



The Dell Primary School

Prospectus 2020-21



"...all about learning"

General Information

School:	The Dell Primary School
Address:	Welsh Street, Chepstow, Monmouthshire, Wales, NP16 5UQ
Headteacher:	Mr Steve King BEd(Hons) NPQH
Telephone / Fax:	01291 635641 / 01291 630638
Email:	thedellprimary@monmouthshire.gov.uk
Website:	www.dell.monmouthshire.sch.uk
Education Authority:	Monmouthshire County Council
Chief Officer for Children & Young People	Mr Will McLean 01633 644644 www.monmouthshire.gov.uk
Chairman of Governors:	Mr Steve Curran
Parents' Association:	Parents and Teachers Association (PTA)

School Description

The Dell Primary School is classified as a community / state primary school in Chepstow, Monmouthshire, South Wales. It serves the local area, where there is a degree of social and economic advantage. There are approximately 400 pupils on roll between the ages of four and 11. Numbers dropped in Foundation Phase dropped slightly between 2018-20 due to lower birth rates locally but in September 2020 we once again saw over 65 applications for our 60 reception places. Approximately 6% of pupils are entitled to free school meals, which is below the Monmouthshire average (11%) and well below the Welsh average (19%). The school's pupil to teacher ratio is currently 26.1 : 1. The school has 15.6 Full Time Equivalent teaching staff. The school has identified a small number of pupils with additional learning needs, including a very few who have statements of special educational needs, which is also well below the Welsh average (22%). The Dell is one of five schools in the Chepstow cluster of primary schools and sends most of its pupils to neighbouring Chepstow School at the end of Year 6.

Four pupils have English as an additional language. No pupils have Welsh as the language of the home. 94% of pupils describe themselves as 'White British' and this is in line with the Local Authority share. Only a very few are from different ethnic backgrounds. There were two fixed period exclusions during 2019/20 and there are currently no pupils who is Looked After by the local authority. The headteacher was appointed in September 2012.

The individual school budget per pupil for The Dell Primary School in 2019-2020 means that the budget is £3,068 per pupil compared to the average in all Monmouthshire primary schools which is £3674. The Dell is 32nd out of the 32 primary schools in Monmouthshire in terms of its school budget per pupil.

Under the National Categorisation Model, The Dell is currently in the 'Green' support category. It is thus categorised as, 'a highly effective school which has a track record for sustained high quality outcomes.'

This prospectus is a statutory document - every school has to have one by law. Its purpose is to outline key aspects of the school's approach to learning and teaching and to impart important information. Please read this information booklet in conjunction with our school website and our twitter feed which charts our children's learning journey and experiences on a day by day basis. While our school performance data gives a crude overview of how well pupils achieve in English, Maths, Science & Personal/Social Development, it's not easy to measure all the ways in which children learn, progress and grow over their seven years with us. Our primary school is all about experiences, creativity and colour - You can't always get that across in a black and white statutory document!

Welcome from Mr King

All schools are not the same. It's a bit wordy but year after year, conversation after conversation you get to see that, surprise surprise, because no two children, adults, classes or teams of people are the same, every school is unique. Each has a different set of circumstances, staff skills and aspirations, pupil needs and circumstances, buildings, resources, etc etc. Each school has it's own quite distinct culture and ethos as a result of both its constituent parts and also the agreed approach to doing what it does. To be clear, it's not about better and worse, it's not about league tables; it's about what a school stands for and what its culture looks and feels like.

So what is The Dell really like? What are our values? How have we shaped 'the way we are' and how will this bring about the very best in every child who comes through our doors every day?

We believe that every child is different and each has his or her own interests, aspirations, strengths, understanding of the world and ambitions. While 'national' programmes of learning and yearly expectations of 'normal' are never going to go away, we try to recognise and encourage each child to be themselves and to find what they're really good at. National initiatives and curriculum frameworks change every few years; values and the core purpose of schools are pretty much cast in stone. Rightly, literacy and numeracy will always be at the core of any good school; without these vital life skills, children will become disadvantaged adults and never have the chance to reach their potential. However we believe passionately that to thrive, humans need care, support, guidance, mentoring, role-modelling and a sense of 'wow' about the amazing world around them, near and far. It's a bit simplistic to say 'school should be fun' but we believe that 'work' feels a bit dull and uninspiring while 'learning' and exciting, engaging activities to get better at it are the way to really accelerate children's academic, social, personal and emotional development and future opportunities.

Our school is 'all about learning' but it's also all about leadership. Our successes as a school are down to the adults who work here and not one person. The old days where headteachers had all the power and made all the decisions are thankfully long gone, at least at The Dell. Good schools can't be a success like that. We share leadership amongst some great people and the mixture of skill, experience, passion and opportunity means that the school runs like (an incredibly busy) well-oiled machine. All the people who work at The Dell are 'teachers' and they all see the part they play and the difference they make to the children who leave us at the end of Year 6. Teamwork is a strong feature of The Dell and the camaraderie and peer support is palpable. It's full-on and fast-paced but we believe that driven staff create happy, driven learners.

I always say it's impossible to paint a true picture of the colour, breadth and day-to-day experience of the school using black words on white paper and because we really want to showcase all the achievements of our pupils (and staff) we've developed our very interactive and colourful website www.dell.monmouthshire.sch.uk and various social media platforms like [www.twitter.com/thedellschool](https://twitter.com/thedellschool). Have a look, keep coming back for daily updates on the huge range of opportunities our children have and the successes they achieve.

While The Dell is the largest primary school in Monmouthshire, I sincerely believe that this brings only benefits to every pupil. Teachers know every child in their care very well and colleagues work exceptionally well sharing information across classes and make sure that every child has every chance to be the best they can be.

Welcome to The Dell!

Steve King
Headteacher

Our School - Vision & Culture

We want every pupil at The Dell to be able to grow into:

Ambitious, capable learners who:

- set themselves high standards and seek and enjoy challenge
- are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
- are questioning and enjoy solving problems
- can communicate effectively in different forms and settings, using both Welsh and English
- can explain the ideas and concepts they are learning about
- can use number effectively in different contexts
- understand how to interpret data and apply mathematical concepts
- use digital technologies creatively to communicate, find and analyse information
- undertake research and evaluate critically what they find

and are ready to learn throughout their lives.

Enterprising, creative contributors who:

- connect and apply their knowledge and skills to create ideas and products
- think creatively to reframe and solve problems
- identify and grasp opportunities
- take measured risks
- lead and play different roles in teams effectively and responsibly
- express ideas and emotions through different media
- give of their energy and skills so that other people will benefit

and are ready to play a full part in life and work.

Ethical, informed citizens who:

- find, evaluate and use evidence in forming views
- engage with contemporary issues based upon their knowledge and values
- understand and exercise their human and democratic responsibilities and rights
- understand and consider the impact of their actions when making choices and acting
- are knowledgeable about their culture, community, society and the world, now and in the past
- respect the needs and rights of others, as a member of a diverse society
- show their commitment to the sustainability of the planet

and are ready to be citizens of Wales and the world .

