

Sageston Community Primary School



Parent handbook/Prospectus

Headteacher: Mr. Glyn Noble

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Vision Statement

Sageston Community Primary School is a happy, safe and inclusive school, taking pride in being an integral part of our local community.

We aspire to develop confident, resilient and ambitious learners who are well-prepared for each progressive step of their learning journey and their lives beyond education.

Our curriculum aims to engage and challenge all pupils through a variety of exciting, relevant and inspiring learning experiences that are influenced and shaped by the views of our pupils. We encourage our learners to be curious, expressive and independent in an environment in which they feel comfortable to take risks, knowing that we all learn from our mistakes.

Dear Parent,

Welcome to Sageston Community Primary School. I hope this handbook will be a valuable guide as your child begins their primary education journey with us.

At Sageston, we are proud to be a happy, safe, and inclusive school at the heart of our community. Our mission is shared by governors, staff, pupils, parents and the wider community: together, we aim to ensure that your child's time with us is joyful, successful, and filled with opportunities to grow.

We believe that school plays a vital role in shaping children's futures. By nurturing confident, resilient and ambitious learners, we prepare them for each step of their learning journey and for their life beyond education. Every aspect of our work is designed to help children develop the skills, attitudes and independence they need to thrive.

Our school is a special place for children to learn. We value every child as an individual, and we want every learner to feel safe and inspired by the education they receive. With the support of our families, we aim to foster curiosity, creativity and a love of learning. Our curriculum offers relevant and challenging experiences that encourage pupils to take risks and understand that mistakes are part of learning.

A successful school is one that keeps moving forward, and Sageston School is committed to continuous improvement through regular self-evaluation and reflection. Children only have one chance at their primary education, and we will always do our utmost to make it a memorable, enriching and positive experience for your child.

We look forward to working in partnership with you throughout your child's time at Sageston Community Primary School.

Glyn Noble
HEADTEACHER



SCHOOL STAFF

Mr. Glyn Noble			Headteacher
Mr. Nathan Davies			Assistant Headteacher ALNcO
<u>Teacher</u>	<u>Class</u>	<u>Year</u>	<u>Support staff</u>
Mr Nathan Davies	Kingfisher	Year 5/6	Wendy Davies
Ms Sian Coles	Swan	Year 3/4	Wendy Davies
Mrs Joanne Bowers	Barn Owl	Year 1/2	Esther Macken Leanne Mumford (1:1)
Mrs Nancy Simes	Robin	Nursery Reception	Cathy Collings Hannah Lloyd
Staff			
Katie Heywood (manager) Anna O' Leary (deputy) Robyn Mansell Tilly Partridge	Ducklings Playgroup	2-4-year-olds	
Caroline Mitch Rachel Edwards Tilly Partridge	Breakfast Club		
Alice Scott	School Admin		
Rachel Edwards	Cleaner		



THE GOVERNING BODY

Name	Role	Responsibility
Rowena Lloyd	Chair of the Governing Body	Safeguarding/ Child Protection Finance Whistleblowing/Disciplinary/Appeals Attendance
Kay Scourfield	LEA Representative Vice Chair	Finance Whistleblowing/Disciplinary/Appeals
Vanessa Thomas	LEA Representative	RADY/Equity and Inclusion
Claire Ford	LEA Representative	Finance Whistleblowing/Disciplinary/Appeals
Sion Jenkins	Local Community Governor	Curriculum Design & Standards Additional Learning Needs
Jane Palmer	Local Community Governor	Curriculum Design & Standards
Rowena Lloyd	Local Community Governor	Safeguarding/Child Protection
Marcia Allen	Local Community Governor	Curriculum Design & Standards Additional Learning Needs
Jessica Davies	Parent Governor	Curriculum Design & Standards
Anna Rue	Parent Governor	Curriculum Design & Standards
Sara Prosser	Parent Governor	Curriculum Design & Standards
Alison Perry	Parent Governor	Curriculum Design & Standards
Esther Macken	Staff Governor	TA Champion
Nathan Davies	Teacher Governor	
Tiegan Harries	Clerk to the Governing Body	
Glyn Noble	Headteacher	



ABOUT THE SCHOOL

Sageston CP School is a small rural primary school at the heart of the village of Carew, providing high-quality education for children aged 3 to 11. The school also has an in-house playgroup -Ducklings, which caters for children from 2 yrs old. We are proud of our strong community ethos, where every child is known, valued, and supported to achieve their best. Due to pupil numbers across year groups, most classes are mixed-age, allowing pupils to learn collaboratively, develop independence, and build positive relationships across the school.

