Health and Well-being Policy

Date	Review Date	Co-ordinator	Nominated Governor
October 2021	October 2024	Mrs T. Porter	M Dixon

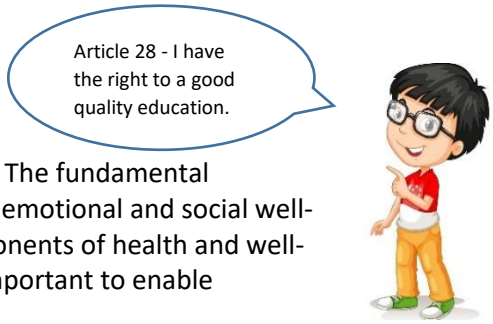
United Nations Convention on the Rights of the Child

At Llangewydd Junior School, we put the United Nations Convention on the Rights of the Child (UNCRC) at the heart of our school's planning, policies, practice and ethos. We are a Rights-Respecting School and teach about children's rights - modelling rights and respect in all our relationships: between teachers/adults and our learners.

The UNCRC underpins our school vision and aims. We encourage our children to:

- listen to others and respect their ideas.
- learn about their rights, respect the rghts of others and to inform others of children's rights.

Introduction



At Llangewydd Junior School our Health and Well-being policy provides a holistic structure for understanding health and well-being. It is concerned with developing the capacity of learners to navigate life's opportunities and challenges. The fundamental components of this area are physical health and development, mental health, and emotional and social well-being. It will support pupils to understand and appreciate how the different components of health and well-being are interconnected, and it recognises that good health and well-being are important to enable successful learning.

Engagement with this area will help to foster a whole-school approach that enables health and well-being to permeate all aspects of school life.

Our health and well-being provision focuses on five key areas:

- developing physical health and well-being in order to enjoy lifelong benefits.
- how our mental health and emotional well-being is affected by how we process and respond to experiences.
- how our decision-making impacts on the quality of our lives and the lives of others.
- how we engage with social influences that shape who we are and affect our health and well-being,
- how healthy relationships are fundamental to our well-being.

These five areas support and complement one another and should not be viewed in isolation. In order to achieve this holistic approach, we draw across all five areas when planning together. Together they contribute to realising the four purposes of the curriculum.

Effective realisation of our vision for Health and Well-being is fundamental to developing healthy, confident individuals, ready to lead fulfilling lives as valued members of society. By developing learners' motivation, resilience, empathy and decision making abilities, they can be supported to become ambitious, capable learners, ready to learn throughout their lives.

Children at our school can also be supported in becoming ethical, informed citizens of Wales and the world by developing their ability to show respect, to value equality, to listen to others and to evaluate the social influences affecting them.

Through enabling learners to manage risks, express ideas and emotions, develop and maintain healthy relationships, and take on different roles and responsibilities, the learning and experience in this area can support learners in becoming enterprising, creative contributors ready to play a full part in life and work.

Principles

Developing physical health and well-being has lifelong benefits.
At Llangewydd, we help our learners to understand the factors that affect physical health and well-being. This includes health-promoting behaviours such as physical activity, including but not limited to sport; balanced diet; personal care and hygiene; sleep; and protection from infection. It also includes an understanding of health-harming behaviours. With this understanding, learners can develop positive, informed behaviours that encourage them both to care for and respect themselves and others. These behaviours support learners' sense of self-worth, their overall mood and energy levels. Our learners are encouraged to develop the confidence, motivation, physical competence, knowledge and understanding that can help them to lead healthy and active lifestyles which promote good physical health and well-being.

How we process and respond to our experiences affects our mental health and emotional well-being.
Through our Health and Well-being provision, we help learners to explore the connections between their experiences, mental health and emotional well-being. By being provided with opportunities to explore the complexities of these connections, our learners are enabled to recognise that feelings and emotions are neither fixed nor consistent. We nurture an understanding that having an awareness of our own feelings and emotions is the foundation upon which *empathy* can be developed. This can enable us to act in a way which supports the mental health and emotional well-being of others. Supporting our learners in developing strategies which help them to regulate their emotions contributes towards good mental health and emotional well-being. By learning how to communicate their feelings, our pupils will be better placed to participate in a culture where talking about mental health and emotional well-being is normalised.

Our decision-making impacts on the quality of our lives and the lives of others.
We help our learners to understand how decisions and actions impact on themselves, on others and on wider society, both now and in the future. We also help them to understand the factors that influence decision-making, thus placing them in a better position to make more informed and considered decisions. Learning and experience in this area can enable our pupils to develop the critical-thinking skills necessary to consider their decision-making in terms of possible implications, including risks, for themselves and others. We offer our learners opportunities to engage in collective decision-making and to understand the importance of their contributions to this process.
A key decision that affects learners for life is around their career pathways.

How we engage with social influences shapes who we are and affects our health and well-being.
We aspire to help our learners understand the important role of *social influences* on their lives. These influences are comprised of rules, social norms, attitudes and values that are created and reinforced by different social groups. It is through interaction with social groups that we experience these influences. They affect our identity, values, behaviours and health and well-being, and often do so without our being aware of it. We create opportunities for our learners to engage critically with these social influences within their own culture, as well as those of others, in order to understand how norms and values develop. This enables them to understand how their own behaviours, relationships and experiences are shaped.

Healthy relationships are fundamental to our well-being.
Through our Health and Well-being provision, we help our learners to understand and value how feelings of belonging and connection that come from healthy relationships have a powerful effect on health and well-being. We help our pupils to recognise when relationships are unhealthy and the need to be aware of how to keep safe, and seek support for themselves and others. At Llangewydd, pupils are encouraged to understand that, throughout their lives, they will experience a range of relationships and we develop their abilities to form, nurture and maintain

positive relationships. As a result, they will see how healthy relationships are vital for a healthy body and mind, allowing us to thrive.

These five areas are viewed holistically. Together they encapsulate the fundamental elements which are the foundation upon which health and well-being can be developed. They are meant to act as lenses through which different topics and issues can be explored, giving teachers the flexibility to identify those which are relevant to the needs of our pupils, our school and the wider community.

Our whole school approach to health and well-being pervades all aspects of school life and is supported by our policies and practices.

Aims

Our aim is to promote physical, emotional and mental health and well-being in order to ensure that our pupils and staff are happy, motivated and get the most out of school life. We aim to help develop the protective factors which build resilience to mental health problems.

At Llangewydd Junior School, we aim to be a place where children:

- are valued.
- have a sense of belonging and feel safe.
- have the right to be treated fairly and respectfully.
- feel able to talk openly and ask for help with trusted adults about their problems without feeling any stigma.
- can recognise and describe how physical and emotional changes are connected and can self-regulate their emotions.
- can empathise and recognise that their decisions can impact upon others.
- recognise and follow the rules and norms of different groups and situations
- can interact in different groups and recognise that there are similarities and differences between people's values and attitudes.
- experience positive mental health.
- participate confidently in physical activity.
- develop and apply their knowledge and understanding of a balanced diet and maintaining physical health and well-being.
- recognise and understand there are different types of relationships – those which are safe and those which are unsafe.

Curriculum Organisation

(See Curriculum Policy)

The school's curriculum follows the statutory requirements of the National Curriculum which identifies three core subjects:

- English
- Mathematics
- Science

and eight foundation subjects:

- Welsh Second Language
- Information and Communication Technology (ICT)
- Design and Technology (DT)
- History
- Geography
- Art and Design
- Music
- Physical Education (PE)
- RE

Literacy, Numeracy and Digital Competency are central to the curriculum and are planned, taught, monitored and assessed through all areas of learning. We value the Curriculum Cymreig and our children are given opportunities across the curriculum to develop and apply their knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

At Llangewydd Junior School, English and Welsh Second Language are taught through cross-curricular, topic-based learning that blends the NC subjects. Our thematic approach is shaped by the four purposes, responsive to Pupil Voice and informed by pedagogical principles. Through 'Pupil Voice' exercises, teachers plan with the children aspects of a topic that they would like to explore and this evolves during the course of a topic. This approach invests the children with ownership of their learning, making it more engaging and purposeful for them. Each half term, topics with a specific AoLE bias are chosen and a balance between the AoLEs is achieved throughout the academic year.

Autumn Term	Humanities Topic (History bias)
Spring Term 1	Science and Technology driven topic
Spring Term 2	Health and Well-being driven topic
Summer Term 1	Expressive Arts driven topic
Summer Term 2	Humanities Topic (Geography bias)
Language, Literacy and Communication (English and Welsh Second Language) is taught throughout all our topics.	

Each topic is launched with a 'Super Start' - immersion activities or experiences to engage the children's interest and enthusiasm for their anticipated learning. Similarly, each topic culminates with a 'Fabulous Finish' event to celebrate or showcase the learning that has taken place with parents, governors and other stakeholders.

- Health and Well-being is taught throughout all our topics.
- Literacy, numeracy and digital competency skills are taught throughout all our topics.
- Specific Health and Well-being sessions are timetabled to address specific topics.
- A Rights Respecting School statement is the focus for the classes each fortnight.
- A social and emotional on-line survey (NBAR) is undertaken bi-annually.
- A school value is introduced in a whole school assembly every half term and becomes a focus for school and class life. It is reflected upon towards the end of each half term.

We implement a fluid, flexible timetable structure where sequential lessons build cumulatively and activities may be sustained over a series of lessons in order to secure quality outcomes.

The following are key principles which Llangewydd Junior School consider when designing teaching and learning in Health and Well-being.

Cross-curricular skills

Literacy

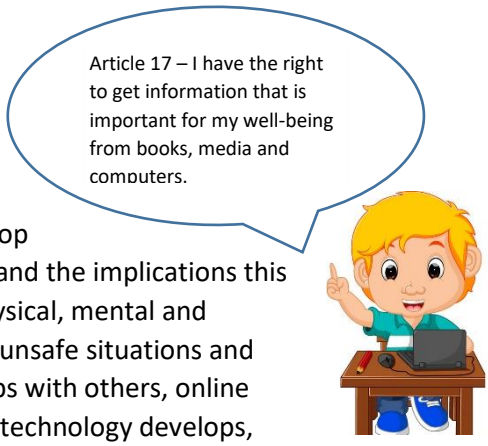
Literacy is a fundamental enabler of well-being. Learning about and through literature has significant potential to provide learners with the means to communicate their feelings, develop relationships with others, and seek help and support. The role of communication in expressing emotions is fundamental. Literature has significant potential to support learners' empathy, mental health and emotional well-being.

At Llangewydd, we provide pupils with the opportunity to develop improved decision-making skills through their literacy. Opportunities to critically engage with a range of texts can support learners' decision-making and support learners to articulate their views with greater confidence, further developing their values and identity which, in turn, can develop confidence and ambition.

Developing literacy skills, being able to organise writing and adapt language confidently, is important in enabling learners to apply for learning pathways and a preferred career.

Numeracy

Learning in this area provides opportunities to develop numeracy skills in the real-world context and to address aspects of health and well-being. At Llangewydd, numeracy is a key enabler in making a number of informed decisions, in particular managing money and supporting good financial decision-making and critically engaging with social norms around money. Numeracy also plays a role in purchasing and preparing food to support nutrition.



