



Monday 28th September 2026
Cardiff High School

Welcome to Lower School



Lower School Team



Mrs. L Richards
Head of Lower School



Mrs. L. Jenkins
Year 7 Pastoral Leader



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



Leadership Team

LEADERSHIP TEAM

TÎM ARWAIN



Mr S Thompson
Acting Headteacher



Mr S Taylor
Acting Deputy Headteacher



Mrs E Greenwood
Acting Deputy Headteacher



Mrs H Lewis
Assistant Headteacher



Mr J Wise
Assistant Headteacher



Mrs S Eaton
Assistant Headteacher



Mrs M Bennett
Assistant Headteacher



Key Communication



Google Classroom



ParentPay



Arbor - Uses



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

Google classroom - Uses



Google Classroom

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

Parent Pay - Uses

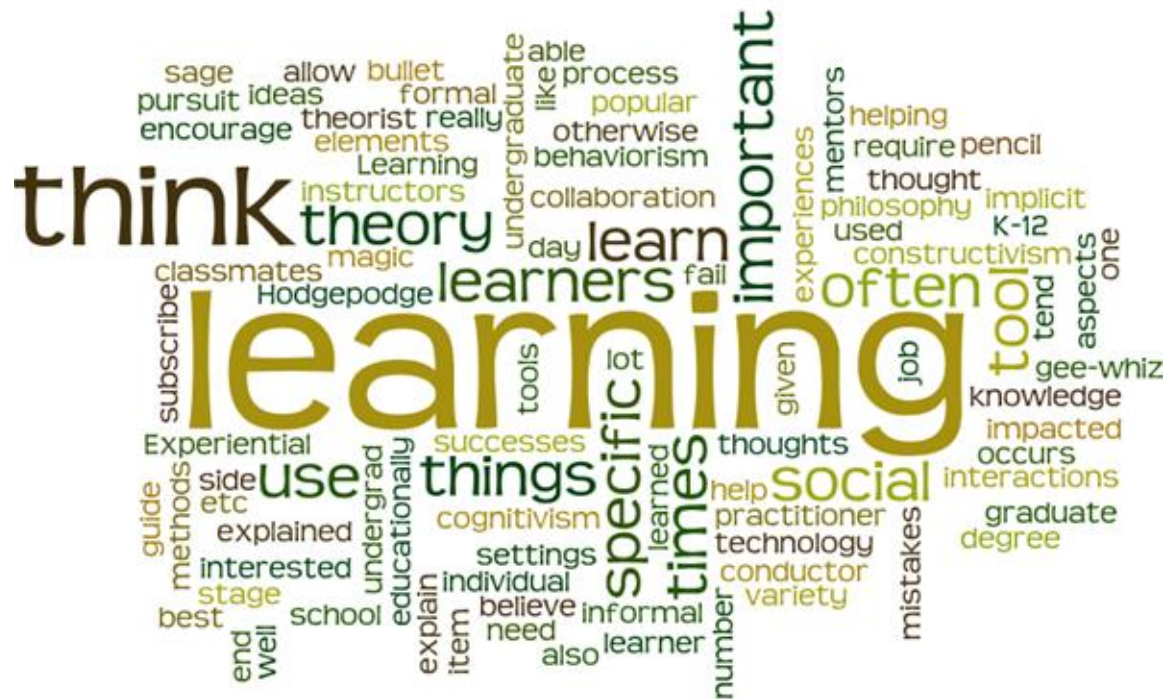


ParentPay

- **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
- ▶ Health and Wellbeing
- ▶ Assessment and Reporting
- ▶ Pastoral Support
- ▶ FAQs





Curriculum for Wales guidance



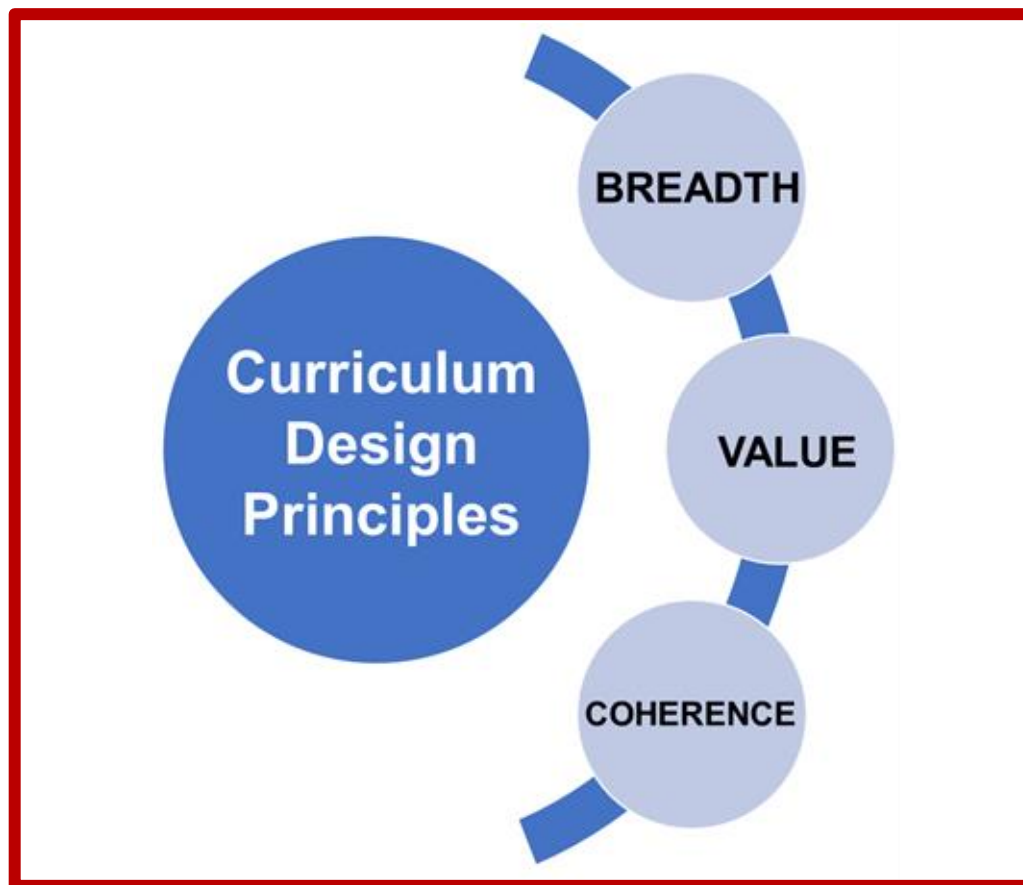


To develop pupils'
understanding of the world
around them.

