



Prospectus



Prospectws



This prospectus is designed to provide parents with a summary of all the information they need to fully support their child whilst at Dafen Primary School. It conforms with the National Assembly for Wales circular 14/01 'School Prospectuses – Guidance for Headteachers & Governing Bodies' accessed September 2022

'We are Stronger Together'

September 2025

Dear Parent/Carer,

It gives me great pleasure to greet you as head teacher of Dafen Primary School. Deciding on a school for your child is a very important decision, so I hope that this document will aim of this prospectus is to inform you as parents about Dafen School and the way we work. We want your child to be happy and successful at school and for this to happen there must be a good relationship between school and home. It is our intention to make you feel welcome in our school because it will be a very important place in your child's life for the next few years.

It is important that your child finds fulfilment, happiness and stimulation at Dafen School and that your association with our school is an equally enriching and rewarding one. This booklet is an introduction to life at Dafen School; it shows how children learn and suggests ways in which you, as parents, can help. It is not however meant to take the place of personal contact with the school and staff. Indeed, opportunities will be provided for you to become familiar with the life of the school.

A child's primary years are very precious and extremely important. Your concerns as parents are our concerns as teachers. We pride ourselves on the broad, balanced and full education that we provide, the high standards that our learners attain, the warm, inclusive and nurturing atmosphere that is evident the moment you and your child set foot through the door.

At our school, every learner is valued and encouraged to be the best that they can be in everything they do. To do this, we will work in partnership with you to support your child to achieve their full potential in every aspect of the new curriculum.

On behalf of the staff and governors of the school.

Yours sincerely,

Mrs Michelle Davies

Head Teacher

Mr E Brown

Chairperson of the Governing Body



School Details

Head Teacher: Mrs Michelle Davies

Address: Dafen Primary School
Lon Yr Ysgol
Dafen
Llanelli
Carmarthenshire
SA14 8LL

Telephone: 01554 773290

Email: admin@dafen.ysgolccc.cymru

Website: <http://www.dafenschool.co.uk>

School Admin & Clerk to the Governing Body: Mrs Lynda Morgan

Chair of the Governing Body: Mr Emyr Brown

Classification of School: English Medium working towards T2

Age Range of Pupils: 3 – 11 years

Number of Pupils: 90

School Hours:	<i>Foundation Phase</i>	
	9.00 a.m.–11.45 a.m.	Morning session
	11.45 a.m.–12.45 p.m.	Lunch
	12.45 p.m.–3.00 p.m.	Afternoon session
	<i>Key Stage 2</i>	
	9.00 a.m.–12.15 p.m.	Morning session
	12.15 p.m.–1.00 p.m.	Lunch
	1.00 p.m.–3.05 p.m.	Afternoon session

Children should not arrive at school earlier than 8.50 a.m. as they may not be supervised before this time. Teaching time for a normal school week is 21 hours (Foundation Phase) and 23.5 hours (Key Stage 2). This is in accordance with the recommendations of the Welsh Assembly Government.

Staffing Organisation and Responsibilities

Teaching Staff

Mrs M Davies	Head Teacher Expressive Arts
Miss T Singleton	Assistant Head Teacher/FP1 Teacher, Language Literacy and Communication.
Mr M Patterson	FP 2 Class Teacher Numeracy/Cymraeg
Mrs S Phillips	Yr 3/4 Class Teacher ALNCo/Humanities/RVE
Mr J Fish	Yr 5/6 Class Teacher Health & Wellbeing/RSE/School Council
Miss L Fallon	PPA Teacher Science & Technology/DCF
Mrs F Muldoon	Cover Supervisor

Teaching Assistants

Mrs S Littler (Foundation Phase)
Miss S Rees (Foundation Phase)
Mrs F Muldoon (Key Stage 2)

Administrative Assistant

Mrs L Morgan

Caretaker

Mr Peter Letheren

Lunchtime Supervisors

Mrs L Jones

Catering/Breakfast Staff

Mrs L Perkinton (Cook in charge)
Mrs D Perkins
Mrs L Jones
Mrs N Thomas
Mrs J Lloyd
Miss K Evans

Cleaners

Mrs D Perkins
Mrs M Smith

Governing Body

Mr E Brown	Chair of Governors – Community
Mr A Rogers	Vice-Chair – Community (Safeguarding)
Mrs S Lewis	Community
Mr K Morgan	Additional Community
Mrs M Davies	Head Teacher
Mrs E Jones	Local Authority
Cllr R Evans	Local Authority
Mrs F Thomas	Local Authority
Mrs R Evans	Parent
Mrs A Jones	Parent
Mrs A Stone	Parent
Mrs S Phillips	Parent
VACANCY	Support Staff
Miss T Singleton	Teaching Staff
VACANCY	Clerk

Our Vision Statement

To create a safe, happy, caring and stimulating ethos where our learners interact with each other and staff in a challenging learning environment. Our learners will gain experiences which empower them in acquiring the values, attitudes and skills required to become more creative and resilient learners.



‘Nurturing creative, resilient learners ready to play a full part in an ever-changing world.’

