

Marshfield Primary School Prospectus 2020



Marshfield Primary
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Croeso I Ysgol Gynradd Marshfield
Welcome to Marshfield Primary School

Marshfield Primary School is a special place where we value every child. We not only want our children to receive an excellent education but also feel happy, safe and valued. Choosing the right school for your child is vitally important. Most parents want a good education for their children but they also want them to be happy and feel safe and secure.

At the Marshfield Primary School we believe we can offer all these things. We pride ourselves on the broad, balanced and full education we provide from Foundation Phase to Year 6, and the high standards of teaching and learning are a credit to the hard work of staff, pupils and the Governing Body. Equally we are also proud of the atmosphere of friendliness and co-operation, which is always evident within the school. Many visitors comment on the warm welcome they receive and the calm, ordered ethos of the school.

We value our pupils and believe that their time in school should be rewarding and fulfilling. Choosing to send your child to the Marshfield Primary School is the right decision and we all look forward to meeting you and your child/children. With your help, we wish to nurture a love of learning, to equip every child with the tools they need to succeed in education and life, helping them to achieve their very best.

Yours sincerely,
Mrs. Lisa J. Lewis
Head teacher

School Context

Marshfield Primary is a two-form entry school of 455 pupils aged 3-11 years, and includes a Nursery of 32 part time pupils. Situated in a semi-rural area on the outskirts of Newport, close to the Cardiff city border, it was originally built in 1967 to serve 6 villages. However, in 2014, catchment area changes reduced this number to 4, and the school now serves the villages of - Castleton, Marshfield, Coedkernew and Michaelston-y-fedw.

The school has an excellent reputation and has been oversubscribed for many years; the majority of pupils come from parents living close by in new housing developments, with a small portion coming from the original rural villages.

The school building houses 14 whole class teaching areas and a nursery facility, built in 2016. Additional facilities include an ICT Suite, hall, cloakrooms, toilet blocks, disabled facilities, music room, learning pods, enclosed quadrangle, canopied areas, a meeting room and administration area.

The school is situated in an area where the deprivation factor is consistently low. Based on January 2020 PLASC the following statistics apply - currently there are 3.2 % FSM . The number of pupils from ethnic minority backgrounds is low at 11.3%; there is four Looked After Child. Attainment on entry into Early Years is broadly average, with the majority of new pupils feeding in from the school Nursery. On transferring to secondary school, the majority of pupils attend Bassaleg Secondary. There are 5% on the SEN register as School Action, School Action Plus or Statemented.

The home language of nearly all pupils is English. Marshfield Primary is an inclusive school, providing equal opportunities for all its pupils. The school has ramps to allow easy access for wheelchair users.

The school is richly served with outdoor areas including an allotment, jungle gym, climbing frame, willow structures, soft play area, pond, copse, seating/picnic areas, potting shed, ball walls, school field, basketball nets, large and small play area and chill-out area.

Marshfield Primary is a dedicated ECO and Healthy school. We are currently working towards platinum school status in 2020/2021. The current headteacher was appointed in September 2017.

Our Mission

We are committed to developing the whole child. Our aim is to offer opportunities for children to have a wide range of experiences and to be able to find out what they are good at and where their interests lie. Every child is treated as an individual and is targeted as an individual. This ensures that every child is able to fulfill their potential and achieve their own level of academic excellence.

We believe children learn best when they feel happy, secure, confident and valued, irrespective of their ability or disability, social background, culture or gender. We believe children learn best when their surroundings are stimulating and interesting with access to a full range of varied and appropriate resources and given the opportunity to reflect and talk about their learning.

We believe children learn best when work is differentiated, matching individual needs and providing appropriate challenge. We believe children learn best when there are clear expectations, knowing that they are making progress and knowing that their achievements are recognised and celebrated.

We believe that children learn best when they have opportunities to work collaboratively, as well as independently, with further opportunities for practical, relevant exploration of ideas that are relevant to their lives in the wider community.

Our Vision: School Motto

Our school motto is very important to us as it was devised by all members of the community.



Vision, mission and aims for our Marshfield Primary School

We aim to:

- Create the type of ethos conducive to us all working and learning together.
- Encourage all children to be actively involved in purposeful activities and for them to acquire the knowledge and relevant skills across the curriculum.
- Encourage each child to utilise his/her talents to the full by the acquisition of the basic skills necessary, and for him/her to compute and understand mathematical processes, to communicate clearly with others both orally and in writing, to listen attentively with understanding, and to develop an appreciation of the world in which he/she lives.
- Empower each child to achieve their full potential.
- Set high standards of behaviour and appearance, and encourage a good balance between work and play.
- Develop respect for religious and moral values, and sympathy with races and religion.
- Encourage a sense of responsibility in caring for the school environment, the wider community, the local parks and garden areas.
- Encourage participation in the school activities provided - art, music, sport, educational visits and experiences.
- Nurture a happy, inclusive and respectful community, where each child is valued.
- Create a diverse curriculum that embodies the four purposes.

Our Classroom Structure

Class	Teacher	Classroom Support
Nursery	Mrs Lane	Miss Williams (mornings) Mrs Powell (afternoons)
Reception	Mrs Elliott	Mrs Jones NNEB
	Miss Scrivens	Mrs Wilson Mrs Powell (1:1)
Yr1	Mrs Lewis	Mrs Silcox Mrs Davies (1:1)
Yr1	Mrs Freeman	Mrs Morgans Mrs Farley (1:1 - M, T, W)
Yr2	Miss Wilson	Mrs Ridley Mr Perez (1:1)
Yr2	Mrs Davies	Mrs Oswell (M, T, W) Mrs Miles (W, Th, F) Mrs Ali (1:1)
Yr3	Mrs Al-Doori/Mrs Hughes	Mrs Beachus
Yr3	Mrs Williams	Mrs Ryan
Yr4	Mrs James	Mrs Fletcher & Mrs Cox
Yr4	Miss Moseley	
Yr5	Mrs Packer	Mrs Turner & Mrs Evans
Yr5	Mr Davies	
Yr6	Miss Davies	Mrs Sainsbury
Yr6	Mrs Sullivan/Mrs Cooper	