Healthy, confident individuals who:

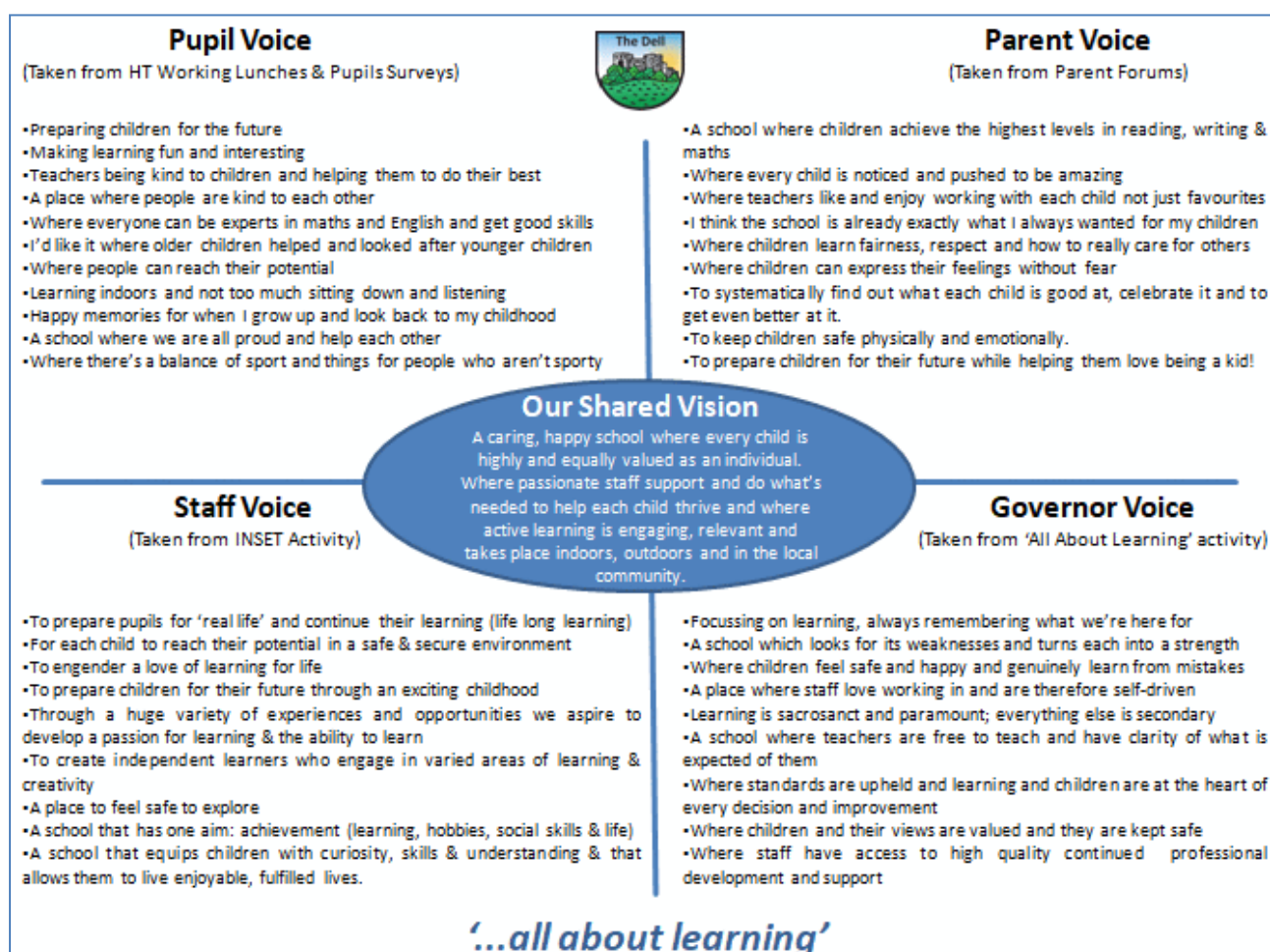
- have secure values and are establishing their spiritual and ethical beliefs
- are building their mental and emotional well-being by developing confidence, resilience and empathy
- apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
- know how to find the information and support to keep safe and well
- take part in physical activity
- take measured decisions about lifestyle and manage risk
- have the confidence to participate in performance
- form positive relationships based upon trust and mutual respect
- face and overcome challenge
- have the skills and knowledge to manage everyday life as independently as they can

and are ready to lead fulfilling lives as valued members of society.

'All About Learning'

You'll see these words all around our school, on our website and on every key document. When you work in a school, it's easy to get distracted and to spend your time and energy on the wrong thing and servicing the wrong demands. Our school is 'all about learning'. That means:

- 'Learning' dominates everything we do; it rules supreme. If it doesn't support learning & it's not statutory, we don't do it.
- 'Learning' means ensuring literate, numerate pupils capable of thriving in whatever they choose to do now and in the future.
- 'Learning' means so much more than maths and English; it's about helping children to learn how to handle success, failure, how to act and manage when something makes them cross or they feel sad or hard done by.
- 'Learning' means adults becoming better teachers (every adult who works at our school is a teacher) by constantly evaluating the impact of their work and how it can be 'even better next time'.
- 'Learning' is a process whereby humans get better at everything, every day of their life not just when there's a 'teacher' present.
- 'Learning' means nobody is perfect, everybody has a desire to get better & be the best they can be.
- 'Learning' is crippled and can't thrive when children are in crisis and trauma. We must identify short-term and long-term barriers to learning and help children to overcome them.



Be Kind, Be Your Best!

A central pillar of our school culture at all levels. We acknowledge, refer to, notice and celebrate attitudes and efforts that are in line with our key message.



Skills for Today and Tomorrow

Our new Reception pupils in 2018 will enter the job market in 2035 & won't retire until 2079. What will their world look like? What skills will they need? We know that many if not most of the jobs that our pupils will do when they enter the workforce don't even exist yet. It follows then that we don't know what our children will need to know in their working and personal lives in the future. So, on that basis, our focus when considering what to teach them needs to shift from content to skills. That means that we need to show them HOW to learn for themselves; we need to show them HOW to learn about whatever they need to learn about in the future. Adults don't get jobs just by knowing facts and information; it's the range and quality of their skills and their depth of understanding that will serve them well in all aspects of their lives.

The Skills We Value & Will Engender...



By recognising that being 'good' at something isn't just about being good at maths and English, we value and nurture the skills and talents of all of our school population and not just what have traditionally been

seen as the 'bright' ones! We must move away from the notion of intelligence being hierarchical with sciences at the top and arts at the bottom.

Our key focus will always be empowering children to become highly literate and numerate but never at the expense of the diversity of skills that might better suit them and lead them to live happy, fulfilling lives.

Developing our School Culture and Behaviours

Every school and organisation has aims and many have a list of values; things it cares strongly about. At The Dell, we were a bit worried that there can often be a gap between what you say you believe in (people put a lot of time and energy in to deciding this) and what our school actually looks and feels like for everyone who comes into it each and every day.

Schools, and in fact any group of people, are defined by its culture, the way things happen, the way people interact and the way you feel just by being in them. A lot of 'culture' is about how things feel and look like because of the way people act so it's quite hard to put a 'culture' in writing but you can describe it and you can say what you want it to be like...the trick is making sure it actually feels that way all the time and for everyone.

At The Dell, we talk less about aims and values and more about culture and behaviours (the 's' on the end is so important...it's not as simple as 'good' behaviour and 'bad' behaviour).

In 2015, the School Council were asked to review over sixty different values. We gave them a list of values along with a brief description for each and asked them to choose what they felt were the eight most important behaviours in our school. They agree that if we all, children and adult, show these behaviours every day in all we do, our school will be a happier place and each of us will be closer to fulfilling our potential and role within the school. So part of it is what it looks and feels like already and part of it is writing it down to make sure it stays that way as well as giving pointers for each of us to check ourselves against.

