



AO3 IDEAS
IDEAS LINKING TO ARTISTS WORK
ALL ARTWORK LINKING TOGETHER
PLANS, DESIGNS IN A RANGE OF DIFFERENT MEDIA

AO3 IDEAS
OBSERVATIONAL DRAWINGS
PLANS
EXPLANATIONS
ANNOTATION



Monmouth | Ysgol Gyfun
Comprehensive School | **Trefynwy**

PROSPECTUS 2024-2025



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Welcome to Monmouth Comprehensive School

At MCS, we aim to achieve the very best for every student with all aspects of their learning - academic, social, emotional and physical. We are determined to ensure that every student is happy and successful at school. Our values underpin all that we do:

- Respect
- Security
- Success
- Independence
- Freedom with Responsibility

OUR PHILOSOPHY AND CULTURE

Our philosophy is simple -
all members of the school
community need to

Work Hard and Be Kind

All else comes from this.



Hugo Hutchison
Headteacher

We support our students to:

- Achieve and develop the knowledge and skills they need for the future
- Show respect for themselves and others
- Be emotionally and physically healthy with a strong sense of self-worth
- Be responsible, caring and ready to make a positive contribution to their communities
- Be intellectually curious lifelong learners
- Be able to adapt to different circumstances, being independent or collaborative as the situation requires

Our 2023 Estyn Report and case studies may be found on our website by clicking on the link below

[ESTYN](#)

21st Century Learning Environment



MCS has the benefit of a magnificent school building, completed in 2018 under the 21st Century Schools programme. It is an ultra-modern facility that has education at its heart.

We have an abundance of spacious classrooms, flexible working spaces, presentation hubs, specialist areas for art, music, drama, science, product design, textiles, food technology and much more.

We are set in spacious grounds, with sports fields, astroturf pitches and other activity courts as well as plenty of space for students at break times.

With excellent technology and connectivity for digital learning, the school is an exceptional environment in which our students can learn and grow to lead happy and successful lives.



The school consequently won: Constructing Excellence Wales Best Digital Project Award 2019

Schools Project of the Year, Education Buildings Wales 2019



BUILDING THE NEW SCHOOL

Building Design Partnership Ltd (BDP) was the firm of architects and engineers employed by Monmouthshire County Council to design and build the new school.

THE BRIEF: To deliver an inspirational educational environment within a centre of excellence for inclusive teaching and learning.

THE RESULT: A flexible and agile school fit for 21st century learning. The second of two senior schools delivered by BDP for Monmouthshire, the school features clusters of classrooms opening out onto a shared hub space. These ICT rich spaces have a variety of furniture to suit the particular needs of the departments and each has a presentation stair to seat up to half a year group at a time.

A03 IDEAS
IDEAS LINKING TO OBSERVATIONAL
ALL ARTWORK DRAWINGS
LINKING TOGETHER PLANS
PLANS, DESIGNS IN A RANGE OF EXPLANATIONS
DIFFERENT MEDIA ANNOTATION





The new national Curriculum for Wales is a purpose-led curriculum. The 4 Core Purposes of the new curriculum will help learners to be:

Ambitious and capable, ready to learn throughout their lives.

Enterprising and creative contributors to life, ready to play a full part in life and work.

Ethical and informed citizens of Wales and the world.

Healthy and confident, ready to lead life to the full and be valued by those around them as valued members of society.

Our Curriculum

Purpose-led does not mean that the curriculum lacks knowledge or the development of subject-specific skills. Instead, the Four Purposes provide us with a framework in which we work. We always keep the purposes in mind, as well as the individual ambitions, interests and potential of every student at MCS.

“As civilised human beings, we are the inheritors, neither of an inquiry about ourselves and the world, nor of an accumulating body of information, but of a conversation of humankind, begun in the primeval forests and extended and made more articulate in the course of centuries.”

Michael Oakeshott

Students will always be taught in subjects. Subjects matter - they have an important body of knowledge, specific skills and belong to a rich tradition that is unique to them.

In order for students to think critically, to form their own opinions and to be introduced into these “conversations of humankind” it is necessary to have something to think about. Skills cannot be developed in a vacuum. Our responsibility under the Four Purposes is to ensure that students acquire powerful knowledge, develop their skills and so have the opportunity to become capable, creative, informed and confident members of society.

Subjects are grouped into *Areas of Learning and Experience (AOLE)* under the new Curriculum for Wales. These are:

- Health and Wellbeing
- Expressive Arts
- Humanities
- Languages, Literacy and Communication
- Mathematics and Numeracy
- Science and Technology

KEY STAGE 3 - YEARS 7, 8 AND 9

In Year 7, students follow a curriculum that focuses on 2 main priorities. First, it introduces students to the rich variety of subjects on offer at secondary school, some of which they will have never encountered before. Second, it focuses on developing literacy, numeracy and digital competencies. This transitional year provides support to all students in their learning journey through the school.

In Years 8 and 9, students continue to develop their literacy, numeracy and digital competencies as well as continuing their subject studies. The broad and balanced curriculum provides an excellent foundation for further work.

GCSE and BTEC decisions are made in Year 9 through a comprehensive Key Stage 4 Pathways decision-making programme.

All Key Stage 3 students also study our Wellbeing Curriculum, which covers a wide range of topics including Study Skills, Health and Wellbeing, Personal and Social Education and the World of Work.

Our Curriculum



KEY STAGE 4 - YEARS 10 AND 11

In Years 10 and 11 everyone must continue with the core subjects. This is a legal requirement of the National Curriculum.

Beyond these core subjects, there is some choice so that individual interests and talents can be developed.

Core curriculum

- English
- Mathematics
- Science
- Welsh
- Wellbeing
- Games and Physical Education (students may also take PE or Sports Science as an optional GCSE subject)

Wellbeing curriculum

Students continue with Wellbeing Curriculum time in Key Stage 4 studying Health and Wellbeing, the World of Work, careers options and other topics.

Personalised curriculum

This is the opportunity for students to develop particular interests and aptitudes. Students tend to work with greatest commitment in subjects they enjoy and succeed in.

