



ST JOSEPH'S R.C. PRIMARY SCHOOL
PROSPECTUS
2025 - 2026



Headteacher: Mrs Helen Wheeler
Chair of Governors: Mr Matthew O'Brien
School Website: www.stjosephsprm.cardiff.sch.uk

The information in this Prospectus applies to the academic year 2025/2026 and although the particulars are correct in relation to this year, it should not be assumed that there will be no change affecting relevant arrangements before the start of, or in relation to, subsequent years

Article 28 – You have the right to an education

Headteacher's Welcome

Welcome to St Joseph's Primary School and thank you very much for considering sending your child/children to us.

We are a vibrant Catholic school in the Archdiocese of Cardiff where all staff are committed to ensuring that your child will feel happy, safe and excited in their learning. The school currently has 220 pupils on roll, which is one class per year group. Our Nursery has provision for 32 pupils – 16 morning and 16 afternoon places. This number ensures that the school has a 'family' feel to it and enables all children to build excellent relationships with one another, as well as with staff.

The school has beautiful grounds, which allow the children to play and learn outside, enjoying and appreciating the natural world. The school has strong ties to the parish community and make regular visits to the church, which encourage a range of rich spiritual, religious and cultural experiences.

Staff are proud to teach in a Catholic school and to be able to enlighten children in the teachings of the Gospels. Our children learn to value and respect themselves and others through Christ's values and to enjoy life to its full.

At St Joseph's, we feel that children thrive most when supported and challenged. Our staff hold high expectations for all children to achieve their very best in all subjects. This is through a highly engaging curriculum which offers experiences in all academic subjects as well as the arts and sports. We recognise that a strong bond between home and school is essential for children to enjoy school and achieve success. We hold regular events for you and your family to visit the school and share in your child's milestone achievements.

As a Headteacher, I feel privileged to be able to lead St Joseph's Catholic Primary School and I very much look forward to meeting you and showing you our beautiful school so that you can feel and see all that is mentioned above.

To make an appointment, please telephone 02920621625 or stjosephsprm@cardiff.gov.uk

Cofion Cynnes

Mrs Helen Wheeler

Welcome from the Chair of Governors

I would like to introduce myself as the Chair of Governors at St Joseph's. It is an honour and a privilege to be appointed Chair of Governors at St Joseph's.

As a part of the Governing Body I share a common objective which is the wider school community working in partnership with you as parents and carers and staff to ensure that every child can succeed and reach their full potential.

The Governing Body has 3 specific roles, which are:

- To be strategic
- To act as a critical friend in the development of the school
- To be accountable to the whole school community

The Governing Body work closely with Mrs. Wheeler and the school staff to ensure that your children receive the highest standard of care and education.

in order to carry out our role as Governors effectively, we recognise the importance of constructive communication and to know what issues are important to you. If you have any views to share please let us know – we can be contacted via the school office or Parent Council members

Yours sincerely,
Matthew O'Brien - Chair of Governors

St Joseph's Primary School Vision and Mission Statement

"The aim of the catholic school is The Christian growth of the children, not simply their growth in their own faith but a growing awareness of the world as a maturing Christian"
(Bishop Conferences of England and Wales Catholic Education Council)

As a Catholic school community, we work together to provide our children with a high-quality education through a curriculum and environment which has Gospel Values at its heart. The ethos of the school is founded on Gospel values, which mean that we live by the teachings of Jesus and the example he set for us. This is summed up by our mission statement:

"We grow together in God's love as we pray, learn and play."

**"Dyn ni'n tyfu gyda'n gilydd mewn cariad Duw wrth i ni weddio,
dysgu a chwarau."**

In order to maintain a caring school community in which each individual child is given a sense of security and personal recognition at each stage of their school career,

We aim to ensure that each child: -

- Lives out the Gospel message in their daily lives and develops the qualities of the eight pairs of St Joseph's Virtues
- learns through a curriculum underpinned by the four core purposes
- enjoys learning
- fulfils his/her learning potential
- acquires knowledge and develops powers of reasoning
- receives the highest quality of education
- develops personal, social and moral qualities to make sound judgements, so that he/she can make a positive contribution to society

We aim to develop in the children: -

- a love and knowledge of their Faith
- an appreciation that good manners and consideration for others are valuable qualities
- a love of reading and writing
- knowledge and understanding of mathematics and the development of appropriate language
- scientific curiosity and the ability to develop observational skills
- an awareness of the Welsh heritage that surrounds them through investigation of historical and geographical skills
- an awareness of their role in sustainable development and global citizenship and enjoyment of physical activities, drama and movement, as well as basic recreational games and skills
- an appreciation of the Arts
- the skills to use technology appropriately
- the ability to be independent learners
- an appreciation for a healthy lifestyle

We aim for an open, friendly and professional relationship with parents where they can be involved in the education of their children and the development of home, school and parish links, which support the educational process. We invite all parents to co-operate with us, under God, in our work for the spiritual, intellectual, moral, and physical development of their children.

Home/School Agreement

We believe that parents are the first and foremost educators of their children and that we are called to support them in their God given task.

We believe that this school, rooted in the mission of the Eucharistic Community of St. Joseph's has a particular responsibility to support parents in their task of nurturing their child in faith, love and human growth. Our Home-School Agreement recognises this belief. We believe that through our school we enable our parishioners to experience a vibrant, Christian community whereby we as a parish engage with the world and offer an experience of the Gospel to all who have contact with us.

To achieve this we will reflect annually on our practice, celebrate and consolidate our successes and realistically explore ways of journeying more closely together.

Governing Bodies are required by Section 110 and 111 of the School Standards and Framework Act 1998, to adopt a Home-School Agreement for our school with a parental declaration to be used in connection with the Agreement.

The Home-School agreement is a statement, which specifies:

- The school aims and values
- The school's educational responsibilities
- The parental responsibilities
- The school's expectation of its pupils

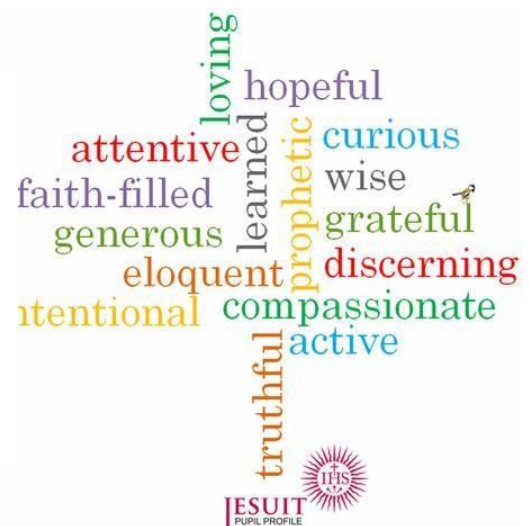
Our Values

As a Catholic School in the Archdiocese of Cardiff, we have embraced the Catholic Schools' Pupil Profile, which teaches the children a set of eight pairs of virtues to be internalised and cultivated - enabling them to grow in wholeness as fully rounded individuals in the image of God.

The pairs of virtues are:



- Grateful and generous
- Attentive and discerning
- Compassionate and loving
- Faith-filled and hopeful
- Eloquent and truthful
- Learned and wise
- Curious and active
- Intentional and prophetic



At St Joseph's Primary, the children are growing to be:

- ❖ Grateful for their own gifts, for the gift of other people, and for the blessings of each day; and generous with their gifts, now and in the future.
- ❖ Attentive to their experience and to their vocation; and discerning about the choices they make and the effects of those choices.
- ❖ Compassionate towards others, near and far, especially the less fortunate; and loving by their just actions and forgiving words.
- ❖ Faith-filled in their beliefs and hopeful for the future.
- ❖ Eloquent and truthful in what they say of themselves, the relations between people, and the world.
- ❖ Learned, finding God in all things; and wise in the ways they use their learning for the common good.
- ❖ Curious about everything; and active in their engagement with the world, changing what they can for the better
- ❖ Intentional in the way they live and use the resources of the earth, guided by conscience; and prophetic in the example they set to others.

