

2025-
2026



'Prospectus'



*White Rose
Primary School
Prospectus*

*Believe ,Learn, Grow Together
Credu, Dysgu, Tyfu.
Gyda'n Gilydd*



Croeso i Ysgol Gynradd Rhosyn Gwyn

Welcome to White Rose Primary School

Dear Parents,

The Governing Body and staff welcome you to White Rose Primary School.

Communicating with parents will always be a priority at White Rose Primary School. It is one of this school's most important objectives.

Newsletters, Twitter, reports, open days, consultations, visits, special 'events' and an open-school policy all contribute toward the development of a healthy home-school partnership but they do not provide the general information you need to have about your school.

The purpose of the School Prospectus is to provide a comprehensive insight into all aspects of the school and to convey details about current school procedures. We hope you will find it both useful and informative.

If you wish to have further information or want to visit the school please contact the Headteacher. The school strongly believes in working in partnership with parents and welcomes parental involvement in the life of the school.

Miss C Williams - Chair of Governors

Mrs K D Thompson - Headteacher



TEACHING STAFF

Mrs K D Thompson
Mr A Strickland

Headteacher
Deputy Headteacher

Junior Staff

Miss S Hancock
Mrs M Morgan
Mrs M Powell
Mrs E Jones
Mrs N Lewis
Mr L Thomas
Mrs P Simpkins
Mrs. J Lewis
Mrs M Slatter
Mrs S Chesterman
Mr A Strickland

Dosbarth Aur Class teacher
Dosbarth Gwyn Class teacher
Dosbarth Porffor Class teacher
Dosbarth Porffor Class teacher
Dosbarth Glas Class teacher
Dosbarth Gwyrdd Class teacher
Interventions TA
Interventions TA
Interventions TA
Interventions/PPA HLTA
PPA Deputy headteacher

Infant Staff

Mrs S Doyle
Miss R Morgan
Miss H Bennett
Miss J Bishop
Mrs R James
Mrs S Derrett
Mrs H Gunter
Mrs S Ross
Mrs S McDonald
Mr Wilde
Mrs C Rees
Mrs H James
Miss E Smith
Mrs K Radley

Dosbarth Melyn Class teacher
 TA
Dosbarth Oren Class teacher
 TA
Dosbarth Coch Class teacher
 TA
Dosbarth Enfys Class teacher & ALNco
 TA
 TA
 TA
 TA
 TA
 TA
 TA
 TA
 TA

NON-TEACHING STAFF

Mrs. H Raikes
Mr S Ferguson
Mrs K Paget

School Clerk
Caretaker
Family Liaison Officer



Dinner Supervisors

Mrs. C Lewis
Mrs. C Rees

SCHOOL TIMES AND TERM DATES

Mornings:

Nursery

9:00 - 11:30

Infants

9.00 - 12.00

Juniors

9:00 - 12:15



Afternoons:

Infants

13:00 – 15.10

Juniors

13:00 – 15.10

Members of school staff supervise the yard from 8:50 and the bell is rung at 8:55 to facilitate pupils being in school and ready for lessons to start promptly at 9:00. The external gates are closed at 9:00. Children who arrive later than this should enter through the front door and be signed in at the office by a parent. Parents should please note that no member of staff will be on duty to supervise pupils before 8.50.

Pupils who go home for lunch should not return before 12:50.

Please note, you must inform the school should there be a change in the person/persons collecting pupils at 15.10.



School Prospectus | 2025-2026

Autumn Term 2025		Half Term		Autumn Term 2025	
Monday 1 st September 2025	Friday 24 th October 2025	Monday 27 th October 2025	Friday 31 st October 2025	Monday 3 rd November 2025	Friday 19 th December 2025
Spring Term 2026		Half Term		Spring Term 2026	
Monday 5 th January 2026	Friday 13 th February 2026	Monday 16 th February 2026	Friday 20 th February 2026	Monday 23 rd February 2026	Friday 27 th March 2026
Summer Term 2026		Half Term		Summer Term 2026	
Monday 13 th April 2026	Friday 22 nd May 2026	Monday 25 th May 2026	Friday 29 th May 2026	Monday 1 st June 2026	Monday 20 th July 2025

The school will be closed for 6 days during the academic year for training purposes. Dates will be circulated to parents via a dojo.



We celebrate weekly attendance for individuals and classes.

Every term we reward the children who have achieved 100% attendance.



School Address:

White Rose Primary School
School Street,
New Tredegar
Caerphilly County Borough
NP24 6DW
Tel: 01443 828060
Fax: 01443 828068

E-Mail: WhiteRosePrimary@sch.caerphilly.gov.uk

Website : www.whiteroseprimaryschool.wales

Twitter: [@PrimaryWhite](https://twitter.com/PrimaryWhite)

Headteacher: Mrs K D Thompson

Deputy Headteacher: Mr A Strickland

Chair Of Governors: Miss C Williams

Local Education Authority:

Caerphilly County Borough Council
Directorate of Education and Leisure
Ty Penallta
Tredomen Park
Ystrad Mynach
Hengoed
CF82 7PG

Telephone (LEA): (01443) 815588

E-Mail: info@caerphilly.gov.uk



GOVERNING BODY OF WHITE ROSE PRIMARY

A governor is a volunteer that cares about teaching, learning and children. They represent the local community and are part of a team, which accepts responsibility for everything a school does. Our governing body works very hard for the school. The governing body is made up of the following representatives:

COUNTY COUNCIL REPRESENTATION - Appointed by L.E.A.

