School Prospectus

Christ the King Catholic Primary School

2025-2026

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School Holidays
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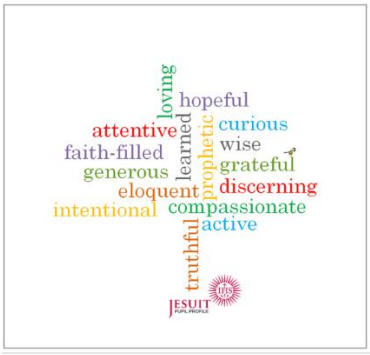


Welcome to Christ the King Catholic Primary School
Croeso i Ysgol Crist y Brenin

Dear Parents,
If your child has recently joined the school, we warmly welcome you and your family and look forward to a happy and successful association over the coming years. To those of you who have had children at the school for some time, we hope we can continue to strengthen the links between us and work together for the benefit of the children.

Our school's vision is to create a Catholic caring community where the children experience a stimulating learning environment based on a varied, balanced and well-resourced curriculum; allowing all pupils universal access to, and acquisition of, the *experiences*, *knowledge* and *skills* and that our young people need for employment, lifelong learning and active citizenship.

Our Catholic school is more than just a place where pupils are equipped with learning and skills for the workplace and active citizenship. Our school is part of a Christian community. Christ the King supports the development of the whole child through the adoption of the Jesuit Pupil Profile. The Pupil Profile is composed of 8 pairs of virtues and are in keeping with St Ignatius Loyola's own vision that we can show "improvement in living and learning for the greater glory of God and the common good."
Each half term the children focus on a new pair of virtues. During this time, pupils will learn about each virtue. What each virtue means and we can demonstrate it in our words and actions within our daily life.



We are a school at the heart of our community and we aim to provide all children, regardless of their abilities and aptitudes, with excellent learning opportunities.

Each child is treated as an individual and we have high expectations in order to help all of our children achieve their own personal best. We are committed to the all-round development of our young people and we aim to ensure that they gain the self-esteem, flexibility, imagination and generosity of spirit that will help shape their future.

Christ the King Primary School was opened in 1969 as a voluntary aided day school established under the trusteeship of the Roman Catholic Archdiocese of Cardiff.
The local education authority, Cardiff County Council, maintains the school. It is designated a primary school (i.e. accepting pupils into the Nursery the term after they turn 3 years until the age of eleven) and is co-educational.
Christ the King Primary School is set in spacious grounds, with a large area available for sports, athletics and recreational activities. The Junior and Foundation Phase children each have separate playgrounds with fitness tracks and a variety of play equipment.
We have a large, secluded pond and a Forest Schools area, a 'secret garden' that is teeming with wildlife and ideal for hands-on science. The school environment is a huge asset and is used to enrich all curriculum areas. The classrooms are well maintained and resourced. An outdoor play area for our children in the foundation phase has further improved our facilities.

We value pupils' engagement in their learning and use a range of strategies to enable them to become active participants. At Christ the King Catholic Primary School all members share a clear understanding and vision about the nature of learning and teaching, and work together in a supportive, inclusive, challenging and reflective way to make this vision a reality.

The school community places cognition at the heart of teaching and learning through the development of skills and techniques demonstrated through a meaningful curriculum constructed with the Four Purposes at its core.

Our children are ambitious and capable, enterprising and creative, ethical and informed, healthy and confident with high levels of achievement and enjoyment in learning. UNICEF is the world's leading organisation working for children and their rights. In 1989, governments worldwide promised all children the same rights by adopting the UN Convention on the Rights of the Child (CRC). These rights are based on what a child needs to survive, grow, participate and fulfil their potential.
We were the first school in Cardiff to be awarded the Gold 'Rights Respecting School' status. This means we have embedded rights across the curriculum. At Christ the King pupils learn to grow into confident, caring and responsible young citizens both in school and within the wider community. By learning about their rights our pupils, your children, also learn about the importance of respecting the rights of others.

At Christ the King, every child matters and all children need to feel safe, valued, special, appreciated and included, in line with UNC Rights of the Child. We work with families to enable our pupils to grow into healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.
To this end, all staff have been trained in the principles of The Thrive Approach, which aims to support children with their emotional and social development. By using The Thrive Approach, we help and guide the children in our care to allow them to develop emotionally, to manage their feelings appropriately and to understand the impact that their actions have upon others.

The positive Welsh ethos of our whole school community has been recognised with a Cymraeg Campus Bronze Award from Central South Consortium. The Cymraeg Campus requires a whole school approach to the development of Welsh both inside and outside of the classroom. Pupil voice and our Criw Cymraeg parliament group are integral to the promotion and development of Welsh at Crist y Brenin.

The Governors recognise how fortunate Christ the King Primary School is to have built such a highly motivated and professional team of staff who are committed to working in partnership with our children, parents, carers, Governors, our parishes, the LA and high schools to fully realise the potential of each and every child.

At Christ the King Primary School, the needs of our children always come first. We know you and your children will find this to be a caring, happy and rewarding school.

We hope that over the years your children are with us, their lives will have been enhanced by their experience; that they will leave our school with the ability and eagerness to learn more, and be ready to meet the challenges ahead of them inspired by the Spirit of Christ.

Chair of Governors ***Headteacher***
Mrs A Buckland *Mrs S Miles*

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School website:
www.christthekingcathprm.co.uk

The aims of this booklet.

This booklet aims to give parents information about our school. The information contained here- is correct at the time of printing but may be subject to change before the start of, during the school year, or in subsequent years.

Our Vision:

Learning to love - Loving to learn

Our Mission

We are:

A worshipping community that holds and celebrates Christ as the centre of its faith and life.

A learning community that values and fosters learning for the whole community.

A respecting community that follows the teaching of Christ to love our neighbour as ourselves.

A welcoming community that recognises and welcomes the presence of Christ through our respect and love for one another.

A serving community that enables its pupils to serve each other, their families and wider world

Worshipping:

- Celebrating through participation in prayer, reflection and worship so that our community feels inspired, rewarded and challenged in its faith journey.
- Giving our children hope for their future through an understanding that they are unique, and that God loves them for who they are and who they will become.

Learning:

- Enabling our children to become confident, skilled, enthusiastic lifelong learners.
- Developing thoughtful, questioning, creative and collaborative attitudes to learning.

Respecting:

- Fostering respect for all people, celebrating the wonder of God's creation and understanding the need to share our planet with all in sustainable ways.
- Respecting the unique God-given gifts that each member of the school community has to offer and promoting fairness, care and courtesy.

Welcoming:

- Instilling a culture of inclusivity, encompassing our pupils, parents and the wider community.
- Nurturing a sense of honesty, openness and self-worth in ourselves and others.

Serving:

- Encouraging our children to serve each other through friendship, kindness and sharing in work and play.
- Developing an awareness of the role of our school within our parishes and the wider community.



What do our children say about our Distinctive School?

I have made lots of friends at CTK.

I love taking part in my Senedd group. We visit the old people's home. It's so fun

It's really fun learning at CTK. I love the IT lessons



We all have the right to be heard in our school. Article 12

We always have the time to talk to God

I love learning outdoors , our Forest Schools area is fantastic

The School Badge

The first part of the badge, the crown reminds us the school is dedicated to Christ the King.

The CHI - RHO sign is made up of the first two Greek letters for Christ. The ALPHA and OMEGA symbolise that Christ is "the first and the last"; the beginning and the end of everything, the celestial crown our Universal King.

The book and quill remind us that Christ the King Primary School is a special place of education.



The symbol of the Holy Spirit and the host and chalice, remind us that we are a worshipping community trying to live and work in the Spirit of Christ.

The ship with part of the City's arms on its sail, reminds us that we belong to the wider community of Cardiff, a city built on its links with the sea.

Governors are appointed to help: -

- Ensure the school delivers a broad and balanced curriculum
- Set standards of behaviour.
- Interview and select staff.
- Decide how the school budget is spent.
- Make decisions on admission applications
- Ensure school improvement through challenge and support.

The full board of Governors meet twice a term, and a lot of work is continued in various committees. The Governors value and welcome, above all, the co-operation of parents in seeking to achieve the aims and objectives of the school. Every year a report is produced for parents that gives a summary of the work of the governing body and school.

The School's Governing Body consists of:

- Eight Foundation Governors appointed by the Archdiocese
- Two local authority representatives
- Two elected parent representatives
- One elected teacher representative
- One elected non-teaching member of staff
- The Head Teacher

A Chairperson is elected at the beginning of each school year.
A full list of the present Governing Body may be found in the appendices.

In voluntary aided schools, staff salaries, furniture, equipment, books and certain items of maintenance, are paid for by the local authority. The Catholic community is responsible for the cost of building the school and its external maintenance.

