School Prospectus

Christ the King Catholic Primary School

2015-16
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   Safeguarding Illness at school Medicines in school Sun Safety School Uniform School Hours and Attendance Absence procedures Lunchtime Arrangements Transport to and from school Parents Friends Association Complaints procedures Charges for School activities Health & Safety in PE Health and Safety: Security

A list of other information contained in the appendices include:

School Holidays
Internal Organisation of the School
Comparative Assessment results
Current School Governors
Attendance and information
Welcome to Christ the King Catholic Primary School
Croeso i Ysgol Crist y Brenin

Dear Parents,

If your child has recently joined the school, we warmly welcome you and your family and look forward to a happy and successful association over the coming years. To those of you who have had children at the school for some time, we hope we can continue to strengthen the links between us and work together for the benefit of the children.

Our school’s vision is to create a Catholic caring community where the children experience a stimulating learning environment based on a varied, balanced and well-resourced curriculum; a curriculum which will meet the needs of all our children whatever their abilities, race, culture or gender.

Our Catholic school is more than just a place where pupils are equipped with learning and skills for the workplace and responsible citizenship. Our school is part of a Christian community. This is more than a vague reference to a group in which everyone is a Christian. It must mean that we have brotherly commitment to one another, with others who share our lives, and who we live with interdependently as members of God’s family.

We are a school at the heart of our community and we aim to provide all children, regardless of their abilities and aptitudes, with excellent learning opportunities.

Each child is treated as an individual and we have high expectations in order to help all of our children achieve their own personal best. We are committed to the all round development of our young people and we aim to ensure that they gain the self-esteem, flexibility, imagination and generosity of spirit that will help shape their future.

Christ the King Primary School was opened in 1969 as a voluntary aided day school established under the trusteeship of the Roman Catholic Archdiocese of Cardiff. The school is maintained by the local education authority which is the Cardiff County Council. It is designated a primary school (i.e., for rising five year olds to pupils of eleven plus) and is co-educational. Christ the King Primary School is set in spacious grounds, with a large area available for sports, athletics and recreational activities. The Junior and Infant children each have separate playgrounds with fitness tracks and a variety of play equipment. We have a large, secluded pond and environmental studies area, a ‘secret garden’ that is teeming with wildlife and ideal for hands-on science. The school environment is a huge asset and is used to enrich all curriculum areas. The classrooms are well maintained and resourced. A new outdoor play area for our children in the foundation phase has further improved facilities.

We value pupils’ engagement in their learning and use a range of strategies to enable them to become active participants. Christ the King Catholic Primary School is a thinking school where all members share a clear understanding and vision about the nature of learning and teaching, and work together in a supportive, inclusive, challenging and reflective way to make this vision a reality.

The school community places cognition at the heart of teaching and learning through the development of skills and techniques demonstrated through a meaningful curriculum. Our children are independent, creative and co-operative learners with high levels of achievement and enjoyment in learning. We were the first school in Cardiff to be accredited by Exeter University with
Thinking Schools Accreditation and in 2011 achieved advanced Thinking School Status, the 1st in Wales. We have also been the proud recipients of many awards.

Staff and pupils try and make a real difference to producers in developing countries. This commitment is integrated into the learning experiences of our pupils. We were the first school in Cardiff with ‘Fair-Trade’ status. We are keen for our pupils to understand how we are co-dependant upon all people of the world. The work we do has been recognised by our now having gained two Eco School International Green Flag Awards, three Fair Trade Flag Awards three Healthy Schools awards and the prestigious Gold Quality Award from the Geographical Association.

Our creative curriculum has been recognised through the awards of the Bronze, Silver and Gold Arts mark Award. An Arts mark is awarded to schools that show a commitment to the full range of arts - music, dance, drama and art & design. It is a national award scheme and is managed by The Arts Council.

Our IT provision is of a very high standard and we have been awarded ICT quality NACE award for excellence in ICT provision and learning. The quality of our assessment procedures have also been recognised and the school has received the Assessment Quality Assurance Award for the second time. The Governors recognise how fortunate Christ the King Primary School is to have built such a highly motivated and professional team of staff who are committed to working in partnership with our children, parents, carers, Governors, our parishes, the LEA and high schools to fully realise the potential of each and every child. In 2010 our school was awarded the Investors in People Silver Award.

At Christ the King Primary School, the needs of our children always come first. We know you and your children will find this to be a caring, happy and rewarding school.

We hope that over the years your child is with us, their lives will have been enhanced by their experience; that they will leave our school with the ability and eagerness to learn more, and be ready to meet the challenges ahead of them inspired by the Spirit of Christ.

Chair of Governors

Headteacher

The school address is:

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Llanishen,
Cardiff
CF14 5AS
Telephone No: (029) 2075 4787
Fax No: (029) 2068 9883
christthekingprim@cardiff.gov.uk

Web site:
http://www.schoolswire.org/public/king565.html.nocache
The aims of this booklet.

This booklet aims to give parents information about our school. The information contained here- is correct at the time of printing but may be subject to change before the start of, during the school year, or in subsequent years.

Our Vision:
*Learning to love - Loving to learn*

Our Mission

We are: A worshipping community that holds and celebrates Christ as the centre of its faith and life.

A learning community that values and fosters learning for the whole community.

A respecting community that follows the teaching of Christ to love our neighbour as ourselves.

A welcoming community that recognises and welcomes the presence of Christ through our respect and love for one another.

A serving community that enables its pupils to serve each other, their families and wider world

Worshipping:
- Celebrating through participation in prayer, reflection and worship so that our community feels inspired, rewarded and challenged in its faith journey.
- Giving our children hope for their future through an understanding that they are unique and that God loves them for who they are and who they will become.

Learning:
- Enabling our children to become confident, skilled, enthusiastic lifelong learners.
- Developing thoughtful, questioning, creative and collaborative attitudes to learning.

Respecting:
- Fostering respect for all people, celebrating the wonder of God’s creation and understanding the need to share our planet with all in sustainable ways.
- Respecting the unique God-given gifts that each member of the school community has to offer and promoting fairness, care and courtesy.

Welcoming:
- Instilling a culture of inclusivity, encompassing our pupils, parents and the wider community.
- Nurturing a sense of honesty, openness and self-worth in ourselves and others.

Serving:
- Encouraging our children to serve each other through friendship, kindness and sharing in work and play.
- Developing an awareness of the role of our school within our parishes and the wider community.
What do our children say about our Distinctive School?

“I have made lots of friends at CTK.”

“All the people in our school are nice. You’ll never get bored with learning.”

“It’s really fun learning at CTK. I love the IT lessons.”

“We have great teachers at CTK and everyone’s friendly. I’ve learnt so much.”

“We use thinking maps. I like them because they help me organise my ideas.”

“Teachers try to make learning as easy as possible for us to understand.”
The School Badge

The symbol of the Holy Spirit and the host and chalice, remind us that we are a worshipping community trying to live and work in the Spirit of Christ.

The CHI - RHO sign is made up of the first two Greek letters for Christ. The ALPHA and OMEGA symbolise that Christ is "the first and the last"; the beginning and the end of everything, the celestial crown our Universal King.

The quill pen and open book remind us that the school is a place of learning.

The School Badge

Learning to Love
Loving to Learn

The ship. with part of the City’s arms on its sail, reminds us that we belong to the wider community of Cardiff, a city built on its links with the sea.

The Role of the Governing Body

The Governing Body plays a crucial role in the life of the school. It is responsible to the Trustees of the Archdiocese of Cardiff for the management of the school. It has a significant part to play in developing, with the Head Teacher and staff, the mission of the school, its aims and objectives and generally supporting the school’s endeavours. It also provides a forum for the discussion of issues concerning the school and its mission.
Governors are appointed to help:

- Ensure the school delivers a broad and balanced curriculum
- Set standards of behaviour.
- Interview and select staff.
- Decide how the school budget is spent.
- Decisions on admission applications
- Ensure school improvement through challenge and support.

The full board of Governors meet at least three times a year, but a lot of work is continued in various committees. The Governors value and welcome, above all, the co-operation of parents in seeking to achieve the aims and objectives of the school. Every year a report is produced for parents that gives a summary of the work of the governing body and school. There is also an Annual General Meeting of the Governing Body to which all parents are invited.

The School’s Governing Body consists of:
- Seven Foundation Governors appointed by the Archdiocese
- One local authority representative
- One elected parent representative
- One elected teacher representative
- One elected non-teaching member of staff
- The Head Teacher

A Chairperson is elected at the beginning of each school year. A full list of the present Governing Body may be found in the appendices.

In voluntary aided schools, staff salaries, furniture, equipment, books and certain items of maintenance, are paid for by the local authority. The Catholic community is responsible for the cost of building the school and its external maintenance.

Equal Opportunities:

Equal Opportunities refers to:

- equality of access, that is, ensuring that people have the same opportunities that are available to others.
- equality of outcome, in which there is an attempt to ensure that particular groups reach levels of achievement equal to another group.
- equivalent experience, enabling each person to fulfil their potential and overcoming limitations on learning and experience owing to earlier experiences of stereotyping (e.g. at home or media.)

We work within the Equality Act 2010 with equal opportunities identified in our school aims and policies. There has been an Equality Awareness Scrutiny committee made up of staff and interested parents that ensures that our policies and practices are free from bias. Any member of our community, especially those who are disabled or who have experience of disability are welcome to join this group. It is a whole school issue and is reflected in the following areas of school life:

- staffing structure and appointment procedures,
- curricular plans and schemes of work,
- class and classroom organisation and relationships within the school.

Christ the King Primary School is committed to equal opportunities for all. We value diversity, celebrate the uniqueness of every child and promote equality of opportunity for all. We focus on the opportunities in the school curriculum to teach and learn about issues of equality and diversity relating to disability, gender and race, challenging prejudice and stereotyping in school and in the wider community. The school aims to monitor standards of achievement in order to promote equal opportunities in the following ways: standards-including pupil achievement and progress, attitudes and behaviour, personal
development and attendance. If there are any significant variations in attainment among pupils of different gender, social background or ethnicity the school will explore reasons for this.

At our school we aim to support equal opportunities in the following ways:

- appropriate curriculum materials and resources reflecting positive role models and attitudes to gender, age, ethnicity and social background
- our curriculum seeks to respond to the culture heritage of the pupils.
- pupils organisation in class and in teaching groups aims to ensure equality of access and opportunity
- clearly articulate policies relating to bullying and discipline.

The Governing Body will not refuse admission on the grounds of the child’s gender, disability or ethnic origin. Girls and boys will have precisely the same access to the curriculum and extra-curricular activities. Pupils will be encouraged to think out side traditional stereotypes and participate in all areas of the curriculum. Pastoral care in school provides for the emotional, physical and social needs of individual pupils. Behaviour is praise-worthy or unacceptable regardless of the child’s gender. The school has a robust race equality policy that includes a commitment to tackle racial discrimination and to promote equal opportunities and good race relations.

Pupils with disabilities
Children with disabilities are always welcomed at our school. We consult fully with parents and other agencies so that appropriate arrangements are made.

All children have as full an entitlement to learning within our school as possible. We have produced a full disability access plan which will ensure that we do not treat disabled pupils less favourably for a reason related to disability and we take all reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage compared to their non-disabled peers.