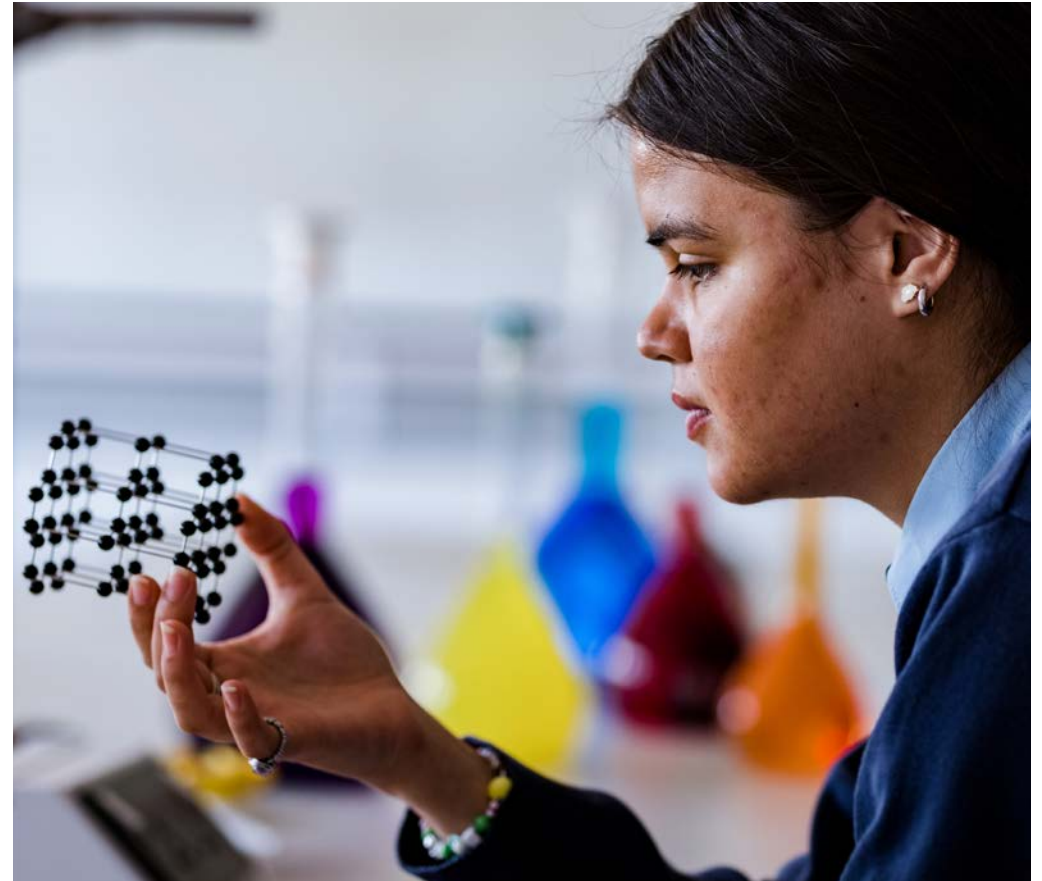
In addition to the core subjects, students opt to follow 3 other subjects. Most subjects are studied for 2 years.

Some students may opt for a reduced number of GCSEs and take advantage of extra learning support on offer. Other students might choose to take additional subjects. We support every individual student in adapting their personalised curriculum to their interests, potential and needs.

If students are unsure of which direction to take, it is recommended that a variety of subjects are selected. Experience has shown that many young people change their minds between the ages of 14 and 16. By keeping a balanced choice, they make sure that they have not shut the door on future options. Whilst expertise and enthusiasm in one area is valuable, versatility and adaptability will be important in a fast-changing world. A student may find a subject hard or unappealing at 14, but grow to see its value as they later develop their ability and interest in it.

In recent years, over 85% of Year 11 students have gained 5 or more Level 2 qualifications at grade C or above. This percentage is well above the National average. The minimum level for going on to A Level, advanced vocational courses or direct entry to many careers is 6 of these 'higher grades' including English or Maths.

Whatever the qualification, every student will have to complete course based tasks that count towards their grade from the earliest stage of their course. Full commitment and attendance are essential and are the norm at Monmouth. Ambition and desire to succeed must be coupled with hard work and a relentless commitment to their studies.



Our Curriculum



Qualification types at Key Stage 4

GCSE

Most of the 2 year courses in Years 10 and 11 lead to a GCSE. This is graded from A* to G for each subject.

Grades at A*-C are classified as being at Level 2, while grades D-G are classified at Level 1.

Many GCSE courses include an element of school based Controlled Assessment as well as formal examinations.

DIPLOMAS AND BTECS

These qualifications are highly valued by employers and institutes of Higher and Further Education.

We offer Level 2, Level 1 and Entry Level Qualifications in a range of vocational areas such as ICT, Catering, Engineering, Sport or Art.

Sixth Form

Our highly popular Sixth Form achieves exceptional results year on year and is

regularly in the top 10% of Sixth Forms in the country. It has a rich and diverse curriculum offer, so that we are able to cater for a broad range of interests and pathway aspirations.

We have a strong and well-deserved reputation as one of the very best Sixth Forms in the region. Sixth Form students are able to choose from a wide range of Level 3 qualifications, details of which you can discover in the Sixth Form prospectus. Our tutors, teachers and Learning Coaches also support students every step of the way, from a comprehensive induction programme, to university applications and other pathways.

Beyond the classroom, Sixth Form students participate in a rich and varied extended curricular programme, including sport, music and the performing arts as well as organisations such as World Challenge and Duke of Edinburgh Award.

We have a dedicated team of Sixth Form tutors who work with our wellbeing team to ensure every student is well known and is supported to become not only successful but also a happy and confident adult. We also have a wonderful modern learning environment that provides students with excellent facilities.

As well as a wide range of A Levels, the Sixth Form provides BTEC Qualifications in Engineering, Business, Sports Science and Health and Social Care (equivalent to 1, 2 or 3 A Levels).



Faculty of Business, Enterprise and Technology



DEPARTMENTS IN FACULTY

COMPUTING
BUSINESS

HEAD OF FACULTY

MR L McATEE

HEADS OF DEPARTMENT

COMPUTING - MR L McATEE
BUSINESS - MR J WILLIAMS

The Business, Enterprise and Technology Faculty provides a rich and varied range of programmes of study and courses across the Key Stages. Career prospects for the 21st century demand transferable skills alongside digital skills and an insight into the world of business. All of the courses we offer are designed to equip our students with the skills to meet these needs in preparation for higher education and the world of work.

The Faculty consists of well-equipped learning environments including 4 Computing suites and a Business hub that allows students to collaborate on Business and Enterprise projects.



Faculty of Business, Enterprise and Technology

Computing Department

HEAD OF DEPARTMENT
MR L McATEE

SUBJECTS OFFERED

GCSE
Computer Science
Digital Technology

A LEVEL

Computer Science
Digital Technology

KEY STAGE 3

Our Key Stage 3 Computing curriculum provides a challenging and exciting programme for all students with the opportunity to develop a breadth of computing and digital skills across a range of contexts and experiences. Students develop the skills and thinking processes that will allow them to thrive in a fast-evolving digital world.

KEY STAGE 4

Within the Faculty, we provide a range of options that enable students to make informed, appropriate choices from the pathways we offer.

GCSE COMPUTER SCIENCE

Computer Science teaches the underpinning principles that explain how and why digital technology and software works, whilst also developing students' ability to create programs and applications that solve problems for real-life purposes.

FOR KS3 STUDENTS, CODING CLUB IS AN IDEAL OPPORTUNITY TO BE CREATIVE WITH APPLICATIONS NOT USED IN THE CLASSROOM.