A Brief History of the School

St Joseph's Primary School has strong historical links with the local community that date back almost 100 years. On 29 August 1927, St Joseph's Infant and Elementary Schools opened their doors to 320 pupils. The building was situated on land, which had been given by the Marquis of Bute to the Institute of Charity (Rosminians).



Parishioners worshipped in the adjacent temporary tin church and the priests lived in a neighbouring end of terrace house in New Zealand Road. A permanent church was opened in 1936 and the present presbytery built later.

In the 1950s with the reorganisation of Secondary education the Elementary school became a Junior school. In 1979 the Infant and Junior schools were amalgamated under the Headteacher and became St Joseph's Primary School.

In 1994 there was an opportunity to move to larger premises at 204, North Road, which had formerly housed St Joseph's Convent School. The school in Whitchurch Road was sold to the L.A. and became a Welsh Medium Primary School – Ysgol Mynydd Bychan.



The St Joseph's shield was designed by the son of the former Head of Infants, Mrs. Helena Massey.

The design was drawn from those tools associated with the profession of carpentry - the saw, hammer and mace. The S.J. depicted upon the shield was derived from the original cap worn by the boys of St Joseph's during the annual Corpus Christi procession through the streets of the city of Cardiff.

St Joseph, our patron, continues to guide and protect our children as carefully as once he looked after God's own son. We celebrate his feast day every year on March 19th.

School Organisation

St Joseph's Primary School is a voluntary aided day school, established under the trusteeship of the Roman Catholic Archdiocese of Cardiff. Cardiff County Council is the local authority that maintains the school. St Joseph's is designated a Primary School, that is for rising 5 year old pupils to pupils of 11 plus, and is co-educational. We are a 1 form entry school comprising 7 classes and our Nursery.

September 2019 saw the establishment of our Nursery. There are 32 part time places available (16 morning and 16 afternoon) and applications can be obtained from the school office or can be downloaded from the school website.

STAFFING

Acting Headteacher: Mrs Helen Wheeler
Acting Deputy Headteacher: Mr Ryan Cobb

Teaching Staff

| Year Group | Teacher | TA |
|------------|-------------------------------|-----------------|
| Nursery | Miss M Horner | Mrs S Bowen |
| Reception | Miss O Wood | Mrs C Brooks |
| Year 1 | Ms M Beynon | Mrs C O'Brien |
| Year 2/3 | Miss T Evans | Ms S Fuller |
| Year 3/4 | Mrs N Evans Ms H Westgarth | Miss K Chinnick |
| Year 4/5 | Miss S Elliott | |
| Year 5 | Mrs R Zabaneh | |
| Year 6 | Mr R Cobb | |
| PPA | Mrs Tuff | |

Non Teaching Staff

| Role | Staff Member |
|------------------------|---|
| PA to the Headteacher | Miss D Williams |
| Site Manager | Mr S Hexter |
| Breakfast Club Staff | Ms S Fuller Mrs D Fuller Ms M Kahar Mrs S Murray-George |
| Lunch time Supervisors | Mrs S Bawitlungova Mrs S Murray George Mrs S Williams Mrs M Ng Mrs A Parmar |
| Cook Assistant Cook | Miss C Harris Mrs S Pietzka |
| Cleaners | Mrs A Miller Mrs S Murray-George |

| | |
|--|----------------|
| | Mrs S Williams |
|--|----------------|

Governing Body

The main role of the governing body is to operate at a strategic level, leaving the head teacher and senior school leaders responsible and accountable to the governing body for the operational day-to-day running of the school. As such, the three core functions of the governing body are:

- i. Ensuring clarity of the Catholic vision, ethos and strategic direction;
- ii. Holding the head teacher to account for the educational performance and Catholic character of the school and its pupils; and
- iii. Overseeing the financial performance of the school and making sure its money is well spent.

Foundation governors are specifically appointed by the Bishop to ensure the preservation and development of the school’s Catholic character, to ensure that the school is being conducted as a Catholic school, and to represent the Bishop’s education policy to the governing body. However, all categories of governor in a Catholic school are required to preserve and develop the Catholic character of the school in addition to their other legal duties. Foundation governors always outnumber all other governors by at least two ensuring a majority vote where matters of particular Catholic importance arise.

| Position | |
|-------------------------------------|---|
| Chair of Governors | Mr M O’Brien |
| Vice Chair of Governors/LA Governor | Mrs M Reynolds |
| Headteacher | Mrs H Wheeler |
| Local Authority Governor | Ms J Cater |
| Foundation Governors | Mrs M Reynolds Mr D Harris Mr R Hutchings Mrs C Silva Mr A Mathew |
| Parent Governors | Mrs J Parmar |
| Teacher Governor | Mr R Cobb |
| Non-Teaching Governor | Mrs S Bawitlungova |
| Clerk to the Governors | Mrs S Ekstrom-Gabb |

TERM DATES – 2025-2026

| Term | Term Begins | Half Term Begins | Half Term Ends | Term Ends |
|-------------|----------------------------|----------------------------|----------------------------|----------------------------|
| Autumn Term | Monday 1 September 2025 | Monday 27 October 2025 | Friday 31 October 2025 | Friday 19 December 2025 |
| Spring Term | Monday 5 January 2026 | Monday 16 February 2026 | Friday 20 February 2026 | Friday 27 March 2026 |
| Summer Term | Monday 13 April 2026 | Monday 25 May 2026 | Friday 29 May 2026 | Monday 20 July 2026 |

INSET DAYS 2025-2026

Monday 1st September 2025

Tuesday 2nd September 2025

Wednesday 3rd September 2025

Friday 24th October 2025

Monday 23rd February 2026

Monday 20th July 2026

OTHER NOTABLE DATES

Friday 3rd April 2026 - GOOD FRIDAY

Monday 6th April 2026 - EASTER MONDAY

Monday 4th May 2026 - MAY DAY BANK HOLIDAY

Admission Arrangements

Admission to Reception - Starters for a new academic year

All parents wishing to send their child to St Joseph's must complete an application form from the school and also express a preference for a place at our school on the Council's Schools Admissions Portal

All other Admissions

If you would like your child to attend our school, please complete an Admission Form. You will find this from the drop down menu "Forms - Printable Forms".

[Forms/Ffurflenni | St Joseph's R.C. Primary School \(stjosephsprm.cardiff.sch.uk\)](https://stjosephsprm.cardiff.sch.uk)

Once you have completed this form, you will need to return it to the school, together with the following supporting documentation:-

- Baptismal Certificate

- Birth Certificate
- Supporting Letter from any other faith (if applicable)
- Supporting Letter from current Headteacher (if applicable - in year transfer)
- Passport (if applicable)
- Proof of Residency (ie: utility bill, Council Tax, Bank Statement)

****Please ensure that you have read the Admission Policy for the year you are applying, which is located in drop down menu "Welcome - Policies and documents "**

[Policies and Documents | St Joseph's R.C. Primary School \(stjosephsprm.cardiff.sch.uk\)](http://stjosephsprm.cardiff.sch.uk)

| | |
|------------------|--|
| Head Teacher: | Mrs H Wheeler |
| Name of School: | St Joseph's Primary School |
| Address: | 204 North Road Gabalfa Cardiff CF14 3BL |
| Telephone No: | 029 20621625 |
| E-mail: | stjosephsprm@cardiff.gov.uk |
| Local Authority: | Cardiff County Council |

Attendance

Pupils should take maximum advantage of the educational opportunities offered to them in school. Pupils' attendance at school is a basic requirement of the achievement of this goal; clearly, this is a matter that needs parents' active support and co-operation. Parents have a legal responsibility to send their children to school.

Encouraging regular, punctual attendance develops the child's sense of responsibility and commitment to his/her own education. Furthermore, punctuality avoids the embarrassment of entering the classroom when classmates are already settled and at work.

On admission of your child's first days at school you may experience some problems with your child not wanting to come to school. This is not unusual and the staff are prepared for this. Please feel confident to leave your child with his/her teacher, upsets are temporary. We will always contact a parent when a child is over-distressed.

