

Dear Parents and Carers,

I would like to warmly welcome you to Morden Primary.

I hope you enjoy reading our brochure – I believe it reflects the diversity and achievements of Morden Primary School.

We believe Morden is a highly successful school and that is down to our happy and friendly children, dedicated and hardworking staff and exciting and engaging learning environment. Working together in partnerships with parents, we strive towards our school motto – Learn, Achieve, Enjoy!

Our main school aim is to ensure that all children reach their personal best.

At Morden I have high expectations of children, staff and parents. I am very proud of the team of staff who work together to ensure that the children receive their entitlement of the best possible education. I expect parents to take an active role in their children's experience at Morden and to work with the school to ensure their child maximises their future life chances and opportunities.

Our website is extremely interactive and informative and will give you a flavour of what life at Morden is like on a day-to-day basis.

We are very proud of our children and our school and we know you will love being part of our Morden Primary Community.

We look forward to meeting you.

Yours sincerely

Peta Blow

Mrs Peta Blow Headteacher



About our School Morden PRIMARY SCHOOL Learn - Achieve - Enjoy

The school was founded in 1731. Its long standing in the community has resulted in Morden Primary being established as a local, friendly school which holds a parent and school partnership most important as we feel this offers the best possible education for your child.

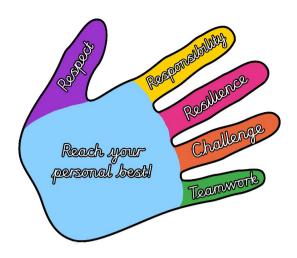
Over that time, the school has grown from a small infant school to a one form entry (3-11) Primary School.



At Morden we believe children should reach their personal best through learning, achieving and enjoying.

"The school offers exceptional pastoral care. The Headteacher sets high expectations for behaviour. Positive relationships are evident between staff and pupils and create a happy atmosphere around the school"

Ofsted 2018.



Vision & Values

We have high aspirations for the children at Morden Primary and **our vision** is that we ensure we are preparing children to be successful in the everchanging world and community they will grow up in.

Our aim is simply put through our school motto – Learn, Achieve, Enjoy: Reaching your personal best!

At Morden Primary our values underpin our vision and aim:

- Respect
- Responsibility
- Resilience
- Challenge
- Teamwork

Children are rewarded weekly in assembly for demonstrating these values and we encourage them to aim for the "high five" values.



Hummingbird

At Morden, every child receives a hummingbird achievement card and can work towards earning stickers for demonstrating their personal best. Children aim to earn bronze, silver, gold and platinum certificates and badges. When a platinum hummingbird certificate and badge has been achieved, children work towards being awarded with a special hummingbird badge.

Why the hummingbird? In Native American culture, the hummingbird symbolizes hope for accomplishing that which seems impossible. Our hope is that every child who walks through our door accomplishes their personal best.

There are various ways for children to gain hummingbird stickers. Trying their best and demonstrating good work is one way children earn a Hummingbird sticker. Hummingbird stickers are given to those children demonstrating the Morden Values (Respect, Responsibility, Resilience, Challenge, Teamwork). At Morden we value children striving to be the best they can be.

Parental Involvement

We believe that the best possible experience for each individual child is achieved when home and school work together. The expectations of staff, parents and children are set out in our home school agreement which we ask parents to sign when your child starts at Morden and it is kept in their school record in the office.

Absence and Attendance

It is the responsibility of parents to ensure their children come to school. Absence other than for sickness is not allowed. We work closely with

the Merton EWO (Education Welfare Officer) to monitor children's attendance.

Medical appointments, where possible, should be made after school hours or in holiday time. Family holidays should not be booked during term time. The Government's guidance does not authorise holiday leave during term time.

Parents should phone the school on the first day of a child's absence, and indicate why the child is absent and when they will be expecting their child to return.

Please see our website www.morden.merton.sch.uk for more detail on our attendance policy.



The School Day



Children need to arrive at school on time in order to start their day in a calm, orderly way. A senior member of staff greets the children each morning. After this gate closes for the individual year groups, your child will be deemed late.

It is important that you collect your children on time at the end of the school day. Late collection may result in a childcare fee being charged.

For safety reasons, we will not allow a child to leave school with an adult we do not know or with a sibling under 16 years old. It is important that the office is informed when there is any change to the normal routine of who collects your child.

Nursery hours

Entry through the EYFS gate

Gate opens: 8.30am/12.15pm Gate closes: 8.35am/12.20pm Morning session: 8:30 - 11:30am Afternoon session: 12:15 - 3:15pm

30hr provision: 8.30 – 3.15pm

(limited spaces)

Reception and Y1

Entry through the EYFS gate

Gate opens: 8.40am
Gate closes: 8.50am
Start time 8.50am

Lunch time 12.20pm-1.20pm Reception Finish time: 3.10pm

Y2 - Y6

Entry through Office gate

Gate opens: 8.40am Gate closes: 8.50am

Start time: 8.50am

Lunch time: 12.20-1.20pm

Finish time: 3.10pm

Break times

Children at Morden play well together with access to a range of activities. Children are only permitted fruit at playtime.

Breakfast Club

We operate a breakfast club that runs from 7.45am to 8.45am. Any child from Reception to Year 6 can attend. Days can be variable; whether you need a place every day or odd days occasionally. These must be pre-booked. The children are provided with a healthy, nutritional breakfast and have the opportunity to socialise and interact with others before the start of the school day.

After School Club

Children can attend the St Helier after school club which runs every day.
Children are picked up from the school and taken to the club via a walking bus.
Further information can be obtained from the school office.

Behaviour

We expect the children at Morden to be responsible, make good choices and show respect for the whole school community. We work in partnership with parents and carers to encourage good behaviour. Good behaviour is rewarded in a weekly behaviourally themed assembly.



We expect parents to act as positive role models for all children. We expect that the respect we promote between the children is modelled by all the adults involved with the children. Threatening or violent behaviour will not be tolerated.

"The school is a calm of purposeful learning environment." Ofsted 2018.

