



***Monday 29<sup>th</sup> September 2025***  
***Cardiff High School***  
***Welcome to Lower School***



# Lower School Team



**Mrs. L Richards**  
**Head of Lower School**



**Mrs. N. King**  
**Year 7 Achievement leader**



**Mrs. Z. Jones**  
**Lower School Wellbeing Officer**



# Leadership Team



**Mr. S. M. Jones**  
Headteacher



**Mr. S. Thompson**  
Deputy  
Headteacher



**Mrs. A. Yarrow**  
Deputy  
Headteacher



**Mrs. H. Lewis**  
Assistant  
Headteacher



**Mrs. S. Eaton**  
Assistant  
Headteacher



**Mr. S. Taylor**  
Assistant  
Headteacher



**Mr. J. Wise**  
Assistant  
Headteacher



**Mrs. E. Greenwood**  
Assistant  
Headteacher



**Mrs. M. Bennett**  
Assistant  
Headteacher



# *Key Communication*



Google Classroom



ParentPay



- **Monitoring behaviour – positive & negative**
- **Checking homework that is set**
- **Monitoring attendance**
- **Informing school of absences (parents only)**



## **Google classroom - Uses**

- **Subject material**
- **Whole subject messages**
- **Form tutor messages (careers/opportunities)**



## **Parent Pay - Uses**

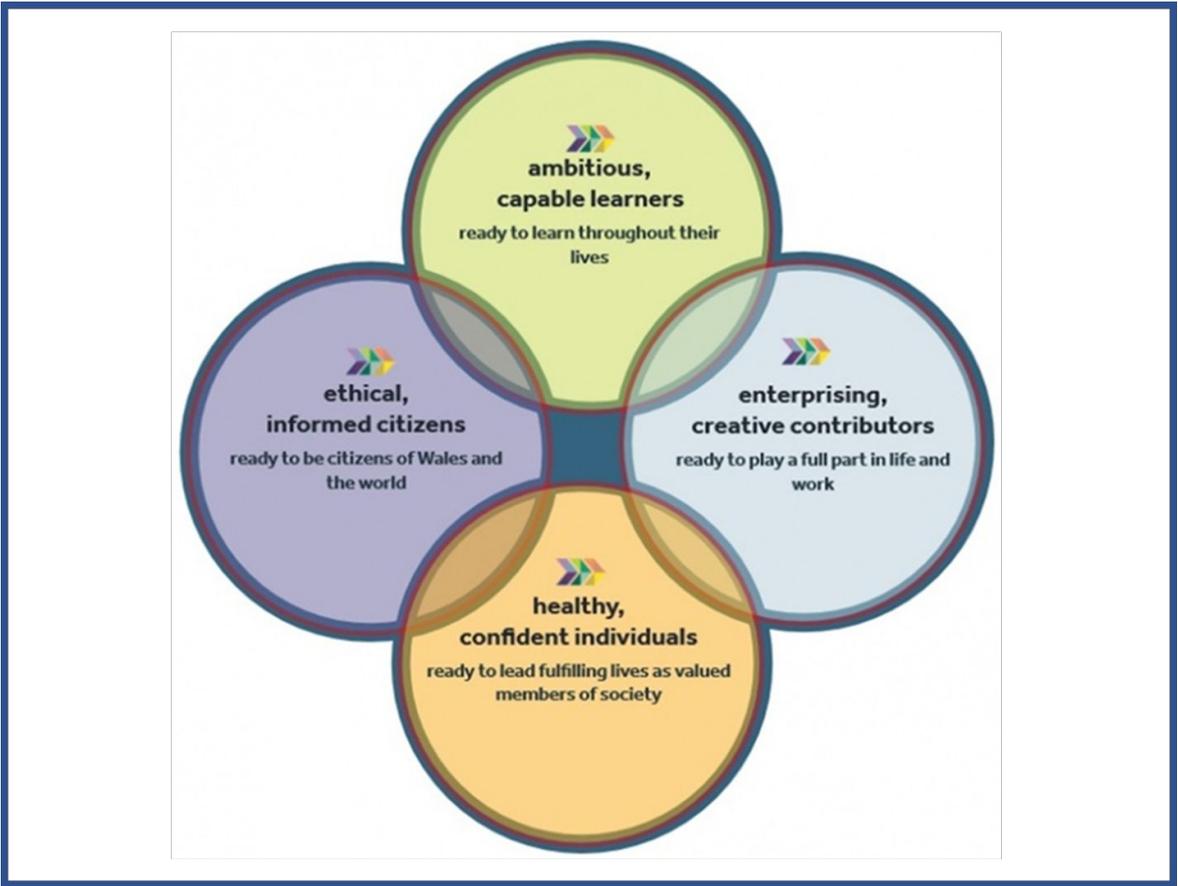
- **To top up lunch accounts.**
- **Communication between school & homes via letters.**
- **Pay for school trips**
- **Give consent for trips/clubs where required**

# This Evening...

- ▶ Curriculum for Wales
- ▶ Health and Wellbeing
- ▶ Assessment and Reporting
- ▶ FAQs







