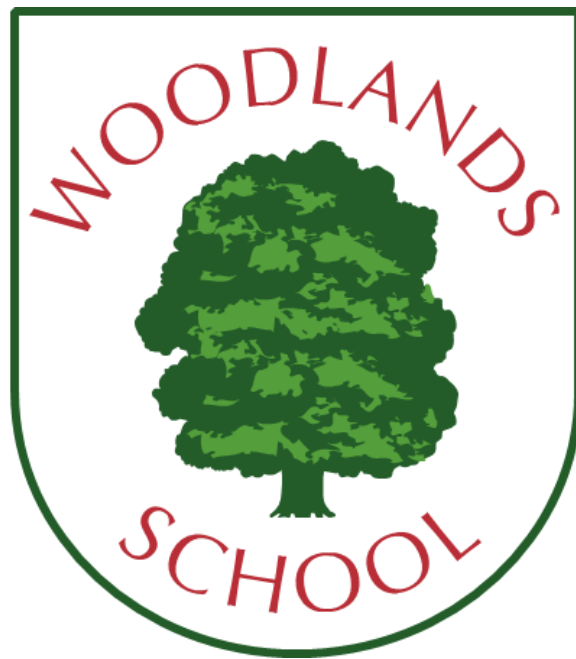


WOODLANDS COMMUNITY PRIMARY SCHOOL



School Brochure
2023/2024

WELCOME/ CROESO

Our aim is to create an effective and happy learning environment for all children. We aim to ensure that we provide an education which enables children to do the best they possibly can. We pride ourselves on the broad, balanced and full curriculum we provide.

We believe that children will learn most effectively when school and home work together in partnership. We also believe that children should play a part by taking responsibility for their own learning, hence our mission statement:

'Learning to Thrive.'

This brochure is designed to give you a better understanding of the school aims and the arrangements for the day to day running of the school. There is also up to date information on our date card, our Facebook page and our school website:

<https://www.woodlandsprimaryschool.com/>

Many visitors to the school comment on the warm welcome they receive. We hope you and your child will be very happy here.

We operate an 'Open Door Policy'. If you have any queries or concerns, please feel free to contact me.

J.Bates

Jaci Bates

Head Teacher

jaci.bates@torfaen.gov.uk

CONTENTS

Staff of the School	Page 4
Essential Information	Page 5
Vision Statement	Page 6
The School	Page 6
Admissions	Page 7
School Uniform/ School Times	Page 8
Absence/Attendance	Page 9
Education Welfare	Page 9
Arrival/Leaving early	Page 10
Security	Page 10
The Curriculum and Aims of the School	Page 12
PE kit/ Outdoor Learning	Page 18
Sex Education	Page 20
Collective Worship	Page 20
PSHE/ Growth Mindset	Page 21
Mindfulness/ Thrive	Page 21
Before and After School Club/ Transition	Page 22
Assessment / Parents' Meetings	Page 23
Equal Opportunities	Page 23
Additional needs inc SEN and MAT	Page 23
Disability	Page 24
Pastoral Care/ Relationships/ Behaviour	Page 25
Complaints/ Emergency Tel Numbers	Page 26
Homework/ Home/ School Links	Page 26
Community Links	Page 28
Meals/ Healthy Eating	Page 29
Safety	Page 29
Accidents	Page 30
Medical	Page 30
Photos/ Parking/ Dogs	Page 31
Toys/ Valuables/ Jewellery/ Lost Property	Page 32
Charging and Remission Policy	Page 32
Term Dates	Page 33

WOODLANDS PRIMARY SCHOOL STAFF

Headteacher	J Bates	
Deputy Headteacher	C Gratton	
Teaching Staff	L Healey	Nursery
	V Smith	Reception
	S Williams	Reception/ Year 1
	J Morgan	Year 1/ Year 2
	S Villa	Learning Base
	J Wey	Year 2
	G Dickerson	Year 2/ Year 3
	E Ramsay	Year 3/ Year 4
	Z McGee	Year 4
	M Gumm	Year 5/ Year 6
	H Grainger	Year 5/ Year 6
	L Cooper	Year 5/ Year 6
Teaching Assistant L4	C Preece	
	D Ellis	
Teaching Assistants L3	T Evans	
	M Shipton	
	J Sidnell	
Teaching Assistants L2	E Aston	J Aston
	S Boor	L Bowen
	H Davies	S Davies
	S Edmunds	A Grainger
	N Griffiths	M Adams
	T McKnight	G Morgan
	A Mapstone	J Smith
	A Todd	B Todd
	L Trembath	S Williams
Meals Supervisors	A Trapp	
	L Higgs	
	J Anderson	
Administrative Staff	N Bates	
	R Fisher	
Caretaker	S Evers	
Cook	A Ballam	
Educational Welfare Officer	Sarah Allard	

ESSENTIAL INFORMATION

Woodlands Community Primary is an English medium Community Primary School.

Woodlands Community Primary School

Thornhill Road

Upper Cwmbran

CWMBRAN

Torfaen

e-mail address: clerk.woodlandsprimary@torfaen.gov.uk

Tel: 01633 647488

Text: 07786208896

Website address: <https://www.woodlandsprimaryschool.com/>

Director of Education

Mr D McCrystal
Education Department
Civic Centre
Pontypool, Torfaen
Tel. 01495 762200

Chair of Governors

Mrs Clare Ager

Parent Governor Representatives

Mrs Alexis Barker-Jones
Ms Laura Peploe
Ms Jessica Pugh

Teacher Governor Representatives

Ms G Dickerson

Support Staff Governor Representative

Mrs A Todd

LA Governor

Cllr Steven Evans
Cllr Kathy Evans
Cllr Lucy Williams

Community Governor

Ms Permindher Mudher
Mr Roy Scourfield
Mrs Claire Ager

Vision Statement

Learning to Thrive

Children's wellbeing is central to our teaching. Our vision is a community where all children feel loved, respected, challenged and encouraged to be the best they can be. We believe that learning is a lifelong process for everyone and that it should be a rewarding and enjoyable experience.