We have the following Golden Rules:

- Be Respectful
- 2. Be Truthful
- 3. Be Safe
- 4. Be Ready



Help us to keep your children safe

A watch and earrings are the only jewellery permitted to be worn. If your child has pierced ears, only stud earrings may be worn. Hoop earrings and rings are not permitted and are considered a health and safety hazard.

Following LA safety guidelines, earrings must be removed for all PE activities and swimming lessons. Removing, storing and replacing earrings is the sole responsibility of the child. If your child is unable to remove their earrings, they must tape them for PE and swimming lessons. We consider it unnecessary for pupils to have mobile phones and electronic equipment (PSP's, IPods, MP3 players etc) in school and take no responsibility for any loss or damage if this advice is not followed.

We expect that all staff including volunteers, have a full and active part to play in protecting our pupils from harm. Full details are available in our Safeguarding policy on our website.

Children are not permitted to dispense their own medication at school. A permission to dispense consent form must be completed at the office and all medication is stored in the office.

Across the country every school has a designated Safeguarding Leader (DSL) responsible for child protection and they have a legal duty to report to Social Care any children who appear to be at risk and are giving cause for concern.

Our DSL team is:
Mrs Blow (HT-DSL)
Miss A Diamant (DHT-DSL)
Mrs Danaher (Ph 2 leader - DDSL)
(currently on MATL)
Mrs Torreiro (Ph 3 leader - DDSL)

Please ensure that the information on your child's emergency contact form is kept up to date and that you advise the office immediately of any changes to phone numbers or addresses.

"Leaders and Governors have a thorough understanding of the community the school serves. Pupils said that they feel safe in school." Ofsted 2018

Clubs

Children at Morden are fortunate to have hard working and dedicated staff members who volunteer their time to lead clubs at both lunchtimes and after school. Some of these clubs include art club, board games, dance, drama, football club, tennis, fitness, ICT, maths games, netball, and running club.

Musical and Drama activities



We encourage drama across the curriculum and develop children's performance skills across the school. In the Foundation Stage and KS1, children participate in a Christmas nativity. KS2 children lead a Christmas carol concert which is held at St Lawrence's church and parents are invited to attend

this service.

KS2 children are also encouraged to audition and participate in the Summer term musical.

This is held at St Lawrence's parish hall



on the stage and tickets are sold to family and friends of the school prior to the performance.

Home Learning

At Morden we believe home learning is an important link between home and school. It supports and extends the curriculum, can raise children's achievement and creates independence. Home learning may include spellings, times tables, literacy and maths related work and topic based tasks. It is also expected that children will read every night for at least 10 minutes. With younger children, this involves reading to an adult.

With older independent readers, this involves the child reading individually. Parents are expected to sign their child's home/school reading record. KS1 and KS2 children also complete half termly projects linked to the work they are studying in topic.

Learning Environments



At Morden we pride ourselves on creating attractive and stimulating environments which are conducive to learning.

Displays are used in a positive way to highlight key themes and illustrate examples of work from all ages and all curriculum areas. Classrooms are appealing and attractive making good use of space, display and learning prompts.

Uniform

All children from Nursery to Year 6 are required to wear uniform. We believe that it not only looks smart, but contributes positively to the ethos of the school. School colours are royal blue with the school logo highlighted in white and gold. School uniform can be ordered online via our website or directly with www.mapac.co.uk

Nursery Only

Grey elasticated trousers or tracksuit bottoms

White polo shirt

Blue school logo jumper

Suitable school shoes.

Boys - Reception-Year 6

Grey trousers/shorts

Black, grey or white socks White shirt (Y1-Y6)

Polo shirt (Early Years only)

Blue school logo jumper

School tie

(KS1 elasticated; KS2 regular tie)

Girls - Reception-Year 6

Grey skirt/trousers

Black or grey socks with trousers, white socks with dresses/skirts

White shirt (Y1-Y6)

Polo shirt (Early Years only)

Blue and white summer dresses Blue school logo jumper/cardigan

School tie

(KS1 elasticated; KS2 regular tie)

PE kit - Reception-Year 6

T-shirt to match the colour of their allocated hummingbird team; black shorts

Black school logo tracksuit bottoms/plain black tracksuit bottoms Black plimsolls (indoor) Trainers (outdoor)



Outdoor

Blue school logo fleeces (outdoor only)

Educational Visits

At various times throughout the school year there are many opportunities to take learning outside the classroom into the surrounding locality or further afield. Being so close to central London we have an exciting and stimulating range of places of interest to support and extend curriculum topics. Parents are asked for voluntary contributions; without which these trips could not take place. Wherever possible, we make use of Transport for London's free travel scheme for schools.



In Year 5 & 6 children are offered the opportunity to take part in a week's long annual residential trip which compliments many areas of the curriculum as well as being a great life experience. Activities offered are often ones which children may not normally have access to, and provide children with a fantastic boost to self-confidence. Year 3 & 4 are offered an overnight residential. Charges for such trips are in accordance with the school's 'Charging and Remissions' policy.

Healthy School

Morden Primary is a healthy school. We actively encourage all aspects of a healthy lifestyle, with a particular focus of healthy eating. For children's lunches parents can select between school dinners or packed

lunches. A broad range of nutritional school

dinners are cooked on site every day.

Packed lunches should be healthy and contain <u>only one treat</u>. On Mondays, we do not permit chocolate or crisps – a rule created by the children!

Children in KS1 & EYFS are entitled to a daily free school meal under the infant universal free school meal scheme.

House Teams

At Morden we have five teams which are based on our hummingbird theme. They are:

Comet - Yellow

Firecrown - Red

Rufous - Orange

Xantus - Green

Zafiro - Blue

Children are placed into one of these teams in Reception and will move through the school in this team.

Team points are given as rewards for achieving their personal best; good behaviour; effort with work; goodwill and kindness towards others; and for motivation. Weekly totals are recorded in assembly, with termly rewards given to the winning team.

PTA

Every parent is an automatic member of the PTA when your child joins our school community. The PTA raises money for those additional treats and experiences that the school budget cannot provide. We have regular tuckshops, raffles and film nights. We look forward to you joining our team.

Curriculum



At Morden Primary, our school curriculum is broad and balanced. Our curriculum includes all learning and other experiences that our children take part in.