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**.

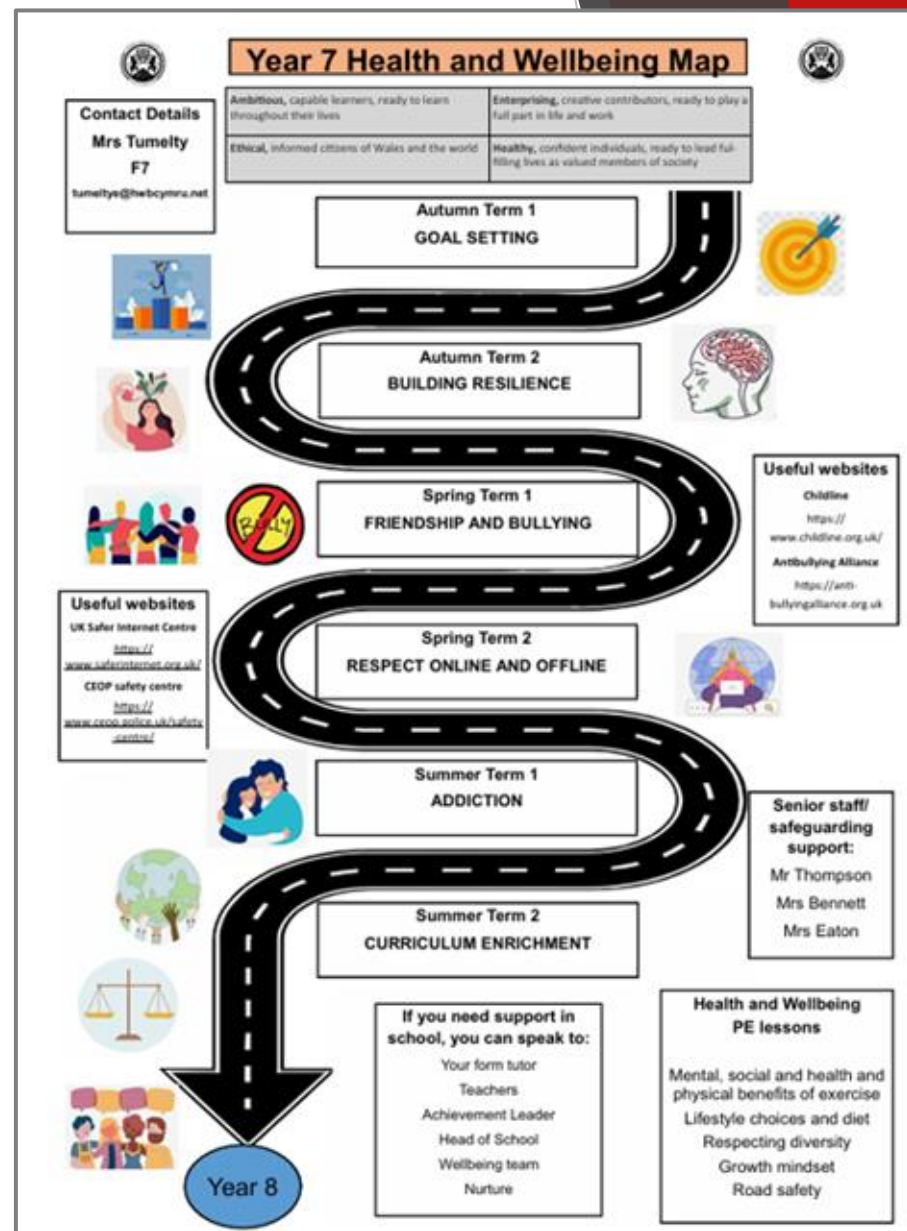




Area of Learning and Experience	Subject	Lessons per fortnight
Expressive Arts	Art	2
	Drama	1
	Music	2
Health and Wellbeing	Health & Wellbeing (classroom based)	1
	Health & Wellbeing (practical)	3
	Health & Wellbeing	5 x form time
Humanities	Geography	3
	History	3
	Religion, Values and Ethics	2
Languages, 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



