



Information for Parents



YSGOL MORFA NEFYN

Lôn yr Eglwys
Morfa Nefyn
Pwllheli
Gwynedd
LL53 6AR



The best start!

PENNAETH: Miss Nia Ferris

☎ 01758 720 870

✉ niaferris@gwynedd.llyw.cymru

Gwefan yr ysgol: www.ysgolmorfa.com

School's vision:
Every child with a voice,
confident and happy!

OFSTED result
2015:
Excellence

Dear Parents/Guardians,

Ysgol Morfa Nefyn is a school for infants and children up to Year 3 (ages 3 - 8). We hope that the children will spend the first years of their education in a happy and homely environment, developing educationally and socially.

Our school building, built in 1982 is situated on one floor, making it suitable for children with physical disabilities. This modern building has been adapted for Foundation Phase children. We are fortunate in that the school is located in grounds that provide plenty of opportunities for learning and outdoor activities.

We strive to ensure that pupils receive a variety of interesting and relevant experiences in a safe and friendly atmosphere, so that they may become independent and responsible citizens. We endeavour to maintain a happy environment which nurtures lively, enthusiastic and inquisitive children.

It is important that we as teachers co-operate closely with you, the parents, to ensure the best education for the children. Ysgol Morfa has an 'open-door' policy at all times and you are welcome to make arrangements to visit the school.

We look forward to working with you in order to make your child's time here at Ysgol Morfa a happy, interesting and successful one.

Yn gywir

Nia Ferris

Nia Ferris, Pennaeth

2016 test results:

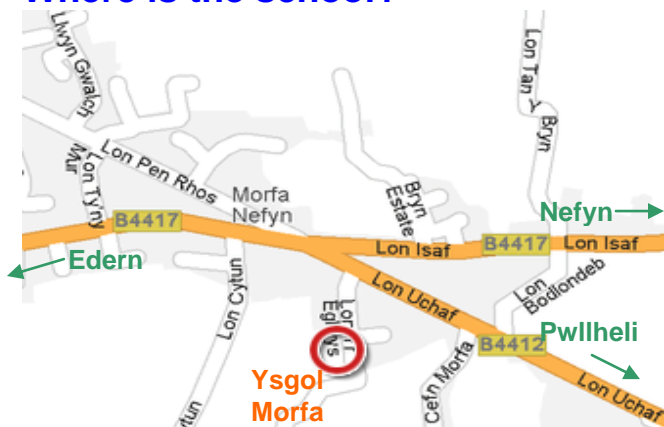
Canlyniadau 2016 profion Blwyddyn 3 Ysgol Morfa Nefyn

Ysgol Morfa Nefyn Year 3 Tests results 2016:

Prawf mathemateg gweithdrefnol <i>Numeracy procedural test</i>	90% o blant wedi cael sgôr o 83% neu fwy 90% of children scored 83% or more
Prawf mathemateg rhesymu <i>Numeracy reasoning test</i>	50% o blant wedi sgorio 100% 92% o blant wedi cael sgôr o 90% neu fwy 50% of children scored 100% 92% of children scored 90% or more
Prawf darllen <i>Reading test</i>	80% o'r blant wedi cael sgôr o 90% neu fwy 80% of children scored 90% or more

General Information

Where is the school?



Status:

County Primary School (Infants and one year Juniors).

It is a day, bilingual, co-educational school.

ESTYN 2015 Ysgol Morfa Nefyn

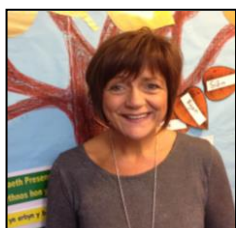
Current performance	Excellent
Prosepects for improvement	Excellent
How good are outcomes?	Excellent
How good is provision?	Excellent
How good are leadership and management?	Excellent

School staff

Here is a list of the staff forming our friendly team here at Ysgol Morfa:



Nursery, Reception and Year 1 teacher
Miss Nia Ferris
(Headteacher)



Year 2 and Year 3 teacher
Mrs Medwen Pari



Classroom assistant
Miss Elen Owen



SEN assistant
Miss Sioned E Jones



SEN assistant

Whatever their job title, all members of school staff work to ensure that the pupils have the best possible experiences in their school life.

The Governing Body

Chair of Governors:

Miss Nerys wyn Jones

Headteacher:

Miss Nia Ferris

LEA Representatives:

Mrs Lora G Williams

Miss Nerys Wyn Jones

Co-opted:

Mr Gareth Jones

Mrs Sian Fon Williams

Parents' Representatives:

Mrs Nia Jane Midwood

Miss Karen Vaughan Jones

Mr Gareth Wright

Community Council Representatives:

Councillor Sian Hughes

Teachers' Representative:

Mrs Medwen Pari

Clerk to the Governors:

Mrs Nia Wyn Williams

The Governing Body represents the public in the running of the school, and brings perspectives from everyday life. They work with the staff and Local Authority to help the school provide the best possible education for all the children and young people. The Governors have important responsibilities such as the school's budget, overseeing the curriculum and appointing staff. There is accountability from all sides, from Governors, Headteacher and the leadership team.

They present an annual report to parents during the autumn term.

Who helps at the school?

Lunch-time Assistant:
Mrs Tracey L Williams
 Lunch time Supervisor
Mrs Lona Wyn Roberts
 Clerical Assistant:
Sioned E Jones
 Caretaker and Cleaner:
Mrs Lona Wyn Roberts

Admissions

When will my child be able to start in the Nursery Class and in Full-time Education?