Our Staff

Headteacher	Mrs L Lewis (B.Ed. Hons. Dip Ed. NPQH)
Deputy	Mrs C Lawrence (B.Sc. Hons. PGCE. NPQH)
Nursery Teacher ALNCo	Mrs Laura Lane B.A. (Hons) Education (TLR)
Foundation Phase Teachers	YR Mrs Elliott B.A. (Hons) Education YR Miss Jenna Scrivens B.A. (Hons.) PGCE Y1 Mrs. Sarah-Jane Lewis B.A. (Hons.) Education Y1 Mrs. Rachel Freeman B.A. (Hons.) PGCE Y2 Miss Hannah Wilson B.A. (Hons.) PGCE Y2 Mrs Jessica Davies B.A. (Hons) PGCE
Key Stage 2 Teachers	Y3 Mrs. Jessica Al-Doori B.A. (Hons.) PGCE Y3 Mrs Jane Hughes BSc. (Hons) PGCE Y3 Mrs Danielle Williams B.A. (Hons.) Education Y4 Miss Eleanor Moseley BSc. (Hons.) PGCE Y4 Mrs Coco James BA (Hons.) Education Y5 Mr Peter Davies BSc. (Hons.) PGCE, MA Y5 Mrs Hannah Packer B.A. (Hons.) PGCE Y6 Mrs. Lois Sullivan B.A. (Hons.) PGCE (TLR) Y6 Miss Lowri Davies B.A. (Hons.) PGCE, MA (TLR)
PPA and Management Cover	Mrs Eleanor Cooper B.A. (Hons.) Education (TLR) Mrs Richae Dewar HLTA level 4 Mrs Sarah Cresswell B.Sc. (Hons.) PGCE Miss Jade Colbourne B.Ed. (Hons) PCGE
Business Manager	Mrs Claire Dixon
Office Staff	Mrs Claire Johnson Mrs Sarah Close
Caretaker	Mr. Paul Francis
Cleaners provided by	Adapt Business Services
Kitchen staff provided by	Chartwells/Compass Group
Breakfast/After School Club provided by	Pandas Breakfast and After School Club

Our Governing Body

Chair of Governors	Mr. John Tobutt
Vice Chairman	Mrs Suzanne Evans
LA Appointed Governors:	Councillor Thomas Suller Councillor Richard White Cllr Brian Miles
Community Governors Appointed by GB	Mr. Gareth Morgan Rev Rafael De Lima Mrs Cath Baton Mrs Teresa Morris
Parent Representatives	Mrs Louise Sillince Ms Georgina Galletly Ms Sarah Bell Mr James Wilmott
Teacher Representatives	Mrs Claire Lawrence Mrs. Laura Lane
Non-Teaching Staff Representative	Mrs. Sarah Cresswell Mrs Sainsbury (Observer)
Headteacher:	Mrs Lisa Lewis
Chief Education Officer	Mrs Sarah Morgan
Clerk to Governors	Mrs Jacqui Morris

All information regarding policies and procedures are discussed, reviewed and agreed by the Governing Body. Policies are reviewed on a regular basis.

Parents will be notified when a vacancy occurs for the post of Parent Representative on the Governing Body. All parents will be circulated with the details for application at that time.

SCHOOL TIMES AND DATES

Please note that the school has a staggered system replacing the below at the present time due to the current pandemic

Morning Session

Doors open for children at 8.40 a.m. At this time children should enter the school through their allocated doors, hang up their coats and proceed into class for morning registration at 9 a.m. prompt.

Foundation Phase	
Session 1	9.00 a.m. - 10.10 a.m.
Morning Break	10.10 a.m. - 10.30 a.m.
Session 2	10.30 a.m. - 11.45 a.m.
Lunch	11.45 a.m. - 12.30
Session 3 (FP Only)	12.30 p.m. - 1.50 p.m.
Afternoon Break	1.50 p.m. - 2.10 p.m.
Session 4	2.10 p.m. - 3.15 p.m.

Key Stage 2	
Session 1	9.00 a.m. - 10.30 a.m.
Morning Break	10.30 a.m. - 10.50 a.m.
Session 2	10.50 a.m. - Noon
Session 3	Noon - 12.30 p.m.
Lunch	12.30 p.m. - 1.15 p.m.
Session 4	1.15 p.m. - 2.15 p.m.
Comfort Break	5 minutes
Session 5	2.20 p.m. - 3.15 p.m.

All external doors will be closed at 9.00 a.m. Children who arrive later than this should enter through the front door and register with the office. The Education Welfare Officer conducts "Late Gates" through the term, where details of children arriving late are taken, and parents contacted where a pattern of repeated lateness is discovered.

The school vehicle gates will be closed between the hours of 8.30 a.m. and 3.30 p.m. and must remain closed to ensure child safety.

Term Dates 2020 / 2021

Term	Start	Half-term starts	Half-term ends	Term ends
Autumn	1 Sept 2020	26 Oct 2020	20 Oct 2020	18 Dec 2020
Spring	4 Jan 2021	15 Feb 2021	19 Feb 2021	26 March 2021
Summer	12 April 2021	31 May 2021	4 June 2021	20 July 2021

Training Days 2020/21:

27th November
4th January
14th February
28th May
19th July
20th July

Term Dates 2021 / 2022

Term	Start	Half-term starts	Half-term ends	Term ends
Autumn	2 Sept 2021	25 Oct 2021	29 Oct 2021	17 Dec 2021
Spring	4 Jan 2022	21 Feb 2022	25 Feb 2022	8 April 2022
Summer	25 April 2022	30 May 2022	3 June 2022	22 July 2022

NB: May Day is Monday 2 May 2022

The Curriculum

The school has a statutory responsibility to teach the Foundation Phase (3-7years) and National Curriculum (7-11 years) requirements.

