Ysgol Gynradd Glasllwch

General Information
and
Foundation Phase Policy

Reception Intake - September 2019
Contents
♦ Poem – The Sculptors
♦ Welcome Letter
♦ Foundation Phase aims and objectives
♦ What happens on the first day?
♦ Lunch time and break time
♦ School Uniform
♦ Medication
♦ Reading arrangements
♦ Home targets
♦ Home / School agreement
♦ Communication between home and school
♦ Buddy system
♦ School rules and discipline
♦ Punctuality
♦ Absence from school
♦ Parking and the crossing patrol supervisor
♦ Helping at home
♦ Planning
♦ Differentiation
♦ Additional Educational Needs
♦ Strategies for teaching
♦ The importance of play
♦ Cross-curricular Skills
♦ Organisation of the classroom
♦ The Foundation Phase
♦ Personal and Social Development, Well-Being and Cultural Diversity
♦ Language, Literacy and Communication Skills
♦ Mathematical Development
♦ Knowledge and Understanding of the World
♦ Physical Development
♦ Creative Development
♦ Welsh Development
♦ The Curriculum Cymraeg
♦ Links with outside agencies
♦ Links with parents
♦ Links with nurseries
♦ Equal opportunities
♦ Admissions policy
♦ Complaints procedure
The Sculptors

I dreamed I stood in a studio
And watched two sculptors there,
The clay they used was a young child's mind
And they finished it with care.

One was a teacher; the tools he used
Were books and music and art;
One a parent with a guiding hand
And a gentle loving heart.

Day after day the teacher toiled
With a touch that was deft and sure
While a parent laboured by his side
And polished and smoothed it o'er.

And when at last their task was done
They were proud of what they had wrought,
For the things they had moulded into the child
Could neither be sold nor bought.

And each agree he would have failed
If he had worked alone.
For behind the parent stood the school
And behind the teacher, the home.

Anon. 1998
Dear Parents/Guardians,

On behalf of the staff and Governors, I would like to welcome you and your child to Glasllwch Primary School.

At Glasllwch we encourage and value the partnership between home and school. We all share responsibility for the development of our children, especially in the early years.

With the help of the staff and children of Glasllwch, we have produced this information booklet for families of children preparing to start school. I hope that you find it useful.

We look forward to working with you and developing this partnership to achieve the best we can for your child.

Yours sincerely,

SARAH EDWARDS
Reception Class Teacher

CHRISTINE JACKSON
Head Teacher
AIMS AND OBJECTIVES

Our overarching aims are that all children and young people will be:

- **Ambitious, capable learners** who are ready to learn throughout their lives.
- **Enterprising, creative contributors** who are ready to play a full part in life and work.
- **Ethical, informed citizens** who are ready to be citizens of Wales and the world.
- **Healthy, confident individuals** who are ready to lead fulfilling lives as valued members of society.

Our initial aims are:

- To provide a happy, safe, secure and stimulating environment that engages each child in experiential activities which are fun, enjoyable and relevant to their developmental stage.
- To develop each child’s individual potential.
- To develop each child’s personal, social, emotional, physical and intellectual well being, so as to develop the whole child.
- To use both the indoor and outdoor environment as a resource for children’s learning.

Our objectives are:

- To develop learners’ knowledge, skills and experiences through the six areas of learning and experiences:
  - Language, Literacy and Communication
  - Mathematics and Numeracy
  - Science and Technology
  - Humanities
  - Health and Wellbeing
  - Expressive Arts
- To develop self-esteem and self-confidence to experiment, investigate, learn new things and form new relationships.
- To develop natural curiosity to explore and learn through first-hand, real life experiences.
- To promote discovery and independence.
- To develop creative, expressive and observational skills.
- To develop positive attitudes to learning so that they enjoy it.
- To develop good relationships between home and school.
What Happens On The First Day?
The new term for pupils begins on **Tuesday 3rd September** (Monday 2nd September school is closed for INSET). For the first 2 weeks of the term all Reception children will come to school for half-days.

Your child will come to school every __________________ for the first week and every __________________ for the second week.