Nursery Class:



If your child is aged 3 to 4 between the 1st of September and 31st of August during the academic year and you would like to take advantage of part-time

Nursery Education, you should contact the Headteacher as soon as possible. This place usually involves five afternoon sessions between 1:00 and 3:00 p.m. An assistant will receive the children at 1:00 p.m. and will escort them to the school gate at 3:00 p.m.

Full-time Education

Children are admitted to the school full time in September following their fourth birthday. Advertisements are usually placed in the papers. Priority is given to children who live within the catchment area of Ysgol Morfa. The LEA is responsible for considering requests from outside the catchment area.

Order of the day

You may drop off your child at the school gate or main school entrance, where a member of staff will be present to supervise the children from 8:35am. Children will be escorted to the school gate at 3:00pm. by the teachers. Children will only be released when the teachers see a parent or appointed guardian. We kindly ask you to provide a letter if transport /collection arrangements for the children differ to the usual arrangements.

School-day Arrangements

Morning	8.45 – 10.30
	10:30 – 10:40 (milk and fruit)
	10.40 – 11.00 (playtime)
	11.00 – 12.00
Lunch-time	12.00 – 1.00
Afternoon	1.00 – 2.20
	2.20 - 2.30 (playtime)
	2.30 – 3.00

Year 3 children do not have an afternoon playtime.

Teaching Hours:

Infants	–	22.45 hours
Juniors	–	24 hours

Day-to-day Arrangements

- Dinner money of £2.50 a day (£12.50) a week) together with the £1.00 payment for fruit will be collected on Monday morning only.
 (It is essential that the money or cheques are put in an envelope clearly marked with the child's name and class).
- A £2.20 bus payment is requested to take the children to the leisure centre for swimming lessons. You can pay on a weekly basis or pay the total amount at the beginning of term (£22.00 for ten lessons).
- Sweets and crisps are not permitted at school. We encourage the children to eat fruit and for £1.00 a week the children get to choose a fruit from the fruit shop during the morning break-time. Year 3 children are responsible for ordering and sharing the fruits.
- The children keep their physical education clothing in appropriate bags at the school. You are asked to make sure that they have a T-shirt and shorts. During the summer term, they are required to have a pair of

plimsolls in order to have lessons on the playground.

- We encourage the children to buy a water bottle at the school for £1. The bottle should be brought to school every Monday and taken home to be washed every Friday.
- Children under five and Phoundation Phase children receive free milk. If children from Year 3 wish, they can buy milk at the school for the reasonable price of 10p per day. The money will be collected every half term.
- We will be corresponding with you in September to request your permission to:
 - take your child's photograph at school events
 - take walks around the village
 - Contact/emergency phone numbers
 - Safety of the website

School Community

Our school community consists of children, parents, teachers, support staff and Governors. Everyone has a part to play and this involves particular responsibilities.

Children

- Come to school with their parents and friends.
- Do their utmost at all times in everything they do.
- Become independent in managing their own possessions.
- Understand and follow rules.
- Follow class procedures.
- Respect the staff.

Parents

- Bring their children to school on time.
- Ensure that their child attends school.
- Send an explanatory note if their child has been absent.
- Support their child by reading with him/her and encourage the child to complete any homework tasks.
- Inform the school of any concerns that they may have about their child's welfare.
- Label all their child's possessions.
- Ensure that their child wears suitable clothing for physical education lessons.

We believe in a "spirit of co-operation and respect"

Teachers

- Are responsible for children between 8:35 am. and 3:00pm.
- Work closely with parents.
- Provide the highest quality education at all times.

Governors

- Support and assist the Headteacher in relation to the school's strategic direction.

The Nursery School (Cylch Meithrin)

There is an **effective contact** between the Cylch Meithrin and Ysgol Morfa Nefyn. As well as creating a **close community** in the village, this ensures that the children **transfers confidently**. The Cylch's leader and the Foundation phase teacher in the school cooperate closely to ensure **outstanding education**.

The Community – School and Home

This school believes that a happy and open relationship between the home and school is all-important. Parents are invited to take an active interest in the education of their children and to nurture a healthy link between the school and home.

There are a number of occasions to which we invite parents and a number of social activities to allow parents to become acquainted with the school and staff.

Parents are invited to the school three times during the academic year. In the autumn term, appointments are made for parents to meet their child's new teacher and to discuss targets for the year. The Reception Year teacher will have an additional talk with parents about the Phoundation Phase.

During the second term, parents will be invited to an 'Open Day' to observe their child in his/her classroom environment and see their work. During the Summer term appointments are made for parents to discuss results of any standardised tests conducted and to give their child new targets.

We often ask for parents' support to provide transport to local events. Please do not be put out if we ask volunteers to complete a CRB check – this is a legal requirement.

We appreciate your support and co-operation.

The Wider Community

From time to time, we present a collection on behalf of the school to various charities. A Harvest Thanksgiving service is held at the Catholic Church, St Mary's Church and Moreia Chapel. At specific times of year, we visit old people's homes in the village. The Christmas concert and St David's Day concert are held at the Golf Club or Ganolfan (village Centre). We aim to prepare pupils for life as adults in their community by nurturing a spirit of co-operation and respect towards each other and the people around them.



We provide opportunities for children to learn in their own environment, offering outdoor activities sessions and take advantage of opportunities to

investigate beaches and green spaces near the school. We regularly organise visits to places of interest, e.g. nature walks, visits to galleries and local businesses.



