

Greenway Primary School



Achieving Excellence Together

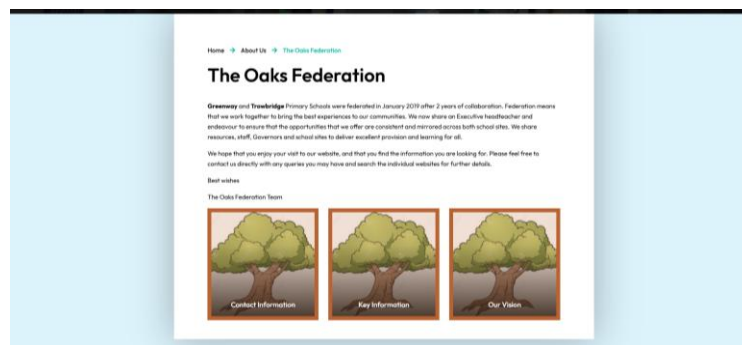
Sichrau Rhagoriaeth Gyda'n Gilydd

School Prospectus for Parents

Welcome - Croeso!

Dear Parents/Carers,

Choosing the right school for your child is vitally important. All parents want a good education for their children, but they also want them to be happy and to feel safe and secure. At Greenway Primary School, we believe we can provide such an environment in partnership with our local school Trowbridge Primary School. Together we are in a Federation called The Oaks Federation. This means we work together, sharing resources, sharing ideas and sharing Governance to ensure our whole community receives an outstanding provision. Further details can be accessed via our shared website



This prospectus will give you a flavour of our school and, as prospective parents, you are very welcome to make an appointment to visit and look at our facilities first hand. Staff will be more than happy to show you around and answer any questions that you may have.

We offer a broad, balanced and full education across the school phases. We have high expectations of our pupils and the commitment and dedication of all our staff ensures that our pupils receive good quality provision in teaching and learning as is evident in our successful Estyn inspection (October 2022). A full copy of the report can be obtained from the school office or at www.estyn.gov.uk

We are proud of the atmosphere of friendliness and co-operation which is always evident in our school. We value all our pupils and we believe that their time in school should be rewarding and fulfilling.

We have an excellent partnership with Flying Start who manage a range of services from our site. The school worked with Flying Start to ensure that updates to our school were a success so that you have a school you can be proud of and a safe, warm and exciting environment for your child to learn within.

In choosing Greenway, I am confident that you will have made the right decision for your child. I look forward to meeting you and if you have any queries or concerns, please contact me at school at any time.

Nic Naish
Headteacher

School Moto

Achieving Excellence Together Sichrau Rhagoriaeth Gyda'n Gilydd

School Vision

Our shared vision:
To develop our school communities to be:



ambitious, capable learners, ready to learn throughout their lives
ddysgwyr uchelgeisiol, galluog sy'n barod i ddysgu gydol eu bywydau



enterprising, creative contributors, ready to play a full part in life and work
gyfranwyr mentrus, creadigol sy'n barod i chwarae rhan lawn mewn bywyd a gwaith



ethical, informed citizens of Wales and the world
ddinasyddion egwyddorol, gwybodus sy'n barod i fod yn ddinasyddion yng Nghymru a'r byd



healthy, confident individuals, ready to lead fulfilling lives as valued members of society
yn unigolion iach, hyderus sydd ac sy'n barod i fyw bywyd cyflawn fel aelodau gwerthfawr o gymdeithas

Our School Code:

1. Be kind, be polite, be safe
2. Be ready to learn
3. Be a good friend
4. Look after the school
5. Move sensibly around the school site
6. Remember to speak Welsh as often as possible
7. Be ambitious, ethical, creative and healthy



Term Dates 2026-2027

Autum Term

Starts: Tuesday 1 September 2026

Half term: Monday 26 October to Friday 30 October 2026

Ends: Friday 18 December 2026

Spring Term

Starts: Monday 4 January 2027

Half term: Monday 8 February 2027 to Friday 12 February 2027

Ends: Friday 19 March 2027

Summer Term

Starts: Monday 5 April 2027

Half term: Monday 31 May to Friday 4 June 2027

Ends: Tuesday 20 July 2027

Total Days 195

Tuesday 1 September 2026 is an inset day for all LA Maintained Schools.

Monday 3 May 2027 is the May Day Bank Holiday, so all schools will be closed.