Digital Competence

Learning in this area is fundamental to developing safe behaviour in relation to digital media and the online world. At Llangewydd, we encourage pupils to develop their understanding of the increasing influence of technology on their daily lives and the implications this may have for their health and well-being, in particular the possible impact on physical, mental and emotional health and well-being. Decision-making, risk assessment and safe and unsafe situations and interactions should all be considered in digital contexts. This includes relationships with others, online safety, legal implications and social influences online (including social media). As technology develops, settings and schools need to maintain a current understanding of what learners are accessing or using and how they are going about this. Provision should allow learners to explore the vast array of opportunities that these technologies present, as well as developing the awareness and skills needed to be responsible digital citizens. Settings and schools should also consider how they promote positive engagement with media and the online world as well as how they prepare learners to deal with the challenges these can present.

Integral skills

Creativity and innovation

Learning in this area provides pupils at Llangewydd with the opportunity to develop the confidence and openness to explore ideas, to consider the opinions of others, and the courage to express their own. Our learners are given opportunities to express themselves and to develop creatively in physical activity including sport, and to generate ideas to create nutritious healthy meals. Our learners are encouraged to explore and pursue innovative thinking in respect of career pathways.

Critical thinking and problem-solving

Learning in Health and Well-being at our school provides opportunities for the children to develop critical analysis, evaluation and appraisal skills. Decision-making is heavily dependent on critical and logical processes such as analysing the benefits and risks of a course of action. Our pupils are encouraged to develop responses and solutions to experiences they encounter and to critically analyse the factors that influence decision-making, such as social influences, values, beliefs and biases.

Personal effectiveness

Our Health and Well-being provision provides learners with opportunities to develop an awareness of, control over, and the ability to express their emotions: the skills required to develop emotional intelligence. Through gaining an understanding of the factors that impact on mental health and emotional well-being learners are helped to manage their experiences and act with empathy, compassion and kindness for themselves and others. Learning at our school enables the children to develop good interpersonal skills, by providing an understanding of norms and attitudes; an ability to reject and challenge these and an understanding of differences and how these should be respected.

Learners at Llangewydd develop an understanding of the factors that influence decision-making, helping them to make considered, informed decisions that they are able to justify and explain while also understanding the risks and possible consequences of their decisions for themselves and others. This learning should help provide learners with the skills to critically evaluate learning and mistakes and identify areas for further development.

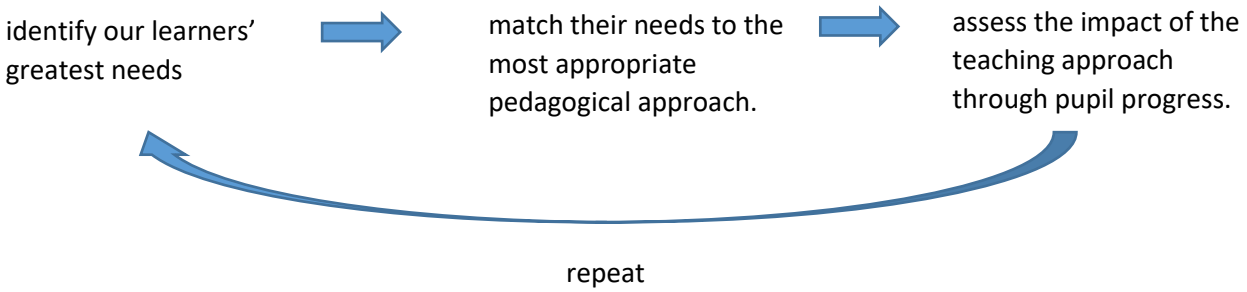
Learning and experiences within this area provides opportunities for learners to develop the skills and attitudes which allow them to be independent, to have healthy relationships, to know their rights and the rights of others, to know how to manage conflict, to recognise unhealthy relationships, to be safe, and to understand when and how to seek support for themselves and others.

Knowledge and understanding drawn from across learning in these areas can support learners in developing confidence and independence.

Teaching Approaches

(See Teaching and Learning Policy)

In shaping our Health and Well-being curriculum, we do not place an emphasis on any particular teaching approach, understanding that decisions about teaching and learning are very context and purpose specific, and are best taken by our teachers themselves. Teaching and classroom support staff use different teaching styles such as direct instruction, inquiry-based learning and collaborative learning to suit the ability and learning styles of our learners in a wide variety of teaching and learning contexts in English and Welsh Second Language. We:



Within our Health and Well-being provision, our teaching approaches are informed by pedagogical principles that we view as having integrity depending on the learners and their specific contexts. These include:

- creating authentic contexts for learning.
- encouraging learners to take responsibility for their own learning.
- supporting social and emotional development and positive relationships.
- encouraging collaboration.
- promoting sustained pupil effort to reach high but achievable targets.
- employing a broad repertoire of teaching approaches.
- promoting problem solving, creative and critical thinking.
- building on previous knowledge and experience to engage interest.
- focusing on the four purposes.
- using Assessment for Learning to accelerate progress.
- making connections within and across Areas of Learning and Experience.
- reinforcing cross-curricular responsibilities in literacy, numeracy and digital competence.

It may be appropriate to implement the teaching and learning of Health and Well-being as:

- a whole class – whole class teaching and learning is differentiated appropriately.
- in groups
- with individual learners.

Classroom support staff are used effectively throughout the school to provide additional support for groups and individuals, helping to support specific learning difficulties, weaknesses or barriers to learning as well as challenging and extending more able learners.

Pupils are encouraged to identify a well being target as part of their personal target setting. These targets are on display in the classroom and are regularly reviewed. Health and Well-being targets can range from any personal need that the pupil feels that they need to develop such as organisation, independence or friendship.

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. We are also working towards the Sustrans Silver Award.

Outdoor learning

'When there is joy in what they are doing, they learn to love learning.'

Excellence and Enjoyment (DCSF-2003)

Our outdoor learning aims to foster children's love of learning and can significantly contribute to their health and well-being. At Llangewydd, we believe that all children have the right to experience the special nature of being outdoors. We further believe that it is important to enable children to use the outside environment as a context for learning. At our school, outdoor learning is a broad term that includes: outdoor play [learning through play], school grounds projects, environmental education, recreational and adventure activities, personal and social development, and much more. Outdoor learning can provide a dramatic contrast to the indoor classroom environment. There is strong evidence that good quality learning outside the classroom adds much value to classroom learning. It leads to a deeper understanding of concepts that span traditional subject boundaries and which are frequently difficult to teach effectively using classroom methods alone. Within our grounds we have woodland areas, allotments, a Peace garden, a Multi-Use Games Area (MUGA), quiet seating areas and the outdoor classroom as well as a range of equipment such as play resources and the Poddely - all designed to enable pupils to develop through unique experiences and to have a positive impact on their health and well-being.

Article 24 - I have the right to the best possible health.

Healthy Schools - We are a designated 'Healthy School'. We are dedicated and committed to help the children lead happy and healthy lifestyles. In doing so, we provide pupils with the confidence, skills, knowledge and understanding to make healthy choices. We promote positive emotional health and well-being which helps our children to understand and express their feelings, build their confidence and emotional resilience, and therefore their capacity to learn. Under this umbrella of 'Healthy School' are an array of areas including:

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

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 throughout the school day (see Appendix A). 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.

At lunchtimes, pupils can choose from two tasty hot meal options as well as choices of salad at our school canteen. The menus operate on a three week rotation. This ensures that children receive a healthy, balanced diet with a focus on fresh fruit, vegetables and salads. All ingredients have reduced saturated fat, sugar and salt. All foods are baked or steamed, except chips which are only served once a week. Fresh fruit, wholemeal bread, yoghurt, cheese and biscuits, ice cream, semi-skimmed milk and water are also available daily. The school also operates a daily Healthy Tuck Shop where pupils can buy a selection of healthy snacks, fruit and vegetables.

Our school kitchen allows us to support pupils in planning and preparing basic, nutritious meals. This facility gives our children the opportunity to develop their skills in using kitchen equipment in a safe environment. Within our topics, for example, we plan opportunities to make and taste foods from other countries and cultures. Our school kitchen provides pupils with these experiences. Similarly, Cookery Club reinforces the enjoyment that pupils can get from cooking and sharing meals, especially when parents are invited in to taste their food and to celebrate the children's culinary achievements.

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.

Sustainable and active travel - Sustainable and active travel is making transport decisions that do not harm the environment. The Cycling Proficiency Scheme is the first step in teaching children this important life skill. By promoting safe cycling, children will have a sure foundation should they decide to continue cycling into adulthood. The CPS teaches children who can already ride a bicycle, how to do so more safely. It covers what to wear, bicycle maintenance and the rules of the road. As well as the practical aspects, pupils must pass a theory test on relevant sections of the Highway Code. Pupils are encouraged to cycle or scooter to school and:

- 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.

We collaborate closely with SUSTRANS and enjoy participating in their 'Bike It' fortnight every year.

Eco-school - We are very much a part of the Sustainable Schools strategy which aims '*to encourage schools to take on board the principles of sustainable development in their everyday work, achieving educational excellence alongside the goals of healthy living, environmental awareness, community participation and global citizenship'*. We believe we are working towards becoming a more sustainable school by providing a more efficient and healthier environment for our pupils in which to learn. We want our pupils to learn about sustainability and to care for themselves, for each other and for the environment. Within school, our Eco Committee encourage us to recycle and save energy. They present valuable information to us through whole school assemblies as well as providing visual reminders around the school to remind us how important it is to be a sustainable school.

Transition Programmes (See Transition Policy) - The move from one year group to the next and between the Foundation Phase and KS2, and KS2 to KS3 can be a very anxious time for pupils and parents. It is important that continuity and progression in their education is maintained. To facilitate this, it is vital that our children experience a smooth transition from one phase to the next and from one teacher to the next so that the pace and quality of learning are maintained to ensure that children continue to make good progress. Meetings are held between staff to

pass on information and class profiles are transferred, giving details about provision and interventions that each pupil accesses e.g. LEXIA, Early Help.

Close liaison between the different settings is key for a smooth transfer to ensure that pupils' needs are met. Visits to all settings before the move support pupils in settling and ease any anxieties. Teachers liaise with other teachers and parents to answer any questions, as well as meet with pupils. For those pupils who are identified as being particularly anxious, our 'Helping Hands' programme is carried out where pupils have an opportunity to visit the comprehensive school on a number of occasions, meeting other pupils and staff. A similar scheme is undertaken in the transition from Foundation Phase to KS2, especially within the Bases. With both programmes, parents are invited to visit the respective schools.

Our transition policy actively promotes equality of opportunity and ensures inclusivity. Children and parents are actively involved in the process and their perceptions about transition are explored and valued. There are clear guidelines for pupils with an additional need during transition. The progress of all children at transition is monitored quickly to identify children vulnerable to underachievement.