The school building includes four spacious classrooms, in addition to dedicated spaces to support pupil's individual and pastoral needs. The hall and stage space also provides a central space for assemblies, physical activity, and whole-school events.

We deliver the Curriculum for Wales through meaningful, real-life learning experiences, outdoor opportunities, and creative projects that spark curiosity and enjoyment. Our attractive school grounds also support active play, environmental exploration, and pupils' physical and emotional wellbeing.

Sageston CP School is a place where children thrive academically, socially, and personally, supported by a dedicated staff team, strong relationships with families, and a commitment to ensuring that every learner feels a strong sense of belonging and success.

ADMISSION ARRANGEMENTS

Pupils can attend Sageston School through a part-time nursery place (afternoons) on the term following their third birthday. Pupils can also attend through a full-time nursery place on the term following their fourth birthday. The law does not require a child to start full time education (Year Reception) until the term following their fifth birthday, but parents are strongly encouraged to take up a place before this so their children can benefit from foundation phase education and experiences. (PLEASE NOTE THAT TWO SEPARATE APPLICATIONS HAVE TO BE MADE FOR THE ABOVE – NURSERY AND RECEPTION)

Application to admit to the school is managed and must be undertaken through the Admissions Department, Education Services, Pembrokeshire County Council, County Hall, Haverfordwest, SA61 1TP or go to www.pembrokeshire.gov.uk. The deadline for admissions is the 30th April of each.

An induction visit will be arranged at the end of the term before admission. This will be arranged to reduce natural concerns the child may have about starting school. We will also invite the parents to this visit so that we can provide them with information about the school.



SCHOOL TIMETABLE

8.00 -8:30am – Breakfast Club (Optional) children will not be admitted into breakfast club after 8:30am

8.45am – Children can arrive at school between 8:45 and 9:00am)

9.05am – Register closes

10.15 -10.35am – Break for Nursery to year 2 (Robin and Barn Owl class)

10.40 -11.00am – Break for years 3 – 6 (Swan and Kingfisher class)

12.00 -1:00pm – Lunch for Nursery to year 6

3.20pm - End of day for Nursery – Year 2 (Robin and Barn Owl Class)

3:30pm - End of day for Years 3 – 6 (Swan and Kingfisher class)

REGISTRATION

Note that the school registers children on SIMS registration System. This means that the registration information is available for monitoring by the County's Welfare Officer.

The school sessions start at 9.00am and 1.00pm. Registration will close 5 minutes after the start time. Parents are kindly asked to ensure that their children arrive at school promptly. Pupils who arrive after the register has 'closed' will be registered as late.

ABSENTEEISM FROM SCHOOL

If your child is absent from school, parents are kindly asked to notify the school office by phone or email before 9.00am of the day they will be absent. If no reason is received for the absence, then the administrative officer will contact parents. Please note, the County's Welfare Officer monitors absenteeism regularly. If your child's attendance is low, then the school is under obligation to refer the family to the Education Welfare Officer whereby a Penalty Notice may be imposed.

HOLIDAYS

Parents are not encouraged to arrange holidays during term time. The Partneriaeth Consortium has directed that head teachers should only grant term time holidays in 'exceptional circumstances'. Application for a term-time holiday request can be made by contacting the school office. The outcome of this decision will be made by the headteacher considering the conditions set out by the governing body concerning term time absences.

BREAKFAST CLUB

The Breakfast Club is available from 8.00am in the school hall. During the Club, the children are supervised by experienced staff from the school and receive a healthy breakfast. Following breakfast, the children undertake various activities. The children will be sent to their classrooms at 8.45am.

There is no charge for the club, but parents are required to complete a form with the child's details. The forms are available at Reception.

