

**BARKER'S LANE COMMUNITY PRIMARY SCHOOL**

Barker's Lane

Wrexham

LL13 9TP

Tel: 01978 357754

E-mail: [mailbox@barkerslane-pri.wrexham.sch.uk](mailto:mailbox@barkerslane-pri.wrexham.sch.uk)

Website: [www.barkerslaneprimary.co.uk](http://www.barkerslaneprimary.co.uk)

**CHIEF OFFICER, EDUCATION AND EARLY INTERVENTION**

**MS KAREN EVANS**

Wrexham County Borough Council

C & Y P S

Lambpit Street

Wrexham

LL11 1AR

Tel: 01978 295401

**HEADTEACHER – Mrs C A Harrison-Edwards**

**CHAIR OF GOVERNORS – Mrs V Griffiths**

**SCHOOL CLASSIFICATION - COMMUNITY PRIMARY GROUP 2  
CO-EDUCATIONAL PRIMARY SCHOOL MAINTAINED BY  
WREXHAM COUNTY BOROUGH COUNCIL**

***THIS PROSPECTUS IS AVAILABLE ON THE WEBSITE***  
***[www.barkerslaneprimary.co.uk](http://www.barkerslaneprimary.co.uk)***





*'LEARN TOGETHER – Let's learn to enjoy, achieve, respect and nurture together'*

Dear Parent / Carer

We welcome you to Barker's Lane Community Primary School.

Choosing the right school for your child is one of the most important decisions you will make. Barker's Lane School is a happy, safe and caring community where children receive high standards of education and achieve their full potential.

We recognise the importance of relationships, teaching and the learning environment to enhance learning and children's well-being is paramount. Staff and governors are proud of the children's achievements and the emphasis we place on self-esteem and self-worth.

Our approaches to learning and teaching challenge children to achieve their best in exciting, interesting and imaginative ways both indoors and outdoors. Developing children's skills, confidence, competence and independence effectively promotes life-long learning.

The school was last inspected in 2016, where inspectors reported on many good features. We are extremely proud of the recognition that was given to the strong progress children make and their achievements, and also:

*"The ethos of care, respect and trust which permeates the school is successful in raising pupils' awareness of how to be safe, take responsibility and respect others."*

*"Pupils have a strong voice in the running of the school and regularly make valuable contributions to school life."*

The full report is available from school or on the Estyn website - [www.estyn.gov.uk](http://www.estyn.gov.uk)

Our school has been awarded 'Healthy Schools', 'Eco-Schools' and 'International Schools' awards, all reflecting the effective processes we have in place to enhance and extend learning.

All staff at Barker's Lane place much emphasis on care and support for children. Free breakfast club is available to all pupils. 'Before and after school' club and Nursery Plus (additional provision for part-time pupils) amounting to 'Wrap-Around' care facilities from 7.45am - 5.30pm are also available on site if you require this. Pre-school childcare from 2½ years old is also available.

Come and visit us, Barker's Lane is a very effective school where we all strive for high levels of achievement and well-being. We take great pride in the friendly and welcoming 'family' atmosphere in the school where children and staff feel valued and respected.

We look forward to working in partnership with you for many years to come.

Yours faithfully

Mrs C A Harrison-Edwards  
Headteacher / Pennaeth



# CONTENTS

About the School .....	6
School Ethos.....	6
Admissions Policy and Procedures.....	6
Transition .....	6
Staffing.....	7
The School Governing Body .....	8
Governors' Curricular Aims.....	9
Personal, Social & Emotional Education (PSE) and Well being.....	9
Curriculum .....	10
Foundation Phase Curriculum (Aged 3-7) .....	10
The National Curriculum (Aged 7-11).....	12
Religious Education .....	15
Collective Worship .....	16
Outdoor Learning.....	16
Healthy Schools Programme .....	16
Personal Development & Relationships Education .....	17
Equality .....	17
Additional Learning Needs .....	17
More Able and Talented Pupils .....	18
Pupils with Disabilities .....	18
Home-School Partnership.....	18
Progress.....	18
Home-School Agreement.....	19
Homework.....	19
Parent Teacher Association .....	19
Voluntary Support .....	19
Complaints Procedure .....	19
Good Behaviour.....	20
Extra-Curricular Activities.....	21
Educational Visits .....	21
Charging & Remissions .....	21
Health & Safety.....	22
Telephone Numbers / Addresses / Emergencies .....	22
Safeguarding & Child Protection .....	22
E-Safety & Internet Acceptable User Agreement .....	22
Administration of Medicine in School.....	22
School Health Service .....	22
Minor Accidents.....	22
Headlice .....	23
Sun Protection.....	23
Photographs.....	23
Road Safety .....	23
Security .....	23
Guidance on infection control in schools and other childcare settings .....	24
School Organisation & General Information.....	25
School Times .....	25
Attendance / Absence .....	25
Forced Closure of School.....	26
Emails / School App / Information .....	26
Website .....	26
Administration of Monies .....	26

School Meals.....	26
School Uniform.....	27
Jewellery .....	27
Hair.....	28
Financial Support .....	28
Wrap-Around Care.....	28
Before and After School Club.....	28
Free Breakfast Club .....	28
Nursery Plus.....	28
Wider Community Partnership .....	29
School Holiday Dates.....	30
Privacy Notice.....	31

Disclosure Logs will be kept of requests for information by the school.

Asset register is provided by the Local Authority.

Statutory Instruments (regulations) and departmental circulars from Welsh Government are fully responded to by the school and governors.

## About the School

Barker's Lane Community School caters for children aged 3 – 11 years. We are a single form entry, with single and mixed age classes. At present we have 233 children on roll. Children leave to enter a secondary school at the end of Year 6. All school admissions are handled by the Local Authority.

The school is situated on the outskirts of Wrexham, was first established in 1978 and remodelled in 2003/4. There are two large infant classrooms; a self contained Early Years unit; four junior classrooms and a shared practical area; a library; a large hall; and an excellent enlarged play space including a multi-use games area. We have a sensory garden with seating for whole classes and several recreational areas. We have a large well-established Conservation Area with a pond, outdoor classroom and natural canopy. Under letting arrangements, subject to LA advice, the premises and grounds are available to hire for community use.

The school is currently being extended to increase capacity to 315 pupils with a standard number of 45 (1.5 class intake). This is expected to be completed in November 2021.

## School Ethos

Barker's Lane is a happy friendly school. High standards are achieved through taking care of each individual. We have high expectations for all pupils and work in partnership with parents to ensure the best possible education for every child. Our aim is to create a caring and secure environment where pupils enjoy learning, respect others, develop confidence and independence.

Working together we can support each other to create this culture and aspire to our shared school vision –

***“LEARN TOGETHER – Let's learn to enjoy, achieve, respect and nurture together”***

## Admissions Policy and Procedures

In accordance with Wrexham Policy, children are admitted to the school (part-time) in the September following their third birthday. They begin statutory full-time education in the September following their fourth birthday.

If your child is transferring from another school you are requested to make contact with the Admissions Department of the Local Authority on 01978 295426, as they have responsibility for admitting children into our school. Parents who wish to enrol or transfer their child / children to Barker's Lane are welcome to make an appointment to visit the school and to meet with the Headteacher to discuss the matter.

Parents have the right to appeal against a decision by the LA not to allocate a place for their child at Barker's Lane. Guidance on admissions is contained in Wrexham's Parents' Guide to Education Services available on [www.wrexham.gov.uk](http://www.wrexham.gov.uk).

## Transition

Parents and children are invited to visit our nursery and parents are always invited into school to meet their child's new class teacher when they move to another class.

Our Year 6 children have opportunities to familiarise themselves with their new high school prior to actual admission in the September following their eleventh birthday. We participate in many transitional activities with our local secondary school, Rhosnesni High School and our close links provide an effective transition.

Some children move on to other local high schools. In all cases, we liaise closely with the secondary school of the parents' choice to ensure a smooth transition.

## Staffing

All staff work closely in planning and supporting delivery of the curriculum effectively ensuring progression and continuity. The importance of access to training and up to date research on the most effective educational practice are recognised by staff and the governing body.