Admissions

All admissions are dealt with by the LA (Local Authority) and not the school. However, Mrs Paige (School Admin) will happily support you with the paperwork and procedures.

Admission To Nursery

The Nursery is able to take a maximum of 24 pupils in each morning or afternoon session. Children are admitted strictly on age and must be at least three years old before a place can be offered. No account is taken of which primary school your child is likely to attend or to the length of time his/her name has been on the waiting list. Our Nursery staff meet individually with parents prior to children starting their places. Some home visits may also be carried out so that we can meet your child within their home environment.

Admission to Reception

All pupils who will reach their 5th birthday whilst in the Reception Class start full time education in September. If you wish your child to attend Greenway Primary School and he/she has not attended our Nursery, you should contact the Headteacher. Your

request will then be sent to the LA who will provide you with the necessary form. You are most welcome to make an appointment with the Headteacher to view the school and discuss any queries, prior to the admission of your child into the school.

A meeting for all new Reception parents is held annually in the Summer Term. Parents have a right to apply for transfer to Greenway Primary School at any point and will not be turned down if there is a vacancy in that year. Having joined our school at Reception, or at another point during the Progression Step 1/2 phase (Foundation Learning phase), your child will progress through the school to Progression Step 2/3 (Key Stage 2)

Transfer to High School

Greenway Primary School is a feeder school for Eastern High School, and the majority of children will continue their education at Eastern High School after finishing at Greenway.

The School Site

Greenway Primary School was opened in 1952. We occupy a large site with plenty of outdoor space for the children to access and share the site with our partners Flying Start and the International Schools team.

The classes are all housed within the main building. We have a very large hall which we use for assemblies, P.E. lessons, after school clubs and concerts.

There are two safe, enclosed yards at the rear of the school which we use for playtimes and P.E. activities. The yards have tyre parks, outdoor gym equipment, table tennis table, football posts, netball posts and climbing apparatus which provide many opportunities for both imaginative and physical play.

We have developed two outdoor learning areas, one outside the Nursery and Reception classrooms and the other outside Year 1 and Year 2 classes. These areas have bikes, scooters, climbing frames, sandpits, writing areas, seating areas, all of which help pupils to learn through structured play.

Safety and Security

The school has a swipe card security system to ensure only staff members have authorised access the school. All visitors have to report to the front entrance and visitors are only permitted entry once they have spoken to the secretary and signed in.

There is a CCTV system installed at the school. This includes two revolving external cameras on the roof, playgrounds, driveway, and front entrance as well as internal cameras in the corridor and classroom areas. Images are reviewed by the headteacher should a need arise and images are saved for 10 working days.

An electronic gate was installed across the front of the school driveway in October 2009. The car park is only used by school staff and official visitors.

A pedestrian walkway has been installed, along with improved disability access.

School Website

The school has developed a very informative and comprehensive website. The website keeps parents up to date with all sorts of school information and events. Each class also has a webpage on the website keeping parents informed of what the children are learning in class as well as helpful web links to support learning at home.

The school website address is www.greenwayprimary.com



School Uniform

Our uniform is both practical and comfortable and gives the children a sense of pride and belonging. The wearing of school uniform is actively encouraged and promoted.

The uniform is grey or black trousers, skirt or pinafore with a white polo shirt and jade green sweatshirt or cardigan. In the summer, children may wear similarly coloured shorts, polo shirts or green and white gingham dresses. These items can be purchased from all major supermarkets and local retailer.

ALL items of clothing should be clearly labelled with your child's name on the garment label.

Jewellery, apart from watches, should not be worn. Children with pierced ears should wear only studs. Apart from the risk of loss, there are many practical activities in which it constitutes a hazard to both wearer and other children.

We sell various items of uniform with logos but would urge you to buy without logo from supermarkets etc:

- White polo shirt with embroidered logo
- Jade green cardigan or sweatshirt with embroidered logo
- Green fleece jacket with embroidered logo
- Reversible coat (2-in-1 fleece / waterproof) with school logo
- Green and white check dress with embroidered logo
- School Book bag with embroidered logo
- School PE Kit Bag set with school logo

PE Kit

All children must change from their everyday uniform for PE and Games activities. Official kit can be purchased from the school, alternatively, we ask that you provide suitable clothing for your child (shorts, t-shirt and daps/trainers). If children have forgotten their PE kit we will provide them with shorts, t-shirt and daps.

