

**CARDIFF HIGH SCHOOL**



# PROSPECTUS

**2025/26**

Headteacher

**Mr Stephen Jones**

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**Cardiff High School**  
**Llandennis Road**  
**Cyncoed**  
**Cardiff**  
**CF23 6WG**



**Telephone**  
 029 20 757 74



**Click for Website**



**X (formally Twitter)**  
**@officialchs**



You can also follow individual departments and groups on X.


## USEFUL CONTACTS

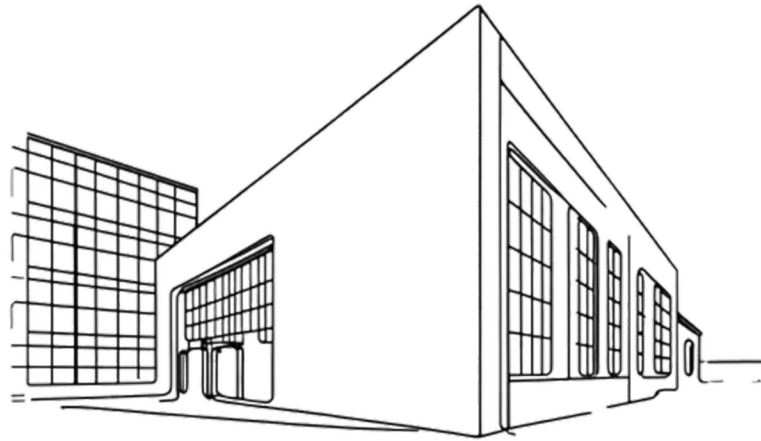
Achievement Leaders	
Year 7 - Mrs N King	WarrenN17@hwbcymru.net
Year 8 - Mrs R James	JamesR54@hwbcymru.net
Year 9 - Mrs B Simons	ForbesB1@hwbcymru.net
Year 10 - Mrs K Price & Ms L Waters	PriceK247@hwbcymru.net WatersL67@hwbcymru.net
Year 11 - Mrs L Jenkins	JenkinsL62@hwbcymru.net
Year 12 & 13 - Mr M Olsen	OlsenM1@hwbcymru.net
Wellbeing & Achievement Officers	
Lower School - Mrs Z Jones	JonesZ277@cardiffhigh.cardiff.sch.uk
Middle School - Mr S Jones	JonesS6249@cardiffhigh.cardiff.sch.uk
Upper School - Mrs E Jones	JonesE3708@hwbcymru.net
Attendance Officer - Mrs K Holmes	HolmesK46@hwbcymru.net
Heads of Schools	
Lower School - Mrs L Richards	RichardsL276@hwbcymru.net
Middle School - Ms L Waters	WatersL67@hwbcymru.net
Upper School - Mrs K Dilks	DilksK@hwbcymru.net
Deputy Headteacher - Wellbeing & Achievement	
Mrs A Yarrow	YarrowA@hwbcymru.net
Assistant Headteacher - Wellbeing & Achievement	
Mrs M Bennett	BennettM15@hwbcymru.net
Headteacher's Personal Assistant	
Miss N O'Neil	ONeilN6@hwbcymru.net

**ParentPay & Text Alerts**

*Sign up for ParentPay to get updates of important school information, details about school events and to make payments.*

*Please email Miss N O'Neil for further advice: ONeilN6@Hwbcymru.net*





## Welcome

I am delighted that you have chosen Cardiff High School for the next stage of your child's education, and I am looking forward to working closely with you over the coming months and years.










In the 2019 Estyn report, it was noted that Cardiff High is an "exceptional school". Pupils' achievements have been amongst the highest in Wales over recent years. The report stated that "Pupils respond extremely positively to the inspirational teaching and high levels of challenge." It goes on to say that "High quality teaching, care, support and guidance combine effectively to enable pupils to become confident, capable and ambitious learners." However, we remain aspirational and I can assure you that during your child's time in Cardiff High, we will continue to strive for further improvement in all areas of school life.

The part parents and carers play in the life of Cardiff High is greatly valued and appreciated, and I very much hope the school will give your child a happy school career and a successful introduction to adult life.

Stephen Jones  
Headteacher







## The Leadership Team

<b>Headteacher</b>	Mr Stephen Jones	
<b>Deputy Headteacher</b>	Mr Simon Thompson	
<b>Deputy Headteacher</b>	Mrs Allison Yarrow	
<b>Assistant Headteacher (Performance &amp; Standards)</b>	Mrs Heather Lewis	
<b>Assistant Headteacher (Learning &amp; Teaching)</b>	Mr Simon Taylor	
<b>Assistant Headteacher (Learning &amp; Teaching)</b>	Mrs Samantha Eaton	
<b>Assistant Headteacher (ITE &amp; Curriculum)</b>	Mr James Wise	
<b>Assistant Headteacher (Curriculum &amp; Assessment)</b>	Mrs Emily Greenwood	
<b>Assistant Headteacher (Achievement and Wellbeing)</b>	Mrs Michelle Bennett	



## The Wider Leadership Team

<b>Head of Lower School</b>	Mrs Lowri Richards	
<b>Head of Middle School</b>	Ms L Waters	
<b>Head of Upper School</b>	Mrs Kath Dilks	
<b>ALNCo (Additional Learning Needs Coordinator)</b>	Miss Maeve Dolan	

## The Achievement Teams

<b>Achievement Leader Y7</b>	Mrs N King
<b>Achievement Leader Y8</b>	Mrs R James
<b>Achievement Leader Y9</b>	Mrs B Simons
<b>Achievement Y10</b>	Mrs K Price & Ms L Waters
<b>Achievement Y11</b>	Mrs L Jenkins
<b>Achievement Leaders Y12 &amp; Y13</b>	Mr Mike Olsen
<b>Wellbeing &amp; Achievement Officer Lower School</b>	Mrs Z Jones
<b>Wellbeing &amp; Achievement Officer Middle School</b>	Mr S Jones
<b>Wellbeing &amp; Achievement Officer Upper School</b>	Mrs Elizabeth Jones
<b>Attendance Officer</b>	Mrs K Holmes



Pastoral teams, curriculum leaders and subject staff all work in collaboration to support pupils to achieve their very best.