The curriculum we deliver is based on the following important principles of personal and social education: that the content and delivery of the curriculum does not discriminate on grounds of race, gender, religion, or disability. To ensure this is followed, the school has an equal opportunities policy, a race relations scheme and an inclusion policy.

The purposes of learning are:

- ✓ To help children to develop lively, enquiring minds, the ability to question and discuss rationally, and to apply themselves to tasks and physical skills.
- ✓ To help children to acquire knowledge and skills in preparation for adult life and employment in a fast changing world.
- ✓ To instill respect for religious and moral values and tolerance of other races, religions and ways of life.
- ✓ To help children to understand the world in which they live and the inter-dependence of individuals, groups and nations.
- ✓ To help children to appreciate human achievements and develop aspirations of their own.

All children are taught a wide range of skills, knowledge and understanding through areas of learning and subjects delivered in a cross curricula way through topics. This method of teaching has been further embedded with the implementation of the National Literacy and Numeracy Framework. Parents are issued with topic overviews at the beginning of each term so they have the opportunity to support pupils' learning.

The school has policies and schemes of work for all subject areas.

Teachers in each year group plan activities together to ensure continuity and progression. Opportunities are also created for all teachers to discuss whole-school strategies, new initiatives, areas of development and to conduct moderating activities.

Curriculum Reform in Wales

'Successful Futures' outlines the need for common purposes that apply to all children and young people and promote high aspirations and a determination to achieve. At Marshfield Primary School we advocate that learners should leave school having experienced a broad education that equips them to thrive in an increasingly complex and rapidly changing world.

As a forward thinking school we understand how children need to be rooted in their own cultures and have a strong sense of identity as citizens of Wales, the United Kingdom, Europe and the wider world. We aim to equip learners to be able to deal with difficult issues such as those that can arise from developments in science and digital technologies. We encourage and promote active citizenship, building our pupil's confidence and resilience to debate issues that naturally arise. Learners' confidence is built on a strong base of knowledge and respect for evidence.

Throughout Donaldson's review he reinforces Literacy, Numeracy and Technological skills that children are expected to acquire and apply in their daily lives. These skills are used across the curriculum and in all subject areas. At Marshfield Primary School learners are

given opportunities to confidently engage with intellectual challenge and are ready to build on what they have previously learnt. Creativity and enterprise are central features of modern life which are developed and extended throughout our school curriculum. The capacity to contribute individually or as a member of a team is an essential part of each child's learning throughout the school day.

At Marshfield Primary School, we recognise that well-being and mental health is at the heart of all education. We aim to care for our pupils' physical and emotional needs and to help them to take responsibility for their own lives. Through the learning day we enable children to understand the importance of: diet, fitness independence, self-reliance and respect for others. These skills are promoted and fostered during the teaching and learning process throughout all areas of the curriculum.

At Marshfield Primary School, we take positive steps to ensure that the contribution of all pupils is valued and we are committed to developing learners who are:

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

Welsh Language

Welsh is taught as a second language with a focus on reading, writing and oracy. We aim to teach the recommended 90 minutes of Welsh per week, as suggested by the Welsh Assembly Government. We achieve this goal through daily short burst 10 minute oracy sessions and a further 40 minute extended lesson each week. The Welsh language is given a prominent role and bilingualism is evident throughout the school environment. Pupils are encouraged to communicate through the medium of Welsh as much as possible. Pupils also learn about the culture, customs and heritage of Wales as part of Y Cwricwlwm Cymreig. The school also employs a specialist Welsh teacher to deliver enhanced Welsh Second Language sessions.

Personal and Social Education (including Sex Education, SRE)

This aspect of education covers a wide range of attitudes, skills and knowledge taught and developed through all the activities we do in school and is given a very high priority.

Sex Education at its best is a partnership between home and school. It is an integral part of Health Education and is concerned mainly with the nurturing of self-esteem and positive relationships with others. We aim to be sensitive to the age of the children in all that we teach and the teachers will answer the children's questions with regard to the level of the child's maturity and understanding. A Sex Education Policy can be read on request. In all departments, Sex Education generally forms part of the Science Curriculum and in Year 6, either the School Nurse or the class teacher will provide a range of carefully planned Sexual Education sessions using the SENSE resource. Parental consent is needed for these talks.

Physical Education

All children take part in a physical education programme and it is part of the National Curriculum. Children learn to develop physical skills in gymnastics, ball games, team games, dance and outside sports activities. Lessons in Key Stage 2 may include expert tuition from Newport Cricket Club, along with Y11/12 elite sport students from Bassaleg School. The school runs a well-supported Sports Day each summer.

Children should wear navy shorts and a plain yellow T-shirt/ school logo T-shirt for most indoor PE activities. Bare feet or trainers may also be required. Children are not to wear any jewellery during PE lessons. If they are unable to remove earrings they must be covered up. Parents are notified when PE will be taught so that appropriate clothing may be worn: clothes that are easily removed and easily put back on at the end of the lesson. Children are encouraged to tie their own shoe laces. Please ensure that your child's clothes are clearly labeled.

Assembly

The act of worship is mainly of a broad Christian character, but is not distinctive of any one particular denomination. Aspects of other religions are also introduced. The aim of the assembly time is to bring children together to encourage a sense of belonging to the school, to enjoy sharing music and singing, and where values such as understanding, care and tolerance are openly endorsed. Emphasis is also placed on qualities of character and human achievement. Parents have the right to withdraw their children from attendance at religious worship. Assemblies take place daily in both Foundation Phase and KS2 Departments, either in the hall or within the classroom. Speakers from a variety of religious backgrounds visit regularly, in order to provide an opportunity for the children to meet and listen to those who have devoted their lives to religious beliefs. Occasionally parents are invited to share in a special assembly. Some of our assemblies are based on the SEAL programme of work, which is related to the Personal and Social Curriculum. Worship is supported by our local church leaders.