Cllr E Stenner

Mrs D Parfitt (Vice Chair)

TEACHER GOVERNORS - Appointed by the Teachers

Miss S Hancock

NON TEACHING GOVERNOR

Mrs P Simpkins

PARENT GOVERNORS - Elected by the Parents.

Mrs N D Munasingh

Mrs A Dolloway

Mrs D Curtis

Mr R Aladese

Community Governors - Appointed by Governors

Mrs C Williams (Chair)

Mrs M Woodhouse

Mrs S Davies

HEADTEACHER GOVERNOR

Mrs K D Thompson



SCHOOL PROFILE

White Rose Primary School accommodates children from 3 to 11 years of age. The school opened in September 2004 and currently has 220 children on roll. There are eight mixed age and ability classes in the school. The school also has a Nursery/ pre-Nursery class and Integrated Children's Centre.

The main aim of this school is to offer children, parents and staff a caring environment and we pride ourselves in providing the very best teaching and learning opportunities. The trust that is evident throughout the community between home and school has been invaluable to the process of raising standards and the success of the school. The partnership that has been built between home and school has enabled this community resource to develop into an exciting facility for all concerned with learning.

A range of extra curricular activities are offered to pupils throughout the school year and these range across numerous sporting activities and cultural events.

As a Regional Pioneer School we work alongside other schools who are implementing the new Curriculum, Success Futures, prior to it becoming mandatory in 2022. We work under the new Areas of Learning Experience of Language Literacy and Communication (LLC), Mathematics and numeracy, Expressive arts, Health and well-being, Humanities and Science and technology. . Pupils' well-being features significantly in the school's provision and this ensures that all children are able to access the curriculum in a safe, caring environment where they feel valued and secure.





ADMISSIONS

Prospective parents and their children are always welcome to look around the school to discuss admission with the Headteacher or Deputy Headteacher.

Our catchment area is the area of New Tredegar. Parents seeking admission for children outside the catchment areas must do so through the Admissions Officer at Caerphilly County Borough Council. Applications will be considered according to the criteria set out by the Local Education Authority and parents will be notified accordingly.

Pupils are admitted to the Nursery on the term following their third birthday. (This is dependent on the continuation of the Welsh Assembly Grant for early entry). This follows preliminary visits to the school by parents and children during the term preceding the entry. Parents may register their child's name at the school at any time after the birth. It is recommended that children be registered as soon as possible after their birth. During preliminary visits parents will be informed of the procedures to be followed by them and their children for the first few weeks of their entry into school life. The process of entering the Nursery class can be a dramatic experience for any child. With this in mind we try to make this transition from home to school as trouble free as possible.

Caerphilly County Borough Council's policy is to fund part-time provision for 3 - 4 year olds. The school works in partnership with the Integrated Children's Centre which offers further provision for our nursery children.

Rising 3s

White Rose Primary School are not currently accepting 'Rising 3s'.

Nursery

Application forms for admission to Nursery are available from the school office. These are then processed by Local Authority and parents will be notified if a place is available. Nursery children attend school on a part-time basis. Parents of children due to attend Nursery are invited to the school. Parents of Rising 3 and Nursery children are invited into school

to meet members of staff, explain some of the activities the children will experience.

Reception

Children can be admitted to Reception in the Autumn Term if their fifth birth falls between 1st September and 31st August in that academic year. The majority of children transfer from the Nursery. Application forms for admission to Reception are available from the school office. These are then processed by the Local Authority and parents will be notified if a place is available.

Admission to other year groups

Admission to other year groups is done by contacting either the School Clerk, or the Admissions' Officer at Caerphilly County Borough Council. A mutually convenient time is arranged for you and your child to visit and tour the school, meet a member of the Senior Leadership team and the class teacher and discuss the school's approach to learning. If possible, prior to starting, we would like your child to spend a morning or afternoon with the class in order to meet the children and begin to feel at home.



OUR SCHOOL VISION

'Believe, Learn, Grow Together'

The four purposes will be at the heart of our curriculum.

These support the curriculum to encourage children and young people to be:

- *Ambitious, capable learner **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.***

The school will work with the pupils, parents and governors to ensure that 'Life Long Learning' is available for all members of the community.

The school will work in partnership with the community to improve its quality of life.

The school will strive to achieve an outstanding reputation through the commitment of all stakeholders to this vision.





Our Seven Stems of Success

We have seven core values which underpin everything we do. They provide a framework which guides our behaviour, supports our ethos and influences the interactions we have with each other. We value them equally and aim to display their characteristics wherever possible.

<i>R</i>	<i>Resilience</i>	Resilience is fostered at White Rose Primary, promoting healthy minds and bodies. Our pupils become strong and spirited individuals, developing a determination and confidence to achieve their personal best. They have the flexibility to adapt and the courage to persevere in facing challenge.
<i>E</i>	<i>Environment</i>	We look beyond the school gates and provide our pupils with skills to prepare them to play a full part in life and work. We maintain strong links with our community and with our local schools and ensure the transition to secondary school is smooth and stress-free. A sense of belonging comes quickly and is long-lasting with our pupils ready to lead fulfilling lives as valued members of society.
<i>S</i>	<i>Strive</i>	At White Rose Primary, we aim to equip our pupils with the confidence to have a go at anything and the motivation to pursue their goals. We strive to pass on a life-long love of learning. We are ambitious on behalf of our pupils– seeking to instil inspiration and independence.
<i>P</i>	<i>Pride</i>	Pupils are actively encouraged to take pride in their own and each other’s work, sharing successes and offering one another mutual support. We are proud of our School and the wonderful environment we live and learn in.
<i>E</i>	<i>Empathy</i>	White Rose Primary is built on the positive relationships of trust, mutual respect and understanding. We create an environment where the needs and rights of others are respected as members of a diverse society. We foster an environment in which pupils can share their views and feelings safely and know they will be listened to and valued.
<i>C</i>	<i>Creativity</i>	Creativity permeates everything we do. We grasp opportunities to develop open and enquiring minds. We make connections in our learning and apply our knowledge and skills to create ideas, reframe and solve problems.
<i>T</i>	<i>Together</i>	Each child is known by all the staff and feels cared for, respected and supported. We each understand and consider the impact of our actions on each other when making choices. We all work together to support the happy, family atmosphere created by our unique school community.