## **Learning and Teaching**

The school is divided into departments, each with its own Curriculum Leader.

## **Curriculum Leaders**

Curriculum Leaders are responsible for leading and managing the teaching in their areas of responsibility throughout the school and produce schemes of work for all age groups. They are responsible for:

- Standards in the subject and quality assurance
- Departmental organisation
- Assessment and monitoring
- Financial management of the departmental budget
- Management of departmental staff
- Monitoring the conduct of pupils

## **Pastoral Care, Wellbeing and Achievement**

Cardiff High is divided into three pastoral areas. Years seven, eight and nine are collectively referred to as Lower School. Middle School refers to years ten and eleven. Upper School is our title for the sixth form.

## **Heads of School**

There are three Heads of School who are responsible for the wellbeing and achievement of pupils in their year group under the leadership of the Deputy Headteacher [Wellbeing & Achievement] and the Assistant Headteacher [Wellbeing & Achievement].

## **Achievement Leaders**

The school is organised by year group, each having their own Achievement Leader responsible for maintaining high standards of behaviour and uniform. Achievement Leaders work in collaboration with Curriculum Leaders to promote high standards of work and conduct both during and outside of lessons. Achievement Leaders monitor and support students to assist them in achieving their potential. Achievement Leaders are supported by Wellbeing and Achievement Officers.

## **Wellbeing & Achievement Officers**

Wellbeing & Achievement Officers support the work of the pastoral team in a variety of ways. These include maintaining the high expectations of behaviour, uniform and attendance. The officers are non-teaching so provide an important mainstay within their key stage and, as a result, are often the first means of contact for students (or parents/carers) who have pastoral/wellbeing based questions, are experiencing a problem or require organisational support during the school day. They are an integral part of the team and work closely with the Achievement Leaders & Heads of School.

## **Attendance Officer**

The role of the Attendance Officer is to monitor and track pupil attendance. The role also involves liaising closely with the pastoral team and with families to promote and support excellent attendance.

## **Form Tutors**

All pupils are assigned to a form group led by a Form Tutor. Form Tutors register their classes once a day in the morning, whilst in the afternoon pupils are registered by their subject teachers. The Form Tutor plays an essential part in the smooth running of the school and in providing support and guidance for all the pupils in their form. Form Tutors are responsible, in the first instance, for addressing issues regarding conduct, uniform, punctuality and attendance. If necessary, these issues may be passed on to the relevant Achievement Leader and then to the Head of School.

# TIMINGS OF THE SCHOOL DAY



**8.40am - 9.00am**

**Registration & Tutor Period**

**9.00am - 10.00am**

**Period 1**

**10.00am - 11.00am**

**Period 2**

**11.00am - 11.25am**

**Break**

**11.25am - 12.25pm**

**Period 3**

**12.25pm - 1.25pm**

**Period 4**

**1.20pm**

**KS3 Dismissed for lunch**

**1.25pm**

**KS4/5 Dismissed for lunch**

**1.25pm - 2.10pm**

**Lunch**

**2.10pm - 3.10pm**

**Period 5**

**3.10pm**

**End of School day**










## Academic Year 2025/26

<b>AUTUMN TERM</b>
Monday 01 September 2025 ~ Friday 19 December 2025
<b>HALF TERM</b>
Monday 27 October 2025 ~ Friday 31 October 2025
<b>CHRISTMAS HOLIDAY</b>
Monday 22 December 2025 ~ Friday 02 January 2026
<b>SPRING TERM</b>
Monday 05 January 2026 ~ Friday 27 March 2026
<b>HALF TERM</b>
Monday 16 February 2026 ~ Friday 20 February 2026
<b>EASTER HOLIDAYS</b>
Monday 30 March 2026 ~ Friday 10 April 2026
<b>SUMMER TERM</b>
Monday 13 April ~ Monday 20 July
<b>HALF TERM</b>
Monday 25 May ~ Friday 29 May
<b>SUMMER HOLIDAYS</b>
Monday 20 July 2026 ~ Monday 31 August 2026
<b>INSET DAYS</b>
Monday 1 <sup>st</sup> September 2025 Tuesday 2 <sup>nd</sup> September 2025 Friday 7 <sup>th</sup> November 2025 Friday 19 <sup>th</sup> December 2025 Monday 9 <sup>th</sup> March 2026 Monday 20 <sup>th</sup> July 2026

# KS3 & KS4 SCHOOL UNIFORM



The school colours are black, red and white. The stockist for Cardiff High uniform is – Y.C. Sports, Crwys Road, Cardiff. Uniform is also available to purchase online at [sale@ygschoolwear.co.uk](mailto:sale@ygschoolwear.co.uk)









<b>Winter (from September to Easter)</b>	
<b>Trousers</b>  Plain black No denim or jean style trousers including pocket studs and must be worn full length. Cropped trousers are not permitted	<b>Jumper</b>  Black V neck with school crest
<b>Shirt</b>  Standard white long sleeve shirts must be worn tucked in	<b>Tie</b>  School stripe
<b>Skirt</b>  Plain black skirt – knee length or just above.	<b>Shoes</b>  All black shoes (inc. soles) Plain black heels must not exceed two inches. Platform sole, sling back shoes and boots are not permitted
<b>Hijab</b>	Plain Black or Red
<b>Socks or Tights</b>	Black/white ankle socks (under trousers or with a skirt if wearing no tights) or black tights are permitted.
<b>Trainers or trainer style shoes without visible logos. Coloured soles are not permitted.</b>	
<b>Blazer</b>  With school crest The blazer must be worn every day to and from lessons around the building during autumn and spring terms.	<b>Coat</b> A coat should be worn over the blazer in bad weather and must not replace the blazer. Coats must be removed indoors
<b>Hooded tops, sweatshirts or cardigans (including Cardiff High PE hoodies) are NOT permitted to be worn – if seen these may be confiscated by a member of staff</b>	
<b>Hair</b>	<ul style="list-style-type: none"> <li>• Only natural hair colour permitted</li> <li>• Tramlines or patterns cut into the hair are not permitted</li> <li>• Cuts into the eyebrow are not permitted</li> </ul>
<b>Piercings</b>	<ul style="list-style-type: none"> <li>• No body piercings including nose, tongue and eyebrows</li> </ul>
<b>Jewellery</b>	<ul style="list-style-type: none"> <li>• One single or one pair of small studs may be worn in the ear lobe. Aside from a watch and one small ring no other jewellery is to be worn to school. Jewellery may be confiscated if seen</li> </ul>
<b>Nails</b>	<ul style="list-style-type: none"> <li>• Nail polish or fake nails are not permitted</li> </ul>

## Summer Uniform (after Easter)

In the summer term only (after Easter), students may wear the official white polo shirt with the school crest with black full length trousers, school skirt or official tailored shorts with school crest. If the weather is cool the polo shirt should be worn with the school jumper and/or blazer. Hoodies and sweatshirts are not permitted.