AFTER SCHOOL CLUB

There is a paid after-school club provision available for pupils from when children start school full-time. In reception. The club which commences immediately at the end of the school day until 5.00pm. Please contact Reception for further information.



SCHOOL UNIFORM

The school has a strict official uniform, and parents are kindly asked to ensure that their children are provided with the following:

Boys

Polo shirt (BLUE) sweatshirt (BLUE)
black/navy or dark grey trousers (No jeans or joggers please)
black shoes or trainers (no coloured trainers please)
(summer) black/navy or dark grey shorts

Girls

polo shirt (BLUE) sweatshirts (BLUE)
black/navy or dark grey tunic/skirt/trousers,
black shoes
(summer) blue and white gingham dress- blue and white/white socks

Physical Education/Sporting Activities

black/dark-coloured joggers or shorts
T-shirt – House colour
trainers
rugby/football shirts will be provided for competitions

** School uniforms are available to purchase from Ts R Us in New Hedges as well as other retailers*

Please note the importance of ensuring that your child's name is placed on all clothing. Whilst every effort is made to safeguard pupils' property, the school cannot accept responsibility for losses.

School Houses

The school has 4 Houses. The pupils named the houses after four of the Pembrokeshire's castles. Each house has its own colour and the T-shirts are available to purchase as above.

Manobier: Green
Pembroke: Red
Cilgerran: Blue
Picton: Yellow

SCHOOL MEALS

The school offers healthy and nutritious meals prepared by our excellent kitchen staff. A termly menu will be sent for information. Universal Free school meals are provided to all full-time children from Nursery to Year 6. Every child is therefore encouraged to have school meals. If for any reason your child will not be receiving this, then parents are asked to ensure that contents of a packed lunch are healthy. Parents are also asked to label lunch bags/boxes and bottles etc clearly. If your child has any special dietary needs, please ensure that the school is aware of those needs through the form filled in on entry to the school or make school aware through the office or your child's class teacher.



BREAKTIME SNACKS

The school is a Healthy Schools, therefore no crisps, sweets, chewing gum or sweet drinks should be consumed in school. A child may bring a bottle of water but not squash. Children from nursery to year 2 receive free milk daily

MEDICINE IN THE SCHOOL

Only prescribed medicines can be administered at the school. All medicines should be passed on to school staff whereby a form will need to be completed with details of dosage and administration. No child will be allowed to self-administer medicines without the supervision of a member of staff. See the school policy for more information.

HEADLICE

It is very difficult to prevent the spread of headlice. Parents are encouraged to be vigilant of their children's hair, and to ensure that children with long hair tie their hair up to prevent catching lice.

ILLNESS AND INJURY IN SCHOOL

If a child becomes ill during the day or is injured, every effort is made to contact the parents. In the case of serious accidents, parents are immediately contacted. If, however, parents are not available, but have given the school responsibility in an emergency, to decide on any suitable treatment, the pupil will immediately be taken to hospital. Parents will then be informed and the accident recorded. Several members of staff have the First Aid Qualification.

BREAK/LUNCHTIMES

Note that the school takes every care to ensure that children are safe during break times. A timetable has been arranged for staff to be on duty during playtimes. Lunchtime Supervisors and support staff will supervise the children over Lunch break.

FIRE DRILL/LOCKDOWN DRILL

A Fire/lockdown Drill will be held once a term. This is an opportunity for children and staff to practice the routine should a fire/emergency situation arise in the school and to ensure that all equipment is in correct working order.

PERSONAL PROPERTY

Children should not bring toys and games into school other than if requested to do so by their class teacher. In this instance, parents will be notified accordingly. We do not permit the use of any digital devices or mobile phones in school. Additionally, the school will not accept responsibility for anything that is damaged or lost in school.

JEWELLERY

In the interest of health and safety, no jewellery should be worn in school, with exception of the following if parents choose to:

- studs for pierced ears
- watches may be worn (note that watches will be removed for PE sessions)



TRANSFERRING TO SECONDARY

We work closely with the secondary schools in the cluster to ensure that the transfer of the children from primary school is a positive experience. Children from Years 5 and 6 will attend the secondary school they are choosing to attend for transition days prior to commencement. All information relating to your child will be passed to the secondary school. Parents will also be given the opportunity to attend secondary school prior to commencement, and this will be organised through the secondary school.