Nursery and Reception children work on the Early Years Foundation Stage Curriculum which is statutory.

Outdoor learning is a key element of this experience. Further information on the Early Years and Foundation Stage Curriculum can be found at:

https://www.foundationyears.org.uk/wpcontent/uploads/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf

In Years 1-6, the National curriculum subjects are taught. Information on the National Curriculum can be found at: https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum

We believe curriculum enrichment and enhancement is essential for supporting our school motto "Learn, Achieve, Enjoy".

Each class participates in regular visits to enhance the curriculum and develop children's cultural capital by visiting museums, art galleries, zoos and places of worship amongst other places. We hold an annual Book Week, Maths Week, Aspiration Week, Cultural Week and Anti-bullying Week. Also, we have Science Day, a biannual French Café and a biannual Arts Week. In addition we have Sports Day and

participate in many of the borough's interschool PE tournaments. The children perform in nativities in EYFS and KS1 and a carol concert for KS2. KS2 audition, rehearse and perform in a summer musical. Our Y6 children also annually sing to the elderly visitors from FISH (Friends in St Helier) when they deliver the annual food hampers during Harvest.

Literacy

At Morden, we teach all three key areas for the Study of Literacy. These are:

- Spoken Language.
- Reading.
- Writing.

We believe that developing good literacy skills are crucial to a child's education as it enables a child to fulfil their educational potential. Communicating is integral to everything that we do. Opportunities to develop literacy skills are sought across the whole curriculum with a cross-curricular approach to learning.

Spoken Language

The children experience a range of speaking and listening activities. Opportunities are provided for children to express and develop ideas, use drama, engage in discussion and exchange views sensitively, competently and coherently.

Reading

The key to all learning is reading.
Our aim for reading is to equip the



children with the skills and desire to read for both information and pleasure. Reading is of upmost importance at Morden and is taught in whole class reading sessions as children's skills develop. We use a systematic phonic approach to the teaching of reading and children are taught basic sounds in the early years.

We encourage children to read both silently and aloud from a range of material. We have an inspiring 'Alice in Wonderland' themed school library and children are allowed to borrow a book each week during their class reading session as well as an additional digital MyOn Library.

Younger children take home a reading scheme book to support their learning. We encourage parents to be supportive at home and hear their children read every night for 10 minutes and record this in their child's home/school reading diary. We also encourage parents to read to their children, sharing books together.

Children in KS2 have access to an accelerated reading programme where they strive towards earning stars and prizes termly for completion of online quizzes and comprehensions.

At Morden Primary we use the Little Wandle Letters and Sounds Revised SSP. This is a comprehensive Early Reading programme which teaches children the skills they need to read. Across Reception and Year 1, alongside daily phonics lessons, each child will take part in three reading practice sessions. These use books which are fully decodable for the children, closely matched to their phonics level and entirely coordinated with the phonics scheme. This also includes a digital elibrary.

Writing

We encourage children to write purposefully in a variety of both narrative and non-narrative forms using a growing vocabulary and accuracy in spelling and grammar. They are inspired by real-life opportunities, texts and film.



Spelling is linked directly to our phonics work. We encourage children to plan, draft and edit their own writing. Children are taught a cursive script of handwriting and are encouraged to develop a fluent and legible style.

Maths

At Morden our aim is for children to develop a positive attitude to mathematics and learn to use the knowledge and skills they are developing with confidence, understanding and pleasure. We use a maths mastery approach across the school.

We encourage children to become mathematical thinkers and so encourage pupils to develop their thinking skills through regular problem solving.

Parents are encouraged to help their children at home, by ensuring the pupils' maths home learning is completed; helping children to learn their multiplication tables and number bonds; and by using mathematics in a range of real life practical situations such as cooking, shopping and timekeeping.

"You have improved the teaching and the development of pupil's problem solving skills in mathematics. This is a strength of the school."

Ofsted 2018.

Science

In science we teach the children scientific knowledge and understanding through different types of science enquiries. We want to encourage children to be curious about the world around them and to enjoy exploring and observing science in everyday life.

We believe that it is important that children develop an understanding of important scientific ideas and processes and they are able to confidentially communicate this knowledge to others.

Computing



Computing is taught both as a discrete subject and as a cross curricular element of other subjects. We aim to give all children access to, and experience of, a range of appropriate technologies as part of their whole school experience. Children have access to the Computer suite alongside a variety of other equipment including iPads, roamers, interactive whiteboards and digital cameras.

Music

All children at Morden Primary have weekly music lessons. We have a music specialist who teaches lessons in KS2 and also leads singing assemblies in each Key stage. Singing is at the heart of our music learning and is also experienced in class all through the school from nursery to Y6. We have a performing arts studio for music lessons.

This is where we also rehearse our choirs, carol concerts and end of year KS2 Musicals. We embrace the use of technology in music and use iPads for music composition and recording live performances.



Personal, Social, Health and Education (PSHE)

We believe that PSHE is an important subject which encourages children to be confident, tolerant and healthy individuals. At Morden, we have 3 themes:

- Health and Well Being
- Relationships
- Living in the Wider World

This programme promotes children to think and discuss openly their responses to a variety of social situations and how to accept responsibility for their behaviour.

We promote a healthy attitude to living and the environment through our commitment to our daily Morden mile and active learning breaks.

At Morden we have a School Council made up of 2 children from every class, who meet fortnightly. The issues discussed at these meetings are raised by children during Class Councils and this ensures strong Pupil Voice at Morden Primary.



<u>PE</u>

Children enjoy two P.E. lessons each week at Morden, covering a range of different sporting and physical activites such as hockey, outdoor adventurous activities and gymnastics. We also work closely with local sporting organisations, for example Wimbledon Tennis, providing the children the opportunity to work with specialist coaches.

At Morden it is our aim for all children to leave primary education being able to swim 25 metres. Children enjoy a total of 3 terms of swimming at the local pool. Through our work with the Morden School Sports Partnership,



children have the opportunity to represent the school in a variety of sports tournaments and matches. The school has achieved the P.E. Gold Sports Mark award.

