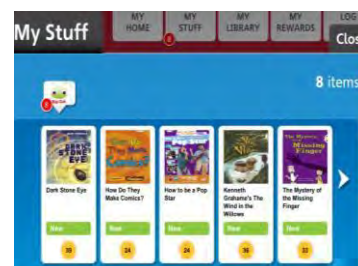
A child named *Harry Potter* would have the following (case sensitive) login details:




username: HarryP
password: Potter
school code: llju

You will now see your child's 'Homepage':
The same details will allow your child to access their Active Learn/Abacus online Maths homework.



Your child will see their eBooks/and Active Learn Maths homework in 'My Stuff':



Simply click on a book's cover and begin reading. You can navigate through the pages using the  and  arrows. You can also 'zoom in' on features as well as see a single or double page spread. Remember to answer all the quiz questions by clicking on the  icon.

You do not have to answer all the questions in one reading session. You can come back to any of the books as many times as you like. Books you have finished reading will appear in your 'Library'.

Rewards

When your child has finished reading a book and has answered the quiz questions, he or she will earn some golden coins that they can save up or use to play games, race a scooter, collect stickers or buy items for a treehouse in one of the 'Bug Club' reward worlds.

Please note that 'Bug Club' is just one of many reading resources and schemes we use at school. Your child's teacher will allocate suitable reading books to your child on a regular basis. The children will also have many opportunities to read physical copies of the 'Bug Club' books in school.



Extra Curricular Activities



At Llangewydd, we pride ourselves on the wide range of extra-curricular activities we offer the children. At lunchtimes and after school, opportunities are created for the children to take part in rewarding sports, performing arts, environmental and other activities. The clubs and extra-curricular activities offered at our school help to develop the children’s personal and social skills such as their ability to co-operate with others, to make decisions, and to take initiatives.

The children also acquire specialist skills in these extra-curricular activities such as the ability to speak a new language, to nurture a plant, to use a computer with confidence or to pass a rugby ball. **Here are just a selection of our clubs and extra-curricular activities.**

Sport



A fine sporting tradition exists at our school. The children have opportunities to participate in a variety of sporting activities - indoors, outdoors on our extensive playing fields and on our fantastic Multi-Use Games Area or MUGA.



Our fantastic Multi-Use Games Area (MUGA) is used throughout the school day. It is used after school hours for extra-curricular activities.

Rugby



Year 5 and 6 boys and girls are welcome to join our rugby team. They learn rugby skills and train hard one afternoon after school during the Autumn and Spring terms. The rugby team often play inter-school rugby games on Friday afternoons.

Netball

Year 5 and 6 girls learn netball skills during a session after school during the Autumn and Spring terms. The netball teams enjoy playing inter-school games on Friday afternoons.



Basketball

During the Summer Term Years 5 and 6 children have the opportunity to play basketball. They practise basketball skills such as shooting and dodging with the ball in training sessions after school. They too play inter-school games on Friday afternoons.



Rounders

Year 5 and 6 children enjoy playing rounders throughout the Summer term. They practise rounders skills such as hitting and catching the ball and use these in friendly rounders games. The rounders team play matches against local schools on Friday afternoons.



Football



Football club takes place one day after school throughout the year. In this popular club, children enjoy practising football skills such as dribbling, shooting and travelling with the ball and use these in friendly games. Emphasis is placed on the children having fun whilst playing football. The school football team enjoy playing inter-school matches against local schools.



Fitness Club / Cross Country

A popular Cross Country Club is run after school where you can improve your fitness by running courses around the school. The school also encourages our pupils to take part in the Bridgend Schools Cross Country events that take place one Saturday morning each month at schools across the borough. A growing number of children are representing Llangewydd at these cross country runs.





Music



We pride ourselves on the important contribution music activities make to school life. Music and singing can often be heard when you visit our school.

Choir

The school choir meets once every week after school. They enjoy singing a repertoire of songs of different musical styles and have fun with their music. The choir sings at special occasions such as our Church Carol Service at Christmas time and Bridgend's Children's Remembrance Service at the war memorial. The children have also visited the Senedd, local supermarkets, Bridgend library and local churches to sing a selection of songs. In recent years, the children have been invited by the Mayor's Charity Committee to sing at various fundraising concerts throughout the borough including an annual joint concert with Heronsbridge School. We have also been privileged to represent Wales in the international 'Schoolvision' competition.



Cookery Club

Cookery Club takes place after school. At this popular club, children from different year groups enjoy learning cookery skills in our school kitchen. The emphasis is on learning life skills whilst having fun. In Cookery Club, the children have made culinary delights such as pizzas, scones, burgers, sausage rolls, fruit kebabs, jam tarts and fairy cakes. Each half termly session culminates with a celebratory afternoon tea for parents and families. Yummy!



Reading for Pleasure Club

Reading for Pleasure Club meets one lunchtime during the school week. In this popular club, the children may share a story and do activities linked to it. They may also choose to read books or do literacy activities on Bug Club, Reading Eggs or Lexia. An emphasis is placed on the children enjoying reading and responding to a whole host of rich, colourful books.



Welsh Club

Welsh Club meets one day after school. In this club, the children enjoy speaking Welsh and have fun using the Welsh language in games and hands-on activities.

Yoga Club meets one day after school. In this club, the children have the opportunity to develop their strength, balance and flexibility as well as to enhance their body awareness and mindfulness. In Yoga Club, the children connect mind and body – a fun way to relax and take time out from the hustle and bustle of everyday life.

Yoga Club

Eco Club



Eco Club



**Green today,
to save
tomorrow.
It's the only
way.**

At Llangewydd, we have a very successful Eco Club. Our club helps drive the eco initiatives throughout the school.

Eco Club learn about the importance of '*reduce, re-use and recycle*', how our carbon footprint affects the planet and about wide ranging global issues such as climate change and saving the ancient forests. They have even composed their very own Eco rap!

We are proud to be a Platinum + Eco School which is an internationally recognized award.

Join our eco warriors and help to save the planet.



**Our Outdoor
Eco House**



Enjoying Eco Club



A List of Clubs and Activities

Please note: These may be subject to change in September.
Days and times of our clubs to be confirmed.
(Summer Term sports are shown in red)

We respectfully request that the parents/carers of children attending our after-school clubs collect their children at the Heol y Frenhines school gate.