Our Aims and Values

- We are imaginative – we are creative thinkers and doers.
- We are curious – we encourage inquisitiveness and risk taking.
- We are proud – we take pride in our school and ourselves and want everyone to succeed.
- We are courageous – we take risks and give it a go
- We are original – we celebrate differences
- We are resilient – we persevere and learn from any mistakes
- We are aspirational – we strive to be the best we can be



Dafen Primary School is the world's first Global EntreCompEdu Pioneer School.

Dafen Primary School has been awarded the status of first Global EntreCompEdu Pioneer School out of 52 countries taking part in the EntreCompEdu project. We have achieved an EntreCompEdu School Pioneer Award in recognition for our passion and enthusiasm towards our entrepreneurial learning journey.

What is EntreCompEdu

EntreCompEdu is an Erasmus+ 6 partner country project led by the University of Wales Trinity St David that aims to support educators to teach entrepreneurial competencies effectively.

"Entrepreneurship is when you act upon opportunities and ideas and transform them into value for others. The value that is created can be financial, cultural, or social."

EntreCompEdu Vision

"A world in which every learner has the entrepreneurial skills to be part of a workforce that is alert and responsive to change and capable of designing and implementing new solutions to complex problem." - EntreCompEdu.

Find out more: [EntreComp](#)

Harmony Project

Following on from the highly successful EntreComp entrepreneurial work undertaken, teachers and teaching assistants took part in another innovative project. The Harmony Project is enquiry-led learning, which prepares our learners to engage with the environmental and social challenges we face.

It is based upon a deep understanding of, and connection to, the natural world; learning that will equip our learners with the skills they need to live more sustainably. In its delivery, enquiry-led learning brings together different subject skills and knowledge and applies them through the project being explored. This approach leads to more discerning learners who ask good questions.

Classification of the School

Dafen Primary School caters for children with ages ranging from three to eleven years. At present, there are approximately 101 children on the roll. The school was built in 1938 to serve the Dafen Community. It is situated in Lon Yr Ysgol, a cul-de-sac away from main road traffic. The building contains spacious classrooms in which carefully structured learning is organised. The school's location offers the children varied environmental experiences – rural, urban and marine studies. Visits to different localities are regularly organised so that the children may appreciate their heritage, take pride in the environment and learn of the contributions of the contrasting areas to a rich and fulfilling way of growing up. The school controls its own finances under the Carmarthenshire Locally Managed Schools (Fair Funding) Scheme and is administered by the Governing Body.

Linguistic Categorisation of Schools is changing.

In line with Welsh Government guidance (October 2022) all schools and Local Authorities Wales must inform the language in which they intend to teach.

Linguistic provision is closely coupled with: the County's Welsh in Education Strategic Plan (WESP), statutory document; contributes to the aim of nurturing a million Welsh speakers by 2050; incorporates proposals to teach the Languages and Communications Area of Learning and Experience of the new Curriculum for Wales as well as the promotion of the Well-being of Future Generations Act.

As a result, there is a clear expectation that all schools will develop provision that increases the use of Welsh in the formal and extra-curricular curriculum, as a means of achieving the County's recognised 10-year WESP between 2022-2032.

Through consultation with schools and school governing bodies, there will be a new means of linguistic categorisation coming into situ in PLASC in January 2024.



PRIMARY

Category 1 - English Medium School

English is the main language for internal communication in the school as well as communication with parents and carers. It recognises that creating a Welsh ethos within the school will support and encourage positive attitudes towards the use of Welsh. A learner in a school of this category will be able to read, write, speak and listen in English according to their age and ability, and will have some understanding of the Welsh language. The Welsh language is taught and assessed as part of the Area of Learning and Experience for languages, literacy and communication. At least 15% of learners' school activities (curricular and extra-curricular) will be in Welsh.

Category 2 –Dual language School

Welsh and English are used for internal communication as well as communication with parents and carers. There is a clear understanding that maintaining a Welsh ethos within the school will support positive attitudes towards the use of Welsh. A learner in a school of this category will be able to speak, read, write and listen in English and Welsh according to their age and ability. Welsh language skills will be further strengthened by increasing the learning opportunities (curricular and extra-curricular) offered through the medium of Welsh. Where Welsh is used as a medium of learning, English is occasionally used to reinforce learners' understanding. With the right support, learners could progress to a Category 3 Welsh-medium secondary school. At least 50% of learners' school activities (curricular and extra-curricular) will be in Welsh. This could be achieved in different ways depending on the school context. It could be by using full Welsh-medium immersion up to the age of 7 with choice offered in the other year groups, or, that 50% of the school's activities are in Welsh as a whole.

Category 3 - Welsh Medium School

Welsh is the main language for internal communication in the school. It communicates with parents and carers in either Welsh, English or bilingually as required. This is a school with a strong Welsh ethos, supporting and enabling learners to use Welsh in all social contexts within and outside the school. In an immersion setting all learners are fully taught in Welsh, with English used at times to ensure understanding during the early immersion period. From the age of 7 onwards at least 80% of the learner's school activities (curricular and extra-curricular) will be in Welsh.

