

PARENT NEWSLETTER



March 2026



A NOTE FROM THE HEADTEACHER

Dear parents,

How lovely to start seeing sunshine and less rain. This half term, while short, has been very busy at Nantgwyn with pupils across the building fully engaged in their learning and clear that their purpose here is to make at least good progress in every lesson, every day. Our assemblies have focused on how doing this supports them in making sure that they move towards the best possible outcomes and have a good day, every day. Nantgwyn pupils know that it is their collective responsibility to ensure a focused learning environment by working together as a team and being ready, responsible and respectful at all times.

The focus of this newsletter is learning and using literacy, numeracy and digital competence skills across curriculum areas. Our staff work to put in place innovative yet purposeful learning opportunities for pupils to do this so that we maximise the amount of time spent on these important areas.

As a through-school community, we have the privilege of supporting your children from their earliest steps in learning right through to the point where they are ready to move confidently into further education, training, or employment. Across this journey, one of our most important responsibilities is helping every pupil build strong, secure skills in literacy, numeracy, and digital competence. These skills are the foundations that enable children to thrive not only in school, but in the wider world.

Your involvement, encouragement, and interest in your child's learning have a powerful impact. When children see that the adults around them value reading, problem-solving, and thoughtful use of technology, they are more motivated to develop these skills themselves.

From the age of three, children begin developing the building blocks of literacy: listening, speaking, early reading, and mark-making. As they grow, these skills evolve into the ability to communicate clearly, understand increasingly complex texts, and express ideas with confidence. Strong literacy skills open doors—they help children access every subject, engage with new concepts, and develop their own voice. They also support well-being, enabling pupils to articulate their thoughts, feelings, and experiences.

Numeracy is equally essential. It is far more than the ability to complete calculations; it is about developing logical thinking, problem-solving, and the confidence to make sense of the numbers and patterns that shape everyday life. Whether budgeting, measuring, analysing information, or understanding the world around them, numeracy gives children the tools to approach challenges with independence and resilience. As pupils progress through school, these skills become increasingly important for subjects such as science, technology, and design, as well as for future careers.

Digital competence has become a core life skill for all young people. From early experiences with simple devices to more advanced work with online research, creative tools, coding, and digital communication, children need to understand how to use technology safely, responsibly, and creatively. Digital skills help pupils access information, collaborate with others, and express themselves in new ways. Just as importantly, they help children navigate an online world with awareness, critical thinking, and confidence.

These three skill areas grow best when school and home work together. Small, everyday habits make a significant difference:

- Sharing books, stories, and conversations helps develop vocabulary, imagination, and comprehension.
- Talking about numbers in real-life situations—cooking, shopping, travelling—helps children see the relevance of numeracy.
- Encouraging safe, balanced use of technology supports digital awareness and responsible online behaviour.

We are committed to providing high-quality teaching, rich learning experiences, and targeted support where needed. Staff across all phases work closely to ensure continuity and progression, so that every child builds on their strengths and receives the guidance they need at each stage of their development. Your partnership strengthens this work, and we are grateful for everything you do to nurture your child's learning at home.

If you would like ideas for supporting literacy, numeracy, or digital skills, or if you have any questions about how we develop these areas in school, please get in touch.

Laura Morris
Headteacher



Main focus item: Skills

At Ysgol Nantgwyn, we are committed to providing rich, meaningful learning experiences that help every child develop the key skills they need for life. Under the Curriculum for Wales, numeracy, literacy and digital competence sit at the heart of all learning. These skills are not taught in isolation—they are developed across the whole curriculum, in every Area of Learning and Experience (AoLE).

Here is a glimpse into how we are supporting your child to grow as a confident, capable learner. As a school we use the literacy and numeracy framework (LNF) and digital competence framework (DCF) as guidance. You can access these via the links:

[Cross-curricular skills frameworks](#)

By embedding literacy, numeracy and digital competence throughout all learning experiences, we help our pupils grow into well-rounded, skilful individuals ready for the future.