Teaching and Learning Styles

At Marshfield Primary School we use a variety of teaching and learning styles. Our main aim is to develop children's skills and understanding. This is achieved through daily lessons which incorporate whole class, group, paired or individual work. Children learn in a variety of ways and the variation in teaching methodology reflects this. Children have the opportunity to experience a wide range of learning opportunities and use a range of resources to support their work through:

- Demonstration
- Modelling
- Explanation
- Questioning
- Discussion (whole class, group or paired discussion)
- Interaction (using white boards, role play, hot seating etc.)
- Thinking skills (thinking groups /pairs)

The use of Assessment for Learning (AfL) strategies is incorporated into lessons where appropriate. This allows pupils to play an important part in their own learning development. We recognise that children have different learning abilities and styles and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting common tasks which are open-ended and can have a variety of responses.
- Setting tasks of increasing difficulty.
- Grouping children in a variety of ways e.g. mixed ability, thinking groups, peer support.
- Providing resources of different complexity according to the ability of the child.
- Using other adults to support the work of individual children or groups of children.

Target Setting

Welsh Office regulations require all schools to set and publish targets for the number of children (as a percentage) who should attain Level 4 in Mathematics, English and Science (Percentages in individual subjects and in all three subjects - Core Subject Indicator). The targets will also take account of gender.

The information used to set the targets is gathered from Year 2 data, test results from Year 3 tests, and information gathered from previous schools (if appropriate). The teacher also considers the child's attitudes and any special circumstances that may affect his / her performance. Targets are reviewed as the child passes through each year.

Formal individual teacher assessment results are sent to parents at the end of Year 2, and Year 6. School summary results accompany this information, and are also published in the Governing Body Annual Report to Parents. Use is also made of the Baseline Assessments made in the first weeks in Reception. In addition to this,

children from Year 2-6 complete National tests in Numeracy and Literacy (May). Results are used to inform planning and arrangements for the next academic year and are also discussed with parents. It is important that children attend school during the period of the tests.

Extra Curricular Activities

There are a variety of extra-curricular clubs on offer covering a range of activities from sport to curriculum issues and the creative arts, science and outdoor learning. The programme for after-school is evaluated regularly to ensure it meets the needs of a variety of learners. These include:

- Lego
- Creative Club
- Chess
- Coding Club
- Drama
- My Maths
- Choir
- Mindfulness
- Newsletter Blogger
- Eco
- Let's Get Fit
- Rugby
- Netball
- Football
- Rounders
- Athletics
- Cricket

Curriculum Enhancement

A variety of educational visits or special 'in school' activities are arranged during the year to extend the work being undertaken in the classroom and to broaden the children's range of experience.

The school follows Local Authority guidelines for all 'out of school' visits. Occasionally small groups of children leave school with teachers or adult supervisors to visit the park, local shops, the church, etc. Adequate supervision and due regard for safety is of utmost importance.

Prior to any visit outside the confines of the school, a parental consent form should be filled in. The return slip or a letter must be returned to school prior to the visit, otherwise it will be assumed that consent is refused.

EMERGENCY TELEPHONE NUMBERS

Occasionally it will become necessary to contact parents quickly, particularly in the case where a child has had an accident and requires hospital treatment.

Please ensure that the school is provided with easily accessible, up-to-date telephone numbers, where you or a delegated adult can be contacted.

This is vitally important.

Positive Behaviour and School Rules

The Behaviour policy is based on the idea that children should be encouraged to respect other people and their property.

All staff aim to promote a caring ethos throughout the school. Children are encouraged to behave in a socially acceptable way by actively promoting and praising good behaviour rather than highlighting and giving attention to misdeeds and wrong doing. We have reward systems in place to help in this positive behaviour management. This may take the form of 'Dojo points' or House points. The school celebrates achievements of individual pupils on a regular basis through our Celebration assemblies, and termly attendance awards.

Bullying is taken very seriously and is dealt with promptly. There are strict procedures which are followed in the event of such incidents. The school does have a range of appropriate sanctions for any inappropriate behaviour.

Parents of any child who persistently gives cause for concern, are notified and invited into school to co-operate with us in finding a solution.

We have shared expectations for good behaviour in school which the children are reminded of on a regular basis.

1. No child may leave the premises without written consent of the parents. Infant children must be accompanied.
2. Chewing gum is not allowed.
3. The wearing of jewellery is prohibited if, in the opinion of the school it constitutes a danger to the child or other children.
4. Appropriate clothing and footwear must be worn at all times.
5. Money and other valuables must be handed to the teacher for safe keeping. The school accepts no responsibility for articles, money or valuables lost or stolen from the school premises. For safeguarding reasons, mobile phones are discouraged-any child who accidentally brings a phone into school should give it to the teacher for safe keeping. The office can always be contacted in an emergency.
6. Coats, bags, etc. should be clearly marked with the child's name. The school cannot accept any responsibility for lost or stolen items of clothing.

7. Glass bottles and containers are not allowed on the premises.
8. Any games which may cause injury, are prohibited in the playground.
9. Clothing and hair styles which may lay a child open to ridicule are prohibited. The final decision rests with the Head Teacher and the Governing Body.
10. Parents should not take children out of school unnecessarily.

Homework Learning

Marshfield Primary School encourages parental involvement in home-school tasks, and recognises the important role parents/carers have in supporting their children's learning. Home learning tasks will be manageable and of value. They will consolidate learning that has been carried out in school.

Home learning is most effective when appropriately supported by parents/carers. This could mean assisting a child to carry out a task or it could involve checking tasks that have been completed. It is important to remember that we are encouraging children to become independent learners.