Our aim is to develop our children to be:

Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society

Ethical, informed citizens who are ready to be citizens of Wales and the world

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

We will do this by:

Providing a secure and nurturing learning environment

Putting the needs and interests of children first

Teaching self-respect, an appreciation of our world and respect for others

Equipping children with the knowledge, essential skills and attitudes necessary for a rewarding and happy life

Providing an enjoyable, stimulating and inclusive inquiry based curriculum

The School

The school was built in September 1977 at the foot of the mountain overlooking the new town of Cwmbran, the hills of Gwent and the Bristol Channel. The school is comprised of ten main teaching areas organised around two central school halls. Adjoining the main building is The Nursery Class with its own garden and play area and an I.C.C. (Integrated Children's Centre) Satellite which focuses on pre-school children and their parents, providing services such as access to Health Visitors who are based on-site. The ICC

provides parenting classes, baby club, speech and language and attention and listening classes.

Admissions

The school caters for children from three to eleven years of age.

Nursery Class children are admitted in the term following their third birthday. 37 children are offered places in the morning session and a further 37 in the afternoon session. Further information about the Nursery is detailed in a separate handbook, a copy of which is available on request.

Children are admitted to the main school in the September following their fourth birthday. Admission forms are sent to parents from the Local Authority.

During the summer term prior to the September in which children start school, parents and children are given the opportunity to visit the school and meet the Headteacher and the class teachers.

No child can be admitted without authorisation from the Local Education Authority.

All schools have catchment areas. These are designated areas that are in the neighbourhood of the school from which we draw our children. Some children come to school from out-of-catchment, on request from parents. This can only happen when there is sufficient room in the relevant class. All requests for children living outside the school's catchment area must be submitted by parents, in writing, to Pupil and Parent Services at County Hall.

Our catchment area includes:

Aran Court	Laurel Green	Taff Court
Banwell Court	Leadon Court	Tern Court
Bagley Court	Llanderfel Court	Trannon Court
Bethel Lane,	Marl Court	The Square
Berkeley Court	Monnow Court	Thornhill Rd
Cam Court	Neath Court	Thornhill Close
Cedar Walk	Oldbridge Court	Ty Coed
Chestnut Green	Perry Court	Usk Court
Dorleigh Court	Rhymney Court	Whittakers Row
Graig Road	Severn View	Wye Court
Graig View	Sirhowy Court	

Hafod Court Rd
Hafren Rd

Stour Court
Sycamore Place

School Uniform

THE SCHOOL COLOURS ARE NAVY, RED AND WHITE. All items of uniform are available at local department stores. **Please clearly label all your child's clothing (including Wellington boots).**

Uniform
Navy Shorts, Trousers, Skirt or Pinafore Dress
Red Gingham Dress
Red Sweatshirt/Cardigan
White Socks
White or Red Polo Shirt
Socks and Shoes
Black trainers or shoes. Sandals can be worn in summer.
White, navy or black socks and tights

School Times

Nursery Session Times

Morning Session 9.00 a.m. - 11.30 a.m.

Afternoon Session 12.45 p.m. - 3.15 p.m.

Reception to Year 2/3

Morning Session 8.55 a.m. - 12.00 p.m.

Afternoon Session 12.00 p.m. - 3.15 p.m.

Year 3 and Year 4

Morning Session 8.55 a.m. - 12.20 p.m.

Afternoon Session 1.20 p.m. - 3.15 p.m.

Year 4/5 and Year 5/6

Morning Session 8.55 a.m. - 12.30 p.m.

Afternoon Session 1.25 p.m. - 3.15 p.m.

Absences/Attendance

Good attendance is so important. Children who attend school regularly and on time do much better at school than those who don't. We offer lots of rewards for children who have good attendance.

Government legislation states that schools must keep a record of all UNAUTHORISED absences. Therefore, if for any reason your child is unable to attend school, please let the school office know the reason for his/her absence. This can be done by text, letter or telephone call.

It is essential that we abide by this regulation. I look forward to your support on this very important matter.

The only entrance into school after 9.00 a.m. is the main entrance - all other doors are security locked.

Holidays during term time

Torfaen County Borough Council's approach is to no longer approve pupils taking holidays during term time except for exceptional circumstances at the discretion of the Headteacher.

Education Welfare

We operate a staged approach to dealing with attendance issues. If your child's attendance falls below 95% you may receive a letter. If there is no improvement you may receive a second letter. With further poor attendance you may be asked to attend a meeting with the Head, Attendance Officer and the Education Welfare Officer. In extreme cases the EWO may decide to start legal proceedings.

Children arriving at school late on a regular basis may be referred to the school's Education Welfare Officer (EWO), together with children displaying regular or long term absence without authorisation. This may result in visits being made to the parents, at home, by the EWO. The EWO visits school regularly to monitor punctuality and attendance.

Occasionally the EWO has become involved with families whose children are left in school at the end of the school day. The school day ends at **3.15 p.m.** and it is essential that parents make the necessary arrangements for their children after this time.