Literacy across the curriculum:

Literacy is more than reading and writing—it's about communicating clearly, understanding information, and expressing ideas in meaningful ways.

What this looks like in school:

- Writing reports in science
- Taking part in debates in humanities
- Reading instructions during design & technology projects
- Developing Welsh and English vocabulary across all subjects
- Listening carefully and expressing ideas in group tasks

How you can support at home:

- Encourage reading for pleasure—books, magazines, online articles
- Talk about the topics your child is learning in school
- Let your child help with real-life writing: lists, messages, labels
- Ask open-ended questions like “Why do you think that?” or “How do you know?”

Strong literacy skills help children become confident thinkers and effective communicators.

The image shows a sample of a Welsh newspaper page titled "Tasg Ddarllen" (Reading Time). It features several short stories or articles in Welsh, each with a small photograph. Below the text is a table with columns for the author's name, the title of the work, and a brief description or review. The table contains three rows of student work.

Erw	Pryd cafodd... y ffôn?	Faint gostiodd y ffôn?	Beth mae... yn gwneud ar y ffôn?	Pam mae'n bwysig?
Sara	mhenbydd	cant a hanner	...	ffôn mae'n cael hysbysu
Glyn	hysbysu	Elo	...	os mae'n hysbysu
Gwen


Main focus item: Skills

Gwaith Dosbarth Dydd Iau Hydref 9th
Artist Analysis: Van Gogh

The yellow symbolises happiness. He uses tones of purple to complement the yellow and make it stand out. The background makes it seem as though he's glowing, showing joy.

In this his dark clothes symbolise his dark feelings. He no longer has a glimmer in his eye, symbolising his lost hope. He looks lost and disappointed.

He is surrounded by blue, showing that his dark thoughts + feelings have swallowed him whole. He has no emotion on his face, he's just blank.



The colour in the painting is bright and shows his happiness through the painting. He also has a glimmer in his eye showing hope.

The background is bright showing he acknowledges that life is going on around him.

The swirls aren't making him look glowing instead they are making showing the manic thoughts he's succumbed to.

which is your favourite and why?
My favourite is the last one because it shows how his mental health has declined and how his dark thoughts have swallowed him, and he's expressing it through art.

En Clase Jueves 9 De Octubre
The Conditional Tense

Porque sería → because it would be.

Conditional Tense Structures

Me gustaría = I would like
No me gustaría = I wouldn't like
¿Te gustaría ____? = Would you like to ____?

Sería = it would be
No sería = it wouldn't be

Sort these sentences into negative, positive or both!

1. Me gustaría ir a la playa. ✓
2. No me gustaría tomar el sol. ✓
3. Me gustaría comer helados porque sería divertido. ✓
4. No me gustaría alojarse en un hotel porque sería aburrido. ✓
5. Me gustaría tomar el sol pero no me gustaría ir a la playa. ✓
6. No me gustaría jugar los deportes, sin embargo me gustaría ir a Italia porque sería divertido. ✓

Nanigwyn

Sentence Sort

Key:
Positive
Negative
Both

1. I would like to go to the beach. ✓
2. I wouldn't like to sunbathe. ✓
3. I would like to eat ice cream because

Gwaith Dosbarth Dydd Mercher Medi 24th
Michael Sheen reading assessment.

Michael Sheen is a famous Welsh actor, and writer. In 2022 the Welsh football team went to play in the world cup in Qatar. Michael Sheen wrote a persuasive speech to encourage the team. In this reading assessment I will analyse Sheen's thoughts and feelings about the team, and their upcoming game in Qatar.

Michael Sheen is hopeful: this is shown through the quote "That's the blood of Wales, your blood, red as the ancient book of dreams". The red is symbolising the dragon which appears on our flag. The word "ancient" signifies that we are an old and wise country.

Michael Sheen is united with the players: this is seen in the quote, "Shoulder to shoulder with the lads in this room". This shows he is united by touch and not just by words.

