

OUR SCHOOL CONTEXT

Ysgol Pant y Rhedyn is a junior school in Llanfairfechan in the county of Conwy. We provide education for approximately 145 learners from seven to eleven years old. Infant education is also supported by our sister school in Ysgol Babanod Llanfairfechan. We work closely together as two schools under the leadership of one head teacher.

Wrap around care is offered for all our learners with a breakfast club available for the mornings before school and Clwb Enfys are there to provide after school provision also.

The three-year average for pupils eligible for free school meals is around **44%**. We have identified about **23%** of pupils as having additional learning needs.

Children in our school are taught in six classes overall. These are mixed aged groups i.e two classes of Y34 pupils and three classes of Y56 classes.

At Ysgol Pant y Rhedyn, we teach predominantly through the medium of English but with significant use of the Welsh language. The majority of learners who come to the school are from a mainly English speaking home.

Learners celebrate the Welsh language, culture and heritage throughout their work. All our teaching staff are Welsh first language speakers and we take pride in ensuring that the overall ethos of the school has a 'Welsh' feel to it. We ensure we incorporate the principles of the Siarter Iaith into all aspects of our curriculum.

During their time in KS2, learners have opportunities to take part in a number of enrichment visits with close links established with Plas Menai Outdoor Education to name but one.





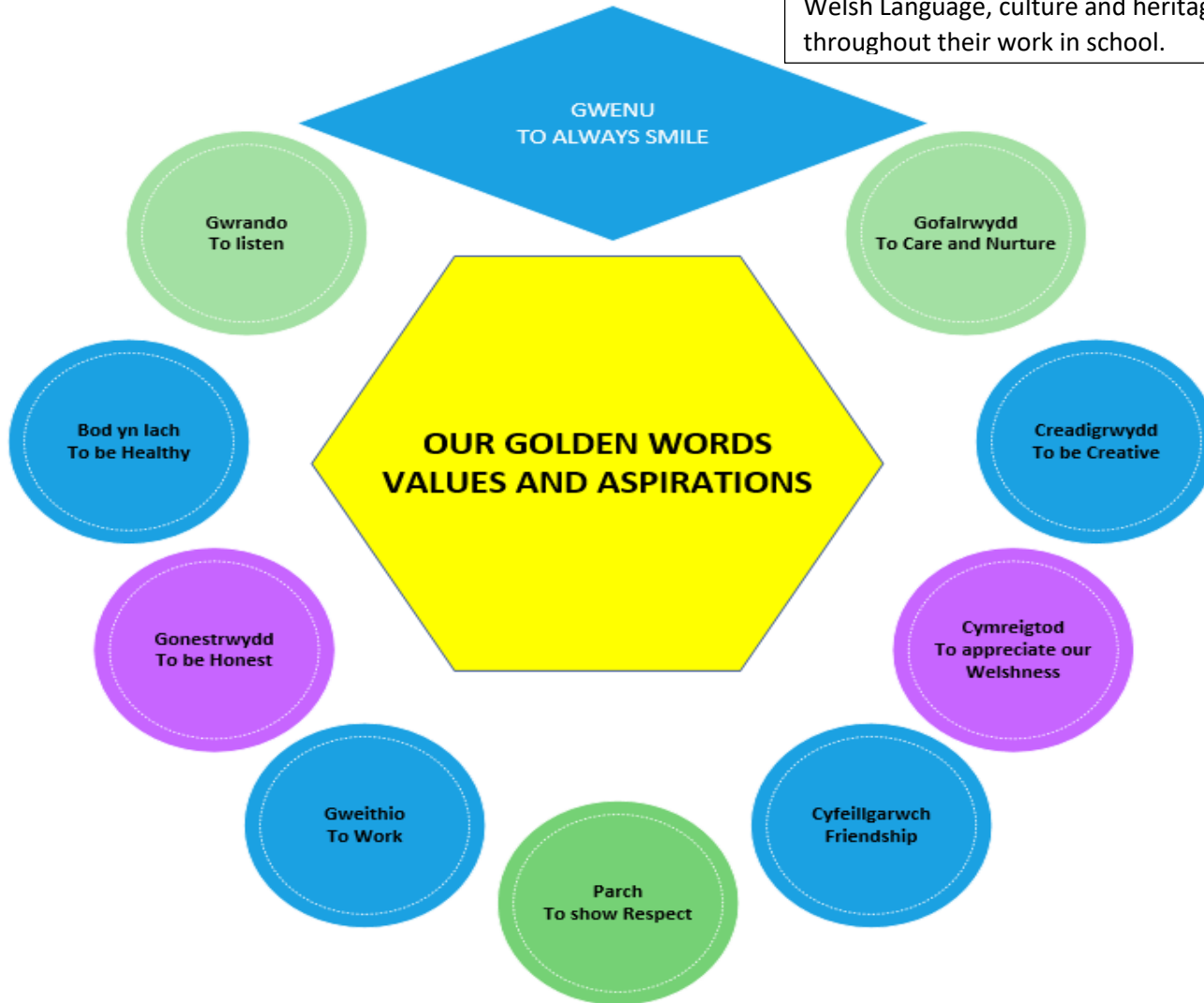
Our Vision and Values

Learning together at Pant y Rhedyn aims to motivate and inspire our pupils to be the best that they can be. We want them to always strive and to put in maximum effort in all that they do- confident members of their vibrant community. We aim to give them the confidence to play a major part in what is an ever changing world. To promote from an academia to being happy and in our pupils a feeling that no matter what-

'Through Effort, I will succeed'



Our learners are taught to appreciate where we live and to celebrate the Welsh Language, culture and heritage throughout their work in school.