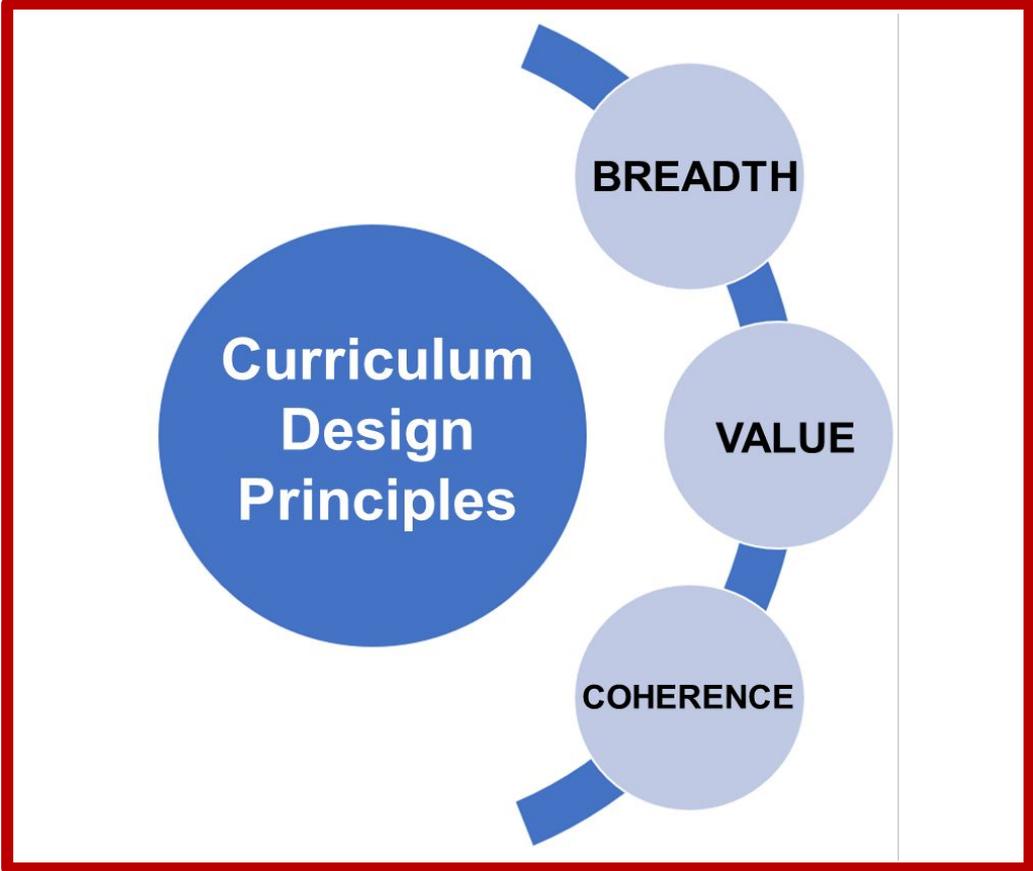


To develop pupils'  
**understanding of the world**  
around them.

To help pupils **appreciate,**  
**critique, thrive in, and shape**  
**that world.**



The extent to which the purpose is realised depends on the **quality and quantity** of what pupils **learn**.

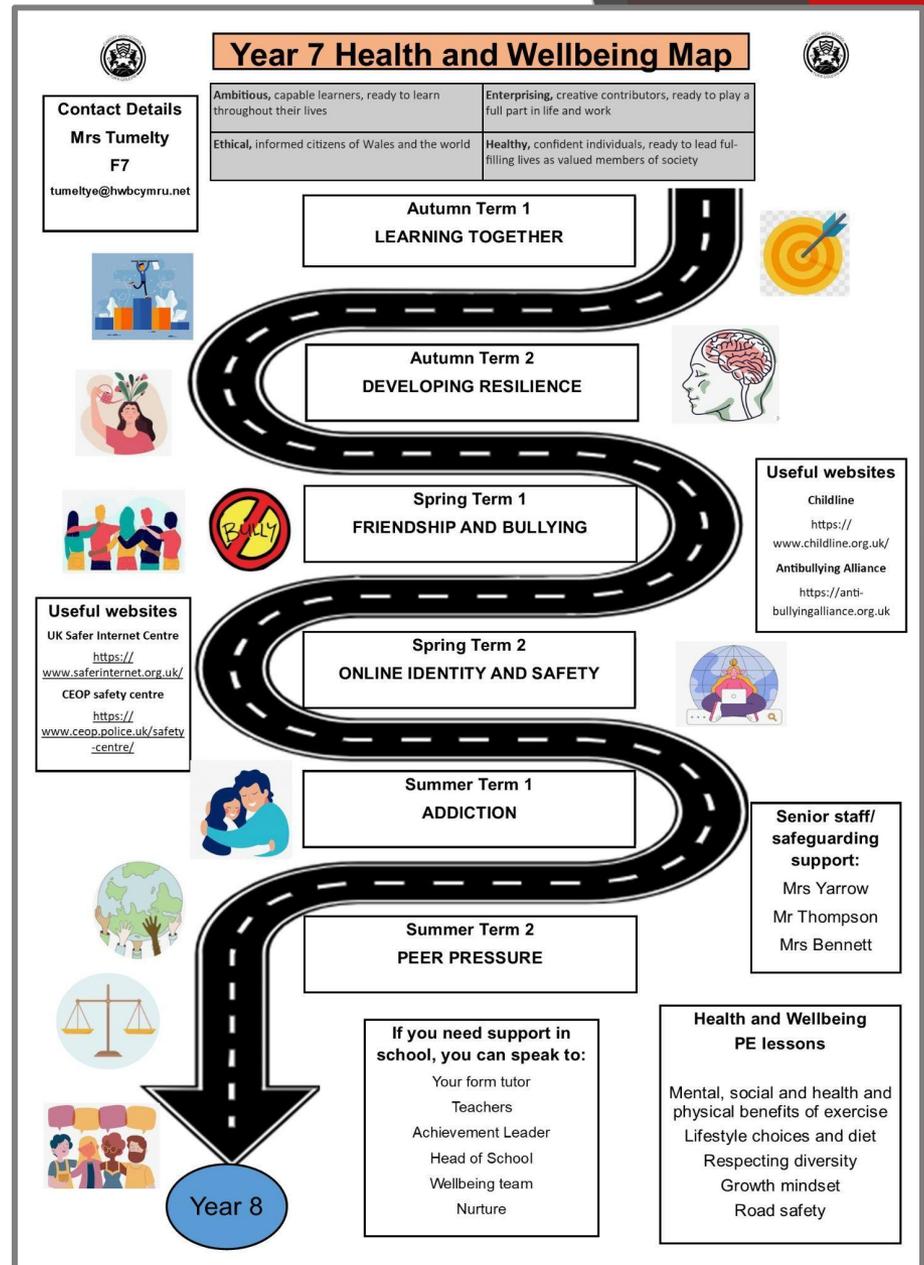




Area of Learning and Experience	Subject	Lessons per fortnight
<b>Expressive Arts</b>	Art	2
	Drama	1
	Music	2
<b>Health and Wellbeing</b>	Health & Wellbeing (classroom based)	1
	Health & Wellbeing (practical)	3
	Health & Wellbeing	5 x form time
<b>Humanities</b>	Geography	3
	History	3
	Religion, Values and Ethics	2
<b>Languages, Literacy and Communication</b>	English	7
	French	4
	Welsh	4
<b>Mathematics and Numeracy</b>	Mathematics	8
<b>Science and Technology</b>	Design and Technology	2
	Digital Computation	2
	Science	6



# Curriculum for Wales Health and Wellbeing





# Aims of Health and Wellbeing

Learners will be empowered to:

- **Make informed decisions** about their physical, social, and emotional wellbeing—leading to a balanced and healthy lifestyle.
- **Manage their emotions effectively**, building resilience and emotional intelligence.
- **Understand the value of healthy relationships** and social connections, embracing respect, diversity, inclusivity, and empathy.
- **Think critically and act confidently**, making choices that help them thrive across all areas of life.