Principles that underpin the policy:

- There are close links between all cluster schools.
- Approaches to teaching and learning are being harmonised at the point of transition.
- Assessment from the previous setting is evaluated and assessed.
- Styles of teaching are modified to meet the needs of the child - not what are preconceived notions of the next phase.
- There is professional regard for the information from the previous setting.
- Children enjoy the approaches provided at transition.
- Transition should motivate and challenge children.
- Staff allocation at points of transition is given attention.

Extra Curricular Clubs - We offer a wide range of extra-curricular activities 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. We offer a wide range of clubs including: Welsh Club, Choir, Cookery Club, Guitar Club, Football, Rugby, Netball, Rounders, Debating Club, Writing Club, Eco Club and School Library.

Investors in Families – In 2018 we were awarded the 'Investors in Families' award. We encourage families to work closely with us and to become active in their children's lives. Through a programme of activities, we value and support the important role that families play in the lives of our children. We encourage social inclusion and a sense of well-being through positive participation in every child's education.

Family Learning - We believe that it is essential to involve parents, as much as possible, in all aspects of school life. This includes communicating with the school; co-operating over discipline, attendance and homework; encouraging parents to take an interest in their children's work and to visit the school; coming to parents' meetings and talking about issues, and attending social and fundraising activities.

Parents are invited into school for a programme of sessions focusing on supporting and engaging their children in all aspects of literacy and numeracy. Weekly sessions are undertaken based on the needs of the parents. Activities are set up for parents to work alongside their children in a relaxed atmosphere.

We have forged strong links with the local secondary school and we have put together a joint transition plan for parents that will encourage them to continue to support their children into the next phase of their education.

Parent Council - Our Parent Council helps to create an environment where all parents know that their views matter, and where they feel confident and comfortable putting themselves forward. Our Parent Council works on behalf of all parents to discuss educational matters that are of importance to all. Parent Council does not get involved in individual matters relating to children or staff in the school.

Our Parent Council aims are to:

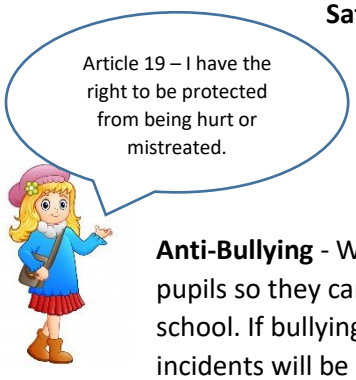
- Work in partnership with our school to decide on the key priorities to move forward;
- Provide a voice for parents in our school regarding issues that are important to them;
- Improve our school's understanding of how to engage parents in their children's learning and in the life of our school;
- Support our school in developing strong home/school partnerships;
- Communicate regularly to both listen to parents' views and to keep them informed;
- Support improvement by discussing our school's strengths and areas for development from a parental perspective;
- Help foster links with the wider community;
- Capture the unique and varied skills, interests, knowledge and experience that our parents can offer.

Our Parent Council liases with the School Council to discuss what they would like them to raise funds for. As we are a Rights Respecting School, we believe that the '*pupils have a right to be listened to and taken seriously*' **Article 12.**

PE and Games – At Llangewydd, the children take part in P.E. and Games lessons every week. During their time with us, they will be taught five areas of activity: Games, Gymnastics, Dance, Swimming and Athletics. In addition, the children learn about health-related exercise. They are also taught to recognise and follow relevant rules and safety procedures in different activities. The children are expected to wear appropriate clothing and footwear for PE activities and removing jewellery that may cause injury. As swimming and water safety lessons are a compulsory part of the curriculum, pupils in upper KS2 access a 3 week block of lessons at a local pool within the school day.

PSE lessons - Personal and Social Education lessons focus on the children's growing awareness of themselves both physically and emotionally in the context of their relationships with friends, family and others. These lessons place an emphasis on nurturing self-understanding and respectful, tolerant, and positive relationships with others. Typical P.S.E activities such as discussions, role play, Philosophy for Children and 'Circle Time' aim to foster pupils' self-esteem, to develop their confidence and responsibility, and to affirm their achievements. We also have small groups and emotional literacy interventions operating where children can share any concerns they have.

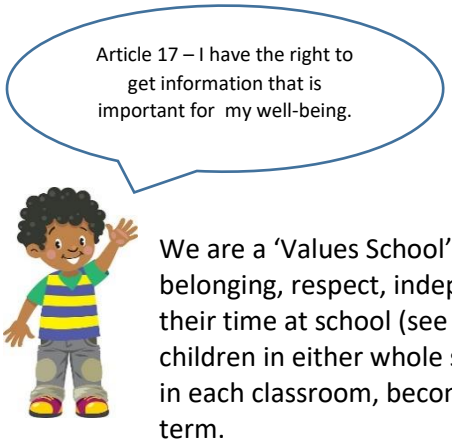
Safeguarding and Child Protection - It's essential that anyone who works with children or young people has the knowledge and skills needed to help keep children safe. This will help to recognise, report and record concerns to protect the children and young people we work with. (See Safeguarding and Child Protection Policy)



Anti-Bullying - We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell someone about it and to know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

Llangewydd Junior School acknowledges the School Standards and Framework Act 1998 that clearly states that all maintained schools must have in place an Anti-Bullying Policy that outlines procedures in order to prevent bullying among pupils. We have a duty of care to protect pupils from bullying as part of our responsibility to provide a safe, secure, caring and friendly school environment for all the children in order to protect them from those who wish to deliberately hurt them either physically or emotionally. We believe all our safeguarding procedures are in line with Sections 3(5) and 87(1) of the Children Act 1989 and Section 157 of the Education Act 2002 and that we promote the welfare of all children in our care. Under no circumstances will we tolerate any form of bullying and all incidents of bullying will be dealt with promptly and effectively.

E-Safety – Our Health and Well-being provision reflects a commitment to developing safe behaviour in relation to digital media and the online world. Our learners are encouraged to develop their understanding of the increasing influence of technology on their daily lives and the implications this may have for their health and well-being, in particular the possible impact on physical, mental and emotional health and well-being. Decision-making, risk assessment and safe and unsafe situations and interactions are all considered in digital contexts. It's not only parents, but teachers and the wider community that play a key role in 'normalising' online safety behaviour. Children take part in a variety of activities to raise awareness of internet safety. They discuss the benefits and wonderful opportunities that the internet provides as well as highlighting what we can do to keep ourselves safe when using it. We participate in 'Internet Safety' days in order to reinforce the knowledge and understanding of how to stay safe from the risks they may encounter.
We wish to work closely with our Pupil Forums, valuing their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child - that children should be encouraged to form and to express their views.



Values At Llangewydd Junior School, our Health and Well-being curriculum aims to create opportunities to teach and promote core values that encourage and support the moral, spiritual, social and cultural well-being of every child.

We are a 'Values School' and focus on specific values throughout the school year, for example, belonging, respect, independence and love. The children will focus on twenty-four values throughout their time at school (see Appendix 2). A new value is introduced each half term and is presented to the children in either whole school or class assemblies. Each value is then reinforced with a badge displayed in each classroom, becomes a focus for school and class life and is celebrated at the end of each half term.

Our school values are greatly linked to children having a sense of responsibility for themselves and developing a good character. They inspire our children to be responsible citizens and positive learners with integrity. Each value assembly focuses on examples and stories to support these messages. The assemblies encourage the children to 'step into the shoes' of another and to consider the impact of their actions. (See Appendix 2 – Our Values Calendar).

Our values are not confined to assemblies and are present throughout our curriculum. We achieve this by seamlessly linking our values, aims and principles to each Area of Learning. We endeavour to teach our school values throughout the curriculum and allow the messages behind each value to inform planning. We integrate all of our school values into the curriculum and opportunities are taken to instil messages from the values into each topic. Examples of this in current topics include:

· Developing our understanding of the value of Curiosity through the topic 'Minibeasts' (Year 3).

· Developing our understanding of the value of Community through the topic 'Belonging' (Year 4).

· Developing our understanding of the value of Kindness through the topic 'Wonder' (Year 5).

· Developing our understanding of the value of Aspiration through the topic 'Enterprise' (Year 6).

Sex Education (See Sex Education Policy) - Through the teaching of relationships and sexuality education, we hope that our children will be more equipped to develop effective relationships, assume greater personal responsibility and keep themselves safe. The personal and social development of pupils is promoted both by the formal taught curriculum and also by the informal curriculum. Though our delivery, we aim to:

- combat ignorance and to increase understanding.
- encourage personal responsibility in all forms of behaviour.
- encourage self-esteem.
- encourage respect and consideration for others.
- provide support for our children through the input of a variety of professional people such as the community nurse.
- communicate to staff, parents and visitors the philosophy behind the delivery of sex education within school.

It is our philosophy to provide a caring and supportive environment for our children. Throughout our school we have facilities available in all female bathrooms for feminie hygiene products to be disposed of appropriately. We have also received packs to distribute to our upper KS2 girls from the 'Period Poverty' campaign. Our policy for sex education is developed within this context so we aim to:

- ensure a greater understanding of the changes that occur during puberty, both physical and emotional.
- help children recognize that individuals develop differently and at different rates.
- provide an opportunity for open discussion.
- highlight issues surrounding personal safety and protection.
- consider the needs of babies and young children.

Rights Respecting School

The United Nations Convention on the Rights of the Child sets out the rights of children in 54 Articles (see Appendix 3). These basic rights encompass survival, protection, development and participation. As a school we ensure that the children here understand their rights and that we embrace them.

The UNCRC is underpinned by 4 principles:

1. Non-discrimination
2. Commitment to the best interest of the child
3. The right to life, survival and development
4. Respect for the views of the child

We ensure that we promote the values of respect, dignity and non-discrimination. By doing this, children's self-esteem and well-being is boosted and they are less likely to suffer from stress. The children in our school understand their rights and understand how they and others should be treated and their sense of self-worth is strengthened.

At Llangewydd Junior School, our staff, governors, parents and pupils strive to create an educational setting which enables our pupils to grow in wisdom, understanding and mutual respect. As a Rights Respecting School, our pathway to a successful future is grounded in the United Nations Convention on the Rights of the Child (UNCRC).

Rights Respecting Values underpin Leadership and Management:

- Our development as a Rights Respecting School is an integral part of strategic planning.
- All decisions we take are in the best interests of the children.
- Our school policies are reviewed and linked with the values and principles of the UNCRC.
- Our recruitment and induction practices reflect our rights respecting ethos.
- Through staff meetings, training is given to all staff to ensure that knowledge and understanding remains relevant.

The Whole School Community Learns about the UNCRC:

- Teachers discuss the UNCRC within medium term topic planning meetings. This is to ensure that every year group learns about the UNCRC and that different areas of learning are viewed from a rights perspective.
- We have the Rights of the Child displayed in every classroom.
- Each class has a Rights Respecting Ambassador who is responsible for listening to the needs of their class and helping to ensure that children's rights are followed. The Rights Respecting Ambassador is responsible for accessing the Rights Respecting Google Classroom and for feeding back to their class.
- Parents, Governors and the wider community are included in our work as a Rights Respecting School.
- The Right of the Week is shared with the teachers weekly and assemblies and activities are undertaken.
- Posters made by the children are displayed around the school showing children's rights.