Through a comprehensive process of teamwork and consultation with every child in the school, staff, parents and governors, the School Council came up with the following behaviours and definitions which shape and define The Dell.

Happiness

Happiness is when you brighten someone's day, maybe just by smiling, playing or having fun with them. It also means feeling good about yourself and the way you are. Happiness is infectious and spreads easily. We must understand the power we each have to make other people happy (and sad).

Love

In our school we show love by giving a positive hand if someone needs help, encouraging people to be fair and thinking about others before ourselves. Love means valuing each other and showing others that you care about them.

Respect

Respect is a key element of our school. It includes every person being treated in a fair way. We care for every child and adult and for every piece of school equipment. While we try to respect people and things, we also understand that the way we act shapes how people think of us and that our actions can win us greater respect.

Trust

We show trust by believing, relying on others and keeping promises. Being trusted is a great honour and privilege. We must make sure that we don't break that trust because we want to know that when we put our trust and faith in others, they won't let us down.

Courage

In our school we show courage by trying new things, taking part in new activities and opportunities and being ourselves. Being courageous can be scary and daunting but it can also be exciting and empowering. We understand that the right choices are often not the same as the easy choices.

Politeness

Politeness is when a person is well mannered and respectful to others. We feel a little happier and more smiley when others are polite to us. It shows they care about us. In the same way when we are polite to others we share this positive energy and people think good of us.

Independence

Independence is when you have the confidence to stick to your ideas, learn from your mistakes and listen to others. It's also about being comfortable with doing things your own way but still listening to others. It means believing in yourself and having a true picture of your strengths while always being willing to do things better.

Friendliness

Friendliness means being welcoming and kind to others. It means listening to other people and sharing ideas, time and kindness. Being friendly shows that we are confident in ourselves and shows that we know we have the ability and power to brighten someone else's day and change how they feel. It's a strength to be able to be friendly to all people, even those we are not close to.



Admissions

Admissions to The Dell Primary School are arranged by Monmouthshire County Council in line with their policy. Prior to application, parents are encouraged to view the school & read through the school prospectus. However the school and headteacher are not able to support applications in or out of catchment. The decision rests with the Chief Officer for Children and Young People and admissions are dealt with by Monmouthshire County Council's Student Access Team who can be contacted on 01633 644644. Parents who are unsuccessful will have a right of appeal to an independent tribunal.

Children joining the school in our Reception year are admitted at the start of the academic year in which they reach their fifth birthday. All 'rising fives' are admitted at the start of the Autumn Term, usually in the first week of September, and all will reach their fifth birthday between 1st September and 31st August of the academic year. Children, therefore, reach their 5th, 6th, 7th, 8th, 9th, 10th and 11th birthday in each of the seven academic years of a primary school.

Open Day

An open morning and a separate open afternoon are held each October for prospective Reception parents for the following academic year. A presentation by the headteacher is followed by the opportunity for parents to have a look around the school. Contact the school, look on the website calendar or see local press and poster in pre-school settings to find out about the next open morning.



Staff Team 2020-21

Headteacher: Mr Steve King

Deputy Headteacher: Mr Mark Adams

Teaching Team

Mrs Rebecca Pullan (Reception) - Science & STEM Leader
Mrs Donna Shewan (*Reception*) - *Eco Team Leader*
Mrs Lizzie Peckham (*Reception*) - *Expressive Arts Team Leader, RWI Leader*
Mrs Louise Xerri (Year 1) - Initial Teacher Education & Placement Leader
Mrs Fiona Hornbuckle (*Year 1*) - *ICT & eLearning Leader*
Mr Mark Adams (*Year 2*)
Miss Vicki Wilson (*Year 2*) - *More Able Leader, PE & Sports Leader*
Mrs Hannah Adams (*Year 2*) - *Foundation Phase Leader*
Mrs Sarah-Jane George (*Year 3*) - *Additional Needs Leader*
Mrs Diane Ashton-Smith (*Year 3*) - *Healthy School Leader*
Miss Jade Baxter (*Year 3*)
Mr Matthew Nicholas (*Year 4*) - *Key Stage 2 Leader*
Mrs Lesa Davies (*Year 4*) - *Maths & Numeracy Leader*
Mr Seb Leer (*Year 5*) - *School Council Leader*
Miss Collette Lewis (*Year 5*) - *Humanities Team Leader*
Miss Sarah Lewis (*Year 6*) - *Welsh Leader*
Miss Jenny Cosens (*Year 6*) - *English & Literacy Leader*

Strategic Leadership Team (SLT)

Mr Steve King (Headteacher)
Mr Mark Adams (Deputy Headteacher)
Mrs Hannah Adams (Foundation Phase Leader)
Mr Matthew Nicholas (Key Stage 2 Leader)

Higher Level Teaching Assistants

Mrs Debb Cass (Family Support & Pastoral Leader)
Mrs Karen Dark (FP PPA Cover)
Mrs Louise Bringhurst (KS2 PPA Cover)

Teaching Assistants

Foundation Phase

Mrs Julia Bajjada
Mrs Alison Binns
Miss Morag Buchanan
Mrs Lisa Murphy
Mrs Sarah Thomas
Mrs Emma James

Additional Educational Needs

Mrs Judith Llewellyn
Mrs Joanne Martyn
Mrs Lorraine Fletcher (Job Share)
Miss Nicola Davies (Job Share)

Admin Team

Ms Julia Strong (Business Manager)
Mrs Liz Gibbon
Mrs Mandy Gibbs (Part Time)

Site Management Team

Mr Mark Amesbury (Part Time Caretaker)
 Mrs Veronica Ware (Part Time Caretaker)
 Mrs Barbara Kubica (Cleaner)
 Mrs Shirley Young (Cleaner)

Catering Team

Monmouthshire Catering

Midday Team

Mrs Louise Murrell (Senior Midday Supervisor)
 Mrs Cathy Caple
 Miss Lorraine Fletcher
 Mrs Rebecca Nutt
 Mrs Wendy Rider
 Mrs Susan Fox

Breakfast Club Team

Mrs Cathy Caple
 Mrs Tanya Cooper
 Mrs Rebecca Nutt
 Mrs Louise Murrell

School Terms and Holidays

(6 Training days will be set by the school each year and notified at the start of each Autumn Term)

A detailed school calendar is regularly updated on the school website www.dell.monmouthshire.sch.uk

TERM BEGINS	Monday 2nd September 2019
HALF TERM BEGINS	Monday 28th October 2019
HALF TERM ENDS	Friday 1st November 2019
TERM ENDS	Friday 20th December 2019
AUTUMN TOTAL	75 days
TERM BEGINS	Monday 6th January 2020
HALF TERM BEGINS	Monday 17th February 2020
HALF TERM ENDS	Friday 21st February 2020
TERM ENDS	Friday 3rd April 2020
SPRING TOTAL	60 days
TERM BEGINS	Monday 20th April 2020
HALF TERM BEGINS	Monday 25th May 2020
HALF TERM ENDS	Friday 29th May 2020
TERM ENDS	Monday 20th July 2020
SUMMER TOTAL	60 days

Hours of Opening

	Foundation Phase (Reception, Year 1, Year 2)		Key Stage 2 (Year 3, Year 4, Year 5, Year 6)	
	BEGIN	END	BEGIN	END
MORNING SESSION	9.00am	12.00pm	9.00am	12.00pm
AFTERNOON SESSION	1.15pm	3.30pm	1.00pm	3.30pm
Lesson Times (p/week)	23 hours 20 minutes		24 hours 35 minutes	