Arrival

The Nursery class has its own entrance. Children and parents from Reception to Year 2 are asked to assemble with their parents on the Foundation Phase playground and should arrive at school by 8.50 a.m where they will be collected by a member of staff. Children from Year 3 upwards should make their way to their class entrance by 8.55a.m. The bell will go at 8.55 a.m. and the school doors will be opened. There is no supervision on the playgrounds in the morning. Before this time the children are your responsibility. On the rare occasion that a child is late (i.e. after 9.00 a.m.) you will need to bring them to the main entrance. A record is kept of children arriving late and if your child is repeatedly late you may receive a letter or an invitation to a meeting with the Head and Attendance Officer. Any serious concerns are passed on to the Education Welfare Officer.

Leaving School Early

Sometimes, for very good reasons, parents ask for their children to be released from school early. We are always happy to co-operate with such requests, but in the interests of the safety of your children, please telephone us or send us a message. Requests relayed by word of mouth, through the children, will be refused. When you come to collect your child, please call at the office.

Security

The school site is surrounded by secure fencing, gates which are locked at the beginning of the school day and security cameras which have a direct link to Torfaen County Borough Council monitoring service.

The main gates of the school site are controlled by a barrier system. This is operated by a buzzer which is linked to the school office and a camera is in position for monitoring purposes.

The school has secure entrance doors which can only be opened with a corresponding security fob/keypad code.

Visitors sign in at Reception and are issued with visitors' passes.

Staff are encouraged to challenge any unknown adult in school without a visitor's pass.

Temporary staff such as supply teachers and all visitors sign in and have appropriate passes to wear. Supply Agencies provide identification and confirmation of checks before their staff start at the school.

All staff wear identification tags with photographic representation.

Staff supervision rotas are in place for coverage of the school during play time and the beginning and end of each day.

All children are released to a known adult/carer at the end of the day. We expect parents to notify us if an adult unknown to the school is collecting their child. Year 3 to 6 children may be allowed to walk to and from school, with permission from parents.

The Curriculum and Aims of the School

The Aims of the School have been defined through discussions with staff and Governors.

The school aims to help all pupils achieve their full potential in a happy, caring, stimulating, learning environment. We aim for all our pupils to become ambitious, enterprising, healthy and creative individuals who will develop the skills in order to encourage and accept challenge and apply their own knowledge, skills and experiences within their own environments and the wider world.

We aim to help pupils:-

- Develop English language enrichment through the explicit teaching of communication skills in speaking, listening, reading and writing.
- Use new technologies to enhance their communication, presentation and research skills.
- To develop a problem solving approach which can be applied to all aspects of the curriculum and real life situations.
- To develop reading skills and an appreciation and love of the written word.
- To develop mathematical skills and language through practical work and investigation.
- To develop competent IT skills that are up to date and prepare children for the world of work.
- To understand scientific concepts and apply them in various situations.
- To develop a good understanding of the Welsh language, to include oral, written and reading skills, to encourage bilingual competence.
- To promote the Cwricwlwm Cymreig/ Cynefin throughout all aspects of the curriculum.
- To develop a basic understanding of a Modern Foreign Language.
- To develop an appreciation of the creative arts.
- To develop an awareness of their past and present environment.
- To develop competence in all aspects of physical education and to promote attitudes, practices and understanding conducive to good health.
- To understand spiritual and moral values, to become thoughtful, kind and helpful and develop an understanding of cultural and religious diversity.
- To develop respect for each other and to be polite at all times, fostering a sense of citizenship.
- To understand the importance of eating healthily and taking exercise.

The Curriculum

In line with the New Curriculum for Wales, we have reviewed our curriculum aims. Please see our Curriculum Statement that is published on our website.

There are six Areas of Learning and Experiences. These are Language, Literacy and Communication (encompassing Oracy, Reading, Writing, Welsh Second Language and International Languages), Mathematics and Numeracy, Health and Wellbeing (including Physical Education, Personal and Social Education and Sex and Relationships Education), Humanities (including RE, History and Geography), Science and Technology (Science, Design Technology and ICT) and Expressive Arts (including Drama, Music, Art, Dance, Film and Digital Media).

The 'Four Purposes' provide opportunities for our pupils to develop as ambitious and capable, healthy and confident, creative and enterprising and ethical and informed citizens. Literacy, Numeracy and Digital Competency skills underpin the independent application of learning.

We ensure that pupils are involved in curriculum planning. Pupils in all classes contribute to opportunities and experiences that develop the Four Purposes through Authentic Learning Goals.

Teaching children to read, write, speak and listen, as well as developing their basic mathematical skills, training them to solve problems, carry out simple investigations and work things out mentally, is a very high priority at Woodlands. In addition, it is important that opportunities are provided for children to use these skills and knowledge in other subjects within real life situations through authentic learning goals. In addition great importance is given to the acquisition of IT skills and Personal and Social skills, as we believe they are essential to being successful in the workplace and in society as a whole.

We have adopted an inquiry based approach which allows us to provide children with open ended, authentic, purposeful opportunities to explore the world around them: developing their own questions; linking their learning and seeking meaning for themselves. Inquiry based learning gives the children opportunities to apply their skills in a meaningful way across the Areas of Learning Experiences (AoLEs). Through Inquiry children learn to persevere, adapt, work independently, collaborate and make decisions for themselves.

The school uses a variety of teaching methods, depending upon the subject being taught and the development of the pupil. These will include whole class teaching, group work and individual teaching.

The minimum hours spent on teaching, during a normal school week, are 21 in the Foundation Phase and 23.5 hours in Key Stage 2. This includes the teaching of Religious Education and the statutory daily act of collective worship, but excludes registration and breaks.