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

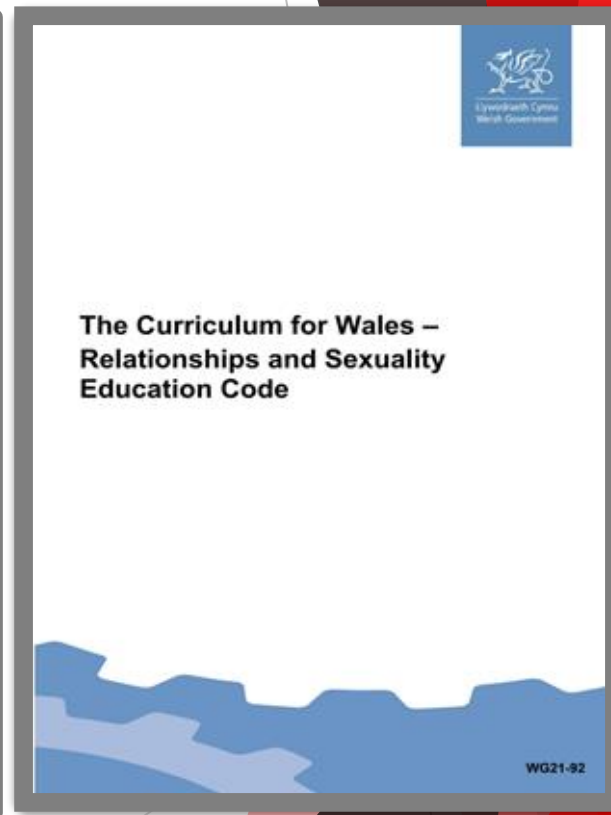
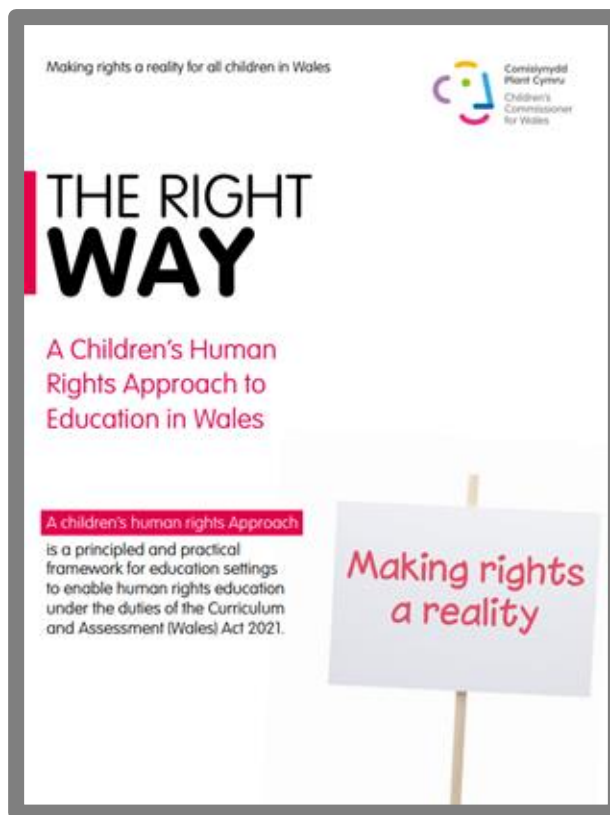
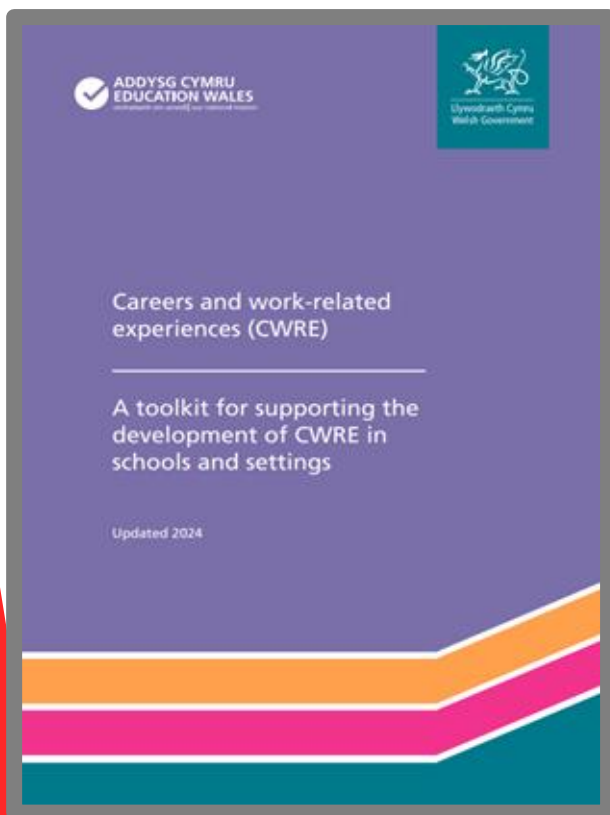


Delivery of Health and Wellbeing

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



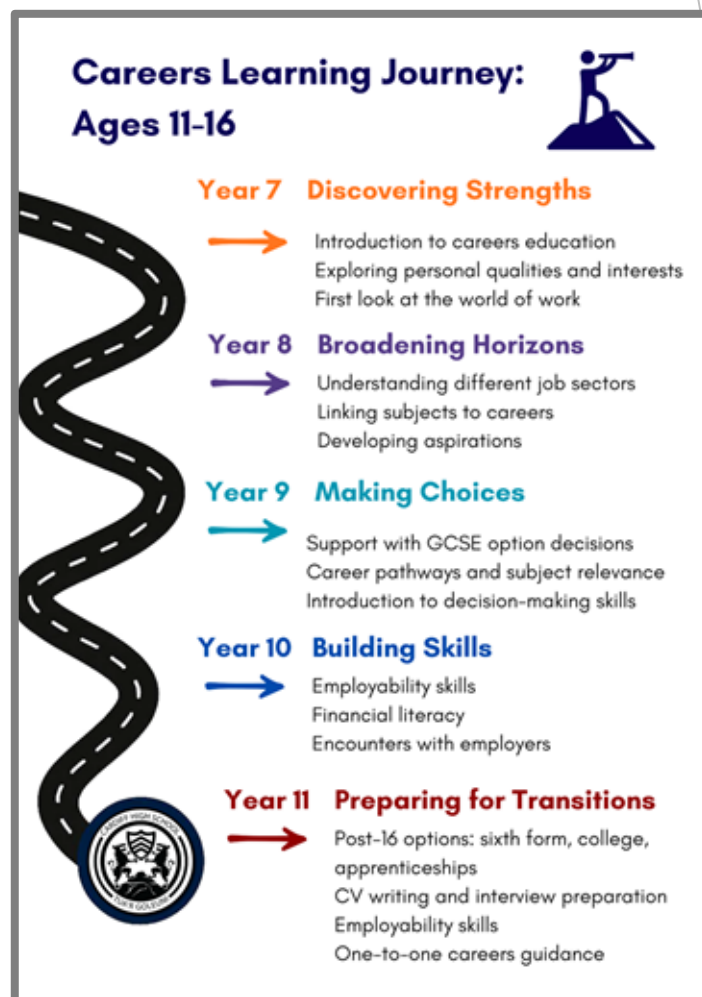
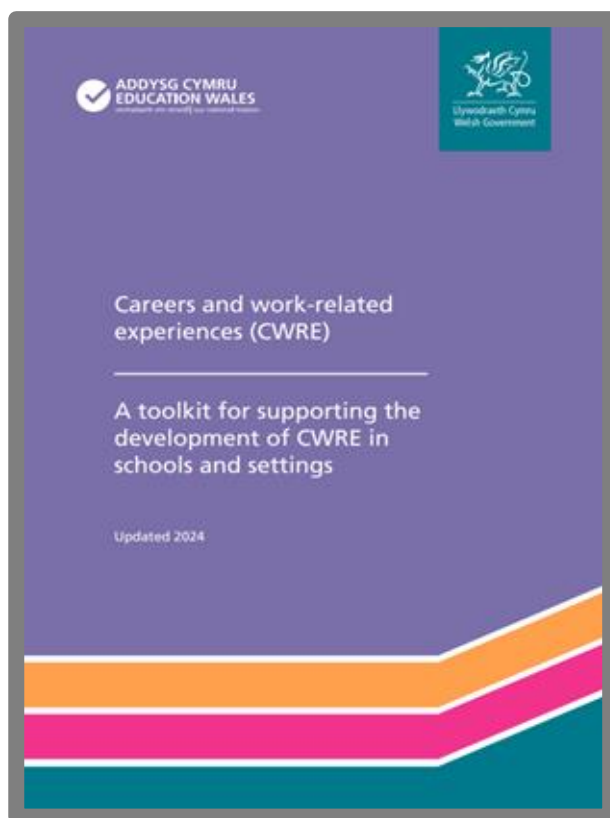
Curriculum for Wales Cross-Cutting Themes