The school’s commitment to inclusion ensures that we actively seek to accommodate those with disabilities. All staff receive appropriate support and guidance in meeting their duties to their pupils.

Links with our partner schools
Nursery Education

At present there is no nursery class at Christ the King Primary School, our school takes children from a range of private and state provision which ranges from fulltime to part time provision.

When enrolling a child in a LA nursery, parents should indicate the primary school you wish your child to attend on the relevant form provided by the nursery head teacher. The names and telephone numbers of County schools in the locality which have community nurseries attached to them may be obtained from the local education authority on 02920 872000. There are also quite a few privately run nurseries and playgroups in the locality.

Transition from Nursery to school
We have a very successful and effective programme in place to ensure that children enter our Reception class, in a new setting with confidence. As children get ready to start primary school they need time to talk about any fears and anxieties they might have. Adults play a vital role in listening sensitively and helping to prepare them for this exciting and positive change.

We make opportunities to observe and meet our prospective pupils within their nursery settings. Their new teacher in the reception class visits all nurseries to meet and talk to the children and to build on the established
strong links we have with our feeder nurseries. This gives the children a chance to meet their new teacher in a familiar setting. We talk to nursery staff who send us examples of work and their first report from their nursery school.

In May prospective parents are invited to a welcome meeting to meet designated staff and to access information. Parents are provided with booklets outlining all areas of school life. Parents are offered the opportunity for a private consultation with their child’s new teacher, to discuss their child’s interests and needs prior to admission.

Workshops take place in a series of afternoons in June and September for parents to attend together with their child to take part in fun activities that are maths and literacy related.

In July, the children come into school to work with their new teacher and to meet their classmates. Parents are welcome to stay during these visits during which tea and coffee is served. This provides another opportunity to meet new friends and share any concerns.

Settling in
Throughout the year we keep in touch through parental consultation evenings, comments in the home reading book/homework book and the informal day-to-day contact that you have with your child’s teacher. Five or six weeks into the Autumn Term we will invite you in to discuss how well your child has settled and share the targets we have set. If parents or teachers have concerns or worries at any time we like you to get in touch straight away to talk things through.

Moving on: Secondary Education
Our pupils will leave us at the end of Year 6 to begin the secondary phase of their education. Most move on to Corpus Christi High School. We work closely with our secondary colleagues to ensure a smooth transition for all pupils, many of whom keep in touch for years after they leave us. Year 6 children engage in transition projects and shared assessment procedures. The children benefit from shared staff training events and the close working partnership we have with our High School. Extended learning opportunities organised by the University of the First Age are shared to develop the confidence, achievement and potential of our pupils. The shared aim of both schools is to ensure that your child feels confident and ready for the next step in their education.

Mid-phase admissions
Children who arrive at our school in other year groups will get the chance to look around the school and spend time in their new class should they wish. Upon arrival, our Inclusion Co-ordinator will discuss your child’s needs and interests with you. We will discuss how together we can help your child settle in quickly and effectively into our school. In class they will be assigned a special ‘buddy’ to look after them. Following this induction meeting, our school contacts your child’s previous school to gain as much information as we can about your child’s recent education.

After two and six weeks you will receive a written report from the child’s teacher, outlining how your child is settling into our school.
Prospective Parents
Prospective parents are invited to contact the school to arrange a visit during school hours, not only to see the head and staff, but also to sample the working atmosphere of the school.

If you wish to enrol your child at the school, you should firstly contact the head teacher or the school secretary and ask for an application form. Application forms are also available on our Web-site. Application for admission will be considered against the following criteria and preference will be given in the order identified below:

Admission Procedures
Parents who are interested in sending their children to Christ the King Primary School are welcome to make an appointment with the Head Teacher, who will be pleased to show prospective parents around the school and discuss relevant matters.

1. The decision to offer a place to an applicant is entirely that of the Governing Body (subject to appeal).

2. Application must be submitted in writing, signed by a parent or guardian on the application forms which may be obtained from the school.

3. Completed application forms for children due to enter Reception in the following academic year, should be returned directly to the school on or before the Cardiff County Council deadline. Late applications will be considered but only after all applications lodged on or before the closure date have been dealt with, and consequently late applicants may lose priority.

4. Information must be correct and accurate otherwise a place offered may be withdrawn.

5. Applicants will be notified in writing by the Governing body of its decision. If the decision is to refuse a place, the parent or guardian will be provided with full details of the procedure and manner of appeal.

ADMISSION POLICY
FOR ADMISSIONS 2015/16
The admissions number of this Catholic Voluntary Aided Primary School is 30 and the Governors will admit up to 30 children a year to its Reception class. Children may be admitted full time in September if they have reached their fourth birthday on or before the preceding 31st August.

Completed application forms for children due to enter Reception in the following academic year must be received at the school in accordance with dates set out by Cardiff County Council. Late applications will be considered but only after all applications lodged on or before the closure date.

Oversubscription Criteria

1. Baptised Catholic children who are “Looked After Children” or “Previously Looked After Children.”
2. Baptised Catholic children who have a sibling* who will be on the school roll at the commencement of the next academic year;
4. Baptised Catholic children living in the Parish of St Teilo with Our Lady of Lourdes;
5. Baptised Catholic children living in Cardiff but not falling within any of categories 2 to 4 above.
7. Non-Baptised children who are “Looked After Children” or “Previously Looked After Children.”
8. Non-Baptised Catholic children or any other children whose parents desire a Catholic education for them.

Where there are insufficient places at the school for all pupils within a particular category, the Governing Body may determine to accept some such children in such category, up to the Published Admission Number after the application of a proximity test* and where the applicant(s) closest to the school may be offered a place;

Where applications are made from a family for more than one sibling in more than one year group and there are insufficient places at the school for all the siblings, the governors are able to offer a place as long as that by accepting the place for one child, the parents do so in the full knowledge and understanding that this will not assist their appeal for a sibling. In addition the appeal panel will be informed and will be well aware that this was clearly understood.

* Definition as per the Local Authority Admissions to Schools document.

In the event of the Governing Body refusing an application for admission, parents have the right of appeal to an Independent Appeals Panel and should write, within 2 weeks, to the Clerk to the Governing Body c/o the school, stating they wish to lodge an appeal.

Please note that this admissions policy is subject to change annually. Parents/Guardians are able to access updated policy for the year in which they apply from the admission document published by: Chief Officer, Schools and Lifelong Learning, Pupil Admissions, County Hall, Cardiff CF10 4UW. Telephone: 2087 2837/2087 2929. The booklet can also be accessed on the Council’s website www.cardiff.gov.uk

School Admission Appeals
In cases where a parent’s application for a place for their child is initially refused by the Governing body, there is a procedure with regard to a right of appeal, (1998 Act). Parents should lodge their appeal within ten working days from the date of notification to parents that their application for a place at the school was unsuccessful. Parents should receive notification within 10 working days before the date their appeal will be heard. All such cases are considered individually by an independent Appeal Committee in accordance with the published Code of Practice. 1999. The decision of the appeal panels are binding on the admission authority. (The Governing Body.)

Curriculum Statement
In our school we endeavour to offer a distinctive vision of education rooted in the faith and teaching of the Catholic Church. The Church has always believed that it has a mission to provide an education through which our whole lives may be inspired by the Spirit of Christ, and because of this, there are three elements that we try to develop:

- a distinctive educational climate based on Gospel values
- the personal development of each pupil in the light of faith
- the importance of relating the Gospel message to culture and lifestyle.

In our school we believe that the curriculum embodies:

- high expectations of all its pupils
- access to a broad and balanced curriculum
- an understanding that learning is a lifelong process
- recognition of the value and importance of home, school, parish and community relationships
- and an awareness of the need to prepare pupils for a culturally diverse society.
In the light of faith our curriculum aims:

- to foster spiritual, moral, social, cultural, intellectual and physical development
- to provide a stable and supportive learning environment
- to ensure that children learn effectively and efficiently through well planned experiences.
- to encourage self-esteem and self-confidence
- to encourage a respect for the beliefs and opinions of others whatever their ability, race, culture or gender
- to take account of special needs, including those of more able and talented children and those with learning and physical difficulties.

We aim to provide a proper balance between different teaching methodology and organisation during the school day. Pupils benefit a great deal from working in small groups - working in this way encourages children to co-operate, to share ideas, to listen to one another and to appreciate and respect the contribution made by others in the group. We encourage our pupils to learn to become independent and to think for themselves from a very young age.

Above all, we aim to make the learning process "fun" and to make our school a happy and caring place.

Our home/school agreement supports the education of our pupils by strengthening the partnership between home and school. It sets out what we can expect from each other, and what we each aim to do.

**Curriculum Information**

The National Curriculum was introduced in the Autumn of 1989. It has undergone several changes, in 2000 and changes coming into force in September 2008. The National Curriculum sets out the most important knowledge and skills that every child has a right to learn. It is a framework given to teachers by the Welsh Assembly Government, so that all school children are taught in a way that is balanced and manageable, but hard enough to challenge them. It provides standards that measure how well children are doing in each subject - so teachers can plan to help them improve.

**The Curriculum in Our School**

The school aims to provide a broad balanced curriculum which gives varied opportunities to develop a wide range of personal and physical skills, attitudes, knowledge and understanding through a programme of work structured to match children’s abilities and aptitudes and relevant to their own experiences.

Our curriculum aims to offer all our children high-quality learning experiences that are balanced, challenging and enjoyable. Our teaching is carefully planned to ensure that we cover all subjects of the National Curriculum and take account of the full range of our children’s abilities. In addition, our facilities and expertise enable us to offer a number of very special opportunities to all our pupils; for example, access to a main school website.

We are a one form entry school. Classes work within year groups, each one corresponding with the National Curriculum designation.

**Foundation Phase:**

Reception: 4-5 yrs
Year 1: 5-6 yrs
Year 2: 6-7 yrs

**Key Stage Two:**

Year 3: 7-8 yrs
Year 4: 8-9 yrs
Year 5: 9-10 yrs
Year 6: 10-11 yrs
It is a Welsh Assembly Government regulation that class size should not exceed 30 children in the Foundation Phase and is a recommendation in KS2.

Teachers plan co-operatively, encouraging an investigative, problem-solving approach through thematic methods. Teaching methodology is varied and planned and exercised through 1:1, paired, shared, group or whole class teaching. All Class Teachers work with our Additional Learning Needs Coordinator and Teaching Assistants to ensure that children get the maximum individual attention as we are able to provide.

As the same class children will be working at a range of levels of attainment, our children work at their own level and therefore do not all progress at the same rate. However a child will receive teaching in all eleven subjects of the National Curriculum, unless a child has been formally dis-applied.

Children learn by doing, thinking and exploring, and through quality interaction, intervention and relationships which all combine to build positive dispositions to learning.

Active learning is seen as an appropriate way for children to develop the vital skills they need through a meaningful curriculum and a positive attitude to learning. Active learning is learning which engages and challenges children’s thinking using real-life and imaginary situations.

A general outline of the school’s curriculum is found below, on our web-site and documents relating to the curriculum may be obtained in the school foyer. For further information contact the school office.

Foundation Phase Curriculum:
Reception Class,
Year 1, Year 2.

The Foundation Phase is a distinct curricular stage within the curriculum for Wales — a phase with its own separate character. It is tailored to suit the needs of young children whilst complementing and promoting learning at Key Stage 2.

