

**INFORMATION
FOR
PARENTS**

2006 / 2007

CONTENTS

EDUCATION PERSONNEL	4
SCHOOL HOURS.....	4
TEACHING STAFF: 2005/2006	5
ADDITIONAL STAFF.....	5
THE PAROCHIAL COMMITTEE	6
THE CASTEL SCHOOL PARENT/TEACHER ASSOCIATION	6
SCHOOL PLAN 2006 / 2007	7
CALENDAR 2006/2007.....	8
STATEMENT FROM THE GUERNSEY EDUCATION COUNCIL.....	9
OUR SCHOOL AIMS	9
THE CASTEL CODE.....	9
THE PRE-SCHOOL ROLE OF PARENTS	10
THE CONTINUING ROLE OF PARENTS.....	10
OUT OF CATCHMENT AREA STUDENTS (OCAS).....	10
COMPLAINTS FROM PARENTS	10
ABOUT THE INFORMATION YOU GIVE US (Data Protection)	11
CONTACT WITH PARENTS.....	11
FIRE DRILL.....	11
CHILD PROTECTION STATEMENT	11
SEX EDUCATION	12
JEWELLERY AND VALUABLES.....	12
SCHOOL CLOTHING	12
CLOTHING FOR PE	13
LOST PROPERTY	13
ABSENCE THROUGH ILLNESS	13
LATENESS	13
MEDICINES AND DRUGS.....	13
PUPILS' PROPERTY (Clothing, spectacles, watches, bags, bicycles etc).....	14
SCHOOL VISITS BY MEDICAL PROFESSIONALS.....	14
TREATMENT FOLLOWING ACCIDENTS AT SCHOOL.....	14
DISCIPLINE AND BEHAVIOUR	14
BULLYING.....	15
INCENTIVES AND REWARDS.....	15
PHYSICAL CONTROL AND RESTRAINT	15
TRAVELLING TO SCHOOL.....	16
LEAVE OF ABSENCE DURING SCHOOL TERM TIME.....	17
SCHOOL ORGANISATION	17
THE CURRICULUM.....	17
ENGLISH.....	17
MATHEMATICS.....	18
DESIGN AND TECHNOLOGY	19
SCIENCE	19
INFORMATION AND COMMUNICATION TECHNOLOGY	19
INFORMATION FOR PARENTS ABOUT THE GUERNSEY GRID FOR LEARNING (GGfL).....	20
CODE OF CONDUCT FOR THE USE OF COMPUTERS AT SCHOOL	20
MUSIC	20
PHYSICAL EDUCATION.....	21
HISTORY	21
GEOGRAPHY.....	21
PERSONAL, SOCIAL AND HEALTH EDUCATION	22
National Healthy Schools Standard.....	22
FRENCH	22
SPECIAL NEEDS	22
ART AND DESIGN	23
RELIGIOUS EDUCATION	23
LIBRARIES	23
PTA REPORT 2006	24
IN CONCLUSION	26

Dear Parents

We hope that you will find this booklet of use to you and your family.

There will be some staff changes this year. Mrs Sarah Taylor is returning after having her second child Mrs Liz Bott will unfortunately be moving on.

At the start of next term we will be having the usual year group meetings with parents to explain the year's curriculum. We will also use the opportunity to tell you about the new initiatives which we have been implementing to help make the teaching and learning more effective. I hope we will be well supported during these evenings. We feel that it is valuable for you and the teachers to meet early in the year.

We thank all parents for the support they give to the school and their children. It is impossible to run a successful school where there is not a strong partnership.

Yours sincerely,

A handwritten signature in black ink that reads "T. Grayland". The signature is written in a cursive style with a large, sweeping 'T' and a long, trailing 'd'.

Trevor Grayland

EDUCATION PERSONNEL

DIRECTOR OF EDUCATION: Mr. Derek Neale
Education Department
The Grange,
St. Peter Port,
Guernsey.
GY1 1RQ
Tel: 710821 Fax: 714475

SCHOOL ADDRESS: Castel Primary School
La Route de St Germain
Castel
Guernsey
GY5 7PH
Tel: 257368 (2 lines) Fax: 254493
Email: office@castel.sch.gg
headteacher@castel.sch.gg

HEADTEACHER: Mr. Trevor Grayland

DEPUTY HEADTEACHER: Mr Richard Fyfe

SENIOR MANAGEMENT TEAM: Head and Deputy
Infant Representative - Mr Robert Simpson
Junior Representative - Mr Joe Bailey

PAROCHIAL COMMITTEE PRESIDENT: Mrs Janet Green

EDUCATION COUNCIL REPRESENTATIVE: Deputy Hunter Adam

SCHOOL HOURS

8.45am - 11.55 am Infants
8.45am - 12.00pm Juniors
1.10pm - 3.00pm Infants
1.05pm - 3.20pm Juniors

We are not able to take responsibility for children who arrive more than 15 minutes before the start of morning school and would appreciate it if those with infant children would collect their offspring as soon as possible after the afternoon session. Infants should not play anywhere near Junior games lessons after school or on the Junior apparatus near the field.

No child is to leave the premises during school hours without permission.

It is important that children learn to be punctual. Too many children, particularly in the infants are arriving after the bell and after the classes have been settled. Please ensure that the children are at school in good time.

TEACHING STAFF: 2005/2006

RECEPTION: Mrs Susan Hunt
Miss Sara Duquemin

YEAR ONE: Mrs Lesley le Huray
Miss Julie Conchar

YEAR TWO: Mr Robert Simpson
Mrs Katharine Sangan

YEAR THREE: Mrs Deborah Setters
Mrs Avril Hurley

YEAR FOUR: Mrs Gill Barrasin
Mrs Nina Molnar
Mrs Sandra Hare

YEAR FIVE: Miss Zoë Anderson
Mr Joe Bailey

YEAR SIX: Mrs Jane Brock
Mr Richard Fyfe

Mrs Kim Hutchinson and Mrs Sarah Taylor will teach all year groups each week. This is in order to provide planning, preparation and assessment time (PPA) for teachers as is now required by the Education Department.