Equal Opportunities: Inclusion
Equal Opportunities refers to:

- equality of access, that is, ensuring that people have the same opportunities that are available to others.
- equality of outcome, in which there is an attempt to ensure that particular groups reach levels of achievement equal to another group.
- equivalent experience, enabling each person to fulfil their potential and overcoming limitations on learning and experience owing to earlier experiences of stereotyping (e.g.at home or media.)

We work within the Equality Act 2010 with equal opportunities identified in our school aims and policies. Equality is a whole school issue and is reflected in the following areas of school life:

- staffing structure and appointment procedures,
- curricular plans and schemes of work,
- class and classroom organisation and relationships within the school.

Christ the King Primary School is committed to equal opportunities for all.

We value diversity, celebrate the uniqueness of every child and promote equality of opportunity for all. We focus on the opportunities in the school curriculum to teach and learn about issues of equality and diversity relating to disability, gender and race, challenging prejudice and stereotyping in school and in the wider community.
The school aims to monitor standards of achievement in order to promote equal opportunities in the following ways: standards-including pupil achievement and progress, attitudes and behaviour, personal development and attendance. If there are any significant variations in attainment among pupils of different gender, social background or ethnicity the school will explore reasons for this.

At our school we aim to support equal opportunities in the following ways:

- appropriate curriculum materials and resources reflecting positive role models and attitudes to gender, age, ethnicity and social background
- our curriculum seeks to respond to the culture heritage of the pupils.
- pupils organisation in class and in teaching groups aims to ensure equality of access and opportunity
- clearly articulate policies relating to bullying and discipline.

The Governing Body will not refuse admission on the grounds of the child's gender, disability or ethnic origin. Girls and boys will have precisely the same access to the curriculum and extra-

curricular activities. Pupils will be encouraged to think outside traditional stereotypes and participate in all areas of the curriculum. Pastoral care in school provides for the emotional, physical and social needs of individual pupils. Behaviour is praise-worthy or unacceptable regardless of the child's gender. The school has a robust race equality policy that includes a commitment to tackle racial discrimination and to promote equal opportunities and good race relations.

Pupils with disabilities
Children with disabilities are always welcomed at our school. We consult fully with parents and other agencies so that appropriate arrangements are made.

All children have as full an entitlement to learning within our school as possible. We have produced a full disability access plan which will ensure that we do not treat disabled pupils less favourably for a reason related to disability and we take all reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage compared to their non-disabled peers.
The school's commitment to inclusion ensures that we actively seek to accommodate those with disabilities. All staff receive appropriate support and guidance in meeting their duties to their pupils.

Nursery Education
In January 2019 we were able to offer nursery provision for the first time in our school history. We now have a 16 place morning session and a 16 place afternoon session for nursery age pupils. The admission policy and application form for nursery can be found on our school website. We are still working closely with other nurseries in the local area whilst some of our pupils currently attend alternative settings.

Transition from Outside Settings to school
We have a very successful and effective programme in place to ensure that children enter our Reception class with confidence. As children get ready to start primary school they need time to talk about any fears and anxieties they might have. Adults play a vital role in listening sensitively and helping to prepare them for this exciting and positive change.

We make opportunities to observe and meet our prospective pupils within their nursery settings if they do not currently attend our Nursery class. Their new teacher in the reception class visits all nurseries to meet and talk to the children and to build on the established strong links we have with our feeder nurseries. This gives the children a chance to meet their new teacher in a familiar setting. We talk to nursery staff who send us examples of work and their first report from their nursery school.

In the Summer Term prospective parents are invited to a welcome meeting to meet designated staff and to access information. Parents are provided with booklets outlining all areas of school life. Parents are offered the opportunity for a private consultation with their child's new teacher, to discuss their child's interests and needs prior to admission.
Workshops take place in a series of afternoons in June and September for parents to attend together with their child to take part in fun activities that are maths and literacy related.

In July, the children come into school to work with their new teacher and to meet their classmates. Parents are welcome to stay during these visits with tea and coffee served in the school hall. This provides another opportunity to meet new friends and share any concerns.

Settling in
Throughout the year we keep in touch through parental consultation evenings, comments in the home reading book/homework book and the informal day-to-day contact that you have with your child's teacher. Five or six weeks into the Autumn Term we will invite you in to discuss how well your child has settled and share the targets we have set.
If parents or teachers have concerns or worries at any time we like you to get in touch straight away to talk things through.

Moving on - Secondary Education
Our pupils will leave us at the end of Year 6 to begin the secondary phase of their education. Most move on to Corpus Christi High School. We work closely with our secondary colleagues to ensure a smooth transition for all pupils, many of whom keep in touch for years after they leave us.

Year 6 children engage in transition projects. The children benefit from shared staff training events and the close working partnership we have with our High School. The shared aim of both schools is to ensure that your child feels confident and ready for the next step in their education.

Mid-phase admissions

Children who arrive at our school in other year groups will get the chance to look around the school and spend time in their new class should they wish. Upon arrival, our Inclusion Co-ordinator will discuss your child's needs and interests with you. We will discuss how together we can help your child settle in quickly and effectively into our school. In class they will be assigned a special 'buddy' to look after them. Following this induction meeting, our school will contact your child's previous school to gain as much information as we can about your child's recent education.
After six weeks you will receive a short report from the child's teacher, outlining how your child is settling into our school.



Prospective Parents

Prospective parents are invited to contact the school to arrange a visit during school hours, not only to see the head and staff, but also to sample the working atmosphere of the school.

If you wish to enrol your child at the school, you should firstly contact the head teacher or the school secretary and ask for an application form. Application forms are also available on our Web-site. Application for admission will be considered against the following criteria and preference will be given in the order identified below:

Admission Procedures

Parents who are interested in sending their children to Christ the King Primary School are welcome to make an appointment with the Head Teacher, who will be pleased to show prospective parents around the school and discuss relevant matters.

1. The decision to offer a place to an applicant is entirely that of the Governing Body (subject to appeal).

2. Application must be submitted in writing, signed by a parent or guardian on the application forms which may be obtained from the school.

3. Completed application forms for children due to enter Reception in the following academic year, should be returned directly to the school on or before the Cardiff County Council deadline. Late applications will be considered only after all applications lodged on or before the closure date have been dealt with, and consequently late applicants may lose priority.

4. Information must be correct and accurate otherwise a place offered may be withdrawn.

5. Applicants will be notified in writing by the Governing body of its decision. If the decision is to refuse a place, the parent or guardian will be provided with full details of the procedure and manner of appeal.

ADMISSION POLICY
FOR ADMISSIONS 2025 /26

Christ the King Primary School is a Voluntary Aided School and as such the Governors are the Admitting Body.

Children are admitted into Reception class in the September of the academic year in which they are five. Parents / Guardians will be advised to apply for a place during the Autumn term prior to the academic year of entry before the closing date advised in the LA Admission to Schools information. Parents applying for a place in Reception year at the school MUST express a preference for a place in the school on the Council's School Admission Portal at www.cardiff.gov.uk
Parents/Guardians will be notified of the result of the application in writing by the Governing Body on the offer date published by the LA , unless you have been offered one of your higher preferences through the coordinated admissions process .

Parents /Guardians have the right to express a preference for a school. Where the school has more requests for spaces than available places admission will be decided using the Over-subscription Criteria, category 1 being the highest criterion.

The Governors do not usually exceed the school's admission number or breach the limitations imposed by statutory maximum class size (30) and will admit up to the school's class admission number of 30.
In the case of multiple birth children, if when applying the over-subscription criteria the last child to be admitted is one of a multiple birth then the governors will admit the other child/ children.

A child who is now, or has been in the past, in the care of the Local Authority [as defined by Section 22 of the Children Act 1989] will be given priority for entry into the school in the category into which they fall [Baptised/Non-Baptised]. Proof must be provided with the application.

Only applications received by the published closing date for receipt of application forms will be considered in the initial round of allocation of places. All application forms received by this deadline will be considered at one time and, subject to sufficient applications, places up to the admission number will be allocated. The applications will be ranked according to the over-subscription criteria and using the distance tie-breaker within each category. Failure to provide the requested proof documents before the closing date may affect the category into which a child may be placed and considered in the initial round. Forms received after the published closing date will be considered as late applications.

Late applications will be considered at the second or subsequent rounds when all applicants will be ranked according to over-subscription criteria and the distance tie -breaker and any remaining places offered.