Learners will have the opportunity to influence their learning through 'Pupil Voice'. Teachers will consider the needs, views and stages of learners and design exciting, challenging and progressive experiences across all AoLEs

Learning experiences will develop and embed the four purposes. The curriculum will provide authentic and fun learning experiences within our local community and encouraging our pupils to

Learners will influence the design of their learning environment. They will have opportunities to work in ways that enhance their learning and to also present in their own unique and personal way.

*Learn from
your mistakes!*

+

*Learn to love
your mistakes!*

+

*Every mistake
is a potential
for growth!*

=

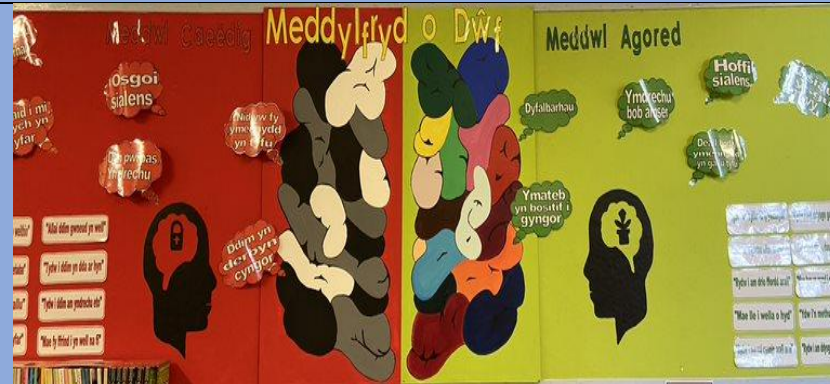


GROWTH MINDSET

We are a school that firmly believes in the value of having a growth mindset. Not being frightened of failure helps our learners to be:-

- supporting and encouraging one another
- to be confident and resilient,
- embracing of new ideas and methods of working
- challenging themselves and persevering to achieve their goals.
- Developing skills for the future- skills for learning, life and work

Always giving 100% effort and striving for their own success!



ACTIVE
LEARNING

PROBLEM
SOLVING

COMMUNITY
LEARNING

PUPIL LED
ENQUIRY
AND PUPIL
VOICE

DIGITAL
SKILLS

LEARNING FOR
SUSTAINABILITY

PLAY AND
EXPLORE

HEALTHY
BODY
HEALTHY
MIND

OTHER FACETS TO OUR LEARNING IN SCHOOL

WHY SUCCESSFUL FUTURES?

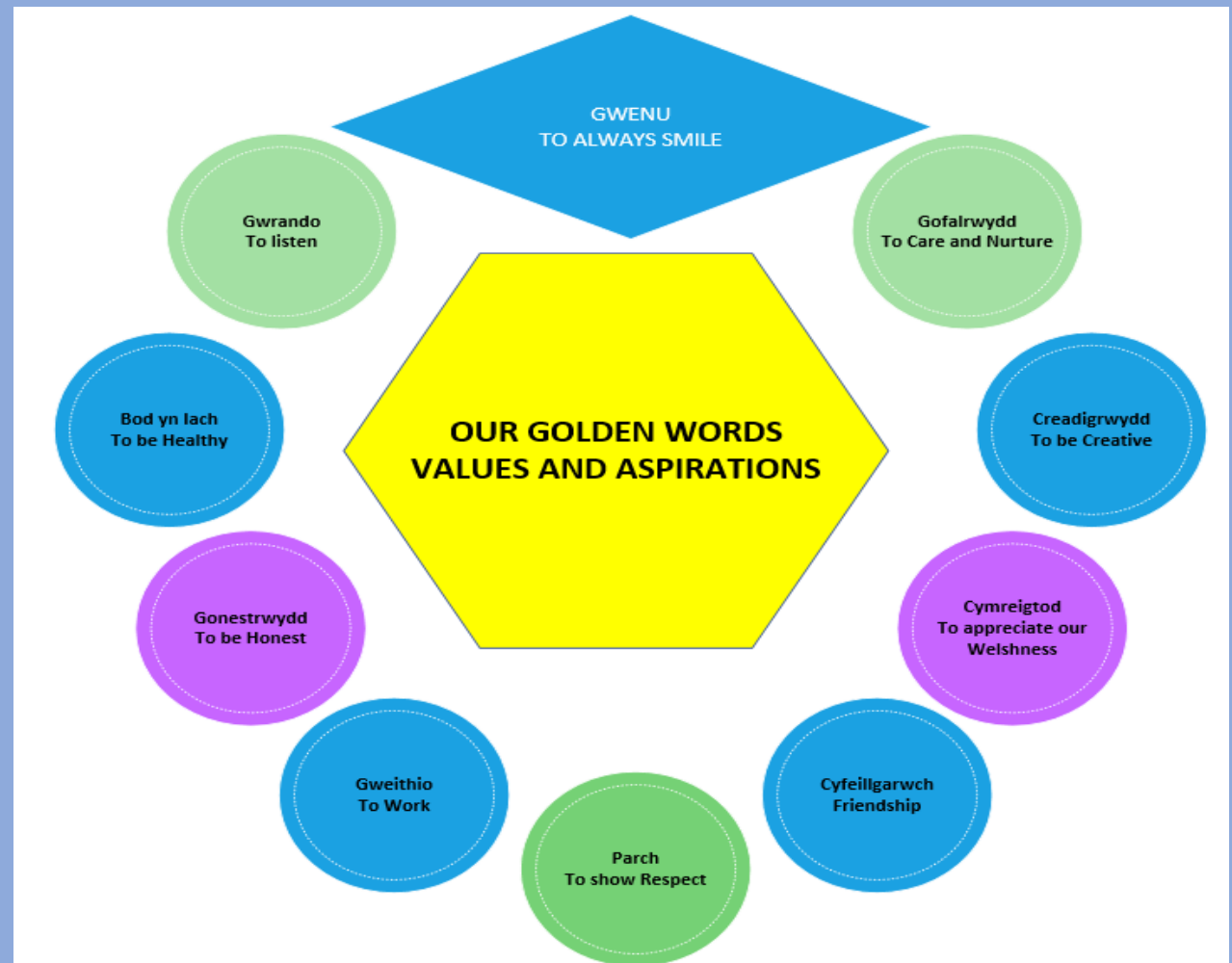
Now more than ever, young people need to be adaptable to change, capable of learning new skills throughout life and equipped to cope with new life scenarios. Advances in technology and globalisation have transformed the way we live and work. These changes have profound implications for what, and how, children and young people need to learn. Schools and teachers need more flexibility to respond to this environment, using a new curriculum which will promote high achievement and engage the interest of all children and young people to help them reach their potential. The new curriculum will bring this about by making learning more experience-based, the assessment of progress more developmental, and by giving teachers the flexibility to deliver in more creative ways that suit the learners they teach. – Welsh Government 2016