KEEPING IN TOUCH

Parents are asked to keep school up to date with changes to mobile phones for contact purposes. We use texting service throughout the week to notify parents of small messages as appropriate.

All other letters and information are shared via 'Dojo' – please ensure you sign up to your class Dojo page when you join the school.

The school website www.whiteroseprimaryschool.wales contains useful information through the term and we ask parents to use this as a source of reference.

All classes have their own Twitter pages to share good news throughout the day and short messages. For parents who do not use Twitter this is also shown on the school website class pages.

We ask parents not to message the school via social media but to contact the school via telephone or email if they have a query.

ACCESS

In the interests of health and safety we would ask all parents and children not to bring cars into school car park.

The main office is to be found at the front of the school. Again, in the interests of health and safety we would ask all parents and children to use the pedestrian side gate and not the vehicular access gates. Parents can gain access to the office through the main entrance doors.

ATTENDANCE

Pupils need to attend school regularly if they are to take full advantage of the educational opportunities available to them. The progress of pupils is affected by non attendance at school. It is our aim at White Rose Primary to maximise our attendance rate, therefore individual absences will be scrutinised.

Children are expected to attend school every day, punctually, unless there is a valid reason for not doing so. Morning school begins at 9.00 a.m.



It is inevitable that there will be times when your child will need to be absent from school. It may be because of a visit to the doctor, dentist, opticians, etc. Whilst we would ask that, when possible, these appointments are made outside school hours, we acknowledge that in certain circumstances it is not possible. At these times, it will be necessary to inform the school **prior to the appointment**, by writing or telephoning. ***This absence will be authorised.***

Should your child be absent through illness, we ask that you contact the school on the first day of absence so that we know that your child/ren are safe at home. We also require a brief note on your child's return to school stating the reason/s for absence. ***These absences will be authorised except where consistent absenteeism gives cause for concern.*** Parents will be contacted in such cases.

Parents are notified termly of their child's attendance through CALLIO colour coded letters. The school Attendance Officer and a member of the Senior Leadership team monitor these closely and work with families and children if there are ongoing issues to support in improving the attendance of the child.

Welfare Agencies

The Educational Welfare Officer visits regularly and can advise families with educational welfare problems. He may also be used by the school to check on persistent, unexplained absences, or to support families that we are concerned about.

Holidays within Term Time

Absences for holidays will be **unauthorised**. In line with Welsh Government guidelines, we expect pupils to take holidays during the school holidays. Holiday forms for parents to complete are available from the School Clerk.

DISCIPLINE

I am sure that all parents will share our expectations that children behave well at all times, including the journeys they make to and from school. Discipline is firm and fair and rules are kept to a minimum. Whether in the classroom, on the playground or in the dining hall pupils are required to show the kind of behaviour that would be expected by a responsible parent. The school rules are:-



The school believes in praising all aspects of a child's development through the Relationships Policy within the school. Most children behave sensibly and responsibly and staff make a point of using praise and encouragement throughout the day and through a weekly awards assembly, daily positive notes and dojos.

It is the policy of the school to involve parents in disciplinary procedures at a very early stage when a child is not conforming to an acceptable pattern of work or behaviour.

HEALTH & SAFETY

The Health and safety of children, staff, parents and other visitors to the school is of paramount importance. The school has a policy which states clearly how issues relating to health and safety are dealt with.

Risk assessments are regularly made and identified hazards are prioritised for repair according to their risk level. Risk assessments are also made for all excursions.

The school keeps an accident book. Staff are regularly trained in First Aid and Health and Safety matters.

Every effort is made to find a balance between an 'open door' policy and enabling a secure, safe environment for children to be created. **At 9 am each morning the school doors will be "locked" and entry for visitors is only possible through the main entrance. Entrance will only be gained by the electronically operated system.** Parents and visitors should always report to the school office when entering the school at any time.

Regular 'fire drills' are held throughout the year. For fire safety reasons all doors can be opened easily from the inside. The school has an alarm system fitted and this is armed whenever the school is closed. Children are supervised at morning break by members of staff. During the lunch hour, supervisors are employed to patrol the outside areas and dining hall.



SCHOOL MEALS

All school meals are paid for by Welsh government. This is therefore free for all parents. Please ask for a school menu and discuss with your child what meals are available each day.

Pupils who wish to bring a packed lunch may do. We ask that your child's packed lunch is well balanced in line with our 'Healthy Schools' status.

FREE MEALS

The Local Education Authority makes provision for certain pupils to receive free meals. Application forms can be obtained from the school clerk and should be completed and returned to the school or County Education Office. Although meals are now provided by Welsh government, you should still register for 'free meals' as you are then entitled to other benefits throughout the year. Due to Caerphilly County Borough's policy to provide only part-time Nursery for 3 – 4 year olds, all children attending the nursery class and Wrap Around Care in the I.C.C. Unit need to bring a packed lunch to school.