<u>History</u>

History is taught starting with the children's individual experiences and developing their own understanding of time and place. Diversity is explored through our various topics throughout the curriculum. A variety

of skills are explored, looking at artefacts and investigating historical evidence to discover how people used to live. They learn how to research and draw conclusions and how past actions have impacted on our present existence.

Art & Design

At Morden Primary School children are given opportunities to develop and explore ideas through a variety of artistic mediums for example, painting, collage, print making, digital media, textiles and sculpture. They will use a range of materials to represent observations, ideas and feelings, and design and make images and artefacts. There is a sketchbook club, which develops the children's ideas.

Design and Technology

"Design is a funny word. Some people think design means how it looks. But of course, if you look deeper, it's really how it works."

Steve Jobs – CEO & Co-Founder of Apple.

Design and Technology is concerned with practical problem solving and creativity. We offer opportunities for children to investigate, design, make and evaluate common place items. Each class explores 3 different DT units of work through the school year. This includes the study of food technology which support the school's Healthy Eating focus.



Geography

Geography inspires children to become curious and fascinated about their world. It deepens a child's understanding and develops their skills to investigate human and physical processes.

Children's knowledge of our diverse world (places, people, resources and natural and human environments) develops through comparisons of their local community with the wider world.

We aim to stimulate the children's enthusiasm and curiosity about their surroundings and the wider world, through our teaching of Geography.

RE

We believe that RE encourages a reflective approach to living, a knowledge and understanding of religious beliefs and practices and a development of personal skills in forming reasoned opinions. RE makes a strong contribution to the spiritual, moral, social and cultural development of the pupils. Children will also be given the opportunity to learn about and appreciate the major world religions represented in the United Kingdom.

Modern Foreign Languages

French is taught in Key Stage 2 where the focus is on spoken language and cultural understanding. Children develop their knowledge progressively each year, building on learnt topics to communicate with greater fluency and confidence. There is a French Club for KS1 children to introduce them to the joys of language learning. We also hold a French Café Day biannually.

English as an additional language

We are privileged to have a culturally diverse school population. In fact 40% of the children in our school have a first language other than English with a total of 22 other languages spoken. Through extra support, use of visuals and providing resources in languages other than English, we aim to help all children succeed in their education.

Special Educational Needs

At Morden Primary School we are committed to ensuring that all children have equal access to education. We recognise that all children learn in different ways and at a different pace. Some children may need extra support and this may involve being placed on our Special Educational Needs register. This will mean that an individual education plan is written for the child three times per year by the class teacher and Inclusion Manager, to help target exactly what steps the child needs to take in their learning.

"Leaders have ensured that pupils have access to a range of small group interventions with highly trained staff across the school."

Ofsted 2018.

Attendance – Guidance for Families

Updated October 2022

Our expectation is that pupils attend school every day for every session. We believe that regular, uninterrupted attendance secures the best possible learning achievement for all our children and we are committed to working in partnership with families to achieve this.

Schools are expected to monitor all pupils' attendance records closely and to share these with the Local Authority and with the next school when pupils transfer.

Headteachers have no discretion to grant leave of absence during term time unless there are genuinely exceptional circumstances.

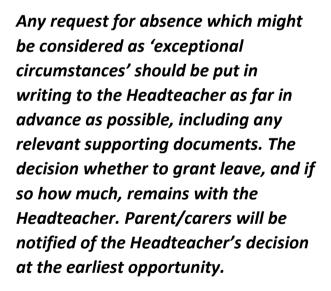
It is the responsibility of parents to contact the school in writing when requesting any leave for their children so that each case can be considered on an individual basis.

Penalty Notices

When a leave of absence is taken and the school has not authorised the absence because the reasons are not considered 'exceptional', the school will request that the Local Authority issues a Penalty Notice. In considering whether to do so, the school will consult the latest advice given from the LA. If the absence meets the threshold in this document, the school will request that a Penalty Notice is issued.

The following situations might be considered examples of 'exceptional circumstances.

- Return of parent from active service (Forces);
- Death or serious illness of a parent, step-parent or sibling;
- Young Carers;
- Disability or respite leave;
- Periods of obligatory religious observance;
- Approved public performances (with clear supporting evidence).





The following (not exhaustive) are examples of situations which would not typically be considered as exceptional:

- Family holiday/cheaper holiday dates;
- Educational visits arranged by family members during school time;
- Attendance at a wedding or christening;
- Visiting relatives either abroad or in the UK;
- Limitations on parents/carers' profession or place of work making it difficult to coincide school and work holidays;
- A family member going for medical treatment abroad.

Medical and Other Appointments

Parents/carers must avoid arranging appointments for their child during the day. However, if it is unavoidable, parents/carers must notify the school of the appointment details. A child should only be taken out of school for his/her own appointment, not because another family member has an appointment. This includes collecting a child early so a parent or carer can attend an appointment for some else.

Lateness

School starts at **8.40am** and the register is taken at **8.50am**. If a child arrives at school after the start of the school day but within 30 minutes (i.e. before 9.20) they will be registered as 'late'. Lateness beyond 30 minutes (i.e. 9.20 or later) will be counted as an unauthorised absence. This will be an unauthorised absence unless parents/carers provide the school with an acceptable reason.

Reporting Absence for Illness

Parents should inform the school by telephone of the reasons for their child's absence and on **each subsequent** day of absence. There is an answer phone facility for parents to leave a message.

If a child is absent with no explanation, school office staff will text or telephone the parents to ascertain the reason.

<u>Please make sure that we have up to date</u> details.

What is authorised and unauthorised attendance?

We will not authorise absence due to:

- Lateness;
- Other family member's appointments;
- Transport difficulties;
- Holidays in term time.

We are able to authorise (at the Headteacher's discretion) absence due to:

- Illness or medical treatment;
- Education in a setting other than school (this would be pre-arranged and agreed with the school);
- Days of religious observance;
 Exceptional circumstances such
 - Exceptional circumstances such as those given in the examples overleaf.

This document has been updated in October 2022 in line with Morden Primary's Attendance Policy and DFE Attendance Guidance updates.

<u>Early Years</u> <u>Foundation Stage Handbook</u>



Welcome

Education is a partnership between home and school. We aim to build upon the skills and knowledge which you are providing for your child by offering valuable, fun learning experiences.