Our Vision and Values

As previously stated, our goal in Ysgol Pant y Rhedyn and with the curriculum that we teach is to motivate and inspire our pupils to be the best that they can be and to succeed through the effort that they show in their everyday lives.

When creating our new curriculum vision, we engaged with our learners, parents, staff, Governors and our local community to see whether our vision and values still held up to the ethos of our new curriculum. The majority of our 'Golden Words' have carried over from our previous work but we also have new purposes to our work in school.

Our 'Golden Words' have now become our purposes and they help to shape our behaviours with one another.



AMBITIOUS CAPABLE LEARNERS	ENTERPRISING, CREATIVE CONTRIBUTORS	ETHICAL, INFORMED CITIZENS	HEALTHY CONFIDENT INDIVIDUALS
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Our 'Golden Words' are now our 'behaviours'. They marry well to the overall four purposes of our new Welsh Curriculum.

Our Value-Golden Word	Our behaviour
To SMILE	We want our children to come to school feeling happy. Our school community will endeavour to foster, develop and support the creation of positive relationships within our school so that everyone comes into school feeling happy.
To CARE and NURTURE	Fostering a caring and nurturing ethos enables us to 'know' our children and to establishing those relationships that are key to having a happy child and a happy school. We will care for our pupils as we would for our own. We will be kind with one another.
To show FRIENDSHIP	Again following the theme of being happy. Having friends enable us to form positive social relationships. We will teach our children the importance of friendship and we will teach them how to deal with conflict when it arises.
To be HEALTHY	Healthy in Body and Mind. We will encourage our learners to be active in the life of our community. We will also teach them how to be healthy mentally with strategies such as mindfulness and social stories.
To be HONEST	Being honest with ourselves and others enables us to communicate better. We will be open and honest in all facets of our work in school.
To be RESPECTFUL	We will teach our learners the importance of respect. Respecting differing views, values and cultures. Respecting each other's feelings and respect for our environment and where we live and learn.
To be CREATIVE	Through teaching an open mindset, we will encourage and support our pupils to be creative and curious. They will be encouraged to try new approaches and to be innovative.
To LISTEN	We listen to those around us and to one another. We all have something to share and we can all learn from one another. We can use our listening skills to deal with conflict and to better understand one another.
To WORK	'Everything comes to those who are willing to work at it' - We work hard and challenge ourselves. We learn how to overcome obstacles that are put in our way. We work so that new skills are embedded and engrained.
To celebrate our Welsh Culture	We are proud of where we live and that fact that we can live in a bilingual society. We marvel at our history and learn from the mistakes of the past. We celebrate our 'Welshness' and appreciate our role in keeping an ancient language alive.

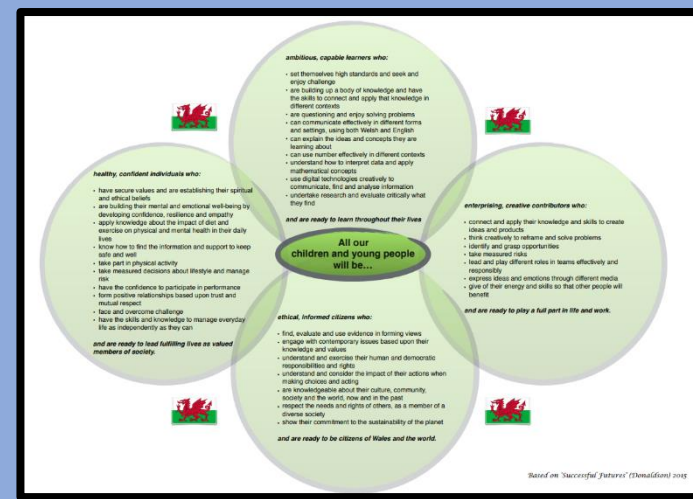
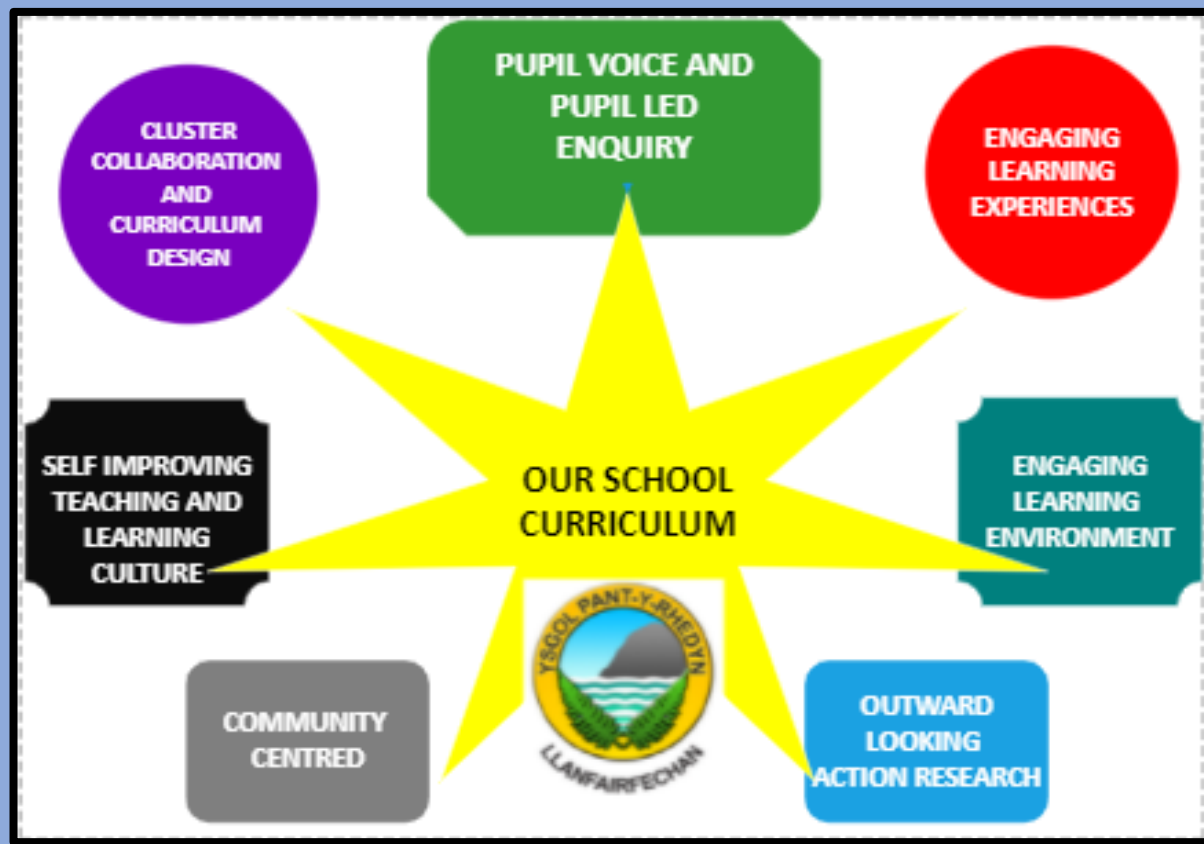
During the time that your child is with us in Pant y Rhedyn..what will I learn?