GCSE DIGITAL TECHNOLOGY

Digital Technology is a brand new and exciting broad-based qualification that allows learners to build on the digital skills, knowledge and understanding used in society and their everyday lives.

Learners will have the opportunity to showcase their creativity through

the practical elements, animation, websites and a social media campaign whilst also developing their understanding of the key issues and emerging technologies.

IN THE SIXTH FORM

A LEVEL

COMPUTER SCIENCE

The A Level in Computer Science encourages students to develop an understanding of, and the ability to apply, the fundamental principles and concepts of computer science. Students will develop their capacity for analytical, creative and logical thinking through practical experience of solving real world problems.

A LEVEL

DIGITAL TECHNOLOGY

The A level qualification in Digital Technology advances students' understanding of the latest digital technologies that are used by individuals and organisations across the world, including how they have developed and how they continue to change. Students will also develop practical skills in developing both

creative digital products and digital solutions to problems faced by organisations, ensuring that they are well placed to contribute to an ever evolving working environment.



Skills and thinking processes that will allow them to thrive in a fast-evolving digital world



Faculty of Business, Enterprise and Technology

Business Department

HEAD OF DEPARTMENT
MR J WILLIAMS

SUBJECTS OFFERED

GCSE
Business
Business for Retail

VOCATIONAL AWARD
Level 2 in Retail Business

BTEC
National Extended Certificate
in Business

A LEVEL
Economics



KEY STAGE 4

Within the Faculty, we provide a range of options that enable students to make informed, appropriate choices from the pathways we offer.

GCSE BUSINESS

The Business qualification introduces students to the business world, empowering them to develop as commercially minded and enterprising individuals.

39% OF BTEC LEVEL 3
EXTENDED CERTIFICATE
IN BUSINESS
STUDENTS ACHIEVED
A DISTINCTION
(Summer 2024 Results)

LEVEL 2 VOCATIONAL AWARD IN RETAIL BUSINESS

This course introduces students to one of the most important employment sectors in the UK, exploring various aspects of retail business and investigating a range of retailers from large chains to independent and virtual stores.

IN THE SIXTH FORM BTEC NATIONAL EXTENDED CERTIFICATE IN BUSINESS

This is a vocational course, equivalent to 1 A Level, in

which students will study a number of units across the course of the 2 years including 'Exploring Business', 'Developing a Marketing Campaign' and 'Personal and Business Finance'. Students will develop their research, problem solving, and communication and collaboration skills whilst learning about various business sectors.

A LEVEL ECONOMICS

A Level Economics is a contemporary and dynamic course that provides a coherent combination of microeconomic and macroeconomic content. Students will develop an understanding of economic concepts and theories through critical consideration of current economic issues.

38% OF WJEC GCSE
BUSINESS PUPILS
ACHIEVED A*-B
(Summer 2024 Results)





There is a wide variety of extra-curricular clubs available to students at MCS, from sports to baking, and from the Charity Committee to Warhammer Club. Our Boat Club is the only comprehensive school rowing club in the country, and rowers compete in local and national championships.

Faculty of English



HEAD OF FACULTY
MR N JONES

SUBJECTS OFFERED
GCSE
English Language
English Literature

A LEVEL
English Language
English Literature

English at Monmouth Comprehensive School is more than the sum of its parts. Our ethos very much centres on the philosophy that it is not what you teach but how you teach it that really matters. This means nothing is off limits, which allows us to expand students' horizons and introduce them to new and exciting concepts.

It is our belief that English makes a very real and unique contribution to young people's lives; the books we read together in our English lessons tend to stay with

us down the years and we see this as an opportunity. We want our young people to read independently and for pleasure, and this is no easy feat in a world where teenagers spend an average of 7 hours on their phones each day. It is our duty to model good reading habits and show them how immersive reading can be.

83% OF LEARNERS
ACHIEVED A*- C IN
ENGLISH AT GCSE
(Summer 2024 Results)

KEY STAGE 4

At KS4, students will study WJEC GCSE English language and WJEC GCSE English literature. Literature revolves around the study of a range of texts, including 'Of Mice and Men' and 'A Christmas Carol'. English language is about the acquisition and development of literacy skills, namely reading and comprehension, writing and oracy.

IN THE SIXTH FORM

ENGLISH LITERATURE

This course appeals to those students who are looking for natural progression from GCSE English literature and who wish to develop further appreciation and enjoyment of the subject.

ENGLISH LANGUAGE

English language allows students the opportunity to further their knowledge and understanding of the ways in which the English language can be used. In addition to being able to develop their own original writing skills, learners will be studying a wide selection of theoretical topics, including language and gender, and language and self-representation.

MCS is amongst
the top achieving
centres in the country
for A Level language
and literature



Faculty of Humanities



DEPARTMENTS IN FACULTY

GEOGRAPHY

HISTORY

RELIGION, VALUES AND ETHICS

HEAD OF FACULTY

MRS R PORTER

HEADS OF DEPARTMENT

GEOGRAPHY - MRS R FRY

HISTORY - MRS R PORTER

RVE - MRS S PERRY-PHILLIPS

In Humanities we are passionate about inspiring curiosity and wonder through purposeful learning experiences, allowing students to apply their knowledge and understanding to rich contexts. We explore the most important issues facing our world today in order to become informed, ethical global citizens, linking our common skills and themes whilst celebrating our own unique contributions to learning.



Faculty of Humanities

Geography Department

HEAD OF DEPARTMENT
MRS R FRY

SUBJECTS OFFERED
GCSE
Geography

A LEVEL
Geography

Geography is a broad based academic subject which will open up many future options. Employers and universities see geography as a robust academic subject rich in skills, knowledge and understanding. As a subject linking the arts and the sciences, it is highly flexible in terms of what students can combine it with, both at GCSE and A Level.

Geography is not only up-to-date and relevant, it is one of the most exciting, adventurous and valuable subjects to study today. Many of the world's current issues boil down to geography, and need the geographers of the future to help us understand

them. Geographers are problem-solvers and decision-makers.

KEY STAGE 3

Key Stage 3 Geography sets the foundation of “thinking like a Geographer” by studying some of the key issues and challenges facing the next generation of geographers. Climate change, natural hazards such as earthquakes and tsunamis, cynefin and a sense of place, the reasons for migration, development and geopolitics are just some of the topics covered.

70% OF
A LEVEL GEOGRAPHY
STUDENTS ACHIEVED
GRADE A*-B
(Summer 2024 Results)

KEY STAGE 4

GCSE Geography builds on key global and local themes and adopts an enquiry approach. We encourage learners to become critical and reflective thinkers by

engaging them actively in the enquiry process by learning in both the classroom and through fieldwork contexts. We create opportunities to: think creatively, by posing questions that relate to geographical processes and concepts; think scientifically by collecting and recording appropriate evidence from a range of sources; and think independently by applying knowledge, understanding, skills and approaches to real world contexts.