### Teaching Staff

Headteacher	Mrs C Harrison-Edwards		Deputy Headteacher & ALNCo	Mrs L Richardson	
Nursery	Dosbarth Alwen	(3 - 4 year olds)	Miss C Adamson		
Reception	Dosbarth Tegid	(4 - 5 year olds)	Mrs K Langford, Mrs C Humphreys & Mrs N Gargan		Foundation Phase
Year 1	Dosbarth Dinas	(5 - 6 year olds)	Mr G Hayes		
Year 2	Dosbarth Vyrnwy	(6 - 7 year olds)	Miss J Taylor		
Year 3	Dosbarth Brecon	(7 - 8 year olds)	Miss C Brunskill		
Year 4	Dosbarth Cadiar Idris	(8 - 9 year olds)	Mr D Williams		
Year 5	Dosbarth Yr Wyddfa	(9 – 11 year olds)	Mr A Penk & Miss S Furber		Key Stage 2
Year 6	Dosbarth Tryfan	(9 - 11 year olds)	Miss E Thomas		

### Support Staff

Learning Support Assistants	<u>Foundation Phase</u>	<u>Key Stage 2</u>
	Mrs A Jarvis	Miss S Cole
	Mrs M O'Connor	Mrs S Weston
	Mrs F Blackmore	Mr G Griffiths
	Mrs H Roberts	Miss R Banks
	Miss C Roberts	
	Miss C Jones	
	Mrs N Edwards	
	Mrs C Thomas	
Administration Manager	Mr S J Hill	
I.T & Admin Assistant	Mrs D Bayley-Moth	
School Meals Admin	Mrs C Brand	
Caretaker	Mr K Lewis	
Cleaner	Mrs A Churchill	
Mid-day Supervision	Mrs J Price	
	Mrs J Jones	
	Mrs H Roberts	
	Mrs N Ithell	
	Mrs M O'Connor	
	Mrs F Blackmore	
	Mrs N Edwards	
Cook in Charge	Mrs J Harrison	
Catering Assistant	Mrs A Churchill	
	Mrs S Price	
Wraparound Care, including Pre-School	Mrs C Brand (Manager)	Miss O Davies
	Mrs J Price (Ast Manager – Club)	Mrs C Massey
	Miss D Hughes (Ast Manager – N+)	Miss K Pritchard

# **The School Governing Body**

Instrument of Governance

Governors are similar to a Board of Directors, providing support for the Headteacher and Staff. They meet at least once a term and have legal duties, powers and responsibilities. The people below form the governing body:

## **LA APPOINTED REPRESENTATIVES**

Mrs V Griffiths (Chair of Governors)  
Mr C Jones  
Mr M Pugh

## **COMMUNITY GOVERNORS**

Mrs M DeRosa (Vice Chair of Governors)  
Mrs P FitzHugh  
Mrs R Large

## **ADDITIONAL COMMUNITY GOVERNOR**

*Vacancy*

## **PARENT REPRESENTATIVES**

Mrs G Dring  
Ms E Mulley  
Mrs N Parry  
Mr S Petett

## **TEACHER GOVERNOR**

Mr D Williams

## **STAFF GOVERNOR**

Miss S Cole

## **HEADTEACHER**

Mrs C A Harrison-Edwards

## **CLERK TO THE GOVERNORS**

Ms Camilla Parry (LA)

Please address all correspondence to:

Clerk to the Governors for Barker's Lane Community School  
WCBC Governor Support Service  
Lambpit St  
Wrexham  
LL11 1AR

## **Governors' Curricular Aims**

Our aims for Barker's Lane Community Primary School:

- *To create learning opportunities that engage and challenge children to maximise their learning potential;*
- *To provide an environment that both inspires and stimulates the desire to learn;*
- *To develop a relationship with parents, carers and the wider community, involving them in the learning process for the benefit of all children;*
- *To foster and encourage positive attitudes in a happy, caring atmosphere, where children will become confident, develop a sense of self-worth and relate well to others.*
- *To encourage children to think, make decisions and develop lifelong learning skills.*
- *To empower children to be active citizens and to develop a global perspective, understanding the need for sustainable development and promoting a culture of respect for diversity;*

Working together we can support each other to achieve our shared school vision:-

***“LEARN TOGETHER – Let's learn to enjoy, achieve, respect and nurture together”***

At Barker's Lane we provide a broad and balanced curriculum promoting spiritual, moral, emotional, cultural, intellectual and physical development. The school promotes lifelong learning and aims to prepare pupils for the opportunities, responsibilities and experiences of adult life. The Foundation Phase (aged 3-7), National Curriculum (aged 7-11), and Religious Education are implemented through topic work in addition to subject specific activities.

Pupils learn in a variety of different ways and experience opportunities for learning which match their individual needs. Learning activities integrate a range of skills to enable pupils to transfer the skills they learn into other subjects. We focus on developing literacy, numeracy, digital, thinking, problem solving, creative and personal and social skills across all areas of the curriculum, enabling children to apply them to real life scenarios.

## **Personal, Social & Emotional Education (PSE) and Well being**

PSE, well being and involvement of all children lies at the heart of everything we do at Barker's Lane School. We believe that how children are feeling about themselves has a direct impact on their learning. We encourage the children to develop and use their skills, explore personal attitudes and values and develop their knowledge and understanding.

Our aims are to:

- ☺ *Develop self-esteem and personal responsibility;*
- ☺ *Promote self respect and respect for others;*
- ☺ *Inspire children to live healthy and fulfilled lives;*
- ☺ *Empower children to be active responsible citizens in school, their local area and the wider global community;*
- ☺ *Foster positive attitudes and behaviour towards the environment and the principles of sustainable development locally, nationally and globally;*
- ☺ *Prepare children for the challenges, choices and responsibilities of work and adult life.*

### Student Support

Members of staff have been specially trained to offer group support counselling sessions, for example 'Friends for Life' and 'SAP – Student Assistance Programme'. This is designed to boost self-esteem, offer emotional support and develop resilience through problem solving. If you would like further details please contact the Headteacher.

## Curriculum

Our curriculum is organised in a combination of cross-curricular topics and discrete subject teaching. Classes are organised by age, usually in single age year groups in each class. Where the children benefit, vertical grouping of not more than two age groups is used.

Teachers carefully plan activities in close collaboration with their teams ensuring continuity and progression for the children, with a particular emphasis on literacy, numeracy and digital competency in line with the Literacy, Numeracy and Digital Competency framework in Wales.

Learning Support Assistants play a vital role in the classroom and are valued as important members of the team.

### Foundation Phase Curriculum (Aged 3-7)

The holistic development of children and their skills across the curriculum lies at the heart of the Foundation Phase curriculum. The curriculum promotes equality of opportunity and values, and celebrates diversity. Children learn through first-hand experiential activities. Play is the child's work and a very serious business. Our staff plan and structure play to ensure the children encounter the learning experience intended. Play is a child's way of learning, how they develop skills, concepts and attitudes. Your child will experience the curriculum through a balance of focussed practical activities and free-play supported and extended by skilled adults.

The statutory Foundation Phase curriculum encompasses the seven areas of learning in the Welsh Government's 'Framework for Children's Learning for 3 to 7 year olds in Wales'.

#### **Personal and Social Development, Well-Being and Cultural Diversity**

This is at the centre of the Foundation Phase and children's skills are developed across all Areas of Learning through participation in experiential learning activities indoors and outdoors. Children learn about themselves, their relationships with other children and adults both within and beyond the family. They are encouraged to develop their self-esteem, their personal beliefs and moral values. We celebrate different cultures and help children recognise and gain a positive awareness of their own and other cultures. Motivation and commitment to learning is encouraged, as children begin to understand their own potential and capabilities. Children are supported in becoming confident, competent and independent thinkers and learners. Positive attitudes for enjoying and caring for their environment are fostered. As their self-identity develops, children begin to express their feelings and to empathise with others. They experience challenges that extend their learning.

#### **Language, Literacy and Communication Skills**

The children are involved in activities which begin developing their speaking, listening, reading and writing skills right from Early Years. They have opportunities to use simple language in their play, follow instructions, listen to and join in with rhymes, songs and stories. They share and handle books, develop their phonological awareness and explore mark making, emergent writing and word building skills. As they progress children's confidence in oracy, reading and writing increases, they have a wide variety of methods of communication available to them, including ICT and become more sophisticated in their learning. They begin to read with enjoyment, fluency, accuracy and independence, extending their phonological and grammatical awareness when reading a range of texts. In real and imaginary meaningful situations they have opportunity to write in a variety of styles, organise and present their writing neatly and develop their use of spelling, punctuation and grammar.

## Mathematical development

In the Early Years children will be involved in activities which begin developing their problem solving, communicating and reasoning / logical thinking skills. They have opportunities to develop early number skills through sorting, matching and counting. Experiential activities support development with skills in measure, shape and spatial awareness in real and imaginary situations through structured / free play, role-play and using 'small world' resources. As they progress throughout the Foundation Phase, children's confidence in predicting outcomes of problems increases,



What comes next?

they become more sophisticated in recognising relationships and in their use of mathematical questioning. Through practical experiential learning opportunities, using a range of resources and ICT, children's understanding of number develops, increasing their confidence in mental mathematics. They begin to predict / estimate in a range of contexts including standard measures. Skills and understanding of shape and spatial awareness extends to include symmetry and angles.