The Foundation Phase curriculum is planned as a progressive framework which spans over the years of the Reception Class, Year 1 and Year 2. At the centre of the Foundation Phase Curriculum lies the holistic development of children and their skills across the curriculum, building on their previous learning experiences, knowledge and skills.

Children learn through first hand experiential activities with the serious business of ‘play’ or ‘active learning,’ providing the vehicle. Through their active learning, children practise and consolidate their learning, play with ideas, experiment, take risks, solve problems, and make decisions individually, in small and in large groups. First hand experiences allow children to develop an understanding of themselves and the world in which they live. The development of children’s self-image and feelings of self-worth and self-esteem are at the core of this phase.

The learning progress of all children is not even, and children go through periods of rapid development and times when they seem to regress. Our curriculum for young children is appropriate to their stage of learning rather than focusing solely on age related outcomes to be achieved. Children move on to the next stages of their learning when they are developmentally ready and at their own pace. The curriculum aims to provide a learning continuum in all areas of learning and development and flexibility to meet the diverse needs of all children. The curriculum aims to help children learn and develop their thinking skills and to acquire positive attitudes towards lifelong learning.
Indoor and outdoor environments are used to develop learning that are exciting, stimulating and safe and that promote children’s development and natural curiosity to explore and learn through first hand experiences.

**Areas of Learning**
Seven Areas of Learning have been identified to describe an appropriate curriculum for 3 to 7-year-olds that supports the development of children and their skills. They must complement each other and work together to provide a cross-curricular approach to form a practical relevant curriculum.

The seven Areas of Learning are:
- Personal and Social Development, Well-Being and Cultural Diversity
- Language, Literacy and Communication
- Mathematical Development
- Welsh Language Development
- Knowledge and Understanding of the World
- Physical Development
- Creative Development.

*Personal and Social Development, Well-Being and Cultural Diversity is at the heart of the Foundation Phase and should be developed across the curriculum.*

**Personal and Social Development, Well being and Cultural Diversity.**
The well-being of the child is central to the foundation phase curriculum. Children are encouraged to become confident and independent while learning to concentrate and to enjoy sharing in a group. Children explore and develop their multi-cultural understanding of their heritage.

**Language, Literacy and Communication Skills**
Children communicate with one another and develop skills in talking, writing and reading.

**Mathematical Development**
Ideas about number, quantity, measurement, shape and space are explored.

**Knowledge and Understanding of the World**
Children begin finding out about the things, places and people around them.

**Physical Development**
Children improve control and coordination of their bodies while learning to move and to handle equipment.

**Creative Development**
Children explore ways of communicating by using colour, shape, sound, movement and stories.

**Welsh Language Development.**
This extra dimension will be part of the foundation phase curriculum. Bilingualism within the Foundation Phase can be the starting point for our children to begin to communicate in Welsh according to their ability.

**The curriculum in the Foundation Phase and KS2**

**Skills across the curriculum**
A non-statutory Skills framework for 3 to 19-year-olds in Wales has been developed in order to provide guidance about continuity and progression in developing thinking, communication, ICT and number for learners from 3 to 19. Children acquire, develop, practise, apply and refine their skills through group and individual tasks in a variety of contexts across the curriculum.

**Developing Literacy and Numeracy Skills**
The strands in Communication and Number have now been superseded by the Literacy and Numeracy Framework. This ensures that pupils use Literacy and Numeracy skills across the curriculums that are
Developing thinking
Children develop their thinking across the curriculum through the processes of planning, developing and reflecting, which helps them acquire deeper understanding and enables them to explore and make sense of their world. These processes enable children to think creatively and critically, to plan their work, carry out tasks, analyse and evaluate their findings and to reflect on their learning, making links within and outside the setting/school.

For the last few years we have been developing a variety of strategies that enable all our children to become more effective in their learning. It is not sufficient for our children just to know. They need to know what to do with and how to use information effectively.

We teach children to:
- Use eight thinking maps or diagrams across all curriculum areas to help make our children’s thinking more explicit and so support and develop their learning more effectively.
- Develop questioning skills to develop higher levels of thinking. One way we use is a grid developed by a man called Benjamin Bloom, in the 50’s, which was updated in 1994. by Anderson.
- Reflect on their learning during and at the end of lessons using ‘Mrs Potters Questions.’
- Engage in ‘parallel thinking “ using thinking hats to focus shared their shared thinking.
- Take part regularly in ‘Philosophy for Children’ sessions.
- Take part in a range of subject specific and cross curricular activities that develop problem solving and creative abilities.
- Through the SEAL programme, a structured progressive approach that develops Social and Emotional Aspects of Learning, children are involved in a range of activities to help develop children’s social, emotional and behavioural skills:
- Develop positive good habits, positive dispositions towards learning in our children using ‘Habits of Mind’

Developing ICT
ICT should be holistic and integral across the curriculum. Children’s ICT skills, knowledge and understanding should be developed through a range of experiences that involve them (i) finding and developing information and ideas, (ii) creating and presenting information and ideas.

The Curriculum: Subject Focus
The children will be following the National Curriculum but subject areas are not necessarily treated as separate items on the timetable. Many opportunities for developing and practising a variety of skills are provided within the cross-curricular nature of topic or project work.

Many subjects are taught using a ‘context’ This context gives an overarching environment, background, or setting which determine, specifies and gives clarity to the theme.

Project Weeks:
These weeks are held during the year to help enrich the curriculum ensuring enjoyment and excellence are key features of the opportunities on offer. Every second year we have a school mission week. Annually we have a creative arts week, a healthy living week, a fair-trade week, a science and technology week and a ‘Respect’ week.
a. Religious Education

Catholic children receive their initial knowledge of our Faith from their parents who are their first and most important teachers. As the child grows, the parish community and later the school, support you as parents and share in that process by which children are brought to a greater understanding of the meaning of their Baptism and the Mission of the Church. Religious Education is not a subject among many but rather the foundation of the whole education process in a Catholic school. The beliefs and values that are studied in Catholic R.E. inspire and bring together every aspect of the life of a Catholic school.

R.E. is not about what we do as a subject but who we are, our values, our faith. In our school we aim to build on those values that pupils have learnt from their parents since baptism.

As a school serving three Catholic parishes, we aim to be a witnessing community, assisting parents in the task of helping children to know God and experience the Christian faith at home and at school. To help the children develop knowledge of their faith, the school uses the ‘Come and See’ RE programme which is recommended by the Bishops of England and Wales. Whilst there are formal R.E. lessons (10% of teaching time) religious education in our Catholic school cannot be separate from anything we do. The ‘Come and See’ scheme has a call to all. For teachers it is to strive to learn, to

The Role of the Governing Body

The Governing Body plays a crucial role in the life of the school. It is responsible to the Trustees of the Archdiocese of Cardiff for the management of the school. It has a significant part to play in developing, with the Head Teacher and staff, the mission of the school, its aims and objectives and generally supporting the school’s endeavours. It also provides a forum for the discussion of issues concerning the school and its mission.
Every fortnight on Thursdays, a class from KS2 leads the Parish Mass at Christ the King Church. Class assemblies take place during the year to which all are invited to attend. Once a year we will revisit our Mission as a Catholic School and explore new ways of nurturing faith within our community during our “School Mission Week.”

More specifically, through religious education the school strives to:
- give the children a knowledge and understanding of their faith;
- provide the experience of a living liturgy.
- help our children to understand the attitudes and values on which a Christian caring community is based.

Parents may ask for their child to be totally or partially withdrawn from Collective worship in accordance with the Education Act. However, as parents have chosen to send their child to our Catholic School and have expressed the wish to have their child educated in accordance with the aims and teaching of the Catholic Church, no pupils or staff have ever exercised this right.

**Preparation for the Sacraments**

Some time ago, the responsibility for the immediate preparation of children for the sacraments of Reconciliation and Holy Communion was taken out of the school and placed in the parish(es). This is in keeping with the mind of the Church which sees the parish as the basic Christian community in which renewal and growth primarily take place. The school compliments and supports the work of the Parishes.

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**b. English**

Language acquisition is rooted in a child’s need to communicate and share experiences. From this should grow the ability to use both spoken and written language, for a variety of purposes and across the curriculum. The development of English at our school embraces Speaking and Listening (oracy), Reading and Writing (including handwriting). Over the course of the year, we have a range of expert visitors to the school to share their excellence and experiences with the children. ‘World Book Day’ is celebrated with children across the school partaking in a range of enjoyable activities.

Language has a central role in all aspects of the school curriculum and its effective use is the key to success in both academic and social context. Teachers place great importance on interactive, dynamic activities which nurture a true enjoyment of language. This aspect has been enhanced with the purchase of Interactive Smartboards; these are used to provide a variety of lively and diverse activities, including access to a wide range of texts and authors who can ‘visit’ the classroom.

The school has a developed web site; it is an important communication tool, allowing children to publish their work to be viewed by a world audience.

**Speaking and Listening / Oracy**

We aim to develop our pupils’ ability to speak with confidence, clarity and fluency, and in appropriate forms of speech, to speak in a variety of situations and for a variety of audiences. Listening and speaking are inextricably linked and mutually supportive. We encourage our pupils to listen
attentively, responsively and with respect for the opinions of others. They are actively encouraged to listen to and to carry out instructions, to listen with patience and attention, to listen to and respond to stories and poems, and to relate real or imaginary events. Pupils are encouraged to take part in presentations to help build confidence and develop self esteem.

**Reading**
Reading has a very high status within the School and we seek to create fluent, discerning, life-long readers who value books. Our aims are always highlighted by the word "enjoyment". We want our pupils to enjoy books and the reading of them from the outset, and to take that desire for reading with them into adult life. We want them to read fluently and with understanding, a range of different kinds of reading materials, to have confidence in their ability as readers, to find pleasure not only in fiction but in poetry, prose and information books. ICT also plays a part in developing reading / comprehension skills. Thinking maps are used to enable pupils to ‘de-construct’ texts, to make notes and use the information in their own words. We actively involve parents in the process of reading and acknowledge the role of parents in the development of reading.

**Written Language**
The richer the pupil’s oral language, the richer and more interesting his/her writing should be. To fulfil this potential we strive to ensure that our pupils write for a range of purposes and audiences, that they use spelling, punctuation and syntax correctly and with confidence, and that they produce clear and legible handwriting. Pupils are encouraged through ICT to develop and extend word processing skills in order to have alternative formats for the presentation of their work.

We develop children’s writing skills from the start. Children talk about their pictures, the setting, the character and the event and when ready begin to write about their drawings. We help develop in children an understanding of the writing process. We use thinking maps from the start to help them to process their random thoughts. The use of maps effectively used throughout the school to develop literacy and are used in a structured, progressive and developmental way. We also use a technique called ‘The Big Write.’ The children concentrate on the 4 elements of Big Writing: V C O P

- **V** – Vocabulary selecting exciting, challenging, different words and phrases to be used in their writing.
- **C** – Connectives – Children are taught to use a range of words and phrases which connect and extend ideas.
- **O** – Openers: Story and sentence openers which are interesting and excite the reader.
- **P** – Punctuation. Different kinds of punctuation which adds to the story and helps the story evolve. For example dash (-), ellipses (…….)