Cross-Cutting Themes

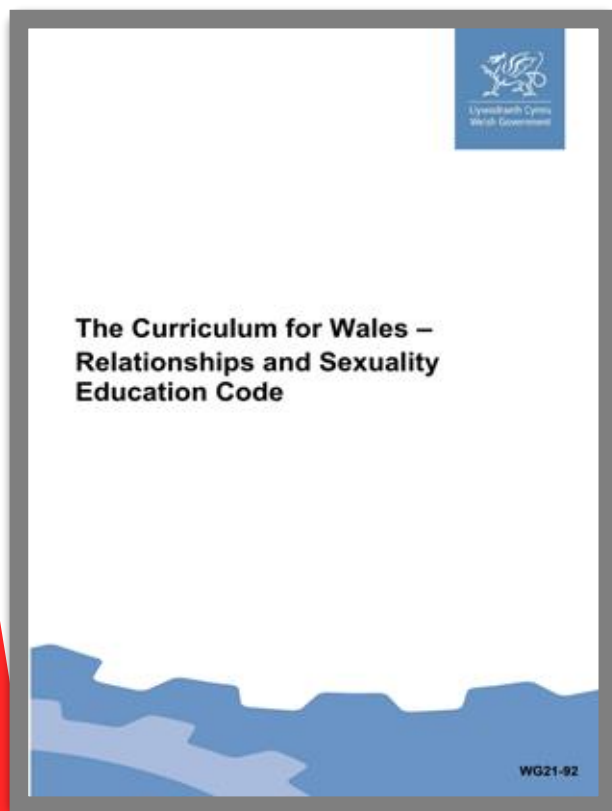
Careers and Work Related Education





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 in CHS

Assessment



Attitudes to Learning

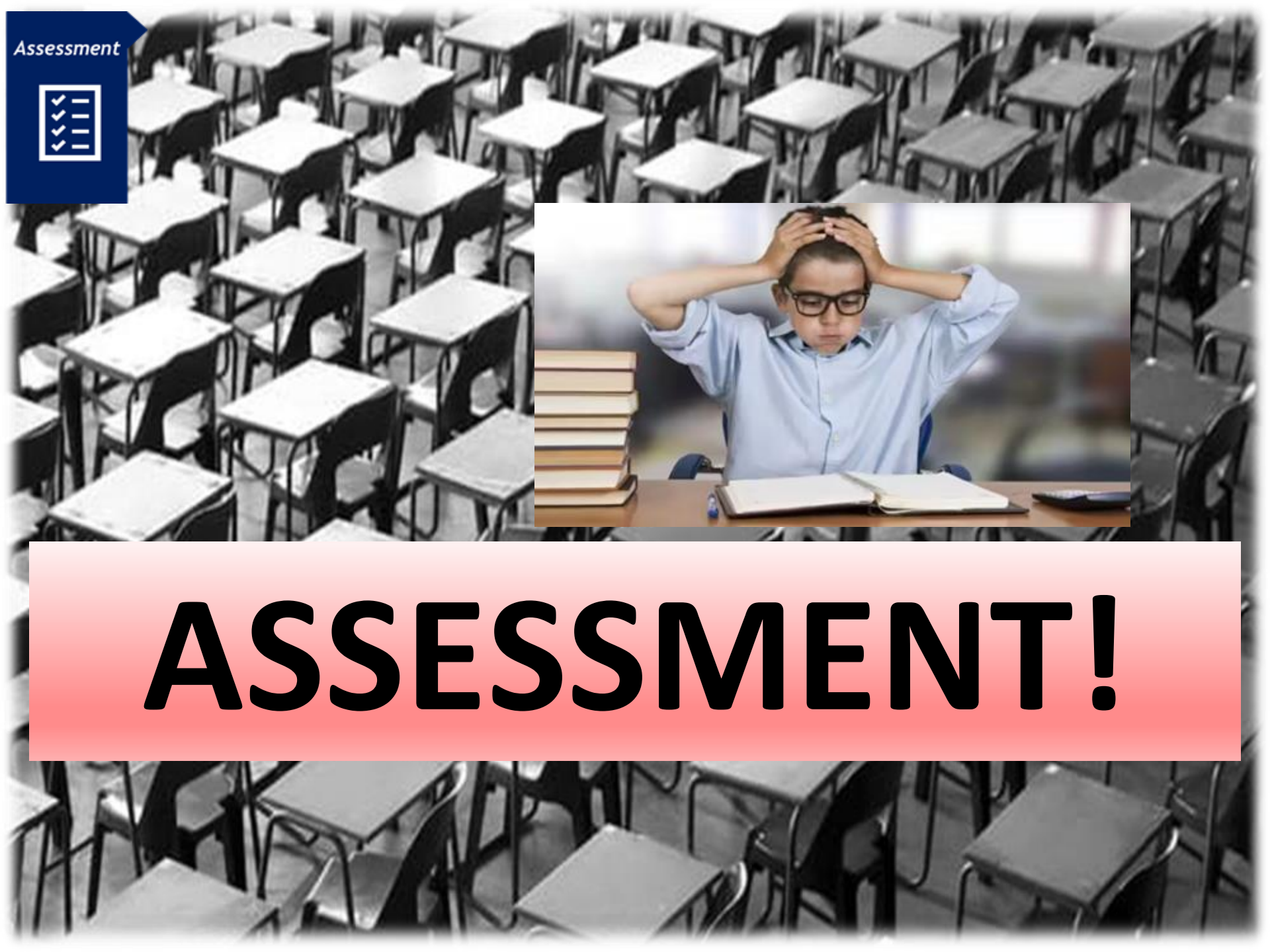


Reports



National Literacy & Numeracy Assessments





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



What?	<u>Short Cycle</u> <i>Constant checking for understanding</i>	<u>Medium Cycle</u> <i>Regular checking for pupils' grasp of what's been taught over a period of time</i>	<u>Long Cycle</u> <i>Targeted checking for pupils' grasp of everything that's been taught up until this point</i>
When?	Minute by minute every lesson	After teaching a number of different facts/topics/skills/approaches	Once or twice per year
Examples	<i>Responsive Teaching techniques</i> ➤ Mini whiteboards ➤ Circulation & Questioning ➤ Discussions	➤ Mid or end of a unit or topic ➤ Low stakes tests and quizzes ➤ Extended writing, oral or practical work ➤ Presentations & performances ➤ Questions involving multiple topics and/or techniques ➤ Mini exam paper	➤ End of year assessment

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.

Foundational

Developing

Secure

High

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.***

<u>Learning Indicators</u>	
Exceptional	<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>
High	<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>
Secure	<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>
Developing	<i>A developing degree of understanding and skill has been demonstrated. Pupils have shown a reasonable grasp of many aspects of the curriculum.</i>
Foundational	<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