SAFEGUARDING

Safeguarding has become a paramount part of primary education. It should be noted that all staff have received a DBS check (Disclosure and Barring Service) and that this is closely monitored by Pembrokeshire County Council. This is also true for volunteers and any people working with pupils. All staff have also attended the Level 1 Safeguarding Course, and where appropriate more senior members of staff have attended course Levels 2 and 3.

Other Safeguarding procedures to note:

- All people visiting the school must sign in on entry to school and will be issued with a 'Visitors Badge' for the duration of their visit.
- No adult will be allowed to be alone with a pupil without a DBS check in place.
- All students who have a placement at the school will have a DBS check.
- Any volunteers working at the school (e.g. reading) will have a DBS check.
- Entry and exit points to and from the school are implemented for the safety of pupils.
- All coach companies that are used to transport pupils will have staff who have DBS checks in place.
- All places visited will have a risk assessment undertaken, of which will include DBS checks of their staff.

What can parents do to help with safeguarding?

- Please notify the school if the regularly identified person won't be collecting your child.
- Please keep the school notified of any change of circumstances/details for your child, e.g. telephone numbers, contact details.
- Please let the school office know if your child is being picked up by a childminder/after school club at the end of the day so that correct handover of pupils occurs.
- Please ensure that the school is aware of personal circumstances relating to your child's safety, e.g. non-contact with certain people etc
- Please ensure that your child is not exposed to games, films and/or online content inappropriate to their age.

From time-to-time children will disclose details of their personal lives that sometimes give cause for concern. It is the staff's responsibility to report anything to the Designated Safeguarding Person (DSP). The DSP is duty bound to investigate all matters. So please, don't take any enquiry personally. The safety of our pupils is paramount to us. It must however be noted that if matters are deemed as a safeguarding concern, we have a duty to share information with external agencies, e.g. police or social services. Again, this is to safeguard our pupils.

SCHOOL'S DESIGNATED SAFEGUARDING PERSONS:

Mr. Glyn Noble, Headteacher
Mr. Nathan Davies, Assistant Headteacher
Ms. Sian Cole, Lead Teacher



SAFEGUARDING GOVERNOR:

Mrs. Rowena Lloyd

DIGITAL E -SAFETY

Digital technologies have become integral to the lives of children and young people, both within schools and outside school. These technologies are powerful tools, which open up new opportunities for everyone. They can stimulate discussion, promote creativity and stimulate awareness of context to promote effective learning. Young people should have an entitlement to safe internet access at all times. Therefore, the education of pupils in e-Safety is an essential part of our school's e-Safety provision. Children and young people need the help and support of the school to recognise and avoid e- Safety risks and build their resilience. We will do this work through creating awareness through lessons, assemblies and the Police-School Liaison Programme.

SECURITY

Safety of all pupils is paramount and is high on the agenda at the school. Sageston School is a secure site. Other measures are as follows:

- Designated entrances and exits have been identified for all classes.
- All visitors enter through main reception only. Visitors are asked to sign in and out of the visitor's book.
- The correct adult/pupil ratio is adhered to for trips and visits.
- Risk assessments are carried out on all visits and trips.
- Various safety aspects are taught to pupils through the curriculum.
- Year 1 pupils participate in the Road Safety Kerbcraft sessions.

This list is not exhaustive. Staff at the school are constantly vigilant of safety and security measures at the school.

GDPR

The school has taken extensive measures to comply with the General Data Protection Regulations (GDPR). A Privacy Notice is available on the school's website.

COMMUNICATING WITH PARENTS AND THE SCHOOL'S COMMUNITY

- **Email** -The primary means of communication with parents of the school is through email from the office so please make sure we have an up-to-date email.
- **Seesaw** – Seesaw is used to document some of the learning children take part in at school. It may also be used in addition to emails to post information to parents.
- **Newsletter** – The school's newsletter will be sent out every term. Additional correspondence may be sent out to parents with important dates etc.
- **Website** – The school has a website Sagestoncpschool.co.uk. There is various information relating to the life of the school on this.
- **Twitter** – The school has a Twitter account @sagestonschool where Information about school is posted.
- **The Local Paper** – Stories and information regarding the school will be published regularly in the local papers.