IN THE SIXTH FORM

A Level Geography encourages learners to apply geographical knowledge, theory and skills to the world around them. This enables learners to develop a critical understanding of the world's people, places and environments in the 21st Century. Key themes include global governance, the growth of China, management of oceans, and how the water and carbon cycles interact. Tectonic hazards, coastal landscapes, urban and rural regeneration and weather and climate.

In Humanities,
we investigate and
explore human
experience in
contemporary and
past contexts



Faculty of Humanities

History Department

HEAD OF DEPARTMENT
MRS R PORTER

SUBJECTS OFFERED
GCSE
History

A LEVEL
History
Classical Civilisation

51% OF GCSE
STUDENTS ACHIEVED
AN A*-B GRADE
(Summer 2024 Results)

In History we investigate the human experience - how our past has shaped our present. As historians, we critically assess evidence and interpretations in context to make our own informed judgements on sophisticated concepts such as cause and consequence and significance. Students learn not to take information at face value but to question and enquire.



KEY STAGE 3

Students explore the fundamental principles of citizenship, investigating ethical key issues such as monarchy, power, community, democracy, empire and settlement through topics such as

migration and emigration, Parliament and protest, empire and slavery.

KEY STAGE 4

GCSE students have scope to further refine their skills of critical argument and the critical evaluation of

evidence material through 2 in-depth studies, 1 synoptic study plus the NEA. Concepts studied range from appreciating that people's perspectives vary due to circumstance to the impact of totalitarianism and change over time.

IN THE SIXTH FORM

Students will specialise in a British History evidence-based study of Parliamentary Reform and Protest 1783-1848, a conceptual study of Europe in Conflict and Co-operation and an International study of American Foreign Policy

Students learn not to take information at face value but to question and enquire



and Civil Rights. The NEA allows students to work as historians.

A LEVEL CLASSICAL CIVILISATION

This A Level allows students to develop their historical and literature skills in an ancient context. We follow the OCR syllabus and learn about the principles, ethics and practices of the ancient world through Greek and Roman religion, Greek drama and epic poetry.

Faculty of Humanities

Religion, Values and Ethics

HEAD OF DEPARTMENT
MRS S PERRY-PHILLIPS

SUBJECTS OFFERED

KS3
Religion, Values and Ethics

GCSE
Religious Studies

Religion, Values and Ethics engages learners in many aspects of human enquiry, seeking understanding of belief and ideologies, teachings and sources of wisdom, practices, and ethics; and how faith is practised in a meaningful way in the 21st Century.

KEY STAGE 3

The rhythm of learning in Religion, Values and Ethics at KS3 is based upon the investigation of 'big' philosophical questions such as Am I truly free?, Why are we here?, Why do we suffer?; the systematic study of core religions such as Christianity, Sikhism, Judaism and Islam; and exploration of ethical

issues, such as social justice, conflict, and prejudice and discrimination. Questioning and debate are essential aspects of Religion, Values and Ethics learning.

KEY STAGE 4

At Key Stage 4, students are able to opt for GCSE Religious Studies, studying the religions of Christianity and Hinduism; philosophical units on Good and Evil, and Issues of Life and Death; and the ethical themes of Relationships and Human Rights. Students not opting for GCSE will engage in a topic on Human Rights as part of their Wellbeing Curriculum.

IN THE SIXTH FORM

At Key Stage 5, students may opt for AS and A Level Religious Studies, with learning focused on a world faith, the Philosophy of Religion, and Religious Ethics. Students interrogate classical and modern arguments and theories and interrogate their validity and credibility.



72% OF STUDENTS
PASSED GCSE
RELIGIOUS STUDIES
WITH AN A*/A GRADE
(Summer 2024 Results)



The School is situated between the old road to Ross and the town bypass and faces the pleasant wooded slope of the Kymin. The buildings and playing fields occupy a site of approximately 19 acres.

Faculty of International Languages



HEAD OF FACULTY
MISS J SNOOK

SUBJECTS OFFERED

GCSE
French
German
Spanish

A LEVEL

French
German
Spanish

International Languages offers students a gateway to the world of communication. Our teachers are enthusiastic, passionate and all committed to language learning. We are a Learning Network School for Languages in the area, recognised for our dedication to language teaching and innovative approaches.

We offer 3 languages - French, German and Spanish - to GCSE and A Level, with other

opportunities for students to access other languages, including heritage languages.

There are over 20 languages spoken within our school community and we are dedicated to encouraging all students to embrace all language learning opportunities. It is important for students to recognise their role as a global citizen and to recognise how language and culture are a part of this.

100% OF STUDENTS
ACHIEVED A*-C IN
FRENCH, 25% AT A*
(Summer 2024 Results)

KEY STAGE 3

We offer French, German and Spanish in Years 7-9. We focus on the development of skills for language acquisition and for students to achieve a level of competence in more than one modern foreign language.

KEY STAGE 4

A modern language is optional, although most

students opt to take 1 or more languages to GCSE from a selection of French, Spanish and German. We use a range of authentic resources including digital technology for students to develop confidence in speaking and for language immersion. Many students go on to continue languages at University.

There are residential visits abroad offered, to provide opportunities for all students to spend time in a country to develop their linguistic proficiency and cultural understanding. Language clubs are offered for students and the opportunities for students to study other languages as an extra-curricular activity.

We also encourage virtual links with our partner schools, to enable students to experience authentic interactions and to feed their curiosity. We are proud of our team of Pupil Language Ambassadors, who lead and promote the ethos of embracing languages across the school.



We work in close collaboration with our feeder schools on languages acquisition and encourage links between our students, as role models.

International Languages promotes a wider understanding of ourselves and others in an increasingly culturally diverse world.

75% of German A level students are studying German at University





Faculty of Mathematics



HEAD OF FACULTY
MISS L DRAPER

SUBJECTS OFFERED

GCSE
Mathematics
Mathematics - Numeracy

A LEVEL

Mathematics
Further Mathematics

KEY STAGE 3

Our teachers have a shared commitment to excellent teaching and learning, ensuring there is a well-designed curriculum with an interesting variety of lessons to motivate and engage all students.

Our Year 7's start in mixed ability classes and are supported to progress through the curriculum content at the same pace, differentiating work to support them in gaining a deep knowledge.

When the time is right we group students into higher, intermediate and support classes where students will be able to focus on the topics at a level that enables them to make further progress, whilst also maintaining the right level of challenge.

53% OF STUDENTS PASSED A LEVEL MATHEMATICS WITH GRADE A*/A AND 100% OF STUDENTS PASSED A LEVEL FURTHER MATHEMATICS WITH GRADE A*/A
(Summer 2024 Results)

During this first year we focus on supporting conceptual understanding of the fundamental number, geometry and data topics, to support progression.

During Year 8 we continue this journey and look at extending these skills to other areas within mathematics.

In Year 9 we commence the GCSE curriculum, ensuring that students gain early exposure to the topics and style of examination questioning.