NB: From September 2020, for the foreseeable future, session times have been amended due to COVID-19 operational arrangements

The Dell School Governing Body

Governorship	Name	Term of Office ends
Community	Mrs Emma Becker	19/01/2017 - 18/01/2021
Community (Vice Chair)	Mr Andre Haynes	25/06/2019 - 24/06/2023
Community	Mrs Caroline Austin	30/01/2018 - 29/01/2022
Parent	Mr Marc Maddox	26/11/2019 - 25/11/2023
Parent (Chair)	Mr Stephen Curran	28/11/2017 - 27/11/2021
Parent	Dr Martin Ryan	02/12/2016 - 01/12/2020
Parent	Dr Zoe Boal	02/12/2016 - 01/12/2020
Local Authority	Vacant	06/09/2018 - 05/09/2022
Local Authority	Vacant	29/06/2017 - 28/06/2021
Local Authority	Mr Jeremy Becker	09/11/2017 - 08/11/2021
Minor Authority (Mathern or St Arvans)	Mrs Rita Edwards St. Arvans Community Council	14/07/2018 - 13/07/2022
Support Staff	Miss Julia Strong	03/06/2019 - 03/05/2023
Teacher	Miss Jenny Cosens	10/07/2018 - 09/07/2022
Head Teacher	Mr Steve King	Permanent

The clerk to the governing body is Mrs Vicky Cambridge who works for the Education Achievement Service. She can be contacted at Llanwern High School, Hartridge Farm Rd, Newport, NP18 2YE. The chair of the governing body is Mr Stephen Curran. He can be contacted via the school office.



Pastoral Support and Wellbeing

2018-19 saw more strides forward in our wellbeing work with children, staff and families. During the year we were awarded 'The Basics' and 'Beyond The Basics' status by the Young Carers' Trust, the only primary school in Wales to achieve the latter. Later in the year we achieved the prestigious Bronze School Mental Health Award from the Carnegie Centre of Excellence for Mental Health in School. We were thrilled to achieve the Silver Award in October 2020.



We have two pastoral support spaces called the Sunshine Room and the Rainforest Room and use our Three Tier Intervention Model to ensure a graduated offer where interventions are provided by suitably qualified and experienced staff and managing a growing demand across the school.

Staff learning in this area includes qualifying to lead training on mindfulness with pupils and adults within and beyond the school. Wellbeing themes as well as awareness of the impact of Adverse Childhood Experiences were regular themes at meetings and training events in the school.



Learning and Teaching

Class Teachers

Class teachers have responsibility for teaching all aspects of the curriculum to their classes. Some subject specialisation by staff may mean that the children will have contact with other teachers.

Class teachers teach in a variety of styles, reflecting the abilities, attainment aptitudes and interests of the child. The variety of teaching styles and the organisation of the class, group or individual teaching groups reflect what it is felt appropriate to facilitate pupil learning at any given time or context.

Leadership Team

The school's Strategic Leadership Team provides the lead in the school and consists of the Headteacher, Deputy Headteacher, Foundation Phase Leader & Key Stage 2 Leader. Other leaders are routinely invited into team meetings to discuss their work and progress against our school improvement priorities. The Team work closely and meet every week.

The School Curriculum

Current Statutory Curriculum

The school follows the national (Wales) programme of study for pupils aged 3-19 years, the existing statutory curriculum in Wales. It is made up of the following seven areas:

- The Foundation Phase
- Skills development
- The national curriculum (Key Stage 2)
- Personal and social education
- Sex education
- Careers and the world of work
- Religious education.

Children join The Dell when they are four, going on five, and for their first three years are taught the Foundation Phase Framework curriculum. This consists of seven areas of learning:

- Personal and Social Development, Well-being and Cultural Diversity
- Language, Literacy and Communication Skills
- Mathematical Development
- Welsh Language Development
- Knowledge and Understanding of the World
- Physical Development
- Creative Development.

At the end of Year 2, all pupils are assessed on the three core areas of Language and Communication, Mathematical Development and Personal and Social Development. Nationally pupils are expected to achieve Foundation Phase Outcome 5 at the end of Year 2. More able pupils should achieve Foundation Phase Outcome 6. In Foundation Phase, on any given day, children experience a carefully planned mix of indoor and outdoor learning. These activities will also have a mixture of teacher or teaching assistant led learning as well as independent group learning.

At age seven, going on eight, pupils move on to Year 3. This curriculum has a clear focus on teaching of skills and covers maths, English, science, Welsh as a second language, history, geography, physical education, art and design, music and technology. Alongside this statutory curriculum, teachers use the non-statutory Skills Framework to build in progressive skills across each area. In 2013, the Welsh Government issued the Literacy and Numeracy Framework which aims to ensure that all pupils have a strong understanding of literacy and numeracy skills across the curriculum and are able to apply them to real life situations. In every lesson, children are exposed to literacy, numeracy, Welsh and information technology skills.

At the end of Year 6, all pupils are assessed on the four core areas of English, maths, science and Welsh. Nationally pupils are expected to achieve NC Level 4 at the end of Year 6. More able pupils should achieve NC Level 5 and we aim for our Most Able (or Exceptionally Able) pupils to achieve NC Level 6.

NB: In the summer of 2020, the Welsh Government suspended all assessments and reporting of assessments for pupils in Foundation Phase and Key Stage 2 due to the COVID-19 school closures. At the time of writing, we are unsure for how long this statutory requirement will be suspended. New assessment arrangements will come in to use from September 2022 when the new Curriculum for Wales becomes statutory.



Curriculum 2022

2018-19 saw some real movement towards the new and still emerging Curriculum 2022 and this involved blending new opportunities and ways of learning with the still statutory National Curriculum.

In April 2019 the Welsh Government published the Draft version of the new curriculum and will publish the final version in January 2020. During 2018-19, we further evolved our curriculum focusing on listening to children and giving them an even bigger say in what and how they learn. We expanded how we use 'Pupil Voice' and we changed expectations around where children learn and how often this learning takes place away from the classroom, independently and in real life contexts.

We have introduced 'My Time' across the school where children have allocated time to choose the learning activities they undertake, we've increased the number of pupil leadership teams and activities and we've further embedded our 'Steps to Success' and 'Pink to Think' strategies for differentiating learning and helping children see how to develop and improve their skills. We've focussed on the learning cycle so children learn more skills, quite explicitly then have a follow up opportunity to practice & reinforce this learning in a real life context.

The New Curriculum 2022 consists of:

Four Purposes, to develop children and young people as:

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

Three Cross Curricular Themes:

1. Literacy
2. Numeracy
3. Digital Competency

Six Areas of Learning & Experience

1. Expressive Arts
2. Health and Well-being
3. Humanities
4. Languages, Literacy and Communication
5. Mathematics and Numeracy
6. Science and Technology

Twelve Pedagogical Principles

1. Good teaching and learning maintains a consistent focus on the overall purposes of the curriculum
2. Good teaching and learning challenges all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them
3. Good teaching and learning means employing a blend of approaches including direct teaching
4. Good teaching and learning means employing a blend of approaches including those that promote problem solving, creative and critical thinking
5. Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest
6. Good teaching and learning creates authentic contexts for learning
7. Good teaching and learning means employing assessment for learning principles
8. Good teaching and learning ranges within and across Areas of Learning and Experience
9. Good teaching and learning regularly reinforces Cross-curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practise them
10. Good teaching and learning encourages children and young people to take increasing responsibility for their own learning
11. Good teaching and learning supports social and emotional development and positive relationships
12. Good teaching and learning encourages collaboration

Pupil Academic Performance 2019 Summary

This section has been removed in 2020 due to the reporting of pupil attainment being suspended by the Welsh Government due to the COVID-19 school closure.