Mrs Celia Nicolle (Learning Support Team 20% Junior Support)

Mrs Alison Barnett (Dyslexia Centre - 2 afternoons a week)

ADDITIONAL STAFF

CLASSROOM SUPPORT:

Mrs Christine Shaw – Reception
Mrs Marie Aplin – Reception
Mrs Suzanne Jimenez - Infant
Mrs Janet Jeffreys - Junior

SECRETARY: Mrs Sarah Bonsall

CARETAKER: Mr Dave Rumens

ASSISTANT CARETAKER: Mr Warwick Mead

LUNCHTIME SUPERVISORS:

Juniors: Mrs Karen Rayson Mrs Margaret Webb

Infant: Mrs Susanne Fletcher
Mrs Paula Brehaut

THE PAROCHIAL COMMITTEE

Mrs Janet Green (President)
Deputy Mark Dorey (Secretary)
Mr Christopher Workman
Mr Andrew Duquemin
Deputy Hunter Adam

The traditional concern of the Parochial Committee is the general maintenance and upkeep of the buildings. However a redefined role is to be addressed in the future. The Parochial Committee is also involved with the appointment of the head and deputy and they take a close interest in the development plans for the school. Members of the Parochial Committee are elected by the parish and serve for a period of three years. Nominations are submitted to the Constables of the parish following notification in the Gazette Officielle in the Guernsey Evening Press.

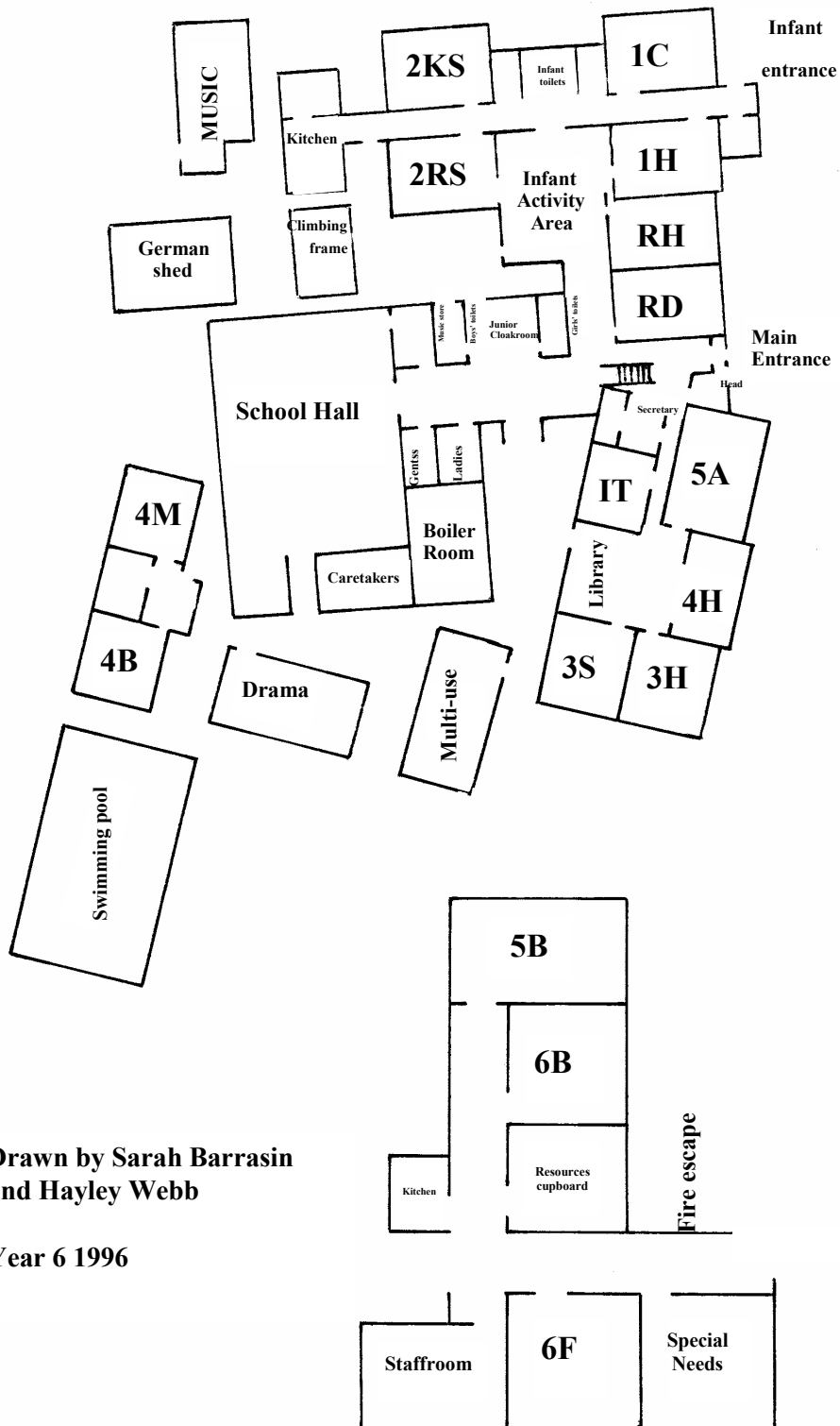
THE CASTEL SCHOOL PARENT/TEACHER ASSOCIATION

The PTA is committed to helping the school in many ways for the benefit of your children. It would be appreciated if the committee could be approached if you have any ideas for enhancing the life of the school or for raising much needed funds. The AGM is held early in the academic year and your attendance would be much appreciated.

You are automatically a member of the PTA as a parent.

Please see page 23 for a report from Michelle Duquemin (Chair of the PTA)

SCHOOL PLAN 2006 / 2007



Drawn by Sarah Barrasin
and Hayley Webb

Year 6 1996

CALENDAR 2006/2007**AUTUMN TERM 2006**

September	Monday	4th	Staff Training Day
	Tuesday	5th	Children start (not Reception)
	Thursday /Friday	7th – 8th	Reception parental interviews
	Thursday	7th	Year 5 Parents Curriculum Evening
	Tuesday	12th	Year 3 Parents Curriculum Evening
	Thursday	14th	Year 6 11+ and Curriculum Evening
	Monday	18th	Year 4 Parents Curriculum Evening
	Wednesday	20th	Year 1 Parents Curriculum Evening
	Tuesday	26th	Year 2 Parents Curriculum Evening
	October	Monday – Friday	23rd – 27th
December	Tuesday	5th	Junior Concert 1.45
	Wednesday	6th	Infant Concert 1.45
	Thursday	7th	Junior Concert 7.00
	Monday	11th	Infant Concert 1.45
	Tuesday	12th	Junior Concert 7.00
	Wednesday	13th	Year 6 Disco 7 – 8.30
	Thursday	14th	Infant Party
	Friday	15th	Year 4 Party
	Tuesday	19th	Year 3 Party
			Term ends 1.00pm

SPRING TERM 2007

January	Wednesday	3rd	Staff Training Day
	Thursday	4th	Children start
February	Monday – Friday	12th – 16th	Half Term
March	Friday	30th	Term ends 1.00pm

SUMMER 2007

April	Monday	16th	Staff Training Day
	Tuesday	17th	Children start
May	Monday	7th	May Day Holiday
	Wednesday	9th	Liberation Day
	Monday - Friday	28th – 1st	Half Term
June	Monday	18th	Am Y6 Sponsored Swim
	Tuesday	19th	Pm Y1 Sponsored Swim
	Wednesday	20th	Am Y5 Sponsored Swim
	Thursday	21st	Am Y2 Sponsored Swim
	Friday	22nd	Am Y3 Sponsored Swim
	Wednesday	27th	Am Y4 Sponsored Swim
	Thursday	28th	1.30 Junior Sports
	Friday	29th	1.30 Infant Sports
July	Tuesday	17th	Year 6 Entertainment 7.00pm
	Friday	20th	Term ends 1.00pm

Some of these dates may change.