English-Literacy Skills

This consists of three strands: Reading, Writing and Oracy (Speaking and Listening)

Oracy (Speaking and Listening) - Children need to be able to convey their thoughts clearly through speech and actions before they can express themselves in writing. They should be able to listen attentively and respond appropriately to a range of stimuli independently, in pairs and larger groups. Authentic learning opportunities are provided each term in order to practise these skills using new technologies to enhance the final product.

A variety of drama strategies are taught throughout both key stages. Drama activities develop literacy skills, supporting speaking and listening, extending vocabulary and encouraging pupils to understand and express different points of view. Drama encourages children to think and act creatively, developing critical thinking and problem-solving skills that can be applied in all areas of learning.

Writing - children will develop their understanding of different styles and genres of writing throughout their time at school. They will write in different forms such as narrative, explanations, recounts, discussion, instructions, reports and poetry. Children will experience both fictional and non-fiction forms of writing and learn about formal and informal styles.

Reading is a vital component of the development of children's writing skills. We operate a Group Guided Reading system where children are taught within ability

groups on a daily basis. The Reading Scheme has been carefully chosen to foster love for the written word and reading for pleasure. In addition, children can access home reading books electronically through Giglets from Year 2, and reading books are sent home for parents to support their children's reading progress.

A booklet and guidance on helping your child to enjoy reading has been prepared by the staff. This will also be discussed further in our Autumn term parent workshops.

In addition, we use the Seesaw app to keep parents informed of the work and play that the children enjoy whilst at school.

Mathematics

Mathematics at Woodlands is based around the curriculum for Wales mathematics and numeracy area of learning. The Mathematics Scheme has been adopted to provide the children with a wealth of practical experiences to develop their understanding and competence in the number system, geometry, algebra, statistics and data. We aim to establish a firm foundation which is vital for future development. There is also a particular focus on mental maths and the ability to apply maths skills in a range of real life contexts and across other subject areas. Children are taught conceptual understanding before moving onto communication using symbols and leading onto fluency, when children are fluent these skills are then applied within a problem so that children develop their own problem solving strategies relevant to the real world. Mathletics is a fun and interactive online programme which children in year 1 upwards are able to use for home learning and consolidation of maths skills that have been taught in school.

Science

In the lower year groups the aim is to develop investigative skills, such as observing, classifying and identifying as well as knowledge and understanding of science. Wherever possible science lessons will be practical, giving children first-hand experience of the world around them. Children should experience the familiar world through enquiry and investigating the indoor and outdoor environment in a safe and systematic way. They should be given experiences that help them to increase their curiosity about the world around them. Using all their senses, they should be encouraged to enjoy learning by exploration, inquiry, and experimentation, asking questions and trying to find answers.

As they mature learners will be given opportunities to build on the skills, knowledge and understanding acquired previously. They will develop their skills through the range of interdependence of organisms, the sustainable Earth and how things work. Learners relate their scientific skills, knowledge and understanding to applications of science in everyday life, including current issues. They will recognise that scientific ideas can be evaluated by means of information gathered from observations and measurements. They will value others' views and show responsibility as local citizens. Activities foster curiosity and creativity and need to be interesting, enjoyable, relevant and challenging for the learner which enable learners to initiate, explore and share ideas, and extend, refine and apply their skills, knowledge and understanding in new situations.

Information Technology

We live in an increasingly technological age. We believe it is essential that children are taught to use Information Technology effectively, across the curriculum, in order to prepare them for the 21st century and the world of work. The school use the digital competence framework to guide our lesson content, children are taught the strands of, creative multimedia, data handling, modelling, coding, internet and online safety and communicating. We are very well resourced in terms of our IT. There are banks of Google Chromebooks in all classrooms, laptop trolleys and a bank of ipads, it is our belief children should be able to use their skills across a range of platforms. Children are taught coding skills to develop their problem solving and we have banks of programmable robots and drones which are used to enhance their coding skills. Older children have a Google cloud account for saving work and accessing homework from home, this work can then also be shared with their peers and teacher using Google classroom. We have several green screens in school which are used for producing videos and movies. The school digital leader team take ownership of IT across the school, running training sessions and lunchtime clubs for pupils and staff,

Design Technology

We encourage children to explore and develop many of the practical skills needed to help them in the area of design. They are given opportunities to experiment and apply their knowledge in practical situations.

Children generate ideas through experience and by being given the opportunity to make items that they can evaluate and attempt to improve.

Children are also made aware of the importance of the safe use of equipment and tools.

Art

Throughout the children's time at Woodlands, we aim to develop aesthetic appreciation and creativity. The creative arts are seen as an important element of a child's education. We therefore undertake a variety of art, craft and design activities. The children explore a range of techniques and use a variety of tools. They also experiment with different media.

Studies of artists, their work, technique and style are carried out by pupils across the age range. Real objects and situations are used to develop children's perceptions and spatial awareness.

History

Through our teaching of history we aim to promote the children's interest in the past and to explore the major issues and events in Wales, Britain and around the world as well as the lives of ordinary people. We aim to emphasise the similarities and differences between the past and present, including people's values and attitudes.

The children will learn about the past through focussed topics. We believe that, as far as possible, children should gain practical experience through the use of primary and secondary sources including maps, artefacts, photographs and video recordings, a variety of stories and visits to places such as castles and museums.