What do we mean by ‘Curriculum’?

A curriculum should be considered at the ‘heart’ of any school. Our curriculum is a joined up way of thinking to realise our vision to ensure that our learners are ambitious, enterprising, ethical and healthy citizens. Our curriculum has been designed with these four purposes as pillars for all that we do.

Our school curriculum contains the Six areas of Learning and Experience. It encompasses the Statements of What Matters and reflects the Principles of Progression. We use a range of teaching approaches to ensure that our learning experiences match the need of the learners. When needed we will teach the disciplines (rigid) to being integrated (totally thematic) Our aim here is to be flexible in our approach.

Our curriculum will be broad, balanced and suitable for all ages, abilities and aptitudes. It will have appropriate progression for learners with a range of provision and assessment to ensure that our children our reaching their expected milestones. It will build on working collaboratively as a cluster where we can share experiences and good practice. By working in collaboratively we can also ensure that all learners in our cluster locality have the same opportunities to succeed.



How do we teach our new curriculum?

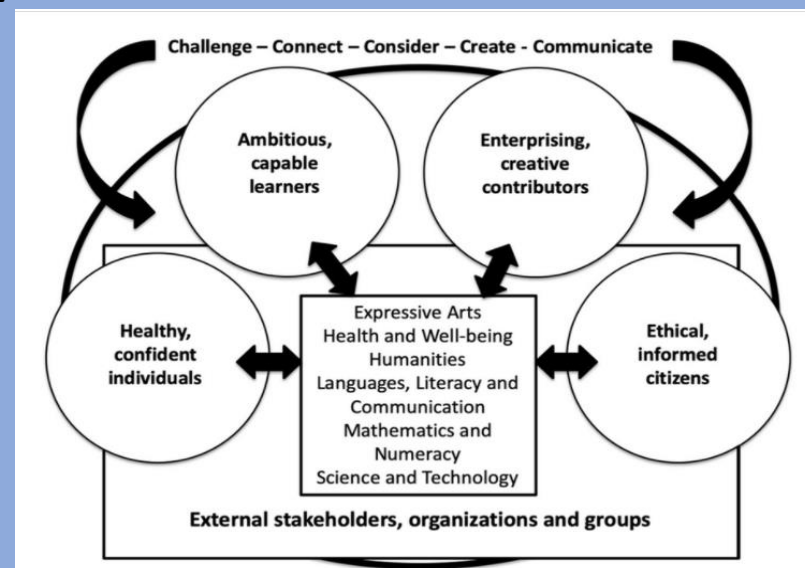
Teachers will begin learning episodes by identifying what the learners themselves want to learn about (pupil voice). We will consider these views when developing learning experiences that cater for the needs, views and stages of learning that the children are at. Learners will influence their learning and teaching staff will be there to support and lead the learning so that it has a clear direction and purpose. Teachers in their roles as 'learning facilitators' will design fun, challenging and progressive experiences.

Elements of enquiry based (big question) style learning will also be built into our learning experience menu- thus giving our learners the opportunity to question and to investigate key issues that we face in the World today. Such a method of working also lends itself to learners influencing how they present their work as well as in what direction that work will entail. It can be learning without boundaries and can foster learners own sense of investigation on curiosity.

Why do we teach in this way?

To provide high quality teaching experiences, which excite and motivate children in the classroom and beyond.