# Areas of Focus

Physical Health and Activity	Mental Health and Emotional Wellbeing	Decision Making	Social Influence	Relationships
Physical literacy	Self-awareness and self-regulation	Informed choices	Social influence and norms	Types of relationships
Impact of nutrition	Communication and seeking help	Impact of decisions	Identity, attitudes and values	Communicating feelings
Emotional and physical connection	Reflection	Managing risks		Friendship and conflict
Physical health and safety	Empathy			Safety in relationships
				Rights and respect



# Delivery of Health and Wellbeing

<b>Form Time</b>	All aspects of Health and Wellbeing
<b>PE</b>	Physical activity Food and nutrition Physical health and safety Empathy Managing risks Identity, attitudes and values Rights and respect
<b>Science</b>	Lifecycles Puberty Menstruation Food and nutrition Health harming behaviours
<b>Design and Technology</b>	Food and nutrition
<b>External agencies</b>	



# Curriculum for Wales Cross-Cutting Themes

**ADDYSG CYMRU  
EDUCATION WALES**  
cefnweddwr i'n cerbyd | our national mission

Llywodraeth Cymru  
Welsh Government

Careers and work-related  
experiences (CWRE)

A toolkit for supporting the  
development of CWRE in  
schools and settings

Updated 2024

Making rights a reality for all children in Wales

Comisiynydd  
Plant Cymru  
Children's  
Commissioner  
for Wales

## THE RIGHT WAY

A Children's Human  
Rights Approach to  
Education in Wales

A children's human rights Approach  
is a principled and practical  
framework for education settings  
to enable human rights education  
under the duties of the Curriculum  
and Assessment (Wales) Act 2021.

Making rights  
a reality

Llywodraeth Cymru  
Welsh Government

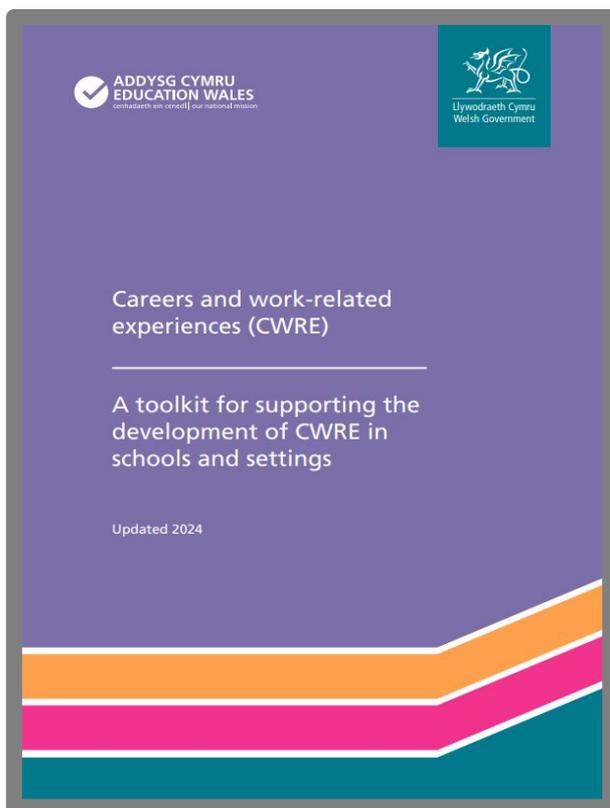
## The Curriculum for Wales – Relationships and Sexuality Education Code

WG21-92



# Cross-Cutting Themes

## Careers and Work Related Education



### Careers Learning Journey: Ages 11-16



#### Year 7 Discovering Strengths



Introduction to careers education  
Exploring personal qualities and interests  
First look at the world of work

#### Year 8 Broadening Horizons



Understanding different job sectors  
Linking subjects to careers  
Developing aspirations

#### Year 9 Making Choices



Support with GCSE option decisions  
Career pathways and subject relevance  
Introduction to decision-making skills

#### Year 10 Building Skills



Employability skills  
Financial literacy  
Encounters with employers

#### Year 11 Preparing for Transitions



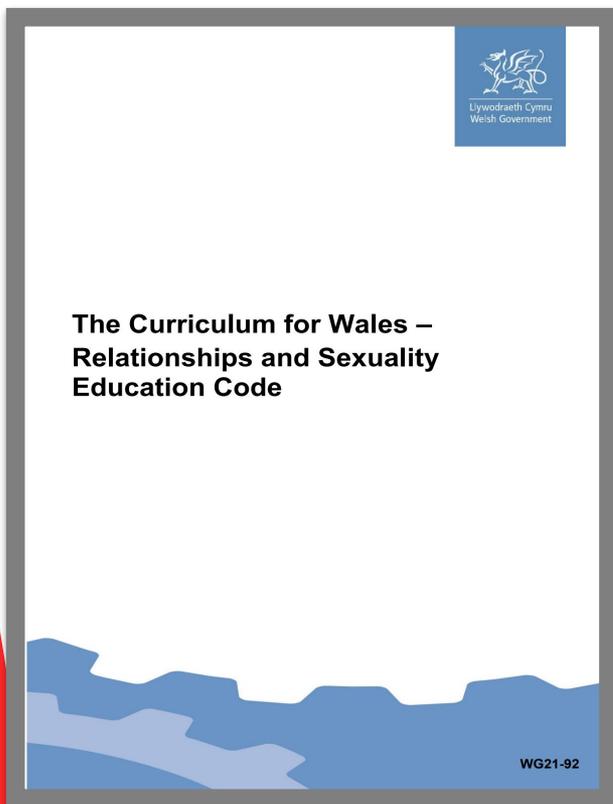
Post-16 options: sixth form, college,  
apprenticeships  
CV writing and interview preparation  
Employability skills  
One-to-one careers guidance





# Cross-Cutting Themes

## Relationships and Sexuality Education



Relationships and identity	Sexual health and wellbeing	Empowerment, safety and respect
Forming healthy relationships	Life cycles	Equality and inclusivity
Communicating in relationships	Growing up	Staying safe
Diversity in families and relationships	Personal health and hygiene	Personal boundaries and consent
Identity	Body image	Keeping safe online
Inclusive and fair society	Understanding our feelings	Advocate for everyone's rights
	Finding support	