For health and safety reasons, earrings should be removed or taped over and watches removed. No other jewellery should be worn to school.

School Times

Nursery

8:55 a.m. – 11:30a.m. – Morning Session

1:00 p.m. – 3:00p.m. – Afternoon Session

Reception, Year 1 & Year 2

8:55 a.m. – 12:00 noon

1:00 p.m. – 3:00 p.m.

Key Stage 2

8:55 a.m. – 12:15 p.m.

1:00 p.m. – 3:00 p.m.

Breaktimes

All children have one playtime a day, lasting 15 minutes during the morning. Playtimes are fully supervised by at least four members of staff.

During wet playtimes, children remain in their classrooms under supervision. We actively promote healthy eating, and we respectfully ask all new parents to support us by ensuring that crisps, sweets and chocolate are **not** brought to school as tuck. A piece of fruit is acceptable. Children in the Nursery, Reception, Year 1 and Year 2 are provided with free milk and a daily healthy snack which we make a small charge for. Children in Key Stage 2 may purchase a fruit snack and a bottle of plain water if they so wish.

Lunchtimes

A school lunch is provided for those who wish, please see the main office for the most up to date costs. ParentPay is now used to pay for and book all school meals. Parents who are in receipt of social security benefits may apply for free school meals for their children. Provision is also made for those pupils who wish to bring a packed lunch. No glass bottles are allowed for safety reasons. No canned drinks or fizzy drinks should be brought to school. Water is our preferred drink for the children at lunchtime.

Lunchtime supervisors receive regular training linked to a clear job description. They work within the agreed policies of the school for care of the children, behaviour and discipline.

Arrangements for the general welfare of pupils

Class teachers are responsible in the first instance for their pupils and oversee general progress and welfare. Should any significant problems or changes occur these are reported to the Deputy Head, who will then assume responsibility. Overall responsibility lies with the Headteacher.

Should any changes occur at home which might affect progress or behaviour in school, you are asked to inform the class teacher and Headteacher immediately so that further time can be focussed on your child. Likewise, if your child appears unhappy at school or is having a particular difficulty with school work, it is important that we know so that appropriate steps can be taken to remedy matters.

Teaching Assistants have received appropriate *First Aid at Work* training and are responsible with dealing with any significant accidents. Class teachers and midday supervisors deal with any minor accidents (e.g. cuts and grazes)

A child protection policy is in place at the school and all staff are aware of procedures. The Designated Safeguarding Officers for our school are Mr Nic Naish and Mrs Amy Watkins.

Medical Needs

It is important to note that it is a voluntary role of the school to administer medicines in school.

All parents wishing to send prescribed medicines or inhalers to school are expected to put this in writing to the school and complete the schools forms available at the school office. Children must give their inhalers to their class teacher.

Please ensure that all medicines sent to school are in their original containers, dispensed by a pharmacist and that they are clearly marked with the child's name, dose and frequency.

The school is not able to administer non-prescribed medication (e.g. Calpol etc.) parents are always welcome to attend the school to administer their own child's medication during playtime or lunchtime.

Attendance

All schools must distinguish in their attendance registers between AUTHORISED and UNAUTHORISED absences of pupils of compulsory school age. In particular, parents of all children must ensure that they receive an efficient and suitable education.

At Greenway Primary School we continue to give a very high priority to good attendance. Each week, we celebrate the class with the best attendance. The setting of realistic educational targets is seen as an essential element of our strategy to improve attendance. Marking of work, assessment of progress and sensitive feedback are regular and rigorous so that an appropriate rhythm of work is established. At primary level, good attendance depends foremost on a positive attitude by parents. At this young age your children depend on YOU to get them to school regularly and on time.

1. Please make sure your child attends school **REGULARLY**.
2. In the case of absence, **the school must be notified on the FIRST DAY of absence**, by telephone. The school must be informed if the absence continues. A letter, explaining the absence, should be sent to the class teacher when your child returns to school.

3. Children who arrive after the close of the register will be marked as **UNAUTHORISED ABSENCE**.
4. All absence without explanation is **UNAUTHORISED** and will be investigated.
5. Leave of absence for holidays is actively discouraged by the Welsh Assembly Government and the Governing Body. No such leave of absence can be authorised by the headteacher or the Governing Body. Holidays taken during term time are extremely disruptive and hamper the progress of your child. Parents who decide to take leave of absence during the term are asked to notify the headteacher in writing, of this decision and to assume full responsibility for the disruption caused. Homework cannot be provided in such cases.

