

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



Dear Parent/Carers,

Re: Welcome to Reception.

Welcome to Morden Primary School! We are delighted that your child will be joining us in September and we look forward to working in partnership with you in the future.

Unfortunately, due to current circumstances, we won't be holding a new reception meeting and our home visits will be postponed until later in the term.

Enclosed is our welcome pack with all the information you need about our school to help you get your child (and yourself) ready for school life.

In addition there is some paperwork that needs to be completed and returned to school with a copy of your child's birth certificate and passport. Our school office can copy these documents for you.

Please either post these completed documents, together with a copy of your child's birth certificate and passport to our school or alternatively you can deliver them to the school office.

All paperwork must be received by Monday 1st June.

Your child cannot start school unless all paperwork has been received.

Reception children starting school in September 2020

Due to the current situation we are unable to confirm your staggered starting dates. Once we have more information, we will contact you again to confirm these.

We are committed to ensuring that every child feels secure, confident and excited about their next stage of learning. Please do not hesitate to contact us if you have any concerns at all. More information about our school can be found on the school website at

www.morden.merton.sch.uk

Yours sincerely,



Mrs P Blow
Headteacher



Headteacher: Mrs P. Blow
Deputy: Mrs A. Kira
Morden Primary School
London Road
Morden, Surrey
SM4 5PX
Tel: 020 8648 4168
e: info@morden.merton.sch.uk
w: www.morden.merton.sch.uk

Early Years
Foundation Stage Handbook



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:	Mrs A. Kira
Reception Class teacher:	Miss J Fursland
Reception Staff:	Mrs M. Mann
	Mrs J. Stubbs
Nursery Teacher:	Ms A. Jarman
Nursery Staff:	Mrs D. Gerrish
	Mrs S. Messett
Inclusion Leader:	Mr J. Carrington
Deputy Head Teacher:	Mrs A. Kira
Head Teacher:	Mrs P. Blow



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 8 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 8.40am)

Afternoon session: 12.15pm – 3.15pm (Door closes at 12.25pm)

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 8.45am when the children will be allowed into the classroom to begin an early morning activity.

They will have a mid-morning break at 10.30am and a lunch break from 12.20pm until 1.30pm.

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

Their school day will end at 3.15pm when their class teacher will dismiss them out of their classroom door.

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 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.

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.

- Main school **starts at 8.55am.** Nursery: **Morning Nursery starts at 8.30am**
Afternoon Nursery starts at 12.15pm
- Parents **must sign** the late book in the office and give an explanation for their child's lateness.
- **School ends at 3.15pm.** Parents **must ensure** 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.

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.

- Read to your child every day and let them have a go at reading to you.
- A reward of 1 Hummingbird sticker will be given to children who are able to retell a story that they've read at home.
- Let your child know that making mistakes helps us to learn.
- 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.
- 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.

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. 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 visiting the nursery with your child. 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. There will be other new parents and children present for you to meet.

You will also be given the opportunity to buy important items for school such as book bags, uniform (for reception), and PE bags.

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. The first 2 weeks.

Initially we will operate a two week settling in period when new children will be introduced to routines and rules and will have the opportunity to explore their surroundings and make new friends. The topic may not begin until after this two-week block.



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.

A 'Meet the Teacher' morning is 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 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.

The EYFS Curriculum underpins future learning by developing the following Seven Areas of Learning:

Prime Areas

Personal, Social and emotional development

- Promotes the smooth transition to and between the settings, developing a positive ethos and providing opportunities to become a valued member of the group.
- Promotes a strong self-image and self-esteem.
- Develops an enthusiasm for learning and knowledge and a belief in their abilities to learn.
- Develops social skills by planning situations where they learn to work co-operatively and harmoniously alongside and with each other.
- Providing opportunities to develop concentration skills.

Physical Development

- Indoor and outdoor opportunities for developing fine and gross motor skills and finding out how to keep their bodies healthy and safe.

Language and Communication

- Encourages talk and communication in a range of situations, by developing listening skills and a range of vocabulary.

Specific Areas

Literacy

- Provides opportunities to learn about words and text in different contexts and promotes an appreciation and enjoyment of texts.
- We teach phonics according to the synthetic phonics system and teach the Jolly Phonics sounds in Nursery through song.
- In Reception the jolly phonic sounds are continued and children are taught letters and sounds.
- Children are taught to form letters correctly using a cursive script.

Mathematics

- Providing opportunities for children to develop their understanding of number, measures, shape and space and pattern in a wide variety of activities.

Understanding the World

- Encouraging the children to explore their environment, and people and places in their lives and to experience problem solving decision making, and questioning. Providing and understanding of ICT.

Expressive Arts and Design

- To express their thoughts, ideas and feelings through art, music, design and technology, dance, and imaginative and role play.



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 on your child's peg. 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 uniform policy), and all items should be labelled with their names as this generally ensures the return of lost items.
- We ask that each child brings 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.

School bags

Children need a bookbag for school and a string bag for spare clothes and PE clothing. (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, Mrs Smith or Mrs Blow.

Parents evenings

Parents evening 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
Mrs A Kira



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/wp-content/uploads/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>

In Years 1-6, the National curriculum subjects are taught through a topic based approach. However, not all subjects can be linked to an over-arching topic and are therefore taught discretely. 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 and Anti-bullying Week. Also, we have

Science Day, a biannual French Café, a biannual International Day and Arts Week, In addition we have Sports Day and participate in many of the borough's inter-school 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:

- Speaking and Listening
- 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.

Speaking and Listening

The children experience a range of speaking and listening activities. Opportunities are provided for children to express and develop ideas, 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. We use a 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.

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.

Writing

We encourage children to write in a variety of both narrative and non-narrative forms using a growing vocabulary and accuracy in spelling and grammar.



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.

Children work towards gaining their "pen licence" in recognition of handwriting that is neat, legible and joined. We foster an attitude of pride in their presentation.

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

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.



PE

Children enjoy two P.E. lessons each week at Morden, covering a range of different sporting and physical activities 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.



History

History is taught starting with the children's individual experiences and developing their own understanding of time and place. 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.



About our School



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 ever-changing 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 (Reception-Year 6)



Children need to arrive at school on time in order to start their day in a calm, orderly way. We open the school doors at 8.45am in order to ensure that the children are in their classes on time. A senior member of staff greets the children each morning.

Registration is at **8.55am**. After this time, your child will be deemed late.

It is important that you collect your children on time at the end of the school day. We finish at 3.15pm. Morning Nursery ends at 11.30am.