## Welsh Language Development

In the Early Years the children are involved in singing, play opportunities and simple games to develop their language skills. They have opportunities to explore books and early writing skills begin to develop. As the children progress, through an integrated approach to speaking, listening, reading and writing they develop their language skills. They also become familiar with different voices and respond via non-verbal means, orally or in writing. They begin to read simple texts and begin to communicate simple factual and personal information that is within their experience through writing.

## Knowledge and Understanding of the World

Through a range of practical activities the children experience the familiar world through enquiry, investigating the indoor and outdoor environment in a safe and systematic way.



We provide experiences that help them to increase their curiosity about the world around them and to begin to understand past events, people and places, living things, materials, how things work and the work people do. Children are encouraged to use all their senses and to enjoy learning by exploration, enquiry, experimentation and asking questions.

'Hands On'  
at Erddig

Learning to demonstrate care, responsibility, concern and respect for all living things and the environment fosters positive attitudes and allows children opportunities to express their own ideas, opinions and feelings with imagination, creativity and sensitivity.

## Physical Development

All children develop their gross motor and fine manipulative skills by participating in practical activities. Their co-ordination develops and they begin to have increasing control over their bodies. As their hand-eye co-ordination develops, they become more competent in their ability to handle materials and equipment.



Making things fun!

As they progress the children become involved in games, gymnastics and dance activities children work with others to solve problems, apply rules and think creatively. They are able to move in a variety of ways and develop their balance. They become involved in playing and creating games which can have an element of competition.

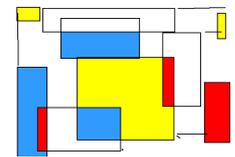
Throughout the Foundation Phase children are encouraged to recognise the benefits of a healthy lifestyle and the importance of exercise, hygiene and eating a healthy diet. They also learn about safety in and outside the home.

### **Creative Development**

Creative development encompasses art, craft & design, music and creative movement. The children have opportunities to explore colour using different media, textures through various materials and to develop their understanding of shape and form using malleable materials. They explore effects of drawing with different media and using different means of applying media, including using body parts and a variety of tools / objects. They have opportunities to develop a range of techniques including the use of ICT.

Through a variety of opportunities to explore music, the children build up a repertoire of songs. They use a range of tuned and untuned musical instruments individually and in small groups, accompany singing / music, create sound patterns and begin to create simple compositions. They will have experiences which will enable them to reflect on music they hear from different periods, genres and cultures.

Creative movement involves children's personal responses including role play and small world imaginative play, to a stimulus such as a story, poem, piece of music, artefact or photograph. Movement can reinforce ideas in all areas of learning as some children often need to move in order to learn.



*Combining ICT and art...looking at Mondrian.*

### **The National Curriculum (Aged 7-11)**

The National Curriculum in Wales was revised and restructured in 2008. The purpose of these changes was to identify the skills for each subject and the range of contexts, opportunities and activities through which these skills could be developed and applied. The content was updated to ensure relevance to the twenty-first century learner. At Key Stage 2, learners build on the skills, knowledge and understanding they have acquired during the Foundation Phase.

### **Core Subjects**

#### **English**

Learning in English is through an integrated approach to developing speaking, listening, reading and writing skills (including spelling and handwriting). As they progress through Key Stage 2 children grow in confidence in adapting their talk to an increasing range of situations. They become confident, coherent and engaging speakers, working as individuals and as members of a group. They become increasingly aware of the needs of their audience and of how they can adapt their talk according to its purpose. Their experiences will include opportunities to take part in drama and role-play activities. They become increasingly adept at reflecting upon and evaluating their own and others' performance as speakers and listeners and can suggest ways to improve.



The children read a progressively wide range of demanding texts, for enjoyment and information, so that they can develop into fluent and effective readers.

A wide variety of opportunities are provided for children to become competent writers across the curriculum as they develop, writing clearly and coherently in a range of genre and for a variety of purposes. They acquire a growing understanding of the need to adapt their writing to suit purpose and audience.

In all communication modes they work with increasing accuracy and become reflective and evaluative in relation to their own and others' achievements.

## Mathematics



As they progress the children continue to develop positive attitudes towards mathematics. They extend their mathematical thinking by solving mathematical problems, communicating and reasoning mathematically using contexts from across the whole range of mathematics across the curriculum and apply their skills to real-life problems.

They extend their use of the number system, moving from counting reliably to calculating fluently with all four number operations, 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, both written and by calculator. 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

The children develop their skills through the range of Interdependence of Organisms, The Sustainable Earth and How Things Work. They are taught to relate their scientific skills, knowledge and understanding to applications of science in everyday life, including current issues. They are taught to recognise that scientific ideas can be evaluated by means of information gathered from observations and measurements. Teaching encourages the children to manage their own learning and develop learning and thinking strategies appropriate to their maturity. They are taught to value others' views and show responsibility as local citizens. Activities foster curiosity and creativity and are interesting, enjoyable, relevant and challenging. They enable the children to initiate, explore and share ideas, and extend, refine and apply their skills, knowledge and understanding in new situations. They allow time for thinking, peer discussion and reflection.

## Foundation Subjects

### Welsh Second Language

Speaking, listening, reading and writing skills in Welsh Second Language are taught practically and through more structured activities which are relevant and realistic, to acquire sufficient familiarity with Welsh to encourage children to develop further language learning skills for life. As the children's confidence and competence develops they can begin to use Welsh to express their feelings, thoughts and imagination. Welsh is a very popular part of the school curriculum. Staff and pupils are encouraged to use Welsh incidentally throughout the school as we strive to encourage bilingualism in our daily lives. Another important aspect of the work is the creation of a Welsh ethos and an appreciation of the history, culture and traditions of Wales. We promote positive attitudes toward Welsh and bilingualism and in turn this promotes tolerance to other cultures and other languages. Welsh hymns and prayers are used in our services.

### Design and Technology

At Key Stage 2, children are taught to design and make simple products by combining their designing and making skills with knowledge and understanding in contexts that support their work in other subjects and help develop their understanding of the made world. They are encouraged to be creative and innovative in their designing and making while being made aware of issues relating to sustainability and environmental issues in the twenty-first century.



## Information & Communication Technology

As children progress through the school, at Key Stage 2 they have opportunities to develop, practise and apply their skills, in 'Finding and Analysing Information' and 'Creating and Communicating Information'. Progress will be evident through a developing sense of purpose for their work, increasing competence and sophistication in their use of ICT applications, and greater independence, both in selecting and using resources.

Safe and appropriate use of ICT is embedded throughout all activities. Current and emerging technologies are discussed so that the children gain an understanding of the importance of safe, responsible and legal use of ICT at all times, minimising risks to data, themselves and others. Children progress from working safely with support and supervision to working safely, responsibly and independently, thus ensuring their safety when using digital communications both within and outside of the school environment.

We use IT to enhance, enrich and extend their learning. Each class has an interactive whiteboard, and class-based access to PCs, laptops and iPads.

## Music



Music education enables the children 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.

They develop their skills in singing, playing instruments and practising; improvising, composing and arranging music; and listening to and appraising music.

Key Stage 2 pupils have the opportunity to play a musical instrument. Peripatetic tuition is available on a weekly basis in violin, brass and wind instruments (*£60 per year charge applicable, payable in installments*).

Extra curricular clubs include a recorder group, performing arts and orchestral/choir activities.

Musical / drama productions are performed annually and we aim for every child to take part in a performance over the year whether as a member of the choir, orchestra, and recorder group or as an actor or narrator. We also hold an Eisteddfod each year in March.

## Art & Design

Children build on their skills, knowledge and understanding through an integrated engagement with the work of artist craftworkers and designers, creative investigations and the making of their own work.



Art and design stimulates creativity and imagination and challenges children 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 lives.

## Geography

Activities develop and stimulates children's 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, they develop their understanding of what places are like and how and why they change. Through practical activities and first-hand investigations in the classroom and out of doors, they develop skills to gather and make sense of information, use maps, think creatively and share ideas through discussion. Geography provides opportunities for learners to consider important issues about their environment, and to recognise how people from all over the world are linked. They are encouraged to understand the importance of sustainability, develop an informed concern about the quality of their environment, and to recognise that they are global citizens.



## History



Children progress with their historical skills in Key Stage 2 through experiences that make history enjoyable, interesting and significant. They develop their curiosity about the past, the characteristics of different periods, from early times to the present, and the ways in which they are different from each other and from the present.

They learn by enquiry about the ways of life of different people in these periods of history, drawing on important developments, key events and notable people in their locality, Wales and Britain. They engage in stimulating and focused historical enquiry using a wide range of sources, including representations and interpretations of the past, and organise and communicate their skills, knowledge and understanding in an increasing variety of ways. Parents, grandparents and friends of the school are encouraged to become involved in activities.