The School has Rights Respecting Ethos:

- All members of the community model rights respecting values.
- The environment is safe, physically and emotionally.
- Conflicts are resolved using restorative approaches where children are empowered to seek solutions to problems.

Children are empowered to become active citizens and learners:

- Pupils' opinions and thoughts are sought, encouraged and respected in all aspects of the school's work.
- Pupil Leadership is an integral part of the school's approach. Children are given opportunities to lead aspects of school life through a range of groups including the Pupil Voice Committees and Rights Ambassadors.
- Llangewydd Junior School's Eco-Code: 'Green today to save tomorrow. It's the only way.' encourages pupils to identify themselves as Global Citizens and to be given opportunities to develop their knowledge and awareness of how they can have a positive impact on the world, now and in the future.

Pupil Voice and how it co-constructs our Health and Well-being curriculum

Our curriculum is co-constructed and shaped by Pupil Voice processes. Our Pupil Voice Committees have been created to allow all our learners to have a voice that is heard and acted upon. Children from all our classes are represented in our Pupil Voice Committees and have responsibility for discussing and making decisions about different aspects of school life including our Health and Well-being curriculum. Our 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
* Rights Ambassadors
* Digital Leaders
* Playground Well-being Committee
* Eco Committee
* Outdoor Sports Committee

Before every topic, through designated 'Pupil Voice' time, teachers plan with the children aspects of a topic that they would like to explore and this evolves during the course of a topic. This approach invests the children with ownership of their learning, making it more engaging and purposeful for them.

We encourage our children to take responsibility for their own learning and to assume ownership of the learning process as much as possible through:

- creating opportunities to initiate and influence teaching and learning in Health and Well-being e.g. through class planning sessions.
- creating opportunities for learners to make personal choices and to follow their interests in curriculum activities.
- our Assessment for Learning (AfL) processes.
- ensuring that status is given to 'thinking time'.
- sharing and negotiating learning objectives (our WALTs) and our 'Q' – what is needed for quality outcomes.
- placing an emphasis on modelling.
- involving our learners in setting their own targets.
- celebrating children's positive attitudes and efforts.
- providing high quality feedback to children
- encouraging and facilitating self- and peer-support and assessment
- recognising and celebrating children's achievements

Each class has a Rights Respecting School Ambassador who is responsible for ensuring that children's rights are established within the class. The Rights Ambassador listens to the views of pupils in the class and will feed back to the class teacher or contribute to our Rights Respecting School's online platform on Google Classroom.

Partnerships

In order to effectively deliver our provision in all the areas mentioned in this policy, it is imperative that we have guidance from those professionals working within each sector. This includes the advice given by the school nurse, the SUSTRANS co-ordinator, the ECO-schools officer and the Healthy Schools Co-ordinator. These professionals ensure that we follow the correct procedures and have targets to keep moving forward with each scheme. We also value our partnerships with external partners who make contributions to our Health and Well-being curriculum e.g. Nuffield Health, MMA.

Planning

Learning in the area of 'Health and Well-being' specifically seeks to provide learners with opportunities to build an awareness of, and to develop skills in decision-making and goal-setting. Drawing on learning in this area provides opportunities for learners to understand and explore how decision-making affects them and others, to understand and develop the skills to make collective decisions, and to critically evaluate factors and implications of decision-making. Learning in Health and Well-being will provide learners with opportunities to plan and set short-term and long-term goals and to take steps to achieve these. Learning will also support learners in planning and implementing sustainable, balanced and positive behaviours to support physical health and well-being. Learners are encouraged to develop an understanding of emotions, behaviours and social influences, skills essential to building strong relationships.

Planning is carried out in three phases (long-term, medium-term and short-term). As our preparations for Curriculum for Wales 2022 progress, we are currently in a period of transition where our teaching staff are encouraged to explore new ideas and approaches through a collaborative process in order to inform planning for the future. Our current planning processes are as follows:

Medium-Term Planning (see Appendix 4).

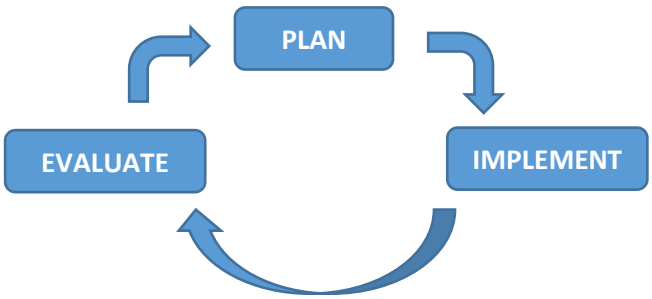
Prior to each half term, year group teams meet with the Assistant Headteacher, collaborating on medium term topic plans that are driven by Pupil Voice. Each half term, medium term planning with a specific AoLE bias is undertaken, although an emphasis is placed on blending AoLEs (only when links have integrity) within the context of topics. Our medium-term planning ensures an appropriate balance of learning across the AoLEs is achieved throughout the academic year.

Long-Term Planning (see Appendix 5).

Once a year's cycle of medium term planning has been completed and mapped in terms of Curriculum for Wales 2022 coverage and progression of skills, AoLE teams will develop long-term plans that map out opportunities for developing learners' skills/covering curriculum content within their respective AoLEs in each year group throughout the school. It is anticipated that these long-term plans will provide an overview of coverage and progression in learning as opposed to being detailed Schemes of Work and that they will be adapted regularly to acknowledge a fluidity in medium term topic plans resulting from a responsiveness to Pupil Voice and real life local, national and global events.

Short-Term Planning (see Appendix 6).

Teachers plan and organise their teaching within the agreed medium- term topic plans on a weekly basis. Weekly, short-term plans are completed by individual teachers (or collaboratively in year group teams). These plans are specific to individual classes and are always informed by an evaluation of pupil progress in learning. Teachers determine particular activities and the nature of those activities to support and challenge the specific needs of the pupils in their classes within the context of themes jointly shared by classes. Teaching plans are refined and adapted on a day-to-day basis according to teachers' evaluations of pupils' learning within their classes:



The level of detail in teachers' short-term planning varies according to the preferences of individual teachers although all lesson plans include (See Appendix 1):

- The learning objective or **WALT** (We are learning to…)
- An outline of lesson structure – Starter, Main Activity, Plenary.
- Notes about **Differentiation** for different groups of learners and/or individual learners.
- Bullet points about key teaching points – 'how' learners will achieve quality work/outcomes – **Quality Work** (our 'Q').

Assessment and Feedback in Health and Well-being

(See Assessment and Feedback Policy)

Formative Assessment - Assessment for Learning

At Llangewydd Junior School, we recognise the status of Assessment for Learning as an integral and omnipresent part of our teaching and learning in the areas of Health and Well-being. We are committed to providing high-quality feedback that comes from good formative assessment – assessment for the purpose of informing the next steps in teaching and learning by identifying whether our children are progressing as intended. We aim to secure effective formative assessment in Health and Well-being at our school through:

- Questioning
- Feedback
- Self-and Peer Assessment
- Formative use of summative assessments.

Summative Assessment – Assessment of Learning

Our school uses summative assessments as an important part of our overall assessment arrangements but recognises the limitations of these in covering the full range of desired learning. We use school summative assessments and external, standardised summative assessments in combination with teacher assessment to provide assessment information about attainment in the area of Health and Well-being.

The NBAR online survey is completed by every pupil at the beginning and end of each academic year. The results give a snapshot of pupils' well-being (Feelings Survey) and how they are perceived by their peers (Class Survey) at that time. An analysis of the data identifies pupils who may require monitoring or intervention to support them with their social and/or emotional needs. Teachers and staff discuss the pupils and their needs with a view to devising a way forward. Follow-up support could take the form of whole class strategies such as Circle Time or self esteem activities, group interventions such as a social skills group or an individual programme which may focus on aspects of behaviour. However, after discussion it may be felt that some pupils simply need monitoring as there are no concerns.

Summative Assessment as part of Interventions

To access ELSA and other interventions, teachers refer pupils with identified needs and any associated evidence such as NBAR data. At the beginning of each 'block' of intervention, pupils complete a sheet to identify how they are feeling. This is used as a baseline. At the end of the 6 weeks, pupils complete a further evaluation sheet and this is compared to monitor progress.

Feedback

(See Assessment and Feedback Policy)

Llangewydd Junior School is committed to providing effective feedback to our learners in Health and Well-being. By giving focused and timely feedback to our learners through marking and reviewing work, we activate a constructive, formative dialogue with a view to ensuring that all our learners make as much progress as possible. Our feedback focuses on children's successes and areas for improvement in relation to our learning objectives and 'Q' criteria. It promotes a self-evaluative culture within our school, helping our children to become reflective learners and to close the gap between their current and aspirational performance.

Feedback Strategies

We give feedback to our children in a number of ways during the teaching and learning of Health and Well-being at Llangewydd. Teachers will choose the most appropriate feedback strategy for specific learning contexts and pieces of work. We aim to give prompt feedback, acknowledging that children make the greatest progress in their learning when they have immediate feedback to their work and have the opportunity to respond in the same lesson or as soon as is reasonably practicable. We do this through:

- **Teachers' well considered, real time interventions.**
- **'Light Touch' marking of work.**
- **In-depth, Quality Feedback and Feed-forward Marking**
- **Self- and Peer- Assessment**

Our Expectations for Marking in Health and Well-being

- Our 'Marking Code' is followed in all cases.
- All learners' work including homework/blended learning and any work assessed by the learners themselves is to be at least 'light' marked by a teacher or support staff. No work should be unmarked.
- First drafts should be marked in-depth.
- All pieces of writing in our blue 'Writing across the Curriculum' books are marked using our 'Two Stars and a Next Step' feedback format.
- There should be regular evidence of in-depth, quality Feedback and Feed-forward marking.
- An appropriate amount of time is allocated for learners to respond to teacher comments and Feed-forward tasks.
- Teachers or classroom support staff will indicate whether work has been completed with support and the nature of that support e.g. '*Small group with teacher support*'.

Our Teaching and Learning Environment (see Appendix 7)

At Llangewydd, we strive to improve our teaching and learning environments, believing that a carefully planned environment sets the climate for effective teaching learning including:

1. Creating an ethos, policies and behaviours that support mental health and resilience, and which everyone understands.

2. Helping children to develop social relationships, support each other and seek help when they need it.

3. Helping children to be resilient learners.

4. Teaching children social and emotional skills and an awareness of mental health.
5. Early identification of children who have mental health needs and planning support to meet their needs, including working with specialist services.
6. Working effectively with parents and carers.
7. Supporting and training staff to develop their skills and their own resilience.
8. Identifying plenty of space in which to play.
9. Promoting an environment where pupils are exposed to their rights through visuals displayed around the school

Differentiation

All learners have equal access to our Health and Well-being curriculum. It is differentiated appropriately so that all learners are challenged and supported in their learning in order to achieve maximum educational and personal benefit. Our methods of differentiation include differentiation:

- by task.
- by grouping.
- by resource.
- by support.
- by outcome.
- by questioning.
- by assessment and feedback.
- by teaching style.