The school is required to record and publish all attendance statistics. The Governing Body sets targets to continue to improve attendance in line with Welsh Assembly targets and therefore, the school is working in partnership with Cardiff County Council to improve attendance across the Authority and therefore as of September 2018, we introduced the Callio Attendance System. This aims to give parents/carers more information about how attendance can impact on pupil achievement and keeps you updated regularly on your own child's attendance. Our target for each pupil is a minimum of 96.1% attendance at the end of the school year. Below is the Callio colour banding framework which you may find helpful. The rewards for good attendance are clear. Pupils are more likely to enjoy school, achieve better results and increased life chances

| Category | Attendance % at the end of the school year | Total number of days missed at the end of the school year |
|----------|--|---|
| GREEN | 100% | 0 |
| | 97% | 5 |
| | 96% | 8 |
| | 95.5% | 9 |
| AMBER | 95% | 10 |
| | 93% | 14 |
| | 92% | 16 |
| | 91% | 18 |
| RED | 90% | 19 |
| | 87% | 24 |
| | 85% | 28 |
| | 80% | 39 |

Our Attendance Officer visits the school on a regular basis to discuss pupils with low attendance. All parents of pupils highlighted will receive a letter regarding ways to improve their child's attendance and in some cases, you may be invited to meet with the headteacher.

The school informs these parents/guardians of their percentage attendance. You will receive a letter when attendance drops below 90%, the school's Education Welfare Officer may be contacted and asked for a referral to be carried out. If this is the case, then the EWO may contact the parent/guardian to arrange a meeting. Special circumstances e.g. ill health is taken into consideration at this point. The Governors regularly review the Attendance Policy. Regular attendance is essential for a child's progress and the opportunity to reach their full potential. It is the duty of all parents to ensure their child attends school regularly and on time.

If your child is ill, please telephone the School on our designated absence line, where a record of absence or lateness is kept and passed on to the respective class teachers, or send a letter of explanation with a brother/sister, or when next your child is in attendance. Ideally, the School should be advised in advance if an absence is known e.g. for a dental or other medical appointment. Absence from school, is unauthorised, as is late attendance without valid reason. Unauthorised absence is illegal. Such absences will result in a visit from the Educational Welfare Officer of the School and could result in prosecution for non-attendance.

A record of late arrival and late collection is kept and persistent failure to arrive on time, at the start of the day or at 3.30pm, will result in a report sent to the School Attendance Officer or Education Welfare Officer.

Once your child has 10 "O" absence marks (for any of the reasons above) then this may result in you receiving a Fixed Penalty Notice.

Procedure Following Unplanned Absence

If a child is absent for whatever reason, parents/guardians are required to notify the school either in person or by telephone by 8.45 am. There is a facility to enable you to leave message on the absent pupil extension. If the absence is due to them being unwell, then you must contact the school on a daily basis. Failure to notify the school by 9.00 am will result in a phone call being made to find out why your child is missing in education. If not contact is made then they will be marked as absence (“O” code), which is recorded as unauthorised and will affect your child’s percentage attendance. If, after 5 school days the school has been unable to make any contact, then the Education Welfare Officer will be duly notified and asked to intervene.

Planned Absence

Parents are required to complete a Request for Absence Form when they wish to take their child out of school during term time, giving an explanation/reason for the absence. All absences are marked as unauthorised. Family holidays in term time are not authorised. If a planned absence is longer than 5 days/10 sessions, then on return to school, this absence may result in a fixed penalty notice being issued by Cardiff County Council.

Medical Appointments

If your child needs to attend a medical appointment then a medical card/letter must be provided. If you are unable to provide the school with documentary evidence that your child has an appointment then again, they will be marked as absent (“O” code), which is recorded as unauthorised and will affect your child’s percentage attendance

Procedures for Dealing with Late/Early Arrivals

Any pupil who is not in class at 8.55am will be given a late mark and therefore given a “U” code. Cases of continued lateness (including details of any patterns emerging) will be picked up by the Class teacher during his/her weekly analysis, who will in liaison with the Headteacher, contact the parents. Further continued lateness will be referred to the School Attendance Officer. The school does not officially take responsibility for pupils until 8.45am.

Procedures for Dealing with Late Collections

We fully appreciate that there are times when parents are late in collecting their children but please ring the school to inform us. If children are not collected at 3.30pm they will be kept by their class teacher until 3.45pm. If they have not been collected by 3.45pm, they will then be taken to sit outside the school office and Mrs Ekstrom-Gabb will ring the parents. If the child has not been collected by 4pm, the Headteacher will be informed. A record of late collection is kept and persistent failure to collect on time will result in a report sent to the Education Welfare officer.

Parents Evenings

Autumn Term: Parent welcome meetings; face to face consultations
Spring Term: face to face consultations
Summer Term: Written Report and consultation if requested

Consultations between parents and teachers are an important part of the school year. It is a time for parents and teachers to meet in a circumstance of mutual interest in the child’s development and welfare,

to consult on matters of behaviour, progress and attitudes. Any pastoral matters may be discussed at this time however it may be necessary to make a further appointment in order to allow for more time.

Each pupil's progress is carefully monitored and assessed throughout the year. Parent/teacher consultations are arranged out of school hours and parents are notified regarding appointment times. Your child will also be invited to attend the consultation.

A telephone meeting can be arranged at any time by parents wishing to consult with the Headteacher or class teacher, but needs to be booked in advance for a mutually convenient time.

Parents are welcome to attend class assemblies and masses. There are also annual events eg Christmas concerts, sports day, Summer productions, coffee mornings etc to which parents are always warmly welcomed. Occasionally, there are exhibitions of work, curriculum evenings for parents and other whole school information evenings. These give parents the opportunity to find more out about the education that their children are receiving.

Free School Milk

This is available for all younger pupils.

School Dinners

Children in all year groups (Reception – Year 6) are entitled to receive free school meals, but these must be booked via ParentPay.

We use ParentPay for ordering school meals. Please visit the ParentPay website for more information – www.parentpay.com. If you wish your child to have school meals then you will need to register on the ParentPay with a unique pupil reference. This is to be obtained from Mrs Ekstrom-Gabb. Parents are responsible for booking their child's meal in advance.

Adequate supervision is provided during the lunch time for children remaining on the premises. Good behaviour is expected at all times. Should individual children continually misbehave; parents will be requested to remove them from the premises during the lunchtime sessions.

Free School Meals

Although all primary aged pupils are entitled to free school meals, if you are on certain benefits you may be entitled to additional grants. To apply for Free School Meals parents/guardians can now apply for Free School Meals online using the link on the Cardiff Council website:- www.caerdydd.gov.uk/prydauysgolamddim or www.cardiff.gov.uk/freeschoolmeals If you think that you may be entitled to free school meals you can also contact the school office for a form or download one from our website .

Primary and secondary school pupils will get free school meals if their family receives:

- Income Support,
- Income Related Employment Support Allowance,
- Income Based Jobs Seeker's Allowance,
- Guarantee Element of State Pension Credit, or
- Child Tax Credit with an income less than £16,190
- Universal Credit if the net household earnings is less than £7400

*Families who get Working Tax Credit do not qualify

IT IS EXTREMELY IMPORTANT TO APPLY, IF YOU THINK YOU MAY BE ENTITLED TO PRIMARY FREE SCHOOL MEALS AS IT LINKS IN WITH OUR SCHOOL GRANT FUNDING. THANK YOU

This is the link to view the up to date Primary School menu for St Joseph's pupils
<https://www.cardiff.gov.uk/ENG/resident/Schools-and-learning/Schools/School-Catering-Services/Documents/Full%20Primary%20School%20meals%20menu.pdf>

IMPORTANT INFORMATION FOR BOOKING MEALS

Lunches must be ordered via ParentPay account in advance. You will not be able to book a meal on the same day that it is required. You can book meals up to the night before or weekly/monthly. If your child does not have a ParentPay account they will need to bring in a packed lunch until the account is set up. Please contact the school and we will issue you log in details for each child to create an account to book meals.

In response to the current rising cost-of-living, Welsh Government and Cardiff Council are committed to implementing this scheme quickly and would ask for your patience as we build catering capacity to ensure a successful phased implementation.

Cardiff Council are working with the Welsh Government to develop a process for you to be able to request a free meal for your child/children, trying to avoid any unnecessary burden for you. Please be rest assured that if your child is currently in receipt of free school meals and/or any other associated benefits, these will not be affected.