Pre-school care club and breakfast club



The school has a pre-school care club and breakfast club every morning. Pre-school care club is between 8:00 – 8:20am (payment

of 80p per session) and the free breakfast club between 8:20 – 8:35am.

Also we have an after school club called 'Clwb Amser Tê' at the school every Tuesday and Thursday afternoon between 3:00-5:00pm. Here, the children can take part in exciting activities. These activities include playing, watch DVD's, painting, cooking, Art and craft, football, nature walks etc.

The cost of the session is £5.50 for two hours and the children will be given light refreshments.



Occasionally through the year, various clubs are introduced to the children e.g. cookery club, gardening club, fitness club.

The School's Parents and Friends' Association

The Parents' Association organises a number of events during the year in order to help the school pay for trips and new resources for the children. Diverse evenings such as the Summer/Christmas Fair, sponsored walks, St David's concert, charity auction, Bingo and social evenings are organised. Everyone is welcome to join in the organising.

We believe that the Association fulfils the following:

- it gives parents and staff the opportunity to meet up for the benefit of the children and school.
- it acts as a way of making new parents better acquainted with each other and the school.
- to raise money for the school in order to enhance its resources.
- to arrange meetings of an educational, cultural or social interest for parents, staff, pupils and the wider community.
- to support the work of the Headteacher and Governors to ensure improvements as needed.

The Association's Annual Meeting will be held soon after the start of the school year in September. All of you are welcome to join the Association. Please support this Association's efforts, and try to attend as many meetings as possible. The greater this Association's success, the greater the benefits for the school.

The Association has received very good support from parents in the past and we appeal to all new parents to support it.

The current officers are:

Chair person	- Miss Angharad Jones
Treasurer	- Mre Tesni Jones
Secretary	- Mrs Nia Lloyd Jones

Charging Payment for Activities

We wish to arrange interesting activities for the children, including visiting educational places. Sometimes, we will ask parents for a contribution towards a particular trip or visit.

At present, we request a contribution of £2.20 per pupil to pay for a bus to take the children swimming to the leisure centre once a week. We will strive to keep costs reasonable. You can pay on a weekly basis or pay the total amount at the beginning of term.

School Uniform

The school has a uniform. The children are expected to wear this regularly unless there is a valid reason for not wearing it. We believe that a school uniform leads to a sense of pride in the school and a sense of belonging. Please ensure that every item of clothing is clearly labelled with your child's name.



Girls	Boys
Green Polo	Green Polo
Dark blue jumper or cardigan	Dark blue jumper
Dark blue skirt or trousers	Dark blue trousers / shorts
Blue and white summer dress	

We would like the children to wear a formal physical education kit:

- yellow sweatshirt
- dark blue shorts



This will help us when we visit the leisure centre in Pwllheli. The school uniform and physical education kit can be ordered on line. Information on the school's website: www.ysgolmorfa.org. It is important that the children wear suitable shoes or trainers.

School Council



The School Council exists to ensure that the pupils are able to officially voice their concerns or ideas. The Council consists of the eldest children – Year 3. The school councillors meet once a term to discuss issues that are important to themselves and their peers. Improvements carried out in the past following the intervention of the School Council include the introduction of a fruit shop, cycle stands, a net for the football goalposts, climbing frame and to organise walking to school week.

Language Policy

Every school within the LEA must adhere to Gwynedd LEA's language policy. Here at Ysgol Morfa, Welsh is the language of the classes and of the school's day to day administration.

In the nursery class, every child is given a firm foundation in Welsh at an early age – the best time to learn new languages – so that they attain the aim of bilingualism in due course. In Years 1 and 2, we build on the foundations laid for Welsh through nursery education, consolidate and develop the first language of the Welsh learners, and extend the Welsh-speaking child's grasp of English.

The children will be introduced to the English language during the first term in Year 2. They will write, read and join in oral work in both languages in Years 2 and 3 in order to prepare them to become fluent in both languages by the end of Year 6.

When a child from a non-Welsh-speaking home comes to the school in Year 3, he/she will have the opportunity to attend the language unit in Llangybi for a term to learn the language.

Homework

We believe that it is important for the children to have opportunities to learn at home on a regular basis with their parents. The class teacher will choose a book for children in Year 0 and Year 1 twice a week and children in Years 2 and 3 will choose a suitable book under the supervision of the teacher and read it regularly at home every night.

The parents' co-operation will be sought and it is hoped that they will take an interest in the books and read them with the children. You as parents are asked to record that children of Years 0 and 1 have read, but children of Year 2 are asked to record this for themselves. When your child reaches Year 3, he/she will be asked to write about their favourite book during that week. Sometimes, a teacher may ask a child to undertake additional work, e.g. in order to learn to spell, learn multiplication tables, or to overcome a weakness or focus on a specific aspect of work. At such times, it is hoped that the home would provide full co-operation and encourage the child to complete the work.

Every pupil is expected to attempt tasks to the best of his/her ability.

Results

Pupils are tested at various periods of their time with us to ensure that they develop as expected, and to measure their progress. A statutory assessment takes place for Year 2 and 3 children which will take place in May every year in 'Reading, Numeracy Procedural and Numeracy Reasoning'. A score will be awarded to the pupils following the assessment and parents will receive a copy during the Summer term.