Michael Sheen is hopeful: we can prove this by the quote, "What would you write in these boys?". This quote makes him seem hopeful by making him curious and hopeful in what the future holds for them, believing they will make history.

Michael Sheen believes the team is powerful: this is shown through the quote, "Princes are selected by divine". This shows Sheen thinks the players were selected for being great and he believes they are godlike.

Michael Sheen is hopeful: I can prove this by the quote, "What would you write in these boys?". This quote makes him seem hopeful by making him curious and faithful in what the future holds for them, believing they'll make history. The rhetorical question in this can also show he is leaving it to them to decide their future as players. The quote is referencing the "ancient book of dreams", which symbolises Wales' history, heritage, and pride and wise.

the country being

Main focus item: Skills

Numeracy across the curriculum:

Numeracy goes far beyond maths lessons—it helps children make sense of the world by recognising patterns, solving problems, and using numbers confidently.

What this looks like in school:

- Measuring distances and times in PE and outdoor Learning
 - Interpreting data in humanities
 - Using timing and estimation in science experiments and creating graphs to show findings
- Calculating paint colour ratios or looking at symmetry in art

How you can help at home:

- Involve children in cooking, measuring, or weighing
- Talk about numbers you see every day: timetables, prices, distances
- Encourage them to estimate (“How long do you think this will take?”)
- Let them practise mental maths through games and puzzles

These everyday experiences build confidence and show children that maths is useful and fun.



Gwaith Dosbarth Mawrth Hydref 7th
Observed drawing
what have you drawn? what was it made of?

Line Drawing Techniques

1. Use a different line technique to fill each of the 12 small boxes. Invent your own techniques to fill the last 6 boxes.

2. Use these techniques to apply tone to the geometric objects drawn to the right. Select your own light source.

3. Connect the dots below with three straight lines: one very light, one mid-tone, and one very dark.

This with darker tones? It can help me show the shape better.

Main focus item: Skills

PHOBIAS *In Numbers*

Between 5% and 10% of the global population have a specific phobia

Women are approximately 2x more likely than men to have a phobia

4 in 10 of the general population has a fear of flying

6 in 10 people in the world are dental-phobic

The lifetime prevalence of specific phobias across the world is between 3%–15%

Phobias most commonly first develop under the age of 18

36% of adolescents meet the criteria for social phobia

23% of all people with phobias seek treatment for their anxiety

1. To mix the perfect shade of green the artist used three colours in equal parts (equal amounts of yellow paint). What is the ratio of blue to yellow?

$2:8$

2. The artist bought a can of pink paint that was two parts red to three parts white. To make it lighter the artist added three more cans of white. What is the new ratio of red to white? What is it in that simplest form?

$2:5 = 1/3$

Using your knowledge mix paints

Red to white 1:1

Blue to white 1:1

Mix your own colour. What is the ratio of red to white? What is it in that simplest form?

Yellow to red 1:1

Coru Dysgu Numeracy-Infographs

As part of our theme of Identity, we looked at data infographs. We looked at examples and answered questions about examples and answered questions about them. We then began exploring how to create a good questionnaire. After discussing and improving a poor example, we worked together to write a class questionnaire about identity in year 5. This questionnaire is to gather information to create our own infographs.

Colour analysis in the media

Most Dominant Colors in Disney Female Character Designs (Infographs Section)

Most Dominant Colors in Disney Male Character Designs (Infographs Section)

Year 5 Identity Questionnaire

Who are you and who you are not?

your personality

Age

Gender

Religion

Language

Appearance

Personality

Interests

Skills

Characteristics

Personality

Interests

Skills

Characteristics

FUNNY
CARESS
FUN

Color Psychology

Which colours are most dominant in Disney?

I think the colours are more dominant with red, yellow and purple.

Which colours are most dominant in Disney?

The colours are more dominant when you use yellow, blue and green.