Welsh Club
Choir
Cookery Club
Football
Rugby
Girls Only Touch Rugby
Netball
Rounders
Basketball
Cricket
Cross-Country/Running
Yoga Club
Sewing Club
Outdoor Activities
Eco Club
Gardening Club
Fun with French
Minecraft
Reading for Pleasure Club
Reading and Craft
School Library Rangers



Family Learning



Family Learning sessions take place in our demountable classrooms or 'bungalows'. Parents are invited into school for a programme of sessions focusing on supporting and engaging their children in all aspects of literacy and numeracy.



Watch out for our Parent Cafes that sometimes take place during the school week. You are very welcome to come into school for a cup of tea or coffee and to speak to staff if you so wish.



Out and About our School



We have planted trees in a new woodland area.



We sit on our playground benches to chat to our friends.



We come to the ELSA rooms if we want to talk through our feelings or any problems we encounter. If we want quiet time, we can go to the Peace Garden.



Large scale artworks brighten up our school and put a smile on our faces.





The School Day



Please note: our school day processes and timings are currently being reviewed as a result of the positive impact of some of the measures and routines implemented during the pandemic. Precise timings will be confirmed closer to September and will be shared by newsletter on our website and Parent App.

Our children can arrive at school at approximately 8.15 a.m. if they are having *free breakfast in our school canteen as part of the Healthy Eating Initiative*. Free breakfast is available at the school where the children can choose to eat toast, fresh fruit, or cereals. All other children should go to the playground before school starts unless it is raining when they should go to the school hall. The bell to begin the school day rings at 8.50a.m. A typical lower school day is as follows:

8.45 am

Arrive in school

8.50 am

The school bell rings for registration. The children come into class from the school playground and their teacher is ready to greet them in the classroom.

9.00 am

Registration

9.10 am

Assembly in the school hall



9.30 am

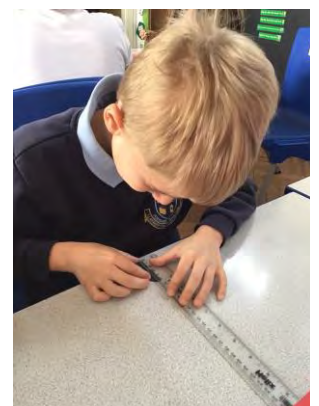
Lesson 1



Morning Break.

Children can buy a selection of fresh fruit and juice from the school's Healthy Tuck Shop. Children are encouraged not to eat crisps, chocolate or sweets at break times.

Lesson 2



12.00 p.m



Lunchtime
One class at a time is called for school dinners. Sandwiches are eaten in the middle hall.

Upper School Lunchtime (12.45pm – 1.25pm)

12.40 p.m

Afternoon Registration followed by Lesson 3

2.00 – 2.15 pm
Years 3 and 5
2.30 – 2.40 pm
Years 4 and 6

Afternoon Play



2.15 p.m

Lesson 4

3.25 p.m



A review of the day's achievements and successes. A look ahead to the next day.



3.30 p.m



End of School

Parents collect their children at the school gates on Heol y Frenhines or on Llangwydd Road. During the first week of school, class teachers will walk new Year 3 children to meet their parents at the school gates.

Our end of school processes are currently being reviewed in the light of the positive impact of measures implemented during the pandemic.

3.30 p.m
to
4.15 p.m

After School Clubs



Breakfast Club



Eating a healthy breakfast is important to everyone's health needs. Breakfast provides an ideal opportunity for children to begin their day by eating all the important elements of a healthy and balanced diet. Research shows that children aged 4-18 eat less than half the recommended daily amount of fruit and vegetables. Our Breakfast Club provides the ideal opportunity to enjoy a healthy breakfast in a very supportive atmosphere.

Eating breakfast improves children's problem solving abilities, their memory, concentration levels, visual perception and creative thinking. Our Breakfast Club involves pupils, school staff, and the wider community. It aims to improve the health and well-being of children, as well as the staff involved. Our breakfast club also underpins our goals of a health-promoting school.

Breakfast Club operates every day between 8.15am and 8.50am. **All are welcome every day and what's more – it's completely free of charge!** At Breakfast Club, the children enjoy toast, cereal, yogurt, apple juice, orange juice and fresh fruit to name but a few of the delicious range of foods on offer. The perfect start to your day.

Breakfast Club is a great success and we are sure your child will thoroughly enjoy the experience. The club is well staffed and the children start their day in a friendly atmosphere of social interaction which prepares them well for the day's activities.



School Uniform



At Llangewydd, we encourage the children to wear school uniform. Our school uniform consists of:

- **a navy sweatshirt with the school logo.**
- **a sky blue polo shirt.**
- **navy or grey trousers.**
- **a navy or grey skirt**

Our school uniform is available at local shops including 'Euroschoools' and 'Uniform 2 Go'.

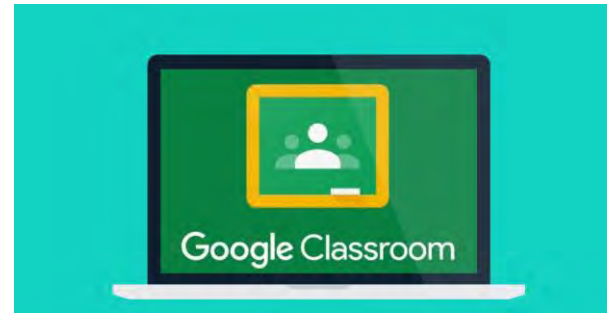
Visitors to our school often comment on how smart the children look in their school uniform. We feel that wearing school uniform helps to reinforce the school's identity and creates a sense of belonging among the children. Our school uniform also serves to make the children easily identifiable when they are representing the school in the local community or on educational visits further afield. We hope you will support us in encouraging your child to wear our school uniform throughout the year.



Homework Blended Learning



Homework is an important part of the learning process and supports, reinforces and blends with the work done during the day at school. We view homework as an opportunity to strengthen home-school links and to involve you in your child's learning. A child's success in learning will always be enhanced by the co-operation of parents and teachers in achieving shared goals.



We 'blend' face to face teaching and learning that takes place at our school with tasks and activities that the children are asked to complete at home –

online, offline or a combination of both. All homework tasks and activities are designed to pre-teach, consolidate, reinforce or extend skills and understanding in literacy, numeracy and the topic being studied in class. Some of the homework will be ICT-based using the **Google Classroom** platform where online assignments and any accompanying digital resources are uploaded by teachers. At times, online tasks may be started in school and completed at home or vice versa. Those children who do not have Internet access at home can complete homework tasks on paper or using physical resources provided by their teacher.