# Assessment Matters



- *How are they doing?*
- *How will they know?*
- *How will I know?*



# Assessment Matters

*Assessment*



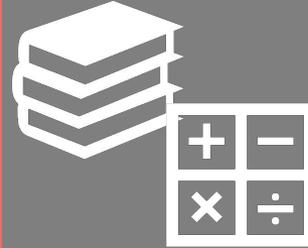
*Attitudes to Learning*

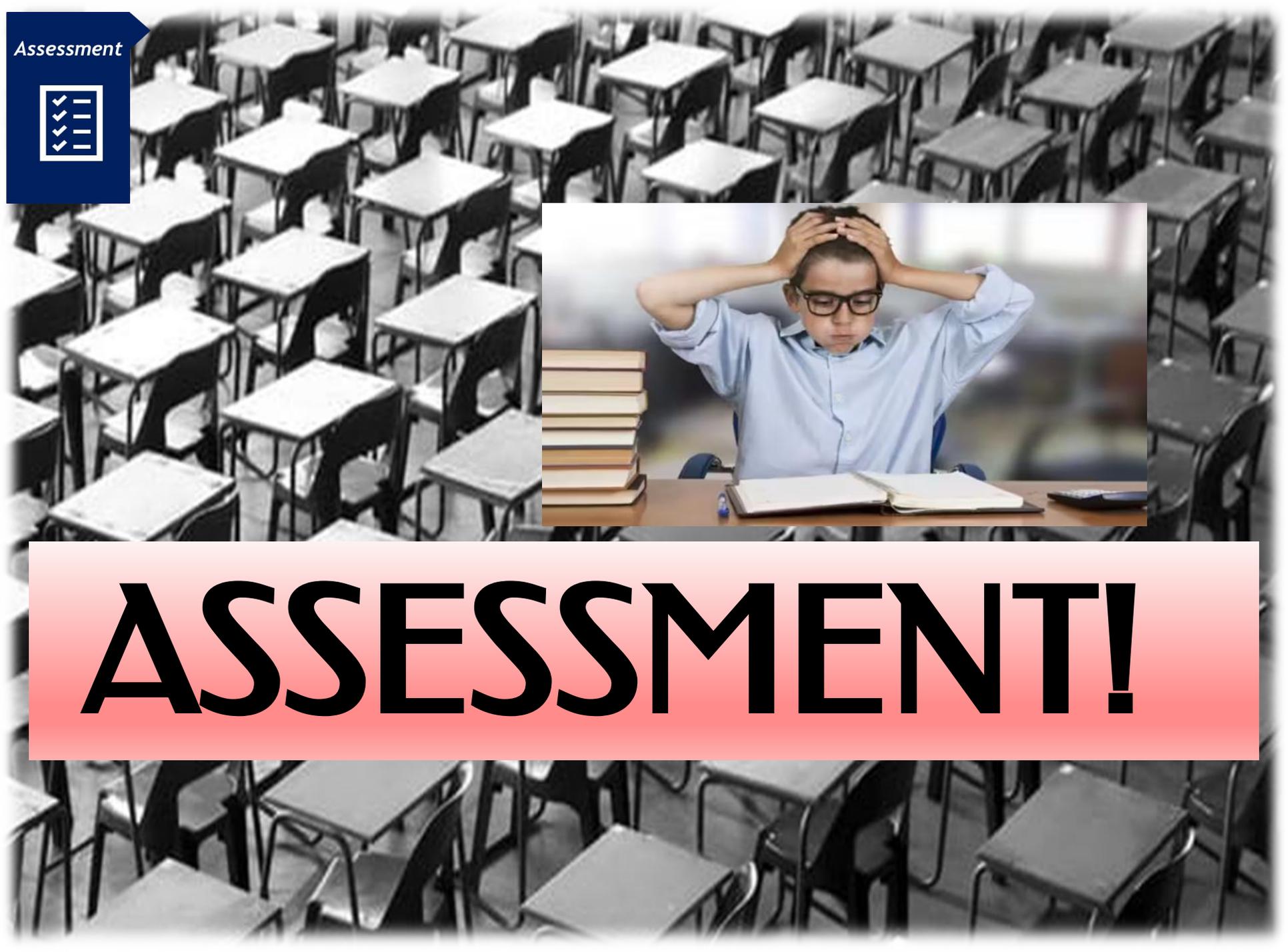


*Reports*



*National Literacy & Numeracy Assessments*





Assessment



# ASSESSMENT!

Assessment



*Assessment is not just about exams!*

*The most important function of assessment is to establish what has and what hasn't been learned and then to respond appropriately.*





# Assessment happens all the time in lots of different ways.....



# Assessment happens all the time.....



## The CHS Assessment Model: Teach - Check – Respond



<b>What?</b>	<p><b><u>Short Cycle</u></b> Constant checking for understanding</p>	<p><b><u>Medium Cycle</u></b> Regular checking for pupils' grasp of what's been taught over a period of time</p>	<p><b><u>Long Cycle</u></b> Targeted checking for pupils' grasp of everything that's been taught up until this point</p>
<b>When?</b>	Minute by minute every lesson	After teaching a number of different facts/topics/skills/approaches	Once or twice per year
<b>Examples</b>	<p>Responsive Teaching techniques</p> <ul style="list-style-type: none"> <li>➤ Mini whiteboards</li> <li>➤ Circulation &amp; Questioning</li> <li>➤ Discussions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Mid or end of a unit or topic</li> <li>➤ Low stakes tests and quizzes</li> <li>➤ Extended writing, oral or practical work</li> <li>➤ Presentations &amp; performances</li> <li>➤ Questions involving multiple topics and/or techniques</li> <li>➤ Mini exam paper</li> </ul>	<ul style="list-style-type: none"> <li>➤ End of year assessment</li> </ul>

By the end of an academic year, through a combination of different types of assessment cycle, teachers can develop a clear understanding of the extent to which a pupil has grasped the taught curriculum along a continuum from foundational to exceptional.