Home Learning Expectations

Nursery	Termly project/task. (Topic related)
Reception	<ul style="list-style-type: none"> • Home reading. • Daily letter formation- as sounds are introduced. • Keyword match. • Weekly maths task. • Termly project/task. (Topic related)
Years 1 and 2	<ul style="list-style-type: none"> • Home reading. • Weekly spelling pattern sent home and key words. • Weekly maths task. • Termly project/task. (Topic related)
Years 3-6	<ul style="list-style-type: none"> • Home reading. • Weekly spelling or grammar investigation. • Weekly maths task. • Half termly creative project/task.

Home/School Arrangements

Partnership between parents and the school is developed in number of ways:

- A 'new intake' evening takes place in the Spring Term for parents who have received an offer for a place in Nursery/Reception.
- Nursery/Reception children will have a home visit prior to attending school for the first time.
- In the Summer Term, small nurture groups of Reception children are invited in for a half day session.
- In September Reception children attend part time for the first two weeks.
- In September Nursery children attend for 1 session of 1 hour accompanied by their parents for the first week, and then commence half days thereafter.
- Parents/Children starting within the school year are invited to a meeting prior to their child being admitted into school. During this meeting the aims of the school are explained and the parents given a school handbook and a pack of useful information.
- Parents' Evenings twice during the year (Autumn and Spring Term). These are opportunities for parents to speak to their child's teacher concerning progress etc. However, consultation sessions can be arranged when necessary at any time of the year.
- Newsletters are sent home regularly - they contain a wide range of information e.g. INSET day details, health issues, general requests, matters of interest.
- Notices are also displayed on the entry/exit doors and notice boards.
- Foundation Phase (with a roll out to other year groups in future) parents are kept informed of any learning updates via the SeeSaw App.
- Parents of children also have the opportunity to speak informally to class teachers before school or at the end of the school day. If appropriate, further more private appointments can be made.
- The school encourages parents to offer help on a range of levels:
School visits, transport, general help in school.

Home / School Agreements

All parents of children starting school for the first time sign a Home/School agreement which sets out the expectations that school expects off parents, and likewise the commitment of the school to their children. Parents are requested to sign and return the reply slip and retain the Agreement for future reference.

Attendance Policy/Absences from school

Promoting positive behaviour and excellent attendance is the responsibility of the whole School and wider Community. All children should be at school, on time, every day the school is open unless the reason for absence is unavoidable such as illness. Schools have a legal duty to publish attendance figures and to promote attendance. Equally, parents have a legal duty and responsibility to ensure that their children attend school on a regular basis.

The school will contact parents if no explanation has been received by the end of registration. The school attendance team stringently monitors attendance levels. Every half term a review of registers takes place and letters are sent to parents advising of below 90% pupil attendance. An Educational Welfare Officer, EWO, regularly visits the school to review this data and will contact parents if the level of unauthorised absence is a cause of concern. Callio letters are issued every term, in line with the rest of the Bassaleg cluster.

Holiday Dates

Parents are informed of holiday dates, non-contact days etc. Certain days each year are designated as INSET Days or Staff Training Days. Notice is given to parents well in advance of these days. Terms dates given by the Local Education Authority are included in the appendix at the back of the prospectus.

Equal Opportunities

All children will have access to a broad, balanced and relevant curriculum regardless of their race, culture, background, gender or ability. All areas for equal opportunity will be taken into consideration in the planning and delivery of lessons and activities.

Pupils with disabilities

All pupils are encouraged to take part in the National Curriculum and all the other activities provided within the school environment. The school has a disabled toilets and good accessibility for pupils with disabilities. The school has an accessibility plan which is regularly reviewed.

Special Needs/ More Able and Talented Learners

Marshfield Primary School is committed to providing an appropriate and high quality education for all children living in our community. We believe that all children, including those identified as having special needs have a common entitlement to a broad, balanced academic and social curriculum, which is accessible to them. We also believe that each child has the entitlement to be fully included in all aspects of school life.

We strongly believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, whilst developing an environment where all children can flourish and feel safe.

Marshfield Primary School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging and to offer new opportunities to learners who may have experienced previous difficulties.

The ALNCo organises teaching assistants trained to give extra support in developing children's basic skills, provides advice to teaching staff as well as working directly with children. The school also has a More Able and Talented leads through the Literacy and Numeracy ALOE teams, who work with class teachers to ensure that these children are being appropriately challenged to achieve their best and are making expected progress.

We have a wide range of resources to support all children's needs. The involvement of parents is sought from the earliest of days, and parents are kept informed of all developments. Consent is also sought should an outside agency need to become involved. Children with Special Needs are taught in mainstream, with programmes of study devised specifically for them. Classroom support and /or withdrawal from the classroom takes place when appropriate and specially designed intervention programmes are used to provide identified children with additional support.

The school will speak to, write or phone parents to make an appointment to discuss their children's needs if, alternatively this will form part of the Parental Consultation Evenings.

Safeguarding

Keeping children safe at school is of the utmost importance. School staff have a duty to report any incidents regarding any disclosures made by children. The school has three Safeguarding Officers who pass on any information regarding a child's safety or wellbeing to the relevant agencies. They are: Mrs. L. J. Lewis, Mrs. C. Lawrence Dent and Mrs. D. Pearce. All staff have had up to date Safeguarding training and all adults working or volunteering at the school have a current DBS. If you have any concerns about a child please report them to the above officers or contact Social Services. Posters with relevant contact information are placed in all public areas.

Looked After Children (LAC)

Children and young people become "Looked After" either if they have been taken into care by the local authority, or have been accommodated by the local authority (a voluntary care

arrangement). Most 'Looked After Children' will be living with foster parents but a smaller number may be in children's residential units, living with a relative or even be placed at home with their birth parents.

The governing body of Marshfield Primary School is committed to providing quality education for all its pupils, based on equality of access, opportunity and outcomes. We fully subscribe to the 7 core aims (Wales), therefore, the Welsh Assembly Government's aim for every child, whatever their background or their circumstances, to have the support they need.