Parents are asked to bring Reception children onto the playground where they will be met by the teacher and the teaching assistants (TA’s). For the first two weeks you will be asked to accompany your child into the cloakroom and assist them in finding their coat pegs, which will be clearly labelled. Please then bring them to their classroom where the teacher and teaching assistants will take over.

**Morning Sessions**
Doors open at 8.50am, all children to be in class by 9.00am. Children who come for the morning sessions are asked to stay for lunch and bring a healthy packed lunch so they get used to the lunch time routine. At the end of the morning session, children are to be collected from the **main entrance** at the front of the school at **12.15pm**.

**Afternoon Sessions**
Please arrive on the playground by **1.20pm** (the gates will be opened at 1.15pm). At the end of the session, children are to be collected from the **yard** at **3.05pm**. Please try to be on time to avoid the children becoming anxious.

In the third week all Reception children will come together and stay full days. It is preferred that Reception children stay for school lunch or sandwiches, as going home for lunch can unsettle them.

**Normal session times after the first two weeks**
In the mornings the doors are open and teachers are in their classrooms from 8.50 am. The children should come to school between 8.50 and 9.00am and filter straight into their classrooms. Learning starts promptly at 9.00am. Morning sessions finish at 12pm for lunch. Afternoon sessions start at 1.15pm and finish at 3.15pm. At the end of the school day the children will be brought out onto the yard by the teacher and TA’s and handed over to you or the designated person.
**The Beginning of the Day (after the first few weeks)**

After a few weeks, parents will be asked to encourage their children to come into school on their own. Staff will meet and help them to find their pegs and settle them into the classroom.

**Picking Up At The End Of The Day**

Reception children must be picked up from the yard at the end of each day. Parents are to wait on the yard and Reception children are brought out to them. No Reception child is allowed to walk to the gate to meet parents.

If anyone other than a parent is collecting a child, we must be notified by telephone, email or letter. We will not let children go with adults that we have not been informed will be collecting them.

**Please** wait for your child to be sent to you after their teacher and TA’s have made eye contact with you so that we can ensure all children leave school safely.

**Lunch-time Arrangements**

Hot meals are cooked each day at school; they are served to the children by two canteen assistants. During lunch times the children are looked after by a team of teaching assistants.

Meals currently cost £2.15 per day for all primary age pupils. The payment and ordering of school meals is administered via an online payment system called ‘Parentpay’. The system will allow you to pay for meals using a debit / credit card on a secure website and allows you to select what you want your child to have and on which days. Our school meals are provided by ‘Chartwells’, a catering company used by most Newport schools and each day there is a choice between a meat, vegetarian or jacket potato option.

Meals have to be ordered one week in advance. More information regarding this and how to activate your Parentpay account will follow in September.

If your child has a special dietary requirement or allergy, please write a letter to Mrs Pohl in the school office, who will keep a note on your child’s records, this information will also be taken from your admission form.

Please note that if you send in a packed lunch and you have ordered a school lunch, you will not receive a credit as the meal would have already been ordered with Chartwells for your child. However, if your child is off ill or on a school trip a credit will be issued.

If children do not want a school meal they can bring a **healthy packed lunch** from home; no glass bottles, cans, fizzy drinks or sweets are allowed. Please make sure that all lunch boxes and flasks are clearly labelled with your child’s name.
During the first few weeks of staying at school for lunch, the teacher and the teaching assistants will assist the children and settle them in the dining hall.

Children are then supervised by the teaching assistants until the afternoon session begins.

**Break-time**
At break time the teacher and teaching assistants remain on the play yard with the Reception children for the first couple of weeks. After they have settled, other members of staff take over according to the duty timetable.

Children are only allowed a small snack of **fruit or cut up vegetables** being a ‘healthy school’ no other snacks are permitted. **Please do not give them too much as we find they will not eat their lunch.** We are also a ‘NUT FREE’ school, so no nuts or products containing nuts will be permitted. All Foundation Phase children are offered milk to drink at morning playtime or lunch-time or they can drink plain water.

All children should bring a **water bottle to school each day**, which they can refill from the water fountain. Please put their name on the bottle, thank you.