School Security

CCTV and security lighting protect St. Joseph's Catholic School. For the safety and security of the children, staff and school property all entrance doors must be kept closed at all times during school hours. The doors are fitted with security locks enabling the staff and children to exit the building safely, whilst at the same time preventing doors from being opened from the outside.

Entry for late arrivals and visitors will only be possible through the main entrance via Heathfield Road. The Security gate is locked so please ring the bell for attention. An internal video monitor and intercom will allow for safe entry. All staff wear identification lanyards and there is also a staff board outside the school office.

All visitors to the school are requested to report to the school secretary, who will ask them to sign and complete a visitor form and sign in on the Halo entry system and then escort them to the appropriate department. It is important that the Office is aware of who is on school premises at all times.

Fire Drills

Fire drills are conducted on several occasions each term and the date, time and any problems encountered are recorded in the Fire Precautions Log Book that is kept in the School Office. The school caretaker monitors the fire alarm weekly, to ensure that it is kept in efficient working order. Fire extinguishers are regularly inspected and serviced by a certified contractor.

Lockdown Drills

Lockdown drills are conducted every term. These precautions are taken in the event that the school should have to be closed off to the outside community. These drills are always handled sensitively. Our Lockdown Policy is on our web site.

Severe Weather Conditions

During severe weather conditions every effort will be made to keep the school open. If the weather is severe first thing in the morning, the decision as to whether or not to send your child is yours. When the weather deteriorates during the day the school will remain fully operational until every child has left the premises under the care of a parent or their representatives. If the decision is taken by the Local Authority to close the school due to severe weather forecast then information will be broadcast to parents on local radio and the scrolling banner on the front page of our website will be updated with the decision.

While there are children on site the school will NEVER be left unattended.

School Uniform

The policy of the school, as formulated by the Governing Body, strongly requires that pupils in our school wear school uniform at all times for the following reasons: -

- Financially it excels in wear and durability and solves the problem of “what to wear”
- It encourages good discipline inside and outside of the school premises
- It presents a good image of the school - the children not only look smart but also are easily identifiable
- It reduces the potential for emotional bullying when children could otherwise compare and contrast how their peers dress – including competition in fashion design

School uniform will consist of the following:

Winter

Boys - Grey sweat-shirts, gold polo shirt, grey trousers or grey joggers, suitable footwear

Girls - Grey sweatshirts, gold polo shirt, grey skirt or pinafore or grey joggers, suitable footwear

Summer

Boys - Grey sweatshirt, gold polo shirt, grey trousers or grey shorts or grey joggers, suitable footwear

Girls - Grey sweatshirt, gold polo shirt, grey skirt or culottes, grey joggers or grey shorts, yellow and white dress

PE

Navy blue shorts/joggers and white t-shirt

All items of school uniform can be ordered from YC Sports.

For games day or P.E., children in Nursery, Reception should wear their school uniform and bring their PE kit. Children in Years 1, 2, 3, 4, 5 and 6 should wear their PE kit. For safety reasons, children should wear suitable and unobtrusive jewellery e.g. a small ring, watch; stud or small sleeper type earrings but all must be removed or covered for any form of Physical Education.

Medication in School

Prior to the administration of medicine, it is the parent’s responsibility to visit the school office and complete a Parental Agreement to administer medicine

WE ONLY ADMINISTER MEDICINE THAT HAS BEEN PRESCRIBED BY A DOCTOR AND IS REQUIRED TO BE TAKEN 4 TIMES A DAY

The administration of medicine to a child is the responsibility of the parent/guardian; school staff cannot be directed to undertake this role. The school, however, will agree to the request of a parent to assist in specific circumstances when needed; the medication will be distributed by a member of staff. It is acknowledged that from time to time children in school will not benefit from full health. In such circumstances, the opportunity to receive medicine in school is preferable to excessive school absence. This principle applies to certain conditions which children at St Joseph's School may experience, such as asthma.

In administering medicine to children within the school day, the following legal points are recognised:

1. Medication should normally be administered outside of school hours if possible; e.g. asthma maintenance drugs, anti-convulsants, antibiotics, anti-rheumatic drugs. Parents are encouraged to request the child's doctor to prescribe in this way. If medicines/ inhalers are brought to school they must be taken to the headteacher's office by the parent/guardian.
2. Medicines/inhalers must be accompanied by the specific proforma completed by the parent which is available from the school secretary, and given to the headteacher, which is then signed and dated.
3. Containers must be labelled clearly by a pharmacist with
 - a) Name of drug
 - b) Dosage and method of administration
 - c) Child's name and be accompanied by a medicine spoon if required
4. Medicines should be in their original containers. Inhalers will be sent home at the end of each half term for cleaning/maintenance.

Curriculum

The curriculum is the interaction between the teacher and the learner and, as such, transmits attitudes and values, in addition to knowledge, skills and understanding. High standards are created through high expectations, which are at the core of the attitudes and values we transmit through our curriculum delivery. The Gospel values permeate everything we do.

UN Convention On The Rights Of Children

At St Joseph's Primary School, we put the United Nations Convention on the Rights of the Child (UNCRC) at the heart of our school's planning, policies, practice and ethos. We are a Gold Rights Respecting School and teach about children's rights and also model rights and respect in all its relationships: between teachers / adults and pupils.

The UNCRC underpins our school vision and aims, in particular through Pupil Voice we encourage children to:

- listen to others and respect their ideas
- learn our rights, respect the rights of others and to inform others of children's rights

At St Joseph's Primary, children are given the opportunity to become:

- ❖ ambitious, capable learners, ready to learn throughout their lives and achieve to their full potential.
- ❖ enterprising, creative contributors, ready to play a full part in life and work, drawing on their resourcefulness.
- ❖ ethical, informed citizens, ready to be citizens of Wales and its world with a secure understanding of their culture and heritage.
- ❖ healthy, confident individuals, ready to lead fulfilling lives as valued members of society with a knowledge of mental and physical wellbeing.

Inclusion

St Joseph's Primary School is an inclusive school that aims to meet the needs of all pupils including those with ALN. All children have access to a broad, balanced, stimulating and relevant curriculum whatever their ability or need whilst being encouraged to take responsibility for their own learning, striving to be the best they can. Multi-sensory learning and teaching approaches are used to engage and stimulate all children as learners and ensure their needs are met.

ADDITIONAL LEARNING NEEDS AND EDUCATION TRIBUNAL ACT (ALNET 2018)

The system for supporting children and young people with special educational needs and disability in Wales is changing. The Welsh Government is bringing in a new more flexible and responsive system of meeting the needs of children with special educational needs or disabilities and are striving to deliver a fully inclusive education system for the learners of Wales.

The new system will ensure:

- needs are identified early, addressed quickly and all learners are supported to reach their potential.
- our professionals are skilled and confident in identifying needs and deploying strategies to help learners overcome their barriers to learning.
- that the learner is at the centre of everything we do and that they and their parents and carers are equal partners in their learning. (Person Centred Approach)

From September 2021 the new system will be brought in gradually over the next few years (2021 -2024). Here are some of the key messages about these changes and what they may mean for you and your child.

KEY MESSAGES

- The term Additional Learning Needs (ALN) will replace the terms Special Educational Needs (SEN) and Learning Difficulties and Disabilities (LDD)
- Special Educational Needs Coordinators (SENCOs) in schools will now be called Additional Learning Needs Coordinators (ALNCOs)
- The mandatory ALN Code for the new system will cover children and young people aged 0-25. This means that early years and further education colleges will have duties under the Act, but this does not include higher education or apprenticeships.
- The current graduated system of Early Years/School Action, Early Years/School Action Plus and Statements is being replaced over the course of the next 3 years. All children and young people with an identified additional learning need (ALN) that requires additional learning provision (ALP) will have an Individual Development Plan (IDP). The IDP will replace all other individual plans. IDPs for children under compulsory school age, who require them, i.e.in the early years will be maintained by local authorities.