The school will operate a waiting list. Where a place has been refused a parent / guardian will be asked if they wish their child to go on the waiting list. This list will operate until the end of the academic year of the year of application. A parent / guardian may apply for their child to go back on the waiting list for the following year by contacting the school. The position on the waiting list may change, up or down, throughout the year when the over-subscription criteria and distance tie breaker are applied.
In the event of the Governing Body refusing an application for admission, parents / guardians have the right of appeal to an Independent Appeals Panel and should write to the Clerk to the Governing Body c/o the school, within two weeks, stating they wish to lodge an appeal. The Appeal Panel's decision is binding on the school.
There is no right of appeal for the nursery department.
Governors will consider "in year applications" as soon as possible upon receipt and within 28 days. Any spaces up to the permitted class size will be filled using the school's over-subscription Criteria.

Curriculum Statement

In our school we endeavour to offer a distinctive vision of education rooted in the faith and teaching of the Catholic Church. The Church has always believed that it has a mission to provide an education through which our whole lives may be inspired by the Spirit of Christ, and because of this, there are three elements that we try to develop:

- a distinctive educational climate based on Gospel values
- the personal development of each pupil in the light of faith
- the importance of relating the Gospel message to culture and lifestyle.

In our school we believe that the curriculum embodies:

- high expectations of all its pupils
- access to a broad and balanced curriculum
- an understanding that learning is a lifelong process
- recognition of the value and importance of home, school, parish and community relationships
- and an awareness of the need to prepare pupils for a culturally diverse society.

In the light of faith our curriculum aims:

- to foster spiritual, moral, social, cultural, intellectual and physical development
- to provide a stable and supportive learning environment
- to ensure that children learn effectively and efficiently through well planned experiences.
- to encourage self-esteem and self-confidence
- to encourage a respect for the beliefs and opinions of others whatever their ability, race, culture or gender
- to take account of special needs, including those of more able and talented children and those with learning and physical difficulties.

We aim to provide a proper balance between different teaching methodology and organisation during the school day. Pupils benefit a great deal from working in small groups -working in this way encourages children to co-operate, to share ideas, to listen to one another and to appreciate and respect the contribution made by others in the group. We encourage our pupils to learn to become independent and to think for themselves from a very young age.

Above all, we aim to make the learning process "fun" and to make our school a happy and caring place.

Curriculum Information

A new **Curriculum for Wales** has been published.

The new Curriculum is organised into six **Areas of Learning and Experience** (AoLEs). **Achievement Outcom**es and **Progression Steps** will allow teachers to plan learning experiences that best meet the needs of learners and allow all pupils to realise their potential. **This new Curriculum became statutory in September 2022.**

The Curriculum in Our School

Our school aims to provide a broad balanced curriculum, which strives to develop all pupils to become: ambitious and capable, enterprising and creative, ethical and informed, healthy and confident citizens.

Our curriculum aims to offer all our children high-quality learning experiences that are balanced, challenging and enjoyable. Our teaching is carefully planned to ensure that we cover all AoLEs and embed all 16 pedagogical principles whilst taking account of the full range of our children's abilities.

We are a one form entry school. Classes work within year groups.

Nursery: 3-4 yrs
Reception: 4-5 yrs
Year 1: 5-6 yrs
Year 2: 6-7 yrs

Year 3: 7-8 yrs
Year 4: 8-9 yrs
Year 5 9-10 yrs
Year 6: 10-11yrs

It is a Welsh Assembly Government regulation that class size should not exceed 30 children from

Reception to Y2 and is a recommendation in Y3-Y6

Teachers plan co-operatively, encouraging an investigative, problem-solving approach through thematic methods. Teaching methodology is varied and planned and exercised through 1:1, paired, shared, group or whole class teaching.
All Class Teachers work with our Additional Learning Needs Coordinator and Teaching Assistants to ensure that children get the maximum individual attention we are able to provide.
As the same class children will be working at a range of levels of attainment, our children work at their own level and therefore do not all progress at the same rate.
Children learn by doing, thinking and exploring, and through quality interaction, intervention and relationships which all combine to build positive dispositions to learning.

Active learning is seen as an appropriate way for children to develop the vital skills they need through a meaningful curriculum and a positive attitude to learning. Active learning is learning which engages and challenges children's thinking using real-life and imaginary situations.

A Curriculum for Wales:
Following the Donaldson report 'Successful Futures', Welsh Government have published guidance for schools to begin to think about developing a new curriculum to be implemented statutorily in Sep 2022. A school's curriculum is everything a learner experiences in pursuit of the four purposes. It is not simply what we teach, but how we teach and crucially, why we teach it.

The four purposes are the shared vision and aspiration for every child and young person.

All learners will be:

- **ambitious and capable**
- **enterprising and creative**
- **ethical and informed**
- **healthy and confident**

With this in mind, Christ the King aims to develop a new curriculum with the four purposes as its driving force and ultimately the individual child at the core of all we do.

The Curriculum for Wales framework outlines 6 **Areas of Learning and Experience** (AoLEs) for all children from 3-16.

AoLEs :

Expressive Arts



Expressive Arts spans five disciplines: art, drama, dance, film and digital media and music. Whether as creators or as audience, through engaging with the expressive arts, learners can gain an understanding and an appreciation of cultures and societies in Wales and in the world. Such engagement can equip learners with the skills to explore cultural differences through time and place.

Health and Well-being



The Health and Well-being Area of Learning and Experience provides a holistic structure for understanding health and well-being. It is concerned with developing the capacity of learners to navigate life's opportunities and challenges. The fundamental components of this Area are physical health and development, mental health, and emotional and social well-being. It will support learners to understand and appreciate how the different components of health and well-being are interconnected, and it recognises that good health and well-being are important to enable successful learning.

Humanities



Humanities encompasses geography; history; religion, values and ethics; business

studies and social studies. It seeks to awaken a sense of wonder, fire the imagination and inspire learners to grow in knowledge, understanding and wisdom. This Area encourages learners to engage with the most important issues facing humanity, including sustainability and social change, and help to develop the skills necessary to interpret and articulate the past and the present.

Languages, Literacy and Communication



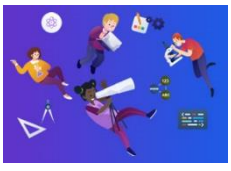
Learning and experience in this Area aims to enable learners to communicate effectively using Welsh, English and international languages be it listening, reading, writing or speaking. It aims to encourage learners to transfer what they have learned about how languages work in one language to the learning and using of other languages.

Mathematics and Numeracy



It is imperative that mathematics and numeracy experiences are as engaging, exciting and accessible as possible for learners, and that these experiences are geared towards ensuring that learners develop mathematical resilience. Mathematics skills are build and mastered incrementally and numeracy is the application of these skills to solve real-life problems

Science and Technology



The importance of science and technology in our modern world cannot be overstated. Developments in these areas have always been drivers of change in society, underpinning innovation and impacting on everyone's lives economically, culturally and environmentally. As such, the Science and Technology Area of Learning and Experience will be increasingly relevant in the opportunities young people encounter and the life choices that they make.

The Curriculum for Wales guidance promotes collaboration and cross-disciplinary planning, learning and teaching, both within and across AoLEs. This will enable all learners to build connections across their learning and combine different experiences, knowledge and skills.

Our new approach to curriculum design recognises:

- the role of leadership in enabling high-quality learning and teaching. Establishing a high-performing education system through high-quality learning and teaching depends on building its professional capacity, developing local leadership, responsibility and decision-making
- as a highly skilled professional staff, we are best placed to make decisions about the needs of our learners, including choosing topics and activities which will best support their learning
- the importance of meaningful learning. A content-focused curriculum does not guarantee meaningful learning, only that certain topics are covered to varying extents; instead, the Curriculum for Wales guidance articulates what concepts and essence of learning should underpin a range of different topics, learning activities and acquisition of knowledge
- the need for innovation and creativity. Practitioners select content, enabling them to use their professional skills to drive improved learning and outcomes for our learners
- the scope for practitioners to make greater links between Areas and disciplines. Practitioners will have the licence to use topics and activities to combine meaningful learning from different Areas, disciplines and concepts

Cross curricular Skills:

Literacy, numeracy and digital competence are mandatory skills across all areas of learning and experience and are considered within all curriculum design at Christ the King.

All teachers, across all curriculum areas aim to develop and ensure progression in these skills. To ensure that learners develop high levels of competence in these skills and have frequent opportunities to develop, extend and apply them across all areas.
ICT should be holistic and integral across the curriculum. Children's ICT skills, knowledge and understanding should be developed through a range of experiences that involve them (i) finding and developing information and ideas, (ii) creating and presenting information and ideas.

Religious Education
Religious Education is the **"core of the core curriculum"** in a Catholic school (Pope St John Paul II).
Placing RE at the core of the curriculum in Catholic schools helps the school to fulfil its mission to educate the whole person.