KEY STAGE 4

Currently the majority of our students sit 2 GCSEs in Mathematics:

GCSE NUMERACY

In Year 10 - Application of Maths in our everyday lives

GCSE MATHEMATICS

In Year 11 - Technical applications of Mathematics

For students who require that extra support we run an Entry Level programme through KS4 years.

Our more able students also complete an Additional Maths qualification in Year 11 as a bridging course to A level Maths.

IN THE SIXTH FORM

At Monmouth Comprehensive School we offer A Level Mathematics and Further Mathematics using the WJEC course.

A LEVEL MATHEMATICS

This builds on Higher Tier GCSE Mathematics and progresses to topics such as geometry, calculus, trigonometry, mechanics and statistics.

A LEVEL FURTHER MATHEMATICS

This may be studied alongside A Level Mathematics and supports students in developing a deeper and broader understanding of mathematical concepts.



We provide all students with a rewarding and enjoyable experience of mathematics



Faculty of Performing and Expressive Arts



DEPARTMENTS IN FACULTY

ART
 DRAMA
 MUSIC

HEAD OF FACULTY

MRS A RITTER

HEADS OF DEPARTMENT

ART - MRS K ROSSER
 DRAMA - MRS A PEARCE
 MUSIC - MRS A RITTER

This Faculty encompasses the 3 creative subject areas of Music, Art and Drama as well as exploring wider areas of Dance and Digital Media which are part of the New Curriculum for Wales.

As a Faculty, we aim to deliver high quality courses within our specialist areas. Opportunities to be involved with activities outside the classroom are encouraged as are links between the subjects through visits, workshops, concerts and performances.



Faculty of Performing and Expressive Arts

Art and Design Department

HEAD OF DEPARTMENT
MRS K ROSSER

SUBJECTS OFFERED
GCSE
Art, Craft and Design

A LEVEL
Art, Craft and Design

The Art Department is a large and popular Department. Facilities include 3 general purpose classrooms, a photography studio, a Sixth Form art studio with exhibition space and a kiln room and store.

70 STUDENTS TOOK
ART AND DESIGN
GCSE. 82% PASSED
WITH GRADE A*-C
(Summer 2024 Results)

KEY STAGE 3

In Years 7-9, all students follow a modular course of 2 lessons a fortnight where they develop a wide variety of skills in ceramics, textiles,

3D and design as well as painting and drawing.

KEY STAGE 4

Art at GCSE is a popular option. Students are introduced to art and design through painting and drawing, sculpture and other fine art practices. They will learn to follow a concept from investigation through to realisation.

IN THE SIXTH FORM

At Post 16, students can take A Level Art allowing them to specialise in a wide variety of Art areas including Graphics, Textiles, 3D, Fine Art and Lens Based Media. The Department enjoys a high degree of success at this level with many students going on to study art in further and higher education.



The Department enjoys a high degree of success at A Level with many students going on to study art in further and higher education



Faculty of Performing and Expressive Arts

Drama Department

HEAD OF DEPARTMENT
MRS A PEARCE

SUBJECTS OFFERED

GCSE
Drama
Dance

A LEVEL

Drama and Theatre Studies

The Drama Department is vibrant, energetic and successful.

KEY STAGE 3

All students have 2 hours of drama per fortnight. Drama at KS3 focuses on skills. The practical work will help students increase their skills in: Performance, Improvising and Devising, Evaluating and Reflecting.

KEY STAGE 4

In Year 10, the students are introduced to, and practically explore, a variety of theatre styles and genres. Students devise their own performances, influenced by new and exciting theatre practitioners. In Year 11,



students rehearse a scene from a published play in preparation for an assessed performance in front of a visiting examiner.

IN THE SIXTH FORM

Year 12 students study a text and get an opportunity to reinterpret and perform their adaptation. Students use practitioner and a live theatre performance to influence any decisions made. In Year 13 students devise their own piece of theatre as well as rehearsing an extract from a script influenced by a practitioner and a live theatre visit.



PREVIOUS SCHOOL SHOWS INCLUDE:
LES MISÉRABLES,
GREASE, BILLY ELLIOTT,
HIGH SCHOOL MUSICAL,
MADE IN DAGENHAM,
SISTER ACT, & MATILDA.



Creativity is instilled in every child. Students develop communication, empathy and confidence



Faculty of Performing and Expressive Arts

Music Department

HEAD OF DEPARTMENT
MRS A RITTER

SUBJECTS OFFERED

GCSE
Music

A LEVEL
Music
Music Technology

The Music Department is highly successful with academic results at all levels being consistently above the national average. The subject is taught by 3 specialist teachers in facilities that include 3 teaching rooms, 3 practice rooms, a purpose-built Music Technology Suite and a fully equipped digital recording studio. A wide range of extra curricular activities are available to students.

KEY STAGE 3

All students' work is practically based and helps students increase their skills in: Performing – singing and playing in a range of styles,

Composing/Improvising – group and individual work, Appraising – detailed listening to a wide range of music.

KEY STAGE 4

By requiring active involvement in performing, composing and listening/appraising, an appreciation and enjoyment of music of all kinds is encouraged. It is hoped that this will give students a lasting love of music which they may then use in preparation for further study or in pursuit of leisure activities. All students take a listening test, a practical examination – playing alone and as a member of an ensemble – and submit a folio of compositions.

IN THE SIXTH FORM

AS Level and A Level in Music (WJEC) and Music Technology (Edexcel) are offered. The courses provide opportunities for students to develop a range of musical skills and interests and lead on to undergraduate pathways as well as providing multi-disciplinary skills for the future.

AS WELL AS THE MCS SCHOOL ORCHESTRA, WE SUPPORT A WIDE VARIETY OF OTHER MUSIC GROUPS AND STUDENT BANDS



Students feel part of a community and feel happy and confident in the learning environment



All else comes from this.

Faculty of Physical Education



HEAD OF FACULTY
MISS E BIDDLE

SUBJECTS OFFERED

Physical Education (Core)

GCSE

Physical Education

WJEC

Sport and Coaching
Principles

BTEC

Public Services

Uniformed Protective
Services

National Extended Certificate
in Sport

National Diploma in Sport

A LEVEL

Physical Education

KEY STAGE 3

At Key Stage 3 our curriculum offers a broad and balanced range of activities for students to experience, explore and excel within. Encompassed

with the development of physical skills, students are challenged to develop their social and mental capabilities in a positive and secure learning environment. In Key Stage 3, students receive 4 hours of Physical Education a fortnight.

KEY STAGE 4

Within Key Stage 4, students will receive 3 hours a fortnight of Core Physical Education. Students will have greater opportunity for individualised activity pathways in order to encourage and support lifelong participation.