These presented clear infograph include lots of different

Main focus item: Skills

Digital Competence (DCF) across the curriculum:

Digital competence is essential in our modern world. Under the DCF framework, pupils learn how to use technology safely, creatively and responsibly.

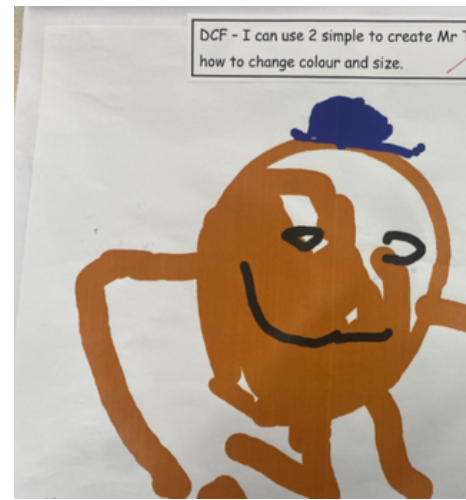
What this looks like in school:

- Coding and problem-solving activities
- Creating multimedia presentations
- Using online tools to collaborate with classmates
- Understanding how to stay safe and respectful online
- Evaluating digital information critically
-

How you can support at home:

- Talk openly about online safety and privacy
- Encourage your child to use technology creatively (not just passively!)
- Discuss how to recognise reliable information online
- Set healthy screen-time routines

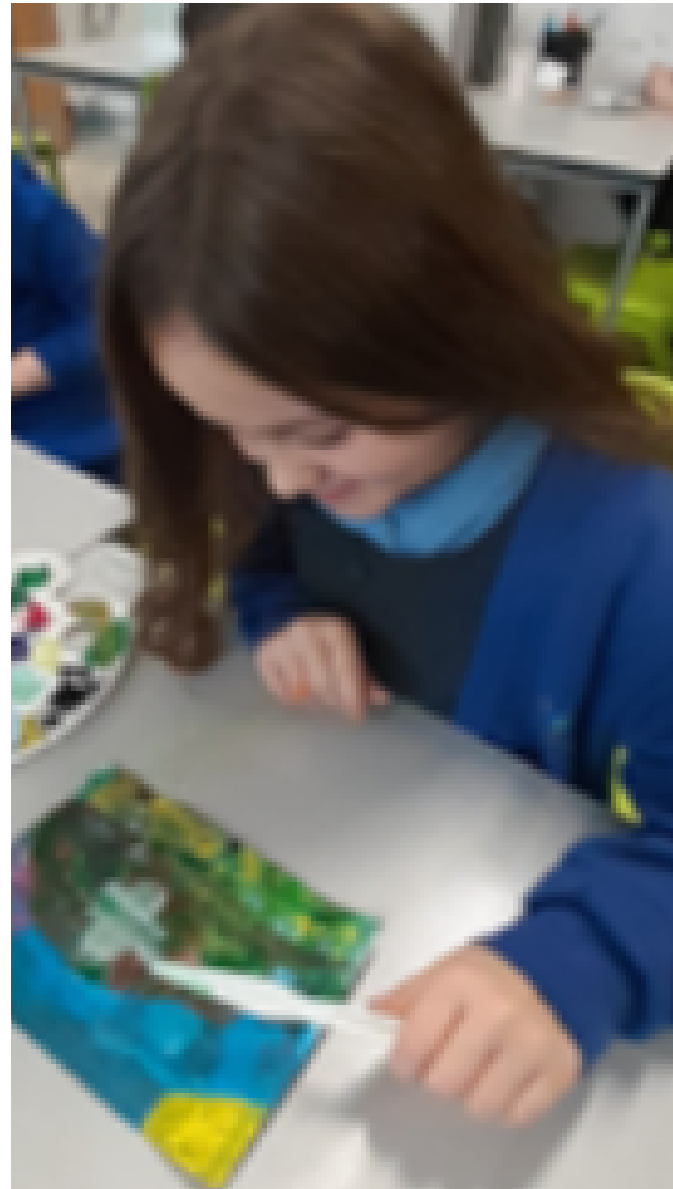
Digital competence empowers learners to navigate the online world confidently and responsibly.