STATEMENT FROM THE GUERNSEY EDUCATION COUNCIL

The purpose of education is to enhance the ability of individuals to take decisions throughout life, which will enable them to live in harmony with themselves, with others and with their environment.

OUR SCHOOL AIMS

It is our aim to

- provide a secure, happy and purposeful environment in which children can learn effectively and reach their full potential
- ensure equal access to the curriculum regardless of race, religion gender, age, ability and cultural or social differences
- encourage children to be sensitive to the needs of others through the example of adult members of the school community and through PSHE lessons
- encourage and expect children to become increasingly independent and self-reliant in their personal organization and in their learning
- provide an environment in which all members of the school community feel safe and valued
- involve the parents as partners in the education of their children and to encourage contact and participation with the wider community
- ensure that progression and self-esteem are maintained when transferring from playgroup to Reception and between key stages
- provide a broad and balanced curriculum with high expectations of every child and to ensure that each child has an understanding of the world with opportunities for reflection and celebration.
- Encourage the children to make healthy choices

THE CASTEL CODE

Written by the children

At Castel we are

C A R I N G
 H A P P Y
 S A F E
 P O L I T E
 H E A L T H Y
 L E A R N E R S

THE PRE-SCHOOL ROLE OF PARENTS

To help your child settle easily into school it would be helpful if they can achieve the following:

- can dress themselves with minimal help and attend to their own needs in the toilet;
- have established sleeping habits;
- have confidence in being separated from their parents;
- have the ability and confidence to play and share with other children and to communicate with them;
- can talk confidently with adults and follow simple instructions.

Prepare your child for school well in advance and make this a happy experience. Talk to your child about school and make it sound a happy and exciting place and something they can look forward to experiencing.

During your child's first half term initial assessments are made of their developmental levels in different areas of learning. You will be asked to help to compile this by filling out a questionnaire and through discussions with the teacher.

THE CONTINUING ROLE OF PARENTS

We would be grateful if you, as parents, would ensure that:

- all money sent to school for various reasons is in a named envelope with the amount enclosed and what the money is for;
- your child's clothing and belongings are clearly named;
- clear instructions are given about arrangements for going home, or being met from school;
- an absence is explained either through a letter to the class teacher or a telephone call to the school secretary. Requests for absence for holidays should be made to the Headteacher or Education Department as explained on page 8;
- the school is kept informed of any anxieties that your child might have;
- your children are encouraged to organise their own needs as far as possible.

OUT OF CATCHMENT AREA STUDENTS (OCAS)

Families who move out of the catchment area must apply in writing to the Education Department if they would like their children to remain at Castel Primary School (See page 3 for the address.)

COMPLAINTS FROM PARENTS

Complaints of a minor nature may be dealt with by reference to an individual teacher at the end of the day after checking with the secretary that the teacher does not have prior meetings arranged.

Complaints of a more serious nature must be dealt with by an appointment made with the Headteacher who will record all relevant details.

If the matter remains unresolved, parents may contact the Education Department where it will be dealt with by the Administration Officer -Education, who will report it to the Director.

As a last resort, parents have the right of appeal to the President of the Education Council.

ABOUT THE INFORMATION YOU GIVE US (Data Protection)

Personal data held by schools about pupils and parents is covered by the Data Protection (Bailiwick of Guernsey) Law 2001. This means that the data held about pupils can only be used for specific purposes allowed by Law. The Headteacher for a school is registered as the data controller. This means that the school needs to comply with the requirements of the Law in collecting, processing and disposing of your personal information.

We are required to tell you about the type of data held, why the data are held and to whom it may be passed.

The school hold information on your child in order to contact you at home on school related matters; to support your child's teaching and learning; to record their educational progress; to give appropriate pastoral care and in order to assess the school's overall progress.

The information held includes contact details, family details, attendance information and characteristics such as special educational needs and relevant medical history.

Pupils have a general right of access to information held about them. All rights under the Data Protection Law rest with the child once they are able to understand these rights. In practice this is normally taken to be 12 years of age, but it can be more or less. If you wish to have access to a personal file held about your child, you can submit a request to me. The school is allowed to charge for supplying the information, but the charge cannot exceed £10.00. Normally, however, a charge will not be made. The school has up to 60 days to provide the information following a written request.

CONTACT WITH PARENTS

Your children's best interests are served when there is regular contact between school and home. We hope that the relationship will be a friendly one and that you feel able to contact us when you feel the need. We will contact you if there are any problems and teachers will let you know if your child has done something particularly praiseworthy.

We have three opportunities for you to meet with your child's teacher and implore you to attend them all. The first meeting is right at the beginning of the year. The teachers will be able to tell you about the particular activities that children do during the year and you will be able to talk to the teacher on an informal basis and be able to put a face to a name.

During the Autumn and Spring terms you will be able to visit your child's teacher to discuss their progress. Should you need to talk to the teacher at any other time please make an appointment through the school secretary unless it is merely a point of information such as a visit to the dentist. Please let the secretary know what the visit is about so that the teacher can be prepared.

Should you wish to see Mr Grayland please make an appointment through the secretary and once again inform her of the purpose.

FIRE DRILL

A Fire Drill is held during each term in accordance with the requirements of the States Education Council.

CHILD PROTECTION STATEMENT

"All Island schools are required to comply with the 'Inter-Agency Guidelines and Procedures for Child Protection' as laid down by the Guernsey Child Protection committee. Should any school suspect child abuse, the Headteacher has an obligation to report such matters to the States Children Board. The Children Board will then determine what action, if any, should be taken."

SEX EDUCATION

It is a requirement of the Education Council that we deliver a planned programme of sex education.