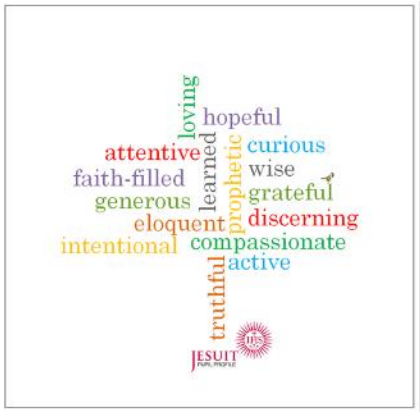
As a school serving three Catholic parishes, we aim to live out our mission statement, assisting parents in the task of helping children to know God and experience the Christian faith at home and at school.

At Christ the King we offer our children an exciting and faith filled RE curriculum that is central to every aspect of school life. In our school everybody is valued and has a voice. We strive to ensure that children leave our school religiously literate and engaged in the world and people around them.

We follow the Catholic religious programme **'Come and See'**, which begins in Nursery and goes through to Year 6. The main aim of the programme is to help the children to understand that religion is not just learning, but for living. Links are made with the pupils' own experiences and with universal experiences. Links are also made with the experiences of the traditions of other faiths.

We support the development of the whole child through our Pupil Profile. The Pupil Profile is composed of 8 pairs of virtues and are in keeping with St Ignatius Loyola's own vision that we can show "**improvement in living and learning for the greater glory of God and the common good**." Each half term the children focus on a new pair of virtues. During this time pupils will learn about each virtue. What each virtue means and how we can demonstrate it through our words and actions within our daily life.

Christ the King Pupil Profile
Pupils in Christ the King are growing to be . . .
Grateful for their own gifts, for the gift of other people, and for the blessings of each day; and **generous** with their gifts.
Attentive to their experience and to their vocation; and **discerning** about the choices they make and the effects of those choices.
Compassionate towards others, near and far, especially the less fortunate; and **loving** by their just actions and forgiving words.
Faith-filled in their beliefs and **hopeful** for the future.
Eloquent and **truthful** in what they say of themselves, the relations between people, and the world.
Learned, finding God in all things; and **wise** in the ways they use their learning for the common good.
Curious about everything; and **active** in their engagement with the world, changing what they can for the better.
Intentional in the way they live and use the resources of the earth, guided by conscience; and **prophetic** in the example they set to others.



It is our hope that we can support the children of Christ the King, in partnership with the home and the Parish, to show these qualities in their work and play and to grow in understanding of their

faith and themselves through reflection, prayer, discussion, academic work and collective worship

Preparation for the Sacraments
The school compliments and supports the work of our 3 Parishes in preparing the children for the sacraments of Reconciliation and Holy Communion.



Prayer and Liturgy
The community of Christ the King School gathers for daily collective worship. This may take the form of a whole school, key stage, or class group. We strive to put Christ at the centre of everything we do.

Each class starts and ends the day in prayer, which is led by either the teacher or a child. Before and after lunch we give thanks to God.

Mass is celebrated in the school on Feast Days and special occasions. Every term a class from KS2 participates in the weekly Parish Mass at Christ the King Church.

The pupils carry out the ministries for the feast of Christ the King at our local parish and Corpus Christi mass at St Teilo's parish.

During the seasons of Advent and Lent pupils lead liturgies which all parishioners are invited to attend.

Relationships and Sex Education (RSE)
Our schools has a key role in supporting parents in their primary responsibility in enabling their children to grow in understanding of human relationships and to educate and inform them in all matters of personal growth and development. We acknowledge that underpinning all personal, social, health, moral and citizenship education is the central belief in the dignity of each one us as created and loved by God and the importance of relationships. RSE encompasses all these aspects of development.

Our RSE curriculum is linked closely to the Religious Education 'Come and See' programme of study. All pupils also use lessons based on 'The fertile heart' to enhance relationships education. Our key scheme is Ten Ten's programme for Catholic Primary schools called 'Life to the Full', this scheme teaches relationships education and health education within the context of a Christian understanding of human sexuality rooted in the wisdom and teaching of the Catholic Church. 'Life to the full' is a scheme of work in relationships education for Catholic primary schools which embraces and fulfils the new statutory curriculum. It is taught with a spiral approach to learning, in which pupils will revisit the same topics at an age-appropriate stage throughout their school life. The programme is fully inclusive of all pupils and parents are invited to view and discuss the material before it is used with the children.
The Programme includes teaching about personal health, physical and emotional wellbeing, strong emotions, private parts of the body, personal relationships, family structures, trusted adults, growing bodies, puberty, periods, life cycles, the dangers of social media, where babies come from, an understanding of the Common Good and living in the wider world.

The entire teaching is underpinned with a religious understanding that our deepest identity is as a child of God – created chosen and loved by God.

The World of Work
Our school is keen to develop economic understanding and so provide opportunity for children to gain experiences of the world of work through a number of school visits. Our school has links with local shops and companies such as Warburton's Bakery, Pets at Home, Pughs Garden Centre, Llanishen Reservoir, Llanishen Leisure Centre and Sainsburys. Pupils also take part in a mini-enterprise week where they make and sell

products. Our Y5 and Y6 pupils take part in the LA initiative “Open Your Eyes” week – where they receive presentations from various companies.

Community Links

Our school enjoys thriving links with the local community and we work hard to develop networks with local and national businesses and educational institutions. We value the contribution that our parents and carers can make in educating our pupils about the wider world of work. We hold workshops that teach pupils about how the knowledge and skills that they learn in school may be applied to a variety of jobs. Educational visits are made to local businesses as part of class topics

We have numerous events throughout the school year which are shared with our parish communities, such as liturgies and masses.

We share our expertise with other schools on ‘Children’s Rights’. We are also part of a network of schools that take part in reciprocal visits to develop practice and skills.

Links have been established with Llanishen Library and our pupils are encouraged to use such a valuable resource, which is on our doorstep.

We have a very strong and active PFA (Parents and Friends Association) who are always striving to provide fun activities for our pupils and their families . They successfully raise funds for our school and have been responsible for providing most of our outdoor play equipment . We always encourage all our new parents to join as it’s a great way to make new friends and help with school fundraisers .

Our strong links with Llanishen Rotary club enables our pupils to take part in a series of sporting and cultural competitions with other schools. Our pupils take part in local sporting, creative and gardening competitions. Our senedd group - ‘Working for Others’ - visits the local care home fortnightly to share activities, entertain residents and enjoy listening to stories from the past.

Extra curricular activities and visits

We offer a range of extra-curricular experiences across the school such as netball, football, rugby, dance, athletics, IT and gardening club, as well as residential outdoor experiences, visits to theatres, museums and galleries. Many of these activities depend on voluntary help by members of staff and parents who give their own time. If you would like to help in any of the after-school clubs, please let the school know.

First-hand experiences



Children enjoy visiting places and learn much from first-hand experiences. We have an extensive programme of educational visits linked to different areas of the curriculum. Educational visits are often an integral part of a topic or subject area under study. Each visit is carefully planned and organised to provide a valuable educational experience.

At present two residential visits are organised in year in Year 5 and Year 6.

Support for children with Additional Learning Needs (ALN)

As with the introduction of the new Curriculum, Additional Learning Needs Provision is undergoing a period of reform.

The Additional Learning Needs and Education Tribunal (Wales) Act 2018 (ALNET Act) makes provision for a new statutory framework for supporting children and young people with ALN. The new system is being rolled out nationally and is expected to be fully established by August 2025.

The school's ALN Policy adheres to the requirements of the Additional Learning Needs Code for Wales 2021. Provision for pupils is in accordance with the Code and follows LA guidelines as set out in the document, 'Guidance for Mainstream Schools on the Expectations of the ALN Code' (2021)

Early identification, assessment and provision is essential for any child who may have additional learning needs. Staff adhere to the Code of Practice in identifying, assessing and providing for all children's additional learning needs. To reflect that, we provide a continuum of provision, known as a 'graduated approach'. We are able to meet most children's learning needs through a universal approach of differentiation of the curriculum. By employing a variety of teaching styles and allowing for flexibility in pupils' ways of recording their learning, we aim to support children to develop independence and confidence in their abilities.

Sometimes a child may find it difficult to acquire skills effectively. This is described as an 'additional learning need' (ALN), which may be short or long term, depending on its underlying cause. In this case, there is a need for the school to offer something additional to, or different from, that which is provided for the majority of the class. It may be appropriate for a child to have a bespoke programme of learning to supplement their classroom experience.

If a child is identified as being in need of extra support for their learning or behaviour, an individual programme will be discussed with the parents and put in place to support the child. It is the policy of the school that parents will be informed and consulted if and when their child is identified as having a degree of ALN. Parents are encouraged to be involved in the development of Individual Development Plans and in the setting and reviewing of educational targets for their child.