77 STUDENTS TOOK
PHYSICAL EDUCATION
GCSE, 91% PASSED
WITH GRADE A*-C
(Summer 2024 Results)

Within the Faculty, there are a number of pathways students can select in order to further explore Physical Education at a qualification level. These include; GCSE PE, WJEC Sport and

Coaching Principles and BTEC Public Services. Each qualification has differing modes of assessment, which ensures the needs of all learners are met within the programmes of study on offer. With guidance and advice, students are able to select the pathway that supports achievement and success.

IN THE SIXTH FORM

There are a variety of qualifications within the Faculty for students to study within the Sixth Form. The courses on offer include A Level Physical Education, BTEC Nationals in Sport (Extended Certificate and Diploma) and BTEC Uniformed Protective Services. Each qualification has a range of assessment methods and we support students in studying the courses that will allow them to achieve optimally at the end of Year 13.

Students are able to access the range of facilities on offer within the Faculty in order to give hands on, practical application of the



theoretical aspects within the programmes of study.

EXTRA-CURRICULAR ACTIVITIES

The Faculty offers an extensive range of extra-curricular activities that have supported the sporting success that Monmouth Comprehensive School has achieved.



The range of qualifications offered at Key Stage 4 and 5 allow students to follow pathways to enable and support success





Faculty of Science and Technology



DEPARTMENTS IN FACULTY

SCIENCE
DESIGN TECHNOLOGY

HEAD OF FACULTY

MR G SINKOWSKI

The aim of the Faculty is to build on the expertise within individual subject areas to ensure that Monmouth Comprehensive School is a beacon for STEM Education (Science, Technology, Engineering and Maths) on a national level. STEM subjects are integral to the UK's success, yet have been taught independent of each other for generations.

Our vision is that students' learning at Monmouth Comprehensive School will benefit hugely from a collaboration of subject areas and that this will prepare many of them for rich and varied career pathways within STEM subjects. Our students will have the STEM knowledge and skills they need to be an informed citizen in an increasingly scientific and technological society.



Faculty of Science and Technology

Science Faculty

HEAD OF FACULTY
MR G SINKOWSKI

HEADS OF DEPARTMENT
PHYSICS - MS N PETERS
CHEMISTRY -
MRS M ATKINSON
BIOLOGY - MR J LEBOEUF

SUBJECTS OFFERED

GCSE
Biology
Chemistry
Physics
Double Science

A LEVEL
Biology
Chemistry
Physics

Our varied curriculum across the Department allows students to follow science pathways which suit their aptitudes, interests and aspirations. We allow students to discover new ideas and concepts themselves through practical experience, discussion or research. We aim to create a lifelong interest in all things scientific and allow

our young people to be able to access scientific debate and understand how science affects their everyday lives.

KEY STAGE 3

Science at Key Stage 3 is designed to cover all aspects of the National Curriculum as well as to promote the thinking and investigative skills that will be essential later in life. Schemes of Work are designed to be hands on and encourage discovery with students engaging in a wide variety of activities to support their learning. In Years 7, 8 and 9, students are taught in broad ability groups. Students will be developing many key learning skills through relevant, thought provoking scientific contexts.

KEY STAGE 4

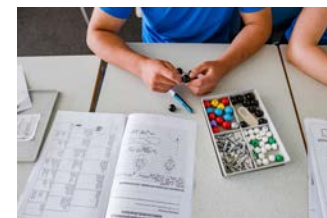
We have a number of Science pathways at KS4, catering for the needs of citizens of the 21st Century. Students may follow a double or triple award pathway at KS4. Our students will study a GCSE Science course that teaches the core scientific principles and skills needed to

Many of our sixth formers study science at Oxbridge and Russell Group Universities

understand the world around them and to engage in public debate about future scientific innovations. All students will study GCSE courses from the WJEC Science Suite of qualifications.

IN THE SIXTH FORM

We have highly qualified specialist teachers in all three A Level Science subjects attracting a large number of students year on year. Our triple award GCSE courses provide excellent preparation for the AS study and many students take more than one Science subject and go on to study further at University.



100% OF STUDENTS
ACHIEVED A*-C IN
BIOLOGY, CHEMISTRY
AND PHYSICS
(Summer 2024 Results)





Faculty of Science and Technology



Design and Technology Department

HEADS OF SUBJECT

BUILT ENVIRONMENT & ENGINEERING – MRS C RYAN
FOOD TECHNOLOGY & KS3 – MRS L EGAN
TEXTILES – MRS C RYAN
PRODUCT DESIGN – MRS C RYAN

SUBJECTS OFFERED

GCSE
Built Environment
Fashion and Textiles
Product Design
Engineering Design

LEVEL 3 & A LEVEL
Product Design
BTEC Engineering

WJEC L1/2
Hospitality and Catering

In Year 7 we follow a skills based learning programme incorporating projects that

introduce and develop skills such as researching and reporting, problem solving, teamwork, communication and practical skills through Food Technology, Product Design and Textiles.

In Years 8 and 9 students further develop their individual capabilities, knowledge and understanding through focused practical tasks, product analysis activities, design, and make assignments. The students will have the opportunity to take part in a number of projects across all focus areas, where they will make their own outcomes that meet a variety of client and customer needs.

KEY STAGE 4

Students can pursue the subject further by choosing from GCSE Built Environment, GCSE Engineering & Design, GCSE Fashion and Textiles, WJEC L1/2 Hospitality and Catering and GCSE Product Design. Each of these courses consist of a combination of both assignments/coursework and an externally assessed examination. For each option,

students are prepared for success in all components through a range of theory and practical tasks with an emphasis on learning through experience and consolidating knowledge through exam style questions.

IN THE SIXTH FORM

The Design and Technology faculty currently offer BTEC L3 Engineering, which consists of two externally assessed units and 2 internally assessed

units. All units are designed to challenge students in terms of critical thinking, problem solving and creativity while rigorously testing their in depth engineering knowledge.

We also offer A Level Fashion and Textiles and A Level Product Design, which carries, an equal weighting between both coursework and examination. Each level is essentially about identifying and solving real problems, with students able to work in a wide range of contexts relating to their personal interests or intended careers.

100% OF STUDENTS PASSED D&T FASHION AND TEXTILES GCSE WITH GRADE A*-C

(Summer 2024 Results)



Design and Technology offers a broad range of opportunities and learning experiences for all

100% OF STUDENTS ACHIEVED A-C IN A LEVEL DT PRODUCT & DESIGN

(Summer 2024 Results)





Faculty of Social Science

Social Science Faculty

HEAD OF FACULTY
MRS D GAYLARD

SUBJECTS OFFERED

GCSE
Health & Social
Care and Childcare
Psychology

A LEVEL

Psychology
Health & Social
Care and Childcare
Law

VOCATIONAL COURSE

Applied Criminology Diploma

The range of courses offered by Social Sciences is extensive and the methods of teaching diverse. All students are encouraged to develop practical, social and academic skills that will improve their knowledge and understanding of both the individual and society, providing them with a solid foundation for their futures.