What we have been doing!



Year 5 have been busy exploring a hierarchy of competing genres of art from the 17th Century, including history painting, portraiture, still life, scenes of everyday life and landscape. We have drawn a collection of our class awards for our still life. We have painted the view of our local landscape from our outdoor learning hut with a palette knife, inspired by Welsh Artist, Kyffin Williams. Every week, we have taken turns to create a charcoal sketch of the school assembly for scenes of everyday life. Will we agree with this ranking of competing genres that influenced the art world for centuries? We are about to make that decision.



What we have been doing!

Year 3 and 4 loved meeting Richard Parks and learning more about him as part of their discovery theme. They learned about themselves too and all the qualities and characteristics that make each one of us who we are.



Our school Eisteddfod was a tremendous success once again, showcasing the incredible talent, creativity, and enthusiasm of our pupils. The atmosphere throughout the day was filled with energy and pride as pupils performed, competed, and supported one another. It was wonderful to see our whole school community come together to celebrate Welsh culture, and the standard of performances was truly outstanding. The winning house this year in Nant was Gelert (team gwyrdd) who won for the first time.

We chaired the Ysgol Nantgwyn bard and this year it was won by Alexia in year 8 who wrote a beautiful poem about the Rhondda.





Reading corner!

Throughout this term, reading support sessions have been put in place for a selection of year 7 pupils. Additionally, pupils are accessing immersive reading sessions. During these sessions, our pupils enjoy a quiet environment where they can develop their reading ability, as well as foster a love for reading independently. Every two weeks, pupils across year 7 and 8 enjoy an English lesson dedicated solely to independent reading. In the coming weeks, pupils will be sitting their second round of national reading tests, where we can gather more data on how to specifically improve the reading capabilities of our pupils.

It is important for your child to read texts that are accessible to their needs. This not only leads to positive development but also creates a more uplifting reading experience.

With the wonders of modern technology, it is easier than ever to evaluate what texts best suit your child. If your child enjoys an online article, copy and paste the text into a free reading-age service, for example, hemingwayapp.com/readability-checker, and within seconds, you can find out the reading age of the text. It then becomes much easier to search for texts online that your child will feel confident reading.

Several free mobile reading apps are also available that are designed to help young people find reading materials that are accessible and enjoyable. There are also exciting apps that translate text into speech, which is a great first step towards reading for enjoyment. This is a lovely strategy for our pupils studying phonetic sounds when reading.

If possible, encourage your child to read for 20 minutes a night. Just this small amount can make a huge difference.

Reading is a pleasure, reading is a skill and reading is a gateway to learning.

Pupil leadership team (PLT) update:

We are incredibly proud of the continued dedication and enthusiasm shown by our pupil leadership team this half term. Their hard work truly paid off with the fantastic success of our Valentine's Disco. The event was extremely well attended, and it was wonderful to see pupils enjoying themselves in such a positive and inclusive atmosphere. A huge thank you to the team for their excellent planning and organisation, which ensured the evening ran smoothly from start to finish.

We are delighted to share that the money raised from the disco will be reinvested directly into pupil experiences and well-being initiatives across the school. The pupil leadership team is currently completing further pupil voice work to gather ideas about what pupils would like from the money raised and also, what they would like to see in the summer term. This ensures that future events and opportunities reflect the interests and priorities of our school community.

In addition, members of the pupil leadership team have recently delivered assemblies across the school, sharing key messages linked to the outcomes of the form representative discussions. They spoke confidently about themes including belonging, well-being and ways to strengthen our school community, demonstrating excellent leadership skills. Looking ahead, the team is already busy planning our upcoming Easter events – so keep your eyes peeled for more details coming soon!