The following pages contain information which will help you prepare your child for our Early Years Foundation stage. If you require further information, please ask a member of staff who will be happy to help.

The staff at Morden Primary School are looking forward to working with you in the near future.

Morden's Aim

To ensure every child reaches their personal best.

Early Years Foundation Stage Staff List

Early Years Foundation Stage Leader:	Mr L Marlow
Reception Class teacher:	Miss J. Fursland
Reception Staff:	Miss M. Smith Mrs J. Stubbs
Nursery Teachers: Nursery Staff:	Ms A. Jarman/Mr L Marlow Mrs D. Gerrish Mrs S. Messett
Head Teacher:	Mrs P. Blow
Deputy Head Teacher:	Miss A Diamant
Inclusion Leader:	Mr J. Carrington

Nursery

Our nursery is an integral part of the main school and we make every effort to build strong links within our school community.

The nursery has 52 places (including 16 full time places), 26 for the morning session and 26 for the afternoon session.

Sessions are Monday to Friday inclusive during term time.

Morning session: 8.30am - 11.30am (Door closes at 8.35am) Afternoon session: 12.15pm - 3.15pm (Door closes at 12.20pm)

Reception

The Reception class works closely with the nursery and shares many working areas and resources. Throughout the year the Reception class increases its activities with the main school in readiness for Key stage 1.

The Reception class has 30 places. All children will begin Reception in September.

The Reception school day begins at 8.50am when the children will be allowed into the classroom to begin an early morning activity.

They will have a mid-morning break at 10.05am and a lunch break from 12pm until 1pm.

The reception class has a lunchtime supervisor who supports them in the lunch hall and in the playground.

Their school day will end at 3.10pm.

Links with main school

From Nursery to Reception we aim to make links with the main school. This includes taking part in special assemblies, sports days, and coming to see plays or speakers. During the reception year we build up involvement with KS1 and KS2.

Safety

The safety of your child is very important to us. Your child should be brought to school and collected by an adult (over 16). If you are unable to do this yourself, please let the school office know what alternative arrangements have been made. The staff will not allow children to go with an unauthorised adult.

Attendance and punctuality

The government aims for every child to achieve 96% attendance in a year. This means that children should not miss more than 10 days during the year for any reason.

Nursery children need to attend regularly in order to gain the most from their Nursery experience and for their self-esteem to grow.

If your child is unwell please phone the school office, and send a note at the end of the absence if it is an absence of 1 or 2 days. Please let us know if their illness is contagious.

Please try not to arrange holidays in school term time. Holiday time during term time will not be authorised.

- Reception starts at 8.50am.
- Nursery: Morning Nursery starts at 8.30am
 Afternoon Nursery starts at 12.15pm
- Parents <u>must</u> <u>sign</u> the late book in the office and give an explanation for their child's lateness.
- Reception ends at 3.10pm. Parents <u>must ensure</u> that their children are picked up on time. Failure to do so could be considered a sign of neglect and may result in further action being taken. For each ½ hour that a child is collected late, a £10 charge will be applied.

Please collect your child on time at the end of the day. They look forward to seeing you at home time and can become very upset if you are not there. Teachers have meetings and work to do for the next school day and will not necessarily be available to take care of your child.

We also ask that you are not on your mobile phone when you drop-off and collect your child. This is not only to ensure that you hear any messages being given, but also to ensure the safety of your child during these periods at the school gate.

Medicines

Please inform us if your child has a medical condition. We are able to hold asthma medication in school and will ask you to complete a school medical form. Teachers are not able to administer medicine, but it can be kept in the school office and office staff will administer it to your child, but only once you have filled in a 'Permission to administer medicine' form. Never send medicine in with your child.

How to prepare your child for school.

- o Read to your child every day and let them have a go at reading to you.
- Let your child know that making mistakes helps us to learn.
- o Give your child clear boundaries and stick to them.
- Talk to your child frequently and value what they say.
- Give your child jobs to do for the family.
- Provide your child with a range of experiences trips, group activities.
- Be aware of the programmes your child watches on television and limit the time spent on these activities.

- Ensure that computer/internet games are appropriate for their age group.
- Encourage your child to dress themselves and deal with their toilet needs independently.
- o Give your child time limits for activities and expect them to stick to these.
- Expect your child to care for their own belongings. E.g. carry their book bag, hang up their own coats.
- Expect your child to tidy up after themselves.
- Have regular and early bed times to keep your child rested and fresh for school.
- Build positive relationships with the school staff and let your child see that the staff are there to help them.
- Show respect for the school rules and procedures
- Sign the Home/school agreement and adhere to this.
- Support your child with their Home Learning to help them to develop a love and reading and so that you are aware of what they are learning about.

How to help your child to settle into school.

Some children take longer to settle than others and it is important that you do not worry or let your child see that you are worried about this.

- Talk about school in a positive way
- Come to pre-school visits to explore the school environment.
- Try to leave them promptly at the door and do not let them see that you are upset.
- Talk about their day with them.

Steps to Starting School

Starting in the Nursery

1. Home visit

You will have a home visit by the class teacher and nursery staff. The home visit may be face-to-face or virtual. This gives staff a valuable opportunity to get to know children in their own surroundings and is the first step to building a strong partnership with parents.

Your child will be allocated a key worker in the Nursery (either the Class teacher or a member of Nursery staff) to oversee the settling in period, although the class teacher maintains overall responsibility for the children in the group.

2. The visit:

Nursery: You will be given an appointment time for your child to visit the Nursery. During the visit your child can explore the surroundings and play. You will be able to have an informal chat with the nursery teacher and have an opportunity to ask any outstanding questions at the end of the session.

You will also be given information on how to buy important items for school such as book bags, uniform (for reception), and PE bags. Book bags are available to purchase from school. All other items with a logo need to be purchased through our uniform supplier – MAPAC. Basic items such as trousers, shirts and skirts can be bought at an affordable price at local supermarkets. Please refer to our uniform policy for further information.

3. Your first session:

We will provide you with a time to bring your child on the first day so that they can arrive calmly and not be unsettled by a busy cloakroom on the first day. It is our policy to ask parents to leave their children at the door where the staff will help them to hang up their coats. If your child is particularly distressed the staff will work with you to come to an alternative arrangement.