As part of the school's Personal, Social and Health Education programme, the sex education input is delivered by the Complementary Health Educators, specialised personnel in the area of personal relationships and sex education. Their department is situated in the central annexe of the education department. Any queries should be addressed initially to the Headteacher.

The programme begins in Year 5 with one lesson about the onset of puberty. There are four lessons in Year Six. All lessons are tailored to meet the needs of the particular age group.

Parents are informed prior to the series of lessons and can withdraw their child if they wish.

JEWELLERY AND VALUABLES.

Valuables should, wherever possible, not be brought into school. No responsibility can be accepted for any losses if items are not handed in for safe keeping at the start of a lesson.

For safety reasons children wearing earrings must remove them before any PE activity.

As children have to do this for themselves it would be helpful if Infants did not have their ears pierced or earrings were removed at home on PE days.

Please do not have your child's ears pierced during term time as this excludes them from PE and swimming as they cannot remove the studs for six weeks.

If ears are pierced, children should only wear studs and not dangling or decorative rings.

More children are bringing in mobile phones. Unless this is absolutely necessary please encourage your children not to do so. The school phones can be used if there is an emergency. No responsibility can be taken for the replacement of broken or lost mobile phones. To help safeguard them the teacher will take charge of any that are brought in.

SCHOOL CLOTHING

The children are expected to follow a code of dress. The policy of the school is to encourage children to take a pride in their appearance and to take care of their school clothing.

In common with all island schools we ask that you support our aim to provide a proper learning environment where there is no one-upmanship in what the children wear. Please ensure that your child does not wear clothes that are inappropriate to a place of learning such as denim jeans, large overshirts, football shirts, oversized clothes or beach wear. Children wearing such clothes will be asked not to do so in future.

A full range of suggested school wear is available from Gabriel's and Shoestring. Other traders such as Sarnia Sewing, M & S and Fletchersports provide some of the uniform.

BOYS Grey or blue trousers or joggers
Blue or grey shorts.
Royal blue or gold polo shirt or T-shirt.
Royal blue sweatshirt with the school logo.
Black shoes or predominantly black trainers.

GIRLS Grey skirt or culottes or grey or blue joggers or grey pinafore
Blue or grey shorts
Blue and white summer dress.
Royal blue or gold polo shirt.
Royal blue cardigan or sweatshirt with the school logo.
Navy/Black shoes or predominantly black trainers.
White or grey socks or tights

CLOTHING FOR PE

PE is an important part of the curriculum and it is essential that children have suitable clothing. It is a good idea to keep the kit at school all week and to bring it home at the weekend for washing.

Indoor PE

Junior children must change for PE into shorts and a T-shirt which should be kept in a clearly named PE bag which can be kept on their peg. It is helpful if their kit is in their team colour. Children will be barefooted.

Year 2 wear shorts and a tee-shirt. Y1 wear pants and a vest or tee-shirt and Reception wear pants and a vest

Outdoor Games

Football boots and suitable outdoor gym shoes or trainers will be required by boys in the Junior Department. Girls require outdoor gym shoes or trainers and may choose to wear football boots during games.

Suitable clothing, determined by the weather, should be provided.

Swimming

All children must wear a cap however short their hair. Proper swimming trunks should be worn. Please avoid baggy shorts as they can lead to difficulties when swimming. Waterproof swimming/ PE bags and caps are available from the secretary. NO jewellery is to be worn.

LOST PROPERTY

Lost property boxes are kept in the Junior cloakroom area and in the Infant activity area. The boxes can be inspected by parents.

ABSENCE THROUGH ILLNESS

Please explain your child's absence, in a written note, to the class teacher on their return to school or telephone the secretary to give a message for your child's teacher.

Unexplained absences may lead to an investigation by the Educational Welfare Officer.

If your child has a particular medical or physical complaint please ensure that the school is informed, preferably in writing, addressed to the Headteacher.

LATENESS

If your child arrives after the register has been called they will be given a late mark. Should children be regularly late you will be contacted and asked to bring your child on time. It is important that children are on time because lessons start immediately after the register is taken. Late arrivals will miss the start of a lesson or will disrupt the others. Please get into the habit early and bring reception children on time. Registration is done on the computer and you will be given absence and late figures when necessary.

MEDICINES AND DRUGS

Children recovering from an illness should NOT administer any drugs to themselves. All medicines or drugs must be clearly named and taken to the school secretary with clear details of the administration of the correct dosage, the illness, the date and the name of the medicine.

If possible all medicines should be administered at home.

Your attention is drawn to the Education Board's policy in which a note of authorisation from parents is required before medicine is administered.

No medicines will be administered unless a letter is received.

PUPILS' PROPERTY (Clothing, spectacles, watches, bags, bicycles etc)

The school will take all reasonable measures to prevent loss or damage to pupils' property, but if something belonging to a pupil is lost, stolen or damaged on school premises or during a school visit the school does not accept responsibility for meeting the cost of replacing the item.

Parents are recommended to protect their children's property through their own household insurance.

SCHOOL VISITS BY MEDICAL PROFESSIONALS.

The school doctor gives a full medical inspection to children twice during their primary education. This occurs during their reception year and during their year three.

The school nurse visits regularly and is available to counsel children or parents who need medical advice.

Nurse can be contacted through school or by telephoning Lukis House on 724541. The nurse responsible for the Castel School is Mrs Karen Belton.

Screening tests for vision and hearing are carried out on all children. Should parents have a concern about their child's hearing or eyesight the school should be contacted immediately.

TREATMENT FOLLOWING ACCIDENTS AT SCHOOL

If a pupil is injured in an accident at school, the Education Department is prepared to pay the cost of doctors' examination and treatment up to a maximum of £700. Payments made under this scheme are not an admission of legal liability for the accident, and payment is subject to confirmation of the accident by the school and the doctor.

The Education Department scheme does not cover the cost of dental treatment. Pupils who meet the Department of Health and Social Services criteria for treatment at the Children's Dental Service (for example those whose parents who are in receipt of supplementary benefit and looked after children) may contact the Clinic to make arrangements for the child to be treated there. In other cases, if emergency treatment is required, the Clinic can provide such treatment provided that the appointment is made in the first instance by the school.

DISCIPLINE AND BEHAVIOUR

The children at Castel School have a right to expect to be treated fairly and equally. They also have a responsibility to act in such a way that they allow the teacher and children to carry out their proper function. During 2003/4 the children have been involved in writing a school code of conduct. This is part of the Castel Code and has seven rules:

Work hard and try your best
Be gentle, kind and helpful
Respect others
Take care and be safe
Look after property
Listen to people
Be honest

If all the children follow the rules our school will continue to be a caring, happy, safe, polite place full of healthy learners

We care about your children and try to build up an atmosphere of mutual trust and respect both between teacher and child and also between child and child.