Children are encouraged to..
- Talk about their writing
- Find exciting words and use these in their writing.
- ‘Borrow’ exciting words and phrases from other authors. ‘WOW’ words.
- Have a go at using interesting examples of punctuation.
- Use maps to process their thoughts for writing in a linear way.
- To write daily.
- To write for a extended periods of time.
- Re-read their own and others writing and find ways to make it better.
- Understand what they need to do next to improve.

**Reading Areas**
All classes have their own reading areas in Year 1 & 2, Years 3 & 4, and Years 5 & 6. All
pupils are encouraged to choose books at the appropriate level for themselves. Pupils are encouraged to take books home to read independently or share with their parents. The School organises two annual Book Fairs in which books can also be bought. The commission raised helps purchase books for the school.

How can you as parents help?
- Encourage your children to READ.
- Encourage your children to TALK.
- Encourage your children to spot ‘WOW’ words and perhaps write them down in a book at home or on a piece of paper.
- Encourage your children to borrow words or phrases which they like from books, magazines, television programmes.
- Encourage your children to WRITE for different purposes.
- ASK your child what target they have to improve their writing this half-term.

c. Maths

The Mathematics policy implemented at our school allows for the provision of breadth of experience over and above that provided by an adherence to the National Curriculum. Practical mathematics plays a large part in the school curriculum; pupils are encouraged to have "hands on" experience of weighing, measuring, estimating, solving problems and conducting investigations using the mathematical apparatus available in school. This approach is to encourage pupils to apply their mathematics in real life situations.

LNF – The school ensures that literacy and numeracy activities are planned into all themes. The school uses ‘Big Maths’ approach to number activities across the school. A ‘step by step’ approach to developing number. Investigation, Problem solving and reasoning experiences are also essential to develop pupil’s mathematical thinking skills.

Science

Science activities are related wherever possible to the pupil’s experiences. They include examples of the applications of science to real life problems including Technology. Pupils are provided with a knowledge and understanding of scientific ideas to help them understand their own physical and biological environments and to understand themselves.

These aims are achieved by introducing the pupils to the whole range of scientific and technological applications using a variety of scientific skills and processes. The work is relevant to everyday experiences, being a preparation for adult life. Science may be the focus of a Theme, part of a Theme, or taught as a separate subject. Science teaching is rooted in practical activities to promote skills and learning.

The world of Science is fascinating and intriguing and we aim to reflect this in our teaching of Science where the children are encouraged and taught to investigate the world in which we live.

e. Information Technology

Information Technology permeates virtually all areas of the curriculum. It is used as a tool to encourage the development of problem solving skills and facilitates individual and collaborative approaches to learning. Pupils learn the skills of computing and use these skills in areas of the curriculum.

We have computers in every classroom in addition to over forty school laptops. Ipads are used by the children to record information and are used as a means of self- and peer assessment. The school has wi-fi access for all computers and laptops. Every classroom has an interactive whiteboard and Apple TV which is utilised by both staff and pupils. Pupils are encouraged to use ICT as a
tool to aid learning.

f. **History**

The overall aim of teaching History at our school is to introduce an enjoyment and an appreciation of the past whilst developing the historical knowledge of the children. In the foundation Stage, the children are introduced to the concept of the past by becoming History Detectives and studying things they are familiar with, e.g. themselves, their families, toys, school, its locality, houses and homes. They are also introduced to some historical stories.

At Key Stage 2 the children use different kinds of evidence to find out about people's lives and events and how things have changed. Learning how to weigh up evidence and reach conclusions are just some of the skills children develop through studying the history of Wales, Britain and the wider world. As they do this, they begin to understand and remember a framework of significant events and people.

The teaching of History comes in many forms, using class or small group situations. The children learn from historical sources and artefacts, through drama, Information Technology and visits, our school's website links, as well as the more formal methods of teaching.

g. **Geography**

An enquiry based approach is encouraged and developed through activities such as fieldwork, debate, role play and through the use of cross curricular links with other subjects within the curriculum. The use of Information Technology such as videos, CD Roms and Interactive Whiteboards are also used to help make learning more interactive and interesting. Geography must continuously form part of the educational experience of all pupils in order for them to develop a sense of responsibility for the world in which they live. Therefore, from Year 1, Geography may be taught as a subject, or part of a broader topic. In the foundation stage, children look at their local area, as well as comparing it with other countries around the world.

KS2 children develop their geographical skills and knowledge, such as understanding and using their mapping and enquiry skills, in addition to studying the world around them. Children study Human and Physical Geography based on topics in Years 3 to 6.

g. **Art**

Art is an enriching, personal experience. It provides a sense of identity and stretches intellectual ability and emotional responses.

One of our main concerns in Art education must be to encourage the natural abilities that every pupil possesses. Art education should enable pupils to become visually literate, develop particular creative and technical skills, develop pupils' aesthetic sensibilities and pupils' ability to articulate and communicate ideas, opinions and feelings about their own work and that of others. Also, it should develop pupils' ability to value the contribution made by artists and to respond thoughtfully, critically and imaginatively to ideas, images and objects of many kinds and from many cultures.
Much of the pupils' Art Work is displayed around the School. Through the art curriculum children are encouraged to express ideas and feelings, learn about pattern, texture and colour, and are introduced to the work of crafts-people, artists and designers. At Key Stage 2 pupils begin to express ideas and opinions, and learn how to reflect on and adapt their work. They become more adept at comparing ideas and methods that have been used in different artistic styles and traditions.

**i. Music**

Music plays an important part in the life of our children. Making music together helps children to explore and express their thoughts and feelings. Learning songs from times gone by, traditional Welsh songs, or songs from different parts of the world helps children learn about other times and other cultures. And getting to grips with listening carefully is going to help them in all sorts of different lessons throughout their school career.

All children are given the chance to watch visiting musicians perform, take part in music workshops and perform in front of an audience during their time at Christ the King Primary School. We hold annual music evenings where children have the opportunity to perform with their instruments independently and with others in the School Orchestra.

There are opportunities on a weekly basis for vocalists and instrumentalists to participate at assemblies, concerts or at various liturgies.

Music Tuition

In addition to musical opportunities as part of the school’s taught curriculum, children have the opportunity to receive tuition in woodwind, brass or string, and/or the piano in KS2. The lessons are taken during school time and are provided by peripatetic teachers. Parents have to pay for peripatetic tuition. Those families in receipt of income support are eligible to receive a bursary from the LA. Please contact the school for details.

The school has a choir and orchestra that practices regularly.

**j. Welsh / Cymraeg (as a second language)**

Welsh is one of the oldest languages and the school is keen to fulfil its statutory requirements by teaching Welsh throughout the school. Welsh as a second language is taught throughout the school. Welsh is also used incidentally throughout the day eg. In greetings, prayers, and simple requests enabling pupils through progressive steps:-

- To listen and converse with friends and adults
- To read and write the language with increasing complexity.
- To experience the traditions and aspects of Welsh Culture.

In all other subjects Welsh is also used.

The school visits Llangrannog every year. We have an annual Eisteddfod on St. David’s Day where there is competition and performance. This Welsh competition encompasses music, drama, and recitation. During this event our ‘bard’ is crowned.

*As Wales is a bilingual country in a multilingual land and society, We are wholeheartedly committed to promoting not only the language of Wales, but also its social and cultural dimensions.*

**k. Physical Education**
In physical education, or PE, children learn that it’s fun to stay in shape. They learn how to prepare for and recover from exercise, and what happens to their body when they work out in a variety of ways. It’s a vital foundation to help them lead active and healthy lives as they grow up. We provide each child with experience of a wide range of sporting activities from Reception to Year 6.

Children will develop skills used in traditional sports/games including football, netball, rugby and hockey; as well as in gymnastics, dance, swimming and athletics. The curriculum is organised so that children experience a progressive programme of activities which builds upon previous skills.

The school’s sporting ethos is based upon a ‘sport for all’ principle, which identifies that all children can develop their sporting skills and recognise the benefits of participation as an integral part of a healthy lifestyle. There is an emphasis on enjoyment at whatever level the child is able to perform. The school offers some impressive facilities. The large field is marked for football/rugby pitches in winter and for a cricket pitch, baseball pitches and running track in summer.

In the Foundation Phase, the children cover programmes of study in Games, Gymnastic Activities and Dance. These elements are further developed at Key Stage 2 and in addition, the children take part in athletics. From Year 1 children are taught to develop their game skills by a professional coach.

Children experience swimming lessons in Year 5. Children in Year 4 take part in a sailing course at Cardiff Bay. In Year 5 the children experience an outdoor pursuits weekend at Morfa Bay and in Year 6 the children go to the language and outdoor pursuit centre at Llangrannog. Years 5 & 6 also develop their skills using the climbing wall.

To reflect our commitment the time allocation for P.E. is at least two hours every week.

The school recognises alongside this the importance of providing opportunities for pupils to take part in sport at a competitive level and this involvement is actively encouraged and given a high profile. In addition, extra-curricular opportunities are provided for children in football, rugby, netball, dance and athletics.

I. Design Technology.
Children in their early years experience Design Technology through play with materials such as sand, water and clay. They use a range of equipment like blocks and construction kits to develop their fine motor skills and their understanding of the way things are built.

This knowledge is built upon as the children progress through the school and develop their skill level when working with a wider range of materials, tools and problems to solve. They also explore the use of technology in our environment. At all times children are taught the importance of safety. All children will research and investigate a topic leading to designing and making and evaluating products. We endeavour to ensure that our projects are cross curricular where possible to reinforce other areas of learning. We are developing links with industry to provide and encourage experience of DT in a real life context.

Personal, social education (PSE)
To lead independent, happy lives, children must develop their self-confidence. This involves taking responsibility for their own health and well-being. In this subject, children learn about these important life skills. They learn not only about their own rights, duties and responsibilities but also about the rights and responsibilities of
others. Teaching aims to help them respect and value the richness and diversity of our society. The aim is to encourage individual responsibility towards health, to raise awareness of moral and social issues and to promote informed decision making.

Planned opportunities exist for the children to develop an understanding of themselves and others, practising skills and exploring attitudes and values. This is achieved through a whole school approach to create a positive ethos and high self-esteem. As well as through the taught curriculum, children have the opportunity to consider and discuss issues with their class peers as part of ‘Circle Time’.

As part of our PSE curriculum the whole school is involved in a series of activities that enable our children to develop, what is known, as their “emotional literacy.” Emotional literacy is the ability to experience and manage emotions. It is the ability to understand and talk about your own emotions and feelings, and those of other people. All children need to understand their emotions before they can manage them, and before they can sustain successful relationships with others. This is not a fringe activity, but is at the heart of helping our children to become better at learning.

These skills underlie almost every aspect of our lives. They enable us to be effective learners, to get on with other people and to become responsible adults.

This builds on the good work already being undertaken by the school. The programme offers an explicit, structured, whole-curriculum framework and resource for developing the social, emotional and behavioural skills of all our children.

Education in Personal Relationships (EPR)
Education is about growth and development of the whole human person. It should aim to integrate a pupil’s:
- Intellectual
- Moral
- Spiritual
- Emotional
- Psychological
- and physical development
And so lead to full Christian maturity, human wholeness and flourishing.

Our schools has a key role in supporting parents in their primary responsibility in enabling their children to grow in understanding of human relationships and to educate and inform them in all matters of personal growth and development.

We acknowledge that underpinning all personal, social, health, moral and citizenship education is the central belief in the dignity of each one us as created and loved by God and the importance of relationships. EPR encompasses all these aspects of development.