In the nursery we have a flexible approach to settling new children and may initially ask you to collect your child early or bring them later in the session. Please do not worry as we will make an arrangement which is best for your child and which will help them to settle in quickly.

4. Transition days.

Initially we will operate transition days, where new children come in for sessions on their own without older children there. Following on from this, we then invite the older children back.

Starting in Reception

Reception parents will be invited to an Early Years Foundation Stage meeting to explain our expectations and information about starting full time school.

A home visit will be arranged when a child/family is new to Morden Primary and has not attended our Nursery. This may be face-to-face or virtual.

A 'Meet the Teacher' morning will be arranged for children to visit the Reception class.

They will also be invited to stay for lunch in order to become familiar with these new routines and to meet the dinner staff.

During their first few weeks at school, they will be supported in adjusting to the routine, as well as being accompanied by reception staff/Midday Supervisors at lunch and playtimes.

Early Years Foundation Stage Curriculum

The Early Years Foundation Stage(EYFS) is the phase from the age of 3 in the Nursery until the end of the Reception year.

The experiences your child will have shall be broad and balanced and will provide a range of learning opportunities. Every child has individual on-line records kept about their learning which are formed by observations and evidence of their achievements. We use Early Learning Goals as outlined by the government for them to work towards by the end of and sometimes beyond the Foundation Stage. They will then enter Key Stage 1/ Year 1 and will begin to follow the National Curriculum. During Year 1 the teacher will continue to use the individual profiles formed during the EYFS in order to build upon their skills.

<u>The EYFS Curriculum underpins future learning by developing the following Seven Areas of Learning:</u>

Prime Areas

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives7. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Specific Areas

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

How to help your child

Reading

 Provide your child with a book bag for their reading books which will support their development of reading.

Home learning activities

- Support your child at home with activities sent home by the teacher.
- Provide your child with the opportunity to do drawing, colouring activities and play games at home.

Toilets

Prepare them for school by training them to take care of their own toileting needs. Accidents do happen at times so please leave a change of clothes at school. If your child does need to borrow spare school clothes, then please wash them and return them promptly. In Nursery and Reception children have free access to toilets and staff will remind children to go throughout the sessions. Please ensure that their clothing is easy for them to undo and to encourage their independence in toileting, e.g. no tight buttons, belts, or braces.

Clothes

- In the Nursery, children need to wear the school uniform (see uniform policy). Many of their activities involve paint, glue, sand, water etc so please send them in clothes that are practical and easy to wash. However, school jumpers are available for purchase.
- In Reception children need to wear the school uniform (see our uniform policy on our school website), and all items should be labelled with their names as this generally ensures the return of lost items.
- We ask that each child brings in named wellington boots to leave in school so that they have access to the outdoor area in all weathers.

Shoes

In the Nursery children should wear suitable shoes so that they can safely work on physical activities such as bikes and climbing frames. We ask that Nursery children do not have laces, unless they are able to tie them themselves.

School bags

Children need a bookbag for school and a string bag for spare clothes. (both available from the office). We ask that children do not bring extra bags such as rucksacks as there is no room for these in the cloakroom and the children do not need to bring any extra items to school.

Valuables

Items such as jewellery, toys, sweets, or money should not be brought to school. Staff cannot take responsibility for such items and it is not necessary for children to have these things at school, except if it's brought for Show 'n Tell (Reception).

Any Questions?

If you have a query which is not urgent, please wait until the end of the session to talk to a member of staff. We want to ensure that we welcome children at the beginning of a session and this is difficult if we are talking to parents. For a longer appointment please speak to the teacher or an available Senior Leader.

Morden Parent Teacher Association (PTA)

Our PTA organises events such as regular car boot sales, Christmas discos, and other fund raising events. If you wish to lend your support to the committee you are welcome at meetings or to help at events.

Equal opportunities

We believe that all children have equal access to the curriculum. We encourage respect and appreciation of all individuals and their way of life. Children are encouraged to participate in the full range of activities planned.

Parental involvement

We are looking forward to forming a strong and lasting partnership with parents. We value your help in supporting activities at school and welcome the help of parents in the Nursery and Reception.

If you want to help in the Early Years Foundation Stage please speak to your child's class teacher, Miss Diamant or Mrs Blow.

Parents evenings

Parents evenings are held in the Autumn and Spring term with an informal opportunity to discuss reports in the Summer term. It is your parental duty to attend these meetings and to support your child's learning.

We look forward to a positive and rewarding relationship with you and your child.

Early Years Foundation Stage Leader of Learning Mr L Marlow

A Guide for Parents

Starting Nursery Class in September 2022





Your child is going to nursery! This is an exciting time for you and them and you may be thinking about how to prepare your child for this special event.

This booklet gives you advice about how to prepare your child for starting in a nursery class for three and four-year olds at a primary school.

Preparation for starting nursery

It will help your child if they know some self-care skills.

Teach them how to:

put on their coat and do up buttons and zips;



put on socks and do up Velcro shoes;



pull up elasticated trousers, skirts, underpants etc. on their own;





cut up food and feed themselves;





use a cup without a lid on their own;

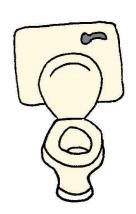


use a straw so that they can drink from a carton;



Support your child to use the toilet on their own and to wipe their own bottom and wash their hands afterwards.

It is generally expected that children will be toilet trained before they start nursery. Children should be encouraged to use the potty or toilet before they are three years old. Your health visitor or local children's centre can help with this.

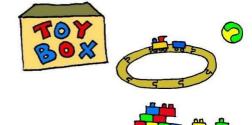




Teach your child good handwashing habits. The NHS has a video for young children on their You Tube channel.

www.youtube.com/watch?v=S9VjelWLnEg

Tidy away their toys at home, as they will need to do this in the nursery class Drink water, as this may be the only drink available.

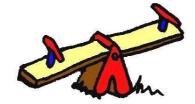


Eat healthy snacks. Nurseries have healthy eating policies and biscuits and cakes are not usually provided.



Share and take turns with other children, such as when they are in the park.