Attendance is monitored weekly by the headteacher and Education Welfare Officer. All children with irregular attendance are discussed and appropriate action taken. Attendance figures are reported to the Governing Body and to the LA.

Punctuality

School starts at 8:55a.m. Punctuality in the morning is **very important** in ensuring that children and classes are settled quickly for their first lesson. As soon as the children enter classes in the morning they start their reading activities, it is of vital importance that all children arrive in class promptly. The class register is taken at the start of the morning. Any child arriving after this time will be marked as **Late**.

Senior Leaders, Office staff and Educational Welfare Officer (EWO) monitor punctuality on a regular basis

Home-School Agreement

In setting our Aims and Objectives we fully appreciate that our success depends on us working in partnership with all parents for the benefit of the children. Each of us has responsibilities and expectations and, to this end, we have drawn up a Home-School Agreement which we would ask all new parents to consider and sign.

Equal Opportunities

Greenway Primary School is committed to working towards race equality, promoting positive approaches to difference and fostering respect for people of all cultural backgrounds.

- We value and encourage involvement of people from all sections of the local community
- We oppose all forms of racial prejudice and discrimination
- Language or behaviour which is racist or potentially damaging to any ethnic or racial group will not be tolerated and will be challenged
- We recognise that British and Welsh society is made up of people from many different racial, cultural, religious and linguistic backgrounds
- It is important that all our pupils are fully prepared to live in such a diverse society

Pupils with disability

In line with the Disability Discrimination Act we have an action plan in place to increase access to our school in the widest sense and ensure that teaching and learning is fully

accessible to all pupils.

This is an ongoing process, as different children will have different needs, but the main aims are to improve access for pupils and prospective pupils with disabilities to:

- Our school building & services
- The curriculum
- The provision of information in writing

All children are treated as individuals and the steps we are taking to are to ensure that children with a disability are treated as favourably as others in all aspects of school life. Our commitment to peer support encourages understanding and respect for others. Prospective parents are welcome to consult with us and visit the school in order to assess the provision we can make for their child.

Governing Body

The Governing Body is responsible for the conduct of the school within the broad framework of the Local Education Authority's policies. It is a voluntary body which meets regularly and has an important role to play in providing the forum for discussion of issues concerning the school including finance, building, staffing and curriculum. It plays a significant part in developing with the Headteacher and staff, the aims and objectives of the school and its community and generally supporting the school's endeavours. Any of the Governors may be approached for discussion or advice on relevant issues.

Our Chair of Governors is: **Bryan Jeffries**

Parental Involvement

As parents you will be invited to three open evenings each year. The first in the Autumn Term will be a general discussion on how your child has settled in their new class and an opportunity for you to raise any issues you may have. It will provide detailed assessment of how your child is progressing and what steps need to be taken to enhance continued progress. The second meeting is held in the Spring Term and will focus on what has been achieved to date and the next steps in learning. It is an Open Evening when you may visit to look at your child's work and other displays throughout the school. If you feel the need for further discussion at this stage, you may make a separate appointment to speak to the class teacher. The third meeting is in the Summer term following the production of the end of year reports. It is your chance to discuss the report details and find out how to offer further support.

Teachers may also have informal discussions with parents at the end of a school day or by inviting parents in. This is a two-way process and, if you have any concerns, you should feel free to raise them with the class teacher initially or with the Headteacher. If you need a lengthy discussion, you are advised to make an appointment at the end of the school day.

During the year you will also be invited to your child's class assembly as well as performances at Christmas and other events such as Sports and Cultural Days. If you have a particular talent, or wish to help in school, you are very welcome to participate. We warmly encourage parents, grandparents and other voluntary helpers to assist on school trips, listen to children reading, help in sports clubs as well as many other activities. They provide invaluable support to both teachers and children. Regular newsletters are sent out to keep you up to date with all events.