- Most Individual Development Plans will be maintained by the school but may also be maintained by the Local Authority for those learners with the most complex needs.
- The Act expects that all partners such as Education, Health and Social Care will work in collaboration to support children and young people with ALN.
- There will be increased opportunities for children, young people, parents and carers to contribute to the creation and maintenance of Individual Development Plans through Person Centred Planning.
- It is expected that working together more closely should help to avoid disagreements.
- All reasonable steps will be taken to ensure additional learning provision will be provided in Welsh, if required.

CURRICULUM, LEARNING AND EXPERIENCES

At St Joseph's Primary we recognise:

'there is a range of competences and skills which are foundations for almost all learning and are essential to being able to participate successfully and confidently in the modern world.' (Successful Futures: 2015) □

All Areas of Learning and Experience (AoLE) are underpinned by rich learning experiences which include opportunities to develop numeracy, literacy and digital competency skills.

All subjects encompassed within AoLE are assessed and monitored through the school's planning and assessment tool, and through listening to learners.

The principles underpinning every AoLE in St Joseph's Primary ensures that the curriculum is:-

- **authentic:** rooted in Welsh values and culture and aligned with four purposes **evidence-based:** drawing on the best of existing practice within Wales and from elsewhere, and on sound research
- **responsive:** relevant to the needs of today (individual, local and national) but also equipping all young people with the knowledge, skills and character for future challenges as lifelong learners
- **inclusive:** easily understood by all, encompassing an entitlement to high-quality education for every child and young person and taking account of their views in the context of the United Nations Convention on the Rights of the Child (UNCRC), and those of parents, carers and wider society
- **ambitious:** promoting high expectations and setting no limits on achievement and challenge for each individual child and young person
- **empowering:** developing capabilities which will allow young people to engage confidently with the challenges of their future lives
- **unified:** enabling continuity and flow with components which combine and build progressively
- **engaging:** encouraging enjoyment from learning and satisfaction in mastering challenging subject matter
- **based on subsidiarity:** commanding the confidence of all, while encouraging appropriate ownership and decision making by those closest to the teaching and learning process
- **manageable:** recognising the implications for and supported by appropriate assessment and accountability arrangements.

Teachers apply the pedagogical principles identified in the new curriculum for Wales when planning their teaching and learning, to ensure that the activities relate directly to the curriculum purposes. (further details can be found on the school website in the Curriculum Policy and the Teaching and Learning Policy)

AREAS OF LEARNING AND EXPERIENCE

Religion

Our Religious faith and practice have a high profile both in the school as a community and through the curriculum. As St Joseph's Primary is a Catholic school there is a particular focus on the Christian faith, but we also recognise the value and richness of a multifaith community and endeavour to draw upon this community in order to promote a positive school environment.

Religious Education is at the heart of our curriculum. We follow the Religious Education Directory – To Know you more clearly - recommended by the Archdiocese of Cardiff. During each term, the children study the same themes (branches) throughout the school but at different levels, based on age. The themes studied give each child an opportunity to relate what they find out about the Catholic faith to their own feelings and encourages an atmosphere of respect and reflection. Our programme mainly focuses on Christianity; however, we also study and visit other world faiths to promote tolerance and mutual respect.

The school holds collective worship regularly throughout the week both through whole school and phase assemblies, as well as in class. There is a class assembly weekly with a religious theme and our Parish priest celebrates year group and whole school Masses. Teachers and children enjoy and prayer services in their classrooms. This liturgy happens both in school and in St Joseph's Church. The children are involved in preparing these celebrations themselves and parents/carers are warmly invited to attend and share the children's work and worship with them.

As part of the school day, Christian Meditation has been introduced within the school from Nursery to Year 6. Teachers and children like to have a Christian Meditation session after lunch at the start of the afternoon session. The session gives the children the opportunity to spend a few moments of silence with God. At the end of the day we have our Examen, which is a prayerful reflection. It consists of setting time aside each day to reflect prayerfully on the events of the day and where God has been in those events.

Language Literacy and Communication

Based on the Curriculum for Wales, our Literacy curriculum ensures that pupils are given opportunities to experience a wide variety of activities to enhance their understanding and knowledge in this area. Learning is focused on the four 'What Matters' statements in the LLC area of the curriculum.

- Languages connect us
- Understanding languages is the key to understanding the world around us.
- Expressing ourselves through languages is the key to communication.
- Literacy fires imagination and inspires creativity.

The LLC area of the Curriculum for Wales provides progression of skills across the primary phase to which pupils' oracy, reading and writing skills are developed as they progress through the school. At St Joseph's, we strive to create a 'text rich' environment throughout the school. Our aim is for pupils to be immersed in literature where literacy work stems from the use of whole class books as well as being integrated into the overall class theme for the term. Weekly vocabulary lessons using the 'Word Aware Scheme' also develop their vocabulary so that they become effective communicators.

In the Foundation Phase children are immersed in language experiences and activities. Their skills develop through talking, communicating and listening. The children are encouraged to communicate their needs, feelings and thoughts, retell experiences and discuss individual and group play. Some children will communicate by means other than speech. Children refer to their intentions by asking questions, voicing/expressing opinions and making choices through a variety of media, and by building on previous experiences. They are encouraged to listen and respond to others, to the variety of life experiences that their peers bring to the learning environment, and to a range of stimuli, including audio-visual material and online platforms such as 'Bug Club' and 'Picture News'. We follow the Monster Phonics scheme for phonic and reading development, which extends into a spelling and handwriting scheme throughout the school.

Children are provided with opportunities to choose and use reading materials, understand the conventions of print and books and are given a wide range of opportunities to enjoy mark-making and writing experiences.

They are helped to develop an awareness of Wales as a country with two languages, and to show positive attitudes to speakers of languages other than Welsh and English. Language skills learned in one language support the development of knowledge and skills in another language.

At each progression step, the children build on the skills, knowledge and understanding acquired during the previous step. Progress is achieved through an integrated programme of speaking, listening, reading and writing across the curriculum.

They become confident, coherent and engaging speakers, working as individuals and as members of a group. Their experiences will include opportunities to take part in drama and role-play activities. They develop as active and responsive listeners in a wide range of situations. Throughout the key stage, they experience a progressively wide range of demanding texts, for enjoyment and information, so that they can develop into fluent and effective readers. They become competent writers, writing clearly and coherently in a range of forms and for a range of purposes. They acquire a growing understanding of the need to adapt their speech and writing to suit purpose and audience. They work with increasing accuracy and become reflective and evaluative in relation to their own and others' achievements.

Many opportunities are provided at St Joseph's for pupils to participate as audiences. These include theatre presentations, online, at school as well as at selected local venues. In order to promote our 'rich text' environment at St Josephs, we celebrate World Book Day each March through competitions and 'dressing – up' events. There are also regular opportunities for children to join online author events delivered by Cardiff library services and also to enter national writing competitions such as 'Young Writers'.

In order to consolidate their learning at school, children have access to online platforms. These include 'First News' – a digital children's newspaper which offers weekly reading activities. Children are encouraged to use the 'Bug Club' scheme to develop their reading skills.

Welsh

At St Joseph's, Welsh is taught as a second language with incidental Welsh being used daily. We aim to foster a Welsh ethos and promote enjoyment of the language. The children take part in daily Helpwr Heddiw sessions that reinforce vocabulary and sentence patterns through games and songs. The children at St Joseph's follow a CSC Scheme of Work designed to meet the requirements of the curriculum and the needs of the children. Pupils from Year 6 take a lead role in promoting Welsh language and culture through our 'Cryw Cymraeg' Committee. The school is working towards the Silver award for Cymraeg Campus which aims to have one million welsh speakers by 2050.

Children are provided with opportunities in lessons, school activities, visiting guests and trips & visits to experience those features, which give Wales its own distinctive historic, social and cultural identity. Cwricwlwm Cymraeg permeates the whole curriculum through singing Welsh songs and the study of land use in Wales and Welsh history linked in with the other Areas of Learning and Expertise (AOLEs). Eisteddfods are held to celebrate St David's Day where children can participate in a wide range of Welsh related activities. The children are also given the opportunity to take part in a residential visit to the Urdd Centre at Llangrannog where they are encouraged to develop their welsh language skills whilst taking part in adventurous activities.