	Boys	Girls	
	Red & black games jersey with school crest Red PE top	Black skort (skirt & shorts)/shorts or legging with school crest Red PE top	
	Black shorts from school stockist with school crest	Black skort/shorts/legging from school stockist with school crest	
	Black football/rugby socks from school stocklist for Games lessons White sport socks for PE lessons Gum shield advised	Black football/rugby socks from school stocklist for Games lessons White sport socks for PE lessons Gum shield advised	
	Studded or moulded sole boots (Studded boots cannot be worn on the 3G pitch) Sports trainers, (not leisure/fashion trainers) Shin pads for football/hockey	Studded or moulded sole boots (Studded boots cannot be worn on the 3G pitch) Sports trainers (not leisure/fashion trainers) Shin pads for football/hockey.	

- Games and PE lessons often take place outdoors in various weather conditions, there are a selection of optional items that can be purchased via YC Sport such as hoodies, jogging bottoms and beanie hats that can be worn. We do not allow pupils to wear non CHS items of clothing in lessons.
- Pupils are not permitted to wear 'fashion' trainers that they wear as a part of their school uniform, they should bring a change of footwear that is appropriate to participate in sport.
- Jewellery will not be permitted
- Pupils with asthma must ensure that they have their inhaler with them for all PE lessons and extra-curricular activities

Pupils needing to be excused from PE on medical or other grounds must bring a letter from their parents or carers to their teacher. Extended periods of non-participation will require a doctor's note. The department operates an "All in kit" policy. This means that all pupils will bring and change into Cardiff High School Physical Education kit for all practical lessons. Pupils who are unable to participate physically during that lesson will be expected to change into kit and to develop their skills in other areas of the Physical Education curriculum such as leading, coaching and/or officiating.

This policy enables all pupils to fully engage in each lesson despite injury or illness and to develop a wider set of skills. It will also prevent pupils who are excused getting wet or cold in their uniform. Any pupil who does not bring kit on 2 occasions will be placed in departmental detention and if necessary parents/carers will be contacted.



Every community needs a structure in order to protect people and property and to ensure an efficient organisation. Parents are asked to make sure that their children are aware of these rules and procedures and also to support the school in their enforcement.

## **Emergency Contacts**

It is essential that the school has the current details of an emergency contact for every pupil. Please make certain that this information is provided and kept up to date. If for example, mobile phone numbers or email addresses are changed, please notify us immediately.

## **Safety**

The front entrance is on a very busy traffic route. Pupils are constantly reminded of the need for great care in crossing the roads and are particularly encouraged to use the Pelican Crossing on Llandennis Road. Parents can assist by reinforcing this rule and can help by not parking their cars in areas where the view of oncoming traffic can be obscured. **Parents/Carers are particularly asked not to obstruct the front entrance by dropping off or collecting their children within the double yellow lines and also not to drive on to the school premises.**

## **Uniform**

Pupils in Year 7 - 13 are expected to wear school uniform (see uniform lists). Parents should ensure that all articles of clothing are **clearly marked with the child's name**. All pupils are permitted to wear one small individual stud or one pair of small studs in the lobe of the ear. Aside from a watch and one small ring no other jewellery, badges or piercings are allowed.

## **Appearance and Behaviour**

Every pupil is expected to take pride in his/her appearance and to uphold the good name of the school. This includes hairstyles which should avoid extremes of fashion in terms of style, cut and colour. Correct and full school uniform should be worn on the journeys both to and from school. Also, pupils' behaviour when travelling to and from school should always be of a high standard. Conduct which brings the good name of the school into disrepute, may lead to disciplinary action, including, in very serious cases, exclusion. Pupils are not allowed to invite friends or visitors onto the school site without special permission from the Heads of School or Leadership Team. Textbooks and exercise books are the property of the school. They must be looked after properly and returned, as and when required. The school must be compensated by parents for any damage to books or property.

## **Detention**

Pupils are given 24 hours' notice of an after-school detention and should inform their parents that they will be late from school on that particular day.

## **Punctuality**

Pupils should be inside the school gates by 8.35am and are registered at 8.40am. School sessions end at 1.20pm/1.25pm and 3.10pm and pupils are expected to leave the premises by 3.20pm unless they are taking part in school activities. All pupils will be supervised whilst on the premises and within the times stated. Pupils will be given an after-school detention for unauthorised lateness.

## **Absence**

Attendance at school is a legal requirement up to the age of sixteen. Permission for absence for any reason other than illness must be obtained from the Heads of School. Unauthorised absence is investigated by the school and in some cases by the Attendance Officer.



## **Absence Letters**

In the event of an absence from school, parents/carers will be notified by text or telephone by 11am, unless a message explaining the absence is received by the school. A letter of explanation, a ClassCharts message or a telephone message is required from parents/carers for all absences (even if the absence is only half a day). Letters should be given to the Form Tutor during registration on the day of return to school. Explanations are needed because the school is required to report on its attendance records annually to the Welsh Government. Regulations introduced in 1991 established categories of absence that distinguish authorised absence - that which is for legitimate reasons - from unauthorised absence - for which no acceptable reason is offered.

## **Holidays in Term Time**

At Cardiff High School, we have high ambitions for all students and want them to achieve success and realise their full potential. Excellent attendance and punctuality are crucial to achieving this.

Cardiff Council has reviewed the impact of holidays taken in term-time and has consequently amended its policy on Extended Holidays. Families are requested to make arrangements to take these in the 6-week break in July and August in order to help schools to support your child in achieving success.