## PE and Games

All children have regular timetabled PE lessons, either in the school hall or on the playground or field where they develop the physical skills essential to taking part in a variety of different activities. From being creative and imaginative in gymnastic and dance activities through to adventurous activities, they learn how to swim, be safe and feel confident in water and how to read a map or follow trails. Competitive activities offer the chance to learn games skills and play in a team, regular timetabled games lessons provide all children with a wide range of sports (soccer, hockey, rounders, cricket, netball and most elements of athletics). Our aim is to provide children with:

- the experience of an involvement in a wide range of sporting activity;
- lessons to teach them the elementary skills and rules, both as individuals and as members of a team;
- to promote opportunities for children to excel at any given sport.



Go Barker's Lane!

Children 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.

## Religious Education

In the Foundation Phase children are introduced to religious stories and artefacts. They learn about themselves, familiar people, places and objects through their play and daily routines. They role play and talk about special feelings, buildings, festivals and celebrations.

As they progress they begin to respond to open questions, offer ideas and make connections. They handle and explore artefacts from different religions through play and on visits. They are introduced to places of worship and have opportunities to visit the local church.

At Key Stage 2, R.E fosters childrens' interest and wonder in the world and human experience. Through practical stimulating activities and exploration of religion in their locality in Wales, in Britain and the wider world learners will develop skills and gather information that will help them think creatively about fundamental religious and moral questions and share ideas through discussion. The children have opportunities to express their own feelings and opinions, identify how their actions may affect others, recognise that other people's viewpoints differ from their own and reflect on this.



Our own church service

## Collective Worship

All maintained schools provide daily collective worship. At Barker's Lane this is within a daily assembly, broadly Christian in nature and takes the form of prayer/reflection.

### Rights of Withdrawal

*Under the Education Acts, parents have rights of withdrawal. Parents of a pupil at any maintained school may personally request that their child be wholly or partly excused from receiving Religious Education and / or participating in Collective Worship.* Religious education in the twenty-first century consists of an open, objective, exploratory approach but parents continue to have the legal right to withdraw their children. Parents who wish to withdraw their child from R.E and / or Collective Worship are requested to write to the headteacher who will discuss the implications of this.

## Outdoor Learning

At Barker's Lane we place great importance on children using the outdoors to experiment, explore and take risks. From visiting the school you will immediately see we have fantastic provision for outdoor learning to meet these aspirations. We have a sensory garden, a multi-use play area, garden / vegetable plots, a forest school and conservation area with a fenced pond. We also have an extensive playing field and large playground space with some soft play area. These are all used to enrich and extend our curriculum and increase children's health, fitness and wellbeing.



Every child throughout the school has opportunities to develop their skills in our Forest School, this increases engagement, enjoyment and achievement, particularly of our youngest children.



Research has shown that all children persevere with activities for longer periods outdoors and will attempt new things more readily. They learn to cooperate and apply their thinking skills to real problems. Generally, levels of enjoyment are high and children take pleasure in what they do.

Enjoying learning in the Sensory Garden!

## Healthy Schools Programme

We are committed to on-going improvement and development, helping pupils to do their best and build on their achievements, recognised by achieving the 'healthy school' award year on year. Our school ethos is based on a learning climate which promotes children's physical and emotional health and well-being in a safe environment to ensure all children reach their full potential. This relates to all aspects of health – healthy mind, body and lifestyle.

### Water

We encourage children to drink a regular supply of water throughout the school day. Please encourage your child to bring their water bottle to school every day. (No juice or flavoured water please)

*Each child is provided with a new water bottle every September. If you wish to replace this bottle they can be purchased at a cost of £1 please call in at the school office.*



### Healthy Snacks & School Milk

All pupils from Year 1 to Year 6 are expected to bring a piece of **washed fruit / vegetables** from home to school everyday for morning break, or participate in our healthy break scheme. We ask for your support in strongly discouraging



your child from bringing biscuits / crisps / other snacks for morning break and offer a healthy snack for a small charge if you so wish. Y1&2 children are provided with free school milk each day. Early Years children are also provided with free school milk each day and have a healthy snack provided for a small charge.

## Personal Development & Relationships Education

Our programme of Personal Development & Relationships Education agreed by the governing body is in line with Local Authority policy. It is part of personal, social & health education and appropriate to the age and stage of the child's development. Parents are informed by letter of any particular lesson / talk by school staff / the school nurse that will relate to personal health and development matters.

Parents may view the school policy and discuss the teaching materials used. Parents have the right to withdraw their child from sex and relationships education, should they so wish.

## Equality

At Barker's Lane Community Primary School we recognise that equality of opportunities is about individuals regardless of ability, age, appearance, culture, gender, disability, religion, race, gender reassignment, pregnancy, maternity or sexual orientation. We believe education has a crucial role to play in bringing about a fair and just society, where people have a mutual respect and understanding of themselves and each other as citizens. Together with the Local Authority we work against all forms of discrimination. By ensuring an awareness of diversity and its value we aim to prepare for a life in which all can contribute to society and feel a belonging within it.

## Additional Learning Needs

At different times it is recognised that we can all have an educational need. Any child who is experiencing some learning difficulties will, in the first instance, receive additional support from the class teacher. We differentiate work to cater for each individual pupil's needs. The school complies with its statutory obligation and follows the SEN Code of Practice. The ALNCo (Additional Learning Needs Co-ordinator) liaises closely with the class teacher and the Headteacher to monitor the child's progress. The pupil's needs will be identified and a programme of work will be compiled and administered by the class teacher. Those pupils who have difficulty with literacy or numeracy, primarily, will be targeted and this information is shared with parents. Pupils who may need further assistance will have an Individual Education Programme (IEP).

Parents and pupils are encouraged to be involved with the school in putting an IEP together and will be actively involved in the review process. It may well be necessary for you to become involved in undertaking further support work, with your child, at home. Individual meetings are held to assess and monitor progress, the frequency of which is determined by the requirement of each individual child's needs and is recorded on each individual education plan.

From time to time, specialist support is sought from a variety of agencies e.g. Educational Psychologist, Speech & Language Therapists, etc.

Occasionally the Local Authority may issue an 'agreement' of additional resources or a Statement of Special Educational Needs.

## More Able and Talented Pupils

We plan our teaching and learning in such a way as to provide a differentiated, engaging, creative and challenging curriculum which enables each child to reach for the highest level of personal achievement. We use a range of strategies to identify more able and talented children. The identification process is ongoing and begins when the child joins our school. Our comprehensive pupil tracking systems ensure that progress and wellbeing are carefully monitored.

## Pupils with Disabilities

Our school has full access for children and visitors with physical disabilities, including toilet facilities. We do not discriminate against children with disabilities in our admission or educational arrangements. We have taken steps to ensure pupils with a disability are not disadvantaged and ensure equality of access to the curriculum and facilities. Pupils can be fully integrated into mainstream classes with support and specialist equipment.

*A copy of any of our school policies are available for your perusal on request and many are available on the school website.*

## **Home-School Partnership**

At Barker's Lane we value the support of families and strive to develop excellent home-school partnerships which will support, extend and enhance each child's learning.

## **Progress**

On entry into the Foundation Phase all children are assessed. These assessments form the basis for planning your child's learning journey through our school. In Reception, assessments based on the Foundation Phase Profile are submitted to the Local Authority and Welsh Government.

The progress of each child is continually assessed by the teacher, recorded and informs the next stage in the learning journey. Teacher assessments which are submitted to the Local Authority and Welsh Government take place in Year 2 (end of Foundation Phase) and Year 6 (end of Key Stage 2).

Children from Year 2 to Year 9 in Wales also undertake national tests for reading and numeracy each year. Information from these are provided for parents and used alongside all our teacher assessments to inform each child's next steps in learning.

Parents' evenings are timetabled throughout the year. These give an opportunity for you to discuss your child's progress with the class teacher. Reports on your child's progress will be prepared and sent to you at the end of each school year.

If you have any questions / concerns about your child's progress please discuss these at the earliest opportunity with the class teacher, preferably before 8.40am or at the end of the school day. We have an open and friendly atmosphere in school and all endeavour to support your child. Likewise we will seek your support if an issue / concern arises with your child's learning.

*Mr Hill and Mrs Bayley in the school office will deal with queries relating to school meals, visits, monies and other office details etc.*

## Home-School Agreement

Parents, pupils and school sign a home-school agreement, which is explained at the induction and was first devised by a group of parents and teachers. This is reviewed regularly.

## Homework



Support from home is greatly appreciated and much valued. Homework varies in form across the school but usually takes the form of a range of activities for children to choose from in addition to regular reading. Teachers are always ready to discuss with you how to best help your child to progress. A homework club is offered for Junior pupils each week.