Model	Definition
Disciplinary	Specialist teaching within disciplines or subjects
Multidisciplinary	A multidisciplinary curriculum is one in which the same topic is studied from the viewpoint of more than one discipline.
Interdisciplinary	Combines several school subjects into one active project or is organized to cut across subject-matter lines, bringing together various aspects of the curriculum into meaningful association. Draws knowledge and skills from two or more disciplines in a more connected way Addresses a complex problem or focus question that cannot be resolved by using a single disciplinary approach e.g. a Global Pandemic
Integrated	Largely an interdisciplinary organisational approach, which breaks down traditional subject boundaries – either partially (e.g. hybrid subjects) or fully (e.g. the US middle school approach)



Curricular Responsibilities

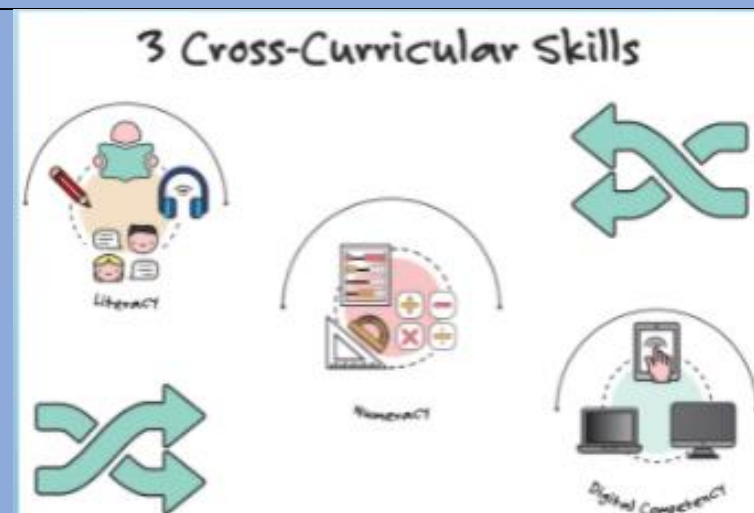
Our curriculum embeds the mandatory cross-curricular skills and the integral skills which underpin the four purposes of the curriculum. Literacy, numeracy and digital competence skills are essential in enabling learners to realise the four purposes. These three mandatory cross-curricular skills are embedded and developed across all areas of learning and experience, to enable learners to access the whole curriculum and to use them in the future.

For each AOLE, the school has an 'Area' lead with someone from a different phase supporting them. This is to ensure that any decisions regarding our curriculum take into consideration all age phases within the school. Our AoLE Teams who have collaborated to unpack the 27 Statements of What Matters to make links across all Areas of Learning and Experience as appropriate. We also use the Taith 360 program in order to ensure that all AOLE are given equal balance within our curriculum delivery. We will thus have created a broad range of experiences, knowledge and skills that are explored through a range of contexts, topics and activities selected in the process of curriculum design.

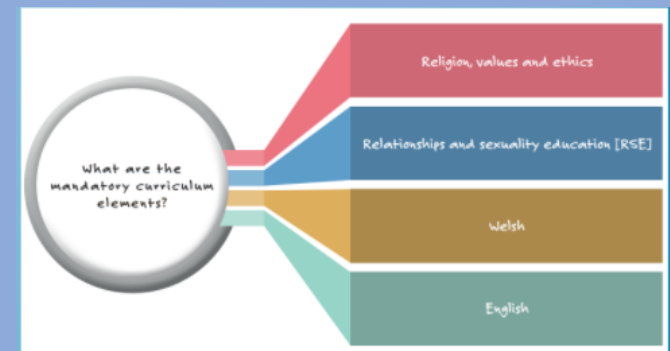
We support learners to engage in their learning with increasing depth and sophistication over a period of time. We assist learners to apply their learning in increasingly challenging contexts and allow for diversion, reinforcement and reflection as their understanding and application of the key learning develops and becomes more refined over time, provoking deep thinking, discussion and inquiry.

Our learners are given opportunities across the curriculum to:

- develop listening, reading, speaking and writing skills
- be able to use numbers and solve problems in real-life situations
- be confident users of a range of technologies to help them function and communicate effectively and make sense of the world



We carefully consider the mandatory elements of the curriculum when planning. We detail our intention of these elements within our policies. The school ensures that we meet the requirement for the RSE curriculum content.

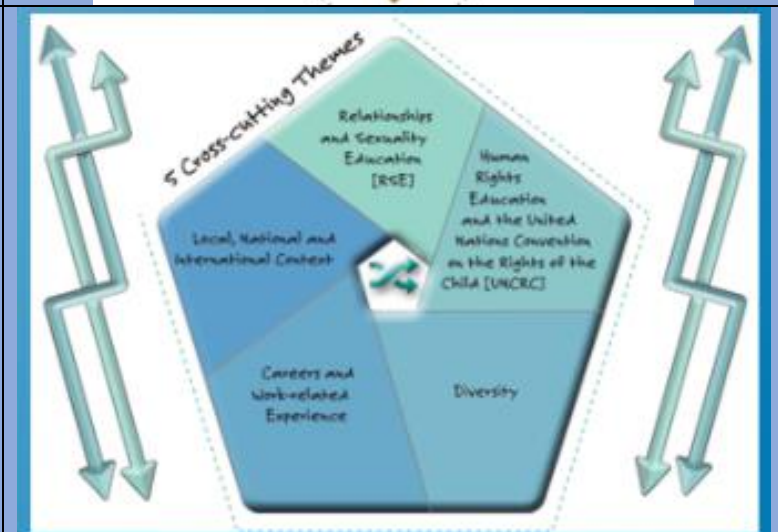


When planning, we want to ensure our learners are given high-quality, rich, broad and balanced learning experiences. We also plan to ensure that our provision and teaching develops the integral skills, which are essential to achieve the four purposes.