CRIMINOLOGY IS OUR MOST POPULAR COURSE. 131 UK UNIVERSITIES OFFER OVER 700 COURSES RELATING TO CRIMINOLOGY.

KEY STAGE 4

GCSE HEALTH AND SOCIAL CARE AND CHILDCARE (HSCCC)

This course equips learners with knowledge, understanding and skills related to the development and care of individuals through life from conception to infancy to later adulthood. It is a course developed in partnership with the NHS and City & Guilds to deliver a robust programme of study.

GCSE PSYCHOLOGY

Psychology is the study of the mind and human behaviour and explanations cover a range of approaches to explain behaviour such as social, biological and cognitive. The emphasis on this course will be to learn through practical experience and students will spend time investigating, analysing data, evaluating findings and writing reports.

IN THE SIXTH FORM

HEALTH AND SOCIAL CARE AND CHILDCARE

This course may be assessed via a variety of routes, all providing learners with abroad based understanding of key issues and equipping them for careers or further education in this field.

PSYCHOLOGY

Through a range of resources and a variety of teaching methods students are



Our breadth of KS5 courses ensures we cater for Sixth Formers of all abilities



encouraged to develop their skills of accurate description and critical analysis of theories and studies.

LAW

A Level Law provides students with a fascinating insight into the UK legal system. Students will develop a comprehensive understanding of the role of law in today's society,

alongside an awareness of the rights and responsibilities of individuals.

APPLIED CRIMINOLOGY DIPLOMA

Criminology is a new and exciting course that not only looks at patterns and trends in criminal behaviour, but also looks at our criminal justice system.



MCS is a large and vibrant school in which individual students are known, and known well. Students and staff have a shared pride in our school, our shared values and our collaborative ethos.

Faculty of Cymraeg/Welsh



HEAD OF FACULTY
MRS A AGGLETON

SUBJECTS OFFERED
GCSE
Welsh

A LEVEL
Cymraeg Ail Iaith / Welsh
Second Language

Welsh as a Second language is taught to all students in Years 7 to 11 and AS and A2 Levels are also offered to Sixth Form students. 20% of the population of Wales speak Welsh fluently and this figure is rising. Amongst 3-15 year olds, the figure is 40%.

Research shows that understanding more than one language allows us to think more flexibly and creatively and supports in the learning of other languages. Learning Welsh opens the door to experiencing a different culture of music, literature, TV and radio. A qualification

in Welsh is now widely sought for careers including the Welsh Government and Local Government, the media and teaching.

KEY STAGE 3

In Key Stage 3 we focus on enabling students to gain a full understanding of the various tenses in Welsh, so that these can be applied in any situation. We do this through introducing students to different themes in order that they can focus their discussions on a particular topic, which mirrors what they are required to do at GCSE.

We start to introduce students to GCSE type questions and oracy tasks in Key Stage 3, to give them an opportunity to start developing these skills at an early stage. Lessons are varied and focus on learning and using Welsh in a natural way.

KEY STAGE 4

All students complete a Full GCSE qualification in Welsh at the end of Year 11. We focus on oracy, reading and writing in lessons throughout the key stage so that

students are fully prepared for the 4 examinations they sit at GCSE. We again do this through discussing various topics, which is a requirement in the examinations and students are supported to build more confidence in speaking naturally and communicating with others successfully.

Teaching and Learning in the Welsh Faculty is of high quality and students are very successful in completing their Welsh GCSE qualification.

236 STUDENTS
WERE ENTERED FOR
WELSH GCSE.
40% ACHIEVED AN
A* - B GRADE
(Summer 2024 Results)

IN THE SIXTH FORM

The Welsh Faculty offers an A Level qualification in Welsh Second Language.

EXTRA CURRICULAR

At MCS, students are given many opportunities to use their Welsh outside lessons.



The weekly Clwb Clecs (Speaking Club) enables students to join with a variety of students and staff of the school to speak Welsh naturally and develop their oracy skills. The annual Eisteddfod enables students to showcase their talents, immerse themselves in Welsh culture and celebrate everything it means to be Welsh and to attend a Welsh school.

There are also regular visits to the Urdd Centres in Llangrannog and in Cardiff Bay, where students can experience Welsh being used in a 'real life' setting.

All students complete
a Full GCSE qualification
in Welsh at the end of
Year 11



Specialist Resource Base

HEAD OF SRB
MR M HOBBS

SUBJECTS OFFERED

All subjects are taught within the base dependent on student need. Qualifications offered include Entry Level qualifications in English, Maths and Science, and the BTEC Level 1 Introductory Certificate and Diploma in Vocational Studies.

OUR STUDENTS
HAVE THE SAME
OPPORTUNITIES AND
ACCESS TO KEY
FACILITIES AS THEIR
MAINSTREAM PEERS

Monmouth Comprehensive School's inclusive Specialist Resource Base (SRB) provides students with complex needs the opportunity to experience education alongside their peers. We support all students to access elements of mainstream where appropriate, alongside specialist teaching, learning and wellbeing delivery.

Provision is developed through person centred practice and is supported by close working with multi-agency partners.

Admission to the SRB is determined by a team of professionals agreed by the Local Authority ALN panel and based upon identification of complex needs related to the following areas:

- Severe learning difficulties
- Autistic spectrum disorder
- Speech, language and communication challenges
- Physical and medical challenges.

Led by Mr Hobbs, the base is staffed by a team with specialist skills balanced to meet the needs of all students in the SRB. Specialist interventions used include; ELKLAN, Step Back, Attention Autism, Word Aware, Makaton, Numicon and Precision Teaching.

Found in the heart of the school, the SRB has a suite of 8 classrooms, alongside small group rooms, a sensory room, sensory garden and a fully equipped hygiene room.



Within the SRB we work to ensure our students have the same opportunities and access to key facilities as their mainstream peers with adjustments made where necessary. All students in the SRB receive bespoke support timetables and packages designed through person centred practice.

Students accessing the SRB are supported, as required, through all

aspects of the school day the focus being placed on developing functional skills, independence and resilience.

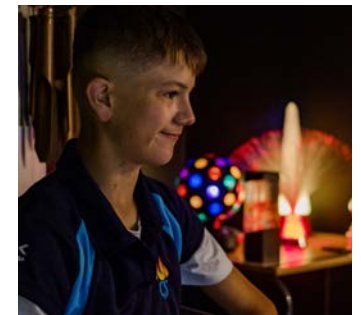
Learning programmes are reviewed annually considering the student's stage of development and aspirations for the future.

Across the SRB progress is tracked in bespoke ways to ensure success for all students and is reviewed on an ongoing basis.