Geography

In geography we aim to develop the children's interest both in their surroundings and in the variety of physical and human conditions in the wider world. Geographical skills are developed using a variety of resources including maps, atlases, globes, photographs and video recordings. All children are taught to have a concern and understanding of the environment and a responsibility for the care of the Earth and its inhabitants.

Wherever possible geography will include the study of real places in Wales and around the world. Links with industry are also very important.

Music

Music at Woodlands provides children with the opportunity to perform, compose, listen and appreciate.

We have a visiting music teacher who takes the children for lessons while teachers do their planning and assessment. In addition, many children choose to learn an individual instrument. At present, a small charge is made for this service of £2 per session (£20 per term). At the moment we offer guitar, violin, drums, clarinet and flute. This year we aim to offer 3 music 'scholarships'. These will be awarded to children on the basis of talent as well as circumstances.

Physical Education

The school offers a balanced Physical Education programme. It comprises of Swimming, Athletics, Dance, Games and Gymnastics. It also includes competitive and non-competitive activities. The Curriculum focuses on Health and Exercise. The Physical Education Curriculum is planned to produce vigorous, purposeful and regular activities, through which all pupils can experience a sense of enjoyment and achievement. Wherever possible pupils are encouraged to take the lead in the learning and set targets for improvement.

Swimming is considered to be an important element of the PE curriculum. Currently, Year 5 children go swimming every week. Year 6 children are given the opportunity to go rock climbing every week. In Year 5 and 6 the children take part in a 4 day outdoor adventure holiday at an outdoor centre.

Every lunchtime the pupil sports ambassadors organise a 10 minute activity session before the end of play. This includes dance, daily mile, a workout and dance session.

PE Kit

We ask that parents provide a PE kit that consists of shorts and T-shirts for indoor activities. For outdoor activities (warm weather only) children work in shorts, tee shirts and trainers. PE kits should be brought to school at the beginning of the half term and hung on the child's peg. They will then be sent home every half term to be washed.

Please ensure that your child can dress/undress unaided. It is also essential that your child DOES NOT wear jewellery to school on P.E. days. If this is not possible, could you please make sure that earrings (**N.B. NO HOOP EARRINGS ARE ALLOWED**) are covered with a piece of sticking plaster.

Outdoor Learning

Nursery to Year 2 children have access to outdoor classrooms throughout the school day. Staff provide structured play opportunities and focused tasks for the outdoor provision that challenge the children to use their literacy and numeracy skills, develop previously learnt skills, deepen their understanding and promote their independence.

In addition, we are fortunate that we have large playground areas as well as a school field and wildlife area consisting of a pond and woodland walk.

Welsh and Cwricwlwm Cymreig/ Cynefin

As pupils at a school in Wales, children experience the rich culture and language of this beautiful country. Welsh as a second language is taught in all classes throughout the school by singing Welsh songs, reading Welsh texts, drilling language patterns, through role play, games, the use of multimedia, through writing activities and the encouragement of the use of incidental Welsh.

Cynefin involves children acquiring an understanding of Welsh culture and the importance of Wales both within the UK and on an international stage. Appropriate provision is made to develop pupils' knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales, for example, pupils study the local area and make comparisons between Wales and other countries. Cwricwlwm Cymreig permeates the school curriculum and arises naturally in the course of children's work and in the day to day work of the school.

This year we will continue to incorporate a Modern Foreign Language into our curriculum using some exciting new resources. We have also started to introduce sign language to the children.

Sex Education

Throughout sex and relationships education children are taught to understand the

importance and impact of different relationships on their lives. They understand that the world is a diverse place and that different sexual orientations and families are accepted. During their time at Woodlands children will be made aware of the different parts of their bodies and understand the reasons for the physical and emotional changes that take place at different points in their lives. They will be taught to identify appropriate and inappropriate touching and will know who to turn to in times of need.

The school has a Sex and Relationships (SRE) policy that has been agreed by the LA and Governors. Copies of this policy are available on request.

The school has adopted the LA recommended SRE schemes of work and these are being taught throughout the school to each year group using the recommended resources. This ensures that the teaching is age appropriate and there is continuity and progression. A booklet explaining how we teach SRE is issued to parents annually. Parents are always notified of any presentations or lessons related to this subject and have the right to withdraw their child. No requests to withdraw their child have been received to date. In addition the school utilises the expertise of the NSPCC and the Spectrum Project to supplement the delivery of lessons to pupils on keeping safe from harm including sexual abuse and domestic violence.

Religious Education and Collective Worship

We aim to help children understand how religious beliefs and values affect the way people live and the importance of deciding for themselves. Stories from Christian and other religious traditions are shared to help develop and understanding of their own and other cultures. A daily act of collective worship is held. Representatives from religious denominations visit throughout the year.

PSHE (Personal, Social, Health education and Citizenship)

The school is part of the Healthy Schools Scheme and has achieved the green flag in recognition of the steps we have taken to ensure children lead a healthy life.

PSHE/Citizenship help to give children the knowledge, skills and understanding they need to lead confident, healthy independent lives and to become informed, active and responsible citizens. Children are encouraged to take part in a wide range of activities and experiences across the curriculum, contributing fully to the life of the school and the local community. In doing this they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning.

Growth Mindset

Children learn to understand their feelings and emotions and know how to identify and respond to these in a positive way drawing on the values and approaches to learning that they are taught at Woodlands. Growth Mindset helps children to learn about the way they learn and gives them strategies to deal with challenges in their learning. Children are taught to understand that our mindset has a significant impact on our performance, particularly in the face of adversity. Teachers and pupils refer to learning pits in class; enabling the children to see visually that becoming stuck in their learning is a positive thing. Children are taught that their brain is similar to a muscle; the more they are resilient and put effort into their learning, the stronger it will get. Focus is put on rewarding effort in all lessons to build children's confidence across all subjects.