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

Morning session: 8:30 – 11:30am

Afternoon session: 12:15 – 3:15pm

30hr provision: 8.30 – 3.15pm
(limited spaces)

Reception-Y2

Start time 8.55am

Lunch time 12.20pm-1.30pm

Finish time 3.15pm

Y3-Y6

Start time 8.55am

Lunch time 12.35pm-1.30pm

Finish time 3.15pm

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:

1. I will respect myself, others and school property.
2. I will try my best to do my work and not disturb others.
3. I will keep my hands, feet and unkind thoughts to myself.
4. I will move sensibly and quietly around the school.
5. I will tell the truth even if it is difficult.

Help us to keep your children safe

We do not permit the wearing of any jewellery in



school. The exceptions are a watch and 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.

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 bi-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 only one treat. 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.





Attendance & Punctuality Expectations

This document highlights the school's expectations with reference to attendance, punctuality and requests for absence or leave during term time.

Regular attendance and good punctuality is essential to ensure your child has the best opportunities in life.

Morden Primary expects children to attend school regularly and be punctual.

September 2019

The law states that children must attend school regularly and punctually.

PUNCTUALITY

When a child is late to school, they miss important aspects of school life. Often it means they are walking into assembly late, which is upsetting for them. Lateness disrupts your child's learning AND the learning of others in the class.

Procedures:

- Main school **starts at 8.55am.** Nursery: **Morning Nursery starts at 8.45am**
Afternoon Nursery starts at 12.15pm
- **After 8.55am** a child is considered late. Parents **must sign** the late book in the office and give an explanation for their child's lateness.
- Nursery children are considered late: **Morning Nursery after 8.55am**
Afternoon Nursery after 12.25pm
- If a child is late twice in a week, a 5-minute detention may be given at playtime (Not Nursery Children).
- Any child who is more than 30 minutes late will be recorded as having an unauthorised absence.
- **School ends at 3.15pm.** Parents **must ensure** 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 may be applied.

ATTENDANCE

Reasons for absence:

The school has a legal duty to record all absences. It is the school's decision whether an absence is authorised or unauthorised.

Unauthorised Absence:

The following are not considered to be legally valid reasons for children not attending school:

- Going shopping
- Keeping parents company
- Looking after a house or another child
- Visiting relatives
- Birthday treat
- A day out or an extended weekend
- Taking a holiday at alternative times due to cheaper prices or better weather

Children's attendance is monitored regularly by the School's Education Welfare Officer (EWO).

Discretionary Absence

Every case will be examined on its own merit. Factors such as past attendance, attainment, previous requests for holiday, time of year and your child's year group will be taken into consideration.

Reporting Absences:

The parent/carer should telephone the school **by 9.00am** to report their child's absence. There is a voicemail facility to report absences. When leaving a message please state clearly your child's full name, year group and the reason for their absence. **Upon the pupil's return to school, the parent/carer should send in a note explaining the reason for the absence.**

When a parent agrees to send their child to Morden Primary, they agree to abide by the rules and regulations decided by the school.

We thank you for your cooperation and support in ensuring that your child has excellent attendance and punctuality whilst at Morden Primary School.



Uniform Policy

June 2019

Introduction

It is our policy and expectation that all children wear the school uniform when attending Morden Primary School.

We provide a complete list of the items needed for the uniform in the prospectus pack, on the website and a list is available from the main office.

Morden Primary colours for uniform are royal blue (cardigans/sweatshirts) and white (polo tops/shirts/blouses). The jumpers and cardigans must have the Morden Primary bell tower logo and can be purchased, along with all other items of uniform, online at:

<http://www.mapac.com/education/parents/uniform/mordenprimarieschoolsm45x>



Aims and Objectives

Our policy on uniform is based on the notion that it:

- ✚ Promotes a sense of pride in our school;
- ✚ Engenders a sense of community and belonging;
- ✚ Is practical and regarded as suitable wear for school in terms of health and safety;
- ✚ Is smart and identifies the children with our school;
- ✚ Prevents children from coming to school in fashion clothes that could be distracting to the class;
- ✚ Reduces the risk of bullying by making the children feel equal to their peers in terms of appearance;
- ✚ Reflects the ethos and culture in the school;
- ✚ Prepares pupils for secondary school policies regarding the wearing of uniform.

Jewellery

On grounds of health and safety we do not allow children to wear jewellery in our school. The exceptions to this rule are:

- ✚ Small stud earrings in pierced ears
- ✚ Simple watch (this does not include novelty watches)

We ask children to either remove or cover up these objects during PE lessons and games lessons to prevent them from causing potential injury.

Hair Policy & Extreme Hair Cuts

Morden Primary does not permit 'extreme' haircuts that could serve as a distraction from learning for themselves and other pupils (this includes colours and shaved-in 'logos' or words).

Parents will be contacted where this is the case and advised of the need to correct this. A record will go on file where this has been the case.

All long hair (regardless of gender or ethnicity) must be tied up in pig-tails/plaits/bunches/pony tails or held back with a suitable plain head band. School colours should be used for hair accessories (blue, white or black only). There are no exceptions to this rule.

Makeup and Nail Varnish

Makeup and nail varnish are not permitted at school. Parents should ensure their children do not come to school wearing either. Children will be asked to remove makeup and nail varnish.

PLEASE NOTE: Please be aware that school cannot accept responsibility for lost or damaged items (including jewellery, watches, shoes, hair accessories).

Footwear

Morden Primary wants all children to grow into healthy adults. We believe that it is not appropriate for children to wear shoes that have platform soles, flip flops, ugg-type boots, 'Toms' type espadrilles or high heels whilst at school. Therefore, we do not allow children to wear such shoes in our school. Shoes for Morden Primary should offer good support and offer protection.

We require and expect all children to wear black suitable shoes. Trainers and plimsols should be used for PE lessons only. In any case, a change of footwear should be brought into school for PE.