## Parent Teacher Association

We have a valuable active PTA of which you are automatically a member. We hold a number of social evenings throughout the year, which are always very well supported. The Summer and Christmas Fairs are fantastic events which you wouldn't want to miss! The PTA raise substantial funds to benefit the children and always warmly welcome new members at meetings.

## Voluntary Support

We also welcome volunteers into school as classroom support. In accordance with regulations, all volunteers are asked to undergo a check with the Disclosure and Barring Service (DBS).

Voluntary support with the following is warmly welcomed:

- practical help in the classroom (computers, art, cookery, reading, sports)
- accompanying staff and pupils on visits to help with supervision
- offering hobby skills / professional expertise
- business / community / industrial knowledge

Parents have also helped to inform pupils in areas of work related education by giving presentations on their occupations e.g. dental practitioners, financial advisors, etc.

We have a school policy which places parental volunteers in classes other than that of their own child. We also ask that volunteers:

- i) Set good examples of personal presentation, including speech. No 'slang' please.
- ii) Are safety conscious, for example with doors, the cooker, scissors, etc.
- iii) Remember that all discussions in school are confidential – just as 'doctors never discuss patients outside the surgery', we ask the same please!

## Complaints Procedure

From time to time as a parent you may not be happy with something at school. The best way to resolve concerns is to talk to someone. We value a strong home-school partnership and are happy to discuss matters on appointment. Parents who wish to make a complaint with regard to any aspect of the school are advised of the following three-stage procedure:

1. Informally with class teacher
2. If unresolved, informally with Headteacher
3. If you continue to be unhappy, formally with the Headteacher / Governing Body

An advice sheet '*I have something to say to the school*' which details this procedure, is available from the school office.

## Good Behaviour

The school expects each child to be well behaved, have respect for themselves, others and property. All involved with the school actively promote developing positive relationships and a safe, secure happy environment. We encourage the children to take on responsibilities within the class and the whole school. They have opportunities to become a School Councillor, Digital Leader or an Eco-Committee member. Also children are encouraged to aspire to the roles of Buddies and Student Leaders. We have 'golden rules' which are to help children become a positive and valued member of society both in school and the community. Mrs Richardson, Deputy Headteacher is the Behaviour Coordinator and will provide parents with more information on request.

Our 'Golden Rules' are:

- 🏆 Be ready
- 🏆 Be respectful
- 🏆 Keep everyone safe



### Rewards



Positive recognition is used consistently in school to encourage children who follow the 'golden rules'. Staff use a variety of rewards and strategies including stars, stickers, 'Seren yr Wythnos' (star of the week), etc.

### Consequences

The school has a policy with a clear hierarchy of consequences when children choose to break the golden rules. All children are aware of the rewards and consequences. We focus on being 'ready to learn' and use consequence time each day to focus on these skills.

### Working in Partnership

We believe working in partnership with parents so that children receive consistent messages about good behaviour at home and school, is essential. We place much value on developing supportive relationships, regular discussion keeps parents and school informed and helps maintain positive attitudes to learning and behaviour.

Occasionally the need may arise where either you or school have concerns about your child's behaviour. Discussions with the class teacher / Headteacher are always supportive and based on strategies to help your child and others in the class – difficulties with behaviour impact on your own child's learning / well being and that of others.

Repeated inappropriate / disruptive behaviour is viewed as a serious matter by the school. At this stage parents are invited to school to agree an Individual Behaviour Plan for the child. Continued serious misconduct may warrant a Pastoral Support Meeting / Plan being put in place or in extreme circumstances exclusion from school, whereby a further meeting between the Headteacher and parents would be convened as a matter of urgency.

Bullying of any form is not tolerated and the children are fully involved in ensuring that we support each other as a family and as a team.

## Extra-Curricular Activities

Staff at the school give willingly of their time to run a large number of extra-curricular activities. Some of the clubs on offer are:

Athletics	Healthy Mind, Healthy Body
Choir	Homework
Cricket	Needlecraft
Creative Art	Netball
Dance	Reading
Digital Leaders	Recorders
Football	Performing Arts
Gymnastics	Team Games

Different clubs are offered to different year groups and at different times of the year. We also invite outside providers to take extra-curricular clubs for a small charge.

## Educational Visits



Adventurous  
Activities

Most visits are planned to extend and enhance the curriculum. Details of all activities are always forwarded to you in writing prior to any visit out of school. We also encourage regular visits from outside organisations. Based on the Education Reform Act, the governors' policy of this school is that:

*'for any visit or activity that takes place during or out of normal school hours, a request for a voluntary contribution to cover the cost of that particular activity will be made. No pupil will be excluded on the grounds that a contribution has not been made. If there are insufficient voluntary contributions, the activity may be cancelled.'*

## Charging & Remissions

The Governing Body reserves the right to make a charge in certain circumstances for activities organised by school. Charges are made for tuition in the playing of musical instruments, for example. Remissions for board and lodgings are available for residential visits in certain circumstances. For full information the Charging & Remissions policy is available on the school website.

## Health & Safety

### Telephone Numbers / Addresses / Emergencies

As a school we are responsible for your child's safety and security during the school day. We would appreciate parents informing the school office of any change of address / telephone number immediately. We request at least two alternative telephone numbers / addresses in case of an emergency.



### Safeguarding & Child Protection

Welsh government guidance makes it clear that schools have an important role to play in the protection of children against abuse. This is confirmed by the Policy of WCBC, which sets out the necessary procedures to be followed by all staff. Barker's Lane Community Primary School therefore has a duty to refer any concerns about the wellbeing of pupils to the Children & Young People Safeguarding team for further advice.

As a parent you can contact the Single Point of Access for Children (SPOA) on 292039 if you are concerned about the welfare of a child.

### E-Safety & Internet Acceptable User Agreement

Our E-Safety policy is based on a national model endorsed by Welsh Government.

The policy covers a wide range of aspects - internet use in school and support for pupils outside of school and is displayed on the school website.

Each child and parents are expected to sign Acceptable User Agreements for each child and yourselves, covering your child's use of the internet in school, the use of photographs / video and guidelines for photographing / videoing school concerts and events.

### Administration of Medicine in School

No medication will be administered in school unless there is a serious illness in which case you should contact the Headteacher. Medicines will only be administered upon completion of a medical information questionnaire. You as a parent may come into school to administer medication providing you let the appropriate staff know in advance. If your child has a specific medical condition requiring medication, please contact the Headteacher. Please do not send medicines of any kind to school with your child.



Asthma sufferers using inhalers may do so providing you inform the class teacher that it is necessary. In the infant classes the teachers keep inhalers in the classroom but in the juniors, the child should carry his/her inhaler in their pocket. We keep a register of children with asthma and other medical needs and regularly inform all the teachers of their needs.

### School Health Service

From time to time the School Doctor / Nurse and the School Dental Officer visit school. You will be notified of such visits and your child will not be examined without your permission, except in a medical emergency. The school nursing team visit Reception pupils to do routine tests and to monitor health and growth.

### Minor Accidents

Cuts and grazes resulting from accidents / boisterous play are dealt with by a member of staff. School Procedures for illness or serious injury:

- Step 1: Telephone call to parent or other named person
- Step 2: Telephone Doctor
- Step 3: Telephone Ambulance.



Steps 2 and 3 will be implemented only if we are unable to contact a parent or person named for emergency contact and depending on nature of illness/injury. Members of staff have attended First Aid courses and we have four fully qualified first aiders.

## Headlice

If you notice a living louse/lice on your child's head (not the empty white 'nit' case) please treat hair with appropriate solution. (The whole family needs to be checked / treated if necessary, including grandparents). The School Nurse will advise you on the most appropriate shampoos and will come to your home to show you how to check hair properly should you request it. Lice can be resistant to certain types of shampoo. It is therefore important to find out from the Nurse the most appropriate course of treatment at that time. We request that long hair is tied up to ensure infestation is kept to a minimum. Should a member of staff notice head lice in your child's hair you will be asked to take your child home to treat the condition. Once treatment has been applied your child will be able to return to school. Head Lice is a problem that arises in schools from time to time. If you discover your child has head lice please obtain treatment from the Chemist and treat accordingly. The school nurse can be contacted on 01978 318304. Treatment is available on prescription.



## Sun Protection



During the summer term, in particular, we ask that you provide your child with a hat to wear during break times/outside activities. Also, please apply sunscreen before bringing your child to school when required. 12 hour sunscreens are available from local chemists.

## Photographs

Parents are provided with information about photographs as part of a welcome pack. Parents are asked whether they give permission for their child to be photographed and to sign an agreement for taking photographs on the school site. This is fully explained in our 'Information Sharing' form on-entry to the school.