Mindfulness

Mindfulness is the way in which we can be fully present and aware of what is going on around us and how we react, helping to reduce stress, enhance concentration and promote general well-being. At Woodlands, pupils are taught how to notice when they are in need of a 'mindful moment' and learn various breathing and mindful techniques.

Thrive

Thrive helps us to gain a better understanding of pupils' emotional development and provides us with strategies and activities to help 'fill the gaps'. Currently, children in Nursery are routinely assessed and taught using Thrive techniques and children from Reception to Year 6 receive targeted intervention. As a school, we take a general Thrive approach when dealing with behaviour and the day-to-day needs of the children placing the utmost importance on the well-being and emotional development of all pupils.

Before/After School Club

Torfaen Catering runs a free Breakfast Club for all children at the school which starts at 8.15am and serves a healthy range of food. There are a range of clubs on offer throughout the year, for example, Football, Cookery, Gardening, Dance, Basketball, Craft, First Aid, Welsh, Performing Arts, Eco Club, Safe Cycling, Choir, Maths, Sports Ambassadors, Coding, Heddlu Bach, rugby, tennis, film, Welsh and international super heroes.

Further details are available on request. These clubs are provided free of charge and run at the discretion of teachers. If any child's behaviour falls below an acceptable standard, they will not be allowed to continue attending.

Transition

All children visit their new class in the summer term so that they can meet their new teacher and get a taster of any new routines etc. We ensure teachers plan together and organise the curriculum to ensure continuity and progression. Teachers liaise with one another in order that records of achievement and attainment as well as additional relevant information are passed onto the next teacher effectively.

We have good communications with our local comprehensive school, Cwmbran High. Teachers from Woodlands liaise with teachers in Cwmbran High to ensure continuity of work in the upper years of the school. This involves joint training and visits between schools. In addition, specialist teachers in the comprehensive school visit us and teach various classes throughout the school.

A member of Cwmbran High Senior Management teaching staff is also a member of our Governing Body, thus strengthening the links between the two schools. Children also have several "taster" days during the Summer Term, when they spend the whole day at their new comprehensive school and they have the opportunity to participate within cluster enterprise events, sports events and transition work that will continue from Year 6 to Year 7. There is enhanced transition for vulnerable pupils and pupils with additional learning needs.

We also have good links with our other nearby comprehensive school, Croesyceiliog. Again the Head of Lower School has contact with our Year 6 staff.

Pupils intending to go there also spend a day at the school during the summer term.

Assessment/ Parents Meetings

Children are continually assessed and tested throughout the school year. We recognise that some children can find test situations stressful and we try our best to ensure that they are as fun as possible. Parents will receive a formal written report on their child's progress, at the end of each academic year. In addition, we run two open evenings in October and February for parents to talk to the class teacher about their child's progress and receive a brief report on how well each child is performing.

Equal Opportunities

The school is committed to equal opportunity. At Woodlands we are committed to providing equal access to the curriculum for all children regardless of ethnicity, disability, gender or social background. Every pupil is equally important and equally valued. We believe that children should be treated according to need and discrimination of any kind should be robustly challenged. The school's ethos is shaped by working towards care, consideration and respect being shown between pupils, staff and the community. The school tries to help all young people to gain the knowledge, skills, self-confidence and awareness to contribute fully to society. Our Strategic Equality Plan contains targets relating to Equal Opportunities and a copy is available on request.

Additional Learning Needs (ALN)

Mrs C Gratton has responsibility for ALN throughout the school. Mrs J Bates has responsibility for Looked After Children and is also the Designated Child Protection Officer.

Some children have Additional Learning Needs. A child is identified as having an Additional Learning Need if, for any reason, he/she has a significant difference educationally, emotionally, physically or in behaviour from the majority of children of the same age. The difference in learning can be above or below average ability.

The school follows the Special Needs Code of Practice closely and the draft ALN code to ensure pupils' needs are met. The school also has its own Additional

Learning Needs Policy, which gives details of special curricular and other arrangements made for particular categories of pupils, including those with statements of Additional Learning Needs and More Able and Talented pupils.

Any child identified as having Additional Learning Needs is assessed by the Class Teacher, who together with the Additional Learning Needs Co-ordinator will intervene to assess, support and monitor the child's needs. To offer specific help that is additional to the schools universal provision, they will devise a 1 page profile or Individual development Plan especially for the child. Parents will always be informed and consulted if their child has additional needs.

In some cases we need to refer the child to an Educational Psychologist, who will visit the school to see the child, evaluate any problem and offer support.

Some pupils are working beyond the expectations for their age, these pupils could be identified as more able and talented (MAT). Class teachers, through a combination of both formative and summative assessment, will identify more able pupils. At Woodlands we are continuously developing our action plan to support and develop the skills of our more able and talented pupils. For this to be effective we ensure all resources are efficiently and effectively used. We try to ensure that teachers plan using a wide range of teaching methods which cater for different learning styles and provide challenge at all times. There is a MAT policy that gives further details of identification and support for pupils.

Disability

Children with disabilities are welcome into school and wherever possible or practical we will cater for their needs. We are constantly trying to improve access for disabled children and parents. When we undertake a development to the premises we consider the needs of disabled people as part of the planning stage.

Behaviour and Relationships

The school's policy on behaviour is based on forming good relationships with children and the positive approach of reward, praise and encouragement of good attitudes rather than the negative one of criticism and punishment. It includes strategies employed by the school to counteract bullying.