Headteachers are no longer able to authorise holiday related absences. The school is legally obliged to implement the Welsh Government policy of issuing a Fixed Term Penalty for term time absence and holidays.

Regular attendance is important, not just because the law requires it, but also because it is the best way of ensuring that children get the most out of school. Please ensure that your child attends every day and is on time. If your child is absent for any reason, please contact the school to explain the absence by 9am, after which time you may be contacted by our Attendance Officer. Again, we are obliged to issue Fixed Term Penalty for unauthorised absences of 5 days and beyond or repeated lateness.

## **Medical Facilities, Illness or Injury**

At the school we have a number of trained first aiders. The school also benefits from the services of a School Health Nurse who is on site at Cardiff High School at certain times during the week. She is available to support students in liaison with first aiders in the school. The School Health Nurse also liaises with school staff on issues related to general medical conditions, child protection and health promotion.

Parents of all pupils are asked to provide information on the school registration form of any medical condition, past or present. e.g. epilepsy, haemophilia, hay fever. Prescribed medication may be stored in the First Aid room; however it must be administered by the pupil, under the supervision of the School First Aider unless a prior arrangement with the school has been agreed. The School First Aider will not administer any forms of medication for pupils e.g. paracetamol tablets, except in a medical emergency.

If a pupil is ill or injured, they should report to reception where they can be assessed by a first aider. If the pupil needs to go home, then a parent/carer will be contacted and asked to collect them. Sick or injured pupils will not be permitted to make their own way home.

## **Medical Appointments**

Parents should inform Form Teachers about appointments in good time and every effort should be made for these to take place outside school hours or in holiday periods. If for any reason the pupil needs to leave the school site, e.g. dentist or doctor's appointment, they must report to reception with an appointment card or letter from home. They will then be signed out. The school is not permitted to let any pupil go home without such an arrangement. Upon their return to school, pupils should report to reception to sign back in. This procedure is vital with regard to pupil safety in the event of an emergency.



## **Counselling Service**

As part of a whole school approach to support emotional health and well-being, the school offers both in house and local authority on-site counselling services. Pupils may be referred by a member of staff or they may self-refer. Parental consent is not required for pupils to access this service. The school also offers a nurture facility for pupils. This may support pupils returning to school following a lengthy absence and pupils in need of additional pastoral support. The school also employs the services of an animal assisted therapist.

## **Lunchtime Arrangements**

School meals are provided in the school canteen, alternatively pupils may bring in their own packed lunch to eat in designated areas. Parents in doubt about the eligibility of their children for free meals should seek advice from Pupil Services on Cardiff 2087 2926 or

**[Free school meals \(cardiff.gov.uk\)](https://www.cardiff.gov.uk)**

Cardiff High School operates a Cashless Biometric Catering service. The Trust-e Cashless Catering System provided by Nationwide Retail Systems Ltd. reduces queues at lunch time, provides anonymous free school meals to eligible pupils and allows dinner money to be pre-paid. The system will also allow pupils to pre-order items for lunch thereby reducing queue times and allowing them to customise some meal options. The school, in line with Welsh government regulations, has become fully Appetite for Life compliant in its menu and the food options available to pupils. Pupils are expected to carry out instructions by staff and ancillary helpers appointed for their safety. The school reserves the right to exclude pupils from having school meals if there is evidence of any serious misbehaviour.

Pupils in Years 7 - 11 are to remain on the school premises during school hours, including lunchtimes unless special permission or an exit permit has been given by the Leadership Team. Lunchtime Exit Permits are issued on the strict basis that pupils go straight home for lunch and then return directly to school in time for the afternoon session. Pupils are not permitted to visit the local shops at lunchtime. Exit permits are granted only in response to a letter of application addressed to the Deputy Headteacher – Mrs. Yarrow or the Assistant Headteacher - Mrs. M. Bennett and accompanied by a passport photograph. If parents seek permission for their children to leave, it must be emphasised that, once pupils are outside the gate, the school accepts no responsibility for their safety - they leave the premises entirely at their own risk.



## **The Library**

The Library is open every day before school from 8.15am, at break and lunchtime and also after school until 4pm. Pupils can use this as a place to work, research or use the IT facilities.

## **On-line Learning & Resources –MyMaths and Accelerated Reader**

MyMaths and Accelerated Reader are on-line resources available for Cardiff High pupils to access in order to research topics, revise and consolidate subject matter and record instances of reading. Details about how to access these resources are provided by subject teachers in school.

## **Homework**

At Cardiff High School, homework is used where appropriate to extend learning opportunities beyond the classroom. Work undertaken outside school is an important part of a pupil's learning journey and the responsibility for completing tasks belongs with pupils. Work is not set for the sake of filling time or as a matter of routine e.g. on a weekly basis. The work a student is asked to complete outside of school is carefully selected in order to sustain interest, promote good learning habits and to extend a pupil's knowledge and understanding. Students are encouraged to discuss their work with parents, carers and guardians.

A variety of tasks may be set such as:

- Researching a topic
- Making notes
- Reading
- Drawing charts or diagrams
- Watching a program/clip
- Interviewing people
- Sketching
- Presenting material
- Thinking about a dilemma.
- Preparing for the next lesson

## **Personal Property**

Valuable property should not be left in classrooms. Lost property should be handed in to the General Office and enquiries about mislaid property should be made at that office. Whilst every effort is made to trace lost property, the school does not accept responsibility for any missing items.

## **Spontaneous Visits**

The Governors have approved a school policy on educational visits of a spontaneous nature. Normally, these are visits that take place in the immediate locality of the school because of particularly fortuitous circumstances. All such visits are cleared by the school's management. Parents and carers of new pupils are asked to give their general written consent for these visits, as part of the school registration procedure.



## **Out of Hours Activities**

These are under the supervision of teachers and may take place at lunchtime or at the end of afternoon school. Pupils must stay in the designated area for the activity and are not permitted to go elsewhere on the school site on these occasions unless specifically authorised to do so by a teacher.

## **Lockdown and Fire Drills**

At Cardiff High School, we take the safety of our learners and staff very seriously. It is important that we continue to review all our procedures, even those in relation to events that are very unlikely to occur. In line with this approach, on a regular basis, we practise our lockdown and fire drill procedures.