Charging and Remissions

Since the Education Act of 1988, schools have been unable to charge parents for school trips and educational visits, which take place largely during school hours. However, to enable these visits to continue, we are allowed to ask for voluntary contributions. To date, we have had excellent support from our parents and the children have, therefore, continued to benefit from some very valuable experiences on a regular basis. I trust that we will continue to receive this support from every parent, to enable these trips to continue. As a school we will give notice of a proposed trip and if needed payment will be taken in instalments. We will use sample letter guidelines as issued by Welsh Government. Further information can be found on our Website.

Organisation of Classes

Pupils are grouped, according to age usually, in eight classes. Owing to the school's intake numbers, some classes may have pupils from more than one age group. In these, as in all classes, children work at their own level and care is taken to support or extend children when necessary.

Teachers and children are supported in their work by Teaching Assistants.

All teachers are entitled to 10% of their weekly working time out of the classroom to undertake planning, preparation and assessment (PPA time). Experienced teachers, well known to the children, are then timetabled to take the same classes for the same lessons on a regular basis. This ensures continuity of our standards.

Children with special educational needs are helped by our Teaching Assistants who work with individuals or small groups.

The Curriculum

The curriculum consists of all the activities planned by the school to promote children's learning.



At The Oaks Federation, we deliver an active, engaging and experiential curriculum to the learners at our school. We aim to develop Pupils skills and abilities across a range of areas of learning and experience.

These areas include:

- ◆ Language, Literacy and Communication
- ◆ Mathematics and Numeracy
- ◆ Science and Technology
- ◆ Humanities
- ◆ Expressive Arts
- ◆ Health and Wellbeing

We provide children with a broad and balanced curriculum that encourages them to become independent learners. We provide a wide range of activities to help your child learn and develop skills through a range of focussed tasks, enhanced and continuous

provision, whilst giving the children the opportunity to work as an individual, in pairs, groups and as a whole class. These activities are available both indoors and outdoors, whatever the weather!

To develop enquiry skills children will sometimes be working independently in both their indoor and outdoor learning. Pupils are also involved in the setting and monitoring of their learning themes and routinely set their own short-term targets. All children join in with daily collective worship.

Whilst the main language of instruction is English, pupils are encouraged to speak Welsh to their peers and other adults whenever possible. There is a comprehensive development and progression programme in place for Welsh language development. We give pupils the opportunity to experience Welsh culture and heritage wherever possible. We also utilise trips, visits and visitors to enhance and enrich our Pupils' learning experiences.



Classroom teams at our school deliver lessons using a largely skills-driven approach, and all activities are underpinned by the key skills of literacy and numeracy. Wherever possible, subjects are linked through cross curriculum themes, and pupils themselves are encouraged to identify areas they wish to know more about.

At our school we have developed a Curriculum vision for each of our AoLEs that outline our expectations for learners as they move through the school. Within our school, our learners will be provided with experiences that will allow them to develop the following:

Language, Literacy and Communication:- achieve their potential within literacy their skills. Our learners will experience a sense of pride and achievement as they decode, blend and build words to read, discover different language strategies, and apply their skills independently through authentic contexts. Our learners will gain a deep understanding of the subject, explored through a range of concepts/contexts, which ensures they fully understand and engage with what they are learning, and develop as literate individuals, able to apply their skills in their everyday lives.

Mathematics and Numeracy:- achieve their potential with their mathematics and numeracy skills. Our learners will experience a sense of pride and achievement as they solve a problem, discover different solutions and strategies, and apply their skills independently through authentic contexts. Our learners will gain a deep understanding of the subject, explored through a range of concepts/contexts, which ensures they fully understand and engage with what they are learning, and develop as numerate individuals, able to apply their skills in their everyday lives.

Science and Technology:- Recognise their importance as a global citizen and take responsibility for their environment and wider world; developing their understanding of organic and inorganic science. They will apply experience, skills and knowledge to develop ideas independently. Authentic contexts will fuel their curiosity and provide opportunities to question, observe, challenge and create solutions to problems. As individuals, our learners will foster a respect for emerging technologies; relating it to their everyday lives. Through the various areas explored, learners will combine their skills and understanding to achieve their potential.

Humanities:- develop and extend their interest in Humanities, as active global citizens. Through authentic contexts, and from their own experiences, learners will develop and apply their skills in order to achieve their potential; beginning with an appreciation of their own identity before exploring their relationship with the locality, Wales and the Wider World. Through developing their independence, learners will embrace and celebrate individuality in order to promote a sense of belonging; enabling them to appreciate the diversity of the world experienced in their everyday lives.