The school has a designated LAC coordinator and governor.

The 7 Core Aims (Wales)

- Flying start in life
- Comprehensive range of education & learning opportunities
- Good health, free from abuse, victimisation
- Access to play, leisure
- Listened to, treated with respect
- Safe home & community which supports physical and emotional wellbeing
- Not disadvantaged by poverty

Health and Safety

The Governing Body holds regular meetings of its Health and Safety Sub Committee. Marshfield Primary School has a Health and Safety Policy and is committed to ensuring the health and safety of all pupils, visitors and staff. There is an Emergency Procedures Plan which is regularly reviewed. Risk Assessment have been undertaken for all activities. Fire Drills are carried out at least once a term and the alarm bells and emergency lighting are tested regularly.

It is important that the school is notified of any change of address or contact numbers in case of emergency. Hospitals and Health Centres may require the presence of a parents or an authorised person before a child may be given certain treatment.

Accidents

The Head Teacher is informed of all children involved in serious accidents, or who are taken ill in school. Emergency numbers are essential in case parents are not at home if a child is ill or has an accident. Minor injuries will be reported to parents either verbally or by a note brought home by the child. Records are kept of all accidents involving injury. Serious accidents are reported to the LA.

School Entry Points and Security

For safeguarding reasons it is imperative that visitors only use the front entrance of the school building. Entry is only available once a member of staff has been alerted by a buzzer system.

A burglar alarm and a security fence protect the school. All visitors sign the visitors' book on entry and exit. Parents are asked to make an appointment with teaching staff or Headteacher if they have a query about their child's progress or any other matter.

Midday Supervisors supervise the children during lunchtimes.

All pupils are able to enter school from 8.40am each morning. There is a member of staff on duty in the FP and KS2.

Panda's Breakfast club begins at 7.45am-8.50am every morning. This is a privately run club providing 'wrap around' care. Forms are available in school.

All pupils and parents should access the site through the pedestrian gate, and the front yard gate, which is locked after Nursery pupils have accessed the building.

The main drive gates are closed from 8.30am to 3.30 pm.

Healthy Schools Initiative

We aim to promote a healthy lifestyle in line with Government initiatives. Children in the Foundation Phase, from Reception to Year 2, receive free milk .We encourage all children to drink water during the day, both in and out of classrooms.

Medicines in School

An Asthma/Inhaler Information Form needs to be completed at the start of each school year, and returned to the school office. All asthmatic children have free access to their medication -pumps etc. are stored in safe but accessible places . Please inform your child's class teacher if your child is asthmatic.

Parents may attend school to administer medication i.e. anti-biotic if necessary.

Parents of children who require regular medication, or have a special medical need, will need to complete the Healthcare Plan Form available from the office. A meeting between parent/school will be arranged to discuss the particular needs of the child, and the support school will need to put in place.

New Starters

Prospective parents are encouraged to make contact with us at school. We are always happy to show parents around to discuss our very high quality provision in more detail.

You may also like to visit our website -<http://Marshfieldprimary.co.uk> for further information.

Admission Policy

Newport City Council is the Admissions Authority for Marshfield Primary School. All admissions are approved by the Chief Schools Officer.

Nursery and school admissions are independent of one another and all dealt with at Civic Centre, Newport.

The entry of children is controlled and administered by Newport City Council and we fully uphold the regulations on School Admission Policy which is available from school. Children are admitted to the Foundation Phase on a part time basis the term after their 3rd birthday and on a fulltime basis the September after their 4th birthday.

Out of catchment area children must apply to NCC. It is very much in the children's interest if their parents inform the school about any Additional Needs their child has.

New children visit the school prior to admission and an informative parents meeting is held for Nursery and Reception children in the Spring Term prior to entering mainstream school. Children will visit their new classrooms during the end of the summer term.

Marshfield Primary is an Inclusive School and an important element of the school is planning to increase the accessibility of the curriculum to disabled children and young people. The school does not discriminate and has an Accessibility Plan for the next 3 years which is available from school

Nursery Organisation

The Nursery class comprises Nursery children and rising 3s who are enrolled the term after their 3rd birthday. The Nursery aims to provide a wide range of learning experiences to enable each child to develop his or her abilities to their full potential. Literacy and Numeracy development are pre-requisites for progress in all other curriculum areas and these are viewed as a priority during the time children spend in Nursery. Personal and social skills, well-being and cultural diversity are at the heart of the early year's philosophy. Opportunities to develop positive attitudes to learning and listening to learners are built into all activities within the daily routine. The curriculum is mainly skills based and is taught through practical, engaging topics which reflect children's developmental needs and interests, with a strong emphasis on learning through play and learning within the outdoor environment.

Nursery Parents are invited to an Intake Evening in the Spring Term once their child's place has been confirmed. This is followed by a Home Visit during the Summer Term. Children start for a 1 hour slot during the first week of the new term, and then commence every morning/after from the second week.

Charging for activities

The school Charging Policy, which has been agreed by the Governing Body of the school, sets out what we will charge, a manageable payment plan for parents, and how we will assist those with limited income.

Schools are not allowed to charge for activities which are part of the normal school day or part of the National Curriculum, but we can ask for Voluntary contributions.

Examples of times in which we ask for voluntary contributions include:

- * Swimming
- * Transport on school visits
- * Admission charges
- * Residential activities

Your contribution is voluntary, but if we do not receive sufficient contributions, the activity will need to be cancelled. No child will ever be excluded from an activity if parents tell us that they have difficulty paying for it. Parents who find that they are unable to pay due to their financial circumstances, should contact the Headteacher or the School Business Manager who will be able to assist them.

In Year 5 children undertake a residential trip to Hilson Park. It is acknowledged that this is an expense to parents, and payments are therefore staggered over a number of months prior to the trip taking place.