A lockdown is a standard health and safety procedure, similar to a fire drill. Our lockdown procedure would be used when there is a threat to the safety of pupils, staff and others in the school, and when it is safer for everyone to remain in school rather than evacuate.

The aim is to keep people safe by confining them to a secure place of safety. Situations where our lockdown procedure may be used include:

- A potentially dangerous person or animal on the school site
- A dangerous situation in the local community that could affect the school
- A nearby chemical incident or other risk of air pollution
- An extreme weather event

In the event of a lockdown, families will be notified by the school via Parent Pay, the school website and ClassCharts. We would politely request that you do not discuss the event on social media, as this may spread false information and create panic. Parents/carers should not attempt to call or come to the school, as this may hinder the school's effort to contact and work with the emergency services. Students will be instructed not to use mobile phones during a lockdown, so parents should not be alarmed if their child does not answer their phone. Please refrain from attending school site until instructed to do so.

Fire drills are practised on a half termly basis. On hearing the fire alarm, pupils will be directed by staff to evacuate the building and to congregate on the back AstroTurf in form group order. This will allow for the timely checking of registers.

## **Other Information & Regulations**

- Lockers are available for pupils in Year 7
- Bike racks are available at the front of the school for all pupils
- Toilet facilities are available at various locations in the school including those with disabled access
- Cigarettes, e-cigarettes, alcohol, illegal drugs and other substances which could be deemed potentially harmful are banned from the school site. If found, they will be confiscated and returned to parents or given to the police as appropriate. The school will apply appropriate sanctions and the police will be informed of any criminal activities
- Any behaviour of a pupil which is deemed to be unsociable and below the standard expected of Cardiff High School students will lead to appropriate sanctions and in serious cases temporary or permanent exclusion
- Pupils are expected to follow any other rules introduced from time to time by school staff for their safety and welfare



## BE PREPARED FOR LEARNING: BYDDWCH YN BAROD I DDYSGU

Ensure you have all the necessary equipment and books for your lessons and arrive to lessons on time ready to learn.

Gwnewch yn siwr fod eich holl offer a'ch llyfrau gyda chi.

Byddwch ar amser ac yn barod i ddysgu.



## BE POLITE AND COURTEOUS: BYDDWCH YN GWRTAIS

Ensure you listen, follow instructions and show respect to staff and fellow students at all times. Also respect the school environment.

Cofiwch wrando gan ddilyn cyfarwyddiadau. Dangoswch barch at staff a'ch cyd-fyfywyr. Parchwch eich Ysgol hefyd.

## BE ORGANISED: BYDDWCH YN DREFNUS

Ensure you use your ClassCharts App to organise your time.

Complete all work set by the deadlines given.

Defnyddiwch eich dyddiadur i drefnu eich amser.

Gorffenwch eich holl waith ar amser.



## BE YOUR BEST: BYDDWCH AR EICH GORAU

Ensure you make every effort to complete all class and homework to the best of your ability.

Gwnewch eich gorau glas i orffen eich gwaith cartref a'ch gwaith dosbarth i'ch safon gorau posib.

## BE CORRECTLY DRESSED: BYDDWCH WEDI GWISGO'N GWIR

Take pride in your appearance and ensure you wear your FULL school uniform at all times.

Gwisgwch wisg Ysgol gyflawn bob amser.





## Rewards

Merits are awarded at the discretion of the teacher. They are recorded in ClassCharts and will receive a certificate once they have reached the Headteacher award. They may also purchase stationery items or certificates for the merit awards achieved using their merit points in the Stationery Shop on their ClassCharts app. The current awards we give our learners are: **50 (Bronze), 75 (Silver), 100 (Gold), 125 (Form Tutor Commendation), 150 (Head of School Commendation), 200 (Assistant Head Commendation), 250 (Deputy Head Commendation) and 300 (Headteacher Commendation).**

## Achievement Postcards

There are a number of departments who have their own achievement postcards and there are also general achievement postcards which have been designed by pupils. These postcards can be used at the discretion of staff and are intended to reward pupils for academic achievement as well as any other valid reason eg, sustained effort, commitment to clubs or societies, improvement in attitude, overcoming adversity, going the extra mile to name a few.

## Consequences

Failure to conform to the classroom expectations will lead to a reprimand and warning of consequences should the behaviour continue. Continued poor behaviour is noted on ClassCharts using the codes below:

### **B1 Formal reprimand**

### **B2 Discussion about behaviour at the end of lesson/breaktime**

### **B3 Departmental sanctions (eg referral to head of department, detention)**

### **B4 Referral to Achievement Leader. Formal half hour school detention is a potential consequence**

### **B5 Senior Staff 40 minute detention and parental/carer meeting**

## **Referral to Achievement Leader**

For continual discipline problems a pupil may be referred to the Achievement Leader. The Achievement Leader may issue a reprimand or a detention; in addition they may implement a discussion, or meeting with parents, and/or a daily report/contract system as appropriate.

## **Referral to Head of School**

Serious incidents will be referred by the Achievement Leader to the Head of School who will decide course of action after consultation with all staff concerned. A Senior Staff Detention known as a B5 is operated weekly and should this sanction need to be imposed a subsequent parental interview will be arranged.

## **Referral to the Assistant and/or Deputy Headteacher (Wellbeing & Achievement)**

This course of action may be taken when the Head of School feels that the matter warrants serious disciplinary action. In such cases the Deputy Headteacher (Wellbeing and Achievement) may refer to the Headteacher who has the right to exclude students from school.

## **Exclusions/Restorative Room**

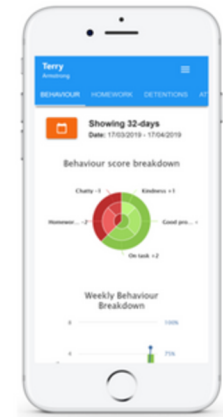
There are two categories of exclusions – **Fixed term** or **Permanent**.

In each case parents will be provided with details including the category or length of the exclusion, the reason and also regarding their right to make representation to the governors and the Local Education Authority. The Governing Body and Local Education Authority must also be informed.