Free School Meals

Schools are also benchmarked in order to compare performance according to the percentage of pupils receiving Free School Meals (FSM). The number of children on our FSM list changes quite regularly. Over the past 11 years our FSM percentage has been:

2007/8 – 2.68%
2008/9 – 2.03%
2009/10 – 2.4%
2010/11 – 2.57%
2011/12 – 2.85%
2012/13 - 3.33%
2013/14 – 3.7%
2014/15 - 3.9%
2015/16 – 3.9%
2016/17 - 3.8%
2017/18 – 3.5%
2018/19 – 5.8%
2019/20 – 6.9%

We actively encourage parents who are in receipt of various benefits to apply for Free School Meals for their child. We hold this information confidentially, children in receipt are not identified or treated any differently but they pay significantly reduced fees for residential trips to Gwent Outdoor Centres and attract additional funding for the school to help them to make good progress during their time in school.

There's no stigma and other children & parents will not know your child receives Free School Meals.

To find out if you are eligible to claim Free School Meals visit <https://forms.monmouthshire.gov.uk/officeforms/fsm1.ofml>

Attendance

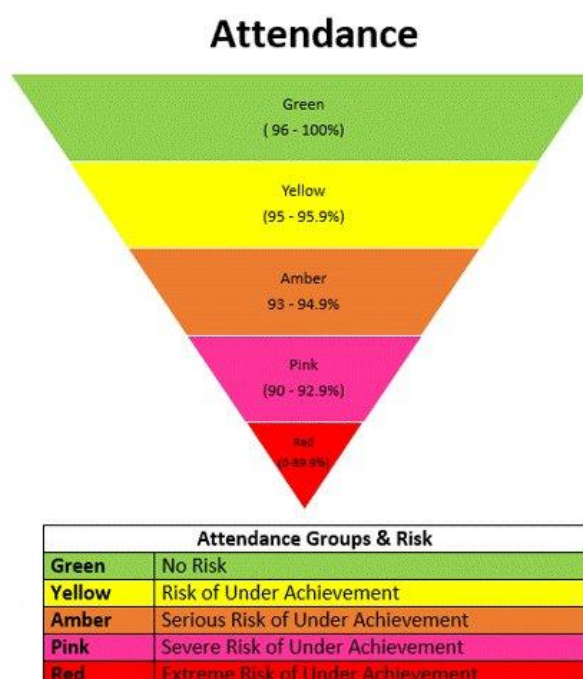
The school has an excellent record of high attendance however sometimes we understand your child may not be able to attend. Please do all you can to avoid absence and holiday during term time as there is clear evidence that absence has an impact on attainment and the school's effectiveness and quality of education is judged in part on its level of attendance (which of course it cannot control). Absences from school are recorded as either authorised or unauthorised. An authorised absence is one where the child's absence has been described as medical, dental or bereavement or in exceptional circumstances. Absences without valid reasons or where no explanation is provided has to be treated as unauthorised.

Any request for absence during term time should be made on a 'Notification of term Time Absence' form which is available from the school office and online on the 24/7 section of the school website. In deciding whether to authorise an absence, the headteacher will consider the child's existing attendance level and how it compares to the school's current attendance target.

Monmouthshire Education Welfare Officers provide support to schools, pupils and their parents to encourage regular school attendance. If you require any information or advice on attendance issues, please do not hesitate to contact the Education Welfare Service on 01633 644533.

Attendance – % & Quartile Position

2007/8 – 95.5%	In top 50% of schools
2008/9 – 95.77%	In top 25% of schools
2009/10 – 96.03%	In top 25% of schools
2010/11 – 95.72%	In top 25% of schools
2011/12 – 95.97%	In top 25% of schools
2012/13 – 96.2%	In top 25% of schools
2013/14 - 96.2%	In top 25% of schools
2014/15 - 96.8%	In top 25% of schools
2015/16- 96.5%	In top 25% of schools
2016/17 – 96.5%	In top 25% of schools
2017/18 – 96.5%	In top 25% of schools
2018/19 – 96.5%	In top 25% of schools



Equal Opportunities

The school has a policy on Equal Opportunities approved by the Governing Body – it deals with gender, disabilities and anti-racist education as outlined below:

Rationale

Everyone has the right to equality of opportunity and should be free from all forms of discrimination with no limit accepted on an individual's potential.

Purpose

1. To ensure all people connected with the school have a right to have access to relevant and understandable information.
2. To ensure that everyone has equal access to all available resources.
3. To ensure that everyone has a right to both personal and professional development as needed.
4. To ensure that all amenities and resources do not deny equal opportunities.
5. To ensure that everyone is aware of their responsibilities in implementing this policy.
6. To ensure that all children have equal access to all curricular areas.
7. To ensure diversity is celebrated and welcomed.

Broad Guidelines

1. In planning curricula and use of resources, common experience will be devised and offered to all children.
2. Positive discrimination will be employed to ensure that all children take up the full range of curricular opportunities.
3. All staff will be made aware of the importance of having common expectations of all children.
4. All staff and governors will be given training sessions on equal opportunities.
5. There should be positive images of all groups in society in evidence in the school.
6. The patterns of interaction between teachers and children must demonstrate equality of learning opportunities and experience.

Multicultural Education/Racial Harassment

The Headteacher and Governors have endorsed Monmouthshire County Council's 'A Policy for Curriculum in Monmouthshire Schools' which recommends the preparation of pupils for life "in a multicultural, multi-ethnic, multi-lingual, multi-faith Britain; and to build on the strength of cultural diversity." There is a policy in the school on racial harassment and procedures to deal with it under the school's general discipline policy.

Equality for All

At The Dell Primary School, we are committed towards working towards equality for all regardless of age, race, disability, gender, religion or belief, sexual orientation and to the creation of an inclusive culture in which every individual, regardless of ability and background is enabled to participate and is valued as a member of our school community. Therefore we promote positive approaches to difference and foster respect for people of all cultural backgrounds.

We ask that all visitors to our school respect this statement.

Health and Safety

The school has a comprehensive Health and Safety Policy and it carries out a full Health and Safety Audit, Risk Assessment on an annual basis. A sub-committee of the Governing Body has responsibility for liaising with the Headteacher to discuss Health and Safety issues. Fire drills are practised termly.

School Security

The school's Health and Safety Policy provides much advice on the supervision of pupils, particularly at the start of the day and lunch times and break times when the pupils are outside. Amongst the measures adopted by the school are:

- An internal fence controlling access to the playground and classrooms.
- A security system on the main entrance door, junior and infant entrances and demountable buildings entrances preventing unauthorised access during the school day.
- Teachers and lunchtime supervisors have personal alarms that can summon help from the school or the police.
- Visitors, other than parents gaining access, have to sign in and wear a badge.
- A clear and reactive Lockdown Procedure, practiced by staff annually in the event of more serious security concerns. We have never enacted this procedure to date.

Welsh Language Learning

Welsh is taught across both key stages. Initially much of the teaching takes place through the incidental language during the course of the school day. Opportunities are given to develop pupils oracy, reading and writing skills. We aim to create a Welsh ethos through introducing to children the history, art, music and geography of Wales.