Permitted



Not Permitted



Items of Clothing "School Uniform"



Boys	Girls
Royal Blue Morden Jumper with logo or Grey trousers or Grey Shorts	Royal Blue Morden Cardigan with logo Grey trousers/Grey Skirt/Grey Pinafore Grey Short/Culottes (Summer) Blue and White "gingham" dress (Summer) Tights – grey or white only may be worn
Black shoes/Plimsolls Grey, black or white socks	Black shoes/Plimsolls Grey, black or white socks
Years 1 -6 White Shirt with school tie <i>KS1 is an elasticated tie; KS2 is a regular tie</i>	Years 1 -6 White Shirt/Blouse with school tie <i>KS1 is an elasticated tie; KS2 is a regular tie</i>
Nursery and Reception (EYFS) White polo shirt or White Shirt	Nursery and Reception (EYFS) White polo shirt or White Shirt/Blouse
Blue Logo Book bag and Blue Logo PE bag	
OPTIONAL: A blue fleece, embroidered with the school logo. Please note, this fleece is in addition to the school jumper, and may not be used instead of the jumper.	

PE Kit



PE is not optional! A change of clothing for any physical activity is essential. Children must bring a PE kit into school that can be changed into from their normal school uniform. It is important that children are not doing PE in items of their normal school uniform, such as polo tops. No football tops are permitted.

Boys	Girls
T-shirt with embroidered or printed school logo in the child's hummingbird team colour (Red, Blue, Orange, Green and Yellow)	
Black shorts	
Black track suit bottoms (Winter only)	Black track suit bottoms or black leggings (Winter only)
Trainers (outside) Plimsols (inside)	

Sun Hats/Caps should be brought into school for the summer months.

The Role of Parents and Carers

We require all parents/carers who send children to Morden Primary to support the uniform policy.

-  ***We believe that parents have a duty to send their children to school correctly and appropriately dressed and ready for their daily school work and routines.***
-  ***One of the responsibilities of parents is to ensure that their child is wearing the appropriate school uniform; that it is clean and in a good state of repair.***

Monitoring & Review

This policy will be reviewed in line with the policy review framework through Governor committee meetings. A copy of this policy is available online at www.mordenprimary.merton.sch.uk

Families Causing Concern

As outlined above our school operates a full uniform policy and therefore requires all pupils to wear the full uniform every day. If we notice that pupils have not been wearing the full uniform or parts of it (including shoes) the class teacher will give two verbal warnings. If there is no improvement, we shall write to you to inform you to correct this immediately. This is without exception.

Please see the attached letter that we send when we have concerns over the standard of dress. We take this very seriously so that all focus in our school can be about learning and improving attitudes to learning.

Teachers and TLA's may check uniform on entering classes in the morning and may provide you with reminders directly in order that you have time to address this.



Letter from Uniform Policy



Dear Parent/Carer

Name:

Class:

Date:

Your child has not been wearing the correct school uniform. This is a requirement in our school. It helps promote a sense of pride and positive attitudes to learning.

As you are aware from the Uniform Policy there are no exceptions to the wearing of the required uniform.

We have noticed that:

Please address this immediately. If you need to purchase additional items of school uniform, this can be done via the following website:

<http://www.mapac.com/education/parents/uniform/mordenprimaryschoolsm45x>

You may also wish to search the lost property for missing items too.

I trust you shall help us to see an immediate improvement in this matter.

Yours sincerely



Mrs P. Blow
Headteacher

Key Stage Leader



Morden Primary School Good Handwriting Guide

Our aim is for all children to develop a writing style that is clear, quick and fluent in order to cope with the everyday writing demands of school and life.

The handwriting script we follow is:

a b c d e f g h i j k l m n o p q r s t u v w x y z
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

All children at Morden Primary School will have had varying amounts of handwriting experience before they start to learn cursive (joined-up) style. Some will find the transition between print to joined-up easier to make than others.

Children will be exposed to a variety of print and cursive styles for reading, such as in books, labels and fonts on the computer.

We value the input of pre-handwriting activities, which will lead into a smooth transition to cursive writing.

How can parents encourage pre-handwriting skills?

These activities will encourage and support early handwriting skills:

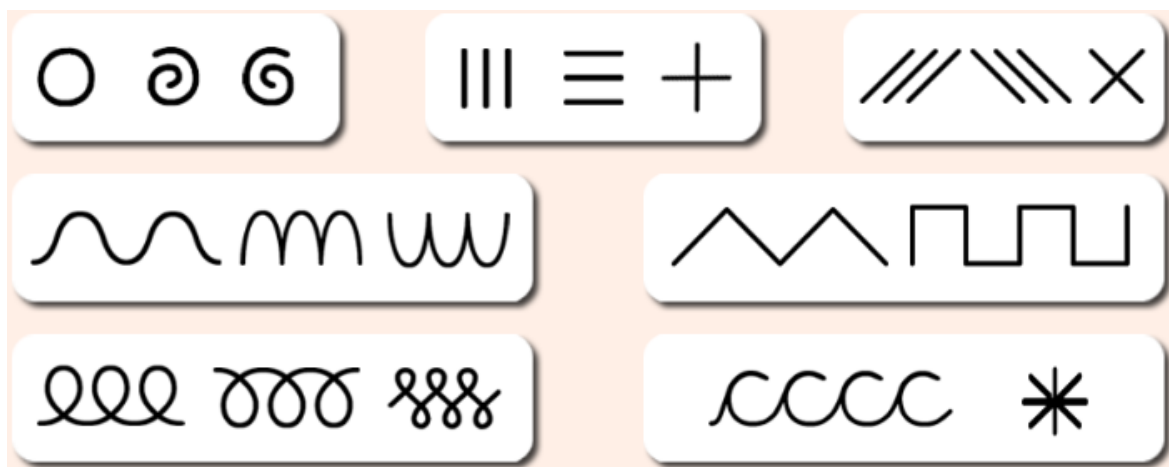
- Threading, sewing, construction etc.
- Picking up small objects with fingers or tweezers
- Cutting with scissors – especially along straight, curved and zig-zag lines
- Jigsaw puzzles
- Tracing line drawing
- Following mazes with a pencil or felt tip
- Free drawing and painting
- Dot-to-dot pictures
- Colouring in pictures with crayons or felt tips

Tracing and copying patterns

A child has a lot to learn at this stage, namely:

1. Perception of the pattern
2. Hand and arm muscle control
3. Correct pencil grip
4. How to stop the paper from moving.
5. Left to right movement of a writing pattern.
6. Handwriting practise requires physical skills and concentration.

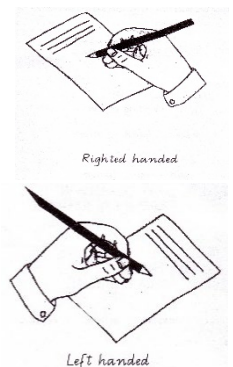
Examples of patterns:



Pencil Grip

As soon as possible, children should be encouraged to adopt a satisfactory pencil hold which will enable them to write effectively in a relaxed manner. In the tripod grip, the pencil is held lightly between thumb and forefinger about 3cm from the point, with the middle finger providing extra support.