At Llangewydd, homework consists of:

- **one homework task every week.** All homework tasks are relevant to and meaningful in the context of the current topic. The nature of these tasks will vary e.g. inquiry-based research, problem-solving, applying literacy, numeracy or other skills taught, investigations, practical tasks such as model-making.
We aim to achieve a balance of different types of tasks across the AoLEs throughout the year.
- a minimum of six assigned 'Bug Club' books to be read at home (this is in addition to reading books given in school).
- completion at home of activities for *Lexia* and *Reading Eggs* literacy interventions and/or *Mathletics*.
- practising of specific 'Learn Its' multiplication tables.

Homework/Blended learning is similar in our CARE and Resource bases, however, it is given on an individual basis according to the needs and anxieties of each child.

The school gratefully acknowledges the important role played by parents and carers in supporting their children in their homework activities.

Cycling and Scootering to School

The children may choose to travel to school on their bicycle or scooters. If you wish your child to travel by bike or scooter, an indemnity form is available at the school for you to complete. This indicates that you are satisfied of the following points: that -

- *your child's bike/scooter is roadworthy*
- *your child is sufficiently competent and aware of the 'Rules of the Road' to undertake the journey.*
- *you are willing to take full responsibility for their well being on the road.*



Children who ride their bicycles /scooters to school:

- must store their bikes /scooters in the bicycle compound.
- are not allowed to enter the bicycle compound without permission.
- must ***not*** ride their bicycles/scooters on school premises.
- must wear a safety helmet when riding their bike.
- must use bicycle lights during winter months.

Recycling at Llangewydd

Green today,
to save
tomorrow.
It's the only
way!

At Llangewydd, we encourage recycling as part of our ongoing commitment to sustainability. Each classroom has a paper recycling bin and the contents of these is collected each fortnight.



Healthy Schools

Llangewydd is delighted to have been designated a 'Healthy School' for the past seventeen years. We have been awarded the National Quality Award for Healthy Schools because of the dedication and commitment we have as a school to lead happy and healthy lifestyles.



FOOD AND FITNESS

- Healthy eating contributes significantly to us being healthy.
- We ensure that the children have the confidence, skills, knowledge and understanding to make healthy food choices.
- Healthy and nutritious food and drink is available across the school day.
- Physical activity contributes significantly to the outcomes we wish to achieve for children.
- Our young people are provided with a range of opportunities to be physically active.

MENTAL EMOTIONAL HEALTH AND WELL BEING

- Emotional health and wellbeing contributes significantly to the outcomes we wish to achieve for our children.
- The promotion of positive emotional health and wellbeing helps our children to understand and express their feelings, build their confidence and emotional resilience, and therefore their capacity to learn.

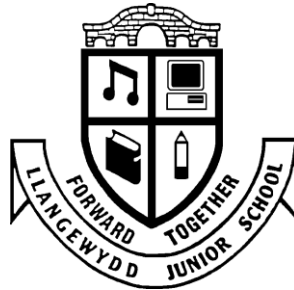
The other chapters of the Healthy School scheme are:

ENVIRONMENT PERSONAL GROWTH AND DEVELOPMENT
SUBSTANCE USE AND MISUSE HYGIENE SAFETY



We are proud to be a Healthy School.

**Don't take our word for it.
Listen to the ones who count!**



I love dancing on the outdoor stage to the music played outside.

**Lily
Year 5**

Our Faith Garden is so peaceful to sit in. It's a calming place.

**Nia
Year 4**

I like school dinners because we have so much choice of healthy foods.

**Ava
Year 3**



I have enjoyed many of the topics we have been learning about this year.

**Nella
Year 3**



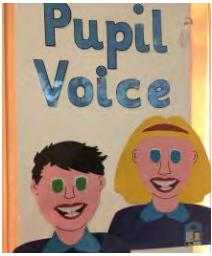
**Noah
Year 6**

I like the way in which Pupil Voice means that we make decisions about what we'd like to learn about.

**Martha
Year 6**

I love the way in which the whole school community works together. It makes me feel happy.





Our Pupil Voice Committees



Our Criw Cymraeg



Our Digital Leaders

Our Pupil Voice committees take an active part in the life of our school. They each consist of a teacher representative and elected pupil representatives from each class in the school. The Pupil Voice committees have responsibility for discussing, shaping and making decisions about different aspects of school life. The eight Pupil Voice committees are:

Pupil Voice Committee

(consisting of the Head/Deputy Head Boy and Girl and a representative from each of the Pupil Voice committees below. These give feedback about the outcomes of the other committees. This committee has overarching responsibilities)

- Teaching and Learning Committee**
- Criw Cymraeg**
- Digital Leaders**
- Playground Wellbeing Committee**
- Outdoor Sports Committee**
- Eco Committee**
- Children’s Rights Committee**

These Pupil Voice committees meet regularly to discuss ideas for school improvement and any issues that concern them and their classmates. They are encouraged to become actively involved in discussion and decision making about issues such as the school environment, the curriculum, health and wellbeing, as well as school appointments. They also promote our school values, bilingualism, digital competency and eco-awareness. The school values highly the views and opinions expressed by the Pupil Voice committees on behalf of their peers and takes these into consideration when planning ways in which the school can be improved. Suggestions made by the Pupil Voice committees can lead to significant improvements in the quality of school life. In recent years, for example, new school playground equipment and games have been purchased as a direct result of ideas proposed by Pupil Voice committees. Similarly, the Teaching and Learning Pupil Voice committee worked closely with Mr. P. Davies and Mrs. R. Davies to develop our 'Reading Rainforest' school library using their ideas.



Our Teaching and Learning Committee

11/10/2021

Our Health and Safety Policy



All staff, governors and visitors to the school must follow the school procedures in relation to: -

- Accidents
- Car parks
- Children's health and safety education
- Closure of the school
- Emergency procedures
- Fire drill and evacuation of the building
- Head lice
- Leaving the school premises
- Maintenance of external and internal areas of the school
- P.E. and Games
- Registers
- School trips
- Smoking on site
- Supervision of children
- Swimming
- Visitors to school
- Banned areas
- Banned articles



It is the responsibility of all members of staff to:

- report risks to the Headteacher / senior members of staff
- remove children from the problem / area.

It is the responsibility of the Governing Body to ensure that there is a part of the school budget allocated for maintenance and implementation of health and safety matters, with due regard to what is 'reasonably practicable' by balancing the risk involved against the cost required to put the matter right.