While designing our we have included the five cross-cutting themes. We have considered the statutory elements within the CfW framework:

- Careers & Work-related Experience
- Well-being of Future Generations Act (2015)
- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Additional Learning Needs and Educational Tribunal Act (2018)



This is what our learners want from our curriculum-

Ambitious, Capable Learners



In Ysgol Pant y Rhedyn we:

- Challenge ourselves and work within our 'Stretch Zone'
- Use what we have learnt in other areas of our work and lives—including number work.
- Enjoy asking questions that help us to solve problems.
- Can talk, read and write in English and Welsh.
- Can talk confidently about what we are learning about.
- Can use the ICT equipment to research, analyse and create.
- Research and decide if information is correct.
- Get ready to learn throughout our lives.

Pant y Rhedyn helps us to work in our 'Stretch Zone' of learning and helps us to work with an open mindset.

Enterprising, Creative Contributors



In Ysgol Pant y Rhedyn we:

- Are encouraged to be creative and try out our own ideas.
- Think 'outside the box' when solving problems.
- Take advantage of every opportunity we are given.
- Are not scared to take chances and take risks.
- Know what each role is when doing group work and are happy to take any role.
- Are happy to show our feelings and ideas in a wide range of exciting tasks.
- Always try our best and help others to be their best.

Pant y Rhedyn helps us to never be scared to give things a go. We think creatively and are proud of being ourselves.

4 Purposes

Y Pedwar
Diben

Healthy, Confident individuals



In Ysgol Pant y Rhedyn we:

- Understand what is right and wrong.
- We follow our school's motto—Trwy Ymdrech Byddaf yn Llwyddo
- Work hard on growth mindset and take well-being seriously.
- Know how important a healthy lifestyle is.
- Take part in every activity offered that will improve our physical and mental health.
- Know which risks are safe to take and carefully consider what we do.
- Are encouraged to have the confidence to perform in front of others.
- Form positive relationships with others.

Pant y Rhedyn helps us to be confident to work with others and to make sure our bodies and minds are healthy.

Ethical, Informed Citizens



In Ysgol Pant y Rhedyn we:

- Make sure we make decisions based on evidence.
- Know about current news and what is happening in the world around us.
- Know our rights and know how we can express them.
- Know that our actions have consequences.
- Know about our culture, our local area and the world now and in the past.
- Respect everyone's beliefs and ideas if we agree with them or not.
- Work hard to keep our planet safe.
- Proud to be Welsh and part of our world.

Pant y Rhedyn helps us to be respectful towards everyone and everything. We are all different and that's ok.

PLANNING THE DELIVERY OF OUR CURRICULUM

1. When identifying units of work, our staff will always begin with the The Power of Pupil Voice. Our learners will always play a central part in enabling us to plan activities and experiences that meet their interests and needs.
2. Staff will also send a questionnaire home to seek parental assistance with our planning. We will ask parents to speak to their children about what they would like to learn, we will ask them to suggest what they can offer us in terms of expertise and assistance with our new 'theme'.
3. Each unit of work will also consider our status as a Voluntary Controlled School in Wales.
4. We will consider national, cluster and local needs within this process.
5. We will ensure that the information collected is then used to guide and help us to formulate our 'key question'. It is the key question that drives our learning in school.
6. We will use Taith 360 to plan and to map out the tasks suggested against the four purposes, what matters statements and AOLE provision.
7. Our teaching of activities will focus on the 12 Pedagogical Principles. We will cross reference our teaching to ensure that the range of principles are being covered.



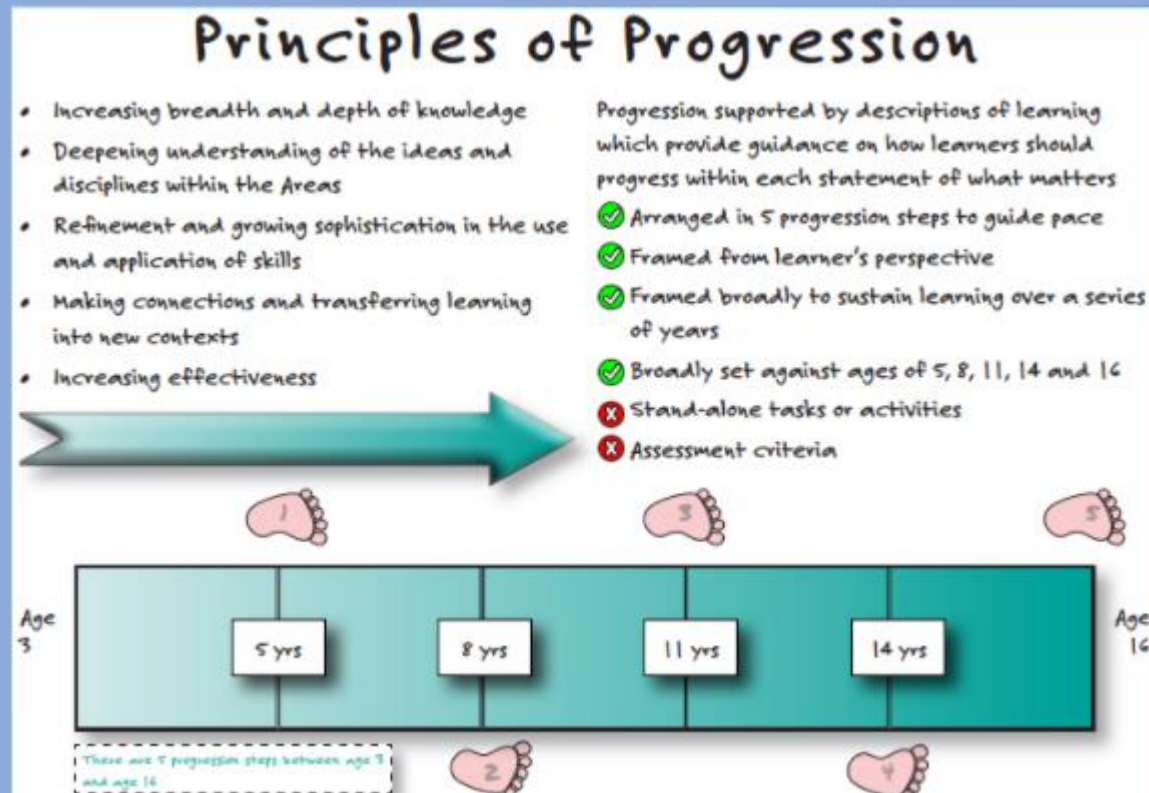
STEPS OF PROGRESSION

We have AOLE leads in each of our Phases of Learning. Our AOLE teams are responsible for supporting Curriculum Design within their phase. They will also ensure that there is appropriate coverage of the AoLEs and appropriate continuity and progression. AOLE leads work to contribute to the 'bigger picture', ensuring continuity and progression throughout the whole school.