These transitional arrangements enable schools to plan how they will increase their Welsh-medium provision over time. Increasing the provision of Welsh, in order to move into the next category, is the aim of the transitional subcategories. Therefore, 2T straddles category 1 and 2, with the aim of becoming a category 2 over time and 3T bridges the category between 2 and 3 with a view to becoming a category 3 School over time

Transitional categories are not permanent. The school and the local authority will agree on plans to move the school along the language continuum. No transitional category should last more than 10 years.

For more information visit [Guidance on school categories](#)





Admissions

Provision	Date of Birth range	Starting School	Deadline for application	Notification date	Appeals closing date
3 year old nursery education (Part-time)	1 September 2021 to 31 August 2022	January, April, September 2025	31 July 2024	October 2024	No right to appeal
4 year old education 4-11 (Full-time)	1 September 2020 to 31 August 2021	September 2024 January or April 2025	31 January 2024	16 April 2024 or the next working day	30 May 2024
2025/26 Admissions Application Timetable Community and Voluntary Controlled Schools					
Provision	Date of Birth range	Starting School	Deadline for application	Notification date	Appeals closing date
3 year old nursery education (Part-time)	1 September 2022 to 31 August 2023	January, April, September 2026	31 July 2025	October 2025	No right to appeal
4 year old education 4-11 (Full-time)	1 September 2021 to 31 August 2022	September 2025 January or April 2026	31 January 2025	16 April 2025 or the next working day	14 May 2025

Carmarthenshire Local Authority is responsible for all admissions. It is a legal requirement to submit an application for admission to a school on behalf of a child.

There is a period of time each year referred to as the **admissions round** when parents/guardians may make application for the admission of children to schools for the following school year.

As parents you can apply online at:

[Apply for a part time Nursery school place](#)

[Apply for a full time primary school place](#)

If you need support with making an application eg. due to internet issues, please contact the school for assistance.

Learners starting in the Nursery Class will attend part time for the first two terms. These sessions run from 9:00am – 11:30am. You will be invited to bring your child to the Nursery for an induction session for an hour, the term before they are due to start, where you will be asked to complete some documents.

Transferring from another school: For learners joining the school mid-year or transferring from another school, the admissions process is the same. However, parents and the child are encouraged to visit the school and meet with the Headteacher prior to the learner starting.

The Education Authority has made it clear to parents that, when an out-of-catchment child is admitted to our school, it may have an implication when your child transfers to secondary education. It does not follow that admission to a primary school automatically allows admission to the catchment secondary; it is the home address of the learner which is the determining factor.

Attendance

Attendance at school is compulsory for pupils over the age of 5. We expect our learners to attend school regularly and to be at school for at least 95%. This percentage is in line with the Welsh Parliament/Senedd Cymru target figure for learners aged 4-11 years. Currently our attendance is 88% and this is a figure that we are continually seeking to improve. If your child is ill, or unable to attend for other valid reasons, parents are asked to notify the school office as soon as possible. Please telephone the office on **01554 773290** or email: admin@dafen.ysgolccc.cymru giving the reason for absence on the morning of the first day of absence. Failure to advise us of the reason for absence will result in an 'unauthorised absence' code on your child's attendance certificate. You will be informed regularly of your child's attendance percentage.

Punctuality is paramount; we expect all our learners to arrive in school on time. It is the responsibility of parents to ensure that learners arrive promptly in school every morning in a condition to work. Learners who arrive more than thirty minutes after commencement of the school day will be marked late.

Our main door closes at 9:00am, any child arriving after this time will have to be signed in through our electronic Halo system by the parent/carer. Registers are analysed regularly and if absence or late arrival is common, we will write to you asking for your help in improving the situation. If the situation continues, the Education Welfare Service may become involved as registers are now electronic and monitored from their office. The EWO will contact you if they see a pattern of absence.

Holidays during term time are actively discouraged, as the impact on your child's education is great. Permission to take pupils on holiday during term time must be requested in writing from the Headteacher and will only be authorised if attendance is very good. Please note that no more than 10 days holiday per year may be authorised.

[All Wales Attendance Framework](#)

Breakfast Club

Full time learners can attend breakfast club from 8:05am; the last time you can drop your child off at Breakfast Club will be 8:30am. The children are offered a healthy breakfast consisting of cereal, milk or fruit juice, toast and fresh fruit which is free.

Please complete a [Breakfast Club](#) Form

School Rules and Behaviour

Good behaviour is a prerequisite for effective teaching and learning to take place. At Dafen School, we believe that learners and staff have the right to work in an environment that is safe, friendly, peaceful and fair. Children work well when there is a recognised framework and they know that there are limits and boundaries to what is acceptable within that

framework. High self-esteem promotes good behaviour, effective learning and positive relationships. The best results in terms of promoting good behaviour arise from: emphasising potential, rewarding success, and giving praise for effort and achievement, rather than focusing on shortcomings and failure; and through the example of the adults who care for them at school and well-planned and stimulating learning opportunities. It is the responsibility of parents to share with the school in helping their children to behave well. Each class teacher operates a range of classroom strategies to de-escalate and distract learners who are displaying challenging behaviour. Positive behaviour is continually encouraged in a number of ways. For example:

Team points are rewarded for good behaviour which can be awarded by any member of staff for

- Good behaviour in class
- Following school rules
- Being kind to others and treating them with respect

Merit Assembly

Every Friday, learners are chosen for 'Seren yr Wythnos', 'Digital Hero Award' and 'Cymraes/Cymro yr Wythnos' certificates. These are given by staff to learners that have shown excellent behaviour and commitment to their learning during that week.