Procedures

Accidents during the school sessions or during supervised extra curricular activities are to be reported to Miss Jury and recorded in the accident book.

Accidents at lunchtime are to be dealt with in the first instance by teachers on duty or lunchtime supervisors and if necessary reported to the headteacher.

During morning and afternoon break, the children will be taken to the teacher on duty, who will request further help if necessary. The teacher on duty does not leave the playground to attend to injuries without first sending for a replacement.

If an accident is deemed to be serious, parents will be contacted. An ambulance will be called if necessary.



Out of Bounds

Certain areas of the school are out of bounds to the children unless supervised by an adult:

- **The balcony area and bicycle compound beside the hall.**
- **The area behind the dining hall and the lower school buildings.**
- **The car parks and the areas leading to them.**

Children are not allowed to play in the following areas:

- **The grassed area behind the outside classrooms.**
- **The Nature Garden: including the pond and outdoor classroom.**
- **The steps leading to the main building from the playground.**
- **The footpath leading to the main building from the school gates.**
- **Any area between the building and the main school gate.**

Banned Articles and Substances

- Chewing Gum
- Expensive toys / electronic equipment
- Penknives and other sharp tools
- Glass containers
- Mobile Phones



Car Usage in School



Traffic Safety Measures: The school gates across the road will be closed to all traffic at these times -

Mornings: Gate closed at 8.45 a.m. until 9.15 a.m.

Afternoons: Gate closed at 3.20 p.m. until 3.40 p.m.

- There are two designated car parks which are for the use of staff, visitors to the school and local authority contracted taxis.
- Car park spaces with easy access to the school buildings have been designated for disabled drivers.
- **No parents are not allowed to bring cars onto the site,** except in the case of exceptional circumstances where the permission of the local authority will be sought on your behalf.
- Children are not allowed access to the car park unless under adult supervision.
- All cars are parked at the owners' risk. The school does not accept responsibility for damage or loss.

Health and Safety Directly Related to Children

- Children are taught the correct usage of all tools, saws, glue guns, hammers, nails, scissors, kitchen equipment and any safety procedures connected with these.
- Children are supervised when using the above items.
- Cleaning products are locked in the cleaning cupboards.
- Other safety issues such as the danger of electricity, road safety, drug and alcohol misuse, smoking etc. are taught as part of the Science and Technology / Health and Well-being curriculum.

Closure of the School

Should the school have to close in an emergency, every effort will be made to contact parents and carers beforehand.

- In the case of failure of the heating system, a letter will be sent home on the day prior to the closure.
- In the case of inclement weather, parents are asked to contact the school and to check the school's website – www.llangewydd.co.uk and the Parent App.



Fire Drill

- Fire drills are carried out twice each term and apply to everybody in the buildings, including kitchen staff and visitors.
- The assembly point is the playground for all children and adults in the main buildings.
- When children have arrived at the assembly point, class registers are taken and a green paddle is held up by the class teachers to signal that all children are accounted for.

Leaving the School Premises

- No child is allowed to leave school during the day unless collected by a parent or by another adult, at the request of a parent. Children must be collected from inside the school, not from the school gates. Visitors should press the keypad at the main school door and report to the reception area.
- All the children must enter and leave the school either along the footpath from Llangewydd Road or along the footpath at the front of the school from Heol y Frenhines.
- Children who are taken on visits are reminded that good behaviour and great care are needed at all times. We reserve the right to exclude a child from a visit should we believe that the child's behaviour may be problematic.

Medicines in School

Before any decisions were made about dispensing medicines in school, careful consideration was given to County policy and guidelines issued by the teaching unions.

- Medication will not be accepted or administered by the school until the 'Medical Administration Form' has been completed and signed by the parent. **This is available on our school website or at the school on request.**
- The Medical Administration Form must be completed for both prescribed and 'over the counter' medicines without exception.
- Please note that whilst the school will endeavour to ensure that your child is given the appropriate medication, we cannot accept responsibility if it is forgotten or not administered on time.
- No member of staff is contracted to administer medicine and will only do so if they feel competent and fully advised on its administration. No agency staff are allowed to administer medicine. The Medical Administration Form and all relevant labels and packaging must be visible to any staff administering medicine.
- *Children who are unwell at school:* - Parents are reminded that we require an emergency contact number. If parents or representatives cannot be contacted and a child becomes seriously unwell, medical advice will be sought, and if necessary, the ambulance service will be used to take the child to hospital.

Registers

Attendance registers are completed at the start of the morning and afternoon sessions. In an emergency, registers are used to record that all children are safely accounted for.

School Trips

These are organized with due regard for safety, as well as educational value.

- Risk assessments are carried out prior to any school trip.
- Children sit one per seat on the coach.
- Supervision ratio is in accordance with the Health and Safety Executive guidelines.
- Children are told beforehand about appropriate clothing.
- First aid kits are taken.
- Parents are informed of approximate return times and dates if appropriate.
- Parents are asked to complete a permission slip.
- Parents of eFSM children requiring a packed lunch are asked to request this using a form sent home by the school. Information about food ingredients and allergens will be communicated.
- Parents are expected to meet their children if the return time is after school hours.
- No child will be taken on a trip unless the teacher in charge is confident that the child will behave appropriately at all times, and will listen to and follow instructions.



No Smoking on School Premises

No smoking is permitted on the school premises.

Supervision of Children

- There is no supervision of children until 8.50 a.m. unless a child is having breakfast.
- Children go to and remain in the playground if the weather is dry.
- Children go straight to their classrooms if the weather is inclement.
- The bell rings for registration at 8.50 a.m.
- Breakfast is served in the school canteen from 8.15 – 8.50 a.m.



Playtime Supervision

- At least two staff supervise the children during playtimes.
- During wet playtimes designated teachers are on duty and supervise the children in the classrooms.
- Children may stay in at playtimes to complete work or carry out a task for the teacher if supervised or if the weather is inclement.



P.E. and Games

P.E. and Games are a compulsory part of our Health and Well-being curriculum and all children are expected to participate unless medical reasons prevent this.

The following rules apply regarding clothing: -

- **Indoor games**
 - **T-shirt and shorts**
 - **Bare feet**
 - **No jewellery**

- **Games**
 - **In Winter, long trousers, warm top and t-shirts**
 - **In Summer, shorts and a short-sleeved t-shirt**
 - **A cap or hat**
 - **Trainers**
 - **No jewellery**

- **Swimming**
 - **Swimming costume**
 - **Towel**
 - **Cap or elastic band for long hair**



Games lessons are taught every week, and children are expected to bring their P.E. kit even when the weather is bad. P.E. is also taught weekly except during periods when lessons are replaced by sessions at the swimming pool.