OUR ROLE IN THE TRANSITION ALONG THE 3-16 CONTINUUM

Our learners are at the centre of the transition process. We support all learners along the learning continuum, as they move between different groups, different classes, different years and different settings. We ensure that the well-being of all learners is an important and integral part of our processes, recognising the needs of individuals, while also supporting both continuity and progression in their learning.

The understanding of each individual learner gained from our assessment strategies is crucial in supporting this process.



ASSESSMENT

Learner progression along a continuum of learning from ages 3 to 16 is central to Curriculum for Wales. We will utilise various assessment strategies, which will enable each individual learner to make progress at an appropriate pace, ensuring they are supported and challenged accordingly. Initially we will be using Taith 360 as an assessment and tracking tool.



WHAT IS EFFECTIVE ASSESSMENT?

We utilise various assessment strategies as an overarching purpose within the curriculum to support every learner to make progress. In addition to this, assessment is a fundamental role in ensuring each individual learner is supported and challenged accordingly and we use the strategies to contribute to developing a holistic picture of the learner – their strengths, the ways in which they learn, and their areas for development – in order to inform next steps in learning and teaching.

Our assessments support individual learner progression on an ongoing, day-to-day basis (AfL); identifying, capturing and reflecting on individual learner progress over time; and understanding group progress in order to reflect on practice.

COMMUNICATING AND ENGAGING WITH PARENTS AND CARERS

We communicate effectively with parents/carers on an ongoing basis to foster positive relationships in order to engage them in purposeful and meaningful dialogue. When undertaken well, this can help aid learner progression by helping parents/carers to understand how they can support learning within and outside the school environment.

We have developed and implemented processes which support effective two-way communication and engagement with parents/carers. When developing these processes, consideration has been given to using a wide variety of different communication means, e.g. face-to-face, digital through SeeSaw and email.



Information on any support, interventions or additional needs required for the learner's development is shared with parents and carers.

THE WELSH LANGUAGE

The school operates the County's bilingual policy and the aim is to develop the ability of pupils to be confidently bilingual in order that they can be full members of the bilingual society of which they are a part.

Presently, the school is identified as a Category 4 school by Welsh Government. This means that the schools is 'an english medium school in the main but with a significant use of Welsh'.

The school has a Welsh ethos and up to 50% of the curriculum is presented through the medium of Welsh. The linguistic nature of the school will be explained in detail during the informal visit. The aim is to develop the ability of pupils to be confidently bilingual in order that they can be full members of the bilingual society of which they are a part.

1 million Welsh Speakers by 2050- Welsh Government Website

[Welsh Government sets out the next five years for Cymraeg 2050 | GOV.WALES](#)

Welsh Government sets out the next five years for Cymraeg 2050

The Welsh Government has published its new five-year Work Programme for Cymraeg 2050, the national strategy to reach 1 million Welsh speakers by 2050.

First published: 12 July 2021

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Meddylwch am iaith fel hyn... Think of language like this...

Mi fedrwch fynd i lefydd
ar un olwyn (iaith)



You can go to
places on one
wheel (language)

Felly hefyd ar olwyn
fawr ac olwyn fach



You can also do so
on one big wheel and
one small wheel



Ond pan fo'r ddwy olwyn yr un maint ac mewn
cyflwr da mi ewch ymhellach o lawer

But when both wheels are of the same size
and in good condition you will go much further

Manteision bod yn ddwyieithog

Addysg

Mae plant dwyieithog yn tueddu i fod yn
fwy llwyddiannus yn yr ysgol a'r coleg.
Maent yn tueddu i gyflawni'n well mewn
arholiadau

"mae plant dwyieithog yn fwy tebygol
o gael gwell canlyniadau arholiadau"
Richard Gartner (The Independent).

Mae pobl ddwyieithog yn ei gweld yn
haws i ddysgu ieithoedd ychwanegol

The advantages of being bilingual

Education

Bilingual children tend to be more
successful at school and university. They
tend to attain better qualifications

"bilingual children are more likely to get
better exam results" Richard Gartner
(The Independent).

Bilingual people find it easier to learn
additional languages

"mae ymchwil rhyngwladol yn
cadarnhau bod plant dwyieithog yn gallu
meddwl yn fwy creadigol a hyblyg ac yn
tueddu i sgorio'n well mewn profion IQ
na plant sy'n siarad un iaith yn unig"

Ar gyfartaledd mae canlyniadau profion ac
arholiadau Saesneg plant dwyieithog yn
uwch na chanlyniadau plant sy'n siarad un
iaith yn unig.

Byddwch yn datblygu sgiliau trawsieithu
(defnyddio gwybodaeth a geir mewn
un iaith mewn iaith arall) a fydd yn eich
cynorthwyo i ddeall a dehongli deunydd
darllen yn well a chael gwell dealltwriaeth
o'r pwnc.

"international research confirms that
bilingual children can think more
creatively with more flexibility and tend
to score higher in IQ tests than children
who speak only one language"

On average, the English test and exam
results of bilingual children are higher
than the results of children who speak
only one language.