We believe that all children should have access to a broad and balanced curriculum; we understand that learning needs should not be a barrier to learning, given the appropriate management of some additional learning provision (ALP). At Christ the King Primary School, all children are regarded as having equal worth, regardless of their attainment and behaviour.

Children with additional learning needs are fully integrated into the life of the school, and all teachers are regarded as teachers of children with ALN. Each year, in service training is provided for staff in order to ensure the best possible provision for children with ALN.
A school governor is also nominated to take a special interest in this area and it is hoped that by working together, governors, parents and teachers will be effective in supporting their children.

A team of Teaching Assistants supports the class teachers and ALNCo in meeting the needs of ALN children and full use is made of the range of support services provided by the LA.

Close liaison is established with Corpus Christi High School, with the aim of ensuring a smooth transition for all pupils with ALN. Where pupils with additional learning needs move to or from other schools, pupils and their families are supported with transition visits and follow up 'settling in' meetings.

The school's ALNCo liaises with all staff and where necessary with outside agencies, to ensure that all available resources are used to meet the identified needs of the children.
We have well established links with local specialist settings. Our links with child health services, social services, educational welfare services and voluntary organisations help us to ensure that a multi-disciplinary approach is maintained towards the education of any pupil with additional learning needs.

The effectiveness of our ALN Policy is evaluated annually and the results of this evaluation are reported to the Governing Body. The policy is

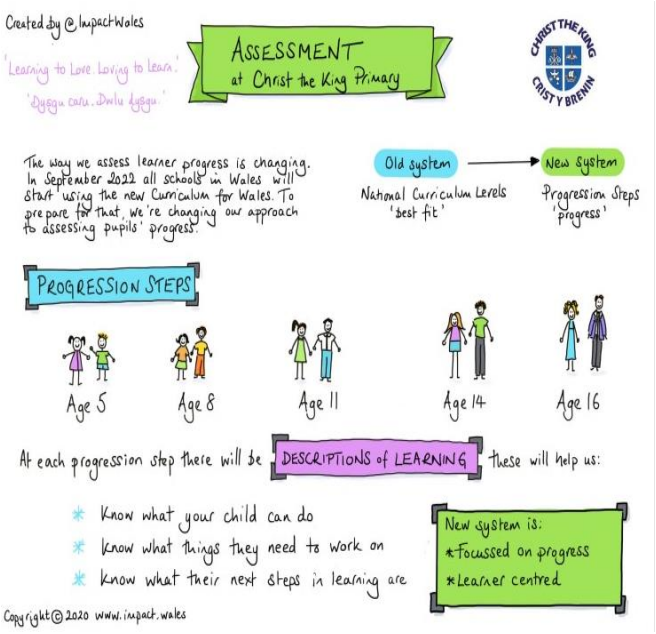
reviewed and updated in the light of this evaluation.
The school Governors have overall responsibility for the education of children with ALN, but the day-to-day management of the school's ALN provision is undertaken by the Headteacher, supported by the ALNCo.

We are very proud of the way all of our children, including those with additional needs thrive at our school.
Our school policy on Additional Learning Needs is available on the school website.

How will my child's progress be monitored?
Assessment is an everyday occurrence in the classroom. Children are encouraged to take an active role in their learning, so they are taught how to self-assess and peer-assess. Teachers make ongoing assessments in order to determine next steps in learning and to inform teaching. Children's attainment is recorded and tracked electronically by teachers in order that progress can be closely monitored. A range of tests are used to assess performance and plan for the next step in a child's learning. These can also be used diagnostically.

Targets are set for the children in Literacy, Numeracy and Welsh as well as for learning behaviours (or Habits of Mind). These are shared with families and progress is recorded on the 'CTK Stars' target cards. Individual programmes are put in place to support children where necessary and to ensure potential is achieved. Parents' involvement in their children's education is actively encouraged by giving written information on the curriculum, meeting parents regularly and providing an annual report on progress. Supporting each individual in this way helps us to raise school standards and gives every child positive achievement to celebrate. We find that children thrive on high expectations and clear aims.

The school holds consultation meetings twice a year for parents to have a confidential talk with the class teacher. At the end of the school year parents will receive a full written report on their child's progress across all aspects of the Curriculum subjects and Religious Education.



Communicating with Parents/Carers

The partnership between home and school, between parent and teacher will have an important influence on your child's progress in school. The school encourages close partnership with parents. This valued partnership develops as parent and teacher share their knowledge of the child.
We operate an 'open door policy' towards communication with families. Teaching assistants are stationed near the entrance gate to welcome and ensure a smooth handover of pupils at the start and end of the day. Information and messages may be given at this time or to admin staff either in person or by phone or e-mail. In addition, there is always a senior member of staff available at the start and end of the day for parents to talk to if an urgent concern has come to light.

However, as teaching assistants are ensuring the safety and welcome of all pupils and teachers are in class preparing for the day, teachers and teaching assistants are unable to take part in long conversations.
If you would like to speak to your child's teacher, we ask you to make an appointment, preferably via email to the school office or talk to a senior member of staff.
We need to ensure the Health and Safety of all and ensure that the teachers are ready to start promptly teaching at 8.55am or attend meetings or after school clubs at 3.30pm.

School Website
The school website, https://www.christthekingcathprm.co.uk/ is an essential platform for all of our school community, used to communicate a diverse range of information about our school. In addition to information about our policies and procedures, each class has a 'Class Page' devoted to the learning that is taking place .

Newsletters
Our school publishes a weekly newsletter, containing important information, news and details of any upcoming school events. This is emailed at request to parents and can also be viewed on the school website.
We have also invested in The School App, a messaging service which is used to send important updates to parents who choose to download and register with it.

Twitter - now X
We share news, photos and videos of school events through our Twitter account @ctkprmcardiff

Curriculum Meetings
During the year meetings are held for parents/carers in which further information about the curriculum and our teaching methodology is given. Sometimes the focus may be for a particular Key Stage or year group but any interested parents/carers are always welcome. As our understanding of how children learn is constantly developing, it is important for parents to attend these meetings.

Home Learning
At Christ the King Primary School, home learning is seen as a valuable part of schooling. The amount of time that pupils are expected to spend on homework will depend upon their age and attainment. It is important that children of all ages have opportunities for free time, leisure and physical activities outside of school. Many of our children have hobbies, participate in clubs, youth or church groups and sporting activities. These are very valuable, so it is important to plan homework activities so that the scope for children to develop their own interests is not compromised. We all need opportunities to rest and play, as well as work. Home learning is designed to help all children:

- achieve academic success,
- to prepare for, extend or consolidate learning activities from the school day
- to enable parents to help and become familiar with the skills and knowledge that their child is learning
- to strengthen the partnership between home and school.
- to help develop effective work habits.

Arrangements for the General Welfare of Children
Each child has a class teacher who has responsibility (in the first instance) for these pupils. The class teachers oversee their general welfare and progress. Should any significant problems or changes occur, these are reported to the Head Teacher (sometimes via the Deputy Head Teacher) who has overall responsibility.

Pupil Accidents
In the event of an accident or illness every effort will be made to contact the parents who may be asked to collect the child from school where applicable. If the parent cannot be contacted and the accident/illness is regarded as serious, the child will be taken to hospital by a member of staff, or an ambulance called.

School Nurse
Through the course of the school year a designated school nurse makes regular visits to school and is available for discussions with parents concerning their children's health. In addition, she arranges medicals for the Reception children and audio and vision tests for other groups of children in the school.

The school nurse visits our school on a regular basis. If you wish your child to be seen by either for a particular reason, say hearing or sight problems, please contact the School Office.

School Rules and Behaviour
Living with others whether at home, in school or in the wider community requires qualities of

conduct and self-discipline that Christ the King Primary School wishes to foster.
The school's aim is to assist your children to develop into confident, polite, enquiring and helpful young people. We believe that encouragement, praise and the recognition of achievement increases motivation and success.

The school operates a reward system that celebrates academic achievement, effort and good behaviour through children receiving merits leading to awards. We also use the 'CTK Stars Scheme.' This scheme recognises the achievements of children working towards their individual targets in school and their achievements outside school. Parents are invited to nominate their child for our "Shout Out" assemblies for something achieved outside school such as showing particular kindness, helping outside school, showing responsibility or gaining a certificate etc.

We have well-established Positive Management of Behaviour and
Anti-Bullying Policies that involve parents fully in times of difficulty.

Our school behaviour policy reflects the Christian ethos and mission of our school and aims to establish a culture in which everyone can love and respect each other and celebrate the uniqueness of each individual within our community, enabling all to reach their full potential, working together in a safe and secure environment.