Expressive Arts:- nurture their individuality to achieve their potential, showcasing their personalities and talents. They will appreciate the diversity that expressive arts provide and become creative individuals, inspired by a wide range of authentic, artistic experiences. Learners will have opportunities to engage with a wide range of creative platforms, appreciating how the arts contribute to their role as global citizens; and become confident, independent learners; applying their creative skills to other aspects of their everyday lives.

Health and Wellbeing:- become healthy, resilient and independent individuals, able to achieve their full potential. Learners will understand the physical and mental benefits of a healthy lifestyle, and engage in regular opportunities to promote their emotional and physical wellbeing. Learners will develop skills that allow them to be active members of society; taking an interest in their respective communities. Through various authentic experiences, learners will appreciate the importance of being a global citizen and will apply this to their everyday lives.

One of our main aims is the development of pupils Literacy and Numeracy skills. Literacy and Numeracy skills are essential in order for children to reach their potential. We want all of our pupils to be literate and numerate members of society and we implement a range of teaching strategies to ensure that pupils are able to practice and develop their literacy and numeracy skills, in a range of contexts.

Welsh Language Development

We are committed to encouraging pupils and teachers to use the Welsh language in and around the school and Welsh is learnt as a second language in all classrooms. Classes have pupils who act as a Helpw'r Heddiw, reinforcing Welsh language patterns and encouraging others to ask and answer questions in Welsh. Welsh songs and prayers feature in assemblies and displays highlight relevant Welsh phrases and words. Staff within the school use the Welsh language daily as a means of delivering instructions to pupils, as well as using it incidentally throughout the school day, so that pupils become used to hearing and using the Welsh language themselves and develop confidence to use it throughout their life. We have transition plans in place for when pupils leave us to attend their chosen secondary school.

Curricwlwm Cymreig

We are very fortunate that here in Wales we have a rich history and culture which we believe should be celebrated. Wherever possible, topics will incorporate aspects of Welsh life which celebrate Wales and Welsh culture. Our annual Eisteddfod is an example of one of the ways in which we promote curricwlwm cymreig, where pupils take part in a number of competitions through the medium of both Welsh and English.

Additional Learning Needs

At Greenway Primary School we welcome pupils of all abilities and additional learning needs. Whatever a child's needs, irrespective of ability, gender or race, we endeavour to plan, deliver and assess a broad, balanced and inclusive curriculum, which helps each child develop their full potential.

The school prides itself on identifying and meeting the needs of individuals. Children's strengths are used as positive building blocks, while weaknesses are addressed in a number of positive and effective ways.

The school works closely with parents and outside agencies to enhance every child's learning framework. In common with all other schools we have a legal obligation to have, and to publish, a policy for dealing with children who have additional learning needs. Our policy, which has been approved by the Governing Body, ensures that all children who are identified as having ALN are regularly monitored, starting with their entry into school and continuing through on-going assessments. If this monitoring, or any other factor, such as your concern as a parent, reveals a weakness in any aspect of a child's progress then further action will be triggered.

Sometimes, an adapted programme of work from the class teacher will meet the perceived needs of the child and, perhaps, this will be coupled with support from our Intervention teacher (if needed). However, if the difficulties persist, additional expertise from the LA and other bodies are then asked to give advice and assistance.

Emotional or behavioural concerns are often found to be the obstacles to successful learning at school. The solutions to these problems usually necessitate close co-operation between home and school. Where necessary, the expertise of the Educational Psychologist can be sought; to assist the child through the difficulties she/he is experiencing.

In a small number of cases, a more formal assessment of a child's educational needs may be considered. This could result in the involvement of external agencies, such as the Educational Psychologist, conducting assessments of a child and, if necessary, the school producing a document known as an 'Individual Development Plan (IDP)' to support your child's progress. At all stages in this process, families & children would be fully consulted and would be given the opportunity to express their views about their hopes and aspirations.

Sex and Relationships (SRE)

At Greenway we believe it is important to provide a comprehensive, coherent and well-planned programme of SRE to help pupils cope with their physical, emotional and moral development. The SRE programme is based on the objectives and learning outcomes which are a statutory part of the curriculum. We follow the Jigsaw scheme which we will allow families access to so that they are clear on what we deliver at school.