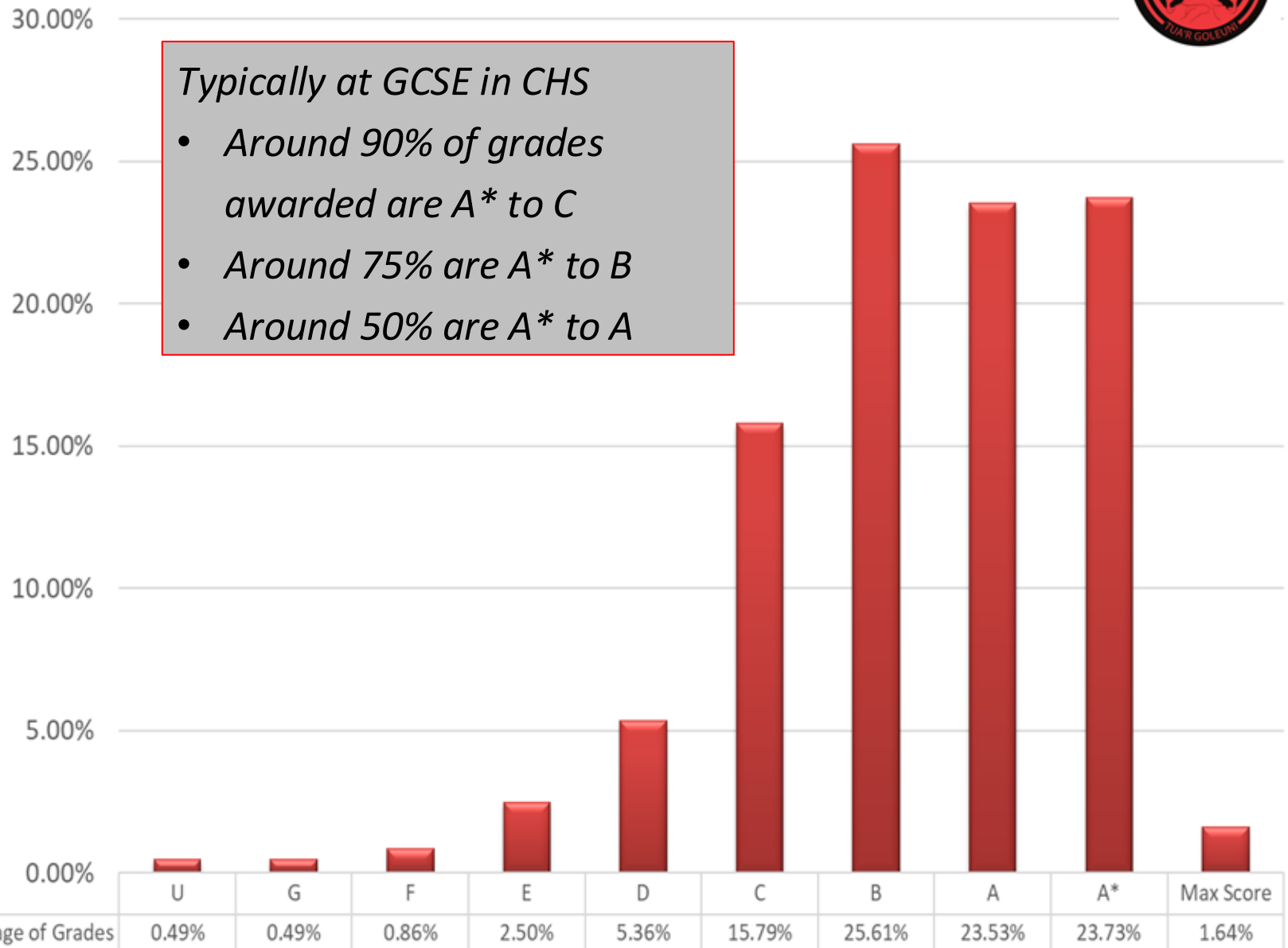
CHS GCSE GRADES



Typically at GCSE in CHS

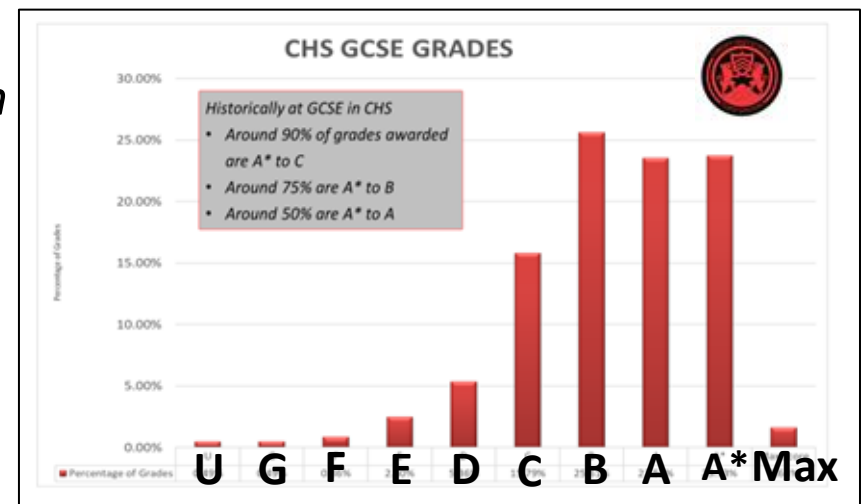
- *Around 90% of grades awarded are A* to C*
- *Around 75% are A* to B*
- *Around 50% are A* to A*

Percentage of Grades



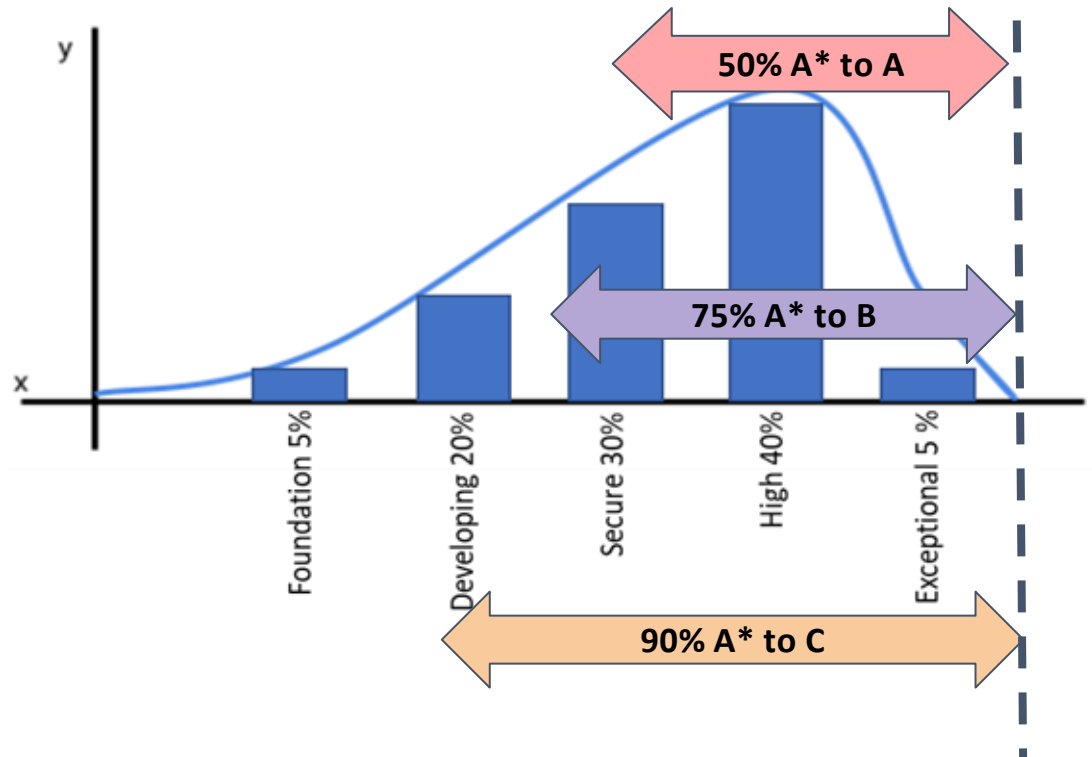
Awarding Learning Indicators

- *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



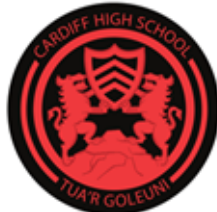


Conduct

- 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	- Always very polite and respectful to everyone, teachers, visitors and other pupils - Behaves very well throughout all lessons - Always works very well, both individually and with others - Supportive of other people	- Always tries their very best, even if they find something difficult - Always concentrates very well throughout all lessons - Always contributes very positively to activities - Always shows that they want to do well - Always shows that they care about their work
2	- Generally polite and respectful to everyone, teachers, visitors and other pupils - Behaves well for nearly all lessons - Works well both individually and with others	- Generally tries their best, even if they find something difficult - Concentrates well throughout nearly all lessons - Contributes positively to most activities - Shows that they want to do well in nearly all lessons - Shows that they care about their work in nearly all lessons
3	- Usually polite and respectful to others - Usually behaves well, but occasionally needs reminding of the rules - Usually works well both individually and with others, but occasionally needs reminding to follow instructions	- Usually tries their best, but can be put off if they find something difficult - Usually concentrates well, but occasionally needs reminding to focus - Usually contributes to activities, but occasionally needs prompting to get involved - Usually shows that they want to do well, but occasionally lacks motivation - Usually shows that they care about their work, but occasionally needs reminding to take more pride in it