Our behaviour Policy is based on a series of principles:-

- Everyone must take responsibility for their own behaviour.
- Good behaviour is recognised, praised and rewarded.
- Clear rules, rewards and sanctions are followed consistently throughout the school.
- Everyone has the opportunity for a fresh start.
- We respect all members of the school community
- Everyone is equally important
- Opportunities are created to promote self-esteem and self-discipline

If you wish to discuss our management of this aspect of school life, please do not hesitate to contact the Headteacher.

Anti-bullying Policy



At Christ the King Primary School we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying is fortunately rare in our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. To this end our anti-bullying policy has been written in collaboration with parents, children and governors, defines bullying and gives clear guidelines about how incidents of bullying will be dealt with. Parents are asked to contact the school immediately should they have any concerns.
There are parent copies of the school behaviour and anti-bullying procedures available from the school or on the website .

School Senedd

Classes from Years 3 - 6 in the school belong to a senedd group. There are 8 different senedd groups that pupils belong to. These bodies meet regularly and allow pupils to discuss their own and their year group's ideas and concerns. Their views are taken seriously and result in projects that benefit the whole community including others less fortunate than themselves.

Safeguarding
Child Protection

Christ the King Catholic Primary School recognises that we have a duty to safeguard and to promote the welfare of our pupils. This responsibility requires a Child Protection Policy and appropriate procedures. This means that the School may need to share information and work in partnership with other agencies if there are concerns about a child's welfare.

A copy of our Child Protection Policy is available for parents or carers to see and is on the website. The School's Designated Child Protection Officer, the Headteacher, is happy to discuss any concerns parents may have about Child Protection Policies and practice.

The appointment of all staff, Governors and volunteers is subject to a DBS check. Staff are aware and act upon the guidelines as laid down in Child Protection Policy and Health and Safety Policy.

Procedures for volunteers working with children
The Governing Body welcomes and values the work undertaken by volunteers who assist class teachers in Christ the King Primary School. In doing so, we believe that supervision should be used as a means to protect children. We particularly believe that active supervision, by which we do not mean day to day invigilation but regular opportunities to review experience and discuss issues, has a very positive part to play, both for employed staff and volunteers.

In choosing staff and volunteers to protect children, the Headteacher and the Governing Body are mindful to:

- Treat all would-be paid staff and volunteers as job applicants for any position involving contact with children.
- Explore all applicants' experience of working or contact with children in an interview before appointment.
- Collect references
- Find out whether an applicant has any conviction for criminal offences against children by means of DBS check.

Use of Photographs - Our Good Practice
Christ the King Primary School follows the following good practice in the use of photographic images involving children. Parents are asked to sign a generic consent form with regard for the following principles:
We follow the commitment made in the consent forms:

- not to use the photograph out of context
- not to use the photograph to illustrate sensitive or negative issues.

When photographing children we:

- ensure that parents and carers of young people have signed and returned the school's consent form for general photography. Any images going beyond need additional specific consent.
- ensure all children are appropriately dressed.
- avoid images that only show a single child with no surrounding context of what they are learning or doing. Photographs of three or four children are more likely to be used and also are more likely to include their learning context.
- do not use images of a child who is considered very vulnerable, unless parents / carers have given specific written permission.
- avoid naming children. If one name is required then use the first name only where possible.
- use photographs that represent the dive of the young people participating.
- report any concerns relating to any inappropriate or intrusive photography to the head teacher / manager.
- do not use images that are likely to cause distress, upset or embarrassment.

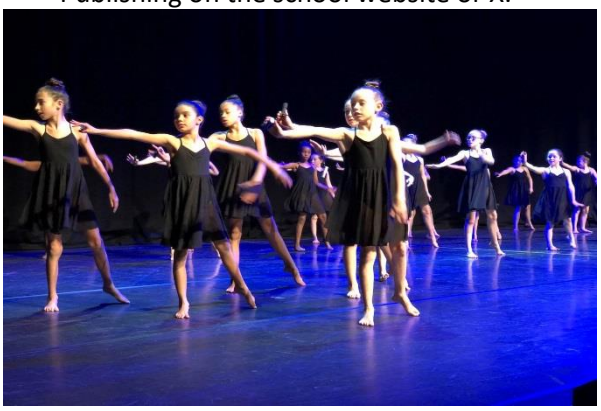


If we use a photo for an event not covered by a generic consent form, we ask parents/carers to sign another agreement.

NB: For safeguarding reasons parents/carers are not allowed to take photographs or videos of pupils. All events that parents are invited to attend will be photographed by a member of staff, uploaded on to the website and can be accessed free of charge.

When do we use photographs?

- Demonstrating key skills for PE.
- Performing arts including dance and movement, concerts, drama performances, parent evenings.
- Assemblies.
- Sports days and sports fixtures.
- Media including newspapers.
- Publishing on the school website or X.



Core Principles of Internet Safety
As part of your child's curriculum and the development of ICT skills, our school provides supervised access to the Internet. We believe that the use of the World Wide Web and e-mail is worthwhile and is an essential skill and tool for children as they grow up in the modern world. Access to e-mail & the internet is a requirement of the New Curriculum.

Although there are concerns about pupils having access to undesirable materials, we take positive steps to deal with this risk in school. Our school Internet provider operates a filtering system that restricts access to inappropriate materials appointment. In addition, clear guidelines and rules are in place and are strictly adhered to.

Parents and children are asked to sign an agreement that the rules and guidelines of safe, responsible internet use are understood and followed.

Healthcare
If your child is ill during the school day or has an accident, we shall endeavour to contact you at home or at work. In an emergency, we would seek immediate medical attention.
Various members of staff deal with children who are unwell or have suffered minor injury. Staff have basic first aid training and two members of staff have a current enhanced certificate for first aid at work. Children will be given a note to take home if they have had a small accident. It is always wise to take seriously even the smallest bang on the head. Parents are always informed of such injuries.
If your child has or develops a serious illness, disability or there is a domestic problem that could affect the educational progress of your child, please inform the school as soon as possible.

Head Lice
Like the common cold, anyone can catch head lice. You should regularly check to see if your child has head-lice. If you find head-lice please do not panic but follow the "bug busting routines", details of which can be obtained in the School Office. If a member of your family is found to have head-lice, please inform the school so that the parents of other children can be informed. This is always done sensitively and confidentially, with no names mentioned.

Administration of Medicine
Parents are responsible for the administration of medicines to their children. If a child is unwell, they should be kept at home. Should a child need medication during the school day, that child should either return home to receive the medicine or, the parent should come to school to give the medicine. If your child is prescribed a course of anti-biotic medicine, please ask the doctor to prescribe medication that will not need to be administered during the school day. Please do not ask the school to administer medication as refusal may cause offence.

In exceptional circumstances, when all other avenues have been explored, the head teacher or the deputy head teacher in her absence may administer medicine at 12.30 pm. In this event, an adult with a signed and dated pro-forma, stating clearly the name of the child, the dose, and the duration of the treatment, must hand the medicine into the office. ***At no time should a child be sent to school with medication in their bags.***
All requests will need to be discussed fully with the head teacher or other authorised member of staff before any medicines are sent into school. A record will be kept by the school of all medicines administered and when in respect of each pupil for whom it has agreed to administer medicines.

The school may refuse to undertake administration where this is seen to be the reasonable decision in the best interests of the school. For example, where timings of administration are critical and crucial to the health of the pupil and cannot be guaranteed; where specific technical or medical knowledge and/or training is required or where administration would make unacceptable intimate contact with the pupil necessary.

The school will not agree to administer any medication in school without a written request using this form, having first been made.

Long-term medical conditions
The school must be informed if your child develops any long-term medical needs. If your child has a condition that that may require the emergency administration of medicines, an individual health plan must be drawn up between the doctor, school nurse or other medical specialists.
For pupils on long-term medication the request form should be renewed by the parent/carer when required by the school and in any event at the beginning of each new school year. Parents are responsible for notifying the school immediately in writing of any subsequent changes in medicines or doses. Parents are responsible for notifying the school immediately the doctor has stopped the medication.

Asthma
Children with asthma should be encouraged to increasingly manage their condition. To support this the school's policy is that the child is to carry his/her inhaler on their person. In addition, we request that a second spare inhaler is kept in the child's classroom. Please ensure that your child's inhaler is clearly marked with their name. If your child needs to use a spacer device with their inhaler, please ensure that this is in school.

Sun Safety at School
The school is concerned about protecting our pupils from sunburn and from skin damage that can be caused by the harmful ultra-violet rays in sunlight. We encourage children to avoid sunburn and overexposure to the sun by:
• seeking the shade, particularly during the middle of the day
• wearing suitable hats – bucket hats or baseball caps with flaps
•-wearing clothing that protects the skin, particularly for outdoor activities and school trips
• using a high factor sunscreen (SPF 30+).
Wearing sunglasses – not dressing up or toy

You can help by encouraging your child to
- bring, and wear a hat at school.
- wear longer sleeved shirts and longer shorts when outdoors
- ensure that sunscreen has been put onto your child before school.