Religious Education and Collective Worship

We understand that pupils who join us may come from a range of cultures and religions. Religious Education at our school is based on the National Curriculum and agreed County syllabus. It is taught in a non-denominational way. The main focus of RE and Collective Worship at our school is Christianity, with some focus given to other world faiths. RE/Collective Worship is an area of the curriculum where parents have the right to withdraw their child wholly or in part from, and alternative provision will be made for those children who are exempt. Any request to withdraw a child from religious education or collective worship should be made to the Head teacher.



Homework

It is our policy for the children to undertake homework, in some form, from the Early Years onwards. Initially the homework will be in the learning of word-sheets and it will gradually build up to more formal homework as the children progress through the school. This may involve Reading, Spelling, times tables or other Maths work, including digital homework via the children's Hwb account. We hope that this will aid their progress during the primary years and be an introduction to the disciplines of independent home learning.

Complaints

Greenway's complaint procedures follow the LA and WG guidelines. All complaints from parents will be dealt with as quickly and efficiently as possible.

Initial complaints should be made to the Headteacher in order to attempt to resolve the problem through informal discussion. If attempts to settle the complaint informally fail, the Headteacher will supply the complainant with the name of the designated officer in the LA to whom the complaint should be set out in writing.

In any interview in connection with the complaint, the complainant may be accompanied by a friend, representative and/or interpreter.

Assessment and Reporting

A Baseline Assessment of a child's ability is made on entry to school. Thereafter, assessment of progress is an on-going process.

We use the Welsh Government's annual assessments from year 2 to Year 6. The results of these assessments are used diagnostically to indicate future teaching needs and to identify those children who may require additional support.

Families are invited to discuss their child's progress at two Open Evenings in the year and will receive a comprehensive written report at the end of each academic year. A copy of the results of the National Curriculum tests / teacher's Assessments from last year can be found as an appendix to this prospectus.

Parents are invited to discuss their child's progress at three Open Evenings in the year and will receive a comprehensive written report at the end of each academic year.

Extra Curricular Activities

The staff at our school provide opportunities for children to become involved in extra-curricular activities at lunchtimes or after school. These include sports, such as football, rugby and netball, as well as choir, board games club and gardening. A full list of current opportunities can be obtained from the school office.

School visits and visitors

Educational field trips add another dimension to a child's learning, experiencing what they have read or been told about at first hand. Such visits are, therefore, planned as part of the curriculum we offer. They may include visits to historical sites, places of worship or geographical locations studied.

Parents' permission for such visits is sought in advance and we may, when necessary, ask for a voluntary contribution to cover costs.

Risk assessments are carried out by our experienced staff in advance of any visit.

We also take many opportunities to invite visitors to school. They may be individuals to talk to the children or theatre and music productions to give performances. Many of these visits are funded by FOGs for which we are very grateful.

If this cost is likely to be the cause of any financial hardship please see the Headteacher so that special arrangements can be considered, and be assured that strict confidentiality will be observed. A special insurance is taken out for each school trip – the cost includes this.



Behaviour

As a school, our emphasis is on positive behaviour management rewarding by praise, and other incentives, children who act and behave in the expected manner.

Clear boundaries of acceptable behaviour are continually reinforced.

School Rules – Behaviour which is expected

- Come into class sensibly and be prepared and ready to learn
- Look after your school, classroom and belongings
- Listen to instructions and act upon them immediately
- Listen carefully to the person who is supposed to be talking
- Keep hands, feet and unkind words to yourself

Rewards in practice at Greenway

- Praise given when deserved
- Additional responsibilities and jobs given (monitors, leader of the line...)

- Acknowledgement of incidents / examples of good behaviour – so they become the behaviour that gains attention
- Catch the children being good – and praise them for it
- Children sent to Headteacher / colleagues for praise and recognition for behaviour
- Pupil of the week assembly each Friday to celebrate pupil achievement
- Golden time
- Attendance awards
- Best lining up awards

Small issues of inappropriate behaviour are dealt with by the class teacher or lunch-time supervisors during dinner breaks. More serious cases of poor behaviour are reported to Senior Leadership. If poor behaviour persists, parents will be informed and invited in to discuss the problem.

Bullying is unacceptable and will not be tolerated.

As a school we have a statutory duty to report any incidents of a racist nature.

Sanctions for unacceptable behaviour are understood and accepted by the children. These may include:

- Discussion of the reasons for the behaviour
- Writing about the problem
- Missing play or lunch breaks
- Accompanying a duty teacher during break time

We have policies on both Behaviour and Bullying which are available for inspection.