Sometimes this ideal breaks down and a child has to be disciplined. How this is done depends on the response and personality of the child. Some children respond to a raised eyebrow or a quiet word. Others may need to be more severely reprimanded, or even excluded, should the misdemeanour be serious or cumulative, such as persistent bullying, violence or disruptive behaviour in the classroom.

It is essential that we receive the backing of parents when investigating any incident involving the child. You will be informed if we feel that your intervention would be helpful should the problem be serious or recurrent.

The children at Castel School are happy, caring and well behaved and we aim to maintain this atmosphere.

BULLYING

There are many definitions of bullying. Most have three things in common:

- it consists of deliberately hurtful behaviour;
- it occurs repeatedly over a period of time;
- it is difficult for those being bullied to defend themselves

The following procedures are used when dealing with incidents of bullying

- Note is taken of the definitions of bullying and each incident is dealt with on an individual basis
- There is an immediate response to incidents of bullying. Dealing with incidents of bullying quickly and sensitively sends the correct message to all involved and prevents the issues becoming more complex
- The incident, interviews with bystanders and participants are entered into a log in the Headteacher's room
- A range of strategies are put into place immediately.
- In persistent cases parents are informed and asked to help in a resolution of the problem.

INCENTIVES AND REWARDS

We all respond to encouragement and there is, built into the school day, a system of rewards and recognition of achievement.

In the Infant Department children are awarded a variety of stickers and certificates for good work and for trying hard or being helpful. Reception use 'Wanachi' which is a way of recognising the strengths of each individual child.

The Junior Department has a house point system which gives the children recognition of personal, as well as House, achievement. Children have individual record cards for house points which they will bring home when they are completed. House positions, based on the number of house points gained throughout the department are announced during Monday morning assembly. Other strategies are used in individual year groups and we are in the process of investigating the effectiveness of our present system.

PHYSICAL CONTROL AND RESTRAINT

The school is committed to maintaining a calm and positive learning environment for all. The school places a high priority on developing caring and considerate relationships between pupils

and staff. We are confident that the strategies we have in place to develop positive behaviour in school will ensure that physical restraint is rarely used and exceptional practice.

However there are occasions within the school when it may be necessary to physically control or restrain a pupil in order to protect the pupil from harm, others from harm or to protect property. Where the situation allows, every effort will be made to defuse a situation before physical intervention takes place. Physical control or restraint will never be used as punishment.

The States of Guernsey Education Department have strict guidelines for action of this sort. Parents will be informed when an incident involving restraint of their child occurs and reports will be forwarded to the Education Department. If parents are concerned about any incident involving the restraint or physical control of their child they are asked to contact the Headteacher. If the matter cannot be immediately resolved you are asked to follow this up by putting your concerns in writing, (again to the Headteacher). If parents are dissatisfied with the response of the school and wish to pursue the matter further they may then forward their concerns, in writing, to the Pupil Services Manager, Education Department, Grange Road, St Peter Port. The incident will then be formally investigated.

TRAVELLING TO SCHOOL

Cars: There are over 350 children at Castel School and a high proportion come by car. This inevitably gives rise to parking problems and to congested junctions.

Please be aware that there will be delays at peak times.

We ask that you observe the ‘No Parking’ lines and the bus bays and do not leave your car unattended in the queue in the road! Unattended cars should be parked in the outer lanes of the lay-by.

PLEASE DO NOT PARK IN THE MAIN ROAD OUTSIDE THE SCHOOL AS THIS REDUCES THE CARETAKERS’ VISIBILITY AND MAKES CROSSING THE ROAD VERY DANGEROUS.

Buses: The school bus operates every morning and evening. The evening bus leaves school at about 3.30pm. Infants needing to use this bus are supervised at school between 3.00 and the time that the bus leaves.

Free travel is a concession and not a legal requirement for those living within the statutory walking distance and can be withdrawn at any time.

Children are expected to behave sensibly on the bus to allow the driver to concentrate on their driving. Persistent misbehaviour on the school bus will lead to a child’s exclusion from the bus.

Bus route:

am Courtil Portier, Castel Hill, Les Varendes, La Neuve Rue, La Rue des Cauvains, King Edward VII Hospital, La Rue des Cauvains, La Neuve Rue, Route de Cobo, Mont d’Aval, School.

pm School, Les Beaucamps, La Rue de Preel, Courtil Portier, Les Varendes, La Nueve Rue, Rectory Hill, Route de L’Eglise, Les Eturs, Kings Mills, Le Dos D’Ane, Le Mont Saint, Richmond, Vazon, Le Gelé Road.

Cycling: Children in Years 5 and 6 can use their bicycle to travel to school if their parents are satisfied they are competent and safe riders. A Bicycle Registration Form, available from the school secretary, MUST be signed before any child cycles to school. It is suggested that children do not cycle until the completion of the Cycling Proficiency Test which they take during Year 5.

LEAVE OF ABSENCE DURING SCHOOL TERM TIME

Under the Education (Guernsey) Law 1970, the Education Council is responsible for providing education for children between five and fifteen years of age. It is the responsibility of the parents to ensure that their children receive full time education and, as far as possible, avoid any disruption to that education. Wherever possible absence during school term time should be avoided particularly at the beginning of the school year and during May when the National Tests are completed by children in Years 2 - 6.

However, any essential absences for children of compulsory school age, should be covered in the following ways:

5 days or less - written permission from the Headteacher

More than 5 days - written permission from the Director of Education (see address on page 3)

Children who are below or above legal school age require written permission from the school only, whatever the length of absence.

SCHOOL ORGANISATION

The organisation of classes varies from year to year. There are now two classes in each academic year and class sizes vary but average about 25.

Infants are admitted to school at the beginning of the academic year (Sept 1 - Aug 31) in which they will be five.

- Infants and juniors are grouped into mixed ability classes. In establishing these classes great care is taken to create a balance of ability, personality and gender. The classes are usually reorganised at the end of each years so that the children have contact with all the children in their year group.
- Classes are organised so that the children will experience a variety of teaching methods and will be grouped accordingly.
- Homework. Children may be asked to extend work they have done in class, do some 'finding out' or learn their tables and spellings. All children should take a reading book home. The younger classes will have a record book of their reading for you to complete when you have listened to them. All children in the school will have access to maths homework in the form of games which they can play with their parents or siblings.
- Some formal homework is set in Year 6. However we feel that a child should have put in enough effort at school to be allowed time to play and to be a child. Where the teacher has asked that work be finished we ask for your positive support to see that this is done as early in the evening as possible and by the child themselves.