Health/Sex Education

The Governors have approved the Headteacher's Sex Education Programme, as required under Section 18(2) of the Education (No 2) Act 1986. Parents of Year 5 and 6 pupils will be informed of the course on offer. Parental approval will be sought in advance and an invitation to view the teaching material will be given.

Religious Education

Religious education is taught in a non-denominational and un-dogmatic way. Section 70 of the School Standards and Framework Act 1998 stipulates that pupils of community, foundation or voluntary schools in England and Wales must take part in a daily act of Collective Worship, unless they have been explicitly withdrawn by their parents.

More Able And Talented Pupils (MAT)

In 2016, The Dell achieved the prestigious 'NACE Cymru Challenge Award', a measure of how well all pupils but especially those who are of higher ability are challenged and supported. The school has a policy for More Able and Talented pupils. We seek to create an ethos where high achievement is expected, where effort is valued and where success is celebrated. We aim to assist the more able and talented pupils to achieve their full potential. In the context of The Dell, we use the term 'More Able' to describe children who we target as achieving Foundation Phase 6 and National Curriculum Level 5+ in English, Maths, Science or Welsh. We use the term 'Talented' to describe children with a particular talent in one or more areas, often beyond academic subjects (eg: leadership, physical, artistic or musical).

Children With Additional Education Needs (ALN)

The school has a policy for Special Educational Needs in line with the Education Act 1981, The Education Reform Act 1988 and the Code of Practice 1994 on the identification and assessment of SEN.

Children have SEN when they have a learning difficulty which calls for special educational provision to be made for them. The difficulties may be of a physical nature; connected with sight, hearing or speech; emotional or behavioural; related to aspects of language or mathematical work; or more general.

The school has a designated Governor for special needs and a senior management post of Special Needs Co-ordinator.

The policy and practice aim to identify and provide help for children with special needs and milder learning difficulties. Class teachers are responsible for the special needs of the children in their charge.

We try to ensure lines of communication are established for parents with special needs, eg:

- **Hearing Impaired** – through the Hearing Impaired Service, the school will try to organise for qualified British Sign Language teachers to assist parents' discussions with teachers
- **Visually Impaired** – information from school can be transcribed into Braille, large print, or onto CD
- **English as a Second Language** – the school will try to organise for the services of a translator for school to home communication
- **Welsh Language** – the school will try to organise help from the Welsh Language Service

Pupils with Disabilities

Admission of pupils with disabilities rests with Monmouthshire County Council, who may need to carry out a risk assessment and/or provide training for staff before admission. The school building and grounds are accessible for the disabled, with a sloping ramp connecting the two levels of the school, and disabled toilet facilities on both levels. Access to the demountable classrooms is by way of a side path.

The school addresses the issues of disability in a sympathetic, informed environment. Also, the school's equal opportunities policy addresses the needs of the disabled.

Breakfast Club

We offer a free breakfast for pupils each school day from 8.30am. Between 8-8.30am, pupils can attend the club but this session is classed as 'child care' and subject to a £1 per child per day charge. All bookings and payments must be made via ParentPay by the previous midnight. Any child attending before 8.30am without being registered will wait in a safe, covered outdoor place until 8.30am when they can enter (free) Breakfast Club. A registration form is available from the office. Breakfast Club is funded by Welsh Government specifically to ensure that every child can start their learning day with a good breakfast inside them. On that basis we are unable to accept children who have already eaten breakfast at home and we will insist that children eat breakfast in school. However this is not means tested and all children are welcome to attend breakfast club for breakfast. **We are unable to accept children into Breakfast Club after 8.40am and children are not able to enter the building before 8am.**

After School Child Care

Our After School Club is run by Mathern Day Nursery (since 1995) and is available from 3.30pm until 6.00pm each school day. Further details and bookings can be made by contacting Mathern Day Nursery (01291 622007) between 8.00am-6.00pm, Monday – Friday). Prices are subject to change but are currently:

- 1st child £7.50 per afternoon
- 2nd child £7.25 per afternoon
- 3rd child £7.00 per afternoon

Extra-Curricular Activities

The school offers a huge range of activities for pupils at lunchtime and after school in addition to Breakfast Club and After School Club. Parents are notified of available activities and days/times each term. As these clubs are provided voluntarily by staff there is no cost to parents, but parents are responsible for making arrangements to collect their children if the club is after school.

All clubs begin in the second week of term and end in the penultimate week of term.

Year 5 pupils attend an overnight residential trip to Cardiff Bay then in the following year Year 6 have the opportunity for a residential trip to Gilwern Outdoor Education Centre near Abergavenny in the Autumn Term.

House System

Our house system rewards pupils' achievements, attitudes, endeavour and attainments. Pupils are put in one of three school houses and will stay in that house all the way through their time at the Dell. Pupils may be awarded house points for positive attitudes, doing the right thing, excellent work, sporting, art, music, or any other curricular achievement or for bringing honour and credit to the school.

These house points will have two values; firstly for the child and secondly, a cumulative value for the house. There will be competitions and weekly, termly and half-termly collations of points to determine the overall winning house at the end of each term and each year. Houses are led by House Captains who are selected on merit from nominations in Year 6 and Year 2. Our three school houses are:

Ty Coch

(Red)

Ty Melyn (Yellow)

Ty Gwyrdd (Green)

Cultural Activities and Events

We try to provide a range of experiences for pupils, including participation in dance and music festivals, concerts, theatre visits, St David's Day celebrations, recitals, visiting speakers, touring theatre groups and educational visits.

Safety Education

We have regular visits from our community police, road safety officers and other visitors to make pupils aware of possible dangers facing them and to teach them to manage their own safety.

Physical Education & School Sport

Games and Physical Education are compulsory for all children except those excused on health grounds, supported by a medical note from your doctor. Children suffering from minor ailments may be excused when requested by parents in writing. In line with national guidelines we aim to provide two PE sessions per week. Sometimes this will be more but occasionally (eg: at busy times of the year such as Christmas) pressures of space, time and weather conditions might temporarily limit the PE sessions we are able to offer.



Swimming

All pupils in Key Stage 2 (Years 3-6) undertake swimming lessons. New Welsh School Swimming Awards came in to place in September 2015. At the end of Year 6, schools now have to report standards attained by every pupil. The national expectation is that children will attain Level 4 (below) by this time. As with English, Maths, Science and Welsh, if we're measuring attainment, we'd like as many pupils as possible to achieve the higher Level 5.

In 2014 we changed our swimming provision to focus our limited pool time and instruction on the pupils who most needed it to ensure that as many as possible were able to achieve what was then an expectation for swimming 25 metres. Now (you can see below) that pupils are now expected to exceed this standard and as a result we have switched our focus to water safety and ensuring all pupils can swim 25 metres in clothing. Later in each school year we will still provide opportunities for pupils to practice for the school and cluster swimming galas.

Welsh Government Swimming Award - LEVEL 3

1. Swim 25m.
2. Tread water or float for a minimum of 30 seconds.
3. Answer 4 questions on the water safety code.

Welsh Government Swimming Award - LEVEL 4

1. Swim 25m WEARING T-SHIRT AND SHORTS over swim wear.
2. Tread water for a minimum of 30 seconds and demonstrate an action for getting help and then move into the H.E.L.P (Heat Escape Lessening Position).
3. Demonstrate a shout and signal rescue (from a minimum distance of 3 meters).

Welsh Government Swimming Award - LEVEL 5

1. Swim 50m using two different recognisable strokes.
2. Demonstrate a response to a Lifesaving scenario from one of a range of provided scenarios.
3. Demonstrate an effective throwing rescue.