**Our School Uniform**
All uniform **must** be clearly labelled with your child’s name.

**Winter Uniform:**
Grey skirt, trousers or pinafore dress, yellow polo shirt, purple sweatshirt or sweat-cardigan, white or grey socks, grey or purple tights and black shoes.

**Summer Uniform:**
Yellow or purple gingham dresses and purple sweat-cardigan. Grey shorts, yellow polo shirt.

Our purple sweatshirts/cardigans, yellow polo tops and gingham dresses can be purchased from:-
* Beam Sports & Schoolwear, 26 Cambrian Road, Newport, tel: (01633) 222261
* The Kit Crew, 11 Oaklands Drive, Monmouth, South Wales NP25 5DT tel: 01600-772763 web site: [www.thekitcrew.co.uk](http://www.thekitcrew.co.uk), email: sue@thekitcrew.co.uk.

Gingham dresses and yellow polo shirts are also available from a number of the large stores.
**P.E.**
You will be informed of the days and times of P.E. activities when your child starts school. Your child will need a small drawstring bag to keep his/her P.E. kit in.

**P.E. kit is as follows:**

White T-shirt and navy blue or black shorts.
No plimsolls are needed until after Easter.

All P.E. kit must be clearly labelled with your child's name.

**Medication**
Please inform school of any medical condition or allergies. If your child has an allergy and has been prescribed an epipen please let us know. Epipens are kept in the Head teacher's office with the child's details. All staff receive annual epipen training with the school nurse. No medication is to be sent into school with children other than asthma inhalers.

**Reading Arrangements**
Children will have a wide range of reading experiences in school. They will read individually, in groups and as a class. You can help by immersing your child in books at home. Reading to them is really important. Introduce them to a wide range of books - fiction, non-fiction and poetry. Make reading together a special time - without pressure. Remember that the aim is to instil a love of books and a passion for reading.

Towards the end of your child's second full week in school, they will bring home a reading folder containing a reading book, a set of high frequency words to learn to recognise and a small reading diary. Reading folders can be purchased at school with the school logo on them. The reading diary will inform you of your child's progress in the form of teacher comments. You are requested to sign and date this notebook each day when you have listened to your child read. Please write a small comment about how you felt they have read. Their reading folder will be sent home daily and books changed at least twice a week.

A reading meeting for Reception parents will be held in school during the first half of the Autumn Term. You will be notified of this meeting when the children start school in September.

Children also bring home library books from time to time to share with you.
**Individual Pupil Targets**

Targets are sent home from time to time so that you can support your child’s learning at home. Targets may be related to the work they are doing or they may be social or physical targets. Please work with your child at home to help them attain the targets set.

**Home / School Agreement**

All schools are required to have a Home / School Agreement. This is to establish what the school strives to do for your child and what we ask parents and children to do. Your child’s signed Home / School Agreement will be kept in the school office and a copy made for you to keep at home.

**Communication Between Home and School**

Communication between home and school is very important. Regular newsletters are sent out to parents and posted on the school website giving information about what is going on at school, dates of events and any items of news. Where possible we will email information to you and also a **text messaging service and an app called seesaw** is used to help keep you informed.

At the end of each day the Reception Teacher will bring the children out onto the yard to hand them over to whoever the designated person is for collecting them. Any concerns or issues arising from the school day will be reported to the person collecting them at this time. There may be incidents arising during the course of the day, which require us to contact you straight away. It is essential therefore that a contact list is kept up to date. If you have any concerns, please do not hesitate to contact the class teacher or the office to arrange a convenient appointment to discuss the matter.

Curriculum letters are posted on the school website and emailed out to parents at the beginning of each term, informing parents of the areas of learning to be studied. This information also allows you to support your child’s learning at home.

**Buddy System**

When your child starts school he / she will be partnered up with a Year 6 child who will be given responsibility for looking out for them on the yard. The Year 6 ‘buddy’ will be a friendly face for your child and will be someone else, as well as the teachers, for them to go to if they need to.
School Rules
At Glasllwch Primary School we have high expectations and high standards of behaviour based on assertive discipline, with specific rules, rewards and sanctions. Our school rules are displayed all around the building and staff, children and parents are encouraged to use them regularly. Our school rules are:

- Follow instructions the first time.
- Listen to the chosen speaker.
- Keep your hands, feet, objects and unkind words to yourself.
- Look after property and our environment.
- Speak in a polite and appropriate way.