## Road Safety



Activities are regularly planned and delivered across the school with the help of the Road Safety Officers and Police. Advice material is often sent home. From time to time, some Year 6 pupils take on the role of Road Safety Officers who raise issues with parents and children through competitions and quizzes. When available through the Local Authority, Bikeability courses are organised for Year 6.

## Security

The Governors have due regard to Health & Safety requirements as outlined in school documents available from the school office. We comply fully with the Data Protection Act and GDPR and are registered for use of the CCTV. Entrances to school and the playground are monitored. Classroom / cloakroom doors and gates are locked during the school day. Visitors to school must always enter through the main pedestrian gates and report to reception. The gates on the school drive are locked during the day; the school car park is very small therefore we request that parents do not enter between 8.00am - 5.30pm.

## Guidance on infection control in schools and other childcare settings

Rashes and skin infections	Recommended period to be kept away from school, nursery or childminders	Comments
Athlete's foot	None	Athletes foot is not a serious condition. Treatment is recommended
Chickenpox	Five days from the onset of rash <u>and</u> until all blisters have crusted over	<i>Infectious for 2 days before onset of rash SEE: Vulnerable Children and Pregnant Staff</i>
Cold sores, (Herpes simplex)	None	Avoid kissing and contact with the sores. Cold sores are generally mild and self-limiting.
German measles (rubella)*	Six days from onset of rash	Preventable by immunisation (MMR x 2 doses). <i>SEE: Pregnant Staff</i>
Hand, foot and mouth	None	Contact your local HPU if a large number of children are affected.
Impetigo	Until affected areas are crusted and healed, or 48 hours after commencing antibiotic treatment	Antibiotic treatment speeds healing and reduces the infectious period
Measles*	Four days from onset of rash	Preventable by vaccination (MMR x 2). <i>SEE: Vulnerable Children and Pregnant Staff</i>
Molluscum contagiosum	None	A self-limiting condition
Ringworm	Exclusion not usually required	Keep covered. Treatment is recommended
Scabies	Child can return after first treatment	Household and close contacts require treatment
Scarlet fever*	Can return 24 hours after commencing appropriate antibiotic treatment	Antibiotic treatment recommended for the affected child
Slapped cheek / fifth disease. Parvovirus B19	None	<i>SEE: Vulnerable Children and Pregnant Staff</i>
Shingles	Exclude only if rash is weeping and cannot be covered	Can cause chickenpox in those who are not immune i.e. have not had chickenpox. It is spread by very close contact and touch. If further information is required, contact your local HPU. <i>SEE: Vulnerable Children and Pregnant Staff</i>
Warts and Verrucae	None	Verrucae should be covered in swimming pools, gymnasiums and changing rooms
Diarrhoea and vomiting illness	Recommended period to be kept away from school, nursery or childminders	Comments
Diarrhoea and/or vomiting	48 hours from last episode of diarrhoea or vomiting	If more than one or two cases in a setting, please inform the HPU
<i>E. coli</i> O157 VTEC*	Should be excluded for 48 hours from the last episode of Diarrhoea	Further exclusion may be required for young children under five and those who have difficulty in adhering to hygiene practices
Typhoid [and paratyphoid] (enteric fever)*	Further exclusion may be required for some children until they are no longer excreting the bacteria in faeces.	This guidance may also apply to some contacts who may require microbiological clearance
Shigella* (dysentery)		Please consult your local HPU for further advice
Cryptosporidiosis	Exclude for 48 hours from the last episode of diarrhoea	Exclusion from swimming is advisable for two weeks after the diarrhoea has settled
Respiratory infections	Recommended period to be kept away from school, nursery or childminders	Comments
Flu (influenza)	Until recovered	<i>SEE: Vulnerable Children</i>
Tuberculosis*	Always consult your local HPU	Requires prolonged close contact for spread
Whooping cough (pertussis)*	48 hours from commencing antibiotic treatment, or 21 days from onset of illness if no antibiotic treatment	Preventable by vaccination. After treatment, non-infectious coughing may continue for many weeks. Your local HPU will organise any contact tracing necessary
Other infections	Recommended period to be kept away from school, nursery or childminders	Comments
Conjunctivitis	None	If an outbreak/cluster occurs, consult your local HPU
Diphtheria*	Exclusion is essential. Always consult with your local HPU	Preventable by vaccination. Family contacts must be excluded until cleared to return by your local HPU. Preventable by vaccination. Your local HPU will organise any contact tracing necessary
Glandular fever	None	Infectious for up to 7 weeks before symptoms start. Glandular fever can cause spleen swelling so avoid sports or activities that might increase risk of falling.
Headlice	None	Treatment is recommended only in cases where live lice have been seen
Hepatitis A*	Exclude until seven days after onset of jaundice (or seven days after symptom onset if no jaundice)	In an outbreak of hepatitis A, your local HPU will advise on control measures
Hepatitis B*, C*, HIV/AIDS	None	Hepatitis B and C and HIV are blood borne viruses that are not infectious through casual contact. For cleaning of body fluid spills.
Meningococcal meningitis / septicaemia	Until child has received appropriate antibiotic. Always consult HPU.	Several types of meningococcal disease are preventable by vaccination. There is no reason to exclude siblings or other close contacts of a case. Your local HPU will advise on any action needed.
Meningitis due to other bacteria	Until recovered	Hib and pneumococcal meningitis are preventable by vaccination. There is no reason to exclude siblings or other close contacts of a case. Your local HPU can advise on any action needed
Meningitis viral*	None	Milder illness. There is no reason to exclude siblings and other close contacts of a case. Contact tracing is not required
MRSA	None	Good hygiene, in particular hand washing and environmental cleaning, are important to minimise any danger of spread.
Mumps*	Exclude child for five days after onset of swelling	Preventable by vaccination (MMR x 2 doses)
Threadworms	None	Treatment is recommended for the child and household contacts
Tonsillitis	None	There are many causes, but most cases are due to viruses and do not need an antibiotic

\*denotes a notifiable disease

# School Organisation & General Information



## School Times

Nursery	8.55am	-	11.25am
Reception, Y1 & Y2	8.55am	-	3.00pm
Juniors (Y3-6)	8.55am	-	3.10pm

Children are expected to be punctual. A member of staff is on duty at the gate from 8.45am when doors are opened. **Unless attending 'Before School / Breakfast Club' children should not be on the premises before 8.40am.** Doors are closed at 8.55am, children who arrive after this time will need to come in through the Main entrance and sign the pupil late book.

We encourage families to walk to school as far as is possible. If you do need to park, we ask that you are mindful of local residents and refrain from parking on the yellow zig-zag markings outside school. All infant pupils must be accompanied by an adult both to and from school, Year 3 & 4 pupils may walk home from school unaccompanied with written parental permission, and Year 5 & 6 at parental discretion.

For children aged 4-7 we deliver 21 hours of teaching time and 23.5 hours per week for children aged 7-11, including R.E but excluding Collective Worship, registration and breaks.

## Attendance / Absence

Punctuality and regular attendance to ensure that the children maximise their learning is actively encouraged. Persistent absence/lateness is referred to the Education Social Worker. Doctor and Dental appointments **should be made outside school hours.** Regulation 8 of the Education (Pupil Registration) Regulations 1995 gives schools discretionary power to grant leave for exceptional circumstances during term time (maximum of 10 days may be granted at the discretion of the Headteacher).

**Section 7 of the Education Act 1996 places a legal obligation on parents, the school itself and the Local Authority in respect of school attendance.** The absence of a child from school should be explained by telephone call to the school on the **first** day of absence followed by a letter on your child's return to school.

'Authorised' absence from school is deemed to be -

- 1) illness (providing the school is notified);
- 2) parents requesting to take their family holiday in term time (at discretion of the headteacher);
- 3) a day exclusively set apart for Religious Observance by the Religious Body to which the child's parents belong;
- 4) caused by extreme weather conditions or extraneous home circumstances and
- 5) that suitable transport has not been provided and the school is not within walking distance.

All other absences, at the discretion of the Headteacher, may be recorded as 'unauthorised' absences. Further information about absence and Fixed Penalty Notices is available on the school website [www.barkerslaneprimary.co.uk](http://www.barkerslaneprimary.co.uk)

Regular attendance is most important. If it is absolutely necessary for a family to take a holiday in term time, parents are asked to give school early notice of their intentions by completing a form (available on the school website). A list of school holiday dates is included at the end of the prospectus.

## Forced Closure of School



In the event school has to close, for example due to heavy snowfall, please use the school website or Wrexham County Borough website for all up to date information – [www.wrexham.gov.uk](http://www.wrexham.gov.uk) . We also text parents to keep them up to date.

## Emails / School App / Information

Information about events is usually sent home regularly in the form of emails. We also send updates on information already given in the prospectus. Please keep these for reference and share information with all those who care for your child. We also use a text messaging service for urgent / important information and reminders. Information is regularly posted on our website and can be accessed via notifications on eth school app.