🏆🌟 Merit Assembly 🌟🏆 We have had a busy week! 🌟 Our team points winners are Tim Llyn y Fan 🏆 Our attendance award goes to Blwyddyn 3 with 98% 🌟 Take a look at our certificate winners and our out of school achievements 🌟 Da iawn pawb 🌟



🏆🌟 Merit Assembly 🌟🏆 We have had a busy week! 🌟 Our team points winners are Tim Dewi Sant 🏆 Our attendance award goes to Blwyddyn 4/5 with 95% 🌟 Take a look at our certificate winners and our out of school achievements 🌟 Da iawn pawb 🌟



Restorative Practice.

Staff deal with situations in a restorative manner. Using four key questions to help alleviate the issue.

1. What happened?
2. What were you feeling at the time?
3. What do you think needs to happen next?
4. What could we do differently next time?

During the 'restorative chat' the learners are given the opportunity to discuss the issue in a calm and mature way. The member of staff dealing with the issues does so in a calm and restorative manner. Sometimes a period of calming down time is given; the principle behind this approach is to allow self-regulation of emotion and behaviour and to build resilience and tolerance in dealing more effectively with their behaviours in future.

Peer Mediation

Peer Mediation is an approach to solve problems through conflict resolution. The peer mediators (selected Year 6 learners) have been trained how to become active listeners, identifying feelings and use their skills to resolve any conflicts. The purpose of the peer mediator is to help children find appropriate ways to respond to problems with other, it is not about telling others what to do. Peer mediators work towards a resolution for both sides in order to avoid further conflict.

Talkabout

A number of support staff are trained to lead Talkabout sessions. These sessions are aimed at developing social communication skills, which can support learners with behavioural challenges to converse appropriately with others.

ELSA (Emotional Literacy Support Assistants)

A number of support staff are train in ELSA, which is about supporting children by providing a nurturing environment where they can develop the emotional literacy skills they need to navigate life's challenges. By addressing emotional, social and behavioural difficulties early on, ELSA helps children understand and manage their emotions, build resilience and improve their interpersonal skills. This proactive approach ensure that children are equipped with the tools they need to cope with stress and adversity, reducing the likelihood of mental health problems in later life. By fostering a supportive and understanding atmosphere, ELSA empowers children to thrive both emotionally and social, laying a strong foundation for their future well-being.



Exclusions

The school follows the local authority procedures for exclusions. The local authority provides schools with guidance when the school is considering making an exclusion, which the school follows precisely.

[Exclusion from schools and pupil referral units](#)

Rights of the Child



As a Rights Respecting School, we are committed to promoting and upholding children's rights as outlined in the United Nations Convention of the Rights of the Child. Learners are made aware of their rights and their own responsibility in upholding them. Dafen School promotes the following values.

Month	Children have the right to....	Values
September	Learn and go to school. Article 28.	Ambition
October	Say what they think should happen and to be listened to. Article 12.	Cooperation
November	Not to be harmed and to be looked after and kept safe. Article 36.	Caring
December	Follow your own beliefs and religion. Article 14.	Understanding
January	Become the best you can be. Article 29.	Resilience
February	Meet with friends and join groups and clubs. Article 15.	Friendship
March	A name and nationality. Article 7.	Consideration
April	Good food and water and to see a doctor if they are ill. Article 24.	Sharing
May	Have these rights no matter what! Article 2.	Respect
June	Life and to be healthy. Article 6.	Nurture
July	To relax and play. Article 31.	Responsibility



Equal Opportunity and Disability

Dafen School is committed to promote equality for all and equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to.

The School equal opportunities policy states that:

"It is the policy of the school that no one, whether child or adult, should be discriminated against on grounds of age, gender, colour, creed or disability - physical or mental. The school supports the County's policy of equal opportunity and will actively seek ways to implement it. The same curriculum will be available to both boys and girls."

Classroom Organisation

A variety of teaching techniques are employed at Dafen including whole class, group work, and individual teaching. Much of this depends on the child and what is being taught. At all times staff try to match the work to the ability of the child, including, at times, grouping the children by ability in the classroom situation.

Charging Policy

All education during school hours at Dafen Primary School is free. We do not charge for any activity undertaken as part of the New Curriculum with the exception of individual or group music tuition.

The Requirements of The Education Act, 1996 Section 457 of the Education Act, 1996, requires the Governing Body of any Council maintained school to adopt a policy on charging and remission arrangements for school activities. Principal circumstances in which charging is permissible under the Education Act, 1996 are:

- Board and Lodging on residential visits.
- Costs associated with individual tuition or tuition in the playing of a musical instrument.
- Activities, which take place wholly, or mainly, outside school hours (as defined in Welsh Office Circular 4/89), but which are not provided as part of the syllabus for prescribed public examinations and are not required in order to fulfil statutory duties related to the New Curriculum e.g. clubs provided by external partners – Mad Science.