Homework / Blended Learning

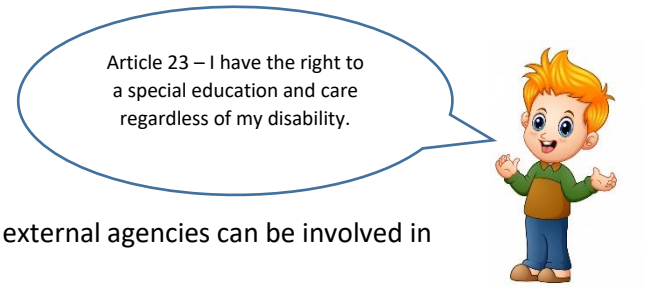
We 'blend' face to face Health and Well-being teaching and learning that takes place at our school with tasks and activities that the children are asked to complete at home – online, offline or a combination of both. Homework tasks and activities are designed to pre-teach, consolidate, reinforce or extend skills and understanding in Health and Well-being as well as in 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. 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.

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

Additional Learning Needs (see Appendix 8)

If a child has an additional learning need, our school does all it can to meet these individual needs. At present we comply with the requirements set out in the SEN Code of Practice in providing for pupils with additional learning needs as we prepare for the new ALN Code 2021. A range of assessment strategies are utilised to help identify particular difficulties and external agencies can be involved in order to provide more specialist assessments and support.



The school provides a 'child-friendly' Individual Educational Plan (IEP) for each pupil on the Additional Learning Needs register. This sets out the nature of any needs, and outlines how the school and parents should aim to address them. It also sets out SMART targets for improvement so that we can review and monitor the progress of each pupil at regular intervals. This document is shared, discussed and reviewed with parents and outside agencies (when required) biannually. It is a working document and targets can change and be revisited when deemed appropriate.

Our CARE base and LRC children will often have more reviews due to the nature of their need and if they have a statement. We have an outside line directly to the bases and parents can contact staff whenever they need to.

Some of our learners need more support in developing social and emotional skills than that provided by differentiated tasks in the normal classroom context. Individual programmes of work are devised and interventions put in place to meet the needs of these children. These include:

ELSA – ELSA support is an in-school referral system which identifies specific areas around a pupil's emotional and social needs. A programme is put in place to help address these needs.

Thrive - The Thrive Approach helps us work in a targeted way with young people who may have experienced interruptions in their development. We can identify areas of missed learning and put together relevant strategies and action plans to support social and emotional well-being in order to help young people re-engage with life and learning.

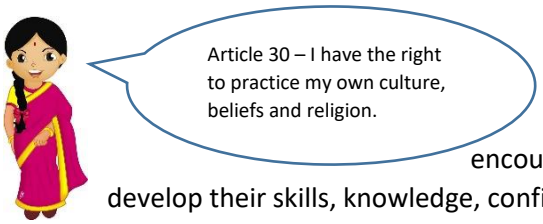
Friendship Groups - These groups are set up to support pupils who need to develop their social skills through informal activities. Pupils are encouraged to listen to others, communicate, compromise and consider the feelings of others.

Lego Therapy - Lego therapy interventions are suitable for children who have difficulties with communication and language, social skills e.g making friends, expressing how they feel, problem-solving activities, persevering with a task, teamwork, fine motor skills, understanding and following instructions.

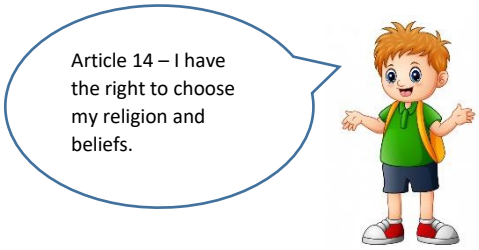
Working with external agencies - We work closely with a variety of agencies to ensure that all needs are met within our school: Medical specialists, Speech therapists, Educational Psychology Service, Child and Family Clinic, Social Services, Education Welfare Officer, Inclusion Service and Behaviour and Well-being team. We have excellent working relationships with these specialist units operating within the county and we value and use the expertise they have.

More able children are taught with their own class and their learning extended through differentiated group work, extra challenges and opportunities for independent learning. Where appropriate, special arrangements are made for an exceptionally gifted child e.g. an individualised programme with more challenging learning, attending MAT masterclasses.

Equal Opportunities



All learners regardless of ability, gender, religion, social background, disability and race will have access to our Health and Well-being curriculum provision. All activities are planned in such a way as to encourage full and active participation by all learners so that they can develop their skills, knowledge, confidence and enjoyment of learning. Every child is valued and perceived as unique. We aim to ensure that our curriculum responds to the learning needs of the individual pupil, challenging them to the full extent of their capabilities and providing them with opportunities to demonstrate fully what they know, understand and can do. Our children's well-being is always central to everything we do.



Disability

In accordance with the statutory requirements, our school aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The school has an Accessibility Plan that is available to parents on request.

This policy should be read in conjunction with the following policies:

- Curriculum Policy
- Teaching and Learning Policy
- Assessment and Feedback Policy
- ALN Policy
- AoLE policies
- Literacy across the Curriculum Policy
- Numeracy across the Curriculum Policy
- ICT, DCF & e-safety policies
- MAT Policy

Monitoring and Review

Monitoring

Monitoring of the Health and Well-being curriculum is conducted by the ALNCO, Headteacher, Deputy Headteacher and Assistant Headteacher. This is done in several ways including:

- book scrutinies
- monitoring planning
- analysing assessment data
- monitoring targets
- lesson observations
- learning walks
- Listening to Learners
- looking at displays
- informal discussions with staff

Review

As we prepare for implementation of Curriculum for Wales 2022, we are aware of the need to monitor our Health and Well-being Policy, and to review it regularly so that we can take account of new initiatives and research, Curriculum for Wales guidance, developments in technology and changes to the physical environment of the school. Our Health and Well-being Policy will be reviewed bi-annually (or sooner as necessary) by the ALNCO, Assistant Headteacher, the Headteacher and the nominated governor. The necessary recommendations for improvement will be made to the Governors.

Signed by the Chair of Governors on behalf of the Governing Body: …… ……

Date approved: …12/10/2021…….. (by full Governing Body)

Signed by Headteacher: …… ……..

Appendices

Appendix 1 – An example of a school dinner menu.

Appendix 2 – A copy of the Values which we cover in our school.

Appendix 3 – A summary of the Articles of the convention on the Rights of the Child.

Appendix 4 – A copy of a medium-term plan.

Appendix 5 – An example of the whole school tracker.

Appendix 6 – A copy of a short-term plan.

Appendix 7 – Pupil Entitlement for Learner targets, learning environment, my teacher and teaching and learning.

Appendix 8 – Pupil Entitlement for ALN.

Appendix 9 – Our marking code.

Appendix 1 – An example of a school dinner menu.

PRIMARY MENU

WEEK 1

MONDAY
Broccoli & Macaroni Cheese
or * Cod & Salmon Fish Fingers
Herby Diced Potatoes
Baked Beans, Sweetcorn, Garden Peas & Salad
Berry Cupcake

TUESDAY
* Lasagne / Bolognese Bake
or Tuna Melt
Savoury Pasta or Jacket Potato
Country Vegetables, Broccoli, Coleslaw & Salad
Raspberry & Peach Swirl Sponge & Custard

WEDNESDAY
* Roast Turkey & Stuffing in Rich Gravy
or Savoury Meatballs in Gravy
Creamed Potatoes or Boiled Potatoes
Green Cabbage, Carrots & Diced Swede
Fruit Yoghurt or Fresh Fruit

THURSDAY
* Pork Sausage & Bean Casserole
or Cheese & Tomato Pizza
Potato Wedges
Garden Peas, Sweetcorn, Country Vegetables & Salad
Fruit Jelly & Strawberry Swirl

FRIDAY
Chicken Korma/Tikka
or * Fish Fillet in a Bun
Vegetable Rice or Chipped Potatoes
Country Vegetables, Garden Peas, Broccoli & Salad
Pear & Chocolate Muffin

WEEK 2

MONDAY
Chinese Style Salmon
or * Loaded Vegetable Pizza
Sauté Potatoes or Noodles
Sweetcorn, Stir-fry Vegetables, Coleslaw & Salad
Tutti Frutti Flapjacks

TUESDAY
* Fish Fillet
or Ranch Pie
Herby Diced Potatoes
Country Vegetables, Sweetcorn & Garden Peas & Salad
Tropical Rice Pudding or Arctic Roll & Fruit

WEDNESDAY
* Chicken Fillet with Sage & Onion Stuffing
or Baked Sausages
Creamed Potatoes or Boiled Potatoes
Carrots, Cabbage & Cauliflower
Fruit Yoghurt or Fresh Fruit

THURSDAY
* Pork Frikadellons
or Cheese & Potato Pie
Creamed Potatoes or Boiled Potatoes
Baked Beans/Tomatoes, Garden Peas & Broccoli
Eve's Sponge & Custard

FRIDAY
Katsu Chicken Curry
or * Burrito Boats
Vegetable Rice or Chipped Potatoes
Broccoli, Garden Peas, Sweetcorn & Salad
Chocolate & Orange Cheesecake

WEEK 3

MONDAY
* Lemon Sole
or Tomato & Mushroom Pasta
Jacket Potato or Savoury Pasta
Mixed Vegetables, Sweetcorn, Broccoli & Salad
Toffee Apple Brownie

TUESDAY
* Chicken Goujons
or Beef Burger in a Bun
Vegetable Rice or Potato Wedges
Coleslaw, Green Beans, Garden Peas & Salad
Pancakes/Waffles & Banana Ice Cream

WEDNESDAY
Roast Beef & Yorkshire Pudding
or * Chicken Hotpot
Roast Potatoes or Boiled Potatoes
Baton Carrots, Cabbage & Swede
Fruit Yoghurt or Fresh Fruit

THURSDAY
* Roast Pork with Sage & Onion Stuffing
or Chicken & Ham Pie
Creamed Potatoes or Boiled Potatoes
Green Beans, Carrots & Garden Peas
Fruit Crumble/Tart & Custard

FRIDAY
BBQ Chicken
or * Salmon Goujon Salad Cones
Vegetable Rice, Jacket Potato or Chipped Potatoes
Broccoli, Sweetcorn, Garden Peas & Salad
Fruit Jelly & Dream Topping

Also served daily:
Fresh Fruit, Wholemeal Bread, Yoghurt, Cheese & Biscuits, Semi-Skimmed Milk, Water

Occasionally due to circumstances beyond our control it may be necessary to change or replace some menu items or ingredients.

Please note our menus/food may contain allergens. We are able to provide allergen information on request or please visit the Bridgend CBC website for more information

* NURSERY PUPILS

April 2021

M	T	W	T	F	S	S
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	1	2

May 2021

M	T	W	T	F	S	S
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

June 2021

M	T	W	T	F	S	S
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27

July 2021

M	T	W	T	F	S	S
28	29	30	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

Appendix 2 – A copy of the Values which we cover in our school.