However, where cases of unacceptable behaviour occur, parents will be informed. In extreme cases, children may be suspended or excluded. A similar system exists for inappropriate behaviour at lunch time.

The school is required to have a policy of Physical Intervention. Reasonable force will only be used as a last resort. On the rare occasions when difficult situations occur, staff will endeavour to resolve the issue in a non physical way.

Pastoral Care

The pastoral care of each child is the responsibility of all staff and we take great care to ensure the highest possible wellbeing for all children. We have a pastoral lead worker who is able to offer support to children and their families with a wide range of issues.

It is the policy of the school to involve parents if we are concerned about a child's progress, behaviour or attitude. If you have any questions or problems concerning your child's education please contact the Headteacher or Deputy Headteacher.

The welfare of each child largely depends upon the cooperation that exists between home and school. Teachers, by law, are in "loco parentis" i.e. they are responsible for the well being of the child during the school day in the same way as is a reasonable, careful parent.

The school interprets this responsibility by setting high standards in work and behaviour.

Parents can help by:-

- * ensuring the child's regular attendance at school.
- * ensuring the child's punctuality.
- * supporting school activities.
- * contacting school immediately problems arise.
- * attending school functions, especially Parent Consultation Evenings
- * ensuring that your child completes any homework

Complaints Procedure

Parents wishing to make a formal complaint are advised that there is an approved procedure which must be followed. Concerns expressed by parents should firstly be discussed with the teacher. If parents are not satisfied they should approach the Headteacher. The next step, if they are still not satisfied, would be to take their complaint to the Governing Body and following that the Local Education Authority. A full copy of our complaints procedure is available on request.

Emergency Telephone Numbers

Please ensure that the school is given an emergency telephone number in case of accident or illness. It is very important that you inform the office when telephone numbers and in particular mobiles, are changed.

Homework

Research has shown that parental involvement in their children's education can be beneficial. Therefore, strategies have been built into the curriculum which will encourage parents to become involved.

Parents are informed at the beginning of each term of the topic their children will be investigating. They are asked to contribute relevant expertise and books or objects of interest. Parents can assist greatly by listening to their children read, both for pleasure and information.

Homework linked to various aspects of the curriculum will be sent home regularly. Your child's class teacher will give you more information.

Home/ School Links

The establishment of good home/school relationships is very important.

Regular newsletters are sent to all parents, which provide information about school activities as well as the curriculum and practical arrangements for your child for that year.

From nursery age, parents are made fully aware of how their children will be educated. Parent Consultation Evenings are held twice a year, when parents are given the opportunity to discuss their child's progress with the class teacher. A formal report on each child's progress is sent to parents at the end of the summer term and a further opportunity to talk about your child's progress is available.

Parents are invited to functions throughout the year, for example, Bring Your Parent to School Day, Christmas Concerts and Sports Day to name a few. This year we introduced Class Exhibitions where pupils had the opportunity to introduce parents to the New Curriculum and show the skills that they had recently acquired through their authentic learning goals. Parents had the opportunity to join in with a range of activities delivered by the pupils themselves.

Our Home/School Contracts set out the school's commitment to its pupils and the school's expectations of the parental support that is so important for each child's development and progress whilst in our care.

There are a number of information sessions organised for parents throughout the year in order to offer support. For example, we run literacy, maths, Welsh and internet safety sessions annually. In addition we offer parenting support through Family Links courses run by the health visitors and Hope GB run a course on coping with children with ASD. Coffee afternoons provide a way of meeting other parents and getting to know the school. In addition Adult Learning runs a 6 week accredited course annually and the Building Resilient Families Project supports with finance, getting back to work, and any issues with housing.

The school has a small number of parents who regularly help with fundraising activities such as school discos and events. We are always looking for more parents to join in. Please look out for future events and activities.

The school has a pastoral officer, J Sidnell, whose role is to support both children and parents. She is available to offer advice regarding behaviour, finances and housing and is also able to signpost families to various other support networks.

Links with the Community

At present, Woodlands Primary School enjoys thriving links with the local community and it is hoped that these will be developed even further in the future.

Links with groups of senior citizens are maintained by the pupils entertaining them with music, dance and drama at different times of the year. Pupils also attend the OAP home to observe professional classical music concerts and share their

experiences with the senior citizens. We have excellent links with our local Special School where the children from both schools have been involved in a wide range of joint art and music projects. We have built strong links with our local Dementia group involving the members in a number of activities and have become a Dementia Friendly school.

We respond to many requests for fund raising in the community and elect one main charity each year. Representatives of the various local churches visit school regularly to take morning assembly. School Governors take an active interest in the children and pay regular visits to the school.

The Community Police Officers regularly visit the school to discuss current issues and topics with the pupils and to work closely with Heddlu Bach (Mini Police). The Heddlu Bach have reached out to the community in many different ways in order to support both vulnerable and elderly residents in our local area. Children participate in Keep Me Safe activities linked to the Police. Fire and Ambulance forces with quizzes linked to these topics.

Experts in their particular fields regularly visit the school to talk to children and share their expertise. For example British Airways representatives talked to the children about engineering and Cardiff University lecturers helped the children carry out experiments on racing maggots! During STEM week, an engineer visited every class in KS2 to explain and then demonstrate how explosions are created.

Meals

School meals are provided by Torfaen Catering, in the school hall. Meals are cooked on the premises.

Provision is made for children to eat sandwiches but parents are asked to ensure that drinks brought to school are carried in a well sealed container. In the interests of the safety of children, please do not send hot or fizzy drinks and drinks in glass bottles.