4	- Sometimes needs reminding to be respectful - Sometimes needs reminding of the rules about behaviour - Sometimes needs reminding to follow instructions	- Sometimes tries their best - Sometimes needs reminding to focus - Sometimes contributes to activities - Sometimes shows that they want to do well - Sometimes shows that they care about their work
5	- Often needs reminding to be respectful - Often needs reminding of the rules about behaviour - Often need reminding to follow instructions	- Rarely tries their best and is often put off if they find something difficult - Rarely concentrates well and often needs reminding to focus - Rarely contributes to activities - Rarely shows that they want to do well - Rarely shows that they care about their work



Conduct



- Always very polite and respectful to everyone, teachers, visitors and other pupils

- Generally polite and respectful to everyone, teachers, visitors and other pupils

- Usually polite and respectful to others

- Sometimes needs reminding to be respectful

- Often needs reminding to be respectful
- Often needs reminding of the rules about behaviour
- Often need reminding to follow instructions



Effort



- Always tries their very best, even if they find something difficult
- Always concentrates very well throughout all lessons

- Generally tries their best, even if they find something difficult
- Concentrates well throughout nearly all lessons

- Usually tries their best, but can be put off if they find something difficult
- Usually concentrates well, but occasionally needs reminding to focus
- Usually contributes to activities, but occasionally needs prompting to get involved

3

- Sometimes tries their best
- Sometimes needs reminding to focus
- Sometimes contributes to activities

4

motivation
needs

5

- Rarely tries their best and is often put off if they find something difficult
- Rarely concentrates well and often needs reminding to focus
- Rarely contributes to activities
- Rarely shows that they want to do well
- Rarely shows that they care about their work



How will I know how my child is doing as the year goes on?