Sex Education

Sex Education is part of the curriculum at Ysgol Morfa. The topic is dealt with through the science and personal and social education curriculum, whereby children are expected to possess some knowledge of reproductive processes in mammals and the human life cycle. We will deal with any questions asked by a child sensitively and openly, taking account of the circumstances, the context, and the child's age and level of maturity.

There is a booklet on the school website with information on what your child will be taught in this area.

Behaviour

At Ysgol Morfa, we believe that a high standard of behaviour and a positive ethos are essential for quality learning. Our classrooms are busy and attractive places. The majority of children enjoy learning, work hard and behave well. Of course, from time to time, children make the wrong choices – this is part of the learning process. When this happens,



we give the child plenty of opportunities to learn from making the wrong decision to improve behaviour for the future. However, when pupils become more seriously disruptive we act decisively to protect the rights of the majority to learning and safety. We have a number of strategies in place to deal with disruptive pupils: Warnings and transferral of privileges—methods from Webster-Stratton and the school's behaviour policy. Here is a photo of the pupils following the rules of the scheme by sitting quietly and remembering the strategies of 'Give me Five'.

By creating an environment where everyone is respected and where courtesy towards others is prevalent, the school promotes a high standard of behaviour. It should be emphasised, however, that we are very proud of the excellent behaviour of pupils at Ysgol Morfa (ESTYN report 2015)

Emergency Procedures

In emergencies, the Headteacher may have to close the school. Any decision to close the school will be taken in order to ensure the welfare and safety of pupils. No pupils will be released unless they have a safe place to go. We conduct a fire drill on the site every term to ensure that we are able to evacuate the building quickly in an emergency. Should a pupil require paramedic treatment, we will at all times endeavour to contact the parents at the earliest possible opportunity. Should the child require hospital treatment, a member of staff would accompany him/her if the parents have not arrived on site. Risk assessments are conducted on school property and before educational visits to reduce the risk of an accident.

Accidents and Medications

We will care for and comfort any child who becomes ill at school or who suffers an accident. If the class teachers consider it necessary, we will contact you and ask you to collect your child. For this reason, it is essential that the school is kept informed of any changes to your contact details. Records of accidents are kept on file, and an accident slip is sent home to explain what has happened.



It is extremely important that you inform the school of any medical problem that could affect your child while at school, e.g. asthma, allergy, epilepsy.

We are willing to give medication to a child if it is impossible for the parents to come to school. It is essential to fill in a 'Medication' form on every occasion.

Attendance and Absence

Every day is important!

It is a legal requirement that every child is in full-time education by the beginning of term following the child's fifth birthday. The school has a duty to ensure that the pupils attend regularly. If a child is not present for a session, he/she will be marked as absent. Parents are expected to contact the school as soon as possible so as to account for the absence. We place great emphasis on obtaining an explanation for every absence. A child who has been absent is expected to bring a letter of explanation for his/her absence from the parents or the parents should phone the school. The same will be required for an absence during the day, e.g. for a dental appointment. The school has provided a booklet to help with this.

The school is required to classify absences as follows:

1. **"Authorised Absence"** – an absence authorised by the parents and school, e.g. a child has been ill, the parents have sent an explanatory letter to school.
2. **"Unauthorised Absence"** – an absence where the school has not received a satisfactory explanation.

Up to ten days of holidays can be requested during one academic year. The Headteacher considers these requests individually. We strongly urge parents not to take their children out of school during the academic year as continuity is all-important in ensuring effective learning.

Information on school attendance is retained electronically by the LEA. Education Welfare Officers are asked to visit the homes of any parents whose children's attendance figures are of concern to the school and LEA.

School Attendance 2016/17: 96%

The Governors have set a target of 96.5% for 2017-2018.

School Dinners

The current cost of school dinners is £2.30 per day. Payment has to be made in advance. All pupils eat their lunch in the Cabin which is on the school premises at mid-day, supervised by their class teacher. Free school meals are available to every child from families who receive Income Support or Job Seekers' Allowance. The claim form is available from the school office. Please note that all school meals data is gathered by the LEA. Should the LEA become concerned at a family's ability to provide for their children, the Education Welfare officer may be asked to visit the child's home.

Playtime

Every pupil has a break from their lessons at 10:40 am. The children play on the playground or school fields, depending on the weather. They mix with their friends, and positive play and the sharing of resources such as balls, bats and cones is encouraged.



Lunch-time provides an opportunity to play, and Nursery to Year 2 children have an extra ten-minute session in the afternoon. All the children visit the fruit shop during the morning break where they are served by children from Year 3. Chocolate and crisps are not permitted. During rainy playtimes, pupils stay in their classrooms, but are still given a break from their work.

We encourage children to be physical active during play time by playing traditional 'play time' games.

Complaints Procedures

The local Authority, under the requirement 23 section of the Education Reform Act 1988, has established procedure in the way that the school governors and the schools and the Local Authority is operating with the school's curriculum and other factors.

If we are determined to solve any difficulty which will satisfy every side, we believe in having full understanding of the arrangements for complaint procedure as well as a positive attitude towards the situation.

The parents who wish to make a complaint about the organization or the content of the curriculum, should follow the below procedure:

- (a) Contact the headteacher. The head teacher will investigate (or a member of the staff nominated by the head teacher) and report direct to the parent. (Complaints should be discussed with the teacher). If the parent is not satisfied with the response, then the parent should contact the head teacher.)
- (b) If the parent is not satisfied with the response, parents should write to the governors Chariman/woman. An investigation by the members of the Governors complaints committee will take place and they will respond.