Main Principles of our Charging Policy. The Governing Body shall levy charges on parents up to the limit specified in the Education Act, 1996, as described in Welsh Office Circular 4/89. Where charging for activities is not possible under the Education Act, 1996, the school will invite voluntary contributions from parents both for specific activities and for a general school fund in order to support those activities (Education Act 1996, Section 460).

Where parents are unable or unwilling to contribute on a voluntary basis to activities taking place wholly or mainly during school hours, then the pupils of those parents will not be prevented from taking part in the activity.

Governors may grant individuals or groups of pupils leave of absence for not more than two weeks in any one year to enable them to participate in activities organised by someone other than the LA or Governing Body of the school (Statutory Provision - Education (Schools and Further Education) Regulations, 1981, Regulation 12).

At Dafen School the governors have charged the head-teacher with this responsibility.

Voluntary contributions for activities as part of the Curriculum. When organising school trips, visits or workshop activities which enrich the curriculum and educational experience of the children, the school invites parents to contribute to the cost of the activity. All contributions are voluntary. If we do not receive sufficient voluntary contributions, we may need to cancel the activity. If appropriate and funds allow, the school may pay a proportion of the costs in order to support a visit. Parents have a right to know how each trip is funded.

Swimming. The school organises swimming lessons for pupils during the school year. Lessons take place in school time and are part of the New Curriculum. However, we do ask for a voluntary contribution towards the cost of transport to and from the pool and a charge for the hire of the pool itself. We inform parents when these lessons are to take place and we ask for their permission through ParentPay for their child to take part.

Optional Extra Activities. The school reserves the right charge for activities which take place wholly or mainly outside school hours and are not required in order to fulfil statutory duties relating to the New Curriculum or to Religious Education. The basis for calculating the charge will be proportionate to the cost for each participating pupil. The following is a list of additional activities that could incur a charge:

- sporting activities which require transport expenses
- outdoor adventure activities
- visits to the theatre
- school trips
- musical events.

Activities not run by the School or LA. When an organisation acting independently of the school or LA arranges an activity to take place during or after school hours and parents want their children to join the activity, such organisations may charge parents.

Residential Visits. The school organises an annual residential visit for Year 6 children. The cost of this trip includes board and lodging, transport, materials, entrance to any sites visited, and charges for any activities to be experienced. If parents want their child to join in on these visits, they need to be aware that it is the governors' policy to ask the parents to

fully cover the costs listed above. However, any costs linked to teaching will be covered by the school and this will not be built into the costs passed onto parents. Currently at Dafen School, all the teachers and support staff who accompany and supervise the children on residential visits do so free of charge.

Charging in Kind. The cost of ingredients, materials, equipment etc. needed for practical subjects such as food technology or DT is budgeted for and funded by the school. However, the school may charge for, or require the supply of ingredients and materials, if the product is to be owned and taken home by the child afterwards e.g. food products, models containing electrical equipment or batteries. The school will inform parents prior to activities, giving them the choice to pay for materials or purchase their own materials for the activity.

The New Curriculum

The school promotes a broad and balanced curriculum encompassing

The Four Purposes

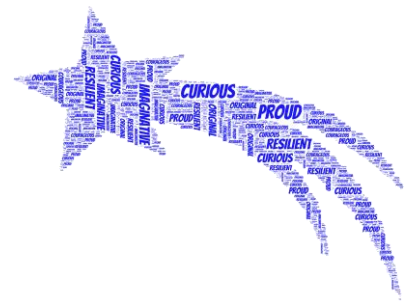
- Ambitious, capable learners
- Enterprising and creative contributors
- Ethical, informed citizens
- Healthy, confident individuals

Skills Integral to the Four Purposes

- Creativity and Innovation
- Critical thinking and problem solving
- Planning and organising
- Personal effectiveness

Cross-Curricular Skills include:

- ✓ Literacy
- ✓ Numeracy
- ✓ Digital Competency



Learners are taught through Areas of Learning

- Language, Literacy and Communication
- Mathematics and Numeracy
- Science and Technology
- Humanities
- Health and Well-Being
- Expressive Arts

Using *Statements of What Matters* and the *Principles of Progression* set out in the progression code for each AoLE (Area of Learning).

Language, Literacy and Communication



Reading

Learners are encouraged to read by having access to the school library on a weekly basis. There is a structured

reading scheme that is used throughout the school and progress is monitored carefully. Big picture/story books are used throughout the school. Parents are encouraged to listen to their children read on a weekly basis and make comments in reading record books about their progress. We celebrate World Book Day each year and we also have an annual book fair to give the children access to new reading material.

Oracy

Oracy and Speaking and Listening skills are encouraged by actively engaging and interacting with the learners. Teachers select carefully chosen materials and text to plan activities, to talk to the children, and to encourage the learners to talk to one another and discuss topics.