- ***Our Curriculum for Wales Learning Indicators are a description of a pupil's understanding and skill based on a range of evidence.***
- ***They show the extent to which a pupil has grasped the taught curriculum by the end of each academic year.***

<b><u>Learning Indicators</u></b>	
<b>Exceptional</b>	<i>A sophisticated degree of understanding and skill has been demonstrated. Pupils have shown an ability to apply this depth and breadth of knowledge to consolidate understanding.</i>
<b>High</b>	<i>An increasingly comprehensive degree of understanding and skill has been demonstrated. Pupils have shown a strong grasp of nearly all aspects of the curriculum.</i>
<b>Secure</b>	<i>An increasingly secure degree of understanding and skill has been demonstrated. Pupils have shown a good grasp of most aspects of the curriculum.</i>
<b>Developing</b>	<i>A developing degree of understanding and skill has been demonstrated. Pupils have shown a reasonable grasp of many aspects of the curriculum.</i>
<b>Foundational</b>	<i>A foundational degree of understanding and skill has been developed. Pupils have shown a basic grasp of some aspects of the curriculum.</i>



# How do learning indicators links to potential GCSE grades?



WALES GCSE GRADES

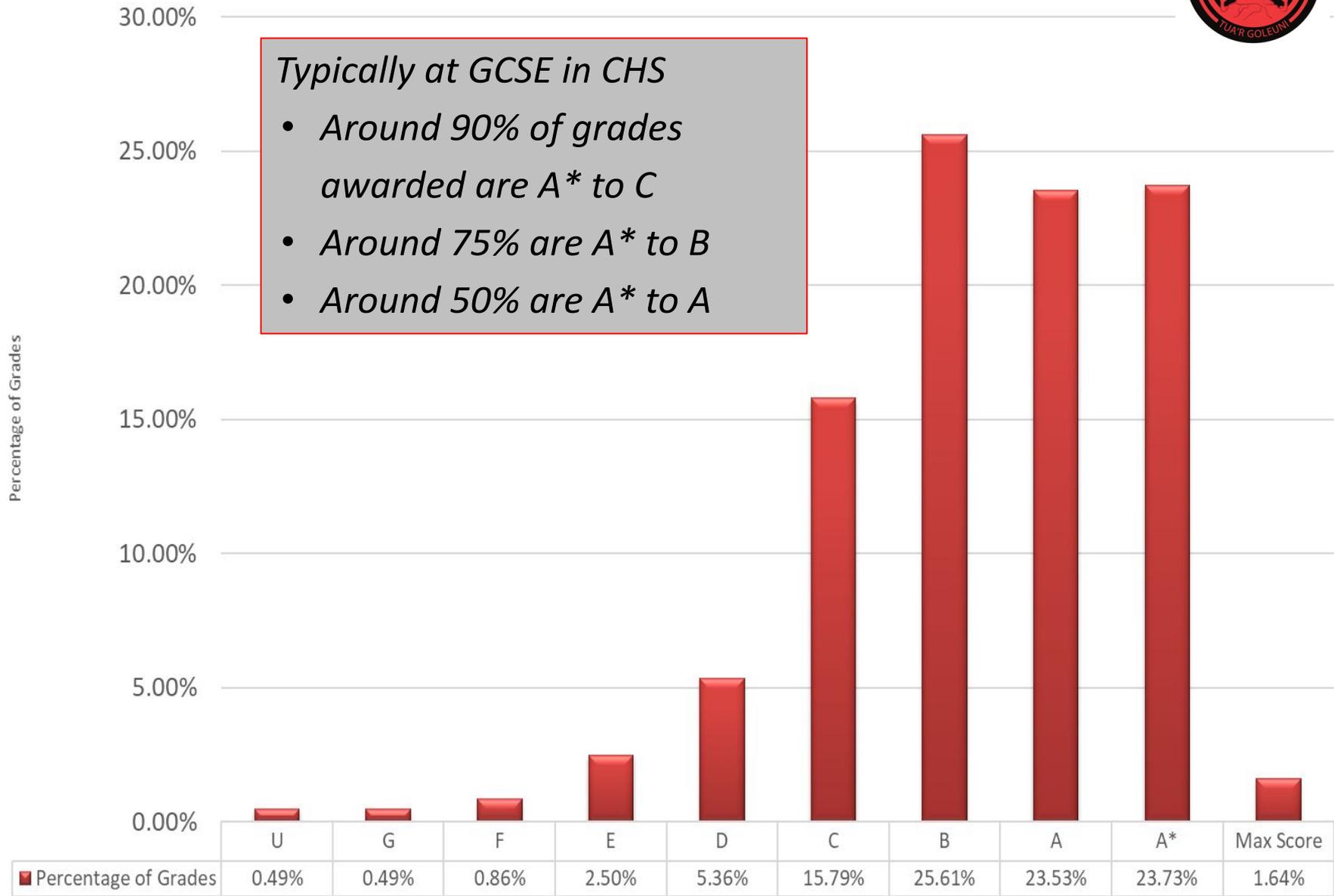


# CHS GCSE GRADES



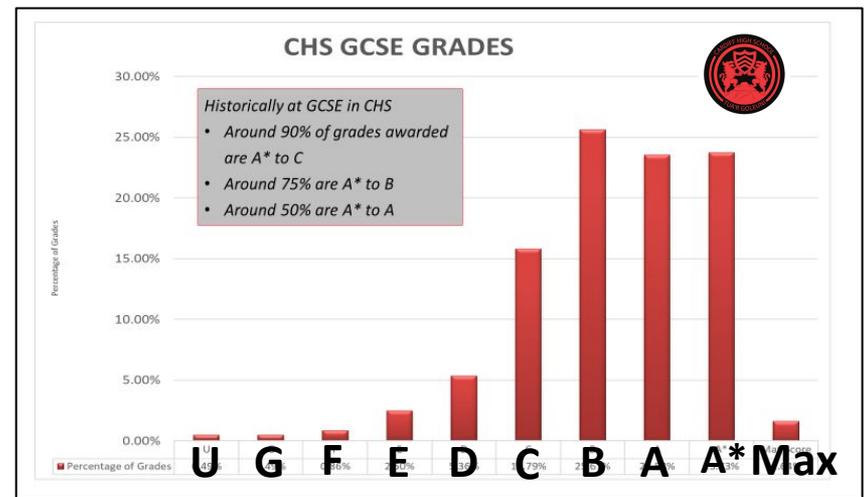
*Typically at GCSE in CHS*

- *Around 90% of grades awarded are A\* to C*
- *Around 75% are A\* to B*
- *Around 50% are A\* to A*