Year 1	Year 2
Compassion	Kindness
Humility	Independence
Perseverance	Tolerance
Courage	Love
Forgiveness	Aspiration
Respect	Resilience

Year 3	Year 4
Community	Integrity
Patience	Confidence
Responsibility	Happiness
Curiosity	Cooperation
Diversity	Appreciation
Positivity	Honesty

Appendix 3 – A summary of the Articles of the convention on the Rights of the Child.

THE RIGHTS FOR CHILDREN SET OUT HERE HAVE BEEN AGREED BY ALMOST EVERY COUNTRY IN THE WORLD.

1 **YOU HAVE THE RIGHTS** set out here until you are 18.

2 **YOU HAVE THESE RIGHTS** whatever your race or skin colour, whether you are a boy or a girl, whatever language your speak, whatever your religion, political beliefs, nationality or ethnic group, whether you are rich or poor, and whether you are disabled.

3 **WHENEVER ADULTS MAKE DECISIONS** or do anything that affects you, they should always think about what is best for you.

4 **YOUR GOVERNMENT IS RESPONSIBLE** for protecting your rights.

5 **YOUR FAMILY IS RESPONSIBLE FOR HELPING YOU** to achieve your rights. Your government should support them to do this.

6 **YOU HAVE THE RIGHT TO LIVE.** Your government should make sure you have the chance to survive and develop healthily.

7 **YOU HAVE THE RIGHT TO A NAME AND A NATIONALITY,** and the right to know and be cared for by your parents.

8 **YOU HAVE THE RIGHT TO AN IDENTITY** – an official record of your name, nationality and family.

9 **YOU HAVE THE RIGHT TO LIVE WITH YOUR PARENTS,** unless that would be bad for you. If your parents are separated, you have the right to have contact with both of them, unless that could be harmful for you.

10 **IF YOU LIVE IN A DIFFERENT COUNTRY FROM YOUR PARENTS,** you have the right to move so that you can live together as a family.

11 **YOUR GOVERNMENT SHOULD TAKE STEPS** to prevent you being taken out of your country illegally.

12 **WHEN IMPORTANT DECISIONS ARE BEING MADE** that affect you, you have the right to give your opinion and to be taken seriously.

13 **YOU HAVE THE RIGHT TO FIND OUT INFORMATION** and to share your ideas through writing, speaking, drawing or any other way, unless it may harm you or anyone else.

14 **YOU HAVE THE RIGHT TO THINK FOR YOURSELF,** to choose what you believe and to practise your religion, provided this does not stop other people enjoying their rights. Your parents should support and guide you in these matters.

15 **YOU HAVE THE RIGHT TO SET UP OR JOIN A GROUP** and to meet together, provided this doesn't stop others enjoying their rights.

16 **YOU HAVE THE RIGHT TO A PRIVATE LIFE,** and your character and reputation should not be attacked.

17 **YOU HAVE THE RIGHT TO GET INFORMATION** that is suitable and beneficial for you from around the world through TV, radio, newspapers, social media and the internet.

18 **BOTH OF YOUR PARENTS ARE RESPONSIBLE** for bringing you up and should think about what is best for you. Your government should make sure there is support to care for you, particularly if both your parents are working.

19 **YOU HAVE THE RIGHT TO BE PROTECTED FROM VIOLENCE,** abuse or neglect by your parents or anyone else who cares for you.

20 **IF YOUR PARENTS ARE NOT ABLE TO LOOK AFTER YOU PROPERLY,** your government should arrange for you to be cared for by someone else who will respect your culture, religion and language.

21 **IF YOU ARE ADOPTED, YOUR NEEDS SHOULD BE THE PRIORITY,** whether you are adopted in your country or taken to another country.

22 **IF YOU HAD TO LEAVE YOUR COUNTRY BECAUSE YOU WERE NOT SAFE,** in your new country you have the right to be protected. You should have the same rights as other all children in your new country.

23 **IF YOU HAVE A MENTAL OR PHYSICAL DISABILITY,** you should get the education, care and support you need to lead a full and independent life to the best of your ability, and to participate in your community.

24 **YOU HAVE THE RIGHT TO HEALTHCARE** when you are sick and to healthy food, clean water, a clean environment and information to help you stay healthy. Rich countries should help poorer countries do this.

25 **IF YOU ARE BEING LOOKED AFTER AWAY FROM YOUR HOME,** your situation should be regularly reviewed to make sure you are getting good treatment and care.

26 **YOU HAVE THE RIGHT TO HELP FROM THE GOVERNMENT** if your family is poor or in need.

27 **YOU SHOULD HAVE THE CONDITIONS YOU NEED** for your physical, mental, spiritual, moral and social development. If your family is unable to provide these conditions, the government should help – particularly with nutrition, clothing and housing.

28 **YOU HAVE THE RIGHT TO EDUCATION.** Primary education should be required for all children and should be available free. Secondary education should be available to all children. Higher education should be available according to capacity. School discipline should respect your dignity and your rights.

29 **YOUR EDUCATION SHOULD HELP YOU DEVELOP YOUR PERSONALITY,** talents, and mental and physical abilities. It should encourage you to develop respect in your own culture, for other cultures and for the environment. It should help prepare you to live in and contribute to a free society.

30 **YOU HAVE THE RIGHT TO ENJOY YOUR CULTURE,** to practise your religion and to speak your language, whether or not these are shared by the majority of people in your country.

31 **YOU HAVE THE RIGHT TO REST, PLAY AND TAKE PART** in cultural and artistic activities.

32 **YOU SHOULD NOT HAVE TO DO WORK THAT IS DANGEROUS,** that is harmful to your health or development, that interferes with your education, or where people take advantage of you.

33 **YOUR GOVERNMENT SHOULD TAKE STEPS TO PROTECT YOU** from taking, producing or distributing dangerous drugs.

34 **YOU HAVE THE RIGHT TO BE PROTECTED FROM SEXUAL ABUSE** and exploitation, including prostitution and being used in pornography.

35 **YOUR GOVERNMENT SHOULD ACT TO MAKE SURE YOU ARE NOT KIDNAPPED,** sold or taken to another country to be exploited.

36 **YOU SHOULD BE PROTECTED FROM ANY OTHER ACTIVITIES** that may harm your wellbeing and development.

37 **IF YOU COMMIT A CRIME AND ARE GIVEN A PRISON SENTENCE,** you have the right to keep in touch with your family. You should not be treated cruelly or put in a prison with adults. The death penalty and life imprisonment are not allowed for children.

38 **IF YOU ARE UNDER 15, YOU SHOULD NOT HAVE TO JOIN THE ARMY** or fight in a war. Children living in war zones should be given special protection.

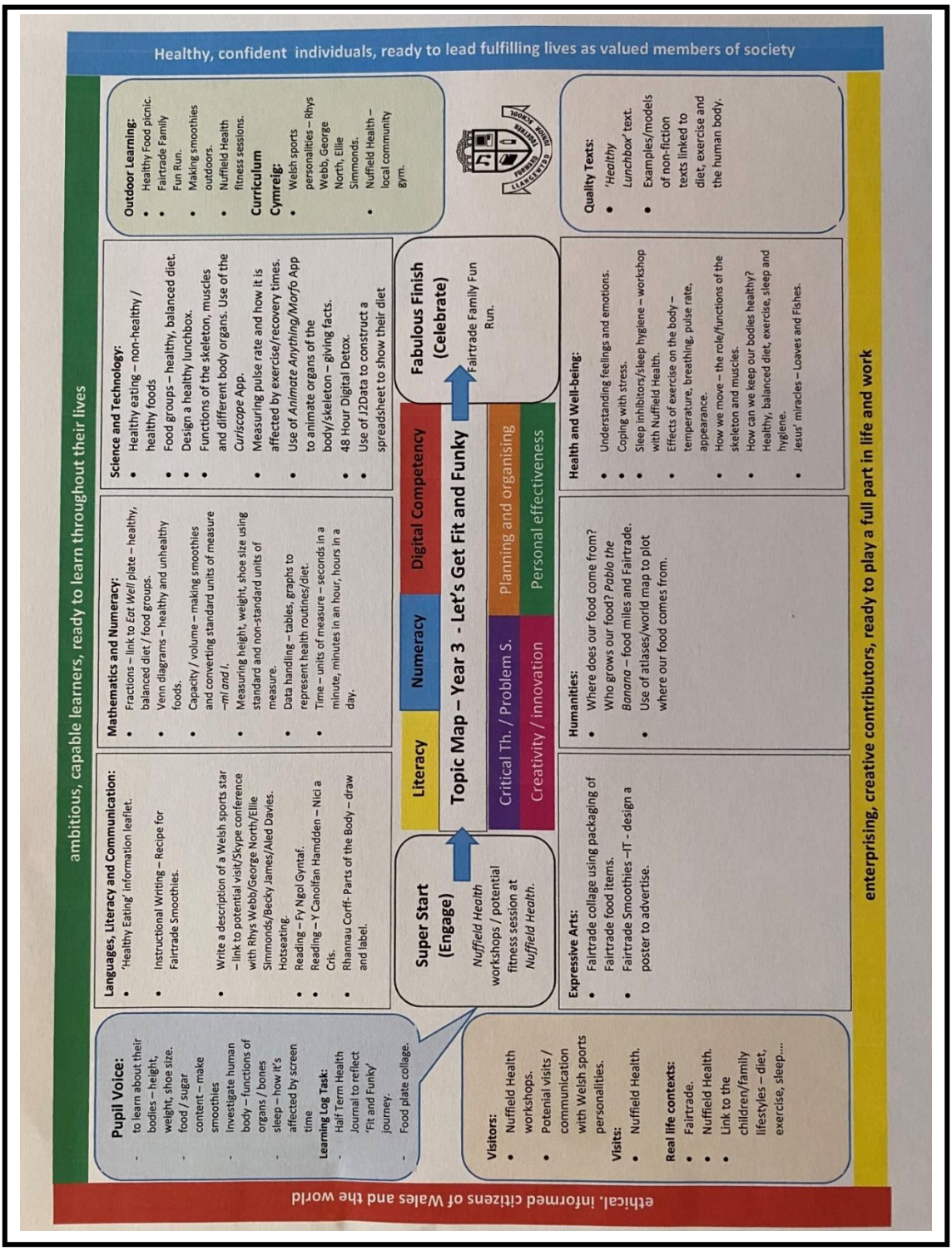
39 **IF YOU HAVE BEEN ABUSED,** cruelly treated or affected by war, you should be given special care to help you recover.

40 **IF YOU ARE ACCUSED OF BREAKING THE LAW,** you should be treated fairly and in a way that respects your dignity. Your age should be taken into account. Prison sentences should only be given where children have committed the most serious crimes.

41 **THESE RIGHTS ARE A MINIMUM.** If the laws in your country give you stronger rights than those outlined here, then those laws should be followed.