In order to support you and your child through this crucial first year, we provide several opportunities for feedback to parents and carers:-

1. An interim report in the first half term to highlight how they are settling into their subjects.
1. Parents and carers evening in January
1. A full report in July



What information is in an interim report?

- Interim reports are designed to provide a snapshot of current **Conduct** and **Effort** and will possibly serve to initiate discussion and intervention where necessary.
- An interim report will provide assessment about a student's attitude to learning. For each subject, a pupil will be awarded a score for their Conduct and Effort
- We seek to encourage students to adopt a positive and resilient attitude to school. In order to secure success and thrive, students need to be consistently ready and willing to learn. High levels of effort, participation and commitment will result in strong outcomes and valuable learning experiences.



What information is in a full report?

A full report contains more subject specific detail about attainment, progress and areas for improvement.

Specifically:

- **Conduct & Effort Scores**
- **Learning Indicator**
- **Comments**
- **Next Steps in Learning**

*National
Literacy &
Numeracy
Assessments*



*Taken in maths and
English lessons*

*No additional
preparation
necessary*

*Feedback will be
available via Hwb
the following day*





Key Dates

*28th September -
9th October 2026*

*Welsh National Personalised
Assessments in reading and
numeracy*

23rd October 2026

Y7 Interim Reports Issued

14th January 2027

Y7 Parents' Evening

15th July 2027

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: resetting after
October half term*

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 grades A/A**



How much homework will they get?

Varies from subject to subject

Should be accessible - consolidation

Part of the learning process

Teaches independence - use their planner

Homework club after school

*Pupil group currently finalising new school
policy*



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





Card
Ysgol U
Lower

Name/Enw:

MY TIMETABLE

WEEK A	Mon A	Tues
Registration - 8		
1 9.00am - 10.00am		
2 10.0am - 11.00am		
Break Time - 11		
3 11.25am - 12.25pm		
4 12.25pm - 1.25pm		
Lunch Time - 1		
5 2.10pm - 3.10pm		

WEEK B	Mon B	Tues
Registration - 8		
1 9.00am - 10.00am		
2 10.0am - 11.00am		
Break Time - 11		
3 11.25am - 12.25pm		
4 12.25pm - 1.25pm		
Lunch Time - 1		
5 2.10pm - 3.10pm		

WHAT TO DO IF...

I arrive at school late?	8.40am - 9.00 a.m.: Go to form room After 9 a.m.: Sign in at reception and then go to your lesson.
I am being Bullied?	Tell somebody - your tutor, a parent, a teacher or a friend.
I have a dental/medical appointment?	Bring a note for your tutor. Sign out at reception when you leave and sign in when/if you return.
I have lost something?	Go to reception, they will check the lost property cupboard. Reminder: Mark all property should be marked with your name.
I don't understand a homework task?	See your subject teacher or your tutor or a friend.
I have forgotten to bring something to school?	Explain to your subject teacher at the start of the lesson.
I had something confiscated?	Ask the teacher who has confiscated it, when it can be collected and what the conditions are.
I don't feel well?	Tell your teacher who may send you to reception.
I am absent?	Get a parent/carer to phone the school on the first morning before 8.40am Bring a letter on your return, catch up on miss work.
I take medication?	Leave all medication at the school office. Bring a letter from home to explain what the medication is for and when it needs to be taken.

USING YOUR PLANNER



Your planner is your
your time, your

Organisation

Being organised means keeping
tasks.

What this looks like:

- Writing homework in your planner
- Packing your bag the night before
- Bringing the right books, PE kit

This is about using your time
stressed.

What this looks like:

- Planning ahead for busy days
- Starting homework early in the evening
- Breaking big tasks into smaller ones

Prioritisation

Choosing what to do first because

What this looks like:

- Doing the homework due tomorrow first
- Focusing on the hardest task when you have time
- Avoiding procrastination (putting off)

AUGUST/SEPTEMBER 2026

AWST/MEDI 2026

Week:

M	T	W	T	F	S	S	M	T	W	T	F	S	S
31	1	2	3	4	5	6	7	8	9	10	11	12	13

M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

HOMEWORK CYNLLUN CA

MONDAY 31

Subject

Homework

Due

Done

TUESDAY 01

Subject

Homework

Due

Done

WEDNESDAY 02

Subject

Homework

Due

Done



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

OUR BEHAVIOUR EXPECTATIONS

EIN YMDDYGIAD DISGWYLIADAU



THESE EXPECTATIONS APPLY AT ALL TIMES
WHEN REPRESENTING THE SCHOOL

1 BE SAFE 2 BE PROUD 3 BE CONSIDERATE

Behave safely in class, around the school and in our wider community.

Take pride in your work and always wear correct school uniform.

Be kind, respectful and polite to everyone in our school community.

4 BE PREPARED 5 BE CONFIDENT 6 BE DETERMINED

Stay organised and ready to learn so you can succeed.