Children are taught about issues of safety and hygiene, the importance of which cannot be underestimated.

Children who are well enough to attend school are deemed well enough to take part in all P.E. related activities, except in exceptional circumstances.

Around our School



Our toilets throughout the school have been newly refurbished and freshly decorated.



Our high-tech computer suites are fully equipped with state of the art computers and chromebooks. Every computer has full access to the Internet and Hwb which is widely used in activities such as independent research. The computer suites are equipped with enough computers for the children to work individually. Our computer suites, as well as sets of chromebooks, iPads, tablets and laptops, are used to support work and digital competency across the curriculum.

Policy for Equal Opportunities



Equal opportunity at Llangewydd Junior School is about providing all of our children with quality learning experiences and helping them to gain the knowledge, skills and understanding that will enable them to make informed decisions about their lives.

It is the policy of our school to celebrate diversity and to provide equality of opportunity whatever a child's race, gender, age, ability or background may be. We want all of our children to achieve all that they are capable of in all aspects of education, within a caring and supportive atmosphere.



Aims

- **To ensure that through our practices our school is effective in meeting the needs of all children, regardless of sex, age, race, colour, creed, ability or disability.**
- **To celebrate diversity and to combat negative attitudes towards the above.**
- **To ensure that all who come into contact with the children at our school are aware of our policy of equality.**

We will meet these aims through: -

- **ensuring that rewards and sanctions are the same for all children.**
- **grouping children in a variety of different ways, for example, not only by gender.**
- **listing children's names alphabetically for class registers, games registers etc.**
- **ensuring assemblies and RVE lessons have a multi-cultural element.**
- **the wearing of a school uniform, which is practical and does not reinforce gender.**
- **our admissions policy.**



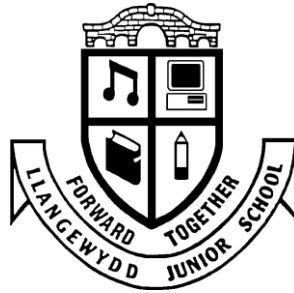
Assemblies have a multi-cultural element

Arrangements for Disabled Pupils

The school would have great difficulty accommodating a child with a severe physical disability as the building has two storeys. The outside classrooms are only accessible via steps.

It has been decided therefore that the school would not be able to undertake major alteration to accommodate children with a severe physical disability.

**Don't take our word for it.
Listen to the ones who count!**



My teacher is kind and helps me when I need it.

**Lyra
Year 3**

I like growing vegetables in our allotments.

**Caden
Year 5**

In our PE lessons, we run around and get fit. We have such fun.

**Alex
Year 3**



I enjoy using the iPads to help me learn. They are great for researching our topics.

**Sam
Year 4**



**Bailey
Year 6**

I like choosing books from the school library. There are some great books to choose.



**Olivia
Year 6**

I enjoy seeing my friends at school and going on the fun school trips.

Healthy Eating



The school canteen is committed to providing the children with healthy food choices. It is a bright, pleasant area decorated with a 'Healthy Eating' theme where the children can eat in a relaxed atmosphere. The children are well looked after by our school cook, Mrs. Angela Frederick and her caring team. Mrs. Frederick's kitchen has been awarded the Welsh Food Hygiene 'Gold Standard Award' for excellence in school meals provision and has achieved the coveted 'Grade 5' in Environmental Health. In recent years, we were all delighted (but not the least bit surprised) when Mrs. Frederick was named as one of the top five school cooks in Wales! A much deserved accolade. She has also cooked at the Houses of Parliament!



Cashless Catering

Llangewydd Junior School operates a 'Cashless Catering' system. All payments for school meals are made online. If you have, or had, children at Cefn Glas Infants School or Bryntirion Infants School, you will be familiar with this process. Should you have any queries about how to pay for your child's meals and what it is that you need to do, please do not hesitate to contact Miss Jury, our school administration officer.



Strategic Equality Plan

Llangewydd Junior school is very conscious of the protected groups within our Local Authority. Our main aim is to ensure that all of our school community are treated equitably and fairly. To ensure that this aim is turned into reality the school has produced a Strategic Equality Plan. Any incidents in our school are not common. However, we understand that we can never be too vigilant and we have developed this action plan and policy to ensure our school community and visitors to the school understand our determination to ensure all children and parents are treated equitably and fairly.

Aims and Values

At Llangewydd Junior School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy & maternity, marriage and civil partnership. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. We are a school who believes that a Values approach allows us to achieve our aims.

The achievement of all pupils will be monitored and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Llangewydd Junior School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. The policy is available at school and on our web site.

We work hard in the school to achieve our aims

- To ensure equality among all elements of our school community
- To be aware of the provision made for boys and girls
- To ensure provision for minority faith and ethnic groups
- To support children with an additional learning need
- To support able and talented pupils
- To support any children looked after by the authority
- To support children who face stress in their lives
- To support any children who are at risk of disaffection and social exclusion.



Use of the Welsh Language

Aims



YSGOL EFYDD
CYMRAEG
CAMPUS
CYMRAEG
CAMPUS
BRONZE SCHOOL

- To create a Welsh culture and ethos that promotes a sense of Welshness and all things Welsh.
- To promote the use of the Welsh language.
- To develop the use of incidental Welsh through all areas of the curriculum.
- To appoint a 'Cryw Cymraeg' and 'Helpwyr Heddiw'.
- To work towards achieving the Silver Award of the Siarter Iaith.

Yr Eisteddfod



Helpwyr Heddiw

Processes

The teaching of Welsh is taught in accordance with Curriculum for Wales. We aim to develop skills so that our learners can understand and express themselves with growing confidence in the Welsh language as well as to expose them to literature that will fire their imaginations and inspire creativity.

Welsh is promoted throughout the whole curriculum and an emphasis is placed on bilingualism and using as much incidental Welsh as possible throughout the school day.

Displays and signs using the Welsh language are given prominence around the school.

Welsh language books (fiction and non-fiction) and magazines are available for the children to read in our class libraries and Corneli Cymraeg.

A Welsh dimension is promoted in all areas of our curriculum.