Mathematics and Numeracy

The development of mathematics has always gone hand in hand with the development of civilisation itself. A truly international discipline, it surrounds us and underpins so many aspects of our daily lives, such as architecture, art, music, money and engineering. And while it is creative and beautiful, both in its own right and in its applications, it is also essential for progress in other areas of learning and experience. What is more, numeracy – the application of mathematics to solve problems in real-world contexts – plays a critical part in our everyday lives, and in the economic health of the nation. It is imperative, therefore, that mathematics and numeracy experiences are as engaging, exciting and accessible as possible for learners, and that these experiences are geared towards ensuring that learners develop mathematical resilience.

In the early years, play forms an important part in the development of mathematics and numeracy, enabling learners to solve problems, explore ideas, establish connections and collaborate with others. In later years, learners need to have opportunities to work both independently and collaboratively to build on the foundations established in the early years.

Progression in the Mathematics and Numeracy Area of Learning and Experience (Area) involves the development of five connected and interdependent proficiencies which have no hierarchy. These are crucial considerations for schools when designing their curriculum to ensure the progression of learners.

- Conceptual understanding
- Communication using symbols
- Fluency
- Logical reasoning
- Strategic competence

What matters in this Area has been expressed in four statements which support and complement one another and should not be viewed in isolation. Together they contribute to realising the four purposes of the curriculum. The four areas are:

- The number system is used to represent and compare relationships between numbers and quantities.
- Algebra uses symbol systems to express the structure of mathematical relationships.
- Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.
- Statistics represent data, probability models chance, and both support informed inferences and decisions.

Formal mathematics has developed through rigorous logical reasoning. It involves inventing or discovering abstract objects and establishing the relationships between them. It also teaches the difference between conjecture, likelihood and proof.

Mathematical thinking involves applying similarly logical reasoning, this time to the investigation of relations within and between concepts, along with justifying and proving findings. Indeed, understanding mathematical concepts and being able to apply and reason with the abstract representations of concepts is central to learning mathematics. And essential to this is comprehension of, and proficiency with, the symbols and symbol systems used in mathematics.

Applying mathematics requires strategic competence in the use of abstraction and modelling, and learners develop resilience, as well as a sense of achievement and enjoyment, as they overcome the challenges involved. Subsequently, mathematical activities teach learners not to be afraid of unfamiliar or complex problems, as they can be reduced to a succession of simpler problems and, eventually, to basic computations. As they reflect on the approaches used, and on their own mathematics and numeracy learning, learners can develop metacognitive skills which can help them identify steps to take to improve performance. Through this they can become ambitious, capable learners, ready to learn throughout their lives.

Experiences in this Area also contribute to developing enterprising, creative contributors, ready to play a full part in life and work. These can encourage learners to be creative because it asks them to play, experiment, take risks and be flexible in tackling mathematical problems.

Because mathematics is essentially abstract, it allows learners to operate with objects that do not physically exist, and to use and develop their creativity to imagine and discover new realities. It also supports numerical modelling and forecasting which can in turn encourage entrepreneurial thinking.

Mathematics and numeracy can also help learners become ethical, informed citizens of Wales and the world by providing them with tools to analyse data critically, enabling them to develop informed views on social, political, economic and environmental issues. It encourages clarity of thinking, allowing learners to understand and make reasoned decisions.

In this Area, learners can encounter contexts involving health and personal finance, where they may develop the skills needed to manage their own finances, make informed decisions and become critical consumers. Experiences in this Area will help them learn to interpret information and data to assess risk, and to use their numeracy skills across the curriculum to make effective choices, all of which can help them become healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

Expressive Arts

The dynamic nature of Expressive Arts engages, motivates and encourages our learners to develop their creative, artistic and performance skills. The Expressive Arts Area spans five disciplines, which are, art, dance, drama, film and digital media and music. Whether as creators or as audience, through engaging with the expressive arts, learners at St Joseph's can gain an understanding and an appreciation of cultures and societies in Wales and in the world. Our aim is for our learners to experience the expressive arts to develop not only their ability to appreciate the creative work of other people, but also their own creative talents, artistic skills and performance skills.

Humanities

The Humanities AoLE enables children to realise their rights to participation, freedom of expression and information (Articles 12, 13 and 17). Importantly it also supports children to know and understand their rights under the UNCRC (Article 42) and to develop an understanding of the human rights of others.

Pupils at St. Joseph's RC Primary School will seek to awaken a sense of wonder, fire their imagination, and be inspired to grow in knowledge, understanding and wisdom through the humanities area of learning. They will be encouraged to engage with the most important issues facing humanity.

Humanities encompasses geography; history; religion, values, and ethics; business studies and social studies. These disciplines share many common themes, concepts, and transferable skills, while having their own discrete body of knowledge and skills.

Humanities is central to learners becoming **ethical, informed citizens of Wales and the world**.

It is important that learners reflect upon the impact of their actions and those of others, and how such actions are influenced by interpretations of human rights, values, ethics, philosophies, religious and non-religious views. Such critical engagement with local, national, and global challenges and opportunities past and present will help our learners become **enterprising, creative contributors, ready to play a full part in life and work**.

As they explore their locality and Wales, as well as the wider world, our learners can establish a solid base of knowledge and understanding of geographical, historical, religious, non-religious, business, and social studies concepts. These experiences, in and outside the classroom, will help them become **ambitious, capable learners, ready to learn throughout their lives**.

It is important that learners have opportunities to discuss and explore their personal perspectives on religious and non-religious worldviews, ethical challenges, and social inclusion issues. Likewise, opportunities to explore the natural world, locally, within and beyond Wales, will help foster in them a sense of place and of well-being. This will support the development of **healthy, confident individuals, ready to lead fulfilling lives as valued members of society**.

Curriculum for Wales

The statements of What Matters within Humanities:

What matters in this Area has been expressed in five statements which support and complement one another. Together they contribute to realising the four purposes of the curriculum.

- Enquiry, exploration, and investigation inspire curiosity about the world, its past, present, and future.
- Events and human experiences are complex, and are perceived, interpreted, and represented in different ways.
- Our natural world is diverse and dynamic, influenced by process and human actions.
- Human societies are complex and diverse, and shaped by human actions and beliefs.
- Informed, self-aware citizens engage with the challenges and opportunities that face humanity and are able to take consideration and ethical action.

SO... How do we Embed Humanities?

History – Our School Curriculum design:

- develop an understanding of the discipline and its value
- develop understanding of, and respect for, the notion of truth and for people in the past
- develop an appreciation of the past on different scales, which allows learners to orientate themselves in time
- develop historical interpretation understanding and source-based skills
- develop rich content across the time periods, through which learners can develop an understanding of chronology through exploring cause and effect, change and continuity, similarity and difference, interpretations, the use of evidence and historical significance
- develop a rich context for exploring the concepts of governance, economy, power, leadership, diversity, culture, ethnicity, equality and inequality, justice, rights, conquest, social, political and economic ideologies, social organisation and structures, trade, agriculture and industry, power and protest, peace, conflict and cooperation, revolution, devolution and empire
- expose learners of all ages to a range of historical periods on a local, national, and global scale, making the links and connections that support the development of a detailed chronological 'map' of the past.

Geography -Our School Curriculum design:

- Equip learners with the skills to formulate research questions and to collect, manipulate and present data so they can evaluate and think critically about problems and issues.
- Equip learners with the skills to question, use and analyse maps and images.
- Provide a rich context for exploring the issues of sustainability, climate change, energy choices, nature, natural disasters and hazard risks, pollution, scarcity of natural resources, food security, population, identity, ethnicity, migration, settlements, globalisation, consumerism, and trade initiatives to tackle poverty, inequality and injustice, contrast between different countries at different levels of development.
- Provide a rich content for exploring physical and human landscapes and context of the causes and consequences of physical and human interrelationships and interdependence which characterise our modern world.
- Develop an understanding of the discipline and its value.