Writing

A range of writing skills are targeted throughout the school and all learners are encouraged to use cursive handwriting for all different types of genres e.g. factual, imaginative and informative purposes. The Nelson Handwriting scheme is followed from Early Years to Year 6, to ensure well-formed cursive handwriting. Good use of punctuation, grammar and spelling are also encouraged throughout the school.

Read Write Inc.

At Dafen Primary School we use the Read Write Inc. (RWI) phonics programme to get our learners off to a flying start with their literacy. RWI is a method of learning centred around letter sounds and phonics, and we use it to aid children in their reading and writing.

Welsh Language

Linguistic Categorisation of Schools through the County's statutory Welsh in Education Strategic Plan (WESP). Our current code is English Medium, the Aspirational code to 2032 will be T2. Welsh is taught as a second language; there is incidental conversation in the Welsh language both within and outside the classroom.

Learners are taught about Welsh heritage and culture and are given the opportunity to use their skills, knowledge and understanding of Welsh in various situations (e.g. school assemblies, drama productions).

Modern Foreign Language

The Language, Literacy and Communication (LLC) Area of Learning and Experience (AoLE) will support language learning with the introduction of the French language to ignite learners' enthusiasm for a lifelong interest in languages, which opens the door to other peoples' cultures.

Mathematics and Numeracy

The teaching of mathematics in the Early Years is developed through stories, songs, games and imaginative play in order to promote skills in number, shape, measure, data-handling and time. Learners are given opportunities to develop their knowledge and understanding of mathematics through practical activities, exploration and discussion. They develop various methods for working with numbers and use these to solve numerical problems in a variety of contexts.

Learners are taught to develop mathematical language, reasoning and problem-solving skills by: using and applying mathematics in practical tasks both indoor and outdoor; using real life problems.

Learners are made aware that as well as equipping them with numerical skills, mathematics is a living subject full of interest and use outside the classroom. They are involved in a wide range of meaningful, attainable challenges, with opportunities to experience a variety of methods of learning which in turn will be the foundation on which future learning will be built. A range of resources are used in order to promote the effective teaching and learning of mathematics.



Literacy and Numeracy Framework (LNF) and Digital Competency Framework (DCF)

These frameworks ensure the learners receive a cohesive and progressive range of skills in literacy and numeracy to develop their digital competence and thinking skills in a progressive way.

Science and Technology

All children experience a broad, balanced, continuous science and technology curriculum. Science covers work on living things and their environment; materials and their uses; the Earth in space; forces; electricity and light; and sound.

Through first-hand experience, the children will develop the skills of scientific investigation. These include observation, planning, predicting, measuring, fair testing and hypothesising. The positive attitudes necessary to achieve success in science are also taught through investigative work e.g. curiosity, perseverance and self-evaluation.

Dafen School is well resourced for ICT provision. Each learner in Key Stage 2 has a Chromebook and has access to regular ICT 'hands-on' experience through the Google Classroom, where challenges are set daily. The Foundation Phase has access to iPads and are regularly used.

Humanities

All children are encouraged to develop skills and concepts to encourage and maintain an interest in History. They are introduced to an understanding of their past and its interpretation. They are taught to understand the common aspects of Welsh identity and to develop an awareness of the ethnic and cultural history in Wales, Britain and the World. Religious Education is taught in accordance with the Agreed Syllabus. The approach recommended is educational in its aim and designed to help children to understand religion in the culture and tradition of our society. It also offers children an opportunity of understanding the religions of other cultures and societies. Collective Worship takes place daily being Christian in nature.

Religion, Values and Ethics (RVE) is an Agreed syllabus and is a Statutory Requirement. RVE includes:

- Search for meaning and purpose: how people respond to the deeper questions of life in order to understand the human condition.
- The natural world and living things: how and why people show concern and responsibility for the world and experience awe and wonder in nature.
- Identity and belonging: what makes us who we are as people, communities and citizens living in a diverse world.
- Authority and influence: how and why different types of authority influence people's lives.
- Relationships and responsibility: how people live together and why developing healthy relationships is important.
- Values and ethics: how and why people make moral choices, and how this influences their actions.
- The journey of life: what people experience as part of the journey of life, and how these experiences are acknowledged.

Health and Well-being

It is the aim of Dafen Primary School that learners acquire skills, agility and physical co-ordination through a wide range of sporting activities. In Key Stage 2 learners are introduced to the team games of rugby, soccer, netball, cricket and rounders. Year 3, 4, 5 & 6 receive swimming lessons at Llanelli Leisure Centre.

All learners are expected to take part in physical education lessons. We expect the children to change their clothes for P.E. lessons.



Relationship and Sexuality Education (RSE)

'Speakr' allows learners to confidentially express their emotions and feelings using an iPad. It enables staff to build up an accurate picture of wellbeing over time across the school, allowing staff to focus on the children who need help and support.