Health and Safety

- The LEA's Health and Safety policy recommendations are followed. Fire regulations are prominently displayed in every room and there are regular fire drills.
- The child is responsible for all personal possessions. **Everything should be clearly marked** (clothes, bags, purses, coats) with the child's name.
- The children are not allowed to climb the school's boundaries – neither the wall nor the fence. If a ball goes over the wall, the child must wait until the end of playtime or obtain an adult's permission to fetch it.
- The school's doors are protected by a security system and are therefore locked during lessons. This means that everyone, including pupils who arrive late, have to ring the buzzer at the main door to gain access.
- No vehicles are allowed onto the school yard without first of all obtaining the Headteacher's permission.

Sports and Physical Activities



We attend swimming lessons at the leisure centre in Pwllheli once a week and physical education lessons, e.g. gymnastics, dance and sports form

part of both classes' timetables. During the Summer term year 2 and 3 children are able to go to the Leisyre Centre to do three activities: Kayaking, climbing and life saving.

We have an after-school sports club called 'Clwb cadw'n heini' (fitness club at particular times of year) for children of Year 1 children up to Year 3.

Children from Year 3 join children of the catchment area in a football, rugby, hockey and netball tournament every term.

Year 3 children will have the opportunity to compete in the catchment area schools' swimming gala.

Additional Needs

The school adheres to a Special Educational Needs (SEN) Policy in accordance with the Code of Practice. It will be ensured that we identify the educational needs of all pupils at an early stage, in order to respond to those needs.

We will promote close collaboration with parents and any external agencies as required. An individual education plan will be drawn up for the children, in order to respond to the difficulties/requirements and we will review these regularly. We will always be sensitive to children's requirements and prepared to praise successes in order to raise the child's self-confidence and self-esteem. Every child will join in all the school's activities and will fully integrate as well as having individual attention as required. They will receive individual work and an opportunity to collaborate with the other children. The school is located on one floor which is suitable for anyone with a physical disability.

(A copy of the SEN Policy is available at the school for anyone who wishes to read it.)

The school will promote and extend the talents of children who are considered to be able and talented in a particular field. This will be done through the school's usual curriculum and/or by facilitating the opportunity for these children to

develop the talent. The special provision for these children will be discussed during parents' evenings.

Equality

Ysgol Morfa promotes equality in all aspects of the school's work, providing full access to the Foundation Phase and National Curriculum for every child without discriminating on the grounds of language, gender, age, faith, ability, nationality or background.

The school has a policy of Equal Opportunity and every effort is made to ensure that this is implemented fairly and appropriately for everyone who attends the school.

The school has a Racial Equality policy to comply with the 2000 legislation.

We are aware of our responsibility to make reasonable modifications to assist disabled stakeholders, and through our Disability Equality Scheme, we encourage input into the whole school community.

Supporting and Promoting the Achievement of Children in Care

Every child in the care of the Local Authority is entitled to access to pre-school education and all education services and to receive every opportunity and assistance to develop educationally and socially. To support and promote the achievement of these pupils, the school will:

ensure that a member of staff has been appointed to take on specific responsibility for pupils in the care of the Local Authority (the Headteacher);

ensure that we monitor the absence of pupils who are in the care of the Local Authority, and submit a report to the Education Authority;

secure a positive environment and ethos regarding pupils in the care of the Authority, creating a school where negative stereotyping of these pupils is challenged;

- be aware of the sensitivity surrounding excluding a pupil who is looked after by the Local Authority, acknowledging the need for those children to receive a continuous education;
- ensure that every pupil has a Personal Education Plan (PEP). It is the responsibility of the school, after consulting parents, guardians and appropriate agencies, to prepare a PEP. The PEP should be agreed as soon as possible, and within 20 days at the most

of the child going into care or to a new school;

- ensure that any special educational needs are provided for in collaboration with the school's Special Needs co-ordinator (the Headteacher).

Transferral

When the children are 8 years of age at the end of Year 3, they transfer to **Year 4** at Ysgol Nefyn. You will receive an Information Handbook from Ysgol Nefyn during the summer term. There will be an opportunity for the children to visit the school and spend a day there.

Child Protection

**Child protection policy –
School website> Parents> Documentation**

Parents/guardians should be aware that schools have a responsibility to ensure the welfare of all pupils. This responsibility means that:

- ❖ the school will have a child protection policy and procedures
- ❖ the school should make parents or guardians aware of its child protection policy
- ❖ that this means that it might be necessary to refer their child to the statutory child welfare agencies if it is believed that the child is at risk of suffering considerable harm
- ❖ the school should endeavour to work with parents/guardians regarding their child's welfare, and remain impartial if the child is referred
- ❖ the school should help parents or guardians to understand that if a child is referred to social services or to the police it is done with the child's best interests in mind and that the school will contribute to any child protection investigation or police investigation involving their child's welfare and educational progress;
- ❖ the school will regularly provide parents/guardians with the latest information concerning their child's welfare and educational progress.

If you are worried about your own ability to cope, worried about the safety of your child or another child, please let the school know.

The school's Designated Person for Child

Protection is: Miss Nia Ferris

The Designated Governor is:

Mrs Sian Fon Williams

Miss Karen Vaughan Jones

Caernarfon Education Office contact:

Mrs Ffion Rhisiart: (01766) 771000

Pwllheli Social Services' Children's Team:
(01758) 704455

***If the complaint is against the Headteacher, then Education Office should be contacted.**

The following may be useful:

- Make time to talk to your child and listen to him/her.
- Get to know your child's friends and daily routine.
- Be sensitive to any changes in the child's behaviour.
- Teach your child to feel confident to refuse to do anything which does not feel right.
- Be aware of your child's use of the Internet and mobile phone, so as to avoid putting himself/herself in danger.