Midday Supervisors manage the children at lunchtime. Children having school dinners are not permitted to leave the premises unless a request is made in writing, by the parents, to the Headteacher.

Healthy Eating

We promote healthy eating in school as much as possible. We encourage parents to provide their children with healthy packed lunches and further guidance is available on request. Children are allowed to bring in a healthy snack for their mid-morning snack.

Nursery to Year 2 children are offered milk, free of charge, at morning break. We have children attending school who suffer from a nut allergy. If these children are in contact with nuts the consequences can be serious. As responsible parents I know you will want to cooperate with the school by ensuring that your child does not bring nuts or anything containing nuts into school.

Safety

Woodlands Community Primary School is committed to ensuring the welfare and safety of all children in school. All Torfaen schools, including WCPS, follow the LA recommended procedures. The school will, in most circumstances, endeavour to discuss all concerns with parents about their children. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection procedures). The school will, of course, always aim to maintain a positive relationship with all parents. The school's child protection policy is available on request.

At Woodlands Primary School, we encourage children to become aware of all aspects of safety relating to the well-being of themselves and others. Children are encouraged to take responsibility for their own personal safety both at school and within the community. The school maintains close links with the local police force and, in particular, with the community police officer, who regularly visits the school to talk about road safety and the risks of talking to strangers. Children are invited to watch films, demonstrations and to enter into discussions about such issues.

Children are also given the opportunity to take a course in safe cycling. This is organised in conjunction with the Road Safety Committee. At the end of the course children are invited to take a proficiency test and are awarded a safe cycling certificate.

Accidents in School

Naturally, although the greatest care is taken by the teaching and support staff to safeguard your child, accidents do sometimes occur. In the event of minor injuries children will be treated in school but for more serious accidents, the school will inform the parent immediately. This, of course, is only possible if the school has the home and/or emergency contact telephone number. If the parent cannot be contacted or is unable to collect the child then he/she will be transported to hospital by a member of staff, who will wait for the parent to take over.

Needless to say, very serious injuries would mean immediate transportation to hospital. If at any time, a child sustains a "bump" in school which causes concern then the parent will be informed either by telephone or letter that day.

Medical

The school nurse team can be contacted on 01633 768724.

Please ensure that the school is informed about any medical conditions relating to your child. A medical questionnaire is sent to all parents of Reception aged pupils during their first year at school. The school nurse will arrange appointments to see parents following the questionnaire.

At various times throughout their school life, children are given medical examinations. These include dental examinations, eyesight and hearing tests. Parents are notified if follow up treatment is necessary.

No child may carry prescribed medicines whilst in school. The only exceptions to this policy will be where a child suffers from conditions which require ongoing medication e.g. cystic fibrosis, asthma etc. However, pupils may need to receive medication for short periods such as completing a course of antibiotics. Parents are asked, whenever possible, to administer this medication outside school hours. If this is not possible then a medical form has to be completed to enable staff to administer medicines. Staff will not administer non-prescription medication. Pupils will not be excluded purely as a result of requiring medication.

Photographs

Photographs of children are often used on our Facebook page, Website and occasionally, local newspapers print photographs of the children attending the school e.g. The South Wales Argus often takes photographs of Reception pupils for a special edition called "Their First Days at School". If, for any reason, you do not want your child to be included in these photographs, please inform us by completing the relevant form in your starter pack.

Parking

There is no parking on site for parents. The car park is open to staff and visitors only.

Dogs

We do have a wellbeing dog that has special permission from Governors to be on site. For health and safety reasons other dogs are not allowed on site without permission from the Head Teacher.

Toys and Valuables

Teachers are not responsible for the private property of pupils. As school cannot be held responsible for breakages or losses which may occur, we request that children do not bring toys or valuables to school unless asked to do so by the staff. To safeguard property the owner's name should be clearly marked on clothing or other personal property.

Jewellery

For Health and Safety reasons only watches and stud earrings are allowed.

Lost Property

Children are advised that all lost property should be reported immediately if it goes missing. We centralise lost property in school in a Lost Property Box. All items left behind in cloakrooms over a long period of time are put in this box. The Lost Property Box is emptied at the end of each term. We then dispose of the items that are not claimed.

Spillages on Clothing

Children are provided with protective aprons for art and craft work. Occasionally however, a child may accidentally spill paint on their clothing.

In this event the suppliers advise:-

- a) Clothing should be immersed in cold water and left to soak for 24 hours before normal washing.

Hot water and detergent should never be administered in the first stages, as this can fix the colour permanently into the fabric.

Charging and Remission Policy

Throughout the year your child will be taken on various visits as part of the work that he/she is undertaking in class.

Naturally these visits cost money and we cannot hope to support the full cost from school funds. We do subsidised school trips but ask for a donation from parents

to cover the full cost. Since we are only allowed to ask for "donations" for educational trips, if insufficient sums are raised before such a trip, then we unfortunately, may have to cancel.

Your Queries and Concerns

Everyone is welcome at Woodlands Primary School and the Headteacher will try her best to see you without appointment. However, if the issues require more time or the Headteacher is not available, it may be necessary to make an appointment via the school office. If the matter is urgent please go to the office first and the Headteacher, Deputy Headteacher or Office Staff will then help you.

The staff of Woodlands Primary School treat children and parents with courtesy and kindness. It is the responsibility of parents to show the same consideration towards staff. Acts of verbal abuse, threatening behaviour or violence towards any member of staff will not be tolerated and will result in a referral to the Local Education Authority.