PARENTS COMMUNICATING WITH THE SCHOOL

The school operates an 'open door' policy for anyone who wishes to contact us. Contact the school through the school's telephone number: 01646 651471, or email admin.sageston@pembrokeshire.gov.uk or head.sageston@pembrokeshire.gov.uk



PARENTS EVENINGS AND REPORTS

Formal evenings will be arranged to give feedback to parents about their child's progress. These are as follows:

AUTUMN TERM	SPRING TERM	SUMMER TERM
Whole School Parents' Evening	Whole School Parents' Evening	Whole School Parents' Evening (optional)
<ul style="list-style-type: none"> • Discussion on the results of WG or other Tests. • Information on targets for your child and any additional input that will be required to develop your child educationally. 	<ul style="list-style-type: none"> • Discussion on the results of WG or other Tests. • Information on targets for your child and any additional input that will be required to develop your child educationally. • Opportunity for parents to view their children's books/work. 	<ul style="list-style-type: none"> • Information on targets for your child and any additional input that will be required to develop your child educationally. • An opportunity to discuss your child's progress

Written annual reports on your child will be dispatched prior to the parents' evening for the summer term.

** Please note that if you wish to discuss your child's progress between the formal parents' evenings, then contact your child's class teacher in the first instance.

ADDITIONAL PARENT INFORMATION MEETINGS

From time to time, the headteacher will organise parent information meetings to:

- Present information about the school.
- Present information on recent issues in education.
- The school may also arrange for an educational speaker to address parents on educational issues e.g. teaching maths, teaching how to read etc.

PARENTS IN SCHOOL

The school is eager to acknowledge and use the skills and talents of parents and people from the community so as to provide additional opportunities for the children and to enrich their education. All people working with children are required to have a DBS check.

HOME/SCHOOL PARTNERSHIP

School cannot emphasise enough the importance of establishing a positive relationship between parents and school. Our aim is to encourage and develop a fruitful partnership between all those concerned with a child's education. The school, parents and children are asked to sign the Home-school Agreement as a declaration of commitment on everybody's behalf to work on this partnership

ADDITIONAL LEARNING NEEDS

The school is committed to ensure that **every** child has access to education, and the appropriate interventions are in place to help a child develop. The Additional Learning Needs (ALN) Code 2021 placed a responsibility on all schools to provide a whole school policy for pupils with additional needs so that the pupils have an equal curricular and social opportunity within the school. In light of this the school will:

- Differentiate curriculum work within the classroom.



- Attempt to recognise any barriers to learning early on in the child's school experience.
- Thoroughly analyse any diagnostic test results each academic year, identifying those children who will need additional support to ensure progress in their development.
- Ensure the child has support or arrange support as appropriate.
- Introduce strategies to help the child manage tasks etc.
- Arrange appropriate equipment to help the child with his/her work.
- If necessary, agree to an Individual Development Plan with the child and parent and identify targets to work towards.
- Communicate regularly with the child and parents about the child's development towards achieving the targets set.
- As appropriate, call upon the specialist external services to assess and give advice on the best way to develop a child.
- As appropriate, refer a child to the appropriate external agencies for further consultation.
- Ensure that children who are more talented and able are appropriately challenged.

The school has an Additional Learning Needs Coordinator who is aware of statutory requirements in this field. He regularly attends the County's Forum to update on recent matters in this field.

DISABILITY EQUALITY DUTY

Local education authorities have provided training for schools to help them prepare plans and understand the implications of the duties of the Disability Discrimination Act. Schools have used comprehensive information from their local authority's accessibility audit as the basis for their plans.

The school's responsibilities:

- draw up an action plan of what is required in order to make improvements and increase the accessibility of the school.
- make suitable provision to support disabled learners and their parents to participate in individual planning meetings.
- take good account of the individual needs of disabled pupils when planning the curriculum.
- ensure that all staff, including support staff, receive appropriate support and training to improve their teaching and support for disabled pupils.
- work with special schools to develop curriculum and teaching.
- choose venues for school visits that are accessible to all pupils to make sure that no pupil is discriminated against.
- share risk assessment information with other schools.