We aim to provide an environment where pupils are informed about relationships in the context of the Catholic faith.

Our EPR curriculum is linked closely to the ‘Come and See’ programme of study, although opportunities are sought in all curriculum areas including health education and during SEAL, to reinforce learning about relationships. We also use a scheme called “A Journey in Love” which children follow from Reception Class to Year 6. Through these programmes, we intend to deliver personal, social, moral and sex education, which is relevant to a child’s maturity, understanding and needs in the context of Catholic faith and practice.
Parents have the right to withdraw their children from all or part of the school’s sex education provision. The sex education policy has a specific focus on puberty and the physical and emotional changes this brings. The policy is revised regularly and parents of Year Five and Six are invited to view the material, ‘All that I am’ and “Journey in Love,” before it is used with the children.

Global Citizenship and Sustainable Development.

Global Citizenship is about understanding the need to tackle injustice and inequality and having the desire and ability to work actively to do so. It is about valuing the Earth as precious and unique, and safeguarding the future for those coming after us. Global Citizenship is a way of thinking and behaving. It is an outlook on life, a belief that we can make a difference.

Our children learn that our collective activities and behaviour contribute to international problems such as global warming, climate change and deforestation and how our local actions, for example in what we buy, can have positive and negative consequences for communities living elsewhere in the world where these goods are produced.

At Christ the King, not only do we lay foundations for the future through teaching and learning, but we also set a responsible example as substantial consumers of resources in our own right. We have whole-school strategies for implementing and learning about sustainable approaches that is organised and links management and curriculum aspects through the study of themes such as travel, water, waste, energy, food and procurement. We recognise the value of involving and incorporating these themes across the curriculum: -
- to help children appreciate, value and care for their surroundings – within the school site and local community
- to develop community links with people who live and work in the local area to enrich and support curriculum areas – through the use of local experts and sites.

In addition our school is an ‘ECO –school’ with a vibrant pupil Eco Committee. We have achieved the prestigious Platinum Flag award for our activities within our school and the local community for the second time. We are the first “Fair Trade” school in Cardiff and in 2010 were awarded the Gold Award from the Geographical Association to acknowledge the learning and teaching that is undertaken in our school.

The World of Work

Our school is keen to develop economic understanding and so provide opportunity for children to gain experiences of the world of work through a number of school visits. Our school has links with local shops and companies such as G E Healthcare, Warburton’s Bakery, Yapps Garage, Pughs Garden Centre and Sainsbury. Year 6 also take part in a mini-enterprise week where they make and sell products.

Children are encouraged to save with Cardiff and the Vale Credit Union that operates in our school every Monday.

Community Links

Our school enjoys thriving links with the local community and it is hoped that these links will be developed even further in the future. Parents and friends are welcomed into the school to share their many skills in support of the curriculum. Some examples of this good practice are: regular visits from our parish churches, charities, the school choir sing at the Senior Citizens tea party.

Our dance club take part in the Schools’ Dance at the Sherman Theatre. We have
strong links with our feeder nurseries and our primary cohort. We have linked projects with another primary to develop our understanding of our multi cultural society. We are part of a network of schools that take part in reciprocal visits to develop practice and skills.

Links have been established with Llanishen Library and our pupils are encouraged to use such a valuable resource, which is on our doorstep. The Community Police officer and Community Nurse visit the school regularly. Fundraisers with our help group develop fundraising initiatives.

Our strong links with Llanishen Rotary club enables our pupils to take part in a series of sporting and cultural competitions with other schools. Our pupils take part in local sporting, creative and gardening competitions. Parents are invited into school on a voluntary basis to assist with various activities.

Extra curricular activities and visits
We try to offer a range of extra curricular experiences across the school such as netball, football, rugby, dance, cricket, athletics, cookery club, school choir, recorder, and gardening Club, as well as residential outdoor experience, visits to theatres, museums and galleries. Many of these activities depend heavily on voluntary help by members of staff and parents who give their own time. If you would like to help in any of the after-school clubs please let the school know.

Children enjoy visiting places and learn much from first hand experiences. We have an extensive programme of educational visits linked to different areas of the curriculum. Educational visits are often an integral part of a topic or subject area under study. Each visit is carefully planned and organised to provide a valuable educational experience. At present two residential visits are organised in year in Year 5 and Year 6.

Arrangements for children with Additional Learning / Special Needs

At Christ the King Primary School, all children are regarded as equal regardless of their abilities and behaviours. We believe that all children should have access to a broad and balanced curriculum, which is differentiated (adapted) to meet individual needs.

More able and talented children are identified through annual screening, teacher assessment, nomination and they are offered extended learning opportunities to further develop their abilities. Parents are fully involved. For more information pick up a guide for parents in the foyer. Children with Additional Learning Needs (ALN) are fully integrated into the life of the school, and all teachers are regarded as teachers of children with ALN. The school’s policy adheres to the requirements of the statutory ‘Code of Practice’.

The Governors have overall responsibility for the education of children with ALN, but the day to day management of the school’s ALN provision is undertaken by the Headteacher, supported by the ALNCo whom parents and external agencies are invited to address any enquiries regarding the school’s ALN policy.

A team of Teaching Assistants supports the class teachers and ALNCo in meeting the needs of ALN children and full use is made of the range of support services provided by the LEA. Each year, an element of the school budget is set aside for the training of staff, in
order to ensure the best possible provision for children with ALN.
It is the policy of the school that parents will be informed and consulted if and when their child is identified as having a degree of ALN. Parents will be invited to become involved in the delivery of individual programmes named Individual Education Plans (IEPs), and in the setting and reviewing of educational targets for their child. Close liaison is established with nursery and Corpus Christi High School, with the aim of ensuring a smooth transition between Key Stages for all pupils with ALN.

We have well established links with local special schools and are committed to the inclusion of pupils from special schools and special units when this is deemed appropriate for the pupil concerned. Our links with child health services, social services, educational welfare services and voluntary organisations help us to ensure that a multi-disciplinary approach is maintained towards the education of any pupil with special educational needs.

The success of our ALN Policy is evaluated annually and the results of this evaluation are published in the Governors’ Annual Report to parents. The policy is reviewed and updated each year in the light of this evaluation.

In line with the Government’s code of practice, the school policy on special needs provides a structure for identifying, assessing and supporting those children who have been identified as having special needs.

A pupil is defined as having Additional Learning Needs (ALN) if he or she has a learning difficulty which requires special educational provision to be made for him or her. All pupils with ALN have those needs addressed, via a broad and balanced education. At our school we ensure that pupils with ALN engage in all the regular activities of the school, so far as is reasonably practicable and is compatible with:

- the pupil receiving the additional educational provision which his learning difficulty calls for
- the provision of efficient education for the pupils with whom he or she will be educated
- the efficient use of resources

In meeting these responsibilities, we have regard to the Code of Practice, (pages 312 to 336 of the Education Act 1999,) which covers in detail:

- school-based assessments and interventions for ALN pupils
- statutory assessments of additional learning needs
- statements of additional learning needs
- assessments and statements for those in early education settings
- annual reviews
- transition planning

Early identification, assessment and provision is essential for any child who may have additional learning needs. At our school we have a common approach with the LA in identifying, assessing and providing for all children’s additional learning needs. To reflect that, we provide a continuum of provision – a graduated approach. We meet most children’s learning needs through “differentiation” of the curriculum, which means teachers tailoring their approaches to suit individual pupils’ different learning needs and styles.

Where children do not respond to differentiation and do not make adequate progress, there is a need for the school to do something additional or different. This school based ALN provision is described in the Code as School Action and School Action Plus.

School Action could involve further assessment, additional or different teaching materials or a different way of teaching and it might sometimes, but not always, mean
additional adult support. Teachers use Individual Education Plans (IEPs) to record the different or additional provision to be made for the child, teaching strategies, short-term targets for the pupil, success criteria, and what they have achieved.

School Action Plus is where School Action has not helped the child to make adequate progress, and the school asks for outside advice from the LA’s support services, or from health or social work professionals. This could be advice from a speech and language therapist on a language programme or an Occupational Therapist’s suggestions or a medical diagnosis and report giving recommendations as to how to work differently with the child in class.

The key test for using School Action, moving to School Action Plus, or considering whether a statutory assessment is necessary is whether the child is making adequate progress. ‘Adequate progress’, depends on the starting point and expectations for a particular child.

Statutory assessment
Most children will have their additional learning needs met by their school through School Action and School Action Plus. If a child’s needs cannot be met through School Action Plus, the LA may consider the need for a statutory assessment and, if appropriate, makes a multi-disciplinary assessment.

The LA may then decide to make and implement a statement of Special Needs setting out the child’s needs in detail and the special educational provision to be made for them. The Statement must be reviewed at least annually.

The Code stresses the importance of working in partnership with parents in all aspects of the pupil’s education, and of the pupil’s participation in making decisions and exercising choices in relation to their own education. This can help the pupil’s progress.

The school has a part-time additional learning support teacher who is also the additional learning needs co-ordinator. This support teacher works with the class teachers and teaching assistants to provide the necessary support within the children's classroom and if appropriate will also withdraw pupils from class for individual or group support. If child is identified as being in need of extra support for their learning or behaviour, an individual programme will be discussed with the parents and put in place to support the child.

The school’s ALNCo liaises with all staff and when necessary with outside agencies, to ensure that all available resources are used to meet the identified needs of the children.

A school governor is also nominated to take a special interest in this area and it is hoped that by working together, governors, parents and teachers will be effective in supporting all children with special needs.

We are very proud of the way all of our children, including those with special needs, have thrived at our school. A copy of our full policy on Additional Learning Needs is available on request.

How will my child’s progress be monitored?
Assessment is an every day occurrence in the classroom. Children are encouraged to take an active role in their learning: learning how to self-assess and peer-assess. Teacher summative assessments are made at the end of each year in mathematics, English and reading. Any tests are used to assess performance, plan for the next step in a child’s learning and can also be used diagnostically.

Assessing a child’s progress forms an integral part of the learning process and enables the teacher to plan the next stage of learning. Targets are set for the children in Literacy and Numeracy and for learning behaviours, positive dispositions for learning. Children’s attainment is stored electronically in order that progress can be tracked and closely
monitored. Individual programmes are put in place to support children and ensure potential is achieved. We also set home/school targets which are shared with the parents and progress is recorded in their ‘CTK Stars’ folder. Parents’ involvement in their children’s education is actively encouraged by giving written information on the curriculum, meeting parents regularly and providing an annual report on their child’s progress. Looking after each individual in this way helps us to raise school standards and gives every child real achievements to celebrate. We find that children thrive on high expectations and clear aims.

All children at our school are assessed at regular intervals by their class teacher and through whole school assessment tests. Summative assessment takes place at the end of the year.

The school holds consultation evenings three times a year for parents to have a confidential talk with the class teacher. At the end of the school year parents will receive a full written report on their child’s progress across all aspects of the National Curriculum subjects and Religious Education.

Reception pupils are assessed formally using the statutory baseline assessment within the first seven weeks of entering school.

At the end of Year 2 at the end of Foundation Phase your child’s level of achievement and progress in the Foundation Phase outcomes:
- Personal and Social Development,
- Literacy and Communication Skills
- Mathematical Development will be reported to parents.