Pupils may be asked to spend a day in the **Restorative Room**. Here pupils will reflect on poor behaviour and realise its impact whilst restoring relationships in a bid to improve future behaviour.

## What is Class Charts?

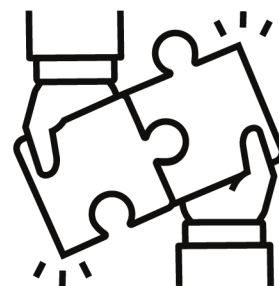
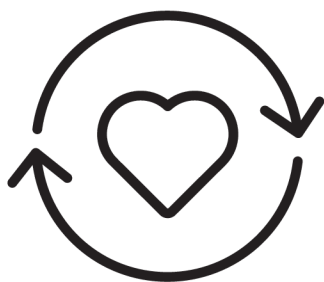
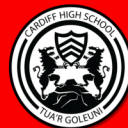
ClassCharts is software that gives our staff and your family a holistic overview of your children's performance, wellbeing and attendance. It supports our other methods of communication with you at home, by allowing us to record small everyday interactions between your children and other people in our community, whether that is staff or their peers.



You will be able to use ClassCharts to keep track of your child's behaviour, view attendance records, report absence, access their weekly timetable, and much more. If you have more than one child, you can access ClassCharts information about your children from a single, centralised parent account. ClassCharts for parents can be accessed via our website, or through our iOS and Android apps.

There is also a ClassCharts pupil app where our learners are able to stay organised and receive acknowledgement of their fantastic efforts both inside and outside the classroom.

More information and support about how to set up the ClassCharts parental app will be given to you when your child joins our school.



Cardiff High School advocates a restorative approach to discipline. This has effectively enhanced our Discipline With Dignity Policy.

We feel that Restorative Justice helps create a more harmonious learning environment, encouraging students to self-regulate their own behaviour and learning. Schools that use a restorative approach to behaviour management have found that they need to exclude less and that incidents of poor behaviour have decreased.

Restorative Justice approaches in Cardiff High School may include holding conferences between the perpetrator and the victim with a mediator, restorative approaches by staff and Circle Time/Check In and Out with form tutors. Conferences can be used for the most serious incidents of bullying or victimisation to reduce the use of exclusions or, when exclusions cannot be avoided, to support the successful reintegration of the excluded student. School staff may also use restorative approaches more informally in dealing with behaviour problems. Form tutors support their tutees by exploring the language of restorative approaches.

## **Restorative approaches at Cardiff High School are based on four key features:**

- **RESPECT** – for everyone by listening to other opinions and learning to value them
- **RESPONSIBILITY** - taking responsibility for your own actions
- **REPAIR** – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
- **RE-INTEGRATION** - working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education



## **Parents' Evenings**

It is obviously important that parents and carers are kept fully informed about the progress of their children. It is normal practice for parents' evenings to be held for all age groups once a year. The dates of parents' evenings can be found in the school calendar. A letter will be sent to parents at least one week before the scheduled meeting providing relevant details.

## **Other Parental Interviews**

The school is keen to involve parents throughout the academic year and parental interviews can take place any time. However, unless it is a matter of some urgency, interviews should be arranged in advance, by telephone, email or letter. Parents will appreciate that most staff have a full teaching commitment throughout the week and, as a general rule, interviews with individual subject teachers are not encouraged.

## **Staff to See**

**Achievement Leaders** - deal in the first instance with achievement, social or pastoral issues within their year group.

**Curriculum Leaders** - are available to see parents regarding academic issues relating to a subject.

**Heads of School** - are available to see parents when concerns or problems relate to more than one-year group, when situations have not been resolved or when a serious problem arises.

**The Deputy Headteacher Mrs. Yarrow and Assistant Headteacher Mrs. Bennett (Wellbeing and Achievement)** – have oversight for the Pastoral Team and are available to see parents when other channels have been unable to resolve a situation, to reach a satisfactory conclusion. All new admissions and departures are dealt with by the Senior Leaders for Wellbeing and Achievement.

The vast majority of issues will be resolved by liaison with the above people, however the Deputy Headteachers and the Headteacher are also available to meet parents and carers. Should you wish to see them a pre-arranged appointment is advisable, and this should be made by contacting the Headteacher's Personal Assistant, Miss Nicola O'Neil.

Please refer to the Staying in Touch Page at the start of this prospectus for contact details of key members of staff.



## **Admissions Policy**

The school's Standard Admission Number from September 2011 was revised to 240 pupils divided into eight forms. The catchment area serving the school is the combined catchment areas of the four partner primary schools, Rhydypenau, Lakeside, Roath Park, Marlborough and Howardian. Pupils who live within this area will normally be allocated places at this school. Places are assigned in March by the Education Authority but parents are permitted the right of appeal against the Authority's decision. The majority of these appeals are examined by an Appeals Sub-Committee, and usually resolved by the end of June. Parental choice of schools operates in a limited way in Cardiff County i.e. pupils can be admitted into a high school even if parents live outside the traditional catchment area. This is only possible where Headteachers have spaces available. Further Information regarding admissions can be obtained from Pupil and Student Services at Cardiff County Council 20872840.

## **Child Protection**

Cardiff High School takes very seriously, the protection and wellbeing of all pupils in the school. The school has a detailed Child Protection policy (available on request and on the school website) an outline of which is provided below.

The Headteacher has overall responsibility for child protection matters. The Deputy Headteacher (Wellbeing and Achievement) Mrs. A Yarrow, is the designated senior person responsible for child protection. (DSP)

Deputy Headteacher Mr. S Thompson and Assistant Headteacher Mrs. M. Bennett, are the deputy Child Protection Officers. Mrs. Bennett also has responsibility for Looked After Children. These members of the Leadership Group act as a source of advice and support regarding child protection matters for all other school staff. Our school also has a nominated child protection governor, who must ensure that the school has a child protection policy in place which is consistent with the All Wales Child Protection Procedures (2008). All staff are trained and must act according to this policy where there are concerns about or suspicions of child abuse. If we receive information about a child which suggests that he/she has been abused or is at risk of being abused, we have a duty to refer these concerns to the social services department or the police without delay. We have no discretion in this matter.