PARENTS ARE EXPECTED TO MAKE CHILDREN CLEARLY AWARE OF THESE RULES AND TO ENCOURAGE THEIR CO-OPERATION IN OBSERVING THEM.

The Local Community

Our school is very much part of the community. Visits to the local neighbourhood play an important role in our learning programme, as do the contributions made by local people who come into the school.

An awareness of the dedication and caring of people who help in the community is brought to the children's attention through the regular visits and talks from our community police officers and through visits from other community services.

Although we are not affiliated to any particular church, local churches play an important part in our school life.

Publication Scheme

We try to make the information in our school prospectus as comprehensive as possible. Under the Freedom of Information Act 2001, however, you may also, if you wish, request information in the following areas:

- Governor's Documents – information published in the Governors Annual Report and in other governing body documents
- Pupil and Curriculum – information about policies that relate to pupils and the school curriculum
- School Policies – information about policies that relate to the school in general.

GDPR

As a public body, there are certain tasks that will require us to process your child's information under the basis of 'Public Task'. During your child's time at school, we will process a large amount of information about them, in order to provide them with the best possible care and support within their education.

At Greenway Primary School data protection is given a high priority, and we do all we can to ensure that your information is held securely. Please find below a brief overview of how we establish Data Protection procedures within Greenway Primary School.

Processing Data at Greenway Primary School

There are 6 core objectives that we adhere to when processing information about our pupils. As a school, we will ensure that all information held about your child will be;

1. Processed lawfully, fairly, and in a transparent manner;
2. Collected for specific, explicit and legitimate purposes;
3. Adequate, relevant and limited to what is necessary;
4. Accurate and, where necessary, kept up to date;
5. Kept in a form no longer than is necessary
6. Processed in a manner that ensures appropriate security of the personal data.

The collection of Personal Information The school collects information about pupils and their parents or legal guardians when they enrol at school. The school also collects information at other key times during the school year. Information is also received from other schools when pupils transfer. The school processes the information it collects to administer the education it provides to pupils.

For example:

- ◆ Providing effective educational services to individuals;
- ◆ Monitoring and reporting on pupil's educational progress;
- ◆ The provision of Welfare, pastoral care and health services;
- ◆ The giving of support and guidance to pupils, their parents and legal guardians;

Personal Information Held

The sort of personal information that will be held includes;

- ◆ Personal details such as name, address, date of birth;
- ◆ Pupil identifiers and contact details for Parents and Carers
- ◆ Information on Performance in internal and any national assessments
- ◆ Information on the ethnic origin and National Identity of pupils
- ◆ Medical information needed to keep pupils safe while in the care of the school
- ◆ Information on attendance and any disciplinary action (e.g. exclusions)
- ◆ Information about the involvement of Social Services within individual children.

Organisations who may share Personal Information

Information held by the school, LA and the Welsh Government on pupils, their parents or legal guardians may also be shared with other organisations when the law allows, for example with;

- ◆ Joint Education Services (JES)
- ◆ Other education and training bodies, including schools, when pupils are applying for courses, training, school transfer or seeking guidance on opportunities;

- ◆ Bodies doing research for the Welsh Government, LA and schools, so long as steps are taken to keep the information secure;
- ◆ Central and local Government for the planning and provision of educational services; Social services and other health and welfare organisations where there is a need to share information to protect and support individual pupils.
- ◆ Various regulatory bodies, such as inspection authorities, where the law requires that information to be passed on so that they can do their work;

Your Rights

You have certain rights under Data Protection Act, including a general right to be given access to personal data held about your child. The presumption is that by the age of 12 a child has sufficient maturity to understand their rights and to make an access request themselves if they so wish. A parent would normally be expected to make a request on a child's behalf if the child is younger. If you wish to access personal data regarding your child, then please complete a 'Subject Access Request' form, available from the school. Please note that in some instances, particularly where Child Protection cases are involved, you may not be entitled to view all information held on your child for legal purposes.

Keep us up to date

It is very important that you keep the school informed of any changes to personal information, such as address, mobile number etc. This will allow us to maintain our records in line with Data Protection guidelines. We will share with you the information we hold during Parents Evening (annual), for you to check that the information we hold about your child is accurate.