*A copy of the school's Strategic Equality Plan may be obtained from the school.

EQUAL OPPORTUNITIES

We are committed to the principle of equal opportunities to every one of every race, belief, ability, disability and gender. It is our belief that promoting a fair chance for every pupil to have equal access to the curriculum underlines the school's commitment to providing equal and fair opportunities for everyone.

We believe that promoting equal opportunities to all generates the quality of experience, which is a crucial part of an effective education policy. Above all, the needs of the individual child are paramount at Sageston School.



Equal Opportunities are addressed in the school's Strategic Equality Plan.

POLICIES

The school holds numerous policies on all aspects of school life. The main policies are available on our website – sagestoncpschool.co.uk . If you require a copy of any of our other policies, please contact the school office.

MAKING A COMPLAINT

Under section 409 of the Education Act 1996 arrangements for making a complaint are as follows:
 Stage 1 – via the Headteacher Stage 2 – via the Chair of Governors Stage 3 – Local Education Authority. More information about making a complaint can be found on the school's website. The above stages should be approached systematically. The school emphasises the importance of dealing with issues at an early stage to prevent them from escalating into bigger problems.

THE CURRICULUM

Within the statutory framework of education, we at Sageston School are always looking for opportunities to make the curriculum more exciting, interesting and relative to the children. We will take advantage of local, national and worldwide events for the children to learn about, so that they are aware of the diversity of the world they live in. Through this, we will promote the spiritual, moral, cultural, and mental and physical development of every child so that they enjoy learning, understanding their role in life and make the most of their individual lives.

The aim of the Curriculum for Wales is to develop learners who are:

- ✓ Ambitious, Capable Learners
- ✓ Enterprising, Creative Contributors
- ✓ Healthy, Confident Individuals
- ✓ Ethically Informed Citizens

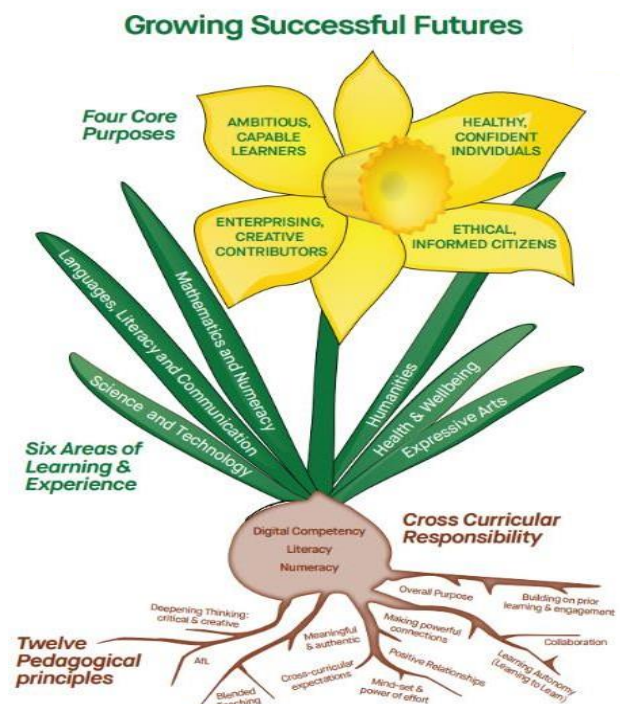
The above will be developed through 6 Areas of Learning Experiences of which there are:

Language, Literacy and Communication

- Mathematical and Numeracy
- Science and Technology
- Humanities
- Health and Wellbeing
- Expressive Arts

They will be underpinned by 3 cross curricular responsibilities:

✚ Digital Competency ✚ Literacy ✚ Numeracy





LANGUAGE

Sageston School use the 'Read Write Inc (RWI) programme to teach phonics/early reading skills. This is a progressive phonics programme that will be introduced to the children in nursery. The lead teacher for RWI will assess the children each half term and move the children forward into structured groups. It is important to note that groups are arranged according to development of the programme and not according to age. It is therefore likely that the groups will contain children of different ages. As RWI is taught from nursery, children are used to the system, and the multi-age group structure does not cause any problems for the children. The aim of the RWI programme is that children will have finished the Programme by the end of year 2, although some children may need longer to cement their phonics knowledge.