NB if your child brings sunscreen to school, please can it be labelled. Such lotions are viewed as medicines and must be given to the teacher with the child's name clearly marked, at the start of the school day and not left in bags. It is the child's responsibility to collect the lotion from the teacher in KS2
In exceptional circumstances eg for early years, it may be necessary for teachers or support staff to help children apply the sunscreen to exposed areas. Please inform the school if you are not happy for approved teaching or support staff to do this. A sunsafe consent form is sent out to parents for them to sign.
If your child has any allergies or skin sensitivities, you may want to check with your GP before providing a sunscreen.

School Uniform
School uniform can be purchased from:

Y.C. Sports clothing store,
90 Crwys Road,
Cathays,
Cardiff.

Book bags are available from school. Enquiries should be made to the School Secretary. The wearing of school uniform is compulsory.

Uniform
Pale blue school polo shirt, navy shorts, or long navy trousers. Black shoes or black trainers. Navy school Sweatshirt with school logo.

Winter Uniform
Pale blue school polo shirt, navy gymslip, navy skirt, school sweatshirt, school cardigan, long navy trousers, dark tights and black shoes or trainers.

Summer Uniform
As above with the additional option of a white and blue checked dress.

P.E. Kit
Apart from the early years' pupils, who just remove shoes and socks, all children must wear

suitable clothing for indoor and outdoor physical education lessons.
A full Kit and Kit bag with the school Logo is available from YC Sports at a very reasonable price.
For PE / dance lessons children should wear navy polo or T. Shirt with black or navy elasticated waist shorts/ cycle shorts.
For outdoor games, if it is cold children can wear plain tracksuit jogging bottoms and plain sweatshirt. In addition, some sort of cloth tie bag will be needed in which to store this kit. Please ensure that all kit is clearly marked with the child's name.
All children will need suitable clothing and footwear for games lessons organised on the playgrounds or the school fields.
Please note no kit with logos/ writing will be allowed.

Children's Clothing and Property
Please ensure that **all items of clothing and property** (e.g. plastic flasks) **are clearly labelled with the child's name.**

Whilst the school strongly encourages children to take responsibility and will within reason ensure that items are not mislaid, the staff at the school cannot be held responsible for your child's belongings.

Hair
As is appropriate with any uniform, hair should be kept neat and well styled with no extreme styles. It should be kept clear of the face and eyes, and if it is long, for reasons of health & safety, hair must be tied back.

School Hours and Attendance
Nursery
Morning Session: 9.00am to 11.30am
Afternoon Session: 1.00pm to 3.30pm
Foundation Phase
Morning Sessions: 8.55am to 11.45pm
KS2
Morning sessions:
8.55am to 12pm

Afternoon sessions (Whole School)
12:55pm to 3.30pm

Our duty of care extends to 10 minutes before and after school, when staff will be on duty.

Attendance Matters
We ask all parents to ensure that their children arrive at school punctually as lateness disrupts the learning not only of your child but also the learning of other children in the class. Any latecomers must gain entry via the main door and report to the office.

If in an emergency a child needs to be released from school early parents are reminded that in the interest of security permission must be gained from the Headteacher prior to collection and access to classrooms must be via the main entrance, not the cloakrooms.

Absence
When children are absent from school the parent or guardian must notify the school by phone, e-mail or in person, detailing the reason for absence.
The school implements a ring back system when children have not arrived in school by 9.30am, and no reason has been received. All parents are asked to contact the school on the first day of absence for their child before 9.30am. This can be done by phone, e-mail or in person. If we have not received notification by this time, then a phone call or text will be made from school to the main contact telephone number listed for any child, to account for their absence.

Setting high standards of attendance and punctuality is most important, given the research which confirms that early intervention in this way can improve attendance throughout the period of compulsory schooling.

Procedures for dealing with absences
Registration
If a child is absent at morning registration and the school has not received an explanation for the absence by 9.3Oam and the school has been unable to contact anyone, the absence will be treated as unauthorised.

Lateness
Children must attend on time to be given a mark for that session, unless the lateness is unavoidable. Parents are expected to ensure that

children are present for registration. A late mark is awarded if arrival is between 8.55am and 9.30am. Absence mark is given if arrival is after 9.30am.
After four episodes of lateness in a month a letter will be sent to parents by the school with the aim of addressing the situation. lf the situation does not improve the parents will be invited to a formal meeting with the Headteacher.

Absences

Authorised absences include:
Sickness, hospital appointments, dentist, religious holidays, clinic and funerals. Medical appointments should be arranged if possible, outside the school day. Where this is not possible it is expected that pupils only miss part of the day. Leave may, however, be granted in an emergency e.g. bereavement or for medical appointments which take place during school time.

Unauthorised absences include:
Arriving after the register has been closed, Shopping, going to an appointment that could be arranged out of school hours, birthdays, visiting relatives, buying shoes, going for a haircut, looking after sick or younger relatives.

Parents and staff must be aware that although parents may provide a reason for an absence, it is the school which decides if the absence is recorded as authorised or unauthorised.

Holidays
The school supports the view that every lesson counts and discourages parents from taking holidays in term time. Parents do not have a legal right to take their child out of school on holiday.

Holidays will only be authorised in exceptional circumstances in line with County guidance. All holiday requests must be made in writing to the head prior to the holiday being taken. Any holiday that has not been authorised by the head will be classed as an unauthorised absence.

Leave of absence in school time.

Christ the King Primary School has no wish to deprive families of their well-earned annual break however, it is important that parents carefully consider the implications of taking their children out of school during term time.

To help your child to value school time and to reduce absence, to attend school and so not miss elements of learning, we ask that all parents to ensure that family holidays and extended trips are arranged to coincide with school holidays wherever possible.

Welsh Assembly Government regulations state that the Governing Body is to set annual school level attendance targets. The target for the Year 2022-2023 is 96.8%.

Lunchtime in School



School meals are freshly cooked on the premises.
Payment is made through a software package called ParentPay. School meals are free for all pupils but parents still need to order them on ParentPay.

What does ParentPay do?
· Enables you to pay for school meals and other items such as trips
· Offers a highly secure payment sit
· Gives you a history of all payments you have made
· Allows you to create a single account login across all your children that attend ParentPay school
· Shows you all items available for payment relevant for each of your children
· Emails a receipt of your payment to the email address you register
· Offers you the ability to set automated email/SMS payment reminders

How do you get started?
We will send you an activation letter containing your activation details to enable you to set up your ParentPay account.
If you have more than one child at ParentPay school/s you can add them to a single account, providing one login for all children at ParentPay.

Packed Lunches
Foundation Phase and KS2 pupils who bring packed lunches eat them in the Hall under the care of the Mid-day Supervisors.

Break time
Children are allowed to bring a small healthy snack such as fruit, for the mid-morning and afternoon break. Unhealthy snacks are actively discouraged. There are opportunities for your child to purchase fruit or healthy snacks from the school.
Please note: Owing to some children having a severe nut allergy, parents are asked to not to give their children nuts to bring to school.

Free School Meals : Free school meals
Please check your eligibility for the provision of a free school dinner for your child by ringing the School Dinner Service, County Hall, Cardiff. This is not only your right but also the number of free dinners allocated to the school also can affect the distribution of funding that the school receives. The Authority provides on a sliding scale of income - parents wishing to apply may obtain the necessary forms from the Secretary's Office. Pupils in Foundation Phase classes also receive free milk.



Before and After School
The school's duty of care begins at 8.45am. Before this time the school is not responsible for your child's safety. Likewise, unless your child is participating in an after-school activity, the school's duty of care extends only until 3.40pm.

Arriving at school
Children can enter their classrooms from 8.45am.

Parking procedures when delivering and collecting pupils from school:



We have two entrances to the school, one on Everest Avenue and the other is a footpath that runs from Everest Walk to Mill Road. This gives walking access to our school from Thornhill and Lisvane areas. This path also enables parents to park in a variety of roads away from the school and reduce the traffic congestion in Everest Avenue.

As Christ the King is an **Active Travel** school, we strongly encourage all school stakeholders to travel to school, where possible in a more sustainable way. We encourage cycling to and from school, walking, park and stride, car sharing and walking buses. If the only means of getting to school is a car, we strongly recommend that you park away from Everest Avenue, such as using the station car park, Llanishen Reservoir car park or park on roads that give access to the footpath and walk the few yards to the school.