Also, in Y6 children are offered a weekend experience at Llangrannog. This is a non-curriculum activity weekend which takes place in the last term of their time at school. Once again, the cost is spread over the preceding months.

In the event of arranged visits other than the local ones, parents will be informed in writing of the nature of the visit and appropriate written consent obtained.

It is the policy of the school to transport the children using minibuses and coaches that are of a high standard with safety features which comply with recent guidelines.

Charity Fund Raising

The school encourages children to think of those less fortunate than themselves in many ways. One is to raise money for National and local charities each year. In the recent past money has been raised for a range of different charities including: Comic Relief, Children in Need, Poppies, Wateraid, Jeans for Genes and many more

School Fund

Throughout the year we hold a variety of events in order to raise funds to support school activities. The School Fund is used to provide part of the cost of educational visits, or the cost of music or theatrical visits to the school. Other events include discos, seasonal fairs and parties.

PFA

The school has a group of hard working parents and members of the community that help with a variety of events throughout the school year. Meetings are held at least once a half-term. The PFA always welcomes new members. The PFA is led by the Chair, Mrs Higgins. Their website is <http://marshfieldprimarypfa.co.uk>

Uniform

The School guideline is that all children should wear school uniform.

The uniform consists of:

- Sweatshirt/cardigan /jumper in plain royal blue with no hood. *
- Pale blue shirt.
- Trousers/tailored shorts/skirts/pinafore dresses in plain grey (no logos or stripes).
- Summer dresses may be worn - pale blue/white checked.
- Children are expected to wear black flat sensible footwear.
- All items of clothing must be clearly marked with the owner's name.
- No false nails or nail polish.
- No jewellery except stud earrings.

PE Kits

- PE kit comprises blue t -shirt and navy shorts without logos, kept in a named bag (no crop tops). *
- Daps/trainers are required for outdoor games lessons.
- A watch may be worn in school. (No smart watches)
- Jewellery must be removed/ covered up by children for all physical activities. Ideally, jewellery should not be worn to school when PE lessons are timetabled.
- Long hair is to be worn tied back in a bobble.
- When pupils are participating in extracurricular activities off site, uniform guidelines will be given by the external provider.

**NB these items are available to purchase with the school logo from Beam Sports & Schoolwear, 26 Cambrian Rd, Newport NP20 4AB, 01633 222261*

The intentions of adopting a school uniform are:

- to give all children a sense of corporate identity - of 'belonging' to Marshfield Primary School;
- to standardise items of clothing worn for school;
- sets a high standard of appearance that will hopefully be transferred to other aspects of children's education;
- to ease confrontation between parent and pupil about what should be worn to school;
- These intentions will be communicated to parents and children on appropriate occasions or when the need arises.
- We recommend that pupils do not wear branded or expensive items of clothing/shoes to school.
- Whilst we endeavour to ensure all items are kept safe within school, we can't guarantee that items won't become damaged or lost.

The role of the parents

- We expect all parents to support the school uniform guidelines.
- We believe that parents have a duty to send their children to school correctly dressed and well-presented including suitable hairstyle, ready for their daily school work.
- Parents should ensure that their child has the correct uniform and that it is in good repair.
- Parents are also responsible for ensuring their children come to school in a coat suitable for the forecast weather conditions each day. During break times and lunch children will still be going outside even in light rain, cold and windy conditions.

The role of the Governing Body

- The governing body supports the Head teacher in implementing the school uniform guidelines.
- It considers all representations from parents regarding these guidelines, and liaises with the Head teacher to ensure they are implemented fairly and sensitivity adhered to.
- Governors ensure that the school uniform guidelines helps children to dress sensibly, in clothing that is hardwearing, safe and practical.

We hope that all those involved in the school community, staff, parents, children will share these intentions and enforce the democratically reached decision for children to wear school uniform.

Communication.

School communication is mainly done through a text messaging service, so it is essential that any changes in contact details are brought to the attention of the school office staff. We keep messaging to a minimum so as not to bombard you with too much. Newsletters are circulated regularly and are posted on the school website.

Complaints Procedure

Parents are welcome at any time at school. If a query or problem arises relating to your child, or one concerning the curriculum, do not hesitate to contact the school or one of the school governors.

In the event of a parent wishing to make a complaint against the school they should:-

1. Approach the Class teacher
2. Approach the SLT or the Head Teacher
3. Approach the Chair of Governors'
4. Approach the Local Education Authority

Every effort should be made to follow this course of action. The Governing Body has a complaints committee ready to meet, should the need arise.

Pandas Breakfast and After School Club

A privately run club on the school premises, the club provides 'Wrap Around' care for our children of working parents based around the following times:

Breakfast Club 7.45 - 8.45 a.m.

After School Club - 3.15 - 5.45 p.m

Dinner Money

Chartwells are the provider of school meals throughout Newport Schools. The school runs a cashless online payment service called ParentPay. All new children are set up on this system with parents given a username and password, which they use to access their child's account.

Parents are asked to ensure that their child had money in their account when buying a meal. The school cannot sustain the debt of parents not paying for their child's meal. The Governors have authorized the school staff to rigorously pursue non-payment. Continuous non-payment, despite the best efforts of the school, will result in parents being asked to provide a packed lunch.

A child's dinner is charged at £2.15 per day.

Packed Lunches

Children can bring a packed lunch to eat. Please ensure that children have a healthy, balanced lunch box as we encourage healthy eating as part of our Healthy Schools initiative. All packed lunch boxes or bags should be clearly marked with the child's name and any drink containers should have secure lids. No glass bottles please.

Marshfield Primary is a Nut Free School and parents are reminded NOT to include any nut based products in their child's lunch box. We have a number of children with serious nut allergies and this rule is enforced for their protection. Please be respectful of this.

4.1.9: Pupil participation

Our school values the views of all its members. Learning is enhanced by exploring the thoughts and feelings of our pupils. Pupil participation is embedded in all aspects of school life. We provide children with opportunities to contribute to school improvement because we believe listening to them is fundamental to their wellbeing.