What you can do...

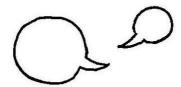
See if you can find and read some picture books with your child about starting nursery. The Booktrust has a list of some of their favourites.



www.booktrust.org.uk/booklists/s/starting-school



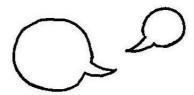
Talk with your child about their fears and worries.



When you know which school nursery class your child is going to attend...

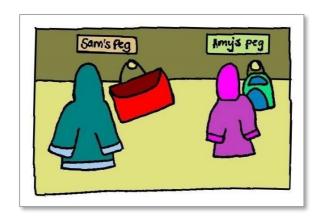


If you are going for walks with your child, walk past the school on a regular basis and talk to your child about what you can see.



Help your child to get to know the school. Visiting the school may not be possible right now but you might be able to get photos or even a video tour to show your child.

Some schools are sending out stories to parents, with pictures they have of the school, the school uniform, members of staff, classrooms and important places - like where children can hang their coats!



Find out the names of the adults that will be in your child's classroom and who will be your child's key worker. Let your child know that if they are unhappy, their key worker is the person they should go to.



Some schools may be able to offer a doorstep visit, a telephone call or an online video chat with your child's key worker. If not, remember you can contact the school office to ask questions if you need to.

Share information about your child.

If you are able to talk with your child's key worker, share information about your child with them, such as:

...if they know other children in the school

...if any friends are joining the nursery too

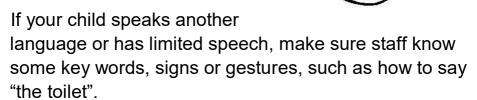
- ...the toys they like to play with
- ...the names of any pets
- ...any family names
- ...any other name they may be known by (like a nickname)
- ...the word they use for the toilet
- ...any medical needs



...any allergies or dietary needs

...any disabilities or special needs

...the languages they speak.



...who else will drop-off or pick-up your child (e.g. a childminder)

Ask them if you can send their key worker a picture your child has drawn or painted (or even a photo of something they have created), so that it can be displayed when they start nursery. Do not worry about what it looks like.





Find out about the daily routine, so you can let your child know what to expect.



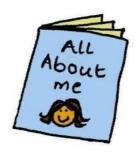


Make sure the school nursery has uptodate telephone numbers for you at home and at work. Lots of schools are sending information through email, so make sure they have your correct email address too.



If your child currently attends (or recently attended) a preschool, private nursery or childminder, make arrangements for them to share your child's most recent report with the nursery.

If your child has additional needs, then your old childcare setting will talk to you and share information with your new school nursery and any other people who are already supporting you. This is to make sure that your child gets the extra support they will need in their new setting.



Before they start:

Buy clothes you do not mind getting messy and that are easy for your child to put on and take off. Have a range of clothes and footwear for all weather conditions, as your child will play outside in all types of weather. The nursery may have a dress code or uniform.







Label shoes, coats, bags, lunch boxes and clothes with your child's name.



Check with your health visitor or doctor to find out if any immunisations are due before your child starts nursery. If you are arranging for someone else to pick up your child from nursery, make sure your child has spent some time with them before they start nursery.

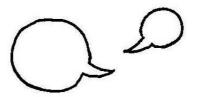


If you know of a child who is going to start nursery class at the same school, you could try and get together with them before the term starts



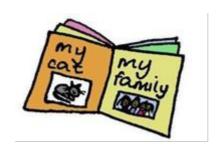
Tell stories to your child about what you enjoyed at school and the fun things you did.

Talk about the walk to nursery and include road safety, as nurseries take children out on short trips.





Check with your child's school if they are able to bring items in from home. If so, you could make a home picture book showing photos or drawings of you and other family members



You could include where you live, your child's favourite foods and pictures of what they like to play with. Involve your child in getting ready for their first day at nursery.

On the day

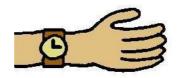
Set your alarm early - even the most organised parents and children need extra time to get ready for the big event.





Remind your child who their key worker will be. Send your child off with a smile and a wave on their first day, however emotional you feel.

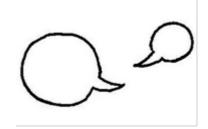
Arrive in plenty of time to pick your child up, as even a few minutes late can seem an eternity for a child.



Make listening to your child a priority. They will talk about their day in their own time so avoid pressing them for answers.

Support and advice is available

Don't let concerns or niggles become too big; discuss these quickly with the nursery staff.



Health Visitors in Merton

To speak to the health visiting team in Merton please call 03300 539 264 for confidential health advice and support, available 9.00am - 5.00pm.

Children's Centres in Merton

Call 020 8274 5300 to contact a children's centre in Merton for advice and support on getting your young child ready for nursery class.

www.merton.gov.uk/childrenscentres

Family Services Directory

Visit Merton's online Family Services Directory for information about a range of services in Merton, including out of school childcare.

www.merton.gov.uk/fsd



An introduction to the Morden Primary Parent Teachers Association

The following information is just to let you know a little bit about who we are and what we do.

What is a P.T.A?

The PTA is a partnership between people associated with Morden Primary, who have the common goal of aiding the advancement of the education of pupils in the school in particular by promoting cooperation between, Parents, Staff, Governors, Friends, the Local Education Authority and others associated with the School.

- Engaging in activities or providing facilities or equipment, which support the school and advance the education of the pupils.
- Welcoming all new parents, carers and friends encouraging them to participate in the activities
 of the Association.

Your involvement with the school automatically makes you a member of the PTA. How active a member you choose to be, is down to you. Both parents and teachers alike may find opportunities to get involved if they want to, even if they only have a limited amount of spare time to give. It doesn't matter how little or how much time you can spare, as your involvement has a huge impact on the PTA's ability to support the children and the school.

What does the PTA do?

The main focus of the PTA, and indeed most PTA, is to raise money for the school in order to provide "extras" for our children that are not included as part of the main school budget. These extras are things like support for sports teams, projects such as extra play equipment or even specialist Information Technology software or hardware that supports the national curriculum. These projects are developed in collaboration with the teachers and Senior Leadership and Management Team.