REGULAR AND PRESCRIBED MEDICATION/MEDICAL HISTORY

If your child suffers from a medical condition that is likely to affect his / her education, we would be grateful if you would inform us in writing. Should your child require medicine during the day, please be aware that you will have a responsibility to administer it, either by visiting the school or taking your child home to do so.

If your child is asthmatic and requires frequent use of an inhaler please ensure that they have access to one in their school bag and know how to use it. Our Foundation Phase staff have agreed to assist children in Nursery and Reception with their inhalers but parents must give written details of the name of the child, the dose and timing of the medicine and their contact number. At various stages through your child's stay in school, they will be reviewed by the School Nurse and the School Dentist. Parents will be informed of these visits and will be able to refuse the review.

If your child has a clinic/hospital appointment which involves leaving school during the day, either a letter or appointment card should be shown to the class teacher. No child will be allowed to leave the school until an adult collects him/her. Please note that because of the increase in the number of food allergies, we ask that only shop bought cupcakes (not whole cakes) are sent into school so the ingredients can be viewed. Also, **please do not send peanuts or peanut butter sandwiches for your child's lunch.** They may choose to share them with someone else who has an allergy. Thank you for your co-operation in this matter.

ILLNESS

If a child becomes ill or has an accident whilst at school, parents are informed, and if necessary the child is taken to the local hospital. If for any reason a parent cannot be contacted and the accident/illness requires medical advice or treatment, the child is taken to hospital either by a member of staff or an ambulance. Serious accidents such as broken limbs or wounds needing stitches require permission of parents before treatment can commence. It is therefore essential that parents supply the school with a home and alternative telephone number where they can be reached in an emergency.



PUPILS WITH DISABILITIES

The Disability Discrimination Act (DDA) 1995 defines a disabled person as one who has a 'physical or mental impairment which has substantial and long term adverse effect on a person's ability to carry out normal day-to-day activities.' This would include: sensory impairments, affecting sight and hearing, learning disabilities, severe disfigurements and progressive conditions where impairments are likely to become substantial.

Arrangements for the admission of pupils with disabilities;

A Person has a disability if 'he or she has a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities'. (Disability Discrimination Act 1995).

The Board of Governors supports the Special Educational Needs and Disability Act (2001). The Board is, therefore, committed to the principle of all local children (living in designated addresses) having equal rights of access, if this can reasonably be provided. It is important that, if your child has Special Educational Needs and/or a Record of Needs, the Head Teacher is notified at as early a stage as possible (no later than the beginning of the September preceding the child's date for starting school), so that appropriate arrangements can be discussed. All such cases will be considered sympathetically, on an individual basis. The admission of a child with Special Educational Needs to the School will be conditional upon:

The parents'/guardians' full disclosure to the School of the child's disability. Appropriate planning by the School, including requests for additional funding, are dependent upon the School having access to all the relevant information. Following the procedures, which are set out in any school policies relating to Special Educational Needs.

The availability of appropriate facilities with the school. These include both physical and reasonable curricular provision.

Specific additional funding from Inclusion Services, if required.



Agreement about the stages for which entry is being offered. In particular transition from Primary to Secondary will be dependent upon a review of child's needs and the evaluation of any difficulties, which the child may have in accessing an appropriate education.

Acceptance by the parents/guardians that some educational opportunities, which take place off site, may not be available. The above conditions will also apply if a disability develops during the course of a child's education in White Rose Primary School.

The school can take a variety of steps to prevent disabled pupils being treated less favourably than other pupils, for example:

- Large print format materials can be accessed from outside agencies
- The services of a sign language interpreter can be accessed to facilitate parental interviews
- If either pupils or parents have difficulty accessing information normally provided in writing by the school such as handouts, newsletters etc., then the school will be happy to consider alternative forms of provision. Large font / colours can be easily replicated.
- Arrangements for play; recreation and other aspects of a child's social development are incorporated into a child's Educational Plan or Coordinated Support Plan.
- The suitability of any event and the need for additional support is discussed fully with parents in advance.
- Pupils at White Rose Primary School have always been able to participate fully in a wide range of activities offered Beyond the Classroom
- In constructing the school timetable the school will give sympathetic consideration to individual needs.
- Furniture, seating arrangements and the classroom used can be altered to facilitate access and learning.
- Advice is sought from the appropriate national and local agencies. Support can come in a variety of formats through the school's staged intervention strategy.



- The school's evacuation procedures will be adapted to meet the specific needs of an individual.
- Any new alterations are always DDA compliant.

DISABILITY ACCESS

The school design was completed with full consideration of the 'Disability Discrimination Act'. Access to all areas of the school meets the criteria set out in this Act of Parliament.

EQUAL OPPORTUNITIES

From the very early years of schooling, education can broaden children's horizons and help to provide a wide range of experiences, rather than limited achievement because of a pupil's gender. Pupils are encouraged to make choices based on their own needs in the world as they find it, not on some notion of what might be appropriate for boys and girls in general.

Textbooks, displays teaching and learning methods promote and require active co-operation and participation amongst all pupils and staff. Since teacher expectations affect the achievement, status and behaviour of all pupils it is expected that teacher expectation be equal for all pupils irrespective of sex.