More information including a full copy of this guidance, the Child Protection Policy and information for children on staying safe, is on the school's website.

www.morfanefyn.gwynedd.sch.uk

Other arrangements to ensure pupil safety:

- Every member of staff, governors **and regular** visitors to the school has an up-to-date CRB check.
- Every other visitor is supervised 100%. There is one main entrance, other doors are locked to outside entry. Every visitor, other than parents, signs in and wears a prominent badge.
- A suitable ratio exists for playtime and lunch-time supervision.
- A record is kept of concern about children.
- Children are referred to Social Services if there are any suspicions.
- All staff are aware of the policy and have succeeded in Child Protection training.

Data Protection

The categories of pupil information that we collect, hold and share include:

- Personal information (such as name, unique pupil number and address)

- Characteristics (such as ethnicity, language, nationality, country of birth and free school meal eligibility)
- Attendance information (such as sessions attended, number of absences and absence reasons)
- Assessment information
- Relevant medical information
- Special Education Needs information
- Exclusions/behavioural information
- Personal information about a pupil's parents and/or other relatives (such as name, contact details, relationship to child)

Why do we collect and use this information?

We use the pupil data:

- to support pupil learning
- to monitor and report on pupil progress
- to provide appropriate pastoral care
- to assess the quality of our services
- to comply with the law regarding data sharing
- to share data for statutory inspections and audit purposes

The lawful basis on which we use this information:

We collect and use pupil information under:

- The Education (Pupil Information) (Wales) Regulations 2011
- The School Governors' Annual Reports (Wales) Regulations 2011
- The Education (School Performance and Absence Targets)(Wales) Regulations 2011
- The Education (Head Teacher's Report to Parents and Adult Pupils) (Wales) Regulations 2011
- School Teachers Pay and Conditions Act 1991
- National collective agreements between the Council of Local Education Authorities and recognised teachers unions
- Local collective agreements between Gwynedd Education Authority and unions recognised by the Authority for collective bargaining purposes on behalf of school teachers.
- The Protection of Freedoms Act (2012)
- The Data Protection Act (1998)
- Special Educational Needs and Education Tribunals Act (Wales) 2018
- The Government of Maintained Schools (Wales) Regulations 2005
- Social Services and Welfare Act 2014
- Health and Safety at Work, etc. Act, 1974

- Equality Act 2010
- Regulatory Reform (Fire Safety) Order 2005
- Article 6(c) and (e) and Article 9 (g) (GDPR)

Collecting pupil information:

Whilst the majority of pupil information you provide to us is mandatory, some of it is provided to us on a voluntary basis. In order to comply with the data protection legislation, we will inform you whether you are required to provide certain pupil information to us or if you have a choice in this. If it is provided on a voluntary basis, we will ask you to provide explicit consent and give you the option to opt out at any time.

Storing pupil data:

We hold pupil data for varying lengths of time depending on what the information is. Retention period is included in the school data protection policy.

Who we share pupil information with?

We routinely share pupil information with:

- schools that the pupils' attend after leaving us
- our local education authority - Cyngor Gwynedd – Social, Leisure, Transport, Finance, Youth Services

Agencies we commission to deliver services on our behalf:

- Welsh Assembly Government (via HWB)
- Examination Boards
- Cwmni Cynnal
- Police Force and Youth Offending Team
- Health Boards

Relevant Companies that promote educational experiences and administration:

- Urdd Gobaith Cymru
- CAPITA-SIMS:The school's attendance system
- School Gateway – online payment system for school dinners and pre-school care club
- INCERTS – Used to track individual progress
- Teachers to parents – Parents text and email service
- EVOLVE – Risk assessments for school visits
- Purple Mash – Programme used to introduce ICT skills to pupils

Why we share pupil information:

We do not share information about our pupils with anyone without consent unless the law and our policies allow us to do so. We share pupils' data with the Welsh Assembly Government (WAG) on a statutory basis. This data sharing

underpins school funding and educational attainment policy and monitoring.

Maintained schools:

We are required to share information about our pupils with our local authority (LA) Cyngor Gwynedd and the Welsh Government under The Education (Pupil Information) (Wales) Regulations 2011.

Data collection requirements:

The Education (Pupil Information) (Wales) Regulations 2011

The Education (School Performance and Absence Targets)(Wales) Regulations 2011

Requesting access to your personal data:

Under data protection legislation, parents and pupils have the right to request access to information about them that we hold. To make a request for your personal information, or be given access to your child's educational record, contact the school Headteacher or the Data Protection officer:

Schools Data Protection Officer
Cyngor Gwynedd Council
Stryd y Castell
Caernarfon
Gwynedd
LL55 1SH

You also have the right to:

- object to processing of personal data that is likely to cause, or is causing, damage or distress
- prevent processing for the purpose of direct marketing
- object to decisions being taken by automated means
- in certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and
- claim compensation for damages caused by a breach of the Data Protection regulations

If you have a concern about the way we are collecting or using your personal data, we request that you raise your concern with us in the first instance. Alternatively, you can contact the Information Commissioner's Office at <https://ico.org.uk/concerns/>

Contact

If you would like to discuss anything in this privacy notice, please contact:

Miss Nia Ferris, school Headteacher

or

Schools Data Protection Officer
Cyngor Gwynedd Council
Stryd y Castell
Caernarfon
Gwynedd
LL55 1SH

The Curriculum

The lessons taught at the school are planned in relation to the requirements of the Foundation Phase, National Curriculum 2008, and the locally agreed Religious Education Syllabus. The aim of the school is to present a curriculum that will enable our pupils:

- To develop the elementary skills of speaking, listening, reading, writing and numeracy.
- have the opportunity to study and interpret the environment.
- develop happy and healthy social attitudes.
- receive rich and varied experiences.
- Use ICT confidently.