Rewards include:

- Smiles and praise.
- Class rewards.
- Stickers.
- Certificates.
- Well done letter home.
- Visit Head Teacher.

Sanctions include:

- Point out a child is doing something wrong.
- Verbal warning.
- Time out.
- Discussions with teacher.
- Loss of free time.
- Note home to parents.
- Sent to headteacher.
- Headteacher to contact parents.

Continuation of negative behaviour will be brought to the attention of parents for some form of support / action by them. We look forward to working in partnership with you and we expect your support.

Punctuality
It is important that children arrive at school on time so that we can make a prompt start to the day. Please ensure that the children are in school between 8:50am and 9.00am so that learning can start promptly at 9.00am. The gate accessing the yard is locked at 9.10am and reopened at 3.10pm. All doors are locked at 9.00am for security reasons. Children arriving at school later than 9.00am must come through the main entrance. If a child is late and the registers have been taken they will receive a late mark if they arrive before 9.30am. If they arrive after 9.30am they will receive an unauthorised absence. This will be noted on your child’s attendance record. You will be contacted by the Head Teacher if your child is persistently late.

**Absence from School**

In the case of absences parents are asked to telephone the school before 9.10am so that your child receives the correct mark. You are respectfully requested to arrange medical appointments outside of school hours. **Time off in term time for family holidays is not an entitlement and is strongly discouraged by school, the Local Authority and Welsh Government.** Taking holidays during term time has a detrimental effect on learning.  

We monitor individual pupil attendance on a regular basis and will contact you if your child's attendance dips below our target of 96.5%. The following information from Welsh Government illustrates how your child's attendance equates to a judgement. We hope you find it useful.

<table>
<thead>
<tr>
<th>Attendance</th>
<th>What This Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>Excellent Your child has the best chance of achieving their full potential</td>
</tr>
<tr>
<td>95 - 99%</td>
<td>Good Your child has missed up to 2 weeks of school in a year</td>
</tr>
<tr>
<td>90 - 94%</td>
<td>Unsatisfactory Your child has missed up to 4 weeks of school in a year</td>
</tr>
<tr>
<td>85 - 89%</td>
<td>Poor Your child has missed up to 5 ½ weeks of school in a year</td>
</tr>
<tr>
<td>80 - 84%</td>
<td>Very Poor Your child has missed up to 7 ½ weeks of school in a year - over half a term</td>
</tr>
<tr>
<td>Below 80%</td>
<td>Extremely Poor Your child has missed more than a whole half term of school</td>
</tr>
</tbody>
</table>

On the rare occasion that unavoidable absences are requested, absence forms are available from the main reception area entrance, the office, or via our school website Online Office. Permission must be sought in writing for all unavoidable absence circumstances, in order for us to account for pupils’ absences. Your child’s attendance records will be checked before permission is given by the headteacher. Failure to comply with the above will result in an unauthorised absence mark which will be noted on your child’s attendance records. The Headteacher is notified by the office or class teachers if there is a continual absence by children or persistent lateness. The Headteacher will then contact parents to seek to remedy this. If it persists the Educational Welfare Officer (EWO) is involved. The job of the EWO is to help parents and the Local Authority meet their statutory obligations on school attendance.

**Parking and Crossing the Road**
The beginning and the end of each day are very busy times. Please do not park directly outside the school gates, in a position which may be blocking the view of pedestrians, or where you may be obstructing neighbouring driveways. Also please do not pull up the school driveway. It is parent’s responsibility to see the children safely across the road.

How You Can Help Your Child At Home?
As a parent you can significantly influence your child’s learning by contributing as much as you can before they begin school and once they have started.

Parent involvement is essential if children are to flourish and reach their full potential.

Below is a list of suggested activities that would greatly help your child in the learning process. You can support by working at these with your child at home.

Language / Literacy / Communication Skills:
- read your child stories and poems
- talk about stories and poems
- get your child to retell stories
- get your child to make up their own stories
- make your child aware of text around them and that it has meaning
- make your child aware of the alphabet, sounds, names, order
- if they wish to write, please encourage your child to use the correct letter formation (see sheet) starting and finishing letters correctly
- if copying underneath, ensure the correct letter formation is used as bad habits are very hard to kick once a child has acquired them.