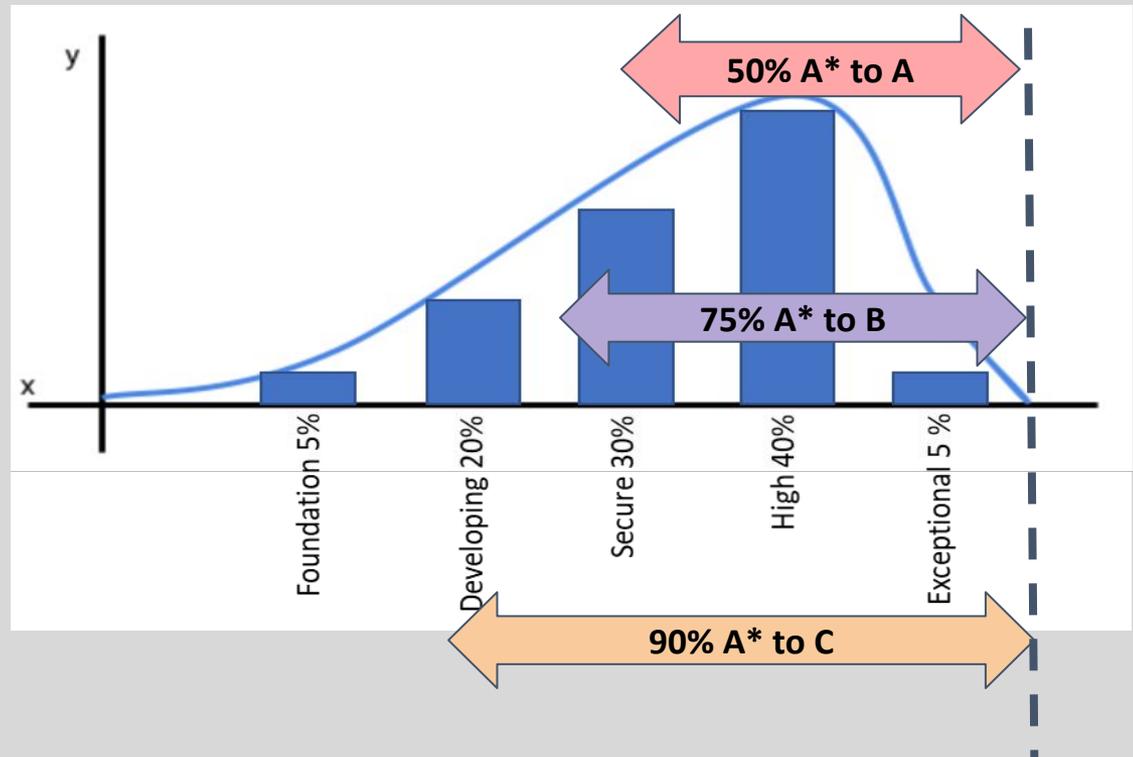
# Awarding Learning Indicators

- *Our GCSE performance is consistently high*
- *Our Lower School curriculum is intentionally ambitious*
- *So, the proportions of Learning Indicator awarded are designed to mirror typical outcomes at GCSE in CHS.*



## *Historically at GCSE in CHS*

- *Around 90% of grades awarded are A\* to C*
- *Around 75% are A\* to B*
- *Around 50% are A\* to A*



## Assessment



*How to be successful ....*

## Attitudes to Learning



*A student's attitude to learning plays a crucial role in determining how successful they will be*



## Conduct

- Politeness
- Respect for others
- Kindness
- Helpfulness
- Role Models
- Following instructions
- Adhering to rules

## Effort

- Engagement
- Hard work
- Contributions
- Concentration
- Perseverance & resilience
- Desire to achieve



	Conduct	Effort
1	<ul style="list-style-type: none"> <li>Always very polite and respectful to everyone, teachers, visitors and other pupils</li> <li>Behaves very well throughout all lessons</li> <li>Always works very well, both individually and with others</li> <li>Supportive of other people</li> </ul>	<ul style="list-style-type: none"> <li>Always tries their very best, even if they find something difficult</li> <li>Always concentrates very well throughout all lessons</li> <li>Always contributes very positively to activities</li> <li>Always shows that they want to do well</li> <li>Always shows that they care about their work</li> </ul>
2	<ul style="list-style-type: none"> <li>Generally polite and respectful to everyone, teachers, visitors and other pupils</li> <li>Behaves well for nearly all lessons</li> <li>Works well both individually and with others</li> </ul>	<ul style="list-style-type: none"> <li>Generally tries their best, even if they find something difficult</li> <li>Concentrates well throughout nearly all lessons</li> <li>Contributes positively to most activities</li> <li>Shows that they want to do well in nearly all lessons</li> <li>Shows that they care about their work in nearly all lessons</li> </ul>
3	<ul style="list-style-type: none"> <li>Usually polite and respectful to others</li> <li>Usually behaves well, but occasionally needs reminding of the rules</li> <li>Usually works well both individually and with others, but occasionally needs reminding to follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>Usually tries their best, but can be put off if they find something difficult</li> <li>Usually concentrates well, but occasionally needs reminding to focus</li> <li>Usually contributes to activities, but occasionally needs prompting to get involved</li> <li>Usually shows that they want to do well, but occasionally lacks motivation</li> <li>Usually shows that they care about their work, but occasionally needs reminding to take more pride in it</li> </ul>
4	<ul style="list-style-type: none"> <li>Sometimes needs reminding to be respectful</li> <li>Sometimes needs reminding of the rules about behaviour</li> <li>Sometimes needs reminding to follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes tries their best</li> <li>Sometimes needs reminding to focus</li> <li>Sometimes contributes to activities</li> <li>Sometimes shows that they want to do well</li> <li>Sometimes shows that they care about their work</li> </ul>
5	<ul style="list-style-type: none"> <li>Often needs reminding to be respectful</li> <li>Often needs reminding of the rules about behaviour</li> <li>Often need reminding to follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>Rarely tries their best and is often put off if they find something difficult</li> <li>Rarely concentrates well and often needs reminding to focus</li> <li>Rarely contributes to activities</li> <li>Rarely shows that they want to do well</li> <li>Rarely shows that they care about their work</li> </ul>



## Cardiff High School

### Year 7 Interim Report October

Dear Parent or Carer

This report is designed to provide a summary of how your son or daughter is settling in and responding in lessons. Each subject teacher has provided an assessment of their conduct and effort according to the following criteria:-