A swimming costume, towel and waterproof bag is required. Children walk to and from Chepstow Leisure Centre so a coat is also required during bad weather.



Uniform and School Colours

Our school uniform is royal blue. The following items are available from one of our uniform suppliers:

- Kudos Printers, Bulwark Industrial Estate, Chepstow NP16 5QZ - 0800 849 9043 / 01291 620091
- Tesco School Uniform Shop <https://myclothing.com/the-dell-primary-school/9031.school>

Our school uniform colour is generally the same for boys and girls. Please try to make sure that your child has correct school uniform. If an item or colour is not mentioned, please assume that it is not part of the uniform.

Girls Uniform

- Plain, dark grey skirt, trousers or pinafore dress
- Royal blue polo shirt with logo
- Royal blue sweatshirt or cardigan with logo
- Plain white or blue socks
- Plain grey, blue or white tights
- Black shoes (not trainers)

Summer (optional)

Blue gingham summer dresses or dark grey formal shorts

Boys' Uniform

- Plain, dark grey trousers
- Royal blue polo shirt with logo
- Royal blue logoed sweatshirt or cardigan with logo
- Grey or black socks
- Black shoes (not trainers)

Summer (optional)

- Dark grey formal shorts

PE Kit

- Round neck T Shirt in colour of house team (Green, Yellow, Red)
- Plain black shorts (not cycling shorts). 'Skorts' may be worn.
- Indoor PE footwear – bare feet
- Outdoor PE footwear – white socks & trainers
(Winter (optional) - House colour sweatshirt & plain black track suit bottoms)
- PE kit should come to school at start of 1/2 term and go home at end of 1/2 term.
- For PE, hair must be tied up, earrings & jewellery are not permitted and only fitness watches are permitted to be worn.

Various

- Scrunchies or headbands should be blue or black. No bandanas.
- Please ensure that children have trainers in school for outdoor their PE days.

Marking Clothes

Please help us to reduce the amount of lost property in school by marking all clothing, shoes, bags etc with your child's name. Every year we recycle approx 20 full black bags of unnamed, unclaimed school uniform and PE kit. Order forms for woven and sticky name tags are available from the school office.

Jewellery

Children should not wear earrings and other jewellery to school. If studs must be worn they should be small and removed before PE and swimming.

Complaints Procedure

At The Dell we are committed to providing the best possible education for every child in our school regardless of their needs, ability or background. However sometimes, we understand that parents might not agree with an aspect of how we run the school.

In the case of pupil specific issues, the best advice is always to approach your child's class teacher in the first instance as they are the lead professional working with him or her each day. If you feel the issue is unresolved, it is appropriate to take this concern to the Headteacher. As well as being the most effective way of addressing concerns, these are also the first steps of our formal complaint policy which is available to view on our website in the '24/7 Office' section.

The school's governing body, who oversee the strategic development of the school, also have a part to play in this process if you feel that your concern has not been resolved as well as for aspects of wider concern.

The Schools Standards and Organisation (Wales) Act 2013 (The Act) removed the requirement for school governing bodies to hold an annual meeting with parents. Instead, new arrangements were introduced to enable parents to request up to 3 meetings in any school year with a governing body, on matters which are of concern to them.

If parents wish to use their rights under the Act to hold a meeting, 4 conditions will need to be satisfied:

1. Parents will need to raise a petition in support of holding a meeting.

The parents of at least 30 registered pupils will need to sign the petition. If it is a paper petition, then a written signature must be given as well as the name and class of each child who is a registered pupil at the school. If the petition is in electronic format, the 'signature' required is the typed name of the parent plus the name and class of each child who is a registered pupil at the school and the email address of each parent who 'signs' the electronic petition.

2. The meeting must be called to discuss matters which affect the school

The meeting cannot be called to discuss such matters as the progress of individual pupils, or to make a complaint against a member of the school's staff or governing body. The petition should contain brief details of the matter(s) to be discussed, and the reasons for calling the meeting. This information should be clearly displayed at the top of the petition, with parents' signatures appearing below.

3. A maximum of 3 meetings can be held during the school year

The law allows parents to use their rights to request up to 3 meetings with a school governing body during the school year.

4. There must be at least 25 school days left in the school year

The law makes it a condition that at least 25 school days are left in the school year when the petition is received so that the meeting can be held. A "school day" means a day when the school is open to pupils: it does not include weekends, public holidays, school holidays or INSET days.

Such requests should be passed to the school office for the attention of the Chair of the Governing Body. Further advice on how parents may go about requesting a meeting with a governing body is available on the Welsh Government's website at:

<http://wales.gov.uk/topics/educationandskills/publications/guidance/parents-meetings-statutory-guidance/?lang=en>



Charging and Remission

It is sometimes necessary to make a charge for, or ask for a donation towards, certain activities in or out of school.

Voluntary Contributions

Educational visits are offered to all children in school. These may be residential, day visits or visiting theatre companies or organisations to school. The purpose of such events is to enhance the learning opportunities for the children. To support covering the cost of such visits and events it is often necessary to ask for voluntary contributions from parents. These contributions cover all fees associated with the trip or event. No profit is made on such trips or events.

The school may need to cancel such trips and visits if contributions do not cover the costs.

Activities for which charging is allowed under Local Authority Policies

Residential visit to Outdoor Pursuits Centre

The school organises a residential visit to an Outdoor Pursuits Centre usually for our year 6 pupils. We make a charge for board, lodging and travel.

Pupils who are in receipt of free school meals are charged subsidised residential rates.

Music Tuition

Music tuition is available during the school day and is provided by Gwent Music. The peripatetic music teachers provide individual or small group lessons. While the school will provide a room for lessons to take place during afternoon sessions, we ask that, where possible, parents seek lessons outside of school time. This is because we feel it is vital that pupils are able to access the full school curriculum and planned learning activities. The school is able to offer a room for tuition outside of the school day from 3.30-6pm Monday to Friday.

Where there are cases of financial/family hardship, which make it difficult for parents to allow their child to participate in particular activities for which a charge is made, the Governing Body invites parents, in confidence, to consult with the Headteacher.

Pupils in receipt of Free School Meals are able to apply to Monmouthshire County Council's Music Access Fund. Details can be found on the school website in the 247 Office section.

School Procedures

Transport

Monmouthshire County Council policy regarding free transport is generally restricted to pupils who attend their catchment area school living more than 1.5 miles from the school. Arrangements are made by the Passenger Transport Unit at Monmouthshire County Council.

Buses transport the children to the villages of Mathern and St Arvans. Children are escorted to the buses at the end of the day and parents must ensure they are met off the bus. It is helpful to us if pupils who arrive by bus also depart by bus, so we would discourage parents collecting by car except on infrequent occasions, when a note is vital. Children who travel on school transport are not permitted to bring friends home on the buses who do not normally travel that way.

School Meals

Meals are available, which are cooked in our own canteen and are of a high standard. The menu is sent home with children and also available on the school website and Monmouthshire County Council's website. Children are also welcome to bring a packed lunch from home. All meals are eaten in the school hall. School meals cost £2.45 per day for all pupils. Payment must be made via ParentPay. In line with Monmouthshire County Council's policy, in exceptional circumstances pupils are permitted to have up to 5 days of unpaid meals. We understand that sometimes, in busy lives, it's possible to forget about keeping your child's dinner money topped up. However when credits expire parents are notified and after 5 unpaid meals your child will not be served a meal. Please ensure that your child does not go hungry in school.