Please do not teach your child to print in capital letters. Capital letters are to be used for initial letters only.

Mathematical Skills:
- count with your child at every convenient opportunity e.g. when laying the table, going upstairs, doing up buttons
- play games involving counting
- teach your child their colours and shape names
- make them aware of numbers around them
- talk about size, length, weight etc. as part of everyday activities.

Physical Skills:
- encourage your child to dress themselves and be independent
- encourage your child to use mark-making equipment to draw
- encourage your child to use 2 or 3 fingers [thumb, index and middle fingers] to grip crayons/pencils when drawing

Planning
Our planning is centred around the four purposes of the curriculum; that all children and young people will be:

- **Ambitious, capable learners** who are ready to learn throughout their lives.
- **Enterprising, creative contributors** who are ready to play a full part in life and work.
- **Ethical, informed citizens** who are ready to be citizens of Wales and the world.
- **Healthy, confident individuals** who are ready to lead fulfilling lives as valued members of society.

These **four purposes** are the starting point for every class project. Where possible, all learning takes place within the context of class projects which form engaging and authentic opportunities for learning. Within these projects children learn and apply skills and knowledge across the curriculum.

The Literacy and Numeracy Framework and the Digital Competency Framework are used as a planning tool to ensure that children are challenged to develop a high standard of Literacy, Numeracy and ICT skills in a variety of situations. In all aspects of Foundation Phase provision, the **cross-curricular skills** of Literacy, Numeracy and Digital Competency are promoted, along with creative and physical skills.

Curriculum learning activities are planned under the **Area of Learning & Experience (AoLE)** headings: Expressive Arts; Health and well-being; Humanities; Languages, literacy and communication; Mathematics and numeracy; Science and technology. Planning is evaluated regularly with evaluations being used to inform subsequent learning opportunities.

Pupil voice is high on our agenda so children are given an opportunity to contribute their own ideas about what they would like to learn, how they want to learn and how they want to record their findings. We also welcome parental contributions to our class projects. You will be asked to talk with your child about what they would like to learn about and we encourage parents to share suggestions and offer their expertise.

**Differentiation**

Children are treated as individuals and as such it is recognised that they learn at different rates and in different ways. In Foundation Phase children learn through a range of experiential learning opportunities both indoors and outdoors. A high ratio of staff to pupils ensures that pupils engage in focused task sessions as well as having opportunities to apply their skills in continuous and enhanced provision.

Activities are differentiated appropriately in order to meet the needs of all learners. Children experience a range of activities appropriate to their stage of development.

Weekly evaluation of planning, together with observations and assessment of children's progress inform future activities.

In the Foundation Phase, differentiation is enhanced by the provision of a high ratio of adult support.
Additional Learning Needs

If it becomes apparent that a child is experiencing difficulties with learning, concerns will be discussed with parents and where appropriate strategies will be put in place to support learning within the classroom. The Additional Learning Needs Coordinator (ALNCo) and the Head Teacher will be involved in these discussions. At this point, it may be appropriate for a child to have an Individual Development Plan (IDP) or an Individual Behaviour Plan (IBP) where more specific and detailed targets will be identified, support implemented and progress monitored closely.

If necessary, advice is sought from outside agencies such as the schools' psychological service. The schools' psychologist will then propose a course of action to be implemented within the school. No child will be seen by the psychologist without the agreement of the parents.

Strategies for Teaching

Young children learn most effectively when they are involved in first hand experiences. The educational provision for children in the Foundation Phase is child centred, with the emphasis being an active participation in experiential learning activities, which meet their learning needs.

The curriculum is broad and balanced offering a wide range of experiences and opportunities. All experiences are differentiated appropriately to meet the needs and developmental stage of each child. As and when they are ready the children progress onto the next stage of learning.

Provisions are made to ensure that the learning activities for the Foundation Phase include activities that involve working as individuals and as part of small and large groups as appropriate.

The Importance of Play

The importance of structured and spontaneous play cannot be underestimated, and the term should be interpreted to encompass a crucially important network of experiences which relate to the physical, emotional and intellectual growth of the child.