You will be able to develop translanguaging
skills (using information from one language
in another language) which will help you to
understand and interpret reading material
better and improve your understanding of
the subject.

Mae ymchwil yn dangos fod plant sydd yn siarad dwy iaith:

yn llai tebyg o gollu eu cof wrth heneiddio
(Dr Ellen Bialystak)

yn meddwl yn fwy hyblyg a chreaddgarol

yn dangos mwy o allu mewn meysydd eraill yn bedair a phum mlwydd oed
(Dr Ellen Bialystak, Prifysgol Efrog, Canada)

The research has shown that children who speak two languages:

show more ability in other subjects when they are four and five years old
(Dr Ellen Bialystak, University of York, Canada)

"Bilingual students do better in Science and Maths reasoning tests compared to monolingual children."

Professor Colin Baker, International Expert on Bilingual Education

are less likely to lose their memory as they grow older
(Dr Ellen Bialystak)

"Mae disgyblion ddwyieithog yn gwneud yn well mewn profion rhesymu Gwyddoniaeth a Mathemateg o'u cymharu â disgyblion uniaith."

Yr Athro Colin Baker, Arbenigwr Rhyngwladol ar Addysg Ddwyieithog

think more flexibly and creatively

Gyrfa

Mae siarad dwy iaith neu fwy yn rhoi sgîl arall ar eich CV.

Ar gyfartaledd, mae pobl ddwyieithog yn ennill rhwng **8** a **10%** o gyflog ychwanegol oherwydd eu gallu i weithio mewn dwy iaith (Dr Colin Baker, Prifysgol Bangor).

Mae tua **40%** o swydd ddisgrifiadau yng Nghymru yn gofyn am y gallu i siarad Cymraeg a Saesneg.

Mae angen gweithluoedd ddwyieithog ar gyflogwyr yng Nghymru, gan fod angen cynyddol i ddarparu gwasanaethau'n ddwyieithog. Mae siarad Cymraeg o fantais mawr yn y Gwasanaethau Cyhoeddus yng Nghymru yn ogystal â'r sector breifat.



Career

The ability to speak two or more languages is another skill on your CV.

On average, bilingual people earn between 8 and 10% additional salary because of their ability to work in two languages (Dr Colin Baker, Bangor University).

Around 40% of job descriptions in Wales require the ability to speak English and Welsh.

Employers in Wales need bilingual workforces, as there is an increasing need to provide services bilingually. Speaking Welsh is a huge advantage in the Public Sector in Wales as well as in the private sector.



Bywyd a Lles

Mae starad dwy iaith yn gallu ehangu eich gorwelion. Mae dwyieithrwydd yn dueddol o godi hunan hyder a hunan barch unigolyn.

Mae medru'r iaith Gymraeg yn rhoi mynediad i elfen fawr o ddiwylliant, hanes a hunaniaeth Cymru.

Mae medru'r Gymraeg yn allwedd i fywyd cymunedol cyfoethog.

Mae medru'r Gymraeg yn rhoi hunaniaeth gadarn ac ymdeimlad o berthyn.

Mae medru symud o un iaith i'r llall yn hyderus yn magu hyder a balchder yn yr unigolyn.

Gall pobl ami-ieithog fod yn fwy goddefgar tuag at ddiwyllannau eraill.

Life and well-being

Speaking two languages can expand your horizons. Bilingualism tends to increase a person's self-confidence and self-esteem.

Being able to speak Welsh gives access to a great degree of Welsh culture, history, and identity.

Being able to speak Welsh is key to a rich community life.

Being able to speak Welsh gives a strong identity and a feeling of belonging.

Mae ymchwil yn dangos bod dwyieithrwydd yn creu meddwl effro ac agwedd agored sy'n helpu lles cyffredinol ac iechyd meddwl.

Gall dwyieithrwydd gryfhau'r galluoedd gwybyddol – mae pobl ddiwyieithog yn tueddu i fod yn fwy creadigol a hyblyg. Mae tueddiad ganddynt i gael meddwl mwy agored, ac maent hefyd yn ei chael yn haws canolbwyntio ar amrywiaeth o dasgau ar unwaith.



Being able to move from one language to another confidently increases a person's confidence and pride.

Multilingual people can be more tolerant towards other cultures.

Research shows that bilingualism creates an alert mind and an open attitude that helps with general well-being and mental health.

Bilingualism can strengthen cognitive ability – bilingual people tend to be more creative and flexible. They tend to have a more open mind and they also find it easier to concentrate on a variety of tasks at once.

INCLUSIVENESS

ALN

As a school we ensure the needs are met of all learners through high quality teaching and learning provision. Our Universal Provision includes: whole class teaching, effective differentiation, collaborative group work, individual and small group interventions, appropriate and reasonable adjustments to enable access to the school environment, curriculum and facilities.

During their time with us, most learners will make expected progress in their learning from their starting points. If a child is not progressing, we will gather observations, use assessment data and seek to work in collaboration with outside agencies / professionals to identify any additional learning needs.

HEALTH AND WELL BEING

Health & Well-being of all is a focus and a high priority across everything we do. Growth mindset is an important key element of our curriculum. We have an established Nurture TA who works closely with learners with varying needs and team of teaching assistants also enrich the level of support that we can give within our school. We also use KiVa as a successful anti-bullying programme. Our regular Parental Cafes also enable us to get to know our parents and to support their needs in an informal way.

COMMUNICATING AND ENGAGING WITH PARENTS AND CARERS

We communicate effectively with parents/carers on an ongoing basis to foster positive relationships in order to engage them in purposeful and meaningful dialogue. When undertaken well, this can help aid learner progression by helping parents/carers to understand how they can support learning within and outside the school environment.

We have developed and implemented processes which support effective two-way communication and engagement with parents/carers. When developing these processes, consideration has been given to using a wide variety of different communication means, e.g. face-to-face, digital through SeeSaw and email.



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