ADDITIONAL EDUCATIONAL NEEDS

At White Rose Primary we understand that **ALL** children share the right to a broad, balanced, relevant and differentiated curriculum. We also acknowledge that all teachers are teachers of children with additional needs. Some children have additional educational needs that prevent, hinder or delay the learning process at school. The problem may be the result of a learning, physical, social, behavioural, speech, language, communication, emotional or a medical condition. The Additional Learning Needs (ALN) Code 2021 is a legislation passed by the Welsh



Government to replace all of the existing legislation and guidance about special educational needs. The Code sets out how reforms to the way children and young people receive support with their learning difficulties will be delivered.

It is usually the class teacher or parent who initially identifies a child with additional needs. The class teacher then assesses the needs of the child and informs the Additional Needs Co-ordinator, who, following further assessment and in full consultation with parents/guardians, will complete a Person Centre Planning (PCP) meeting.

An Individual Development Plan (IDP) with targets and strategies to support the child may be created by the ALNco and LA. Together they monitor the progress made by the child and involve parents in the discussions in the Review Meetings which are held annually. Where an IDP is not required your child will receive targeted intervention for their individual need.

However, if a child needs more support than the school can provide, the school, with parental consent, will seek advice and support from the appropriate outside agencies.

The school's ALN Policy is available for parents.

Your first point of contact if you have any worries or concerns about special needs should be Mrs H Gunter who is the Additional Learning Needs Co-ordinator for the school or Mrs K D Thompson (Head teacher).

MORE ABLE AND TALENTED (MAT)

At White Rose Primary School we recognise that we have some more able and talented children. Individual children are encouraged to develop their attributes, skills and potential within a learning environment that embraces equality of opportunity and provision. Abilities and talents will emerge in a wide range of subjects and fields; therefore we believe that it is vitally important to develop the whole child.

Identification of pupils will be informed by teacher observations, assessments and staff discussions; We will also take into account information from parents;

More able children will be given the appropriate challenge and development within class based lessons and through an intervention programme. Each child will have a MAT action plan and this is reviewed termly with the child and parent.

The school's MAT Policy is available for parents.



THE SCHOOL CURRICULUM
SUCCESSFUL FUTURES – A CURRICULUM FOR WALES – A
CURRICULUM FOR LIFE

The Welsh Government recognised how important it is that each child and young person in Wales should be able to benefit from curriculum and assessment arrangements that will best meet their present needs and equip them for their future lives. Our children and young people only have a relatively short time at school. We must use that time judiciously and productively to help each one of them to grow as a capable, healthy, well-rounded individual who can thrive in the face of unknown future challenges. The curriculum (ages) 3–16 should be organised into Areas of Learning and Experience that establish the breadth of the curriculum. These areas should provide rich contexts for developing the four curriculum purposes, be internally coherent, employ distinctive ways of

thinking, and have an identifiable core of disciplinary or instrumental knowledge.

Successful Futures, Professor Graham Donaldson, February 2015

The curriculum aims at showing progression from the age of 3 to 16. It is based around the four purposes, which will be at the heart of the curriculum. The four purposes are;

- ✓ Ambitious capable learners
- ✓ Enterprising, creative contributors
- ✓ Ethical, informed citizens
- ✓ Healthy, confident individuals

The curriculum will be inclusive, broad, balanced and challenging for all children. 3 – 16 year olds will all share six Areas of Learning and Experience (AoLEs) which are;

- ✓ Expressive Arts
- ✓ Health and well-being
- ✓ Humanities
- ✓ Languages, Literacy and Communication
- ✓ Mathematics and Numeracy
- ✓ Science and Technology





Each Area of Learning and Experience will include a Welsh dimension as well as an international and UK perspective. AoLEs will be taught through topics where children will be involved in planning their own curriculum. They will include immersion days to engage the children within their topics.

Expressive Arts

Through the Expressive Arts children are encouraged to develop their creative appreciation and talent and their artistic and performance skills. The Expressive Arts provide opportunities to explore thinking, refine, and communicate ideas, engaging thinking, imagination and senses creatively. They also promote exploration of issues of personal and cultural identity. Engagement with the expressive arts requires application, perseverance and close attention to detail, capacities that have benefits across learning more widely.

The expressive arts provide inspiration and motivation as they bring children into contact with the creative processes, performances and products of others and stimulate their own experimentation and creativity. They provide many opportunities for experiences such as visits to theatres and galleries and for bringing the specialist expertise of, for example, artists and musicians into the classroom. Achievement in the expressive arts also provides a basis for lifelong participation and can ultimately contribute to a thriving economy and cultural life for Wales.

The Expressive Arts support ambitious, capable learners encouraging them to explore new and challenging areas of experience and to strive to improve their performance. By developing their creativity in a range of forms of expression; providing rich contexts and challenges within which they can work collaboratively, learning from critical appraisal of their work, learners become enterprising, creative contributors. Learners become ethical, informed citizens by understanding their own cultural identity and those of societies in other places and at other times, and to explore complex and difficult issues. Learners become healthy, confident individuals as the Expressive Arts help them to develop resilience and feel more confident as they gain enjoyment and personal satisfaction



from creative expression; contributing directly to enriching the quality of their lives

Health and well-being

Health and well-being is about the physical, psychological, emotional, cultural and social aspects of our lives. Learners will gain knowledge and understanding about how their environment, mind and physical state affect their health, well-being and readiness to learn throughout their lives.

They will engage critically with a range of information to support their decision making and their developing values and identities. Developing social skills and positive relationships helps them to become ambitious, capable learners and prepares them for the workplace. Learners will have opportunities to engage creatively with challenging ideas relating to emotions and relationships. They will develop the skills to talk about these and become enterprising, creative contributors.