	Conduct	Effort
1	<ul style="list-style-type: none"> <li>Always very polite and respectful to everyone, teachers, visitors and other pupils</li> <li>Behaves very well throughout all lessons</li> <li>Always works very well, both individually and with others</li> <li>Supportive of other people</li> </ul>	<ul style="list-style-type: none"> <li>Always tries their very best, even if they find something difficult</li> <li>Always concentrates very well throughout all lessons</li> <li>Always contributes very positively to activities</li> <li>Always shows that they care about their work</li> </ul>
2	<ul style="list-style-type: none"> <li>Generally polite and respectful to everyone, teachers, visitors and other pupils</li> <li>Behaves well for nearly all lessons</li> <li>Works well both individually and with others</li> </ul>	<ul style="list-style-type: none"> <li>Generally, tries their best, even if they find something difficult</li> <li>Concentrates well throughout nearly all lessons</li> <li>Contributes positively to most activities</li> <li>Shows that they care about their work in nearly all lessons</li> </ul>
3	<ul style="list-style-type: none"> <li>Usually polite and respectful to others</li> <li>Usually behaves well, but occasionally needs reminding of the rules</li> <li>Usually works well both individually and with others, but occasionally needs reminding to follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>Usually tries their best, but can be put off if they find something difficult</li> <li>Usually concentrates well, but occasionally needs reminding to focus</li> <li>Usually contributes to activities, but occasionally needs prompting to get involved</li> <li>Usually shows that they care about their work, but occasionally needs reminding to take more pride in it</li> </ul>
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5	<ul style="list-style-type: none"> <li>Often needs reminding to be respectful</li> <li>Often needs reminding of the rules about behaviour</li> <li>Often need reminding to follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>Rarely tries their best and is often put off if they find something difficult</li> <li>Rarely concentrates well and often needs reminding to focus</li> <li>Rarely contributes to activities</li> <li>Rarely shows that they care about their work</li> </ul>

Name	Anne Example	Form	7R
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Subject	Conduct	Effort
English	1	1
Maths	2	2
Science	1	2
Art	1	2
Design & Technology	3	3
French	2	2
Geography	2	3
History	1	2
Information & Communication	2	2
Music	2	2
Health & Wellbeing	2	3
Religion & Philosophy	2	3
Welsh	2	3

Updated information will also be made available later in the Autumn term. If you have any questions or concerns, please do not hesitate to contact the Achievement Leader for Year 7, Ms L. Waters (WatersL67@hwbcymru.net)



## Maths - Mathemateg

In Year 7, students have been consolidating and extending the mathematical skills and knowledge learnt from primary school. Students have studied a variety of topics within the areas of number, geometry, statistics and algebra. Examples of topics taught this year include the four operations with fractions, calculations with angles, and simplifying algebraic expressions. Instead of rushing through topics, students are given time in lessons to secure a good understanding of each mathematical idea and are provided with opportunities to develop their problem-solving skills. This manner of teaching is in line with the new curriculum for Wales, where students need to develop their conceptual understanding, strategic competency and logical reasoning within topics. Earlier this term, students worked on a statistical project which involved using calculations and graphs to test their hypothesis. In June, students sat a test which assessed their understanding of all topics taught in Year 7.

Conduct	Autumn	Summer	Effort	Autumn	Summer
	2	2		3	2
Learning Indicator:				Developing	
End of Year Snapshot Assessment:		50 %	Teacher:	XXXXXX	

**Comment:**

XXXXXX has worked well in Maths this year. She has shown particular strength in finding multiples & factors of a number and calculating with negative numbers. XXXXX now needs to focus on improving her confidence with finding the area and perimeter of shapes as well as fractions and percentages.

**Next Steps in Learning:**

- Use the lessons and homework tasks on MyMaths to review the topics stated above
- Try to take a more active role in class discussions
- Practise contextual problems regularly, picking out the key information before deciding what calculations are needed

*National  
Literacy &  
Numeracy  
Assessments*



*Taken in maths and  
English lessons*

*No additional  
preparation  
necessary*

*Feedback will be  
available via Hwb*





## Key Dates

*29<sup>th</sup> September -  
1<sup>st</sup> October 2025*

*Welsh National Personalised  
Assessments*

*24<sup>th</sup> October 2025*

*Y7 Interim Reports Issued*

*10<sup>th</sup> February 2026*

*Y7 Parents' Evening*

*16<sup>th</sup> July 2026*

*Y7 Full Reports Issued*



frequently

asked questions

*What set are they in?*

*How much homework will they get?*

*How can I support at home?*



# *What set are they in?*

*English and maths only*

*Primary school data + our own*

*All classes cover the same topics*

*Pace & depth is adapted*

*To enable progress not cap outcomes*

*Track forward to GCSE - 50% of pupils A/A\**



# *How much homework will they get?*

*Varies from subject to subject*

*Should be accessible - consolidation*

*Part of the learning process*

*Teaches independence*



# *How can I support at home?*

## Consolidation

Ask them to teach you what they have learnt

## Reading

Gateway to the curriculum

Reading for pleasure  
Reading for interest  
Reading to learn

School library

## Numeracy

Topics lists on google classroom

Revisit & retrieve

<https://corbettmaths.com/contents/>



# How can I support at home?

## Organisation & Time management





# How can I support at home?

## Organisation & Time management

### Interventions for Students who Struggle with Time Management

Clipart by Kate Hadfield & Sarah Pecorino

[www.thepathway2success.com](http://www.thepathway2success.com)

Pathway 2 SUCCESS

 <p>Practice estimating time to complete tasks</p>	 <p>Make checklists and prioritize tasks</p>	 <p>Keep a daily schedule posted</p>	 <p>Use a visual timer during working sessions</p>
 <p>Practice what it means to "pace yourself"</p>	 <p>Give time warnings before transitions</p>	 <p>Teach, practice, and discuss routines</p>	 <p>Teach how to reflect during work sessions</p>
 <p>Identify and reduce distractions</p>	 <p>Practice strategies for moving on when stuck</p>	 <p>Teach how to maximize downtime</p>	 <p>Teach skills for staying organized and tidy</p>



# Parental Engagement Events

## Workshops & Information Evenings

- ▶ Literacy skills
- ▶ Numeracy skills
- ▶ Digital skills
- ▶ Science of learning
- ▶ Wellbeing
- ▶ Welcome to School Events
- ▶ Options Information Evenings
- ▶ Exam Information Evenings



# In-School Support

# FORM TUTOR



## TALK2ME



Do you have a problem?

Is there something that you need help with?

Email us on:

[talk2me@cardiffhigh.cardiff.sch.uk](mailto:talk2me@cardiffhigh.cardiff.sch.uk)

This inbox is checked between  
9am and 3pm, Monday to Friday.

A member of staff will get back to you.