Bilingualism



At our school, the children are encouraged to use incidental Welsh every day and we are now working towards achieving the Silver *'Siarter Iaith'*. Throughout all classes, bilingualism is continually promoted. Part of the daily routine involves rewarding pupils who speak Welsh with *'Tocyn Iaith'*. Children take an active role in completing a range of activities and talk about the school day using patterns such as *'Mae hi'n amser.....'* Helpwyr Heddiw (Helpers of the Day) lead the class in Welsh language activities including chanting rhythmic language patterns, singing Welsh songs, initiating Welsh conversation, giving commands in Welsh and playing Welsh language games. Bilingual assemblies are held and incidental Welsh is encouraged. Pupils are given opportunities to converse in Welsh whenever appropriate. Those who earn most *'Tocyn Iaith'* for speaking Welsh in each class throughout the week receive the *'Welsh Speaker of the Week'* award in class from their Cwmpwys Cymraeg representative.

Pupils' bilingual skills are promoted through a wide range of activities such as: -

- Welsh assemblies
- City Sleepover at the Urdd, Cardiff Bay
- Year 6 residential trip to Gwersyll yr Urdd Llangrannog
- Saint David's Day activities – Eisteddfod
- School choir
- Tuck shop at break time
- After school clubs



YSGOL EFYDD
CYMRAEG
CAMPUS

CYMRAEG
CAMPUS
BRONZE SCHOOL

We were delighted to be awarded the Bronze Siarter Iaith award.

The school takes part in a range of concerts and events within the community which promote pupils' bilingual skills e.g. an annual cluster Cymanfa Ganu, a joint St. David's Day Concert with Heronsbridge School Choir.



The Cluster Cymanfa Ganu.



Year 5 City Sleepover at Canolfan yr Urdd, Bae Caerdydd.

Sporting Aims and the Provision of Sport in School

We believe that all children, irrespective of ability and sporting talent, should be given the opportunity to develop their physical well-being and structured games skills. We aim to:

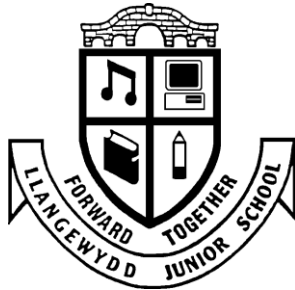


- promote fitness for life for all children.
- teach skills across a wide range of physical activities in order to ensure safe participation.
- promote a sense of fair play and a team and individual ethic.
- give experiences of both competitive and non-competitive sport.
- provide opportunities for children regardless of their abilities to participate in inter-school competitions, in a variety of sports.
- provide opportunities for the aesthetic side of physical health and well-being/ expressive arts activities e.g. through the media of gymnastics and dance.
- recognize the importance of using professional sportsmen and women, and specialist PE students to raise standards and the profile of physical health and well-being in school.
- provide children with swimming tuition, with an emphasis on children whose abilities are limited.

Sporting Events we have taken part

<p><i>Inter-school rugby games</i> <i>Inter-school basketball games</i> <i>Bridgend Schools Swimming Gala</i> <i>Litchard Netball and Basketball Fun Day</i> <i>Welsh Rugby League Tag Festival</i> <i>Bryntirion Cluster Mini-Olympics event</i></p>	<p><i>Inter-school netball games</i> <i>Inter-school rounders games</i> <i>Bridgend Squash Festival</i> <i>School Sports Day</i> <i>Tennis event</i> <i>Bridgend Schools Cross-Country</i></p>
--	---

**Don't take our word for it.
Listen to the ones who count!**



Sometimes we learn outside. I really look forward to going outdoors.

**Cian
Year 4**

We have great dinner ladies. They are kind and helpful.

**Joe
Year 6**

I like my teacher because she helps me with my work when I don't understand something.

**Jasmine
Year 5**



If you are upset, teachers take time to talk things through with you.

**Harry
Year 3**



**Theo
Year 3**

I am proud that we achieved our Starter Iaith Bronze Award.

**Cole
Year 5**

I like my school because everyone is polite, honest and friendly.



Out and About our School



We enjoy spending time chatting and playing with our friends at playtime.



There is plenty of space for us to play in the school playgrounds.



We enjoy spending time with our friends in the school gardens and on the play equipment. There is so much to do outside in the open air.



Policy for Collective Worship

Aims



- To provide our children with the opportunity to experience a variety of forms of worship.
- To attempt to create feelings of awe and wonder, spirituality, appreciation, gratitude and respect so that our children develop a 'worshipful attitude'.
- To use silence as a means to encourage reflection, contemplation and prayer.
- To help to make our children more aware of their beliefs.
- To help to make our children more aware of their rights.
- To help make our children more aware of the beliefs of others.
- To celebrate that which has meaning, value and purpose for each child, for our school and for the wider community.
- To celebrate diversity and individual differences.
- To celebrate individual achievement.
- To heighten aesthetic awareness and to help our children begin to understand the use of symbolism and religious language to express feelings and beliefs.

It is our intention, through the act of collective worship, to attempt to develop the moral and spiritual awareness of the children in our school. We need to be aware of and sensitive to the feelings and beliefs of the parents of our children and to take this into account when we are planning our assemblies.

It is also our intention to help the children gain a sense of community by getting to know and value each other and in doing so develop a sense of belonging. It is within the communal acts of singing, praying, listening to stories, silences and everything else that forms a part of our assemblies, that we hope to develop this sense of community and belonging. We are a 'Values School' and focus on specific values each month throughout the year.

Our assemblies reflect the importance of working through the interests and experiences of our children while taking into consideration wider issues. They are flexible enough to cater for incidental occurrences and matters of topical interest such as the birth of a new baby or our concern for victims of natural disaster. We aim to make our children ethical, informed citizens of the world at large and to have a concern for fellow human beings.

We will need to have a regard for the educational purposes of our assemblies and the needs of our children. They are intended to be a focal point of our life as a community. We intend to make our children aware of the spiritual dimensions of life, baptisms, weddings and funerals, and all major religious festivals, by encouraging them to participate with drawings, paintings, stories and poems, and asking and answering questions.

Policy for Relationships and Sexuality Education (RSE)

- This policy has been formulated by the Welsh Government which covers the following themes in RSE: relationships; rights and equity; sex, gender and sexuality; bodies and body image; health and well-being; violence, safety and support.
- As outlined in Section 50 of the Act, our school settings must include provision for teaching and learning that encompasses RSE, and this must be developmentally appropriate.
- The RSE themes are interwoven into the above learning strands. Across the learning strands, curriculum content in RSE is inclusive and reflects diversity. It will include learning that develops learners' awareness and understanding of different identities, views and values and a diversity of relationships, gender and sexuality, including LGBTQ+ lives. Learning about rights and equity runs through all the strands, as well as embedding learning and experience through a rights-based approach to learning.
- Content is always appropriate to learner development.
- Through the teaching of RSE, we hope that our children will be more equipped to develop effective relationships, assume greater personal responsibility and keep themselves safe.