Physical and other activity will provide learners with contexts for playing a range of roles in teams. They will learn how to make positive choices and how these affect their own and others' health and well-being. They will develop their understanding of different environments, cultures and communities, including the natural world. They will learn how to deal with these responsibly, appreciating the importance of contributing positively and respecting others.

They will consider the social and ethical issues that impact on the health and well-being of society, becoming ethical, informed citizens. Learners will learn what influences their health and well-being, including healthy eating, physical activity and misuse of substances, and how to make the right decisions. They will develop the skills and dispositions that enable them to become healthy, confident individuals. They will learn the importance of resilience, self regulation, seeking support and developing positive relationships.

Humanities

Through exploring 'what matters' about the humanities, learners will study the past and present, imagine possible futures and learn about



people, place, time and beliefs in order to become ambitious, capable learners. They will build, communicate and apply effectively a solid base of knowledge and understanding of historical, geographical, political, economic, religious and societal concepts.

Learners will develop a range of skills and dispositions to become enterprising, creative contributors and responsible citizens, improving the lives of people in their local community, Wales and the wider world. They will contribute positively to these and engage critically with local, national and global issues.

Through understanding and respecting different beliefs and understanding how to exercise their democratic rights and responsibilities, learners will become ethical, informed citizens. They will consider, explore and make informed choices about sustainability and the impact of their actions. They will learn about rights, values, ethics, beliefs and philosophy.

By developing their personal stances on matters of faith, spirituality, sustainability and social inclusion, they will become healthy, confident individuals, ready to lead fulfilling lives as valued members of society. Exploring their environment will help them to develop their well-being and their sense of place

Languages, Literacy and Communication

Languages, literacy and communication are about developing knowledge, skills and dispositions in oracy, reading, writing and literature within and across languages. They also develop learners' cultural understanding and identity, their sense of self, and their place and voice in society.

Languages, literacy and communication contribute to developing ambitious, capable learners who are effective communicators in Welsh, in English, in other languages and through digital media. Meaningful contexts will stimulate learners to acquire and apply skills, knowledge and understanding and develop positive attitudes to language learning.

Learning languages brings different perspectives. Being confident in using languages enables learners to adapt skilfully to different roles and



contexts, think creatively, solve problems and take risks, becoming enterprising, creative contributors, both individually and collaboratively.

Languages, literacy and communication contribute to developing ethical, informed citizens. Learners gain the knowledge and skills they need to participate confidently and make their voice heard effectively. They will learn how to engage critically with languages and literature across a range of media. Languages and literature develop learners' sense of identity, helping them to understand their culture and community, and gain a feeling of belonging. Developing skills in languages, literacy and communication can help learners to keep themselves and others safe in the real and virtual world. Healthy, confident individuals can articulate their feelings, interpret those of others, and develop positive relationships.

Mathematics and Numeracy

Mathematics and Numeracy promotes ambitious, capable learners, ready to learn throughout their lives by demonstrating a depth of mathematical knowledge appropriate to age and ability. Communicating mathematical ideas and methods both written and oral. Developing secure mathematical and numerical skills in mathematical and numerical lessons and applying them to cross – curricular activities and experiences. Encouraging pupils to be curious, open-minded, willing to accept mistakes and learn from them in a mathematical purposeful way. Encouraging pupils to find and understand numerical information in a purposeful way in order to be independent, life-long learners. Explaining mathematical concepts and ideas, checking solutions when problem solving and developing a keen ongoing interest in mathematics that is purposeful to pupils, future needs

Learners are encouraged to take risks when considering different ways of tackling mathematical and numerical problems. Promoting mathematical and numerical problem-solving skills and reasoning skills for learners to confidently tackle a variety of problems, including real world contexts. Promoting creativity when looking at different ways of tackling problems. Developing resilience when applying mathematical skills to creative challenges, working individually and in groups. Instilling



competency in learners to analyse mathematical situations and construct logical arguments in response

Mathematics and Numeracy AoLE promotes healthy, confident individuals, ready to lead fulfilling lives as valued members of society by developing confidence and resilience to face and overcome challenges and solve problems in order to become independent life-long learners. Encouraging pupils to use their numeracy skills across the curriculum to make informed effective choices and decisions to ensure lifelong health and wellbeing. . Instilling the knowledge and skills to manage personal finance and budgeting now and in the future, intercepting information and data to assess risk. Enabling the understanding and taking of different roles within a group to form positive relationships based upon trust and mutual respect

Science and Technology

Through understanding ‘what matters’ about science and technology, learners will develop a secure understanding of the world and become confident, capable and creative.

Science and technology are dynamic. Ambitious and capable learners understand that knowledge is always subject to challenge from new evidence and technologies, and must reflect changes in scientific and technological understanding.

Science and technology use prediction, testing and questioning. Learners will understand that if repeatable observations, prototypes or experimental results do not support an idea, they have to be rejected, or modified and tested again. Learners who are enterprising, creative contributors embrace such challenges. They take risks, innovate and evaluate, and learn to generate solutions. They are resilient and purposeful.

Learners who are knowledgeable about science and technology become ethical and informed citizens, able to draw on and evaluate evidence to reach conclusions. Arguing rationally, morally, consistently and objectively supports their evaluation of evidence.

Learners who will become healthy and confident individuals know how to find information about physical and mental health and well-being. They are able to use what they know about the impact of nutrition and exercise on their bodies. Their knowledge and understanding of science and technology help them to live independent and fulfilling lives, and keep themselves and others safe.