Well-structured and purposeful play activities are used to enhance and extend children's learning. It is crucial to the way children become self-aware and the way in which they learn the rules of social behaviour, it is fundamental to their intellectual development. At Glasllwch we strive to inspire and challenge every child's talent to learn, with adult involvement playing a vital role in their play. We plan for, guide and offer choices for their play. We challenge children with care and sensitivity and encourage them, moving their learning along through play activities.

The Organisation of the Reception Classroom
The classroom is organised into areas, each with a specific role to play in the learning experience. The focus is on experiential learning both inside and outside the classroom.

- A large floor space - where whole class and group activities, as well as the use of large construction kits can be used.
- A large enclosed area - where role play takes place, with a regularly changing theme.
- Tables - used for practical activities and recording.
- A large wet area - where art and craft, design and technology activities take place.
- Two computer stations and a listening station.
- An interactive TV.
- A library - where reading and quiet writing activities take place.
- An outdoor classroom - where activities take place relating to physical development as well as environmental awareness, role play and creative development.

During the school day most children will have opportunity to use all areas in both indoor and outdoor classrooms.

**The Foundation Phase**

The Foundation Phase curriculum is set out as a progressive framework that spans four years [3-7yrs] to meet the diverse needs of all children, including those who are at an earlier stage of development and those who are more developed. Children move to the next stage of learning when they are developmentally ready and at their own pace. The following pages give an explanation of the skills and understanding that the children will experience. More precise details of what is actually to be taught will be detailed in project plans and weekly planning.

**Personal and Social Development, Well Being and Cultural Diversity**

Personal and Social development, Well Being and Cultural Diversity are at the heart of the Foundation Phase and children's skills and understanding are developed across all areas of learning through participation in experiential learning activities both indoors and outdoors.

Through these opportunities, the children learn about themselves, their relationships with other children and adults. They are encouraged to develop their self-esteem, their personal beliefs and moral values. The Foundation Phase supports the cultural identity of
all children, to celebrate different cultures and help children recognise and gain a positive awareness of their own and others cultures. Children are supported in becoming confident, competent and independent thinkers and learners.

Children play table top and imaginative games co-operatively

Language, Literacy and Communication Skills
Within Language, Literacy & Communication, the children are immersed in language experiences and activities. Their skills develop through talking, singing, communicating and listening. They are encouraged to communicate their needs, feelings and thoughts and retell experiences. Children are encouraged to ask questions, expressing opinions, reacting to situations and making choices through a variety of media. They are encouraged to listen to and respond to others. They will be given opportunities to choose and use reading materials, understand conventions of print in books and be given a wide range of opportunities to enjoy mark making and writing experiences.

Writing recipes for food that they have made

Role play in the Doctor’s Surgery
Children enjoy sharing a book outside

Welsh Development
In the Foundation Phase, the children focus on learning and communicating in Welsh to the best of their ability. Skills are developed through communicating in a range of enjoyable, practical planned activities using a range of stimuli that build on and increase children’s previous knowledge and experiences. The children’s oral experiences are used to develop their reading skills. They listen to a range of stimuli, including audio visual materials and ICT interactive software.

Curriculum Cymraeg
During the Foundation Phase children will have experience of the Curriculum Cymraeg through hearing simple stories about Welsh people, about customs, their locality and learn simple songs to celebrate Welshness.

Mathematical Development
Through practical experiences, the children develop their skills, knowledge and understanding of mathematics by solving problems. They use numbers in their daily activities and develop a range of flexible methods for working mentally with number, in order to solve problems from a variety of contexts, moving onto using more formal methods of working and recording when they are developmentally ready. They investigate the properties of shape and sort, match, sequence and compare objects and create simple patterns and relationships. They use appropriate mathematical language to explain their reasoning and present their work in a variety of ways using objects, pictures, diagrams, words, symbols and ICT.
Counting Autumn Objects

Weighing ingredients ready for cooking

Sorting and counting objects

Measuring objects around the classroom

Knowledge and Understanding of the World
As part of their learning, the children focus on the familiar world through enquiry and investigation. Children are given experiences that increase their curiosity about the world around them and to begin to understand past events, people and places, living things and the work people do. They learn to demonstrate care, responsibility, concern and
respect for all living things and the environment. They learn to express their own opinions and feelings with imagination, creativity and sensitivity.