## **Charges for School Activities**

Under the 1988 Education Reform Act the school is no longer empowered to insist on a direct charge for each activity, but we are permitted to ask for voluntary contributions of the full cost. The law now requires us to ensure that no child is excluded from trips arranged wholly or mainly in school hours because parents have not made a voluntary contribution. However, we must make it clear that no funds exist for this type of activity, and if parents who wish their child to take part do not make voluntary contributions of the full cost, trips will be cancelled. (Parents who receive Income Support or Family Credit, or if there are any other special circumstances should contact the organiser for further information)



## **Relationships and Sexuality Education**

The Governors' policy on relationships and sexuality education is based on helping pupils to understand its importance as they prepare for adult life. It is given careful and sensitive treatment and taught to all pupils. Relationships and sexuality education is in accordance with section 71 of the Curriculum and Assessment (Wales) Act 2021 and the statutory guidance issued in the Relationships and Sexuality Education Code. This helps pupils to form and maintain a range of relationships, all based on mutual trust and respect which are fully inclusive and reflect diversity. Pupils understand the physical changes that take place growing up and the possible impact on their well-being of the decisions they make relating to sexual health and relationships, equipping them with the means to access available support if needed. For further information regarding the policy please contact the school.

## **Religious Education**

Religious Education teaching is based on the Cardiff County Agreed Syllabus. The underlying approach is essentially Christian, but the teaching has regard for the multi-faith nature of the school's pupils and seeks at all times to achieve an appropriate balance in the study of religion. Students gain an understanding of the main beliefs in Hinduism, Judaism, Sikhism and Islam. Religious Education is compulsory in both Lower and Middle School. It is also available as a GCSE and A Level option.

## **Welsh**

Welsh is taught as a National Curriculum non-core subject and is compulsory in both Lower and Middle School. It is also taught at GCSE to all pupils. It is also offered at A Level.

## **Pupils With Additional Learning Needs**

From 1 September 2021, the Additional Learning Needs and Education Tribunal (Wales) Act 2018 was introduced. The principles underpinning the ALN system aim to support the creation of a fully inclusive education system where all learners are given the opportunity to succeed and have access to an education that meets their needs and enables them to participate in, benefit from, and enjoy learning.

The definition of ALN cover those who:

- Have a **significantly greater difficulty** in learning than the majority of others of the same age or
- Has a disability for the purposes of the Equalities Act 2010 which prevents or hinders them from making use of facilities for education of a kind generally provided for others of the same age in mainstream schools

ALN pupils may experience a range of learning difficulties, including emotional and behaviour difficulties, physical or sensory impairment, and common disorders, general or specific learning difficulties. A small proportion of pupils will have an IDP identifying their ALN and requisite support. The School's Additional Learning Needs Coordinator (ALNCo) is Miss Maeve Dolan. Miss Dolan is responsible for coordinating the provision for pupils with ALN in Cardiff High School. Our Assistant ALNCo is Ms Hannah Williams. While all teaching staff at Cardiff High School are educators of children and young people with ALN, Miss Dolan is the strategic lead for the ALN department.



## **Equal Opportunities**

The curriculum and all aspects of school life are founded on a rejection of discrimination against pupils and staff on grounds of gender, disability, race, sexual orientation, religion, ethnicity or culture. Each of these categories features prominently in the school's curriculum; in particular through the Health and Wellbeing Area. This is supported through staff inset and pupil lead assemblies. Further details are to be found in the School's Equal Opportunities Policy.

## **Disability Access Statement**

Cardiff High School works with a policy regarding access for disabled people to the school buildings and the curriculum. This policy is governed by and is intended to comply with legislation up to the Equality Act 2010. The implications of this Act cover all aspects of the use of the school for pupils and staff, Adult Education users and all other visitors.

The AIMS of the school's policy are:

- To improve access to the school's curricular and extra-curricular activities for pupils with disabilities and special educational needs
- To improve the provision of information to disabled pupils and those with special educational needs
- To improve physical access to the school's facilities and the environment within, for all disabled people requiring the use of the facilities

It is intended that staff, pupils, families and carers will continue to be involved in deciding the school's approach to this issue. For information on the practice of the policy please contact the school.

## **Careers and The World of Work**

Natalie Lewis ([natalie.d.lewis@careerswales.gov.uk](mailto:natalie.d.lewis@careerswales.gov.uk)) is the Careers Advisor for Cardiff High. She is available for pupils during school time on designated days and also attends the relevant parents' evenings and open evenings throughout the year.

Advice and guidance can be provided in relation to: -

- Year 9 option choice
- Year 11 choices about further full-time study, jobs or apprenticeships
- Year 12 and Year 13 choices about going to university, getting a job/modern apprenticeship or taking a gap year
- Anyone unsure about their next step in education or employment

In addition, Careers in Focus weeks are regularly organised in our Learning Resource Centre and **[www.careerswales.com](http://www.careerswales.com)** provides a wealth of information to pupils in all key stages to assist them with making choices and planning their future. The website provides information on choices, courses, career ideas, jobs and apprenticeships in Wales and is tailored to the needs of both parents and pupils.



## **Governors' Policy on The Curriculum**

The Governors have adopted a policy on the curriculum that requires it to be broad, balanced, relevant and differentiated which embraces the Curriculum for Wales Framework. This includes the requirement to teach the mandatory elements, Relationships and Sexuality Education (RSE) and Religion, Values and Ethics (RVE) in addition to Careers and Work-Related Education.

## **Curriculum for Wales**

Schools are required to provide pupils with a curriculum that:

- is balanced and broadly based
- promotes their spiritual, moral, cultural, mental and physical development in line with the core principles as set out in the Four Purposes within Curriculum for Wales
- prepares them for the opportunities, responsibilities and experiences of adult life
- includes, the six areas of learning and experience which encompasses the 27 statements of what matters alongside cross-curricular skills of literacy, numeracy and digital competence
- provides appropriate learning progression in accordance with the principles set out in the Welsh Government's Progression Code
- provide for learning and teaching that accords with the RSE Code and is developmentally appropriate for their learners
- provide learners with the learning and teaching of RVE that accords with curriculum design requirements

Schools have discretion to develop the whole curriculum to reflect their particular contexts and needs.