THE CURRICULUM

The Qualifications and Curriculum Authority (QCA) has produced schemes of work for Science, ICT, Technology, History and Geography, Music, Art and Design and PE. From these documents the teacher's have constructed medium term plans. However teaching and learning is a dynamic process and changes to the curriculum and the way we teach it are constantly being made.

ENGLISH

The whole range of English is taught in a thorough, systematic and balanced way with detailed schemes of work written for each year group, supported by excellent up-to-date resources. Staff use and adapt the Primary National Strategy for Literacy introducing a wide range of texts, including an equal amount of fiction and non-fiction; tailoring their lessons to incorporate elements of text, sentence and word level work and varying individual and teacher guided group work involving specific, differentiated tasks. At the end of the session the pupils are

asked to reflect on and explain what has been learnt: this enables the teacher to assess the effectiveness of the lesson and plan the next.

ICT is used on a regular basis in English to desktop publish, as an effective means of drafting and redrafting, to research using the Internet, to create multimedia presentations and to provide structured individual learning programmes in spelling, reading and comprehension using commercial schemes. Interactive white boards in every classroom and prepared resources have dramatically increased the range and variety of learning activities employed to achieve learning objectives.

Considerable effort has been made to provide each year group with quality modern fiction and non-fiction guided readers. Children are put into similar ability groups reading an appropriate book. The book will be introduced by, and discussed with the teacher, drawing significant teaching points from the text. There will be opportunities to read independently and as a group with the teacher offering advice and assessing progress. Higher up the school, children will be set individual and group tasks related to exploring the text. They are also expected to keep a reading diary recording their opinions of characters and events, noting any problems with specific words or general understanding in books they read outside the Literacy Hour and their guided reading. The reading diary is a record of the breadth and depth of their reading and can help the teacher suggest new material for them to try.

As well as the continuous informal teacher assessment, each Summer term every child has a reading test and the results are passed onto the next teacher and also to the co-ordinators to track progress.

The National Literacy Strategy identified the school's role as teaching the children intensively how to read and to monitor individual progress whilst the role of parents was to hear their children read on a regular basis. Supporting your child's reading development through sharing books that they bring home, encouraging reading information books and material as well as stories and poetry, organising trips to the library and bookshops, and listening to them read is invaluable, and has been proven to accelerate their development as competent readers. Please note that none of these activities cease to be important even at the level of competent Year Five and Year Six level readers. It is vital that your children know that reading is not the prerogative of the females of the house. Boys in particular need to see reading as a valued part of male behaviour.

The final aspect of the English curriculum is Speaking and Listening. Again, each year has detailed plans offering a wide range of opportunities both formal and informal. Children are asked to create and sustain a variety of roles, exploring situations, characters and emotions. Activities such as interviewing, hot seating, flashback, role-play, photographing freeze frames, audio and video recording are used to develop children's self confidence and understanding of a range of situations and characters. In addition, Years Three and Five enter children for the English Speaking Board where each child gives a talk, reads a poem and an extract, then answers questions on the presentation from other pupils. Assemblies and the Christmas Entertainment offer opportunities to perform for larger audiences; whilst every child in Year Six is required to work co-operatively to produce a performance for parents at Year Six Leavers' Evening.

MATHEMATICS

The National Numeracy Strategy was introduced in England and Wales in September 1999. and in Guernsey it was fully implemented in September 2000. The work produced by the National Numeracy Strategy team has provided guidance to allow us to teach a three-part lesson including an oral/mental session every day with a direct teaching element in every lesson. Each year group follows the objectives from the NNS using material when necessary from a variety of published schemes.

A Maths Homework scheme is available to all children from Year 1 upwards. This is a maths game or a maths challenge to be taken home and completed with parents and exchanged the following week.

All children are assessed in English and Mathematics at the end of the key stages by moderated teacher assessment. This is different to the UK model where children are tested in May and no account of their performance throughout the year is considered.

DESIGN AND TECHNOLOGY

Design and Technology involves the children and the teacher discussing and generating ideas to try to solve a problem or test an idea. Opportunities are give, where appropriate, to evaluate and disassemble products, using the information to identify their own design criteria. Throughout the year the children will design and make a variety of products. They work with a range of materials such as textiles, card, paper, wood, recycled materials and food. Children’s work includes designing and making moving toys, wheeled vehicles, fairground rides, puppets, photograph frames, sandwiches and money containers,

SCIENCE

The aims and purpose of Science in Castel Primary School is to provide children with the opportunity to:

- develop knowledge and understanding of important scientific ideas, processes and skills and relate these to everyday experiences
- learn ways of thinking about and communicating ideas
- develop an awareness of safety procedures when working with living things and materials
- explore values and attitudes through Science
- develop as interest in their environment and be aware of the need to care for it.

The children are taught through the following topics:

	AUTUMN		SPRING		SUMMER	
Yr R	Toys Materials	Toys Forces Growing	Growing and changing	Similarities and differences	Growing plants Observations and comparisons	
Yr 1	During KS1 the science programme will visit forces, materials, electricity, plants, animals and ourselves.					
Yr 2						
Yr 3	Circuits and conductors	Magnets and springs	Characteristics of materials	Teeth - Eating	Helping plants grow well	Rocks and soil
Yr 4	Light and Shadows	Changing Sound	Keeping warm	Solids, liquids and how they can be separated	Moving and growing	Habitats
Yr 5	Friction	Earth, Sun and Moon	Changing state	Gases around us	Lifecycles	Keeping Healthy
Yr 6	Interdependence and adaptation Micro- organisms	How we see things	Changing circuits	Dissolving. Irreversible and reversible changes	Forces in action	

INFORMATION AND COMMUNICATION TECHNOLOGY

The school now has had sixty-five networked PCs installed for curriculum use. All classes have one networked PCs and an interactive whiteboard. There are several areas around the school with banks of computers. There is also a trolley with 20 wireless networked laptops for curriculum use.

A good deal of work has been undertaken this year to accelerate the process of developing the curriculum where the learning can be enhanced through using an ICT element. As you will appreciate this is a gradual development which will require much planning of activities.