Social Studies- Our School Curriculum design:

- Explore the concepts of governance, rights, equality, equality, inequality, ethnicity, gender, and poverty.
- Develop an understanding of how systems in Wales operate and effects people's lives and how they compare with other systems.
- Encourage active participation and engagement with social issues through social enquiry, discussions, and social actions.
- Provide rich context to explore social issues, identity, rights and responsibilities and social organisation.
- Develop an understanding of the discipline and its value, encourage a sexual understanding of the world by learning about people and their values in different times, places, and circumstances.

Business Studies - Our School Curriculum design:

- Explore the current Welsh economy, including consumption, production, the welfare of people at work, the impact of innovation and technology on business and the environment and the effects of demographic change to the workforce.
- Examine the strengths and areas of improvement, success and failures of businesses and economies while developing the understanding of the factors that shape the prosperity of communities and thereby peoples' prospects for the future.
- Expose learners to the economic reality that shapes the Welsh and global economies, enabling them to appreciate that this reality is constantly changing and to appreciate the impact it has on people's lives and the environment.
- Develop and understanding of the discipline and its value.

Cynefin

In St Joseph's RC Primary School, we ensure that all pupils gain knowledge and learn through a range of contemporary and historical contexts, investigation and exploration of the human experience in their own localities and elsewhere in Wales, as well as in the wider world, can help learners discover their heritage and develop a sense of place and cynefin. This will help promote an understanding of how us, the people of Wales, its communities, history, culture, landscape, resources, and industries, interrelate with the rest of the world.

Our Considerations for provision of learning experiences

This Area provides rich opportunities for learning beyond the school walls. School curriculum design should allow learners of all ages to experience a range of stimuli that enthuse and inspire them to imagine and be curious, and to explore, discover and question through the following.

- A range of opportunities to learn outdoors
- A range of opportunities to visit and explore
- A range of opportunities to observe or participate

Key links with other areas

- Expressive Arts
- Health and Well-Being
- Languages, Literacy and Communication
- Mathematics and Numeracy
- Science and Technology

Health And Well-Being

The Health and Well-being Area of Learning and Experience provides a holistic structure for understanding health and well-being.

It is concerned with developing the capacity of learners to navigate life's opportunities and challenges. The fundamental components of this Area are:

- physical health and development
- mental health
- emotional and social well-being.

Learners at St Joseph's understand and appreciate how the different components of health and well-being are interconnected, and it recognises that good health and well-being are important to enable successful learning.

At St Joseph's, we believe that developing this area of learning will help to foster a whole-school approach that enables health and well-being to permeate all aspects of school life. By developing learners' motivation, resilience, empathy and decision-making abilities, they can be supported to become ambitious, capable learners, ready to learn throughout their lives.

Learners can also be supported to become ethical, informed citizens of Wales and the world by developing their ability to show respect, to value equity, to listen to others and to evaluate the social influences affecting them. Through enabling learners to manage risks, express ideas and emotions, develop and maintain healthy relationships, and take on different roles and responsibilities, the learning and experience in this Area can support learners to become enterprising, creative contributors ready to play a full part in life and work.

Digital Competence

Digital competence is the set of skills, knowledge and attitudes that enable the confident, creative and critical use of technologies and systems. It is essential for learners if they are to be informed, capable and have the potential to be successful in today's society. Digital competence should not be confused with information and communication technology (ICT).

Citizenship

The focus of this strand is on learners developing the skills needed to contribute positively to the digital world around them. These skills will help learners to critically evaluate their place within the digital world, so that they are prepared to encounter the positive and negative aspects of being a digital citizen. Our school is committed to ensuring pupils understand how to stay safe and behave online.

Interacting And Collaborating

Under this strand learners will explore methods of electronic communication and identify which are the most effective for a given situation. Collaboration, in all forms, is an important aspect of the curriculum and electronic collaboration is vital. Learners will be introduced to a range of collaboration tools during their time in school. Lumio by SMART will be used to create engaging lessons students can interact with in class. Google Classroom, Just2easy and Flipgrid will also be used to create engaging learning experiences.

Producing

Digital content includes a huge variety of multimedia components, such as text, images, graphics, audio, video and any combination of these. It is intended that learners experience and create using a wide range of multimedia components across contexts for a variety of purposes.

Data And Computational Thinking

We live in a data-rich environment with databases being an intrinsic part of our lives. Through this strand, learners will gain an understanding of the importance of data and information literacy by exploring aspects of collection, representation and analysis. Learners will look at how data and information link into our digital world and will develop essential skills for the modern workplace. Computational thinking is a combination of scientific enquiry, problem solving and thinking skills; it is not thinking like or about computers. Before learners can use computers to solve problems, they must first understand the problems and methods of solving them.

Science and Technology

The importance of science and technology in our modern world cannot be overstated. Developments in these areas have always been drivers of change in society, underpinning innovation and impacting on everyone's lives economically, culturally and environmentally. As such, the Science and Technology Area of Learning and Experience will be increasingly relevant in the opportunities young people encounter and the life choices that they make.

Using their senses, children are encouraged to enjoy learning by exploration, enquiry, experimentation, asking questions and trying to find answers. They are encouraged to express their own ideas, opinions and feelings with imagination, creativity and sensitivity. The children's skills are developed through participation in experiential learning activities and through using sources such as stories, photographs, maps, models, the environment and ICT.

Activities are designed to foster curiosity and creativity and be interesting, enjoyable, relevant and challenging for the learner. They aim to enable the children to initiate, explore and share ideas, and extend, refine and apply their skills, knowledge and understanding in new situations. In addition, activities allow time for thinking, peer discussion and reflection.

Children will explore and experience the world through inquiry including fieldwork, investigating environments indoors and outdoors in a safe and systematic way. Learners' build understanding of different environmental issues and this ensures they learn to demonstrate care, responsibility, concern and respect for all living things and the environment in which we live.

The school also engages with science and technology professionals and experts, including but not limited to designers, scientists, engineers, computer scientists and craftspeople. Drawing on subject specialist expertise across schools helps inform our curriculum design.

It is through the development of conceptual and procedural knowledge of a range of materials and techniques, that pupils are supported in their capacity for engineering and making.

With respect to computation, the use of 'unplugged' activities ensures our children are able to visualise computational concepts. Hands-on, practical activities with a range of tools and (micro: bit) devices are used to teach principles of programming and to develop deeper conceptual understanding of key constructs before implementation and application.

Homework

Children are expected to read at home most nights during the week, with parents monitoring their progress. They are also expected to learn their tables and weekly spelling lists. Homework is also set on-line, using Bug Club and Mathletics (reading and maths). The children are given their log in details at the beginning of the school year and work is set on a weekly basis by the class teacher. Teachers can monitor and evaluate the activity of the children. Children in Progression Step 2 and 3 can access homework on Teams.

Breakfast Club

Our Breakfast Club is held in the school dining hall every school day from 8.00am. Priority will be given to pupils in receipt of Free School Meals, Looked after Pupils and pupils with statement of Additional Learning Needs.

All parents wishing to apply for a place in our Breakfast Club must complete an application form available from the school office. There may be times when your child will be put onto a waiting list due to staff/pupil ratios.

School Activities

Many activities take place, which support the formal curriculum. Classes are encouraged to visit certain places that relate to work they are undertaking. Sometimes this visit may be within the immediate area of the school - the park, shops in the locality or the church. At other times children may be taken further afield; groups recently have visited the beach, Roath Park, the National Museum, St Fagan's Museum, Caerleon, Llancaiach Fawr, Techniquet, Cogs Moor, Brecon Beacons, Cardiff Bay and many other venues, which relate to their work.

We are also always pleased to welcome guests to school to talk and work with classes face to face where possible, but also on Teams and Zoom meetings . We have welcomed the school nurse, to work with children on several health projects. Other visits include the R.S.P.C.A. and Guide Dogs for the Blind. A

number of theatre companies have visited the school and at times children have attended presentations at the Sherman Theatre, New Theatre, Millennium Centre and St David's Hall.

Older children are encouraged to participate in the Cycling Proficiency scheme. Year 6 children attend Llangrannog in the summer term and Year 5 visit the outdoor pursuits centre Manor Park for residential visits.

Swimming

Year 4 children attend the "Learn to Swim" Scheme during school time at Maindy pool.