Attendance reminders:

Attendance to school is essential. School attendance is important because it directly affects a pupil's academic attainment, social and emotional well-being, and future opportunities, including employment.

Consistent attendance helps pupils learn effectively, access necessary support, build relationships, and develop good habits for life, with research showing a strong link between missing school and lower educational outcomes.

Every pupil should be aiming for an attendance target of at least 95% to reach their full potential

Pupil absences should be reported via the Classcharts app.

<https://www.ysgolnantgwyn.co.uk/parents-and-pupils/classcharts-attendance-reporting>

The infographic is divided into several sections with icons and text:

- Top Left:** Icon of a superhero flying. Text: "HIGH ATTENDANCE AT SCHOOL GETS YOUR CHILD'S LIFE OFF TO A FLYING START!"
- Top Middle:** Icon of a line graph with an upward arrow. Text: "INCREASING ATTENDANCE BY JUST 5% CAN DOUBLE THE CHANCES OF GAINING GOOD QUALIFICATIONS"
- Top Right:** Icon of a calendar with "10%" written on it. Text: "MISSING TWO DAYS A MONTH MEANS A CHILD MISSES 10% OF THE SCHOOL YEAR"
- Far Right:** Icon of an open book. Text: "GOOD ATTENDANCE IN PRIMARY SCHOOL Improves reading Writing + MATHS SKILLS"
- Middle Left:** Icon of a clock face with "IN" and "OUT" written on it. Text: "THERE ARE 175 DAYS A YEAR NOT SPENT IN SCHOOL PLENTY OF TIME FOR SHOPPING, HOLIDAYS AND APPOINTMENTS!"
- Middle Middle:** Icons of a pencil, a chef's hat, a key, a speech bubble, a musical note, a soccer ball, a person, and a Wi-Fi symbol. Text: "100s OF SUBJECTS | 1000s OF CLASSES ENDLESS POSSIBILITIES"
- Middle Right:** Icon of a clock face. Text: "TURNING UP JUST 5 MINUTES LATE EVERY DAY ADDS UP TO OVER 3 DAYS LOST IN THE YEAR!"
- Bottom Right:** Icon of a rocket, a person, and a lightbulb. Text: "MORE SCHOOL = HIGHER GRADES INCREASED CONFIDENCE MORE FRIENDS BRIGHTER FUTURE"

Bottom Section: A dark blue banner with white text: "Every day in school makes a difference to your child's future."

Uniform:

As a reminder our school uniform expectations, based on parents and pupil consultation are as follows:

Bottoms:

Choose from grey tailored shorts, culottes, trousers, skirt, pinafore or Nantgwyn tartan skirt or pinafore.

Leggings, jeans, and sportswear are not permitted.

Tops:

Choose from a white or royal blue polo t-shirt or a white shirt or blouse. Where a white cotton shirt is worn, it must be accompanied by a Nantgwyn tie.

Choose from a plain and unbranded royal blue or navy sweatshirt, a royal blue or navy cardigan, or a navy v-neck knitted jumper.

A navy blazer may be worn if a pupil so wishes.

Hoodies are not permitted. Branded sweatshirts are not permitted.

Footwear

Any fully black sensible footwear including plain black trainers with black soles. No additional colours are permitted on footwear.

Crocs, high heels, flip flops are examples of footwear that is not sensible for the school environment.

Should a Nant pupil arrive at school wearing an item of clothing that is not school uniform, we will be in contact with parents to bring their uniform to school.



School and community support:

Preloved uniform

We have a large selection of preloved uniform for all ages groups available. Items have been checked, washed and ready to be rehomed so please pop into main reception if you would like to take a look or pop us an email and we can check sizes for you beforehand. We do have a rough pricelist for items however there is no obligation to donate. Any funds raised are put back into the hardship fund to support our families.

Foodbank partnership

If a situation arises and you find yourself in need of foodbank support, please reach out and we can issue an emergency voucher in partnership with the local foodbanks. Contact main reception or email AdminYN_5@hwbcymru.net.