This is a summary for children of the United Nations Convention on the Rights of the Child. The full Convention is available at www…..

Appendix 4 – A copy of a medium term plan.



Appendix 5 – An example of the whole school tracker for Health and Well-being.

Year 3 - Romans	Year 4 - The Iron Man	Year 4 - The Iron Man	Year 5 - Victorians	Year 5 - Victorians	Year 6 - Blitz and Pieces
Covered	Planned	Covered	Planned	Covered	Planned

Health and Well-being	Year 3 - Romans
	Planned
What Matters in Health and Well-being	
WM1 - Developing physical health and well-being has lifelong benefits	
PS1 - I	
have the confidence and motivation to move in different ways.	
am beginning to develop control of gross motor and fine motor movements in different environments, moving safely and in	
reponse to instructions.	
am beginning to make connections between my diet and my physical health and well-being.	
am beginning to recognise the connection between the physical and emotional changes that can occur in different contexts.	
am beginning to recognise some of the behaviours, conditions and situations that affect my physical health and well-being	
and I am beginning to know how to respond and get help.	
PS2 - I	
can use and improve basic movement skills in familiar and unfamiliar situations.	
can respond to prompts in imaginative and creative ways.	
have the confidence and motivation to persevere when faced with physical challenges.	
have developed an understanding that I need a balanced diet and I can make informed choices about the food I eat and	
prepare to support my physical health and well-being.	
can describe the way in which physical and emotional changes are connected in different contexts.	
can recognise some of the behaviours, conditions and situations that affect my physical health and well-being, and	
I know how to respond and get help in a safe way.	
PS3 - I	
can develop and apply a range of skills in familiar, unfamiliar and changing situations, exploring space creatively in response to	
a variety of stimuli.	
can motivate myself to engage confidently in regular physical activity and sport, and am aware of my own progress.	
can explain the importance of a balanced diet and nutrition and the impact my choices have on my physical health and	
well-being.	
can plan and prepare basic, nutritious meals.	
can explain the way in which physical and emotional changes are connected in different contexts.	
can monitor, review and adapt my behaviour to support my physical and emotional health, setting myself relevant targets.	
can describe the behaviours, conditions and situations that affect my physical health and well-being, and I know how to	

respond to and/or manage these in order to actively reduce the risk of harm to myself.	
PS4 - I	
can transfer a range of movement skills from familiar to unfamiliar and changing situations and environments, using space	
creatively in response to a variety of stimuli.	
can engage in regular physical activity and sport with confidence, motivation and commitment.	
can apply my knowledge and understanding of a balanced diet and nutrition to make choices which will allow me to	
maintain my physical health and well-being.	
can plan and prepare a variety of nutritious meals.	
can analyse the connection between physical and emotional changes.	
can modify my behaviour to support my physical and emotional health, and can work collaboratively to plan and refine	
strengths and areas for improvements.	
can explain the behaviours, conditions and situations that affect my physical health and well-being and, through my actions,	
I can respond to and/or manage these in order to actively reduce the risk of harm to myself and to others.	
PS5 - I	
can independently adapt and apply movement skills across a range of activities and environments, managing space creatively	
in response to a variety of stimuli.	
can value the benefits of participation in regular physical activity and sport, seeking opportunities to develop my expertise.	
can adjust my diet in response to different contexts and apply my knowledge and understanding of a balanced diet and	
nutrition to support others.	
can apply a range of techniques to prepare a variety of nutritious meals.	
can evaluate the connection between physical and emotional changes, independently selecting from a range of strategies to	
improve my physical and emotional health and that of others.	
can apply my knowledge of the behaviours, conditions and situations that affect my physical health and well-being, to keep	
myself and others safe.	
can safely intervene, using learnt techniques when others' physical health is at risk.	
WM2 - How we process and respond to our experiences affects our mental health and emotional well-being.	
PS1 - I	
have an awareness of my perceptions and thoughts.	
can focus my attention and am aware of being able to do this.	
am beginning to have an awareness that thoughts and feelings change, and I am starting to notice when change happens.	

can notice and communicate how I am feeling.	
am beginning to have an awareness of how feelings are communicated through actions.	
have an awareness of the feelings of others.	
am aware of when others are kind to me and when I am kind to others.	
PS2 - I	
can, with support, focus attention on my perceptions and thoughts.	
can understand how and why my thoughts, feelings and actions change in response to different experiences.	
can notice and communicate my feelings.	
am beginning to notice when I need help to manage my feelings.	
can reflect on my experiences.	
can pay attention to the feelings of others and I am learning to think about why they may feel that way.	
PS3 - I	
can recognise the benefits of being able to focus attention on my perceptions and thoughts and know that I am developing	
my self-awareness.	
can self-regulate my emotions in a healthy way using strategies that I have developed.	
can see the benefits of communicating about feelings as one of a range of strategies which can help promote positive mental	
health and emotional well-being.	
can ask for help when I need it from people I trust.	
can reflect on the way that past events and experiences have affected my thoughts, feelings and actions.	
can anticipate how future events may make me and others feel.	
can empathise with others.	
can understand how and why experiences affect me and others.	
PS4 - I	
can independently focus attention on my perceptions, thoughts and feelings in order to further develop my self-awareness.	
can identify different strategies to self-regulate my emotions in response to a range of experiences.	
can advocate the benefits of communicating about feelings as one of a range of strategies which can help promote positive	
mental health and emotional well-being.	
can identify people and groups who can help me with my mental health and emotional well-being.	
can reflect and learn from the past in order to anticipate and prepare myself and others for future experiences.	
can empathise with others and understand the value of demonstrating this through actions which are compassionate and	

kind.	
PS5 - I	
can use my self-awareness to appreciate the complexity of my emotions and apply strategies to self-regulate them in a healthy	
way and to connect with others.	
can contribute towards a culture where talking about mental health and emotional well-being is encouraged and normalised.	
can identify when to seek help based on a good understanding of my mental health and emotional well-being.	
can respond to current experiences, as well as reflect, and learn from the past, in order to anticipate and prepare myself	
and others for future experiences.	
can empathise with others which helps me to be compassionate and kind towards myself and others.	
WM3 - Our decision-making impacts on the quality of our lives and the lives of others.	
PS1 - I	
can make decisions based on what I like and dislike.	
have developed an awareness that my decisions can affect me and others.	
can take part in group decisions.	
have an understanding that things can be safe or unsafe.	
PS2 - I	
can make decisions based on what I know.	
can recognise that my decisions can impact on me and others, both now and in the future.	
can take part in group decisions and I understand why some decisions need to be made as a group.	
can identify and assess risks.	
PS3 - I	
can make considered decisions, taking into account available information, including past experiences.	
can set appropriate goals.	
can recognise that some decisions I make will have a long-term impact on my life and the lives of others.	
can understand that decisions can be made individually and collectively, and that they can be influenced by a range of factors.	
can identify and assess risks, and I can take steps to reduce them.	
PS4 - I	
can research, examine and evaluate a range of evidence to make considered and informed decisions.	
can set appropriate goals and plan a course of action to achieve them.	
can consider relevant factors and implications when making decisions individually and collectively.	

can anticipate, assess and manage risks.	
PS5 - I	
can set appropriate goals, plan a course of action and overcome challenges to achieve them.	
can critically evaluate factors and implications, including risks, when making decisions individually and collectively.	
WM4 - How we engage with social influences shapes who we are and affects our health and well-being	
PS1 - I	
can recognise and follow rules and norms in the groups and situations in which I take part.	
can show care and respect for others.	
PS2 - I	
can recognise and follow the rules and norms of different groups and situations in which I take part.	
can change how I interact and behave in different situations with support.	
can recognise that there are similarities and differences between people's values and attitudes.	
PS3 - I	
have an understanding of the rules, norms and behaviours of different groups and situations, and I recognise that these have	
an influence on me.	
can interact pro-socially in different groups and situations.	
have developed an understanding that my values, attitudes and identity are shaped by different groups and influences.	
PS4 - I	
have a developing awareness of how rules, norms and behaviours become established within groups and at times go	
unchallenged.	
can interact pro-socially in different groups and situations, adapting my behaviours accordingly.	
can evaluate how my values, attitudes and identity are shaped by the groups and social influences with which I interact.	
PS5 - I	
have an understanding of the complexities of groups and situations, the interactions that take place within and between them	
and their effect on those exposed to them.	
can interact pro-socially in different groups and situations, and actively advocate for other individuals and groups.	
can recognise and understand how people's values, attitudes and identity are shaped by different groups and influences.	
can promote positive attitudes and values, and, where appropriate, I can challenge harmful ones.	
WM5 - Healthy relationships are fundamental to our well-being.	
PS1 - I	

can identify who looks after me and who my family and friends are.	
can communicate my needs and feelings in my relationships.	
can get along with others with and without support.	
am beginning to recognise safe and unsafe behaviour in relationships.	
am beginning to recognise that I have the right to be treated fairly and respectfully.	
PS2 - I	
can recognise that there are different types of relationships beyond my family and friends.	
can communicate my needs and feelings in my relationships, and notice the needs and feelings of others.	
can make friends and try to resolve disagreements, seeking support when needed.	
can recognise when I feel safe in my relationships and I can communicate when I do not feel safe.	
can understand that everyone has rights and, with support, I can respect those rights.	
PS3 - I	
can understand that there are differences within types of relationships and that relationships change over time.	
can communicate my needs and feelings, and respond to those of others.	
can make and maintain relationships that matter to me, identifying conflict and taking steps to resolve it.	
can reflect on the characteristics of safe relationships and I can seek support when needed.	
can respect the rights of others and I understand how these impact on myself and others.	
PS4 - I	
can show a developing awareness of the complex nature of relationships.	
can communicate my needs and feelings, and respect those of others.	
can form and maintain healthy relationships with a wider circle of people.	
can respect other people's points of view and use this to help resolve conflict.	
can consider the role of safety in relationships and I can identify where my safety or the safety of others is threatened and	
I know how to respond to this.	
can exercise my own rights and respect those of others, and I can recognise that rights can be infringed.	
PS5 - I	

Appendix 6 – A copy of a short term plan.