For more information, please contact inclusion@monmouth.schoolsedu.org.uk



Pupils in the SRB receive bespoke support timetables and packages designed through person centred practice





General Information



Information relating to the following topics can be found on our website. Click the links below to access specific pages:

- Exam Results
- Uniform
- School Day
- Term Dates
- Food Hall
- Parentpay
- School Address and Contact Details
- Headteacher's Name
- Chair of Governor's Name
- Complaints Policy
- Sport
- Careers Education and Work Experience
- Equal Opportunities
- Sex and Relationships Education Policy

Numeracy, literacy and digital competency

The Literacy and Numeracy Framework is designed to authentically embed both literacy and numeracy consistently across the full curriculum not just in English, Welsh and Maths.

Numeracy is key for children to develop and make sound decisions in all areas of life. Being able to quantify and measure their environment in different ways will help them to make wiser decisions about the kind of actions to take. This is important in both the working and social aspects of their lives both now and in the future.

Literacy is a fundamental cornerstone of all subjects across the school curriculum. Literacy skills are of course vital to enable children and young people to succeed in future life but also allow them to fully access the content of all subject areas at Monmouth Comprehensive School successfully.

At Monmouth Comprehensive School we support our students to deepen their understanding of key mathematical principles and strengthen their resilience to independently solve problems strategically.

We live in a digital society and it is essential that every student is '*digitally competent*' to access the new opportunities to learn, work, create and engage in a society which is shaped by digital technology.

The Digital Competency Framework is one of the 3 cross-curricular responsibilities, alongside literacy and numeracy. The framework's purpose is improve students' digital and technological skills across the whole curriculum.

Digital competence is the set of skills, knowledge and attitudes that enable the confident, creative and critical use of technologies and systems. We have made it part of our mission at Monmouth Comprehensive School to provide all our learners with high-level digital skills to ensure that they are are digitally competent, and evolve into enterprising, creative and critical thinkers.



General Information

Health and safety and school security

Monmouth Comprehensive School endeavours to be proactive in caring for all students and staff on its site and on school trips. We are concerned with the full range of Health and Safety issues in our school community:

- A safe and secure environment
- Risk assessment for activities on and off site
- The availability of healthy eating options
- Our on-site Wellbeing Support Centre including Face-to-Face Counselling and proactive links to appropriate external agencies
- Regular and extensive maintenance of the school site within available resources
- Personal and Social Education to promote individual and collective responsibility for health and well-being



The policies and procedures that support these areas are available from the School, on request.

Welsh at Monmouth Comprehensive School

We are proud of our situation in this beautiful part of Wales and encourage all our students to be proud of their Welsh heritage. All students study Welsh from Y7 to Y11 with the opportunity to gain a valuable qualification. Use of Welsh around the school and a very successful annual Eisteddfod also encourage interest and a sense of pride in the Nation's heritage. Within Programmes of Study, Faculties deliver aspects of Y Cwricwlwm Cymreig. Regulations exempt students from

outside Wales studying Welsh who entered our school in Years 9, 10 or 11.

EAL – English as an additional language

Students are supported through school-based approaches and GEMS (Gwent Ethnic Minority Service).

Students with disabilities

Monmouth Comprehensive School is determined to build on our commitment to increase accessibility and inclusiveness over time to all who wish to be part of the school community. In all our policies and practices there is a clear commitment to including all



and promoting equality. We have a Strategic Equality Scheme that is aimed at improving the provision of education, facilities and access for pupils, staff and visitors to the school. The scheme includes information about the following:

- how people with 'protected characteristics' have been involved in the formulation of the policy
- arrangements for gathering information on the effects of our policies and practices on people with 'protected characteristics'
- review arrangements
- methods of assessing the impact of policies and practices
- a plan of action

Exceptionally able students

At Monmouth Comprehensive School we believe in creating an inclusive learning community that celebrates the uniqueness of all children. Through the MAT (More Able and Talented) programme we promote stimulating and challenging experiences through a broad balanced curriculum, interventions and super-curricular opportunities that enable students to identify their aspirations and manage the process to achieve them in a well-supported environment. We are also committed to identifying and meeting the needs of these children as early as possible in order to ensure all students are appropriately challenged to enable them to achieve their best.

The success of MAT students is an inspiration to all students to pursue their dreams and work hard to achieve their goals whatever they may be.

General Information



Equal opportunities

At Monmouth Comprehensive School we wish to create and maintain a trusting, secure and happy environment where everyone can work as equals.

All members of the school community have responsibilities to promote equality of opportunity, experience and treatment, and to challenge stereotypes. Our school values inform what we do and how we do it. Our first value is Respect, in that we respect every person as a being of inherent value and dignity. Our Strategic Equality Scheme is a statement of good practice concerning how we treat everyone as equal. Copies of the policy are available on request

Home school agreement

By signing this agreement, we commit to forging an effective partnership between school and home that will benefit all students, with each of us clearly understanding what is expected.



As staff of MCS, we will:

- Provide a curriculum that meets the needs of all students, enabling them to develop their knowledge and skills to their maximum potential.
- Promote high standards of work and behaviour and build on students' natural curiosity, initiative and talents.
- Set appropriate homework with clear guidance and a realistic timescale for completion.

- Care for the safety and wellbeing of all students.
- Listen to concerns and complaints and respond to them sensitively.
- Keep students and parents informed about school life and individual student progress.
- Have high expectations of ourselves and students, acting as appropriate role models, treating students and each other with fairness, courtesy and consideration on the principle of Work Hard, Be Kind.

As a parent or carer, I will:

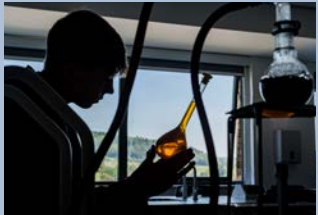
- Ensure that my child attends school regularly and on time.
- Support my child to be fully equipped and with the correct uniform.
- Notify the school immediately of unavoidable absence.
- Let the school know of any problems or concerns that might affect my child at school.
- Take an active and supportive interest in my child's learning and progress, including homework.

- Attend parents' evenings and any other specially arranged meetings to discuss my child's progress.
- Respond to communications from the School and take an interest in appropriate special events.
- Encourage my child to take advantage of opportunities offered, both educational and extra-curricular.
- Support the policies and authority of the School and actively encourage my child to do the same.

As a student at MCS, I will:

- Attend regularly and on time, bringing all the books, equipment and kit I need.
- Wear correct school uniform and be tidy in my appearance.
- Act as an ambassador for the School on and off the campus.
- Complete classwork and homework on time and to the best of my ability; seeking help if I need it.
- Listen attentively and respect learning needs of others.
- Take advantage of opportunities offered, both educational and extra-curricular.
- Behave with common sense, consideration and courtesy.
- Report any form of verbal or physical bullying.
- Take care of school buildings and equipment, helping to keep the environment attractive and free of litter. Respect the property of others.
- Conduct myself according to the School Values and the principle of Work Hard, Be Kind.

» WE ENABLE OUR STUDENTS TO LEAD



HAPPY & SUCCESSFUL LIVES



Monmouth | Ysgol Gyfun
Comprehensive School | Trefynwy