Dinner account balances

There is a machine in the pupil entrance foyer for pupils to check their lunch balances as often as they need to or you are welcome to contact the catering to check your child's balance as and when required Nant.Kitchen@ysgolnantgwyn.rctcbc.cymru.

Schools essential grant

The purpose of the grant is to provide assistance to families on lower incomes for the purchase of various school items. For more information, <https://www.rctcbc.gov.uk/EN/Resident/ChildrensServices/HelpandSupportforFamilies/Informationforfamilies/Financialsupportforfamilies/SchoolEssentialsGrant2526ForSeptember2025yeargroups.aspx>



Parent voice:

You said:

The majority of parents feel that the written school reports they receive for their children are informative, easy to understand, and useful in keeping them updated about their child's progress.

87% of parents find the parent evening booking system easy and straight forward to use.

Some parents have expressed that the parents' evenings can feel very busy in the hall area of the Nant building and that sometimes appointments can overrun which impacts other parents.

We did:

We will relook at the layout of our parents evening so that the spacing in the hall is more private and less busy in areas where parents are queuing.

If any parent requires any further information from an over-run appointment, please contact your child's school team:

lowersupport@ysgolnantgwyn.rctcbc.cymru

middlesupport@ysgolnantgwyn.rctcbc.cymru

uppersupport@ysgolnantgwyn.rctcbc.cymru

Parent feedback:

Your feedback as parents is always important to us.

This month our parent voice feedback is about pupil experiences and extra-curricular activities,

<https://forms.office.com/e/89yNNHEmvd>

Parent forum update:

Our parents forum are a group of parents that meet informally once per half term to learn a little bit more about the school and also give a parent view on items that we are developing. Your voice as parents is really important to us and it is the hope that this will strengthen the communication that we already have.

Aims:

- To become aware of the perspectives of pupils, parents, staff and governors
- To learn more about what happens when pupils are in school
- Meet some of our pupils and staff and learn about what they think
- Share the views of our parents
- Share information about the community
- Explore views on specific concerns or issues
- Consult on potential developments in school

Please complete the following form if you are interested in joining:

<https://forms.office.com/e/dLercFLfQ8>



10 Top Tips for Parents and Educators

SUPPORTING SAFE USE OF AI

Artificial Intelligence (AI) is increasingly woven into young people's digital lives. It can offer some educational benefits and day-to-day assistance; however, it also raises concerns about misinformation, privacy, fairness, and safety. This guide provides parents and educators with practical strategies to support young people to navigate AI tools responsibly, and to use them safely and with discernment.

1 DEMYSTIFY WHAT AI REALLY IS

Children encounter AI in most online places, including games, streaming platforms, and school tools. Explain that AI uses patterns from past data to make decisions, but it doesn't think or feel like humans. Use age-appropriate examples, like how recommendations on YouTube or Netflix work, to build understanding and prevent false beliefs about AI being all-knowing or alive.

2 TALK ABOUT RISKS OF MISINFORMATION

AI can create convincing false information, including deepfake videos, photos, and fake 'facts'. Encourage children to think critically about what they see and read. Teach them to double-check information using reliable sources, to look at images and videos carefully, and to ask an adult if something doesn't seem right.

3 DISCUSS DATA AND PRIVACY

Explain that AI systems learn by analysing lots of data, sometimes including personal information. Help young people to be mindful of what they share online and why protecting personal data matters. Model good habits like reading app permissions together or reviewing what's collected by voice assistants like Alexa or Siri.

4 ENCOURAGE CREATIVE USE OF AI

Support children, when using AI tools, to explore ideas, make art, or build projects. This fosters confidence, imagination, and independent thinking. When children use AI creatively, rather than just passively consuming it, they are more likely to stay engaged and make thoughtful choices.