The curriculum followed by children of the Nursery and Reception age is called the Foundation Phase. In the Foundation Phase, the focus is on providing opportunities for pupils to develop their skills by encouraging structured play activities that are woven into the learning experiences.

The curriculum for the older children, known as Curriculum 2008, includes mathematics, Welsh, English, science, technology, humanities (history, geography and religious education) and the expressive arts (art, drama, music, dance and physical education). The lessons in these subjects are planned by teachers in conjunction with the Skills Framework that ensures that our pupils develop the four key skills of thinking, communicating, ICT and number.

Literacy and Numeracy Framework

A new statutory Literacy and Numeracy Framework was introduced in September, 2013, to support children between the ages of five and 14 to develop their literacy and numeracy skills.

Literacy describes a set of skills, including speaking, listening, reading and writing, which enable us to make sense of the world around us.

Numeracy is based on mathematical basics. Numeracy describes the set of skills needed to tackle real-world problems in a variety of situations by applying reasoning in order to plan how to solve the problem and then carrying out the mathematical procedure to find the solution. The National Literacy and Numeracy Framework denotes the annual expectations in terms of literacy and numeracy and it will help children develop literacy and numeracy skills through all subjects in the curriculum and by using a wide range of activities.

Y Fframwaith Cymhwysedd Digidol

Digital competence Framework

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



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

Citizenship:

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

Interacting and collaborating:

- Communication
- Collaboration
- Storing and sharing

Producing:

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

Data and computational thinking:

- Problem solving and modelling
- Data and information literacy.

The Framework encapsulates the skills that will help learners thrive in an increasingly digital world.

The Foundation Phase

Nursery, Reception, Year 1 and Year 2

The new Foundation Phase curriculum is built around the Seven Areas of Learning that follow, to support and promote the well-being and personal, social, emotional, physical and intellectual development of the child.

1. Personal and social development, well-being and cultural diversity

This Area of Learning focuses on children learning about themselves, and their relationships with other children and adults. They are encouraged to develop their self-esteem, their personal beliefs and moral values, learning about their own and other cultures. Children are supported in becoming confident, competent and independent thinkers and learners.

2. Language, literacy and communication skills

This Area of Learning focuses on children being immersed in language experiences and activities. Their skills develop through talking, communicating and listening. They are encouraged to communicate their needs and feelings and recall experiences. They have opportunities to choose and use reading material, and are given a wide range of opportunities to enjoy mark making and writing.



3. Welsh Language Development

This Area of Learning focuses on children learning to use and communicate in Welsh to the best of their ability. Skills are developed through communicating in a range of enjoyable, practical planned activities and using a range of stimuli that build on and increase children's previous knowledge and experiences. The children's oral experiences are used to develop their reading skills. They listen to a range of stimuli, including audio visual material and ICT software.



4. Mathematical Development

This Area of Learning focuses on children developing their skills, knowledge and understanding of mathematics by solving problems. They use number in their daily activities and are introduced to a wide range of skills in a variety of contexts, moving onto using more formal methods of working and recording



when they are developmentally ready. They investigate, sort, match, sequence and compare objects and create patterns. They use appropriate mathematical language

to explain their reasoning and present their work in a variety of ways using objects, diagrams, words, symbols and ICT.

Knowledge and understanding of the world:

This Area of Learning focuses on children experiencing the familiar world through enquiry and investigation. Children are given experiences that increase their curiosity about the world around them and to begin to understand past events, people and places, living things and the work people do. They learn to demonstrate care, responsibility, concern and respect for all living things and the environment. They learn to express their own ideas, opinions and feelings with imagination, creativity and sensitivity.



6. Physical development and energy for movement is continually promoted through helping them to use their bodies effectively, by encouraging spatial awareness, balance, control and co-ordination and developing motor and manipulative skills. Children are introduced to a wide range of activities that will develop their fine motor skills.



This Area of Learning focuses on children's physical development. Enthusiasm e.g. handle small equipment in class and hold pencils and scissors, as well as their gross motor skills, e.g. running, cycling, swimming, etc. They are also introduced to the concepts of health, hygiene and safety and the importance of diet, rest, sleep and exercise.

7. Creative development

This Area of Learning focuses on children developing their imagination and creativity through the curriculum. Their natural curiosity and disposition to learn is stimulated by everyday sensory experiences. Children engage in creative, imaginative and expressive activities in art, craft, design, music, dance and movement.



The Foundation Phase places great emphasis on:

- Developing children's skills and understanding;
- personal, social, emotional, physical and intellectual well-being so as to develop the whole child;
- positive attitudes to learning so that the children enjoy learning and will want to continue with their education for longer;
- self-esteem and self-confidence to experiment, investigate, learn new things and form new relationships with others;
- creative and expressive skills and observations to encourage their development as individuals with different ways of responding to experiences;
- activities in the outdoor where they have firsthand experience of solving real-life problems in areas such as mathematics and science and learn about conservation and sustainability.