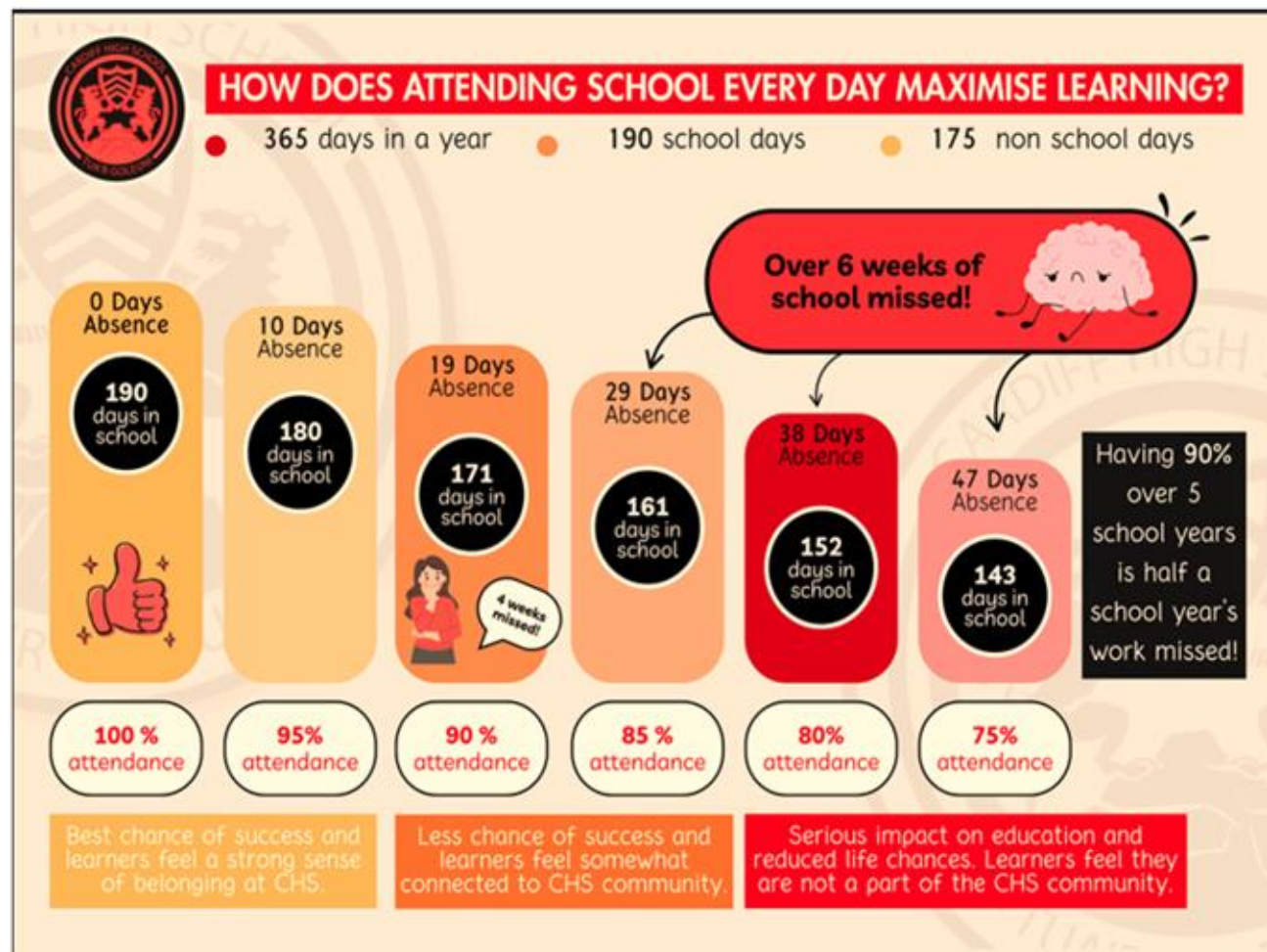
Actively engage in class and be ambitious in your goals.

Persevere when faced with obstacles and learn from mistakes.

CARDIFF HIGH SCHOOL

Learning Together

Attendance





In-School Support

ABSA Provision

Inclusion Support

Inclusion Hub

Therapeutic 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

This inbox is checked between
9am and 3pm, Monday to Friday.
A member of staff will get back to you.



Nurture
Provision





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



LOWER SCHOOL INFORMAL LEARNING OPPORTUNITIES 2026-27

	Club	☉	Dept	Tr	Year	☉	Time	Location	☉	Week
Monday	Y7 Hockey		PE		7		After School	Front Astro		Both
	Y8 Netball		PE		8		After School	Sports Hall		B
	Y9 Netball		PE		9		After School	Sports Hall		A
	Y7 Basketball		PE		7		Lunch	Sports Hall		Both
	Lower School Coding Club		ICT/Computing		7-9		Lunch	F23		Both
Tuesday	Y7 Boys Football		PE		7		Lunch	3G		Both
	Clwb yr Urdd		Welsh		7-9		Lunch 1.40 - 2.05pm	G23		A
	Y8 Rugby Skills		PE		8		Lunch	Sports Hall		Both
	Chess Club		Other		All		Lunch	F4		Both
	Islamic Union (Girls)		Other		All		Lunch	G3		A
Wednesday	Clwb Cymraeg		Welsh		7-8		Lunch	G21		Both
	Reading Room		Other		All		Lunch	F19		Both
	Lower School Orchestra		Music		7-9		After School	Neuadd Celyn		Both
	Y9/10 Rugby Training		PE		9-10		After School	Field		Both
	Warhammer and Games Club		Other		All		After School	F19		Both
Thursday	Junior Boys Choir		Music		7-9		Break	G6		Both
	Y7 Choir		Music		7		Lunch	G8		Both
	Reading Club		Other		7-11		Lunch	T8		Both
	Lower School Art Club		Art		7-9		Lunch	F2		B
	Y8/9 Basketball		PE		8-9		Lunch	Gym		Both
	Y8&9 Choir		Music		8&9		Lunch			Both
	Debate Club		Other		All		Lunch	G17		Both
	Reading Room		Other		All		Lunch	F19		Both
	GCSE PE Theory Club		PE		S23		Lunch	S23		Both
	Y8 Hockey Training		PE		8		After School	Front Astro		Both
	Y7 Netball		PE		7		After School	Sports Hall		Both
Friday	Y7 Rugby Skills		PE		7		Lunch	Sports Hall		Both
	Christian Club		Other		7-13		Lunch	F8		Both
	Criw Cymraeg		Welsh		All		Lunch	G21		Both
	Y7/8 Rugby Training		PE		7-8		After School	Field		Both
	Movie-Making Club		Other		All		After School	F19		Both
	Senior Show		Music & Drama		9		After School	Neuadd Celyn		Both

Values

These define the ethical principles and standards that govern behaviour
in pursuit of our common vision



Ambition
Belonging
Curiosity