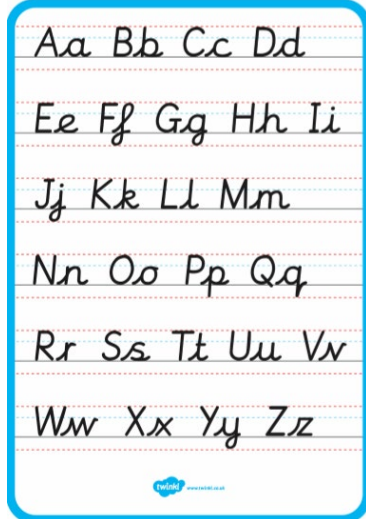
For left-handers, the method of holding the pencil is much the same as for the right-hander except that the grip should be about 4cm from the point. This makes it easier to see what is written.



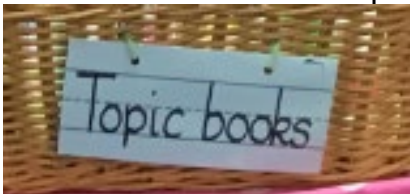
Handwriting is developed through:

- Regular handwriting sessions linked to spelling or phonics work (which could include kinaesthetic warm up activities)
 - Nursery using ball and stick letter formation;
 - Reception to match current phonics learning (letters and sounds sequence) showing leading in and lead out strokes;
 - Year 1 and 2 to match current phonics learning (letters and sounds sequence);

- Key Stage 2 in line with national curriculum spelling patterns and statutory spellings.
- Use of a cursive script;

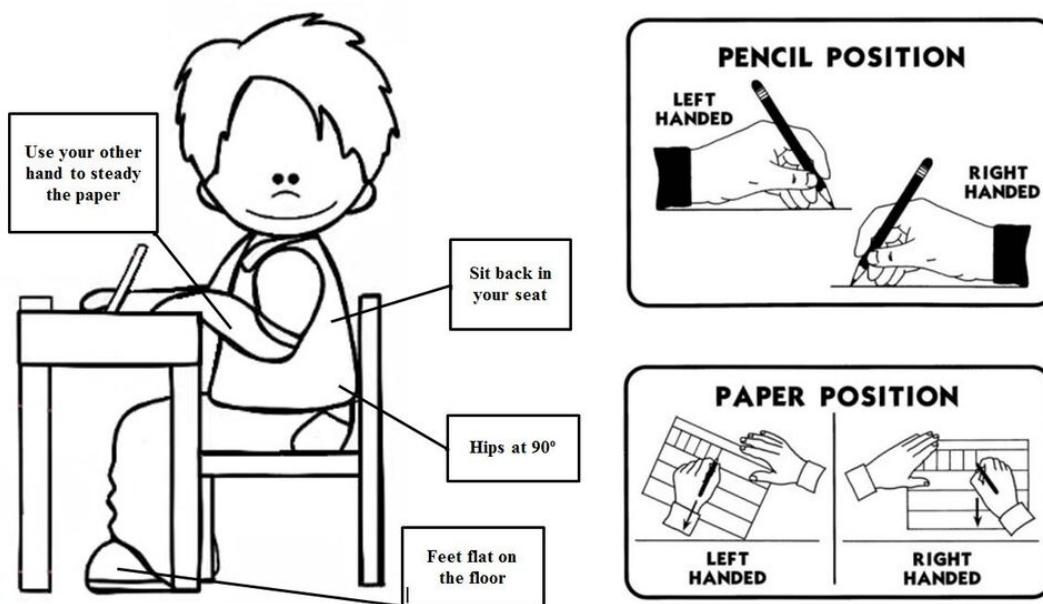


- Development of cursive forms with correct entrance & exit strokes and ascenders/descenders;
- Knowledge of the associated terminology: ascenders, descenders, exit strokes, entrance strokes;
- Modelling of correct formation by staff;
- Use of sentence strips on working walls to encourage accurate modelling;



- Modelling of the correct pencil grip – see progression;
- Interventions for children who need additional support with handwriting*;
- Understanding the needs of left handed children;
- Use of a variety of scripts on displays, worksheets and computer presentations but for modelling, handwritten displays and handwriting lessons, cursive script must be used;
- Use of large tri-grip pencils in EYFS and KS1, where standard pencils will begin to be used according to children's needs;
- From Year 3, all children use handwriting pens unless they have a specific identified need which requires them to use pencil to support motor control.
- Children in Year 5 and 6 are encouraged to provide their own pens to school (also blue ink.)
- Encouraging the correct posture, poise and paper position for handwriting.

BODY POSTURE FOR WRITING



Handwriting interventions:

Where pupils require extra support for handwriting and presentation, advice should be sought from the Inclusion Manager in-line with the child's IEP or individual needs.

The school has a variety of programmes and strategies to support motor skills and handwriting:

- Pens Pals
- Right from the Start (Teodorescu)
- Speed Up
- Twinkle
- Multi-sensory activities, such as tweezers and beads and theraputty
- Nexus

Where a child has an Occupational Therapy (OT) programme, this should be followed.

It may also be necessary to allow a child to use other means of recording their ideas, for example:

- Video
- Voice recording (through Ipads or Easy-Mic)
- Typing on Ipads or computers
- An adult transcribing for them

Helping at home

If you would like to help your child at home, please remember:

1. To practise the style of handwriting done at school.
2. To provide a variety of writing tools e.g.—felts, pencils, crayons, paintbrushes.
3. Encourage your child to sit properly and hold the pencil correctly.
4. Give praise, encouragement and above all, make it a fun activity!



A Guide to Reading with Your Child at Home

At Morden Primary School, children are exposed to a range of reading experiences. Each day we have a Guided Reading lesson where children participate in a range of reading activities, including:

Shared reading - done as a whole class; teacher models fluent, expressive reading, focusing on strategies. Children are encouraged to join in.

Guided Reading – done with a small group; specific focus on strategies children need to be introduced to, develop, practise or apply.

Class Story – sharing of a class picture book/novel.

Regular independent reading

Reading aloud individually – this is a one to one activity that parents, governors and volunteers do in our school. It is predominantly for younger readers, reluctant readers or children who need additional support.

Home-school reading – reading at home with parents that should take place at least 5 times a week.

Reading in the community – reading at the local library, visiting authors.