**Physical Development**

Within school, an area of focus is on children’s physical development. Enthusiasm and energy for movement is continually promoted through helping them to use their bodies effectively, by encouraging spatial awareness, balance, control, and co-ordination and developing fine and gross motor manipulation. Children are encouraged to enjoy physical activity and their developing sense of identity is linked closely to their own self-image, self esteem and confidence. Children are introduced to the concept of health, hygiene and safety and the importance of diet, rest, sleep and exercise.
Children exploring houses from around the world and model them from clay

Creative Development
Within a variety of experiences, the children develop their imagination and creativity through the curriculum. Their natural curiosity and disposition to learn is stimulated by everyday sensory experiences. Children engage in creative, imaginative and expressive activities in art, craft, design, music, dance and movement. Children explore a wide range of stimuli, develop their ability to communicate and express their creative ideas and reflect on their work.

Children paint pictures of their home in the style of Welsh artists

Designing and creating carnival masks
**Links with Outside Agencies**

Effective links are forged with a range of outside agencies if and when the need arises. These agencies offer specific support and include:

- Educational Psychologists
- Speech and Occupational Therapists
- Health Workers
- SPLD Service [Specific Learning Difficulties]
- Additional Needs Advisory Service
- Libraries
- Police
- Gaer and St. Woolos Nurseries.
- Local Private Nurseries

**Links with Parents**

The role of parents is crucial. Teachers and parents need to work together for the benefit of the children. Parents are informed about school issues through regular curriculum updates, the school website, Parent-mail text messaging, See-saw, Google
Classroom and Twitter. Parents may arrange meetings with class teachers, at a mutually convenient time, to discuss any issues or concerns they may have. Additionally, if the need arises, the teacher will ask to see the parent. Parent consultations take place twice a year, during the Autumn and Spring Terms. Parents are also invited to a ‘Sharing Event’ during the Summer Term to look at curriculum developments and the variety of work their children have done during the year. Parents are actively encouraged to participate as helpers in the classroom and accompany the children on educational visits.

To inform parents about the organisation of work for Reception, and help the child prepare for school, a visit to the Reception class is arranged during their last half term in Nursery School.

**Links with Nurseries**
Children at Glasllwch come from Glasllwch Nursery, another state nursery or one of the local private nurseries. The children from Seren Fach, Glasllwch Nursery are regular visitors to school and the staff regularly visit the children in their own setting ensuring that transition into school is seamless. Every effort is made to visit the two main feeder nurseries, Gaer and St. Woolos, during the later part of the Summer Term.

**Equal Opportunities**
Every child has the same access to learning opportunities. Every effort is made to meet the needs of all children taking into account their cultural background, religion, language, gender and physical ability. Every effort is made to integrate and support children with special educational needs. If any discrimination or racism is observed in the school, it will be tackled quickly and positively. Gender stereotyping is actively discouraged.

**Complaints Procedure**
There are many rules and regulations to which schools and their teachers are subject. Should a parent feel that they have grounds for complaint, they should follow the complaints procedure as set out on the school website under Online Office. In the first instance any issue should be discussed with the class teacher. If there are still concerns, then please contact the Headteacher.

If a parent feels that they have gained no satisfactory explanation they are entitled to bring the matter to the attention of Governors. If satisfaction is still not achieved, then the Director of Education, in Lifelong, Learning & Leisure at the Civic Centre, should be contacted.

The Headteacher would expect that parents would speak to the school before taking the matter further. Hopefully the matter can be solved satisfactorily at that point.

**Admissions Policy**
Newport City Council is responsible for all admissions to Glasllwch Primary School. Full details of the admissions process, including application forms for admission, should be obtained from Newport City Council at www.newport.gov.uk/school admissions or by ringing the City Contact Centre on 01633 656656.

We hope you have found this information useful. We look forward to working with you and to your child joining us at Glasllwch. We pride ourselves on being “an excellent school” as identified in our inspection report March 2014.