At the end of Year 6 your child’s attainment in Maths, English, Science and Welsh as a second language is reported to parents. In Years 3, 4 and 5 your child’s level of achievement in English and Maths together with progress in all curriculum areas is also communicated to parents.

<table>
<thead>
<tr>
<th>Key Stage</th>
<th>Expected Range of Levels For Majority of Pupils</th>
<th>Typical Achievement at End of Key Stage</th>
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<td>Foundation Phase Outcome 1-6</td>
<td>Foundation Outcome 5</td>
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<tr>
<td>Key Stage2</td>
<td>2-5</td>
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</tbody>
</table>

**Partnership with Parents**

The partnership between home and school, between parent and teacher will have an important influence on your child’s progress in school. The school encourages close partnership with parents. This valued partnership develops as parent and teacher share their knowledge of the child.

We operate an ‘open door policy.’ that means that parents can deliver messages at the start of the day to Teaching Assistants who welcome and ensure the hand over of pupils at the start and end of the day from Reception to Year 3. or to office staff either in person or by phone or e-mail. In addition there is always a senior member of staff available at the start and end of the day for parents to talk to if an urgent concern has come to light.

However, as teaching assistants are ensuring the safety and welcome of all pupils and teachers are in class preparing for the day, teachers and teaching assistants are unable to take part in long conversations.

If you want to speak to your child’s teacher we ask you to make an appointment, leave a message or talk to a senior member of staff.

We need to ensure the Health and Safety of all and ensure that the teachers are ready to start promptly teaching at 8.55am or attend meetings or after school clubs at 3.30pm.
Curriculum Meetings
During the year meetings are held for parents/carers in which further information about the curriculum and our teaching methodology is given. These meetings usually begin at 7.00 pm and last for about an hour. Sometimes the focus may be for a particular Key Stage or year group but any interested parents/carers are always welcome. As our understanding of how children learn is constantly developing, it is important for parents to attend these meetings.

Information is given weekly by a newsletter and curriculum information is given in a booklet at the start of each term. This information is also displayed on the school web-site. In the foyer there are leaflets for parents in which further information about the curriculum and policies of the school is given.

If your child is experiencing any problem that is affecting his/her progress we will:
- inform you
- invite you to come and discuss the concerns
- involve you in helping your child to succeed during his/her time at our school.
- we may decide together to involve the specialist help of staff from the learning support service to assist in the identification of your child’s problems and needs.

Home School Agreement
This document identifies defines and acknowledges the respective responsibilities and aspirations of the school community; the governors and staff, parents and children. It is signed by the Chair of Governors, individual parents and where appropriate, the older children. It reinforces the commitment of parents and school to the development of the child.

Home -Learning
At Christ the King Primary School, home-learning is seen as a valuable part of schooling. The amount of time that pupils are expected to spend on homework will depend upon their age and ability. It is important that children of all ages have opportunities for free time, leisure and physical activities outside of school. Many of our children have hobbies, participate in clubs, youth or church groups and sporting activities. These are very valuable, so it is important to plan homework activities so that the scope for children to develop their own interests is not compromised. We all need opportunities to rest and play, as well as work. Home-learning is designed to help all children:
- achieve greater academic success,
- to prepare for, extend or consolidate learning activities from the school day,
- to enable parents to help and become familiar with the skills and knowledge that their child is learning,
- to strengthen the partnership between home and school.
- to help develop effective work habits.

How often?
- Children from Reception to Year 6 are expected to take part in reading related activities every day.
- Children from Year 1 to 6 take home their learning logs every week to extend or consolidate their learning undertaking free-choice personal activities.
- Children in KS2 (Years 3-6) are involved in optional larger interactive projects, conducted over a period of a term, developing higher order thinking skills and include a variety of activities from which a child can choose, developing skills such as researching and planning.
How much time?

Children in the Foundation Phase Reception and Yrs 1 and 2
The minimum amount of time that these children should spend reading daily their own book (not being read to) should roughly correspond to their age. That is, if a child is 5 years they should spend 5 minutes a day reading. However, parents should use their judgement. If the child is keen to read for longer then it is wise to encourage them but, parents should never force their child.

Key Stage Two: Year 3-6
The minimum amount of time that these children should spend reading daily their own book (not being read to) should roughly correspond to their age plus 5. If a child is 10 years they should spend 15 minutes a day reading. Reading takes more effort than watching TV and so parents need to support their child by providing a quiet space or alternatively involve all the family in quiet reading time (see homework policy for more information)

Home-learning and Children with Special Needs
For some children it is appropriate to have special activities in relation to their particular needs. The frequency and duration of these activities will have been discussed with parents and may differ from those of the rest of the class.

Arrangements for the General Welfare of Children
Each child has a class teacher who has responsibility (in the first instance) for these pupils. The class teachers oversee their general welfare and progress. Should any significant problems or changes occur, these are reported to the Head Teacher (sometimes via the Deputy Head Teacher) who has overall responsibility.

Pupil Accidents
In the event of an accident or illness every effort will be made to contact the parents who may be asked to collect the child from school where applicable. If the parent cannot be contacted and the accident/illness is regarded as serious, the child will be taken to hospital by a member of staff, or an ambulance called.

School Nurse
Through the course of the school year a designated school nurse makes regular visits to school and is available for discussions with parents concerning their children’s health. In addition, she arranges medicals for the Reception children and audio and vision tests for other groups of children in the school.

The school nurse visits our school on a regular basis. If you wish your child to be seen by either for a particular reason, say hearing or sight problems, please contact the School Office.

School Rules and Behaviour
Living with others whether at home, in school or in the wider community requires qualities of conduct and self-discipline that Christ the King Primary School wishes to foster.
The school’s aim is to assist your children to develop into confident, polite, enquiring and helpful young people. We believe that encouragement, praise and the recognition of achievement increases motivation and success.

The school operates a reward system that celebrates academic achievement, effort and good behaviour through children receiving merits leading to awards. We also use the ‘CTK Stars Scheme.’ This scheme recognises the achievements of children working towards their individual targets in school and their achievements outside school. Parents are able to nominate once a term for
something achieved outside school such as showing particular kindness, helping outside school, showing responsibility or gaining a certificate etc. These nominations are read out in the weekly ‘Good News Assembly’ and are kept in your child’s ‘CTK Stars Folder.

We have well-established Positive Management of Behaviour and Anti-Bullying Policies that involve parents fully in times of difficulty.

Our school behaviour policy reflects the Christian ethos and mission of our school and aims to establish a culture in which everyone can love and respect each other and celebrate the uniqueness of each individual within our community, enabling all to reach their full potential, working together in a safe and secure environment.

Our behaviour Policy is based on a series of principles:

- Everyone must take responsibility for their own behaviour.
- Good behaviour is recognized, praised and rewarded.
- Clear rules, rewards and sanctions are followed consistently throughout the school.
- Everyone has the opportunity for a fresh start.
- We respect all members of the school community
- Everyone is equally important
- Opportunities are created to promote self-esteem and self-discipline

*If you wish to discuss our management of this aspect of school life please do not hesitate to contact the Headteacher.*

**Anti-bullying Policy**

At Christ the King Primary School 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 is fortunately rare in our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. To this end our anti-bullying policy written in collaboration with parents, children and governors, defines bullying and gives clear guidelines about how incidents of bullying will be dealt with. Parents are asked to contact the school immediately should they have any concerns.

There are parent copies of the school behaviour and anti-bullying procedures available from the school.

**Rainbows Group**

To support our children who have experienced loss through death, separation, divorce, deployment away from home of a family member, moving away from close family members, incarceration of a loved one, or any of a multitude of significant events, we run an annual Rainbows group. These groups will meet weekly, for twelve weeks, for 20–45 minutes depending upon the age of the children involved. These sessions are not counselling sessions, but support and enable a child to talk about their feelings in a safe, secure and confidential environment. While some children are resilient, we know that many do not bounce back without help. Adults can sometimes assume that a child is coping and not recognise their child’s grief.

By following the Rainbows programme our children will become better able to confront their feelings and so become healed and thrive after loss experience. Some of the comments that have been made by pupils who have been part of the group were:

‘Rainbows is relaxing and fun’.

‘You can talk to your friends about your problems but they don’t really understand. Rainbows makes you more confident to talk about how you feel’.

‘If you’re not sure, try it out and see how you go–you never know!’
School Council.
Classes from Years 2 - 6 in the school have two representatives that form the School Council. This body meets regularly and allows pupils to discuss their own and their year group’s ideas and concerns. Their views are taken seriously and do result in projects that benefit the whole community.

Eco School
Each year group in the school has two representatives that form our school Eco-group. Our school has already obtained the prestigious Green Flag award.

HELP Group
This group is made up of interested children throughout the school who meet regularly to create and run projects in the school to raise money to help others less fortunate than themselves.

Safeguarding
Child Protection
Christ the King Catholic Primary School recognises that we have a duty to safeguard and to promote the welfare of our pupils. This responsibility requires a Child Protection Policy and appropriate procedures. This means that the School may need to share information and work in partnership with other agencies if there are concerns about a child’s welfare.

A copy of our Child Protection Policy is available for parents or carers to see. The School’s Designated Child Protection Officer, the Headteacher, is happy to discuss any concerns parents may have about Child Protection Policies and practice.

The appointment of all staff, Governors and volunteers is subject to a DBS check. Staff are aware and act upon the guidelines as laid down in Child Protection Policy and Health and Safety Policy.

Procedures for volunteers working with children
The Governing Body welcome and value the work undertaken by volunteers who assist class teachers in Christ the King Primary School. In doing so, we believe that supervision should be used as a means to protect children. We particularly believe that active supervision, by which we do not mean day to day invigilation but regular opportunities to review experience and discuss issues, has a very positive part to play, both for employed staff and volunteers.

In choosing staff and volunteers to protect children, the Headteacher and the Governing Body are mindful to:
- Treat all would-be paid staff and volunteers as job applicants for any position involving contact with children.
- Explore all applicants’ experience of working or contact with children in an interview before appointment.
- Collect references
- Find out whether an applicant has any conviction for criminal offences against children by means of DBS check.

Use of Photographs-Our Good Practice
Christ the King Primary School follows the following good practice in the use of photographic images involving children. Parents are asked to sign a generic consent form with regard for the following principles: We follow the commitment made in the consent forms:
- not to name the child;
- not to use the photograph out of context;
- not to use the photograph to illustrate sensitive or negative issues.
When photographing children we:
- ensure that parents and carers of young people have signed and returned the school’s consent form for general
photography Any images going beyond need additional specific consent.
- ensure all children are appropriately dressed.
- avoid images that only show a single child with no surrounding context of what they are learning or doing. Photographs of three or four children are more likely to be used and also are more likely to include their learning context.
- do not use images of a child who is considered very vulnerable, unless parents / carers have given specific written permission.
- avoid naming children. If one name is required then use the first name only where possible.
- use photographs that represent the diversity of the young people participating.
- report any concerns relating to any inappropriate or intrusive photography to the head teacher / manager.
- do not use images that are likely to cause distress, upset or embarrassment. If we use a photo for an event not covered by a generic consent form we ask parents/carers to sign another agreement.

When do we use photographs?
- Demonstrating key skills for PE.
- Performing arts including dance and movement, concerts, drama performances, parent evenings.
- Good News assemblies.
- Sports days and sports fixtures and the use of photographic equipment by parents and carers and children from the other school.
- Media including newspapers.
- Publishing on web-site, twitter.