CROSS CURRICULAR RESPONSIBILITIES

The AoLEs will also have literacy, numeracy and digital competence as cross-curricular responsibilities for all children.





LITERACY and NUMERACY FRAMEWORK

Literacy & Numeracy Skills across the Curriculum

A Literacy and Numeracy Framework for 3 to 19-year-olds in Wales has been introduced since September 2014. In White Rose Primary, children are provided with opportunities to acquire, develop, practise, apply and refine their numeracy & literacy skills through group and individual tasks in a variety of contexts across the curriculum. Progression in tasks moves from the concrete to the more abstract, from simple to complex, from personal to the bigger picture, from the familiar to the unfamiliar. Children progress from needing support to more independent working. They move from listening and interacting with others in a general way to a situation where they choose to work with others as a deliberate strategy for reaching understanding. In these ways they become both independent and interdependent learners.

DIGITAL COMPETENCE FRAMEWORK

Digital competence is one of 3 cross-curricular responsibilities, alongside literacy and numeracy. It focuses on developing digital skills which can be applied to a wide range of subjects and scenarios.

The Framework, which has been developed by practitioners from Pioneer Schools, supported by external experts, has 4 strands of equal importance, each with a number of elements.

Citizenship – which includes:

- Identity, image and reputation
- Health and well-being
- Digital rights, licensing and ownership
- Online behaviour and cyberbullying.

Interacting and collaborating – which includes:

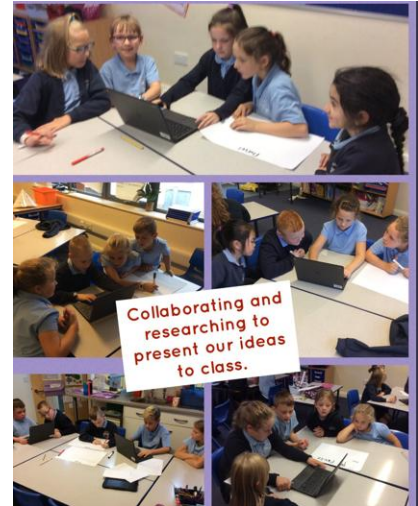
- Communication
- Collaboration
- Storing and sharing.

Producing – which includes:

- Planning, sourcing and searching
- Creating
- Evaluating and improving.

Data and computational thinking – which includes:

- Problem solving and modelling
- Data and information literacy.



RADIO STATION



At White Rose we have our very own radio station. It allows children to work creatively and collaboratively while using ICT. It helps develop children's speaking and listening skills as well as their confidence and

writing skills. Children produce live podcasts on the Internet as a Radio Show and also pre-record interviews too. All podcasts are available on the website and twitter. Listen out for your child live on the radio!



SEX EDUCATION

The school's programme for Sex Education, as agreed by the Governing Body is linked with areas of the National Curriculum and also a broad based social education. We use the JIGSAW Programme to deliver this area of the curriculum. The main emphasis is on relationships and will reflect the needs of the pupils as they develop over the key stages. The school nurse is involved in teaching a programme of study to the year 5/6 pupils. Parents may view the policy and discuss the teaching materials used. Parents have the right to withdraw their children, should they so wish, from sex education.

ASSESSMENT

Your child will be assessed throughout their school life in all aspects of his/her development, personal and social and academic. Currently, the first assessment that we carry out is the Baseline. Following on from this, class teachers make assessments during normal teaching situations, where a variety of evidence is gathered about the child's progress and achievements in specific areas of learning. The purpose of the assessment is to monitor progress, assess what each



child has learned and plan the next stage in his/her learning. Pupils are assessed at the end of every year. Year 2 – Year 6 complete National Test assessments in Reading, Procedural Maths and Reasoning Maths. These tests take place in September and July and are compared with children across Wales taking the tests at the same time of the year. The school also uses its Tracking system to collect, assess and moderate individual children's work across the curriculum. Assessments and skills are tracked termly.

CWRICWLWM CYMRAEG

All children will be given opportunities to develop their knowledge and understanding of the cultural, economic, environment, historical and linguistic characteristics of Wales. Most importantly, Welsh is taught every week and also incidentally throughout the day. St David's Day is celebrated annually with a festival in which all children participate. Although the general guidance for each National Curriculum subject expects learning activities to be provided to develop the Curriculum Cymraeg, the major focuses for this work will be Welsh, English, history, geography, art, and music. The school has decided to avoid contriving activities simply to provide evidence of the Welsh dimension in the individual subjects. This will avoid superficial / meaningless learning by children that could have a negative impact on their attitudes to this work. The criteria used to plan Curriculum Cymraeg learning activities is relevant for children at their different ages and stages of development.

HOMEWORK

Your child will be expected to complete regular homework tasks in the form of a learning log. These tasks will be given out on a set day, each week, for each class. Details of the precise day for your child will be given to parents at the beginning of each school year. The type and quality of homework will change with age/ability of your child. However, parents can always expect their child to bring home reading books or library books in nursery which will be levelled as:-



- a. of interest to him/her.
- b. matched to the reading age of the child and to be read by child and parent.
- c. above the reading ability of the child and to be read, by the parent to the child.

CLOTHING

Parents must ensure that their children are adequately dressed, especially during inclement weather. All clothing should bear the name of the child.

P.E. AND DRAMA

Shorts and vest or leotard

Suitable footwear for outdoor activities (trainers)

Swimming costume



SCHOOL UNIFORM

Plain black/navy/dark grey trousers/skirt

Sky blue polo shirt

Navy blue sweatshirt

Black flat footwear

Sky blue checked dress/shorts



Jewellery should be limited to one pair of stud earrings. No necklaces, wristwear, etc.