Further development of higher reading skills: Once the RWI programme has come to an end, your child's reading skills will be developed further through partnered, group and guided reading sessions as well as having higher order reading skills explicitly taught during language lessons and through other Areas of Learning within the curriculum.

For the teaching of writing, the school has developed a scheme of work that allows pupils from Nursery to Year 6 to develop and build upon their skills in a progressive manner. Each term pupils will have a specific 'genre' focus, and they will be taught using the Talk for Writing approach. This allows pupils to build their vocabulary first and encourages them to 'talk about it before they write it'. The language coordinator is responsible for overseeing this, monitoring pupils' work and ensuring that children are receiving the support they require.

MATHEMATICS

Formal maths lessons are taught on a daily basis. The school approach to the teaching of mathematics follows the Concrete Pictorial Abstract approach as a practical way to deliver and explain concepts in maths. As outlined by the Numeracy Framework, opportunities to develop mathematical skills will also be created across subjects through 'topic' or 'theme' work. Pupils will undertake Personalised Assessments -online personalised tests at least once per year from year 2-6. The school will utilise these test results alongside other information about a pupil to identify barriers to learning and/or additional learning needs.

THE WELSH LANGUAGE - Welsh 2nd Language

In line with the Welsh Governments bilingual strategy for schools, every child should have the opportunity to learn the language. Pupils at Sageston School will learn the Welsh language through daily 'Drillio' sessions whereby pupils will orally rehearse sentence patterns until they are familiar and then using these to construct longer sentences and texts. The focus of Welsh language learning is on using the language and becoming comfortable and confident in everyday use.

PHYSICAL EDUCATION -Health and Wellbeing

Pupils at Sageston are taught a range of skills and techniques in the areas identified in the Health and Wellbeing Area of Learning in the Curriculum for Wales. This includes dance, games, gymnastics, outdoor activities, athletics and swimming. As well as structured PE lessons, the pupils take part in sessions with external agencies such as Sports Pembrokeshire, the Welsh Cricket Council and many more, as well as extracurricular sports activities. During the year, children will also get the opportunity to represent the school in a number of competitions e.g cross country, rugby, football, netball etc.

Children from year 3-6 will be asked to wear their PE kits to school on their PE day, as there are no changing facilities at the school. Each year group 2-6 will also get the opportunity to take swimming lessons at Tenby



pool for the duration of a term. When swimming, a suitable costume will be required (shorts for boys, and full swimming costume not bikini's for girls), a swimming hat, goggles and a towel will also be required.

Religion, values and ethics (RVE)

RVE is a statutory requirement of the Curriculum for Wales and is mandatory for all learners from ages 3 to 16. There is no parental right to request that a child is withdrawn from RVE in the Curriculum for Wales.

As RVE is a locally determined subject, the agreed syllabus specifies what should be taught in RVE within the local authority and our curriculum will reflect this guidance.

Relationships and Sexuality Education (RSE)

Our school curriculum embraces the guidance in the [RSE Code](#). Our RSE provision will have a positive and empowering impact on our learners' education and will play a vital role in supporting them to realise the four purposes as part of a *whole-school approach*. Helping learners to form and maintain a range of relationships, all based on mutual trust, safety and respect, is the foundation of RSE. These relationships are critical to the development of emotional well-being, resilience and empathy. All experiences will be developmentally appropriate. Our central aim is to support learners to develop a sense of self and a sense of everyone being unique.

United Nations Convention on the Rights of the Child (UNCRC)

United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)

Our school will promote knowledge and understanding of Part 1 of the UNCRC, and of the UNCRPD, through teaching and learning.

VISITS AND VISITORS

When appropriate, the school will arrange visits or visitors that enrich the curriculum and teaching of a particular 'theme'. We also aim to give the pupils a residential visit before leaving the school.

CHARGING AND REMISSIONS

Most activities where children are required to leave school will incur a cost - usually for bus transport. Where the cost is associated with a visit or visitor, the school will usually ask for contributions from families. Unfortunately, it is not financially sustainable for the school to subsidise the cost of visits or visitors, so your contributions are important for the continuation of enriching educational experiences for pupils.