Aims

- To develop the understanding and behaviours that will support them to develop and maintain healthy, safe and fulfilling relationships throughout their lives.
- To support learners in recognising and valuing different types of relationships, looking at the diversity within different types of relationships, including LGBTQ+ diversity, promoting an understanding that these can change over time.
- To develop empathy, compassion and communication skills - skills critical to learners' current and future relationships.
- To promote respect, understanding and equitable treatment of others, whatever their sex, gender, sexuality, faith or belief.

We aim to provide a caring and supportive environment for our children. Our policy for RSE education is developed within this context so that our learners: -

- **learn about how living things grow, reproduce and have a life cycle.**
- **develop an understanding of the human body, including people's feelings about their bodies and how these can be represented. Learners develop an understanding of how sexuality and sexual health affects our well-being.**
- **experience contexts for understanding the importance of maintaining personal health and well-being, including hygiene, and how this impacts on themselves and others.**
- **are provided with opportunities for open discussion.**
- **are aware of issues surrounding personal safety and protection.**
- **know that they have the right to safety, protection and freedom from harm and discrimination.**
- **develop an understanding of how and where to seek information, help and support.**
- **know how to support and advocate for the rights, fair treatment and respect of all.**

Our policy is reviewed in accordance with and to comply with the following legal requirements: -

Curriculum and Assessment (Wales) Act 2021.

The Curriculum of Wales- Relationship and Sexuality Education 2022.

Roles and Responsibilities



- **RSE is tailored to our learners, making connections and developing authentic contexts for learning across the curriculum.**
- **RSE refers to both what is taught expressly and what is embedded throughout the curriculum and in the school environment through a whole school approach.**
- **Teachers who teach sex education must be comfortable doing so.**
- **A variety of teaching and learning approaches will be utilized to ensure high quality opportunities for the acquisition of appropriate knowledge, skills and moral values.**
- **Learners are supported to understand change and conflict and recognise the impact of these on relationships, and where appropriate seek help and support.**
- **Use will be made of suitably qualified external deliverers.**
- **Any complaints regarding this policy will be made to the headteacher who will report to the Governing Body.**

The Curriculum for Wales – Relationships and Sexuality Education (RSE) Code is a mandatory element of the Curriculum for Wales Framework and our curriculum must accord with the RSE Code. This Code is issued under section 8 of the Act.

This policy will be reviewed when new statutory guidelines from Welsh Government are issued.

Our Charging and Remissions Policy

Our policy for charging and remissions is as follows:

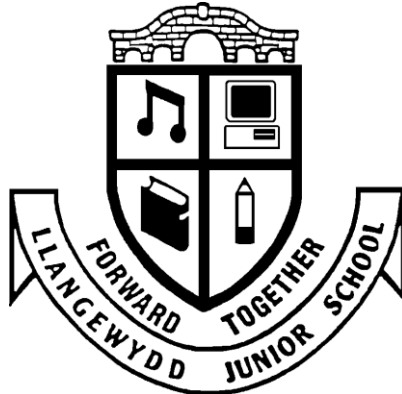
- **Where possible, we plan educational visits to support our curriculum that are free or involve a minimal charge e.g. to museums in Wales, places of interest within the local area. We will calculate the cost of all trips using costings gained from coach companies and admission charges from the places visited. The school will always cover the cost of transport.**
- **On occasions, parents and guardians will be asked to contribute to the above cost but no child will be excluded from an activity on the grounds of being unable to make the appropriate payment.**
- **If monies collected run into a significant profit owing to incorrect costing or error, a refund will be offered to parents and guardians. Where the refund is declined, the money will be retained in our school budget.**
- **Should the monies collected not be enough to cover the cost of the trip, our school budget will bear the shortfall.**



Complaints



Teachers' PPA Room



Teachers' PPA Room

Copies of the Local Authority's document on procedures for complaints regarding the school's curriculum are available at the school. Our Complaints Policy is also available on our school website.

Complaints regarding the curriculum are dealt with initially by the class teacher. If the issue cannot be resolved by the class teacher then the Headteacher will deal with the complaint.

It is the role of the Headteacher to speak to the complainant as soon as is reasonably possible. The Headteacher will also speak to the parent or carer to discuss possible solutions to the problem.

At Llangewydd we encourage an open door policy and parents and carers are very welcome to come into school to discuss their views regarding the school's policies and practices.

We appreciate the support that we receive from all members of the community.



School Leadership Office suite



Our Conference Room where teachers' meetings and cluster school events take place.

School Attendance



Below are details of pupil attendance records for the academic year 2020– 2021

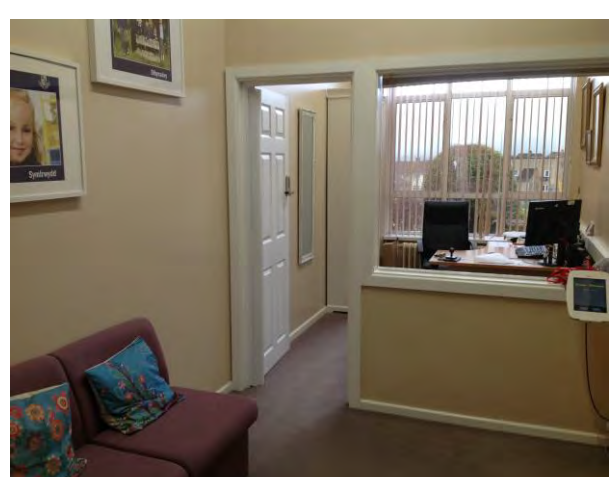
Term	% of Authorised Absences	% of Unauthorised Absences	% Attendance
Autumn Term 2020	6.8%	0.14%	93.06%
Spring Term 2021	7.92%	0.39%	91.69 %
Summer Term 2021	5.14%	0.32%	94.54%



Communal Areas



The school halls are the focus of many whole school occasions such as assemblies, celebrations, school productions and, of course, our St. David's Day Eisteddfod. They are also widely used to support the curriculum, for example, in Health and Well-being and drama activities. Many of our 'Fabulous Finish' showcase events take place here where we share with you what we have been learning. Our 'House Point' board can be found in the upper hall.