INFORMATION FOR PARENTS ABOUT THE GUERNSEY GRID FOR LEARNING (GGfL)

As part of each school's Information and Communication Technology programme, pupils are given controlled access to the Guernsey Grid for Learning and the Internet. Before they are allowed to use these facilities it is made clear to pupils that they have a responsibility to follow the Education Council's Code of Conduct. A copy of the Code of Conduct accompanies this letter.

Use of the Grid and Internet will enable pupils to explore thousands of libraries, databases and bulletin boards. They will be able to exchange messages with other Internet users throughout the world. However, as with all sources of information, there are possible dangers. The pupils need to be protected from some of the content available on the Internet. The Education Council has included filtering software in the local Grid. This filter is designed to prevent children accessing unsuitable content on the Internet.

Through access to the Guernsey Grid for Learning and the Internet, wide educational opportunities can be provided. During each pupil's time at school, teachers will help to guide them toward suitable learning materials. Families guide their children in a similar way when they use information sources such as television, telephones, movies, radio and other potentially offensive media. It is also up to the pupils to exercise responsibility as described in the Code of Conduct.

The children have been told that they must follow the code of conduct as set out below.

CODE OF CONDUCT FOR THE USE OF COMPUTERS AT SCHOOL

- I will only use the computers with my own name and password. I will keep my password secret.
- I will only use the computers for purposes allowed by the school.
- I will ask permission from a member of staff before using a floppy disc, CD or other electronic medium from outside school.
- I will only send e-mail messages to people I know or people my teacher has approved.
- I will only read e-mail messages from people I know or people my teacher has approved.
- I will make sure that my e-mail messages are polite and responsible.
- I will not give anyone my home address or telephone number over the Internet.
- I will tell a member of staff if anyone sends me any unpleasant messages or other material.
- I understand that the school may check my files and work and may check up on the Internet sites I visit.
- I agree to obey the school's code of conduct and understand that I may not be allowed to use a computer if I break my agreement.

MUSIC

We have an adequate stock of musical instruments. All children have the opportunity to use them during their class music lessons. Mr Simpson has started a junior choir. Children in Years 3-6 are able to join the lunchtime recorder club

Children are tested for suitability for instrumental tuition by the peripatetic service in Year 1 and for choirs in Year 2. They are tested again in Year 4. Lessons are given in lesson time on a

weekly basis as well as on a Saturday morning at the Grammar School.

Children who have lessons at school must have their instruments named. Children must take their instruments home on the day of their lesson especially double basses and cellos as we do not have the space to store them and they can constitute a hazard!

PHYSICAL EDUCATION

The children have lessons in dance, gymnastics, athletics, swimming, outdoor activities and major games skills. Essentially, they learn through activities which involve development in planning, performing and evaluating their own performance and the performance of other children. It is hoped that the Physical Education programme will have a significant influence on the long-term health, attitudes and behaviour of the children.

All children are expected to participate in this important area of the curriculum unless they are temporarily ill, in which case a note from parents is required or, in the case of permanent exclusion, a doctor's certificate.

Please see page 12 for the clothing requirements for PE.

After school sports clubs include football, cricket, netball and rugby. Many other sports outside of school are promoted to encourage children to be active and enjoy physical activity.

HISTORY

There is great focus on the local aspect of History at both key stages one and two.

Key Stage One study the past from the perspective of the children of the time. Reception study Toys, Year One finds out about what homes were like long ago and Year Two looks at the history of the seaside.

At Key Stage Two children are encouraged to look at history from a broader angle but still retain a local element where possible. Year Three concentrate on the Romans; Year Four investigate the Tudors; Year Five look at the Victorians and Year Six find out about what life was like in Guernsey during the Occupation.

Both key stages explore a range of materials and sources and where appropriate arrange field trips.

GEOGRAPHY

Children are given the opportunity to explore the world around them as well as their own locality.

Key Stage One examine the local environment and look at issues that might affect it. Reception study a topic called 'Myself', in which the children are given the opportunity to orientate themselves at Castel School. Year One develop this further with looking at the school and its surrounding areas. Year Two look at the beaches of Guernsey and then compare their findings with Herm Island.

Key Stage Two examines the wider world. Year Three study the Castel Parish and Guernsey whilst Year Four investigate what it would be like to live in Ghana. Year Five uses Digimap and other resources to look at our local coastline and they also study rivers. Year Six looks at a contrasting UK locality, the Peak District.

Both key stages use a range of resources including Digimap, the Internet and where possible field trips.

PERSONAL, SOCIAL AND HEALTH EDUCATION

PSHE is broad based, encompassing all areas of the curriculum and aspects of school life. Major areas which are discussed include drug education, sex education, health and safety and the development of social skills including more sensitive issues at appropriate times during your child's school life.

PSHE lessons are based around "Circle Time" discussion activities in an informal, yet structured environment. The lessons are designed to encourage pupils to participate as freely as possible.

An effective school should be a healthy and happy one! Personal and social education promotes and develops in children, a range of strategies and attitudes to prepare them for the opportunities, responsibilities and experiences of adult life.

Our curriculum is supported by visiting speakers such as GASP, the Guernsey Police and the Complementary Health Educators.

Class council meetings are held at the beginning of every half term. At these meetings, every child is given the opportunity to express their views about all aspects of school life. Following these class meetings, we hold School Council meetings. Here the ideas are discussed and two are chosen to be acted upon. Every year, each class elects two children to represent them in the School Council. One child, the School Councillor, attends all School Council meetings. The other child assists in class council meetings. During our recent validation the UK advisor said that it was one of the most effective councils she had seen nationally.

National Healthy Schools Standard

This is a UK initiative, which aims to accredit schools that achieve a variety of targets in all aspects of Personal, Social, Health Education (PSHE) and citizenship. The purpose of the scheme is that PSHE should be an integrated part of the school curriculum and that the whole school community be involved. The result will be that all the children will have better information and skills to enable them to make healthier life choices.

As you are probably aware we began this scheme in January 2003 focussing on **healthy eating** and **emotional health and well-being**.

We are officially a National Healthy School.

FRENCH

French is taught in Years 5 and 6. Our school scheme, in accordance with all Island Schools, is based on the commercial scheme "Collins". It is designed to explore practical, everyday situations through interactive teaching, with an emphasis on oral activities.

SPECIAL NEEDS

In common with other primary school in the island the class teacher is responsible for the special needs of the children in their class. The needs of most children are dealt with through the use of setting or ability grouping coupled with the planning and delivery of work appropriate to the child's ability and stage of development.

A member of the Learning Support Team gives 2 days a week support to some children in Years 2 and 3 plus a few in Year 4 and 5 whenever necessary.

If your child has particular learning needs they are put on the school's SEN register and reviewed each year to see how we can best meet their needs.