Reading at Home with Your Child

Reading is not just a 'school activity'. Home reading is very important and helps children develop reading skills more quickly. Research shows that children who are read to or read with an adult regularly make far greater progress in their learning than those who don't.

We expect younger children and children on book bands to read with an adult at least 5 times a week. Parents are required to sign the reading diary that comes home each day to indicate this has been done.

Older children who are deemed 'free readers' are encouraged to read to a parent or alone at least 5 times a week with an adult signing their reading diary to indicate this has been done. Children who have at least 5 signatures in their reading diaries each week are awarded a hummingbird sticker for this achievement.

All children – regardless of age- should bring a book bag to school daily. This is not only to ensure letters and home learning make it home, but also to protect school books which are costly to repair or replace.

Reading Books

Children who are reading within book band levels will bring home one book matching their reading ability at a time. It is intended that this is read at home with an adult and will be changed by the class teaching and learning assistant when returned to school.

Children who are above the book band levels will choose a book from the school library to bring home.

Children in Year 2 and above also bring home an accelerated reader book that once the book has been read, they can take a quiz at school to see how much they have remembered and understood.

Phonics

Phonics are the sounds that letters make. Phonic development begins in Nursery and continues all the way up to Year 6 if necessary.

We teach children phonics so that they can break words into their sound parts in order to read or write down a word.

At Morden Primary School we using *Jolly Phonics* alongside the Letters and Sounds planning documentation. *Jolly Phonics* gives each sound an action – it is a visual, auditory and kinaesthetic (hands-on) approach that helps children learn how to read.

How Can You Help Your Child Read?

You have already taught your child so much, including how to talk. Just as children learn to talk by imitating their parents and having conversations with them, so they will best learn to read when reading becomes a normal part of family life.

- Let your child see you enjoy reading
- Share books together as often as possible
- Make a point of reading words around the house and local area e.g. road signs
- Encourage your child to look for the letters in their name in other words
- Share your own writing with them e.g. shopping lists, birthday cards
- Read and teach your child nursery rhymes – the sounds and rhythms will help with their reading
- Go to the school or local library to borrow books
- Ask questions about the books you read together:
 - What do you think this story is going to be about?
 - What do you think is going to happen next?
 - Have we read any other stories like this one?
 - (About the character) How do you think she/he is feeling?

- Where is the story taking place?
 - What was your favourite part?
- Don't do all the talking and remember to let them ask questions
- Encourage your child to re-tell the story in their own words or using puppets or props

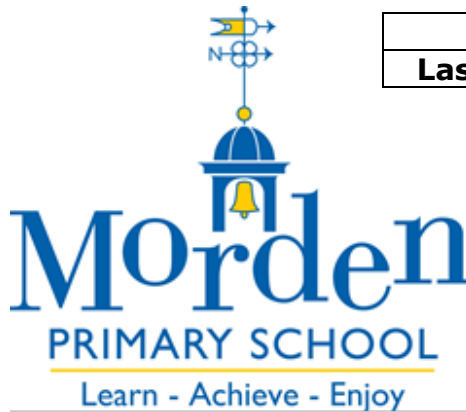
Do's and Don't

Do

- Continue to encourage and praise your child
- Encourage them to bring books home from school
- Keep reading aloud with your child – however well they are reading
- Talk about the book you are reading together
- Avoid stress or boredom
- Read regularly to your child, but remember that other adults or older siblings can share reading too

Don't

- Force your child to read
- Cover the pictures in a book
- Dwell too much on mistakes – give words if needed to allow reading to flow
- Make comparisons with other children or siblings



Created	September 2017
Last Reviewed	September 2019

INTIMATE CARE AND TOILETING POLICY

Morden Primary School is committed to safeguarding and promoting the welfare of children and young people. In conjunction with the Keeping Children Safe in Education Document (2019) we are committed to ensuring that all staff responsible for intimate care of children and young people will undertake their duties in a professional manner at all times.

We are committed to ensuring that children are treated with sensitivity and respect.

What is 'Intimate care'

Intimate care is defined as any care which involves washing, touching or carrying out an invasive procedure that most children and young people carry out for themselves, but which some are unable to do.

Intimate care tasks are associated with bodily functions, body products and personal hygiene that demands direct or indirect contact with, or exposure of the genitals. Examples include support with dressing and undressing (underwear), changing incontinence pads and nappies, helping someone use the toilet or washing intimate parts of the body, cleaning a pupil who has soiled him/herself or vomited. It is also associated with other accidents that may require a child to remove their clothes. These include changes required as a result of water play, messy play, sickness and weather. Disabled pupils may be unable to meet their own care needs for a variety of reasons and will require regular support.

Practicalities

It is generally expected that most children will be toilet trained and out of nappies before they begin at school or nursery. However, we recognise that children will join Morden Primary School, having reached differing levels of independence and development in toileting and self-care. Therefore it is inevitable that from time to time some children will have accidents and need to be attended to. In addition to this, an increasing number of children and young people with disabilities and medical conditions are being included in mainstream settings. A significant number of these pupils require adult assistance for their personal and intimate care needs.

In order to help the children to become aware of their bodily needs and respond to them in time, those who wish to go to the toilet are always allowed to go. Children in the EYFS have access to the toilet whenever they need to and are encouraged to be as independent as is age and developmentally appropriate. They are reminded at regular times to go to the toilet and are also encouraged to wash their hands after the toilet.

As children progress through the school, they are encouraged to use the toilet during break times.

Role of parents/carers

Parents/carers should give permission for intimate care as children enter Early Years Foundation Stage (EYFS). Parents' permission will be recorded on the Home Visit sheet and kept in a folder marked confidential. All staff are informed of those children where no permission is given.

Where a child has continuing incontinence problems (including children beyond EYFS), parents are expected to provide a complete set of spare clothes and moist toilet-wipes. The school also keeps a stock of spare clothes in various sizes.

Role of staff

EYFS staff have access to a bathroom area with a toilet and hand basin with access to warm water. There are also available baby wipes, plastic bags and disposable protective gloves for staff to use.

If a child soils him/herself during school time, one member of the EYFS staff (teacher, NNEB, practitioner, meals supervisor) will help the child:

- Remove their soiled clothes/nappies
- Clean their skin (this usually includes bottom, genitalia, legs, feet)
- Dress in the child's own clothes or those provided by the school (nappy, if needed)
- Wrap soiled nappies/clothes in double plastic bags and give to parents to take home.