Spring Term Week 10
Week beginning: 15.03.20
Year 3 – J3
Mr. D. Evans

Time	Monday – Dydd Llun	Tuesday – Dydd Mawrth	Wednesday – Dydd Mercher	Thursday – Dydd Iau	Friday – Dydd Gwener
8.50 9.00	REGISTRATION **Helpwyr Heddiw – New:** *Wyt ti'n hoffi _____ ? Ydw, dw i'n hoffi mefus achos mae'n blasus iawn. Nag ydw, dw i ddim yn hoffi bresych achos mae'n ofnadwy.* **Revise:** *Oes brawd neu chwaer 'da ti? Oes, mae un brawd 'da fi o'r enw_____. Nag oes, does dim brawd neu chwaer 'da fi. Nag oes, plenty unig ydw i.* **Pupil Voice:** Practising rhythms of language patterns. Games: Splat! Camau. Zap! Budge! Secret Agent.				
9.10	ASSEMBLY				
9.30 Session 1	MATHEMATICS AND NUMERACY WALT – (See *Big Maths* planning)	MATHEMATICS AND NUMERACY WALT – (See *Big Maths* planning)	MATHEMATICS AND NUMERACY WALT – (See *Big Maths* planning)	MATHEMATICS AND NUMERACY WALT – (See *Big Maths* planning)	MATHEMATICS AND NUMERACY CLIC Challenge Learn Its Challenge SAFE Challenge
	MORNING BREAK				
10.45 Session 2	HELPWYR HEDDIW LANGUAGE, LITERACY & COMMUNICATION HEALTH AND WELL-BEING	HELPWYR HEDDIW LANGUAGE, LITERACY & COMMUNICATION HEALTH AND WELL-BEING	HELPWYR HEDDIW LANGUAGE, LITERACY & COMMUNICATION HEALTH AND WELL-BEING	HELPWYR HEDDIW LANGUAGE, LITERACY & COMMUNICATION HEALTH AND WELL-BEING	HEALTH AND WELL-BEING WALT – to take part in fitness activities and to investigate how our pulse/heart rate is affected by exercise / how exercise affects the body.

Appendix 7 – Pupil Entitlement for Learner targets, learning environment, my teacher and teaching and learning.

Pupil Entitlement – Learner Targets

Expectation – I am entitled to…	RAYG Rating			Way Forward
	Aut	Spr	Sum	
have a discussion with my class teacher in which we agree my targets for improvement in Literacy, Numeracy and Wellbeing.				
be set targets that are SMART – small, manageable and realistic.				
have my targets in Literacy, Numeracy and Wellbeing on display in my classroom.				
review my targets with my teacher regularly.				
tell my teacher when I think that I have achieved any of my targets.				
have new targets set in Literacy, Numeracy and Wellbeing when my teacher and I agree that I have achieved my current targets.				
be set SMART targets in my exercise books as part of my 'Next Steps' (footsteps).				
respond to SMART targets in my books by signing, responding with a comment or completing a task set by my teacher.				
set my own SMART targets for improvement ('Next Steps') in class during self-assessment activities.				
set SMART targets for improvement ('Next Steps') for a partner in class during peer-assessment activities.				

Listening to Learners questions – (Learner Targets):

- What are your targets in Literacy, Numeracy and Wellbeing?
- How are your targets for improvement set in Literacy, Numeracy and Wellbeing? Who decides what your targets should be?
- What are SMART targets? Do you think that your targets are SMART? Can you give an example?
- How often do you discuss /talk /think about your targets with your teacher?
- What do you do if you feel that you have achieved one of your targets?
- Have you achieved any of your targets? How were new targets set for you?
- Do you have targets / Next Steps in your books? Can you show me/ talk to me about some of these?
- What do you do when you read your targets / Next Steps in your book? How do you show that you have read, understood and will act upon them?
- Do you set SMART targets for yourself or a partner (self-assessment / peer-assessment)? Can you give an example of when you have done this?

Pupil Entitlement – Learning Environment (Organisation)

Expectation – I am entitled to…	RAYG Rating			Way Forward
	Aut	Spr	Sum	
a learning environment where everything I need for the lesson is ready and easily accessible.				
an orderly, well-organized learning environment where equipment and resources are clearly labelled and appropriately stored.				
see the interactive whiteboard, whiteboard and any teaching resources clearly without obstructions.				
sit in a classroom/learning environment where seating arrangements are flexible and can be easily adapted for different contexts and purposes.				
sit in a classroom/learning environment where seating is arranged so that I can collaborate easily with others e.g. in pairs, small groups, and talk regularly to my teacher.				
experience learning in an environment where I can independently access resources that will help me.				
have easy access to pens, pencils, colouring pencils, erasers, sharpeners, rulers, mini-whiteboards and other resources I need that are ready to use.				
have a tray in which I can store my reading books, pencil case and other suitable belongings. I am also entitled to a space where I can store my bag and coat.				
a classroom/learning environment with iPads / tablets that are always charged, installed with the Apps I need, and ready to use.				
have easy access to my water bottle that I can drink from regularly in order to keep hydrated.				
access the outdoors easily so that I can regularly take part in outdoor learning activities.				

Pupil Entitlement – Learning Environment (Areas/Zones)

Expectation – I am entitled to…	RAYG Rating			Way Forward
	Aut	Spr	Sum	
a classroom / learning environment with these clear areas/zones: - Literacy area – well-stocked with attractive class library books (fiction and non-fiction), dictionaries, thesauruses, VCOP resources, wordmats……. - *Maths Zone* – with practical Maths equipment and resources e.g. cubes, blocks, dice, number fans, number lines, money, clocks, calculators, hundred squares, rulers…… - 'Q' area – where I can check my work for quality e.g. punctuation, grammar, spelling, ambitious vocabulary, effective sentences openers, success criteria…… - Welsh area – stocked with Welsh games, flashcards, Bore Da magazines, Welsh books, Helpwyr Heddiw resources, role play props….				
visit the areas/zones in my classroom to access resources independently and to make 'sensible choices' there when working independently.				
visit learning areas beyond the classroom (including outdoors) where I can work on my own or with others e.g. Art, Creation Station, Role Play, Writing spaces, iPad Apps, Stage Performance area, Mud Kitchen…..				

Pupil Entitlement – Learning Environment (Display)

Expectation – I am entitled to…	RAYG Rating			Way Forward
	Aut	Spr	Sum	
learn in an inclusive classroom/learning environment where everyone's quality work is celebrated in attractive displays.				
be told about how displays in my classroom can help me with my learning e.g. through use of questions, prompts.				
learn in a classroom where all displays place an emphasis on bilingualism.				
learn in a classroom which has a '*Pupil Voice*' display to show how I am making decisions that shape our teaching and learning.				
learn in a classroom which has a *VCOP* display with strategies that I can use in my writing across the curriculum.				
learn in a classroom which has a Maths display which celebrates numeracy across the curriculum.				
learn in a classroom which has a '*Helpwyr Heddiw*' display that focuses on current Welsh language patterns being practised.				
learn in a classroom which has a '*Targets*' display to remind me what targets I am working on in Language/Literacy, Mathematics/Numeracy and Well-being.				
learn in a classroom with a '*Working Wall*' that reflects current learning e.g. *Post Its* with my questions, something I have learnt today, something I want to find out, something I am unsure of (AfL emphasis), key words, subject specific vocabulary, models.				
learn in a classroom where a '*Good to be Green*' display celebrates my good behaviour.				

Listening to Learners questions – 1st focus (Organisation):

- Where did you sit? Do you always sit there? Can you see the board clearly from there?
- Do you find it easy to talk to your partner/your group where you sit?
- Where is your reading book?
- Do you have everything you need for lessons? What did you need in your last lesson? How did you get these things?
- Where would you get *a dictionary* ? How do you know where to find the things you need?
- Do you use the iPads/tablets regularly? Are they charged and ready to use?

Pupil Entitlement – my teacher

Expectation – I am entitled to…	RAYG Rating			Way Forward
	Aut	Spr	Sum	
receive a text home ever week if my behaviour has been 'Green'				
be spoken to with respect by my class teacher at all times				
speak with an adult if I am really upset and know they won't judge me				
have a teacher who is a role model				
enjoy a classroom where resources are clearly labelled and easy to find				
go to the toilet whenever I ask (but I must not abuse this)				
drink water I have brought to school during lessons (keep hydrated) and use the water				
sometimes be trusted to work independently				
have a sharp pencil and a blue bic pen with which to write in my exercise book				
go on a school trip most half terms				
have some lessons outside				
be greeted in my class by my teacher at the beginning of every lesson				

Pupil Entitlement – Teaching and Learning

Expectation – I am entitled to lessons in which…	RAYG Rating			Way Forward
	Aut	Spr	Sum	
I build upon what I have learnt before.				
I will enjoy learning that interests me.				
I can make choices and follow my interests.				
I understand how the lesson links to our four purposes.				
I know what I am learning and why.				
my teacher expects me to succeed and challenges me with high but achievable targets.				
I need to work hard to achieve high but achievable targets.				
I can work with others.				
sometimes I work on my own, in pairs, in groups or as a class.				
I can solve problems and think critically or creatively.				
I am taught and learn in different ways and enjoy a range of activities.				
I have first-hand, practical experiences.				
I have access to everything I need.				
our 'Q' helps me to understand how I can achieve a quality piece of work/outcome.				
I am shown examples of quality pieces of work.				
I am asked questions that challenge me.				
I am given time to think about questions.				
things are explained clearly to me.				
instructions are clear and I understand what I have to do.				

Pupil Entitlement – Teaching and Learning (cont'd)

Expectation – I am entitled to lessons in which…	RAYG Rating			Way Forward
	Aut	Spr	Sum	
I am given tasks to do that are at the right level for me – that challenge me but are not too easy or too hard.				
my teachers support me by giving help when I need it.				
new vocabulary is explained to me.				
I think about my own learning – what I do well, how I can improve and the next steps in my learning.				
my teacher gives me feedback about my learning – tells me what I do well, how I can improve and the next steps in my learning.				
my thoughts and ideas are valued.				
I am supported and encouraged by the teacher and the other children in my class.				
it is okay to make mistakes.				
I can learn from my mistakes/misunderstandings and those of others.				
I hear Welsh being spoken and am encouraged to speak some Welsh.				
I sometimes use ICT to help me in my learning.				
I sometimes work outside or at places of interest beyond our school.				
I learn from visitors to our school.				

Appendix 8 – Pupil Entitlement for ALN

Pupil Entitlement – ALN

Expectation – I am entitled to…	RAYG Rating			Way Forward
	Aut	Spr	Sum	
access my target books independently				
have access to in-class support so that I can do similar work to my peers				
my teacher speaking to me in a way where I will understand what to do				
work with my peers so that we can learn off each other				
enjoy a classroom where resources are clearly labelled and easy to find				
go to an area where I can calm and gather my thoughts				
a classroom where my teacher makes me feel valued and confident				
have work at an appropriate level which I can succeed at				
have resources which will help me with my work such as an angle board, word mat, diennes				
have strategies implemented to help me access work such as where I sit, reinforcing instructions, visual aids, chunking				
to receive work to reinforce what I am learning				
'get up and move' when I feel restless (I must not abuse this)				

Appendix 9 – Our Marking Code

Llangewydd Junior School

Our Marking and Feedback Code

We will use the following codes when we mark your work.

They will help you to understand what you have done well and what the next steps in your learning are.

Code	What it means
★	celebrates what you have done well.
👣	suggests how you can improve – your next steps.
✓ ✓	excellent work linked to our 'Q'
✓	correct or good work linked to our 'Q'
✗	incorrect
—	underlined error - missing capital letter, full stop, comma or other punctuation
*	new paragraph needed here
?	Check that this makes sense.
∧	missing word
mistake mistaik	Spelling The mis-spelt part of a word is underlined and the correct spelling is written above the word.
→	indentation needed
V.F.	Your teacher has talked to you about your work.
initials e.g. D.E.	Someone other than your class teacher has marked your work.