We are a 'Bike-it' school. We have two cycle sheds and one scooter bay where bikes and scooters can be left safely. Safer cycling routes to school have been planned for children to use. Please enquire at the school office.
In any event, please refrain from:

- **parking or dropping off children on the yellow warning lines**
- **reversing up the drive;**
- **parking opposite other vehicles;**
- **parking opposite people's driveways**.

Please note that at no time are unauthorised vehicles allowed in the school grounds before, during or after school. For evening events or meetings where children are **not** present cars are able to use the junior playground for parking.

Stepping Stones Breakfast and After School Club is an outside provider that is run by fully-trained staff. The children have the opportunity to play games, use the school environment and take part in a wide variety of activities. The club runs from 7.45 -8.45am and 3.30-6.00pm. For more information pick up a leaflet in the foyer or alternatively ring: 07581288903.

Parents Friends Association
All parents are automatically members of the school PFA. A committee meets regularly (approximately twice each term) and a list of helpers is also kept. The PFA have raised very substantial sums of money over the year which have contributed substantially to the resources we offer the children. ICT equipment, playground benches and new school hall curtains are features that have benefited from fundraising.

If you would like to find out more, please contact the PFA Chair via the school office. Events are held regularly and your support for these really does make a difference. An A.G.M. is held each September when the election of officers takes place.
During this meeting parents are given a chance to discuss the previous year's activities and make suggestions concerning future policy.

Complaints Procedure
Complaints are very rare at Christ the King. We would like to keep it this way. Please keep us informed if you feel there is something wrong. We will always listen and where appropriate do our best to improve. If ever you do need to complain, we will keep you fully informed of the results of the complaint.

If you or your child are unhappy about something to do with the school we would like to know. We can only do something to improve the situation if we know about it. Whilst recognising that it is impossible to please all the people all the time, we find that by talking to one another serious complaints can be avoided.

Stage 1-Informal Stage
Most situations can be clarified through discussion with your child's class teacher. Whilst teachers will always do their best to see parents, it may be necessary to arrange a time to see them. This avoids conversations in corridors as teachers are trying to take their class into the classroom or as they are on their way to attend a staff meeting. Teachers are not allowed to leave children unsupervised so please don't be put off if the teacher asks you to arrange a meeting time. If after discussing the matter with the class teacher, you wish to take the complaint further then please see the Headteacher.

Stage 2- Head Teacher's investigation.
The Headteacher will listen to you, outline school policy and explain the options open to you. If you feel the Head Teacher has been unable to deal effectively with your complaint you should write to the Chair of governors outlining your complaint.

Stage 3- Governing Body Review,
The governing body, having established that Stages 1 and 2 have been followed, will formally establish the facts, aim to resolve the complaint and, when possible, recommend action to prevent a re-occurrence of the complaint.
If you are still unhappy with the way your complaint has been handled, you can ask the LA to review the way in which your complaint was handled.

Stage 4 – County Council Review.
This stage is not a rehearing of the complaint. It is a review of procedure. Letters requesting the involvement of the County Council should be sent to the chief Schools' Officer at County Hall. If you feel that it is more appropriate, you could write to the Archdiocesan Director of Schools and Colleges at Archbishop's House. A review of the way in which your complaint has been handled would then take place.

Stage 5- Welsh Assembly Government Review.
The final stage of the complaint's procedure involves the Welsh Assembly Government. Once again this is a review of procedure and investigation into how your complaint has been handled. It is not a rehearing of your complaint.

Charges for School Activities
Owing to the provisions of the Education Reform Act, 1989, Governing Bodies and teaching staff are not empowered to charge for school activities held wholly or mainly during the school day. These activities could include for example, excursions from school to places of interest and visits to school by professional theatre groups and professional musicians.
However, the Act does allow the Head Teacher to ask parents to make a voluntary contribution calculated to cover the cost of the activity and it is by means of this measure that it is hoped to continue certain activities which cannot be funded by the school.

In view of this, where such school activities are planned, parents are invited by means of a letter to make voluntary contributions to cover the cost of the activity. For a trip to go ahead therefore, the school must have received from all parents the contribution in full. Where the school has not received all contributions, the activity will not be financially viable and so will be cancelled.

If a parent wishes their child to take part in a school trip or event, but is unable to make a voluntary contribution because of financial difficulties, parents are asked to speak to the school in confidence. We do allow, in cases of hardship and where school funds permit, for a child to participate fully in the trip or activity when no voluntary contribution has been received.

Our school is committed to the principle of such activities and believe they are of great benefit to the children.
The invitation to parents to contribute to the cost of the visit will:

- explain the nature of the proposed activity
- indicate the voluntary contribution per pupil which will be required for the trip to take place
- make clear that without voluntary contributions it might not be possible for the activity to take place.

The following is a list of additional activities organised by the school, which require voluntary contributions from parents. These activities are known as 'optional extras'. This list is not exhaustive:

- visits to museums, theatres and other educational establishments
- sporting activities which require transport expenses
- outdoor adventure activities
- visits to the school by companies putting on shows.

Health and Safety in PE/Games
In the interests of the health and safety of pupils, the school has adopted, following the advice from the LA, a policy of pupils wearing appropriate protective items when engaging in activities which are considered by the school to be of higher risk or are likely to involve significant or harmful physical contact.

Mouth guards
We strongly recommend the wearing of protective items for all our pupils when engaged in contact sports. This includes shin pads for football, helmets for cricket and mouth guards for rugby.

All children involved in Rugby must wear mouth guards. In the case of mouth guards, it is recommended that they are made from a dental impression of the teeth, although 'off the shelf' mouth guards are readily available and are inexpensive. Teachers, Referees and Team Coaches are not qualified to make judgement on the quality of protective items; that remains the responsibility of the parent / guardian. The school responsibility is to see that the protective item is being worn, where recommended through risk assessment, as agreed by the parent / guardian.

Jewellery
The wearing of jewellery is inappropriate with uniform and can constitute a health and safety risk. The wearing of studs in pierced ears is permitted. However, all jewellery must be removed in circumstances where it could be dangerous to the wearer or to others, e.g. in practical lessons. Any jewellery in school is the total responsibility of the owner at all times.

It is a regulation of the LA that earrings or any other jewellery must not be worn for PE or Games. Sticking a plaster over the earring is insufficient. If there was an accident, the school would not be insured. If your child wants their ears pierced please ensure that this takes place during the summer holiday so that the required 6-week period can elapse before their return to school. PE is a very important part of the curriculum and should be regarded as such. Therefore, please ensure that your child is not wearing any jewellery such as chains or earrings on PE / Games days that they are unable to remove.

Verrucca
If your child has a verrucca they can still take part in lessons provided that it is covered.

Health and Safety: Security
The Governors continually review the security of the school. The safety and security of the children is paramount whilst the children are on the school premises.
We remind parents of our Foundation Phase children that we must receive a note/email

explaining if another adult is to collect their child at the end of the day.
We ask all parents to enter the school by the correct entrances and to help us to keep the children safe by reporting any incidents which may affect the safety of the children to the Headteacher.
We would ask parents to remember to use the school booking in and out system when visiting the school by signing in at reception.
A telephone number or point of contact for use in an emergency must be left at the school office and all parents should complete medical forms. Alterations to such details must be given to the secretary as soon as they occur. Please ensure the information regarding allergies is kept up to date.
To ensure your child's safety and security, external doors are locked at the beginning of each school session. All visitors should report to reception situated at the front of the school building.
In the interests of the safety of all children and adults, no cars are allowed within the school grounds.
Parents of children with mobility difficulties may be issued with a permit to bring their cars onto the premises.
All the exterior doors remain closed during the day to maintain safety. The gate at the end of our field that connects to footpaths to Thornhill and Mill Road is open from 8.45am- 8.55am, 3.25pm – 4.00pm.
We remind all parents that dogs, even small, much loved, well controlled dogs, are not allowed on the school site.

No Smoking Policy
The school operates a non-smoking policy that applies to all staff and visitors and includes the whole site.

Fire Safety
A fire drill takes place every term and our alarm system and fire extinguishers are checked regularly. Clearly visible signage gives clear directions as to the nearest fire exit. The fire assembly point is at the back of the school in the Foundation Phase playground.

Each term the school holds an emergency drill for evacuation of the building in the event of a problem in the playground or a fire.

Feedback
At the heart of effective school continuous improvement, is rigorous self-evaluation. As part of this process we welcome comments from parents /carers both good and not so good. We listen to what our children say about their learning.

The Governing Body are involved in regular school visits, policy reviews and monitoring standards.

If you have any concerns about your child's learning, however small, please talk to the school. During each year there is a formal opportunity by means of a questionnaire to harness your views and those of your children to help improve the quality and standard of learning we provide.