At all times the member of staff pays attention to the level of distress and comfort of the child. If the child is ill, the member of staff telephones the parent/carer. In the event a child is reluctant and finally refuses, the parent/carer will be contacted immediately.

Our intention is that the child will never be left in soiled clothing, but as soon as a member of staff is aware of the situation, she/he will clean the child. The member of staff responsible will check the child regularly and ensure that he/she is clean before leaving to go home.

It is intended that the child will not experience any negative disciplining, but only positive encouragement and praise for his/her endeavours to master this necessary skill. It is always our intention to avoid drawing attention to such events and positively to encourage the child in his/her efforts to gain these skills.

Guidance for intimate care needs over and above accidents.

- The management of all children with intimate care needs will be carefully planned.
- Where specialist equipment and facilities above that currently available in the school are required, every effort will be made to provide appropriate

facilities in a timely fashion, following assessment by a Physiotherapist and/or Occupational Therapist.

- There is careful communication with any pupil who requires intimate care in line with their preferred means of communication to discuss needs and preferences.
- Staff will be supported to adapt their practice in relation to the needs of individual children taking into account developmental changes such as the onset of puberty and menstruation.
- Pupils will be supported to achieve the highest level of independence possible, according to their individual condition and abilities
- Individual care plans will be drawn up for any pupil requiring regular intimate care
- Careful consideration will be given to individual situations to determine how many adults should be present during intimate care procedures. Where possible one pupil will be cared for by one adult unless there is a sound reason for having more adults present. In such a case, the reasons will be documented.
- Intimate care arrangements will be discussed with parents/carers on a regular basis and recorded on the care plan
- The needs and wishes of children and parents will be taken into account wherever possible, within the constraints of staffing and equal opportunities legislation

Child Protection

Child Protection and Multi-Agency Child Protection procedures will be adhered to at all times.

All members of staff carrying out intimate care procedures are DBS checked. Students should only do so under the supervision of a trained member of staff. It is not appropriate for volunteers to carry out intimate care procedures.

If a child makes an allegation about a member of staff, this will be investigated in accordance with agreed procedures.

Disabilities

The Governing Body recognises its duties and responsibilities in relation to the Disability Discrimination Act which requires that any child with an impairment that affects his/her ability to carry out normal day-to-day activities must not be discriminated against.

A.Kira

Acting Early Years Foundation Stage Leader

Permission form for intimate care

If a child wets or soils themselves whilst they are in school, it is important that measures are taken to have them changed and if necessary cleaned as quickly as possible.

Our staff are experienced at carrying out this task if you wish them to do so or, if preferred, the school can contact you or your emergency contact who will be asked to attend without delay.

Morden Primary School has an Intimate Care Policy which is available to view on our website or a copy can be obtained from the school office.

Please fill out the permission slip below stating your preference.

Yours sincerely
Peta Blow
Head Teacher

Name of Child.....

Class.....

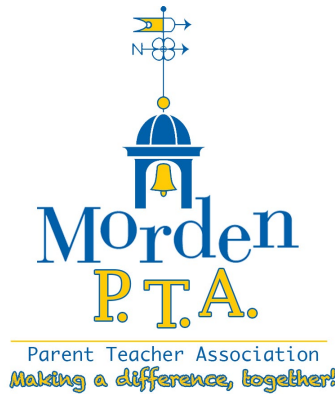
Please tick as appropriate

☐ I give consent for my child to be changed and cleaned if they wet/soil themselves whilst in the care of Morden Primary School

☐ I do not give consent for my child to be changed and cleaned if they wet or soil themselves. The school will contact me or my emergency contact and I will organise for my child to be cleaned and changed. I understand that in the event that I or my emergency contact cannot be contacted, the staff will act appropriately and may need to come into some level of physical contact in order to aid my child.

Signature of Parent/Carer.....

Date.....



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

Jo Carter – Chair of the PTA

PTA CONTACT INFO

My name is _____

My child's name is _____

I prefer to be contacted by : email phone

--

--

Please provide both your email address and phone number(s) in case we are unable to contact you via your preferred method of communication:

Email _____

Telephone (home) _____

Mobile _____

Any special skills, interest, abilities (eg building, baking, cooking, painting, gardening, entertaining, organising)?

--

Thank you!

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.

Dear Parents and Carers,

Morden Primary School Fund

What is the point of School Fund?

School Fund is an account which provides for many items in the school which enhance and enrich your child's learning experiences at Morden Primary. For example, it is used to pay for reward stickers, certificates, competition prizes, Golden Time games and equipment, special art and display materials, seeds and gardening tools plus special books for children.

We do not receive money in our main school budget to fund these extras.

How much is the school requesting?

Each school year: £10 for the first child in each family, £5 per sibling. (This is very reasonable compared with many other schools, particularly high schools).

How can I make a payment?

You can make the donation through your ParentPay account. We cannot accept any cash/cheque payments to the school.

Remember, Morden's School Fund is YOUR CHILD'S FUND.

Yours sincerely



Mrs P Blow
Headteacher

Headteacher: Mrs P. Blow
Deputy Head: Mrs A. Kira

Morden Primary School
London Road
Morden, Surrey
SM4 5PX

Tel: 020 8648 4168

Fax: 020 8685 5459

e: info@morden.merton.sch.uk

w: www.morden.merton.sch.uk



Sustainable Travel
Accredited & Recognised
sustainable level

Morden Primary School

Child's Name_____

NEW CHILD ADMISSION

Enclosed consent forms must be completed, signed and returned to the school office.

- Admission Form
- Home School Agreement
- Lifetime Consent Form
- Responsible Use of the Internet
- Child Media Policy
- Pupil Premium Form.

CONFIDENTIAL

Admission Form

About Your Child:

First Name: (as it appears on birth certificate)			
Preferred First Name: (if different from above):			
Surname:			
Gender:	MALE/FEMALE	Date of Birth:	/ /
Current Home Address Details:			
	Postcode		
Home Telephone Number (landline):			
Contact Email Address: (this will be used for school letters etc)			
Is your child adopted?	YES/NO If yes , please provide a copy of the certificate to the school.		
Are there any court orders affecting your child?	YES/NO If yes , please provide copies to the school.		
Does your child have a statement of special needs? (or an EHCP?)	YES/NO If yes , please provide copies to the school.		
Is your child in the care of a Local Authority?	YES/NO If yes , please confirm which Local Authority.		