The PTA also likes to support the social life of the children and the school community. Where possible the PTA likes to provide opportunities for parents and community members to meet, have fun and get to know each other whilst also raising funds for a very worthy cause - our children!

What does being an active member mean for me?

What we hope to promote in the PTA is that, as a parent and by playing a part on the committee it allows you to feel more involved with your children's education, get to know more about the people who are educating them and have a greater knowledge and understanding of how the school works.

The children also benefit from involvement with the PTA, as the work and fundraising helps to improve school life and enable richer educational opportunities.

For example over the last year the PTA has raised in excess of £5,000.00 and supported three major projects:

- 1. Purchase of an archway for a garden area.
- 2. Purchase of a class set of recorders.
- 3. Purchase of lighting and stereo for performances.
- 4. Purchase of book corner reading material.

How we keep you informed

Events will be publicised in the school's newsletter. The PTA's business, future events and fund raising is discussed at regular PTA meetings, to which everyone is very welcome.

The PTA Committee hope that you have found this information useful and hope this has answered any questions that you may have had about the PTA and how you can become involved.

It can all sound a bit daunting, but although being actively involved in the PTA does mean some commitment, it also gives a lot of fun, satisfaction and ultimately **benefits our children**.

Dates of future meetings will be posted on the school website; we look forward to seeing you there. If you would like any further information on how to get involved, please contact the committee via the school office or the school website. Please address any letters or notes:

For the attention of

Danielle Keen - Chair of the PTA



At Morden Primary School we have a PSA

(Parent Support Assistant)
Mrs K Rogers



This is a role that has been developed to enable parent/carers, access to a member of school staff who can provide you with information about the school and the many local services that are offered by the Local Authority.

Within School

- Direct and confidential support for parent/carers.
- Support and advice concerning your child's behaviour.
- Provide information about school matters.

Local Services

- Family centres
- Family support team
- School Nurse
- School Dentist
- Home start
- Refugee services
- Universal Credits

The school also holds a coffee morning every Friday morning, where you can meet other parent/carers in a relaxed informal atmosphere.

Measles - Children should go back to school four days after the rash has started.

Chicken Pox - Children should go back to school once all the spots have crusted over.

German Measles — Children should go back to school 4 days after the rash has started.

Slapped Cheek

Children do not need to stay away from school.

Mumps

Children should go back to school 5 days after the start of swollen glands.

Whooping Cough

Children should go back to school 5 days after starting antibiotics. Non-infectious coughing may continue for many weeks. If no antibiotics are prescribed children should remain off school for 21 days from the onset of the illness.

Scarlet Fever

Children can return to school 24 hours after starting appropriate antibiotic treatment.

Please let the school know of any of the above illnesses, as pregnant members of staff and vulnerable children may be affected.

What else do I need to know?

Medicines in school

Children can come to school even if they are taking medicines.

If the medicine is 3 times a day, please administer it at home - before school - after school and at bed time.

If the medicine is 4 times a day, please bring it to the school office where the office staff will be happy to assist you. The medicine must be prescribed and have the prescriptive label attached. A permission to dispense form must be completed.



Further advice:

Contact NHS Direct on: 111

www.nhsdirect.uk

Local pharmacy — see your local pharmacist for help and advice

Information in this guide is taken from the Guidance on Infection Control in Schools and Other Childcare Settings - September 2014



Email: info@morden.merton.sch.uk

Telephone: 0208 648 4168

Should my child go to school today?

Remember every day counts!

If your child is unable to attend school as they are unwell you **MUST** inform the school office on the first day of absence by 9am.



Please either email the school office on info@morden.merton.sch.uk or call **0208 648 4168** and leave a message on the absence line stating your child's name, class and reason for absence.

On the first day your child returns to school please send in a note explaining the absence. We are legally required to record a reason for every absence so please assist the office staff by keeping us informed.

Covid

If your child has any of these symptoms:

- A high temperature.
- A new, continuous cough this means coughing a lot, for more than an hour, or 3 or more coughing episodes in 24 hours.
- A loss or change to sense of smell or taste this means they cannot smell or taste anything, or things taste and smell different to normal.

They will need to be tested for Covid.

Please remember that there are 2 types of Covid tests:

<u>PCR</u> – If you or your child have Covid symptoms.

<u>LFD</u> – This test should only be used if you have *no* Covid symptoms.

It is really important that the correct test is used

Anyone displaying Covid symptoms should **NOT** be

taking a LFD test.

If your child is off school unwell and you have booked a Covid test for them, please do let us know and most importantly let us know the result, even if it is negative. Whilst we are no longer required to close bubbles, if there is positive case of Covid in school, we still need to ensure that we do all that we can to prevent Covid entering or spreading in the school community. The

following website provides useful information: www.nhs.uk/conditions/coronavirus-covid-19/testing/get-tested-for-coronavirus/ website

General Coughs and Colds

Children can go to school. If your child is asthmatic, remember they may need their blue inhaler more often. An inhaler can be kept in the school office and will be taken with the teacher on any external trips.

All children with an inhaler will need to complete a Health Care Plan for our School Nurse. This is to ensure that we have the most up to date information about your child in order to support them safely in school.

Sore Throat, Tonsillitis & Glandular Fever Children with any of the above can go to school if you feel they are well enough.

Diarrhoea and Vomiting

Children can return to school <u>48 hours</u> after the last episode of diarrhoea or vomiting.

Impetigo

Children can go back to school when their lesions are crusted or healed, or 2 days after starting antibiotics.

Head Lice

Children can go to school with head lice but they must be treated for the condition to prevent further spreading.

Parents should treat their children and other family members by wet combing with a nit comb and conditioner or other medicated lotion available from your pharmacist.



Threadworm

Children can go to school when they have started their treatment. Everyone at home should be treated.

Hand, Foot and Mouth, Warts, Verrucae & Molluscum Contagiosum

Children can go to school. Verrucae should be covered in swimming pools and changing rooms.

Conjunctivitis

Children can go to school once they have been treated. They should be encouraged to wash their hands to prevent further spread of infection.

Headache, Earache & Stomach Ache

Children with any of the above can go to school if you feel they are well enough. If symptoms persist, please seek medical advice.