Hairstyles should be appropriate for school – to include no dyed hair or tramlines, etc.

Long hair should be tied back whenever possible. No false nails. No chewing gum.

Suitable school shoes should be worn not trainers or platforms/heels.

We ask for names to not be placed on outside of school uniforms i.e. surnames on back of jumpers for safeguarding reasons. You may put small initials under the logo for easy identification of clothing if you wish.

TRANSFER TO COMPREHENSIVE SCHOOL

Parents are allowed to choose the receiving Comprehensive School for their child. It is important that this choice is made as early as possible during the Autumn Term of year 6. Idris Davies Comprehensive school is the main feeder school for White Rose Primary for year 7. However depending on parents home address the catchment school may be Heolddu, parents are advised to contact Caerphilly LA for clarification. Parents who choose schools other than their catchment have to pay transport costs for their child’s journey to and from school.

Staff from a variety of Comprehensive schools visit this school on several occasions throughout the pupils final year at this school. Discussions take place about any concerns that the pupils may have about their transfer to the Comprehensive School. Pupils visit the Comprehensive School on a regular basis and make use of resources that they will be using in their first year at the school. A more formal visit takes place during the latter stages of the Summer Term preceding entry to the Comprehensive. A parents' evening is arranged by the Comprehensive School at which parents are given information about their child's transfer and the opportunity to ask questions.

SPORTING AIMS

Every child is encouraged to take an active part in physical activities throughout their time at this school. The main aim is to promote a positive attitude towards physical activity. Through a carefully planned physical education programme every child experiences a range of sporting activities. The level of success achieved is secondary to the life long health benefits of prolonged involvement in a sport that has been enjoyed and initially experienced at this school.

Provision of Sport

Throughout the school year there are opportunities for children to participate in :-

- | | |
|-----------|----------|
| Rugby | Football |
| Athletics | Rounders |
| Netball | Dance |





These activities are additional to the normal P.E. programme.

Children who are found to be gifted in any sport are encouraged to develop their skill to higher levels. The school aims to create good links with local sporting clubs and children are encouraged to participate in their activities.

Existing Links include:-

Superstars

Newport Gwent Dragons

Newport County Football Club

Cardiff City Football School of Excellence

Local Netball Clubs

W.R.U. Coaching Staff

Netball Club

Tennis Club

These activities are additional to the normal P.E. programme.

Successes in Sport

The school enjoys participating in a wide range of sporting activities such as football and netball tournaments and these are generally very competitive in nature.

Many non-competitive events are organized over the school year and all pupils are provided with the opportunity to participate in these events



EDUCATIONAL VISITS

Teaching the primary school curriculum effectively is certainly the most important aspect of our work. To allow our pupils to develop in an 'all round way', activities and events outside the school environment are provided. Prior to any visit outside the confines of the school, a parental consent form should be filled in. This *must* be returned to school prior to the visit, otherwise it will be assumed that consent is refused.

The letter of consent will ask for contributions to be made towards the cost of the visit. Parents should please note that *unless the full amount is paid by enough parents*, then the visit will need to be cancelled, as the school does not have the financial resources to support these events. Parents who have difficulty in making the payment should contact the school, as we would not wish any child to be disadvantaged in any way.

CHARGING & REMISSIONS POLICY

It is the policy of the Governing Body to make no charge for education provided during school hours, including the provision of books and apparatus. It has been agreed that there will be a charge made for lost, misplaced or damaged reading/library books.

Each year activities such as school trips are organised for which a voluntary contribution may be asked for. No child would be excluded from such an activity because their parents cannot make a contribution but these activities will only be provided if there are sufficient contributions.

SCHOOL COUNCIL / PUPIL VOICE

Children elect representatives from Years 2, 3, 4, 5 and 6 to join our School Councils each year. The School Council members meet regularly to discuss a range of issues and develop initiatives to help others and to improve our school. We also have an Eco-Committee of pupils who take a lead in helping us to act sustainably, a Sports Council and a Criw Cymreag. All these initiatives are designed to enable pupils to contribute



to decisions taken on their behalf and to help them to learn more about responsibility and citizenship.

CHILD PROTECTION

We all have a responsibility for ensuring that children are protected from harm. School staff have been trained to recognise the possible signs of child abuse and how to make referrals to Children and Family (Social work) Services. Please note that the school follows the 'All Wales Child Protection Procedures 2008.'

MAKING A COMPLAINT

The Governing Body of White Rose Primary School take all complaints very seriously as we are committed to providing high-quality education. We aim to make the school's complaints procedure easy to follow with three easy steps. A leaflet on Parental Complaints and Concerns is available for all parents and copies can be obtained from school.

Step 1 – Informal Stage

You must contact the Headteacher of the school first as the vast majority of complaints are resolved at this stage.

Step 2 – Formal stage

All complaints will need to be addressed to the Chair of the Governing Body at the school in writing where they will be thoroughly investigated and a response made in writing.

Step 3 – School Complaints Committee

If you are unhappy with the investigation you must write to the school and request the Clerk to the Governing Body convenes the Complaints Committee of the Governing Body to review your complaint.

There are other statutory processes for complaints and appeals relating to the curriculum, Special Educational Needs (SEN), religious worship, admissions, exclusions, staff grievance, teacher capability and staff disciplinary.

The full version of the complaints policy is available from the school website.