Ethnic / Cultural details for your Child:

Ethnicity: Please circle one	White British	Indian	Any other white background_____
	White Irish	Pakistani	
	Black African	Gypsy/Roma	Any other black background_____
	Black	White & Asian	Any other Mixed background_____
	Caribbean	White & Black African	Any other Ethnic group_____
	Bangladeshi	White & Black Caribbean	Refused
	Chinese		
Nationality (as it appears on passport):			
Country of Birth (as it appears on passport):			
First Language:			
Other Languages spoken at home:			
Date of entry into UK (if applicable)		/ /	
Religion			
Status:		Asylum seeker? YES/NO Refugee? YES/NO *Delete as appropriate	

GDPR 2018: The school is registered as a Data Controller with the Information Commissioner's Office. We have a duty to protect information we hold and to keep it up to date. The school is required to share some of the data with the Local Authority and with the DfE. Please see our privacy notice for further details

Family Contact Information:

Should an emergency occur at school it is sometimes necessary to contact a parent/ carer during the daytime. Please indicate below telephone numbers for each parent/carer to be contacted during school hours.

Mother/Carer's Title:	Mrs/Miss/Ms *Delete as appropriate
Mother's Full Name:	
Mobile Telephone No:	
Work Telephone No:	
Home Address if different to child:	
	Postcode
Home Telephone Number (landline):	
Do you have parental responsibility?	Yes/No *Delete as appropriate
Are you Service Personnel? (e.g. armed forces)	Yes/No *Delete as appropriate

Father/Carer's Title:	Mr
Father's Full Name:	
Mobile Telephone No:	
Work Telephone No:	
Home Address if different to child:	
	Postcode
Home Telephone Number (landline):	
Do you have parental responsibility?	Yes/No *Delete as appropriate
Are you Service Personnel? (e.g. armed forces)	Yes/No *Delete as appropriate

In the event of us being unable to reach a parent/carer, please give details of up to two people who may be contacted in the event of an emergency to act on your behalf.

Title:	First Name:	Surname:
Relationship to child:		
Daytime Tel:		Mobile Tel:

Title:	First Name:	Surname:
Relationship to child:		
Daytime Tel:		Mobile Tel:

Separated Parents:

Please provide an address for a parent not living with your child, if they wish to be informed of your child's educational progress (eg. school reports or invitations to parent/teacher meetings) as they are entitled to this information and to be on the contact list.

Title	First Name:	Surname:
Relationship to child:		
Home Address:		
Postcode:		
Daytime Tel:	Mobile Tel:	
Contact Email address: (This will be used for school letters etc)		
Do you have parental responsibility:	Yes/No *Delete as appropriate	

Additional Information: MEDICAL

Name of Doctor:	
Name of Medical Practice:	
Address:	
Phone No:	
Does your child have any known medical conditions? E.g. asthma, nut allergy, historical head trauma, allergy etc.	YES/NO If yes , please explain:
Has your child been diagnosed with asthma?	YES/NO If yes , please attach a copy of their medical plan to confirm this.
Does your child regularly take medication (e.g asthma inhaler)?	YES/NO If yes , please ask the office for a permission to dispense form.
Does your child have any known dietary needs (food allergies, vegetarian etc?)	YES/NO If yes , please explain:
Name/Telephone No. of any Social Worker, Family Support Worker etc involved with the family:	
Has your child ever attended speech therapy?	YES/NO

Meal Arrangements for your Child:

ALL children in Reception, Year 1 and Year 2 receive a school meal which is free of charge.

Meal Arrangements:	School Meal OR Packed lunch (Circle one)
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Mode of Travel:

Please tick ONE box for how your child will travel to school. If your child will use more than one mode of travel the longest element of the journey by distance should be recorded.

Walk	Train	Car/Van	Bus	Taxi	Bicycle	Car Share	Other (please state):
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Extra Funding:



Pupil Premium and Free School Meals

Your child's school can claim additional funding from the Government if you complete this section and are found to be eligible under the Pupil Premium scheme. This funding is worth up to £1320 per eligible child. This money can be used by schools to provide additional support, fund new equipment or provide additional staff.

If found to be eligible, your child will also receive school meals free of charge, a saving of hundreds of pounds to you for the cost of school dinners.

Childs Name:

Childs D.O.B:

Parent 1 details

Surname	
National Insurance Number	
Date of birth	

Parent 2 details

Surname	
National Insurance Number	
Date of birth	

Declaration

- I agree that the details provided above are accurate
- I agree to allow Merton to hold these details and complete checks to confirm eligibility status while the child named attends a Merton school
- I accept that Merton will check eligibility via the DfE checking service and that I will be contacted if there is any change to my eligibility status

2 year old funding

Has your child received a funded two year old nursery place	YES	NO
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Signed: _____ (Parent/Carer)

Previous School Information

Print Name: _____

Date: _____

Other Members of the Family:

Please list any other children in the family who currently attend Morden Primary:

Name of Child	Date of Birth	Girl/Boy	Class

Previous School, Pre-School, Nursery or Playgroup attended:

Name of School:	
Address:	
Telephone Number:	
Date your child started at this school:	
Date your child finished at this school:	

Signed: _____ (Parent/Carer)

Print Name: _____ (Child's Name)

Date: _____

Consent

During your child's school life certain activities require your signed consent before your child is allowed to participate. These are listed below with separate letters enclosed to sign off as applicable.

This information will be used throughout your child's time in school.

I understand that I can withdraw consent at any time by writing to the school office.

	Please Indicate
Home School Agreement As a parent/carers, I commit to the responsibilities as set out in the Home and School Partnership Agreement (copy attached to be signed)	YES / NO
Lifetime Consent Form for School Trips I give permission for my child to go on educational trips (excluding residential trips)	YES / NO
Responsible Use of the Internet I give permission for my child to have access to the internet on the terms set out in the school's Pupil Internet Access Policy - * can be viewed on school website	YES / NO
Swimming Permission I give permission for my child to attend swimming lessons in Years 3 & 4 (a separate letter will be sent out giving exact details shortly before the lessons are due to take place)	YES / NO
Child Media I give permission for my child's photograph to be used as outlined in the Child Media section of the Consent document.	YES / NO
I give permission for my child to watch PG rated films and other appropriate media.	YES / NO

*School website: www.morden.merton.sch.uk

Hard copies of all school policies can also be obtained from the school office, on request.

Signed: _____ (Parent/Carer)

Print Parent's Name: _____

Date: _____

Child's Name _____ Child's Class _____

Home School Agreement



By signing our home school agreement, you are agreeing to the following:

Everyone in the Morden community: the staff, governors, parents and children all work towards the common goal of providing the best possible outcomes for our children. Working together and treating each other with respect is vital for us to be able to achieve this goal.