We aspire to enhance each child's self-esteem by providing a safe and secure environment in which they feel confident to take risks and strive to reach their full potential. Through recognising and celebrating achievement, we encourage every child to view themselves as a successful individual.

We believe that engaging our children in 'learning about learning' enables them to develop a deeper understanding of themselves as learners and therefore equips them with a greater capacity to learn. Our school ethos and the positive relationships established within our school community promote the value of learning and create a desire for children to become lifelong learners.

The school's PALs (Pupils as **A**ctive **L**eaders in **S**chool) programme is in its third year of running and now included Foundation Phase pupils in years 1 and 2. As a school, we want to ensure that all pupils have a voice.

Each council is facilitated by the class teacher with a pupil Chair and secretary. All councils will have a clear role in the school's Self-Evaluation cycle.



Health and
Beyond...

Appendix 1 - Future Term Dates

<http://www.newport.gov.uk/en/Schools-Education/Schools/Term-Dates.aspx>

Morning Session

Doors open for children at 8.40 a.m. At this time children should enter the school through their allocated doors, hang up their coats and proceed into class for morning registration at 9 a.m. prompt.

Foundation Phase	
Session 1	9.00 a.m. - 10.10 a.m.
Morning Break	10.10 a.m. - 10.30 a.m.
Session 2	10.30 a.m. - 11.45 a.m.
Lunch	11.45 a.m. - 12.30
Session 3 (FP Only)	12.30 p.m. - 1.50 p.m.
Afternoon Break	1.50 p.m. - 2.10 p.m.
Session 4	2.10 p.m. - 3.15 p.m.

Key Stage 2	
Session 1	9.00 a.m. - 10.30 a.m.
Morning Break	10.30 a.m. - 10.50 a.m.
Session 2	10.50 a.m. - Noon
Session 3	Noon - 12.30 p.m.
Lunch	12.30 p.m. - 1.15 p.m.
Session 4	1.15 p.m. - 2.15 p.m.
Comfort Break/ Brain Booster	5 minutes
Session 5	2.20 p.m. - 3.15 p.m.

All external doors will be closed at 9.00 a.m. Children who arrive later than this should enter through the front door and register with the office. The Education Welfare Officer conducts "Late Gates" through the term, where details of children arriving late are taken, and parents contacted where a pattern of repeated lateness is discovered.

The school vehicle gates will be closed between the hours of 8.30 a.m. and 3.30 p.m. and must remain closed to ensure child safety.

Appendix 2 - School Performance Data (2018-2019) Foundation Phase Report

Percentage of pupils achieving outcome 5+

	School Data						Comparative Data					
	2019		Girls	2018		Girls	2019 Newport			2019 Wales		
Pupils	Boys	Pupils		Boys	Pupils		Boys	Girls	Pupils	Boys	Girls	
Language, Literacy and Communication	07	03	100	100	100	100	88	85	91	82	78	87
Mathematical Development	07	03	100	100	100	100	89	87	90	85	82	87
Personal and Social Development	98	97	100	100	100	100	94	92	96	92	89	95
Foundation Phase Indicator	07	03	100	100	100	100	86	82	89	80	76	84

Percentage of pupils achieving outcome 6+

	School Data						Comparative Data					
	2019		Girls	2018		Girls	2019 Newport			2019 Wales		
Pupils	Boys	Pupils		Boys	Pupils		Boys	Girls	Pupils	Boys	Girls	
Language, Literacy and Communication	60	52	00	57	37	73	39	32	47	32	28	38
Mathematical Development	60	55	66	60	52	67	37	34	40	32	33	32
Personal and Social Development	91	83	100	92	81	100	61	51	72	57	48	67
Foundation Phase Indicator*	53	48	50	52	37	64	31	25	36			

* Achieving Outcome 6 in all of LLC, MD and PSD

* LLC in English for LA and Wales.

Key - Increase equivalent to at least 1 additional pupil achieving compared with previous year.

Appendix 2 - School Performance Data (2018-2019) - KS2 Report

Core subjects and CSI

Pupils achieve the CSI by attaining a level 4 or above in each of English/Welsh First Language, Mathematics and Science (Teacher Assessment)

Percentage of pupils achieving level 4+

	School Data						Comparative Data					
	2019		Girls	2018		Girls	2019 Newport			2019 Wales		
Pupils	Boys	Pupils		Boys	Pupils		Boys	Girls	Pupils	Boys	Girls	
Welsh 2nd Lang.	97	94	100	95	91	100	85	80	92	81	86	76
English	98	97	100	97	94	100	92	88	96	90	86	93
Mathematics	98	97	100	98	97	100	91	88	94	91	89	93
Science	98	97	100	98	97	100	93	90	96	91	89	93
CSI	98	97	100	97	94	100	89	85	93	88	85	91
Reading, Writing and Mathematics	95	91	100	97	94	100	86	80	91	84	79	89

Percentage of pupils achieving level 5+

	School Data						Comparative Data					
	2019		Girls	2018		Girls	2019 Newport			2019 Wales		
Pupils	Boys	Pupils		Boys	Pupils		Boys	Girls	Pupils	Boys	Girls	
Welsh 2nd Lang.	59	51	69	51	48	54	38	30	47	28	22	35
English	64	63	65	63	61	65	51	45	58	44	37	52
Mathematics	07	66	54	63	67	58	50	51	50	46	45	46
Science	69	71	65	68	70	65	53	50	57	44	41	47
English, Mathematics and Science*	57	60	54	53	52	54	43	40	46			
Reading, Writing and Mathematics	49	46	54	46	42	50	36	31	42			

* Achieving level 5 or higher in each of English/Welsh First Language, mathematics and science

Key - Increase equivalent to at least 1 additional pupil achieving compared with previous year.

Decrease equivalent to at least 1 pupil fewer achieving compared with previous year.