Children with special educational difficulties are referred to the Educational Psychologist who makes regular visits to the school. Special behavioural difficulties are referred to the Pupil Support Advisory Service.

Referrals are also made to the Dyslexia Centre and a teacher visits twice a week to work with a very few children who have been assessed by her.

All referrals are made after parental consultation.

ART AND DESIGN

Children are given the opportunity to develop their creativity and imagination by providing art, craft and design activities that build up their knowledge, skills and understanding of materials and processes.

There is a focus on art in different times and cultures, and on the work of artists, crafts people and designers. Children are encouraged to ask and answer questions such as “How is it made?” or “What materials and processes were used to make it?”

Where possible, professional artists are invited into the school to enrich the teaching of art.

Examples of children’s work are on display throughout the school. The school takes part in the annual Eisteddfod Exhibition of Art and Craft and any art competitions or initiatives.

RELIGIOUS EDUCATION

We live in a broadly Christian society and this is reflected in the RE curriculum which follows Millenium Visions, as approved by the Education Council in 2001. It enables pupils to explore Christianity and the other principal religions as living, global faiths. Strong emphasis is put upon understanding and respecting the beliefs and practises of others.

Where appropriate, children visit local churches and visitors are invited in to school to speak to them.

	Autumn		Spring		Summer	
R	Creation Our Environment Harvest	Christmas	Stories about Jesus Celebrations	Signs of Spring Easter –New life	Stories from the Bible	Who was Noah?
1	Heroes	Celebrations	Beliefs and practice		Myself, my community	
2	Belonging Why celebrate Christmas?		Food		An introduction to Judaism	
3	Signs and Symbols		Celebration What do we know about Jesus?		An introduction to Christianity	
4	Journey of life		Jesus a special person Why is Easter important for Christians?		It matters to me	
5	Victorians		Changes		Sacred Books and Stories	
6	Islam		Values/ Loss and suffering		Faith Expressed through the Arts	

Acts of Worship are held every day, each with a moral or religious theme. Each class prepares one assembly a year as part of their planned curriculum. The theme is usually related to a topic in RE, History or PSHE. Parents are invited to class assemblies.

LIBRARIES

We have a pre-school library which is on one afternoon each week from 2.40 – 3.00pm. Pre-school children can visit the school and listen to a story and choose a book while the parents have a cup of tea.

The Main School Library is located near the Year 3 classrooms. The books are Dewey numbered and colour coded and are entered onto the Micro Librarian software. The library is fully computerised. Infant children are timetabled so they may choose books, find out information and learn basic library skills.

We are very appreciative of the voluntary work undertaken by parents. Their contribution to the smooth running of the library is invaluable. If anyone is interested in helping in the library, please contact Mrs. Setters.

PTA REPORT 2006

During the last year the Parent Teachers Association (PTA) has enjoyed a very successful and well supported programme of fund raising. Through our various activities the committee, presently made up of nine parents and two teachers, endeavour to plan events that, over the year, will raise a sum of money significant enough to make a difference to our childrens' lives at school through the provision of additional extras that would not otherwise be supplied from the education budget. It is also the committee's aim that these events allow the school community to come together in a relaxed and informal atmosphere.

Our fund raising this year has taken a variety of forms. We have run a beetle drive, our ever popular Christmas fair, a bingo night, a quiz night and our grand Easter raffle and café where we continued to be amazed at the generosity of the many local businesses who donated such a variety of prizes not to mention all of you who very willingly purchased your tickets and then asked for more! In addition, our pre Christmas fund raiser gave parents the opportunity to purchase tea towels featuring a self portrait of all children in the school. These proved very popular raising over £1,000 towards school funds. Of course, the ubiquitous cake sales have made their regular appearances and continue to be as stoically well supported as ever. Our programme of events for this academic year is to be brought to a conclusion in early July with a barbeque and family fun evening, time spent together in the warm summer sunshine providing an appropriate end to a busy year of fund raising.

As usual the monies raised have been put to uses buying additional items that enhance the lives of our children and our school community. These include not only larger capital items such as the provision of soft furnishings for the newly refurbished huts but also more modest items such as new sports kit, the year six leavers' presents, refreshments after school concerts and new parents evenings together with the supply of bedding plants which contribute towards the beautiful results achieved by the school's hard working caretaking team.

This year the committee are very pleased to announce that we have been able to complete the fund raising objective commenced by the previous team. The academic year 2004 – 2005 saw the removal, on safety grounds, of the infant department's much loved metal climbing frame, the yellow helicopter. This left the infant children bereft of access to a very important piece of equipment that not only is fantastic fun but also allows them to finesse their physical abilities, assists them in acquiring the basics of social interaction and fosters creative imaginative play whilst building confidence, co-ordination and balance. The removal of this piece of apparatus saw the previous committee make the decision to allocate an element of monies raised to the specific goal of supplying a replacement piece of climbing equipment. In addition to revenue raised by our normal fund raising activities this year we were fortunate enough to receive corporate sponsorship towards the cost of the new climbing frame and would like to extend much gratitude to **FRM Investment Management Ltd** together with **Rothschilds** for their invaluable aid in reaching our target. We have now been able to place an order for a new timber built climbing frame to replace the helicopter. The new structure incorporates a challenging and varied array of equipment for children to enjoy including climbing walls, scramble net and a trapeze ring walk amongst other things. It is hoped that the installation of this apparatus will take place during the Autumn term.

Our thanks go to all the parents, grand parents and friends of the school who have supported our events both by attending and by their assistance in the organisation of them, and in lots of cases, both. If any of you would like to become more actively involved with our fund raising by joining the committee then please make yourselves known to any member of the present team. Many thanks also to Mr Grayland for his support and to the secretarial staff for tolerating

our many interruptions to their busy work schedule. We are also indebted to Mr Rumens and Mr Mead for their invaluable help.

Lastly our thanks go to the hardworking members of the present committee who have made all of the above happen – to Jo Baudains (Treasurer), Caren De Jersey (Secretary), Sarah Gallienne, Rachel Le Tocq, Martine Le Page, Amanda Rickards, Sally Palfrey, Lesley Le Huray and Deb Setters (Teacher members).

Penny Grainge
Michelle Duquemin

Joint Chair, Castel PTA

IN CONCLUSION

Your child is with us for a small proportion of every day. In order that the children's school days are rewarding and enjoyable it is essential that school and home work in partnership. We welcome any help and support that you can offer us and in return we invite you to discuss with us any problems that may occur so that we can solve them together in a spirit of co-operation.