COMPLAINTS ABOUT THE CURRICULUM

Under section 409 of the 1996 Education Act, parents and others have the right to make formal complaints to the Governing body and/or to the Local Education Authority about the curriculum or any related matter.

HOMEWORK

Homework may be provided to:

- Reinforce work carried out in the classroom.
- Give parents an opportunity to work with their children.
- Carry out research with the family -family history or documents relevant to schoolwork.
- Prepare for transition to secondary school.

NURSERY/RECEPTION: The children will have the opportunity to take story books home from the school library. Parents are encouraged to read the book to the children or discuss the pictures with the children. Hearing language in rhymes and stories is very important for language development in children.



YEARS 1 AND 2: Specific work relating to the Read Write Inc phonics programme. Parents are also asked to read regularly with their children. It is important that children are fairly fluent in their reading skills before leaving year 2 so that they can access a full curriculum beyond this year.

YEARS 3 – 6: As well as spelling revision, children will be asked to undertake project work which will incorporate a variety of the six areas of Learning.

No homework should be beyond the capabilities of a child's skills. If a child has difficulty with homework, it is important that the parent provides feedback to the class teacher so that additional support can be given so the child can complete the task.

INFORMATION TECHNOLOGY/DIGITAL COMPETENCE

Information technology is an unavoidable part of modern life and if utilised effectively, can enhance children's learning. The Welsh Government has invested heavily in the development of the digital learning platform HWB. Every child will have a username and a password for this system. Every class has a number of iPads and/or laptops that are used by pupils. In school, attention is given to developing pupil's skills from a young age, ensuring they have the appropriate skills to use the Hwb platform effectively, as well as developing other digital skills. From time to time, pupils will also use the internet for research. However, no child will be allowed to use the internet without adult supervision. If a child misuses the internet, they will be prevented from using it in the future.

EXTRA CURRICULAR ACTIVITIES

Sageston School is eager to offer a broad range of extra-curricular activities to develop the children's skills and opportunities. A timetable of activities will be made throughout the year, and an effort is made to offer activities to children of all ages.

BEHAVIOUR

The school has a clear behaviour policy which reflects the school's rules of Ready, Respectful and Safe. Every child is expected to follow the guidance of these rules and make appropriate behaviour choices. The school also takes a restorative approach to dealing with any poor behaviour choices by pupils in school. Please see the school's behaviour policy for more details.

PERSONAL AND SOCIAL

Sageston School has a structured programme that allows staff to nurture good personal and social and communication skills in pupils. This will be done through timetabled Health and Wellbeing topics that could include activities such as circle time. The pupils will be also given an opportunity to discuss a wide range of topics. The time may also be used for the children to discuss any worries or concerns they have. If a child has anything he/she wishes to discuss confidentially then the school can timetable 'check in' time, where a child can have 1:1 time with a member of staff to listen to their concerns or worries.

BULLYING

It is a belief held by the school and its values that every child has the right to attend school without fear or intimidation. It is the responsibility of the school to care for children in its care and promote the values we expect to see reflected in our pupil's behaviour. Bullying in any form is not tolerated or accepted. Through its termly values, Sageston School teaches pupils kindness, patience, empathy and respect and acceptance of others.



CELEBRATING SUCCESS

The school is eager to celebrate and praise the positive aspects of the children's lives, this is done in various ways including:

- **Seren Y Wythnos** (Star of the Week) A certificate will be awarded during the weekly Celebration Assembly.
- **House points:** Each class will have a chart to collect house points awarded to pupils by staff at the school to reward positive behaviour choices or behaviour which reflects the school's values.
- **Headteachers Award:** On a weekly basis the headteacher will be looking out for examples of excellent behaviour or work in children. These will be awarded the prestigious Headteacher's Award.

The nature of primary education changes all the time. Every effort is made to ensure that the information in this booklet is valid when published and it will be updated as appropriate. Sageston School will make every effort to ensure that your child's experience in this school will be a happy, safe and successful one. If you feel this is not the case, we urge you to discuss any concerns initially with your child's teacher and/or the headteacher so that little matters don't turn into big problems.

We look forward to cooperating with you, for the welfare of your child.

Glyn Noble
HEADTEACHER