## Website

Information is regularly updated on our website [www.barkerslaneprimary.co.uk](http://www.barkerslaneprimary.co.uk) .

## Administration of Monies

Our preferred method of payment is using the SchoolMoney payment system. When your child starts school you will be provided with information about how to do this. Although we discourage this, if at any time you need to send cash into the school, please ensure it is in clearly marked envelopes / containers showing the child's name, amount and purpose.

## School Meals

Healthy meals are served in school and menus are available from Mr Hill in the school office. The cost of a meal differs for infants and junior children (current prices available from Mr Hill). Dinner monies to be paid in advance on/ before the first day of the week, online where possible. If monies are sent in, this should be placed in an envelope and labelled with the child's name and amount being paid (cheques made payable to **Wrexham CBC**). If your child is not staying for a full week, state clearly the days they would like a school meal. Those parents wishing to pay half termly / termly in advance may do so; any meals not taken will be credited. Parents may apply for free meals and all applications are assessed on a national scale and in complete confidence. Application forms are available from the school office or School Meals Team on 01978 292071.



Alternatively children can bring a healthy packed lunch and a drink (no glass bottles please).

Healthy Lunch Boxes – a healthy balanced diet in childhood helps children to grow well and protect against chronic diseases. The Food Standards Agency recommends everyday packed lunches contain at least:

- 1 portion of fruit or veg
- 1 portion of dairy eg. cheese or yoghurt
- 1 portion of protein eg. meat, fish or other source
- 1 portion of starchy food eg. bread, pasta, rice



By limiting the crisps / biscuit snacks and sugary drinks your child has for lunch during the week you will be helping to reduce their salt and sugar intake. Advice we have been given

recommends that savoury snacks e.g. crisps and meat products e.g. sausage rolls / pies are only included in lunchboxes occasionally. We ask that parents refrain from including **carbonated drinks in bottles or cans** within a packed lunch.

Don't worry if you forget sandwiches one morning! If a pupil has not paid for a school meal or brought in a packed lunch, we will make every effort to contact home. If we are unsuccessful in contacting a parent, the child will be given a school meal. The cost of this meal will then need to be paid the next day.

## School Uniform

All pupils are encouraged to wear and respect their school uniform as proud members of Barker's Lane Community School. We have an expectation of good standards of appropriate and tidy dress and personal presentation. The governors' policy is that costs to parents are kept as reasonable as possible.

Winter            Grey / black skirt / trousers; white blouse / shirt with school tie or white / pale blue polo shirt; royal blue cardigan / sweatshirt / jumper / hooded jacket

Summer            Blue and white check dress (*optional*)  
Pale blue polo shirt (without tie); grey shorts (*optional*)

Black / dark coloured low heeled shoes or plain black trainers please. Flimsy sandals / coloured trainers are not suitable for school use.

RAM Leisure are able to supply items with the school logo if you so wish. These are available on [www.ourschoolwear.co.uk](http://www.ourschoolwear.co.uk) or please ask at the school office for details. All other items are available through popular retail outlets.

PE is an important aspect of the curriculum and for children's health and wellbeing. For health and safety reasons it is important that children are correctly dressed for this:

**Indoor**            -            White shorts, blue T-shirt: Bare feet for gym and dance

**Outdoor**        -            White shorts, blue T-shirt, plimsolls or trainers (change of socks)  
A tracksuit / jogging suit when the weather is colder.  
Long blue socks and shin pads for football and hockey (Y4-6)  
No team football or rugby tops please.

**PLEASE SUPPORT US BY CLEARLY MARKING ALL CLOTHING WITH YOUR CHILD'S NAME.** Lost property is stored for a short time, we would respectfully remind you that school cannot take responsibility for lost belongings.

## Jewellery

For obvious reasons children should not bring valuables to school. For safety reasons necklaces, bracelets and rings should not be worn. Children with pierced ears may wear small studs only. **NO JEWELLERY IS PERMITTED FOR P.E.**



## Wider Community Partnership

### Schools

Rhosnesni High School and its family of feeder primary schools meet regularly to share good practice. We welcome pupils from Rhosnesni High School and a number of other secondary schools to undertake their work experience at Barker's Lane every year.

### Trainee Teachers / Ancillary Support Staff

We welcome trainees on a regular basis. The school has contracted to work in partnership with the North & Mid Wales Centre for Trainee Teachers (Bangor & Aberystwyth) to offer the necessary school-based experience for the initial training of teachers. The school has designated trainee mentors providing support and guidance for the trainee teachers. All staff continue to work and plan closely with trainee teachers to ensure quality of learning for our pupils. Coleg Cambria provides courses for ancillary staff at school and Glyndwr University students undertake observational placements.

### Other Community Links

Local churches – St Margarets and St Johns.

Save The Family

Hope House & Nightingale House Hospice

Community Council

Acton Park

Techniquist

Wrexham Library & Museum

Waterworld

PCSO & Schools Police Liaison Officer

Throughout the year the school, with support from you as parents, donates to a variety of charities e.g the sale of daffodils for Marie Curie Cancer Care, Poppy Day Appeal, NSPCC, shoebox appeal etc.

### Business / Industry Links

We have links with a number of partners, for example:

Careers Wales

Tesco / Sainsburys

Grosvenor Garden centre

DACTA

Waterways Garden Centre

Virgin Money

Lloyds TSB

Brother

Pets at Home

Dee Valley Water

Scottish Power



Entrepreneurial and finance skills

### Global Partners

We have many links with schools in Europe and the wider world through our work in global citizenship. Our school has successfully attained the 'International Schools' award.

# School Holiday Dates

## Autumn 2021 – Summer 2022

<b>AUTUMN TERM 2021</b>	Open	Monday	6 September 2021
	Closes	Friday	22 October 2021
	Open	Monday	1 November 2021
	Closes	Wednesday	22 December 2021
<b>SPRING TERM 2022</b>	Open	Monday	10 January 2022
	Closes	Friday	18 February 2022
	Open	Monday	28 February 2022
	Closes	Friday	9 April 2022
<b>SUMMER TERM 2022</b>	Open	Tuesday	26 April 2022
	<i>May Day</i>	<i>Monday</i>	<i>2 May 2022</i>
	Closes	Friday	27 May 2022
	Open	Tuesday	7 June 2022
	Closes	Wednesday	20 July 2022
<b>STAFF TRAINING (School Closed*)</b>		<i>Thursday</i>	<i>2 September 2021</i>
		<i>Friday</i>	<i>3 September 2021</i>
		<i>Thursday</i>	<i>6 January 2022</i>
		<i>Friday</i>	<i>7 January 2022</i>
		<i>Monday</i>	<i>25 April 2022</i>
		<i>Monday</i>	<i>6 June 2022</i>

# Privacy Notice

## How and why we use your information

The Education Act 1996 places a duty on this school to provide an education service to our pupils.

Barker's Lane School will only process personal data where we have a lawful basis to do so under data protection law - the grounds we rely on are:

- the need to comply with a legal obligation;
- the requirement to fulfil a contractual obligation;
- the need to process data to perform a public task;
- the requirement to protect the vital interests of an individual; or
- if there is a legitimate interest to process the data.

For further activities (such as fundraising), processing data will be carried out with your consent, which you have the right to remove at any time.

## Information Collected:

- personal details such as name, address, date of birth, and contact details for parents and guardians;
- characteristics (such as ethnicity, language, nationality, country of birth and free school meal eligibility);
- photographs of pupils and examples of their work on display;
- assessment information (such as attainment outcomes, forecast targets, test data);
- details about pupils' immigration status (this is used only to prepare summary statistical analyses);
- medical information needed to keep pupils safe while in the care of the school (e.g. allergies, medication);
- information on attendance (sessions attended, absences and reasons for absence) and any disciplinary action taken;
- behavioural information, such as exclusions and any relevant provision put in place;
- information about the involvement of other agencies with individual pupils where this is needed for the care of the pupil;
- CCTV.

## Why we collect and use this information

We use the pupil data:

- to support pupil learning;
- to monitor and report on pupil progress;
- to keep children safe and provide appropriate pastoral care;
- to organise educational visits and events;
- to assess the quality of our services and support the planning / management of the school;
- to comply with the law regarding data sharing;

The categories of Parent/Guardian information that we collect, hold and share include:

- personal information (such as name, address);
- relationship to pupil.

We use the Parent/Guardian data:

- to contact you;
- to share information with you.

### **We routinely share pupil information with:**

- Schools that the pupils attend after leaving us;
- Our Local Authority;
- School Effectiveness and Improvement Service for North Wales Welsh Government (WG);
- The NHS (only the data required so that it can organise immunisation programmes- this data includes the pupil's name, address and date of birth; and also details about their parent(s));
- Social services;

We will ensure that all third parties provide sufficient guarantees that they will protect personal data in line with the requirements of data protection legislation.