Packed Lunch

The other option for lunchtimes is for children to bring a packed lunch from home. We do not 'police' food that comes from home as we do not feel this is the role of the school however we do recommend that you provide a balanced diet with minimal fat and sugar content as well as fresh fruit and/or vegetables. Please do not include foods which contain nuts or nut derivatives as a number of pupils (at any given time) have allergies which, in some case, can lead to life threatening reactions. We do not claim to be a 'nut free' school but we do ask that parents do not send in any foods that contains such allergens. Finally, we recommend you include an ice pack in your child's packed lunch to ensure it is fresh and keeps the food cool particularly in warmer weather.

Absences and Illness

We may need to contact parents if children are unwell or have an accident during the school day, so home and work telephone numbers of parents and relatives/family friends are very useful. Children showing symptoms of illness should be kept home from school. It is unwise to send children back to school too soon after illness. We cannot accept children who have had diarrhoea or been sick in the past 48 hours.

The school should be informed if the illness is infectious or if children are being treated with medicines that may affect their performance in school.

If a child needs to take medicine whilst at school we would prefer parents to come in during the lunch break to administer it. Children should not bring medicines and tablets into school themselves. In special circumstances it may be possible for school staff to administer the medicine but this cannot be guaranteed and a disclaimer has to be signed by parents.



Reporting Absences

Parents are expected to inform the school of the reason for absence before 9.30am. Notification can be via telephone, note or personal contact. The school operates a 'first day absence contact system' – if we have not received a reason for absence, parents will be contacted by one of our school administrators.

Medical

When a child enters school their medical care transfers from the health visitor to the school nurse. The school nurse is available to discuss any health and development concerns and will refer to other services if appropriate. All reception children will be offered routine screening which includes hearing screening and distance vision screening. The school health nursing team can be contacted on 01291 636711.

Moving on to Secondary School

In recent years, working with colleagues at Chepstow School, we have done a great deal to reduce the variance in learning, teaching and overall experience when children leave us in Year 6 and move to Year 7. This involves regular meetings of Key Stage 2 & 3 staff, experiences and visits for children and transition activities. Near the end of each summer term, all Year 6 children undertake 'Transition Fortnight' at Chepstow School. During this time Year 6 staff from across the Chepstow cluster of primary schools and Year 7 staff from the secondary school meet to standardise & moderate learning as well as to discuss and plan learning opportunities & provision for the coming year. We are always equally keen to accommodate visits and transition days for pupils who will attend other secondary schools when they leave The Dell.

Good Behaviour

Our aim is to create a climate in which a pupil's self esteem is nurtured, and misbehaviour becomes, by comparison, a markedly less attractive way of obtaining attention. Good behaviour is necessary for effective teaching and learning. We believe the school should be a caring community, caring about the needs of each child, in a friendly and secure atmosphere. There will be a quiet but firm insistence on high standards of behaviour. Children will be encouraged to care for their school, its surroundings and each other.

Arrival in School

Pupils are not allowed onto the school site in the morning before 8.50am unless they are attending Breakfast Club from 8am.

Parents as Visitors

Parents should report to the school office first if they need to collect their child during the school day.

Parking and Safety

In the interests of the safety of all who use our school site cars are not allowed onto the school grounds between 8.40-9.10am and 3-3.45pm. Between 8.40am-3pm, parents dropping off or collecting children may drive onto the site but must close the 'in' and 'out' gates behind them. Unfortunately there are not enough parking spaces for visitors or parents. Parents and local residents concerned about unsafe or inconsiderate driving and parking on Welsh Street are advised to contact Gwent Police.

Involving Parents in School Life

We care about our parents and feel it is vital to develop an understanding partnership. We hope you, as parents, care about our school and support us. Our aim is a successful home-school relationship. Parents should contact their child's teacher if they have a concern about their progress or wellbeing as they know the child best. If parents feel the issue is continuing or has not been addressed, they are welcome to contact the headteacher. Parental help adds to the smooth running of the school, for example, on school visits and in the classroom. Appropriate DBS (Disclosure & Barring Service) checks must be made before volunteers can help in school. The office can help with this.

Reports

Written progress reports for each child are sent home at the end of each term, by pupil post. At the end of the Summer Term, each parent will receive an Annual Report covering their child's year of learning.

Dogs

Dogs and other domestic pets are not allowed on the school site and we ask that parents do not bring them or stand with them / tie them close to the schools gates. This is because we do not want our children to be scared by dogs. Thank you for your cooperation.

Class Arrangements

When children join the school in Reception we use information from their nursery or pre-school setting to set two roughly balanced classes based on gender, friendship and ability groups. At the end of this first year (start of Year 1), start of Year 3 and start of year 5 the classes are re-grouped and re-arranged based on the same criteria. We are unable to accept parental requests for class changes.

Monthly Newsletters

School newsletters are sent home electronically by email and uploaded onto our school website at the end of every month. You can view our Monthly News at <http://www.dell.monmouthshire.sch.uk/monthlynews> and you can request a paper copy via the office.

Parents & Teachers Association

Our PTA, was formed in April 1989 and until recently was known as Friends of The Dell. It welcomes membership and support from parents, families and friends. The AGM of the committee is held every September and meetings of the committee are held several times a year to plan social events and fundraising activities.

Homework vs Home Learning

Homework is a very emotive subject on which everyone connected to schools usually has an opinion. Some parents (and teachers) feel that homework should be set regularly while others feel equally passionately that it should not. There is an accepted feeling that 'you'll never please everyone.' This policy aims to lay out the benefits and negative aspects of setting homework and to provide a clear statement on our approach to learning beyond the school day.

The case for...

- Homework can be an effective way to reinforce learning and understanding gained in school.
- It can be an opportunity to develop children's self-discipline, responsibility and time management.
- It can extend the message that learning isn't something that just happens in school – rather it is a life-long skill which takes place everywhere and at any time.
- It prepares children for the rigours of homework at their secondary school.
- Learning in a different way, with a different person's support can aid understanding.

The case against...

- Can cause anxiety for children who do not understand.
- Can potentially have detrimental effect on children's attitude to learning and self-esteem.
- Children are entitled to a work-life balance. "Isn't 6 hours of formal learning a day enough?"
- Some children, often those who would benefit most, regularly fail to complete homework as required.
- It is sometimes completed by the child's parent.
- Parents feel unable to assist and may feel like they are the one being tested.
- Parents worry that they are teaching their child to do it 'the wrong way.'
- Additional teacher workload in marking and assessing.
- Children often have clubs or activities and commitments that make it hard for them to 'fit in' homework.
- Does it actually improve learning and a desire to learn and improve?

Negative aspects above can 'undo' the positive attitude we're working hard to engender about learning. Homework is not a compulsory part of the Welsh curriculum and schools decide the extent and type of any homework set. There is therefore a range of expectations and practices across schools in Wales. Our school is 'all about learning'; we work really hard to engender a love of learning and encourage pupils to take responsibility for their own learning. They need to be able to motivate themselves to learn, unlearn and relearn in the future as they adapt to change. For that reason we talk more about 'learning' and less about 'work'.

At the start of each term, pupils create a list of activities that could be undertaken at home in line with their topic and learning theme. They grade them in terms of challenge and children are encouraged to complete as many as possible in order to gain house points (according to challenge level).

For more information about our school visit us online or contact the school office.

www.dell.monmouthshire.sch.uk
[@thedellschool](https://twitter.com/thedellschool)

'...all about learning'