## THERAPEUTIC ANIMAL ASSISTED ACTIVITIES

**MR SAM HAINES & ROLO**





# Celebrating Success

**Working hard in lessons**

**Eisteddfod Excellence**

**Eisteddfod Excellence**

**Eisteddfod Excellence**

**Sporting Success**

**Sporting Success – 2 x County Champions!**

**Sporting Success**

**Eisteddfod Excellence**

**Working hard in lessons**



# Celebrating Success



Sports Day



Sport



Eisteddfod



Bowling & Cinema Trip



Cultural Appreciation Week



Choir & School Show



# Informal Learning Opportunities

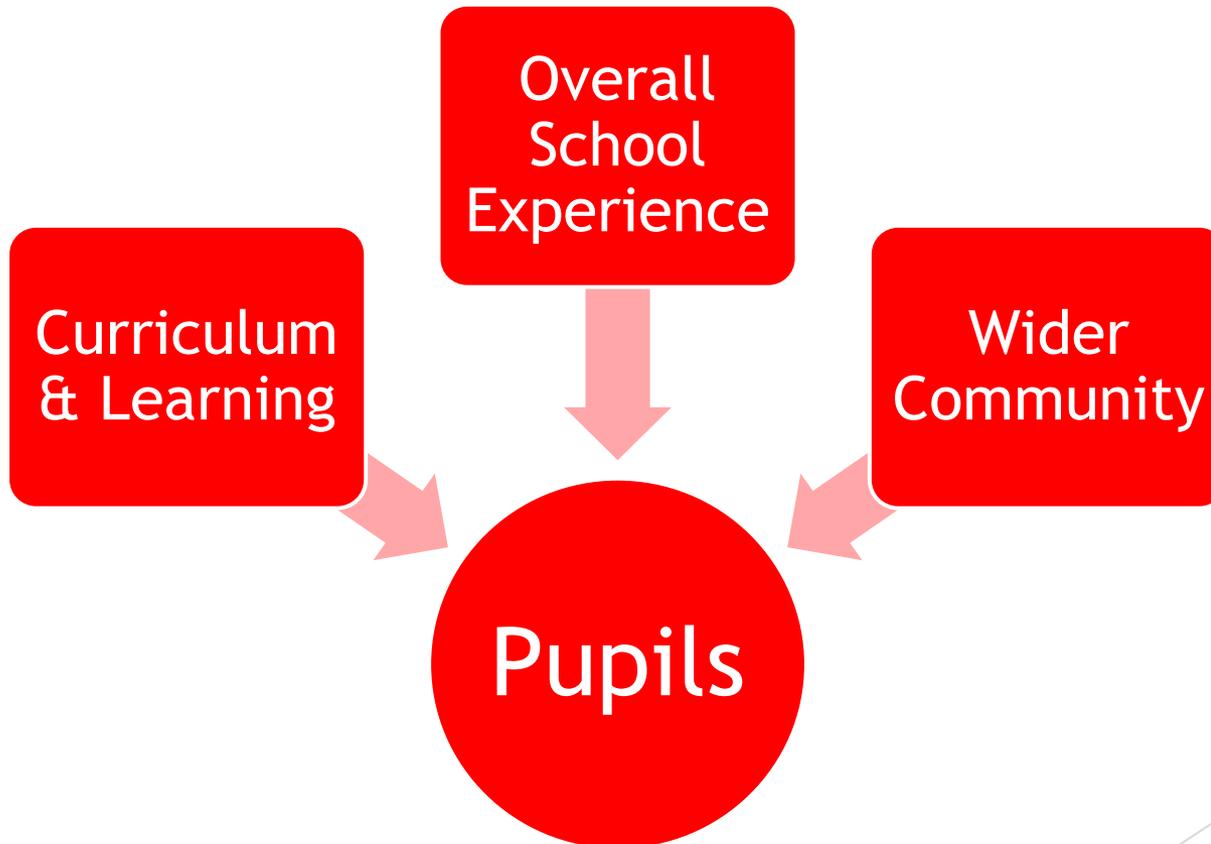


KS3 INFORMAL LEARNING OPPORTUNITIES 2025-26						
	Club	Department	Year	Time	Location	Week
Monday	Y7 Rugby Skills	PE	7	Lunch	Sports Hall	Both
	Religion & Philosophy Club	RP	7-13	Lunch	F18	B
	Clwb LEGO Dreigiau	Welsh	7-9	Lunch	G21	Both
	KS3 Art Club	Art	7/8	Lunch	F1	A
	Y7 Boys Football	PE	7	After School	3G	Both
	Y7 Girls Football	PE	7	After School	Front Astro	Both
	Y9 Rugby Training	PE	9	After School	Field	Both
Tuesday	Chess Club		7-13	Lunch	F4	Both
	Y8 Boys Football	PE	8	Lunch	3G	Both
	Christian Union		7-13	Lunch	F8	Both
	Y9 Netball Training	PE	9	Lunch	Sports Hall	A
	Y7 Basketball	PE	7	After School	Sports Hall	Both
	Y8&9 Orchestra	Music	8&9	After School	G1	Both
	Senior Musical Cast	Music	9-13	After School	Neuadd Celyn	Both
Wednesday	Y7 Choir	Music	7	Lunch	G8	Both
	Clwb Cymraeg with Dewi	Welsh	7-9	Lunch	G21	Both
	Y8&9 Choir	Music	7&8	Lunch	Neuadd Celyn	Both
	Islamic Union		7-13	After School	G3	A
	Y7 Orchestra	Music	7	After School	G7	Both
	KS3 Dance	PE	7-9	After School	Dance Studio	Both
	Y8 Netball Training	PE	8	After School	Sports Hall	Both
Thursday	Y9-11 Girls' Football	PE	9-11	After School	3G	Both
	Junior Boys' Choir	Music	7-9	Break	G6	Both
	KS3 Reading Club		7-9	Lunch	T8	Both
	Y7 Netball Training	PE	7	After School	Sports Hall	Both
	KS3 Music Club	Music	7-9	After School	G6	Both
	Y8 Girls' Football	PE	8	After School	Front Astro	Both
	Rainbow Spectrum Club		7-13	After School	Nurture	Both
Friday	Senior Musical Cast	Music	9-13	After School	Neuadd Celyn	Both
	Criw Cymraeg	Welsh	7	Lunch	G21	Both
	Clwb Cloywi Cymraeg	Welsh	7-9	Lunch	G26	Both
	Y9 Boys' Football	PE	9	Lunch	3G	Both
	Y7&8 Rugby Training	PE	7&8	After School	Field	Both
	Y8 Basketball	PE	8	After School	Sports Hall	Both
	Crazy for You Orchestra	Music	9-13	After School	G7	Both

# Cardiff High School



**Tua'r Goleuni – Towards the Light**



*Learning*