### **School Website**

*The school website is managed by the school and by a company called SchoolSays on our behalf.*

*What identifiable personal information might be obtained and stored on the SchoolSays server?*

- *Text Content - content (Pages and Posts) on your website may personally identify individuals (such as names of children or staff) with consent*
- *Images - images may personally identify individuals or include location data (EXIF) about where the image was taken with consent*
- *Names and email addresses of those subscribed to email alerts, those who have booked appointments or completed forms*
- *Names and email addresses attached to specific user accounts (only applies to staff or other individuals with website login access)*
- *Email addresses used for email-to-news authorisation (only applies to staff emails for those websites with email-to-news software installed)*
- *Website Cookies - the only persistent cookies that the website uses provide user account functionality (only applies to individuals login access, such as staff or governors)*

### *Who has access to the information?*

*The only people who have access to the databases are Barker's Lane School, SchoolSays and the server provider Certa Hosting.*

### Where is the information stored?

*The data is stored on a secure server located in London. A regular secure backup is also taken and stored on an Amazon S3 storage located in Ireland.*

## **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 Government on a statutory basis. This data sharing underpins school funding and educational attainment policy and monitoring.

To find out more about how the Welsh Government uses pupil data go to:

<https://gov.wales/data-management-information-privacy-notice>

We are required to share information about our pupils with our Local Authority (LA) and the Welsh Government.

## **Data collection requirements:**

To find out more about the data collection requirements placed on us by the Welsh Government (for example; via the school census) go to:

<https://gov.wales/data-collection-and-information-management-for-schools>

For more information about services for young people, please visit our local authority website: [www.wrexham.gov.uk](http://www.wrexham.gov.uk)

## **The National Pupil Database (NPD)**

The NPD for Wales is owned and managed by the Welsh Government and contains information about pupils in schools in Wales. It provides invaluable evidence on educational performance to inform independent research, as well as studies commissioned by the Welsh Government. It is held in electronic format for statistical purposes. This information is securely collected from a range of sources including schools, local authorities and awarding bodies.

We are required by law, to provide information about our pupils to the Welsh Government as part of statutory data collections such as the school census and early years' census. Some of this information is then stored in the NPD for Wales. To find out more about education statistics for Wales, go to <https://gov.wales/statistics-and-research/> and choose the 'Education and Skills' section.

## **We only use what we need!**

Where we can, we'll only collect and use your personal information so that we can deliver education services or meet a requirement.

If we don't need your personal information, we'll either keep it anonymous if we already have it for something else or we won't ask for it. For example, in a survey we may not need your contact details, we'll only collect your survey responses.

If we use your personal information for research and analysis, we'll always keep you anonymous or use a different name unless you've agreed that your personal information can be used for that research.

We don't sell your personal information to anyone else.

## **What you can do with your information**

The law gives you a number of rights to control what personal information is used by us, and also how it is used by us.

### **You can ask for access to the information we hold on you**

We would normally expect to share what we record about you with you.

In line with current Data Protection legislation, you also have the right to ask for all the information we have about you and the services you receive from us. When we receive a request from you, we must give you access to everything we've recorded about you.

However, we can't let you see any parts of your record which contain:

- confidential information about other people; or
- information a professional thinks will cause serious harm to your or someone else's physical or mental wellbeing; or
- if we think that giving you the information may stop us from preventing or detecting a crime.

This applies to personal information that is in both paper and electronic records. If you ask us, we'll also let others see your record (except if one of the points above applies).

If you can't ask for your records in writing, we'll make sure there are other ways that you can. If you have any queries about access to your information please contact the headteacher.

Parents also have the rights to access their child's education records, including any Special Educational Needs information, under the latest Education law legislation.

### **You can ask to change information you think is inaccurate**

You should let us know if you disagree with something written on your record.

We may not always be able to change or remove that information but we'll correct factual inaccuracies and may include your comments in the record to show that you disagree with it.

### **You can ask to delete information (right to be forgotten)**

In some circumstances you can ask for your personal information to be deleted, for example where:

- your personal information is no longer needed for the reason why it was collected in the first place;
- you have removed your consent for us to use your information (where there is no other legal reason for us to use it);
- there is no legal reason for the use of your information;
- deleting the information is a legal requirement.

Where your personal information has been shared with others, we'll do what we can to make sure those using your personal information comply with your request for erasure.

Please note that we can't delete your information where:

- we're required to have it by law;
- it is used for freedom of expression;
- it is used for public health purposes;
- it is for, scientific or historical research, or statistical purposes where it would make information unusable;
- it is necessary for legal claims.

## **You can ask to limit what we use your personal data for**

You have the right to ask us to restrict what we use your personal information for where:

- you have identified inaccurate information, and have told us of it;
- where we have no legal reason to use that information but you want us to restrict what we use it for rather than erase the information altogether.

When information is restricted it can't be used other than to securely store the data and with your consent to handle legal claims and protect others, or where it's for important public interests of the UK.

Where restriction of use has been granted, we'll inform you before we carry on using your personal information.

Where possible we'll seek to comply with your request, but we may need to hold or use information because we are required to by law.

## **You can ask to have your information moved to another provider (data portability)**

You have the right to ask for your personal information to be given back to you or another service provider of your choice in a commonly used format. This is called data portability. However, this only applies if we're using your personal information with consent (not if we're required to by law) and if decisions were made by a computer and not a human being.

It's likely that data portability won't apply to any of the services you receive from the School.

## **You can ask to have any computer made decisions explained to you, and details of how we may have 'risk profiled' you.**

You have the right to question decisions made about you by a computer, unless it's required for any contract you have entered into, required by law, or you've consented to it. You also have the right to object if you are being 'profiled'. Profiling is where decisions are made about you based on certain things in your personal information, e.g. your health conditions.

If and when WCBC uses your personal information to profile you, in order to deliver the most appropriate service to you, you will be informed.

If you have concerns regarding automated decision making, or profiling, please contact the School Data Protection lead who'll be able to advise you about how we are using your information.

## **How do we protect your information?**

We'll do what we can to make sure we hold records about you (on paper and electronically) in a secure way, and we'll only make them available to those who have a right to see them. Examples of our security include:

- Encryption: meaning that information is hidden so that it cannot be read without special knowledge (such as a password). This is done with a secret code or what's called a 'cypher'. The hidden information is said to then be 'encrypted'.
- Pseudonymisation: meaning that we'll use a different name so we can hide parts of your personal information from view. This means that someone outside of the Council could work on your information for us without ever knowing it was yours.
- Controlling access to systems and networks allows us to stop people who are not allowed to view your personal information from getting access to it.

- Training for our staff allows us to make them aware of how to handle information and how and when to report when something goes wrong.
- Regular testing of our technology and ways of working including keeping up to date on the latest security updates (commonly called patches).

## **Where in the world is your information?**

The majority of personal information is stored on systems in the UK. But there are some occasions where your information may leave the UK either in order to get to another organisation or if it's stored in a system outside of the EU.

We have additional protections on your information if it leaves the UK ranging from secure ways of transferring data to ensuring we have a robust contract in place with that third party.

We'll take all practical steps to make sure your personal information is not sent to a country that is not seen as 'safe' either by the UK or EU Governments.

If we need to send your information to an 'unsafe' location, we'll always seek advice from the Information Commissioner first.

## **How long do we keep your personal information?**

There's often a legal reason for keeping your personal information for a set period of time, we try to include all of these in our retention schedule.

For each service the schedule lists how long your information may be kept for. This ranges from months for some records to decades for more sensitive records.

See the School Records Retention Scheme at this link:

<http://www.internal.wrexham.gov.uk/wordpress/sam/test-schools-intranet/leadership-management/schools-intranet-policies-key-documents/schools-intranet-guidance-material>

## **Where can I get advice?**

If you would like to discuss anything in this privacy notice, please contact the headteacher.

### **Data Protection Officer**

The school have appointed a Data Protection Officer through the Local Authority. The DPO can be contacted on [SchoolsDPO@Wrexham.gov.uk](mailto:SchoolsDPO@Wrexham.gov.uk).

### **Information Commissioner's Office**

For independent advice about data protection, privacy and data sharing issues, you can contact the Information Commissioner's Office (ICO) at:

Information Commissioner's Office  
Wycliffe House  
Water Lane  
Wilmslow  
Cheshire SK9 5AF

Tel: 0303 123 1113 (local rate) or 01625 545 745 if you prefer to use a national rate number.

Alternatively, visit [ico.org.uk](http://ico.org.uk) (external link) or email [casework@ico.org.uk](mailto:casework@ico.org.uk).