Core Principles of Internet Safety
As part of your child’s curriculum and the development of ICT skills, our school provides supervised access to the Internet. We believe that the use of the World Wide Web and e-mail is worthwhile and is an essential skill and tool for children as they grow up in the modern world. Access to e-mail & the internet is a requirement of the National Curriculum.

Although there have been concerns about pupils having access to undesirable materials, we take positive steps to deal with this risk in school. Our school Internet provider operates a filtering system that restricts access to inappropriate materials appointment. In addition clear guidelines and rules are in place and are strictly adhered to.

Parents and children are asked to sign an agreement that the rules and guidelines of safe, responsible internet use are understood and followed.

Video-conferencing:
Our school takes responsibility for informing parents or carers that video conferencing with other schools or external organisations is being used by teachers with the children – This is incorporated into our whole school ICT policy and permissions. This permission allows pupils involved to appear on camera. Safety is always paramount and all video conferences are approved in advance by the school’s headteacher. Pupils DO NOT use video conferencing equipment unsupervised by a teacher or teaching assistant.

Illness at School
If a child is unwell they should be cared for at home as their attendance at school is not only distressing for your child but also puts the other children at risk of infection. If your child is well enough to attend school, we expect him/her to join in all activities and go out at break-times.
If your child is ill during the school day or has an accident, we shall endeavour to contact you at home or at work. In an emergency we would seek immediate medical attention. Children who are unwell or have suffered minor injury are dealt with by various members of staff. Staff have basic first aid training and two members of staff have a current St. John’s Ambulance certificate for first aid at work. Children will be given a note to take home if they have had a small accident. It is always wise to take seriously even the smallest bang on the head. Parents are always informed of such injuries. If your child has or develops a serious illness, disability or there is a domestic problem that could affect the educational progress of your child, please inform the school as soon as possible.

**Head Lice**
Like the common cold anyone can catch head lice. You should regularly check to see if your child has head lice. If you find head lice please do not panic but follow the “bug busting routines”, details of which can be obtained in the School Office. If a member of your family is found to have head lice, please inform the school so that the parents of other children can be informed.

**Administration of Medicine**
Parents are responsible for the administration of medicines to their children. If a child is unwell they should be kept at home. Should a child need medication during the school day, that child should either return home to receive the medicine or, the parent should come to school to give the medicine. If your child is prescribed a course of anti-biotic medicine, **please ask the doctor to prescribe medication that will not be needed to be administered during the school day.** Please do not ask the school to administer medication as refusal may cause offence.

In exceptional circumstances, when all other avenues have been explored, the head teacher or the deputy headteacher in her absence may administer medicine at 12.30 pm. In this event, the medicine must be handed into the office by an adult with a signed dated pro-forma, stating clearly the name of the child, the dose, and the duration of the treatment. **At no time should a child be sent to school with medication in their bags.**

All requests will need to be discussed fully with the head teacher or other authorised member of staff before any medicines are sent into school. A record will be kept by the school of all medicines administered and when in respect of each pupil for whom it has agreed to administer medicines.

The school may refuse to undertake administration where this is seen to be the reasonable decision in the best interests of the school. For example where timings of administration are critical and crucial to the health of the pupil and cannot be guaranteed; where specific technical or medical knowledge and/or training is required or where administration would make unacceptable intimate contact with the pupil necessary.

The school will not agree to administer any medication in school without a written request using this form, having first been made.

**Long-term medical conditions**
The school must be informed if your child develops any long term medical needs. If your child has a condition that that may require the emergency administration of medicines, an individual health plan must be drawn up between the doctor, school nurse or other medical specialists. For pupils on long-term medication the request form should be renewed by the
parent/carer when required by the school and in any event at the beginning of each new school year. Parents are responsible for notifying the school immediately in writing of any subsequent changes in medicines or doses. Parents are responsible for notifying the school immediately the doctor has stopped the medication.

Asthma
Children with asthma should be encouraged to increasingly manage their condition. To support this the school’s policy is that the child is to carry his/her inhaler on their person. In addition we request that a second spare inhaler is kept in the child’s classroom. Please ensure that your child’s inhaler is clearly marked with their name. If your child needs to use a spacer device with their inhaler, please ensure that this is in school.

Sun Safety at School
The school is concerned about protecting our pupils from sunburn and from skin damage that can be caused by the harmful ultra-violet rays in sunlight. We encourage children to avoid sunburn and overexposure to the sun by:
• seeking the shade, particularly during the middle of the day
• wearing suitable hats
• wearing clothing that protects the skin, particularly for outdoor activities and school trips
• using a high factor sunscreen (SPF 30+).

You can help by encouraging your child to
• bring, and wear a hat at school.
• wear longer sleeved shirts and longer shorts when outdoors
• ensure that sun-screen has been put onto your child before school.
NB if your child brings sunscreen to school they must be able to administer the cream themselves. Such lotions are viewed as medicines and must be given to the teacher with the child’s name clearly marked, at the start of the school day and not left in bags. It is the child’s responsibility to collect the lotion from the teacher.
In exceptional circumstances eg for early years and special needs schools, it may be necessary for teachers or support staff to help children apply the sunscreen to exposed areas. Please inform the school if you are not happy for approved teaching or support staff to do this.
If your child has any allergies or skin sensitivities you may want to check with your GP before providing a sunscreen.

The role of water in learning
At our school we recognise the importance of giving children free access to a regular supply of water.

Drinking water regularly throughout the day is an important way of protecting health and contributing to well being. Research also now tells us that drinking water can help learning. Mental performance is improved by frequent intakes of small amounts of water. When we are thirsty (the first conscious sign of dehydration) mental performance deteriorates by 10% . Pupils also concentrate better because they are not distracted by feelings of dehydration - thirst, tiredness and irritability.
Children achieve more when both their health and learning needs are met. At our school we promote a regular water intake throughout the school day for all.

We ask you to help us by encouraging your child to bring in a plastic bottle of water every morning. They will be given free access to filling up their bottles during the day. The bottle is then taken home at the end of school, washed and returned the next day full of water . Please ensure that your child’s name is clearly visible on the bottle.
School Uniform
School uniform can be purchased from:
Y.C. Sports clothing store, 90 Crwys Road,
Cathays, Cardiff.

Book bags are available from school.
Enquiries should be made to the School Secretary. The wearing of school uniform is compulsory.

Uniform (boys)
Pale blue school polo shirt, navy shorts, or navy jogging bottoms, long navy trousers.
Black shoes or trainers. Navy school Sweatshirt with school logo.

Winter Uniform (girls)
Pale blue school polo shirt, navy gymslip, navy skirt, school sweatshirt, school cardigan, navy jogging bottoms or long navy trousers, dark tights and black shoes or trainers.

Summer Uniform (girls)
As above with the additional option of a white and blue checked dress or a school blue T Shirt dress.

P.E. Kit
Apart from the Reception, who wear vest and pants, all children (optional Year 1 & 2) must wear suitable clothing for indoor and outdoor physical education lessons.
A full Kit and Kit bag with the school Logo is available from YC Sports at a very reasonable price.

For PE / dance lessons children should wear white polo or T. Shirt with black or navy elasticated waist shorts/ cycle shorts.
For outdoor games, if it is cold children can wear plain tracksuit jogging bottoms and plain sweatshirt. In addition, some sort of cloth tie bag will be needed in which to store this kit. Please ensure that all kit is clearly marked with the child’s name.

All children will need suitable clothing and footwear for games lessons organised on the playgrounds or the school fields.

Please note no kit with logos/ writing will be allowed.

Children’s Clothing and Property
Please ensure that all items of clothing and property (e.g. plastic flasks) are clearly labelled with the child’s name. Whilst the school strongly encourages children to take responsibility and will within reason ensure that items are not mislaid, the staff at the school cannot be held responsible for your child’s belongings.

Hair
As is appropriate with any uniform, hair should be kept neat and well styled with no extreme styles. It should be kept clear of the face and eyes, and if it is long, for reasons of Health & safety, hair must be tied back.

School Hours and Attendance
Morning sessions (Foundation Phase)
8.55am to 11.50pm
Morning sessions (KS2)
8.55am to 12.20pm
Afternoon sessions (Whole School)
1.15pm to 3.30pm
Our duty of care extends to 10 minutes before and after school, when staff will be on duty.

Attendance Matters
We ask all parents to ensure that their children arrive at school punctually as lateness disrupts the learning not only of your child but also the learning of other children in the class. Any latecomers must gain entry via the main door and report to the office.
If in an emergency a child needs to be released from school early parents are reminded that in the interest of security permission must be gained from the Headteacher prior to collection and access to classrooms must be via the main entrance, not the cloakrooms.

Absence
When children are absent from school the parent or guardian must notify the school by
phone, e-mail or in person, detailing the reason for absence. The school implements a ring back system either when children have not arrived in school by 9.30am and no reason has been received. All parents are asked to contact the school on the first day of absence for their child before 9.30am. This can be done by phone, e-mail or in person. If we have not received notification by this time, then a phone call or text will be made from school to the main contact telephone number listed for any child, to account for their absence.

Setting high standards of attendance and punctuality in the early years is most important, given the research which confirms that early intervention in this way can improve attendance throughout the period of compulsory schooling.

Procedures for dealing with absences

Registration
If a child is absent at morning registration and the school has not received an explanation for the absence by 9.30am and the school has been unable to contact anyone, the absence will be treated as unauthorised.

Lateness
Children must attend on time to be given a mark for that session, unless the lateness is unavoidable. Parents are expected to ensure that children are present for registration. A late mark is awarded if arrival is between 8.55am and 9.30am. Absence mark is given if arrival is after 9.30am. After four episodes of lateness in a month a letter will be sent to parents by the school with the aim of addressing the situation. If the situation does not improve the parents will be invited to a formal meeting with the Headteacher.

Absences

Authorised absences include: sickness, hospital appointments, dentist, religious holidays, clinic and funerals. Medical appointments should be arranged if possible outside the school day. Where this is not possible it is expected that pupils only miss part of the day. Leave may, however, be granted in an emergency e.g. bereavement or for medical appointments which take place during school time.

Unauthorised absences include:
Arriving after the register has been closed, shopping, going to an appointment that could be arranged out of school hours, birthdays, visiting relatives, buying shoes, going for a haircut, looking after sick or younger relatives.

Parents and staff must be aware that although parents may provide a reason for an absence, it is the school which decides if the absence is recorded as authorised or unauthorised.

Holidays
- The school supports the view that every lesson counts and discourages parents from taking holidays in term time. Parents do not have a legal right to take their child out of school on holiday.
- Holidays will only be authorised in exceptional circumstances in line with County guidance. All holiday requests must be made in writing to the head prior to the holiday being taken. Any holiday that has not been authorised by the head will be classed as an unauthorised absence.

Leave of absence in school time.
Christ the King Primary School has no wish to deprive families of their well-earned annual break however, it is important that parents carefully consider the implications of taking their children out of school during term time. We need to raise parental awareness of the following issues:
The Local Authority guidance states that no holidays can be authorised in term time unless in exceptional circumstances.

To help your child to value school time and to reduce absence, to attend school and so not miss elements of learning, we ask that all parents to ensure that family holidays and extended trips are arranged to coincide with school holidays wherever possible.