The school foyer is an attractive, welcoming area of the school where we meet and greet parents and visitors to the school. The interactive screen mounted there showcases many of the activities that take place at Llangewydd. Visitors to our school should sign in at our reception area.

Admissions

Aims

- To give parents and children as much information about our school as possible.
- To make each child's start in our school a happy and productive one.
- To work together in partnership with parents from the outset.



Procedures



Parents who wish to send their child to our school must apply through the 'Admitting Authority' which is Bridgend County Borough Council.

Children who attend our feeder infant schools will be invited to school for a series of transition days in the summer term. Parents will also be invited to meet the headteacher and class teachers and to see their child's new classroom.

Parents of junior aged children already in local schools are asked to discuss the move with the headteacher of the school that their child currently attends before actioning a move.

We provide all parents with an information form to fill in before the child begins school.

Our administration officer requests records from a child's previous school, some of which may be included in our database.

Access to School Documents

Documentation such as school policies can be viewed by telephoning the headteacher and arranging a mutually convenient time to visit the school. Many of these are available on the school's website. We will endeavour to provide all of the information that you require but reserve the right to withhold confidential information and that covered by the Data Protection Act.



Our Multi-Use Games Area (MUGA).



Our school MUGA (Multi Use Games Area) is a fantastic facility which was funded by Laleston Community Council and is conditionally open to the public outside school hours. Our impressive pitch has markings for several sports and has proved to be a hugely popular addition to our school. The children thoroughly enjoy using the MUGA to play a range of sports during breaktimes and it is used to support our curriculum in Health and Well-being and other curriculum areas as well as extra-curricular activities. Our MUGA plays an ever-important part in the life of our school as we encourage our children to be healthy, confident individuals enjoying optimum levels of well being.



It's Good to be Green!



Our ethos is to notice good behaviour and to celebrate children making right choices. This is very effective in encouraging children to be noticed for doing the right thing! The 'Good to be Green' scheme is an effective way of promoting positive behaviour, rewarding those pupils who consistently behave appropriately. It is also a means of being able to track those pupils who find it harder to meet the school's expected behaviour code.

The scheme is highly visual with green, yellow and red cards that allow the children to easily see how they are doing in school. We believe that it is important to promote a positive message regarding behaviour management at all times. 'Good to be Green' is a means of promoting our high expectations of positive behaviour.

Every child starts their week on a positive note with a green card displayed in their pocket of the Class Chart. The card says- 'It's Good to be Green!' and the children soon learn to associate being on Green with a feeling of having done the right thing. If, during the day, in lessons, or at break times, a child has to be warned of inappropriate behaviour, or has broken a school rule, then a Yellow warning card will be displayed over the top of the green card. The warning gives the child the opportunity to reflect, consider and review their behaviour. However, if a child demonstrates more serious inappropriate behaviour e.g. physical violence, inappropriate use of language, vandalism, then their Yellow warning card will be moved to the back of the pocket and the Red card will be displayed. If your child is given a Red card, their class teacher will telephone you that day to inform you of this and to discuss your child's behaviour and a way forward. If a child has had a bad week, they can start afresh the following week.

We celebrate those children who demonstrate good behaviour and make the right choices by sending a special 'Good to be Green' text to parents at the end of school every Friday. If you do not receive this text, this provides a good opportunity for you to discuss and review with your child *why* they think they have not been given a green card this week.

We emphasize that we aim to notice good behaviour and to celebrate children making positive choices.

Beyond our School



Year 6 Residential Visit to Gwersyll yr Urdd, Llangrannog.

Year 5 Cardiff City Sleepover at Canolfan yr Urdd, Bae Caerdydd



We are a UNICEF Rights Respecting School



“As a Rights Respecting School, Llangewydd is a place where we can be ourselves and where we are encouraged to use our voice. Our focus on children’s rights has helped to build up my confidence and has raised my awareness of injustice in the world.”

One of our Rights Ambassadors.

Together, our children, the adults working at our school and indeed our whole school community learn about children’s rights, putting them into practice every day. At Llangewydd, children’s rights are promoted and realised with adults and children working collaboratively towards this goal. We are delighted to have been awarded with our UNICEF Bronze – Rights Committed award. We hope that you will support our commitment to promoting children’s rights as we continue our Rights Respecting Schools journey and work towards achieving our silver award.

We believe that by promoting the values of respect, dignity and non-discrimination at our school through adopting a children’s rights approach, our children:

- are healthier and happier.
- feel safe.
- are given a language in which they can express themselves.
- are empowered to access information that enables them to make informed decisions.



**YSGOL EFYDD
CYMRAEG
CAMPUS**

CYMRAEG
CAMPUS
BRONZE SCHOOL

**We are proud to have
achieved our Bronze
Siarter Iaith Award.**

We were delighted to be awarded the Bronze Siarter Iaith. The objective of the Language Charter is to promote a strong Welsh ethos in schools and to provide a range of enriching activities that encourage our children to enjoy learning Welsh. To achieve this prestigious award, we had to achieve goals in 10 targets including establishing a visual Welsh ethos, using incidental Welsh in and beyond the classroom, and using Welsh apps and websites to enhance learning and enjoyment. Thank you to our whole school community for supporting our Siarter Iaith work. Diolch yn fawr i chi gyd. We are now working towards achieving our Silver Siarter Iaith award.

After School Club



Our After School Club opened in September 2018 but unfortunately closed in March 2020 due to the pandemic. Simply Out of School are happy to consider re-opening so if you do think you will need us in the academic year 2022-2023 then do drop us a message registering your interest.

We do, however, still run a holiday club Tuesdays to Thursdays between 8.15 am and 5.45 pm during most school holidays. This is open to all 3 - 11 year olds in Bridgend.

About the holiday club:

- Rotas, shift patterns, and ad-hoc bookings can be accommodated.
- A healthy snack will be provided during the morning and afternoon sessions. Drinks will be always available.

What's available for the children?

Lots of fun and games! A variety of board games, toys suitable for all ages, topical or themed activities, outside providers/workshops, arts and crafts, cookery, dancing, structured games, television, DVDs, PlayStation/Wii, a quiet corner, help with homework, listening to reading etc.

How to book:

All booking is done via an online booking system. Please contact /e-mail Fiona using the details below to receive the contract and link or check out the Facebook page 'Simply Out of School Llangewydd'.

**Fionna on - 07930 942723
e-mail fionna@simplyoutofschool.co.uk**





www.llangewydd.co.uk

Download 'The Parent App' by
Phenixeducation



@LlangewyddJnrs