5 USE AGE-APPROPRIATE AI TOOLS

Not all AI platforms are suitable for children. Choose tools designed for education or creativity, with clear safety policies. Review terms of use and privacy settings, and help children use them in age-appropriate ways. For example, some chatbot tools mimic conversation but should only be used with guidance and boundaries in place.

6 USE AI TOGETHER

Exploring AI tools together can help adults understand how they work and spot potential issues. Try co-writing a story with an AI writing assistant or experimenting with an AI art tool. This encourages curiosity, helps you stay informed about the latest AI tools, and allows you to reinforce safe and respectful use while modelling critical thinking.

7 SET BOUNDARIES FOR AI USE

Establish when, where, and how AI tools can be used, just as you would with any digital technology. For example, you might agree not to use AI tools to complete school assignments without permission, or to avoid unsupervised use of voice assistants. Consistent boundaries help manage overuse and misuse.

8 WATCH FOR OVERRELIANCE

Some AI tools, like homework help apps, may be tempting shortcuts. Encourage children to use AI to support their thinking, not replace it. Celebrate effort and process over perfect answers. Reinforce that mistakes are part of learning and that relying too heavily on AI can limit real understanding.

9 TEACH DIGITAL ETHICS AND LITERACY

Help children explore how AI works, where it might be biased, and why ethical thinking matters. Building digital literacy alongside ethical awareness ensures children engage with AI critically, not just conveniently. Help young people to understand that not all people use AI for legitimate purposes; some use it for malicious reasons. Encourage questions about fairness, representation, and who benefits from certain tools; talk about algorithms, echo chambers, and the impact of automation on daily life.

10 STAY CURIOUS AND INVOLVED

AI is developing rapidly, and staying informed helps you support the young people in your care. Follow trusted sources for updates and keep the conversation going. If a child brings up a new AI trend or tool, take the opportunity to learn about it together. Showing interest builds trust and strengthens digital resilience.

Meet Our Expert

Home to the world's largest CPD library for educators, The National College has transformed the way education establishments go about developing their workforces and managing compliance. Our three memberships help all phases and types of setting raise standards, save time, reduce risk, and build a culture of improvement.

Lunchtime & afterschool revision and learning sessions

	Subject area	Day	Location
Lunchtime	History & AGORED	Monday, Tuesday, Wednesday, Thursday & Friday	N2
	Engineering	Monday	N31
	BTEC Sport & GCSE physical education	Monday	N7
	Mathematics & Numeracy	Tuesday	N33
	Business	Tuesday	N33
	Biology	Wednesday	N27
	Welsh	Thursday	N4
	Biology	Thursday	N27
Afterschool	Business	Tuesday	N33
	Mathematics & Numeracy	Tuesday	N33
	English	Tuesday	N49
	Welsh	Tuesday	N4
	English	Wednesday	N46
	Chemistry	Wednesday	N30
	Biology	Thursday	N29
	Physics	Thursday	N26
	Digital Technology	Thursday & Friday	N32
	Childcare	Thursday & Friday	N32
	Health & Social Care	Thursday & Friday	N1



Easter Holiday Provision

Date	Session Details
Monday 30th March	GCSE Physical Education, (RM1), Yr10 & Yr11, 09:00–11:00, N7
Tuesday 31st March	Chemistry, (AND), Yr11, 10:00–13:00, N30
Wednesday 1st April	Mathematics, (MB), Yr11, 09:30–12:30 Mathematics, (MB), Yr10, 11:00–12:30
Tuesday 7th April	English, (JTH), Yr11, 10:00–12:00, N49
Thursday 9th April	English, (KJI), Yr10, 11:00–13:00, N46



TOP TIPS FOR REVISION



Have a plan



Find a quiet
space



Take
regular
breaks



Ask for help



Stay positive

Contact details

lowersupport@ysgolnantgwyn.rctcbc.cymru
middlesupport@ysgolnantgwyn.rctcbc.cymru
uppersupport@ysgolnantgwyn.rctcbc.cymru

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