Extra Curriculum Activities

Music

Rock Steady Music attend the school weekly (additional cost to parents) and develop our pupils to play instruments as part of a group and to perform to an audience. A concert is held for parents each term for the pupils to showcase their learning

Football Team

The football team enter various tournaments, competing against other schools.

Rugby Team

The Rugby team plays in the local schools league and cup competitions. Several boys from the school have represented Cardiff Schools and some have gone on to represent East Wales.

Netball Team

The school has a Netball team that competes in competitions and in other invitation tournaments throughout the year.

Other After School Clubs/activities

- Reconciliation
- rugby
- football
- netball
- choir
- coding club
- craft club
- welsh club
- school newspaper
- dance

Educational Visits

Children enjoy visiting places and learn much from first hand experiences. We have an extensive program of educational visits linked to different areas of the curriculum. We are not allowed to charge directly for such events, but request a voluntary contribution. Parents who experience difficulty in meeting costs are always welcome to approach the school.

Charging Policy

We wish to make it clear that no pupil will be denied participation in educational visits on the grounds that no contribution has been made on his/her behalf. However, if sufficient contributions to cover costs are not received, then the visit may have to be cancelled.

On occasions, children involved in school visits may also need a packed lunch, suitable clothing and a small amount of pocket money.

Detailed arrangements of school visits are forwarded to parents before they occur. However, some visits are made at short notice, e.g. park, library, and parents are asked to complete a general consent form for these occasions at the outset of a child's life in St. Joseph's School. This parental consent will then last for the duration of a child's education whilst in St. Joseph's School in respect of "local visits."

Child Protection – Note for Parents or Carers

Parents/carers should be aware that St. Joseph's School has a responsibility to ensure the well-being and safety of all its pupils. This responsibility means that the school:

- will have a child protection policy and procedures
- will make parents or carers aware of its child protection policy
- will make parents or carers aware of its child protection policy possibly through the school website, and that this may require their child to be referred to the statutory child welfare agencies if they believe that the child or other children may be at risk of significant harm
- should endeavour to work with parents/carers regarding the welfare of their child and remain impartial if their child is being, or has been referred
- should help parents or carers understand that if a referral is made to Children and Young People Services or the police, it has been made in the best interests of the child and that the school will be involved in any child protection enquiry or police investigation in relation to their child's welfare and educational progress; and
- will keep the parents or carers informed of the welfare and educational progress of the child

On 1 September 2006, section 175 of the Education Act 2002 came into effect. This introduced a duty on local authorities, the governing bodies of maintained schools, and the governing bodies of further education institutions, to have arrangements in place to ensure they safeguard children and that such arrangements take account of guidance issued by the Welsh Assembly Government.

Independent schools are required to meet equivalent requirements under standards introduced under the terms of section 157 of the Education Act 2002.

Where a professional has a concern about a child, they will, in general, seek to discuss this with the family and, where possible, seek their agreement to making a referral to Children and Young People Services.

However, this should only be done where such a discussion and agreement will not place a child at increased risk of significant harm. That advice will be provided by the local Children and Young People Services department in consultation, where appropriate, with the police. The designated child protection person at the school will clarify with these statutory agencies, when, how and by whom, the parents or carers will be told about any referral. They will also seek advice as to whether or not the child should be informed of the process.

As a parent or carer you may sometimes feel alone but there is usually somebody you can talk to. Caring for children is not always easy and if you're struggling to cope you may need to ask for help and support to protect your child.

You may find the following helpful:

- make time to talk and listen to your child
- familiarise yourself with your child's friends and routine
- be sensitive to changes in behaviour
- teach your child to feel confident to refuse to do anything they feel is wrong
- be aware of your child's use of the internet and mobile phone to ensure they don't place themselves at risk

As a duty of care, any disclosure made by a child MUST be followed up in line with our Child Protection Policy. The Child Protection Policy is on our web site.

St Joseph's Catholic Primary School – Complaints Procedure

The following procedure has been compiled using Diocesan and NAFW guidelines. The full complaints policy is available on the website.

Expressing Concern

Our Catholic school is staffed by teachers who are not only qualified and expert in their own field but also have become teachers because they care for children and wish to help them in every way possible. Nevertheless, as in any other organisation, misunderstandings can from time to time arise which may lead to any parent wishing to express a concern. A concern is not a complaint and should not be treated as such by either the parent or the school.

Only a very small number of concerns raised by parents will need to be investigated using the formal procedure. Most concerns will be resolved by discussion with the class teacher or head teacher and these are the ones the parent should speak to first. When concerns are addressed and resolved there will be no need to follow the formal procedures. An initial request for action or an inquiry is not a complaint.

Below explains what a parent should do if a query or concern that has been raised with the school has not been responded to in an appropriate manner.

Making a Complaint

FIRST - THE HEADTEACHER

If you are worried about something concerning your child at school, you should first ask to discuss the difficulty informally with the head teacher. You can do this by phoning, writing a letter or making an appointment to meet.

It may be suggested to you by the head teacher that it would be more appropriate for you to first talk with another senior member of staff or one of the teachers in which case you should do this.

If, however, having spoken with a teacher you are still dissatisfied you should then ask to meet the head teacher.

Most complaints will have been resolved at this informal stage and all complaints must start here.

SECOND – THE GOVERNORS

If, after the head teacher has responded to your complaint and you are still unhappy then the next step is a formal complaint to the governing body. You should now put your complaint in writing within ten days of the head teacher's response. Send your letter to the Chair of Governors at the school, keeping a copy for your records. The governors will let you know who will investigate your complaint and how they will deal with it.

Normally about three governors will be involved and they will hold a meeting about your complaint. The meeting will usually be held within ten days of the day the Chair receives your form or letter.

You may be invited to the meeting so that you can speak about your complaint in more detail. You can take a friend or representative with you if you wish. You will be given at least three days' notice of this meeting and every effort will be made to see that the date and time are convenient to you. After the meeting, even if you have attended, the governors will write to you and tell you the result. They will also tell you of any action taken or to be taken

THIRD – THE DIOCESE

If you are still dissatisfied you may ask the diocese to carry out an investigation.

You should write to:

The Diocesan Education Office

Archbishop's House

41-43 Cathedral Road

Cardiff CF11 9HD

It will help if you enclose your complaint form or letter and any other papers. The staff in the Education Office will appoint someone to investigate your complaint. It will not be a person who has a connection with the school as, for example, a teacher or governor.

The complaint will usually be investigated within ten school days. The person appointed to carry out the investigation will arrange to meet with you. You will be given at least three days' notice of the meeting and you may take a friend or representative with you.

The Diocesan representative will eventually write to you to tell you the result of the investigation. The Diocese may then make recommendations to the governors.

Handwashing and Hygiene

Children will be expected to follow all handwashing and hygiene routines while in school. Children will wash hands/use antibacterial gel before entering school, before and after eating and at regular intervals

during the day.

We ask children to follow the catch it, bin it, kill it, mantra when in school, if they need to cough or sneeze, they should use a tissue or crook of their arm. Children will be reminded not to touch their face, mouth, nose or eyes while at school.

Warm Clothing

In order to comply with Health and Safety regulations, doors and windows throughout the school will remain open, it is advised that pupils wear layers of clothing. Please ensure your child has a warm coat each day.

Toilets

Children will be encouraged to use the toilets one at a time and in cubicles allocated to year groups (this may not always be possible with nursery and reception children). They will sanitise their hands with hand gel before entering the toilets, then when they have finished in the toilet they must wash their hands. Younger pupils will be accompanied to the toilets to ensure handwashing.

Children's Comments – What we like most about St Joseph's Primary School

I joined St Joes in Year 5. Everyone was so nice to me and made me feel welcome. In fact, after only 2 weeks I felt I had been in the school all my life!

In the future, I hope I can be like our school community – kind, generous and loving to everyone.

Freddie

I enjoy being in St Joseph's because my teachers always challenge me.

Ethan

Everybody takes care of each other and we help and respect others

Ire

I enjoy the school trips, especially the residential trip to Llangrannog

Ruben

You learn more things than you've ever learned before!

Alfred

My friends in St Joseph's have had the biggest impact on me, as they have given me the strength of character to do things I thought I was not capable of doing.

Emilia