Welsh Assembly Government regulations state that the Governing Body is to set annual school level attendance targets. The target for the Year 2014-2015 is 96.5%

**Lunchtime in School**

School meals are freshly cooked on the premises. Payment is made on Monday morning for the week ahead. Juniors may choose between a hot meal and a snack meal.

Parents wishing their children to change from packed lunches to school meals (or vice-versa) should always inform the school secretary. Notice is required if your child wishes to change.

**Dinner Money Payment**

Parents who wish to pay by cheque should make them out to "Cardiff Council". All children should bring dinner money in an envelope marked with their name, class and amount being paid. The school secretary is responsible for its collection. Alternatively, payment can be made in person at the office on Monday morning.

**Packed Lunches**

Infants and Junior pupils who bring packed lunches eat them in the Hall under the care of the Mid-day Supervisors.

**Break time**

Children are allowed to bring a small healthy snack such as fruit, for the mid-morning break. Unhealthy snacks are actively discouraged. There are opportunities for your child to purchase fruit or healthy snacks from the school. Pupils may also bring still fruit drinks (other than water) for the morning break provided they are not in GLASS containers. Children will require fruit for afternoon play also.

**Please note** Owing to some children having a severe nut allergy, parents are asked to refrain from giving their children nuts to bring to school.

**Free School Dinners**

Please check your eligibility for the provision of a free school dinner for your child by ringing the School Dinner Service, County Hall, Cardiff. This is not only your right but also the number of free dinners allocated to the school also can affect the distribution of funding that the school receives. The Authority provides on a sliding scale of income - parents wishing to apply may obtain the necessary forms from the Secretary's Office. Pupils in Infant classes also receive free milk.

**Before and After School**

The school’s duty of care begins at 8.45. am. Before this time the school is not responsible for your child’s safety. Likewise, unless your child is participating in an after school activity, the school’s duty of care extends only until 3.40pm.

**Arriving at school**

Children can enter their classrooms from 8.45am.

**Parking procedures when delivering and collecting pupils from school**

We have two entrances to the school, one on Everest Avenue and the other is a footpath.
that runs from Everest Walk to Mill Road. This gives walking access to our school from Thornhill and Lisvane areas. This path also enables parents to park in a variety of roads away from the school and reduce the traffic congestion in Everest Avenue.

We strongly recommend that when delivering or collecting pupils by car, please park away from Everest Avenue, such as using the Station car park or on roads that give access to the footpath and walk the few yards to the school. A register is taken of children who walk at least some of the way to school, (this includes those who have parked away from the school) and the ‘Golden Boot’ Award presented each week to those classes who have walked the most. We are also a ‘Bike-it’ school. We have three cycle sheds and one scooter bay where bikes and scooters can be left safely. Safer cycling routes to school have been planned for children to use. Please enquire at the school office. If you wish your child to cycle to school and park the bike at school, a cycle permit needs to be obtained.

In any event, please refrain from:
- parking or dropping off children on the yellow warning lines
- reversing up the drive;
- parking opposite other vehicles;
- parking opposite people’s driveways.

Please note that at no time are unauthorised vehicles allowed in the school grounds before, during or after school. For evening events or meetings where children are not present cars are able to use the junior playground for parking.

Stepping Stones Breakfast and After School Club is an outside provider that is run by fully-trained staff. The children have the opportunity to play games, use the school environment and take part in a wide variety of activities. The club runs from 7.45 -8.45am and 3.30-6.00pm. For more information pick up a leaflet in the foyer or alternatively ring: 07581288903.

Parents Friends Association
All parents are automatically members of the school PFA. A committee meets regularly (approximately twice each term) and a list of helpers is also kept. The PFA have raised very substantial sums of money over the year which have contributed substantially to the resources we offer the children. The, ICT suite and fitness track are facilities that have benefited from fundraising. If you would like to find out more please contact the PFA Chair via the school office. Events are held regularly and your support for these really does make a difference. An A.G.M. is held each September when the election of officers takes place. During this meeting parents are given a chance to discuss the previous year’s activities and make suggestions concerning future policy.

Complaints Procedure

Complaints are very rare at Christ the King. We would like to keep it this way. Please keep us informed if you feel there is something wrong. We will always listen and where appropriate do our best to improve. If ever you do need to complain, we will keep you fully informed of the results of the complaint.

If you or your child are unhappy about something to do with the school we would like to know. We can only do something to improve the situation if we know about it. Whilst recognising that it is impossible to please all the people all the time, we find that by talking to one another serious complaints can be avoided.

Stage 1-Informal Stage
Most situations can be clarified through discussion with your child’s class teacher.
Whilst teachers will always do their best to see parents, it may be necessary to arrange a time to see them. This avoids conversations in corridors as teachers are trying to take their class into the classroom or as they are on their way to attend a staff meeting. Teachers are not allowed to leave children unsupervised so please don’t be put off if the teacher asks you to arrange a meeting time. If after discussing the matter with the class teacher, you wish to take the complaint further then please see the Headteacher.

Stage 2 - Head Teacher’s investigation.
The Headteacher will listen to you, outline school policy and explain the options open to you. If you feel the Head Teacher has been unable to deal effectively with your complaint you should write to the Chair of governors outlining your complaint.

Stage 3 - Governing Body Review.
The governing body, having established that Stages 1 and 2 have been followed, will formally establish the facts, aim to resolve the complaint and, when possible, recommend action to prevent a re-occurrence of the complaint. If you are still unhappy with the way your complaint has been handled you can ask the LA to review the way in which your complaint was handled.

Stage 4 – County Council Review.
This stage is not a rehearing of the complaint,. It is a review of procedure. Letters requesting the involvement of the County Council should be sent to the chief Schools’ Officer at County Hall. If you feel that it is more appropriate, you could write to the Archdiocesan Director of Schools and Colleges at Archbishop’s House. A review of the way in which your complaint has been handled would then take place.

Stage 5 – Welsh Assembly Government Review.
The final stage of the complaints procedure involves the Welsh Assembly Government. Once again this is a review of procedure and investigation into how your complaint has been handled. It is not a rehearing of your complaint.

Charges for School Activities
Owing to the provisions of the Education Reform Act, 1989, Governing Bodies and teaching staff are not empowered to charge for school activities held wholly or mainly during the school day. These activities could include for example, excursions from school to places of interest and visits to school by professional theatre groups and professional musicians. However, the Act does allow the Head Teacher to ask parents to make a voluntary contribution calculated to cover the cost of the activity and it is by means of this measure that it is hoped to continue certain activities which cannot be funded by the school.

In view of this, where such school activities are planned, parents are invited by means of a letter to make voluntary contributions to cover the cost of the activity. For a trip to go ahead therefore, the school must have received from all parents the contribution in full. Where the school has not received all contributions the activity will not be financially viable and so will be cancelled.

If a parent wishes their child to take part in a school trip or event, but is unable to make a voluntary contribution because of financial difficulties, parents are asked to speak to the school in confidence, as we do allow, in cases of hardship and where school funds permit, for a child to participate fully in the trip or activity when no voluntary contribution has been received.
Our school is committed to the principle of such activities and believe they are of great benefit to the children. The invitation to parents to contribute to the cost of the visit will:
- explain the nature of the proposed activity;
- indicate the voluntary contribution per pupil which will be required for the trip to take place;
- make clear that without voluntary contributions it might not be possible for the activity to take place.

The following is a list of additional activities organised by the school, which require voluntary contributions from parents. These activities are known as ‘optional extras’. This list is not exhaustive:
- visits to museums, theatres and other educational establishments
- sporting activities which require transport expenses;
- outdoor adventure activities;
- visits to the school by companies putting on shows.

**Health and Safety in PE/Games**

In the interests of the health and safety of pupils, the school has adopted, following the advice from the LEA., a policy of pupils wearing appropriate protective items when engaging in activities which are considered by the school to be of higher risk or are likely to involve significant or harmful physical contact.

**Mouth guards**

We strongly recommend the wearing of protective items for all our pupils when engaged in contact sports. This includes shin pads for football, helmets for cricket and mouth guards for rugby.

All children involved in Rugby must wear mouth guards. In the case of mouth guards it is recommended that they are made from a dental impression of the teeth, although ‘off the shelf’ mouth guards are readily available and are inexpensive. Teachers, Referees and Team Coaches are not qualified to make judgement on the quality of protective items; that remains the responsibility of the parent / guardian. The school responsibility is to see that the protective item is being worn, where recommended through risk assessment, as agreed by the parent / guardian.

**Jewellery**

The wearing of jewellery is inappropriate with uniform and can constitute a health and safety risk. The wearing of studs in pierced ears is permitted. However, all jewellery must be removed in circumstances where it could be dangerous to the wearer or to others, e.g. in practical lessons. Any jewellery in school is the total responsibility of the owner at all times.

It is a regulation of the LA that earrings or any other jewellery must not be worn for PE or Games. Sticking a plaster over the earring is insufficient. If there was an accident, the school would not be insured. If your child wants their ears pierced please ensure that this takes place during the summer holiday so that the required 6 week period can elapse before their return to school. PE is a very important part of the curriculum and should be regarded as such. Therefore, please ensure that your child is not wearing any jewellery such as chains or earrings on PE / Games days that they are unable to remove.

**Verruca**

If your child has a verruca they can still take part in lessons provided that it is covered.
Health & Safety: Security
The Governors continually review the security of the school. The safety and security of the children is paramount whilst the children are on the school premises. We remind parents of our Foundation Phase children that we must receive a note explaining if another adult is to collect their child at the end of the day.

We ask all parents to enter the school by the correct entrances and to help us to keep the children safe by reporting any incidents which may affect the safety of the children to the Headteacher.

We would ask parents to remember to use the school booking in and out system when visiting the school by signing in at reception. A telephone number or point of contact for use in an emergency must be left at the school office and all parents should complete medical forms. Alterations to such details must be given to the secretary as soon as they occur. Please ensure the information regarding allergies is kept up to date.

To ensure your child’s safety and security, external doors are locked at the beginning of each school session. All visitors should report to reception situated at the front of the school building.

In the interests of the safety of all children and adults, no cars are allowed within the school grounds.

Parents of children with mobility difficulties may be issued with a permit to bring their cars onto the premises.

All the exterior doors remain closed during the day to maintain safety. The gate at the end of our field that connects to footpaths to Thornhill and Mill Road is open from 8.40am-9.15am, 3.15pm-4.30pm.

We remind all parents that dogs, even small, much loved, well controlled dogs, are not allowed on the school site.

No Smoking Policy
The school operates a non-smoking policy that applies to all staff and visitors and includes the whole site.

Fire Safety
A fire drill takes place every term and our alarm system and fire extinguishers are checked regularly. Clearly visible signage gives clear directions as to the nearest fire exit. The fire assembly point is at the back of the school in the infant playground. Each term the school holds an emergency drill for evacuation of the building in the event of a problem in the playground or a fire.

Feedback
At the heart of effective school continuous improvement is rigorous self-evaluation. As part of this process we welcome comments from parents /carers both good and not so good. We listen to what our children say about their learning.

If you have any concerns about your child’s learning, however small, please talk to the school. At the end of each year there is a formal opportunity by means of a questionnaire to harness your views and those of your children to help improve the quality and standard of learning we provide.