'Jigsaw' is a mindful approach to RSE; it brings together Relationship and Sexuality Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Lessons are taught to the learner's needs and to help them enjoy building their relationship with their class, getting to know them better as unique human beings. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

Expressive Arts

The Expressive Arts Area of Learning and Experience spans five disciplines: art, dance, drama, film and digital media, and music. Although each discipline has its own discrete body of knowledge and body of skills, it is recognised that together they share the creative process. The teaching of music is to foster a love of music in the children. All children deserve access to the joy and enrichment which music can bring to their lives. All learners take part in musical performances. These include participating in school assemblies, Harvest Service, Christmas Productions, St David's Day Eisteddfod, and Leavers' Assembly. Children of years 4 to 6 are invited to join the school choir. The children sing a variety of songs. The school choir performs in events in school and also in the community. All learners take part in an Art Exhibition, designing and completing a piece of artwork to be exhibited and purchased by parents.



Learners with Additional Learning Needs

Our School is fully inclusive and ensures equality of opportunity for all learners. Whatever the ability of your child we will provide learning experiences which are appropriately challenging for your child. The school follows the Additional Learning Needs and Education Tribunal (ALNET). The steps for learners with additional educational learning needs (ALN) are broken down into smaller elements with much consolidation.

Identification and assessment of learners with needs are then provided with Universal Learning Provision (ULP), Additional Learning Provision (ALP) or Individual Development Plan (IDP). Provision mapping is developed across the school through Teacher Centre. Mrs Sarah Phillips has responsibility for ALN in the school and is the school's ALN Coordinator. Mrs Ellen Jones is the link governor with ALN responsibility.

[Guide for parents - Additional Learning Needs](#)

More Able and Talented Learners

More Able and Talented (MAT) learners in one or more area are identified by the teachers. Needs are met within the classroom through enrichment activities.

Extra-Curricular Activities

Much emphasis is placed on extracurricular activities and curricular extension activities. The school wants to develop participants, rather than spectators. There is a variety of after school activities including:

- *Clwb Hwyl/Siarter Iaith* – the Criw Cymraeg help to encourage the development of the Welsh language.
- *Eco Club* – the learners are involved in activities that will encourage them to be more aware of their surrounding environment.

- *Choir* – the school choir practises on a weekly basis and performs both in school and in the community.
- *Sports* – learners can take part in a range of activities including football, rugby, tennis, netball, rounders and sports skills.
- *ICT* – various activities include eg. Minecraft, Animate, iMovie and Microsoft applications.
- *Drama and Dance* – learning scripts, dance steps and stage directions.
- *Storytelling* – listening to a story and completing activities based around the story.
- *Art & Craft Club* – helps to encourage the development of creativity, imagination and personal expression.

Homework

No formal homework is set in the Foundation Phase. However, we expect children to practise their reading by reading with parents for a few minutes every evening. Occasionally, children will also be asked to learn songs/words or be encouraged to question you about things relevant to their work in school.

In Key Stage 2 the children will be set a minimum of two homework pieces a week (possibly more for children in Years 5 and 6). Homework can take many forms: learning tables, spelling, written work in language, mathematics or individual investigative work. The emphasis is always given to **quality** as opposed to quantity of homework.

School lunches and snacks

The school operates a healthy eating policy; therefore crisps, sweets and pop are not allowed as break time snacks. The children are able to purchase fruit during morning break. The children receive a cooked meal during midday break at the school canteen, which is provided through Free Universal School Meals. Parents are responsible for ordering their children's meals online in advance via Parent Pay.

For further information or queries on ParentPay please contact School Meals by email schoolmeals@carmarthenshire.gov.uk or telephone 01267 246714.

Any child who wishes to bring a packed lunch to school is accommodated at the canteen. On an occasion when the child forgets to bring a packed lunch, every effort will be made to contact the home; failing this, a cooked meal will be provided.

You may be eligible for a [School Essentials Grant](#) please check as it can help towards uniform or Sports kit.

Water

Water is very important to keep children's brains hydrated. It has been proven that drinking water regularly improves concentration and memory. Please provide your child with a school water bottle. We ask that these are always in school and contain only fresh water.

Illness and Accidents

When children feel unwell and are unable to remain in school, the parent is immediately contacted by telephone. If a child requires medicine during the school day the parent will be

required to discuss that matter with either the headteacher or class teacher. The parent would also need to fill in a [Administer Medication Form](#)

Children are well supervised at the school but, despite our care, accidents do occur. Minor accidents are dealt with by teaching staff and teaching assistants or midday supervisors. There are also members of staff qualified in Paediatric First Aid. In the case of a serious accident, parents will be contacted immediately. If the parents cannot be contacted, the Headteacher will assume responsibility for the correct course of action.

Security

Your child's safety in school is a very high priority. At Dafen we strive to create and maintain a secure and safe environment for all children and adults.

To prevent unauthorised or unknown visitors entering school, admittance is only available through a single buzzer entry system. Children are not permitted to leave the premises during school time without a designated adult or a letter/telephone call from parents/carers.

Links with Parents

A good relationship between the school and parents is important. Both have an interest in the child. The school will always appreciate any information the parent can give regarding the child (illness, upsets, concerns etc.). Such information may prove helpful for the continual progress of the child. The school welcomes any queries from parents. Owing to the busy schedule of the school day it will be necessary to make an appointment in order to see the child's Class Teacher or the Headteacher. To contact your child's Class Teacher, please complete this [Contact your child's Class Teacher](#) form, they will aim to respond within 24 hours, if not sooner.