## **National Curriculum Subjects**

Curriculum for Wales is organized into six Areas:

- Expressive Arts including Art, Drama and Music
- Health and Wellbeing including Physical Education and Personal Development, which includes elements of the RSE framework
- Humanities including Geography, History and Religion & Philosophy, integrating the RVE
- Languages, Literacy and Communication including English, French and Welsh
- Mathematics and Numeracy
- Science and Technology including Computation and Digital Technology, Design & Technology and Science



## **Years 7, 8 and 9**

Pupils pursue a common curriculum. Additional support is provided by the Additional Needs Department.

## **Years 10 and 11**

During Year 9 pupils choose options which follow their most appropriate Learning Pathway for GCSE. Students are guided through this important process and will be provided with detailed subject information on courses at Cardiff High School. Similar guidance is also organised for Year 11 pupils to assist them in making decisions about their post-16 plans.

## **Curriculum for Wales and Cardiff High**

Embarking on their Curriculum for Wales journey in Year 5, our new Year 7 pupils will continue this enriching experience upon joining us in September. But what does Curriculum for Wales look like at Cardiff High?

### **Curriculum Purpose**

At Cardiff High School, our curriculum is designed with a clear purpose; to develop pupils' understanding of the world around us. We aim for our pupils to not only appreciate that world, but think critically about it, to thrive in it and actively shape it as they progress through their educational journey.

### **Curriculum Design Principles**

In line with Curriculum for Wales guidance, our curriculum is built upon three design principles.

**Curriculum Breadth:** Different subjects offer pupils unique ways of thinking about the world, and experiencing that world. With that in mind, the curriculum is designed to allow pupils to experience a broad range of subjects, and to encounter a breadth of knowledge and perspectives from within those subjects, and to develop a wide range of important skills.

**Curriculum Value:** As experts, teachers have given careful consideration to selecting the most valuable, useful and enriching aspects of their subjects for pupils to experience. This approach ensures pupils encounter knowledge that is both academically rigorous and culturally enriching, equipping them with essential skills for success in the modern world.

**Curriculum Coherence:** The curriculum has been thoughtfully sequenced to allow pupils' understanding and skill to flourish over time. Links between learning to becomes visible, barriers between topics and subjects themselves become blurred as understanding and skill is transferred, and meaningful connections are made.

### **What does this look like in Year 7?**

There is a two week timetable in place in Cardiff High School, allowing for a greater breadth and depth of subjects across all Areas of Learning and Experiences. The weeks are named Week A and Week B on pupil timetables.

Pupils will also cover elements of Health and Wellbeing within form time, including PSE and RSE.



## Making Progress

The three design principles shape our curriculum into a journey of continuous learning. As pupils navigate their way through Lower School, their understanding incrementally builds, skills become ever more sophisticated, and capacity to thrive in the world expands.

## Assessment and Reporting

In years 7 to 9 assessment and reporting is structured as outlined below.

In years 10 -13 pupils will be given target grades and progress measures for these for each of their GCSE or progress measures for these for each of their GCSE or A Level subjects.

Area of Learning and Experience	Subject	Lessons per fortnight
Expressive Arts	Art	2
	Drama	1
	Music	2
Health and Well-being	Health and Well-being (classroom based)	1
	Physical Education (practical)	3
Humanities	Geography	3
	History	3
	Religion, Values and Ethics	2
Languages, Literacy and Communication	English	7
	French	4
	Welsh	4
Mathematics and Numeracy	Mathematics	8
Science and Technology	Design and Technology	2
	Digital Computation	2
	Science	6



## Attitudes to Learning (on all interim and full reports)

There are two categories, 'conduct' and 'effort'.

Pupils are awarded a score from 1 to 5 in these categories based on the descriptions below:

	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>

## Learning Indicator (given on full written reports only)

This indicates how much of the taught curriculum a pupil has grasped and understood.

To arrive at this judgment, teachers have used a range of assessment methods throughout the academic year to form a holistic picture of understanding. Some subjects have split their Learning Indicators into different areas that pupils have covered within the subject.

Where appropriate, there will also be reference to an end of year snapshot assessment.

The Learning Indicator is split into five categories, outlined below:

<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>Foundation</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>



## Year 11 Destinations

Cardiff High Sixth Form	91%
College	8%
Employment/Work Based Training	1%
Other	0

## Year 13 Destinations

Higher/Further Education	87%
College	1%
Employment	5%
Not in Education/Employment or Training	3%
Gap Year	4%
Other	0



## 1. BEING PREPARED



- Help your child pack their bag the night before. Ensure you don't get caught out by the need for a clean P.E. kit at 8am!
- Make sure your child gets a good night's sleep and has a good breakfast and snack for break-time.
- We would politely suggest that your child leaves their mobile phone and or tablet downstairs at night, to avoid temptation!



## 2. PUNCTUALITY

- Your child must reach school by 8.40am. If they are regularly late they will be given a detention and will miss out on time with their friends. Agree a time that your child should leave for school. Help them plan their journey and allow time to pick up friends along the way.
- Please may we request that, when you son or daughter is needed to be picked up from school in order to attend an appointment, you let them know in advance. Please could you provide them with a note or indicate on ClassCharts the time that you will be arriving at school.
- When your son or daughter presents this note to their subject teacher or the message ClassCharts has been received, they will be permitted to leave class and join you in reception. This will ensure that you do not have to wait whilst your child is being located and collected. Many thanks for your support in this matter.

## 3. HOMEWORK



- Ensure your child has a suitable place to work.
- Help them to gather any information. Remember they can have access to the internet in school if you don't have it at home.
- The library is open until 4pm each day and provides a quiet space for homework to be undertaken.
- Check ClassCharts for homework notifications.



## 4. UNIFORM & EQUIPMENT



- Please ensure your child wears the correct uniform and is properly prepared everyday.
- Check your child has a pencil case with everything they need.
- Please take the time to look at jewellery expectations on the school website.



## 5. ANY PROBLEMS

- Please do not hesitate to get in touch if you have any worries or concerns.
- Call the school and ask to speak to your child's Achievement Leader. If s/he is unavailable, leave a message and s/he will get back to you as soon as possible. You may prefer to email the appropriate Achievement leader. Email addresses are available on the school website.