How will children learn?

The Foundation Phase places great emphasis on children learning by doing. Young children should be given more opportunities to gain firsthand experience through play and active involvement than by completing exercises in books. For example, mathematics should be more practical so that children see how problems are solved and how important mathematics is in their everyday lives. Emphasis is placed on developing children's speaking and listening skills, which will set a solid basis for the development of reading and writing. There should be more emphasis on how things work and on finding different ways to solve problems.

National Curriculum 2008

At Key Stage 2, learners build on the skills, knowledge and understanding acquired during the **Foundation Phase**.

Welsh and English

(Oracy / Reading / Writing)

The experiences presented to learners include opportunities to take part in drama and role-play activities. They develop as active and responsive listeners in a wide range of situations. They regularly experience interesting and important topics so that they become competent writers, writing clearly and coherently in a range of forms and for a range of purposes. They are introduced to material that widens their horizons and expands the mind. They work with increasing accuracy and become evaluative in relation to their own and others' achievements.



Mathematics

They continue to develop positive attitudes towards mathematics and extend their mathematical thinking by solving mathematical problems, communicating and reasoning mathematically.

They extend their use of the number system, moving from counting reliably to calculating fluently, including in the context of money, in order to solve numerical problems. They try to tackle a problem with a mental method before using any other approach and use written methods of calculation appropriate to their level of understanding. They develop estimation strategies and apply these to check calculations. They explore a wide variety of shapes and their properties and, in the context of measures, use a range of units and practical equipment with increasing accuracy. They collect, represent and interpret data for a variety of purposes. They select, discuss, explain and present their methods and reasoning using an increasing range of mathematical language, diagrams and charts.

Science

Learners are taught to relate their scientific skills, knowledge and understanding to applications of science in everyday life, including current issues. They should be taught to recognise that scientific ideas can be evaluated



by means of information gathered from observations and measurements. Teachers encourage learners to manage their own learning and develop learning and

thinking strategies appropriate to their maturity, by investigating and experimenting. Activities foster curiosity and creativity and are interesting, enjoyable, relevant and challenging for the learner.

Non-core Subjects

Design and Technology

Pupils are taught to design and make simple products by combining their designing and making skill with their own knowledge and understanding. This is often done in a way that supports their learning in other fields, and is planned in order to help develop their understanding of the made world. We encourage them to be creative and innovative in their designing and making.



Humanities



This area includes history and geography, both being statutory subjects in Curriculum 2008, as well as religious education with

non-statutory status. Through history our pupils learn about notable people, events and places from early times to the recent past. They learn about change and continuity in their own locality, in Wales and beyond. Our children use different sources of information to help them investigate the past. Within our themes, we often arrange visits to places of historical interest, locally and further afield.

Geography develops and stimulates learners' interest in, and fosters a sense of wonder of, places and the world about them. Through the study of their own Welsh locality, the world beyond, different environments and events in the news, learners develop their understanding of what places are like and how and why they change. Through practical activities and firsthand investigations in the classroom and out of doors, learners develop



skills to gather and make sense of information, use maps, think creatively and share ideas through discussion. They are encouraged to understand and recognise that they are global citizens.

Religious Education

Ysgol Morfa is not directly affiliated to any particular religion or denomination. However, religious education is taught to each pupil, with the focus on promoting the spiritual, moral, cultural and intellectual development of pupils. In accordance with the LEA's agreed syllabus, these lessons examine spirituality in a broadly Christian context, and pupils are given an opportunity to compare Christianity with other religions. In accordance with statutory requirements, pupils take part in a daily act of worship. The minister, Rev. R. O. Roberts and Mrs Nia Williams from Pwllheli join us once a month.



Parents have the right to withdraw their child from RE lessons or collective worship. Please contact the Headteacher if you wish to exercise this right.

Art and Design

Our pupils engage in an integrated way with the work of artists and designers, undertake creative investigations and make their own art work. Art and design stimulates creativity and imagination and challenges learners to make informed judgements and practical decisions. Using a variety of materials and processes, they communicate their ideas and feelings through visual, tactile and sensory language. Exploration, appreciation and enjoyment in art and design enriches learners' lives.



Music

Music education enables learners to engage with and enjoy making music. Through active involvement in performing, composing and appraising, learners will develop their sensitivity to and understanding of music. Learners will develop musical skills relating to the control, manipulation and presentation of sound. At Key Stage 2, these skills include



singing, playing instruments and practising; improvising, composing and arranging music; and listening to and appraising music. Children from Years 2 and 3 are taught to play the recorder.

Physical Education

Physical education encourages learners to explore and develop the physical skills essential to taking part in a variety of different activities. By building on these skills there are opportunities to be creative and imaginative in gymnastic and dance activities. Competitive activities offer the chance to learn games skills and play in a team, as well as how to run faster, jump higher and throw further. Learners begin to understand that physical education is about learning how to feel healthy and stay fit while having fun, and knowing how these different types of activities help them to stay that way.



Personal and Social Education

PSE offers learning opportunities and experiences that reflect the increasing independence and physical and social awareness of learners. They need to be equipped with the skills to develop an effective relationship, undertake increasing personal responsibility and keep themselves safe. PSE helps learners to cope with the changes as they mature, introduces them to a wider world, and enables them to make an active contribution to their communities.