Parents' Evenings are held twice annually when parents are invited to discuss the progress of the child with the Class Teacher. Such evenings prove worthwhile, as parents have a better insight into the activities in which their child is involved and his/her progress in such activities.

Parent Teacher Association

The school is very proud of its Parent Teacher Association known as 'Friends of Dafen School'. Its hard work over the years has given the school essential financial support enabling the annual purchase of book bags for Nursery and Year 6 leavers hoodies for every child entering and leaving Dafen Primary School. Also, educational equipment such as iPads and resources necessary for effective learning.

The PTA warmly welcomes any parent who would like to join or help out regularly or on an occasional basis. You can email them on friendsofdafenschool3@gmail.com

Learners who are looked after by the Local Authority

The person responsible for the education and welfare of Looked After learners is the Headteacher. The designated safeguarding governor is Mr Andrew Rogers. The school has a comprehensive policy for this area, which is available from the school office upon request.

Complaints

Concerns or complaints should be discussed with the Class teacher in the first instance, if they relate to the classroom environment. Other issues can be raised directly with the Headteacher. In order to give your worries our full attention we may ask parents/carers to make a mutually convenient appointment to discuss the matter further. For class teachers this will usually be outside of their teaching time.

It is hoped that any concerns, which parents have about the school curriculum, will be resolved informally in discussion with the Headteacher.

The school follows the model complaints procedure suggested by the Welsh Government. Our full Complaints policy is available here [Complaints Policy](#)

Links with Comprehensive Schools

At the end of Year 6 your child will transfer to Comprehensive School. The majority of the children will enter Bryngwyn Comprehensive School or St. John Lloyd. During the Summer Term the leavers will spend a whole day at the new school following a particular class timetable. In addition, the Head of the Lower School visits Year 6 children to discuss with them their future school environment, its organisation, its opportunities and its experiences. The transition from one stage to another is usually very smooth.

School Uniform

The purpose of the school uniform is to create a sense of identity – one in which children can be proud of belonging to their school.

The school uniform consists of: -

- Sky blue polo shirts
- Grey/black trousers/skirt
- Royal blue sweatshirt/cardigan

The majority of parents send their children in school uniform. It is important that the children realise that school is a place where certain standards are expected. Sensible clothing and footwear must be worn in school at all times.

Please mark all clothing clearly with your child's name.

Pre-loved Uniform

We have a selection of uniform which has been donated to the school, that is available for **FREE**. Clothes rails will be outside the main entrance at the end of the day. Please take what you need.

Assessment and outcomes for learners

At Dafen Primary school, we carefully monitor and track the progress of every individual learner. To do this, we use a wide range of information about the outcomes your child achieves and their wellbeing. Most of our information comes from observing your child and keeping assessment records. In addition to this, we use some additional assessment materials. If we feel that your child has additional learning needs, we may use some specialised tests; this will always be discussed with you. The chart below shows when our

planned assessments occur throughout the school year. We strongly encourage you to work closely with the school and take part in all school open day and parent-teacher meetings. This will ensure that your child makes the best possible progress throughout their time with us at Dafen Primary School.

School assessment and reporting timetable

	Autumn Term	Spring Term	Summer Term
All	At the start of each term, parents receive an overview of the learning taking place during the term. This includes tips for supporting your child at home.		
All	Meet the teacher session, where you will see the classroom and get to know the teacher.	Parents are invited into the classroom for learners to share their current work with time for a discussion between parent and teacher.	Annual written report to parents.
Nursery Reception Year1	Initial Baseline assessments ChATT Boxall	Ongoing Observations Review ChATT	Review ChATT Review Boxall
Years 2-6	Emotional Literacy Tracker All Wales Reading Single Word Spelling NFER Maths Welsh National tests in Reading, Numeracy Procedural and Numerical Reasoning	All Wales Reading Test Single Word Spelling Test NFER Maths Test	Emotional Literacy Tracker All Wales Reading Single Word Spelling NFER Maths Welsh National tests in Reading, Numeracy Procedural and Numerical Reasoning

More information on the school's performance and comparison with other schools can be found on the Welsh Government's website: My Local School.

[My local school](#)

Further information and school policies

The School website contains more information about the school. The following links can take you to:

General information

www.dafenschool.co.uk

Governors' Annual Report

[Governors annual report to parents](#)

School Policies

[Policies](#)

School App

[Piota](#)

SCHOOL TERMS AND HOLIDAY – ACADEMIC YEAR 2024/2025

Term	Term Begins	Half Term Holiday		Term Ends	Day
		Begins	Ends		
Autumn 2025	Tuesday 2 nd September	Monday 27 th October	Friday 31 st October	Friday 19 th December	74
Spring 2026	Monday 5 th January	Monday 16 th February	Friday 20 th February	Friday 27 th March	55
Summer 2026	Monday 13 th April	Monday 25 th May	Friday 29 th May	Monday 20 th July	65
Designated INSET Day – Monday 1 st September 2025					1
Total					195

Good Friday - 3rd April 2026
May Day - 4th May 2026