The school will:

- Ensure appropriate procedures are adhered to so the children are kept safe, including teaching online safety.
- Develop and display the Morden Values of: Respect, Responsibility, Resilience, Challenge and Teamwork.
- Teach the children the necessary life skills through the national curriculum and always encourage them to achieve their personal best.
- Encourage good choices and responsible behaviour using the golden rules.
- Make the learning environment engaging and challenging.
- Have regular meetings with parents to discuss your child's progress.
- Provide parents with an end of year report telling them about their children's progress, future targets and attitudes to school life.
- Keep parents informed about school & PTA events and activities through regular communication.

Signed on behalf of the school:

Signed

Date: __15.7.19__

The parent/carer(s) will:

- Support and display the school's values of Respect, Responsibility, Resilience, Challenge and Teamwork.
- Positively promote the school— verbally and online.
- Make sure your child arrives at school by 8.55am (Nursery start times are 8:30am and 12:15pm) and is collected promptly at 3.15pm. (11:30am for morning Nursery).
- Ensure your child maintains good attendance (96% and above) and provide a letter of explanation for any absences.
- Support your child's learning by helping with activities sent home. E.g. reading, spellings to learn, times tables, number bonds and topic based projects.
- Support the school's promotion of a love of reading by reading to, or with your child, as often as possible. (at least 5 times a week)
- Attend parents' evenings to discuss our child's progress.
- When possible, attend class assemblies, school productions (especially when my child is involved) and curriculum meetings to support your child.
- Behave appropriately to all members of the school community.
- Support the School's fundraising and PTA events.

Parent's / Carer's signature _____ Date: _____

The pupil will:

- Display the Morden values of Respect, Responsibility, Resilience, Challenge and Teamwork.
- Follow our golden rules :-
 - 1) I will respect myself, others and school property.
 - 2) I will try my best to do my work and not disturb others.
 - 3) I will keep my hands, feet and unkind thoughts to myself.
 - 4) I will move sensibly and quietly around the school.
 - 5) I will tell the truth even if it's difficult.
- Use the internet responsibly, following our Acceptable Use Policy.

Child's Signature _____ Date: _____

Lifetime Consent Form for School Trips and Other Non-Residential Off-Site Activities



The Government has reviewed the guidance on organising school trips and other offsite activities. Although it is no less rigorous than before it has allowed schools to no longer request consent for individual school trips.

At Morden Primary we have taken the decision to ask you to sign a one-off Lifetime Consent Form.

We will send you information about each trip or activity before it takes place. This letter will also indicate any lunch arrangements.

Please sign and date the form below if you are happy for your child:

1. To take part in school trips and other activities that take place off school premises
2. To be given first aid or urgent medical treatment during any school trip or activity.

Please note the following important information:

The trips and activities covered by this consent include;

- All visits which support the national curriculum excluding residential trips
- Both on-site and off-site sporting fixtures during the school day
- Swimming Lessons (Year 3 & 4 only)

We will send you information about each trip or activity before it takes place. You will be given the opportunity, at that time, to withdraw your consent should you not wish your child to participate in a particular trip/activity.

Responsible Use of the Internet

As part of our pupils' curriculum enhancement and the development of ICT skills, Morden Primary provides supervised access to the Internet, including email.

Our school operates a filtering system that restricts access to inappropriate materials.

Every endeavour is made to ensure that suitable restrictions are placed on the ability of children to access inappropriate materials. However, although the risk is small, the school cannot give an absolute guarantee that undesirable material will not find its way around the filter before the filtering service catches up with the unsuitable provider and we cannot be held liable in these circumstances.

A copy of all the policies related to computing and online safety are available on our website, www.morden.merton.sch.uk. You may ask to view a copy of the policy upon request at the school office.

If you refuse consent your child's access to the Internet will be restricted.

Swimming in Years 3 & 4

During Years 3 & 4 children have the chance to improve their swimming skills with tuition from the experienced swimming teachers at Morden Leisure Centre. Teaching your child to swim forms part of the National Curriculum and is therefore mandatory for every child.



A letter containing exact details will be sent home prior to your child's lessons, which will give you full details of when the swimming lessons will take place.

Child Media

The new Data Protection Act has changed the way schools process Pupil Data. We are now required to clearly state what our legal basis is for processing personal data about your child. For most school activities we believe our basis is "*processing is necessary for the performance of a task carried out in public interest or in the exercise of official authority vested in the controller*". In other words, the Department of Education has given us the authority to provide Education Services to your child.

To comply with the General Data Protection Regulations 2018, we need your permission before we can photograph or make any recordings of your child to use in this way. **By consenting on the front cover's summary consent sheet, you are agreeing to the following:**

I give permission for my child's photograph to be used within the school, including exercise books and profile folders and school displays.
I give permission for photographs of my child to be used externally by school with no name linked . e.g. school brochure, charity events, school website, local press, class photographs, class assemblies, musicals & nativities.
I give permission for photographs/films of my child to be included on the Morden Primary School social media accounts, such as Facebook, Twitter and Instagram, without name identification .
I give permission for the school to share information with external clubs including parent contact telephone numbers and collection arrangements IF my child attends a club.
<p>During school productions/ class assemblies we understand that many parents may wish to film their child. However, all adults in attendance must agree to the following terms and conditions:</p> <ul style="list-style-type: none">• All filming is for personal use only and must not be shared with external agencies.• No video, film or still photography from school events may be posted to any form of social media.• Some school events may not be suitable to be filmed and/or have photos taken. In this situation the school will explain this and insist that parents follow the guidance given.

This information will be used throughout your child's time in school.

Consent can be withdrawn at any time by writing to the school office.

REMINDER

Completed booklet to be returned to the school office with your child's birth certificate and passport, if latter is available.

For office use only

Consent Form indicated and signed: Date: _____ Initials: _____

Birth Certificate Photocopied: Date: _____ Initials: _____

Passport Photocopied: Date: _____ Initials: _____

The Child will:

* display the Morden values of Respect, Responsibility, Resilience, Challenge and Teamwork.

* Follow our golden rules :-

- 1) I will respect myself, others and school property.
- 2) I will try my best to do my work and not disturb others.
- 3) I will keep my hands, feet and unkind thoughts to myself.
- 4) I will move sensibly and quietly around the school.
- 5) I will tell the truth even if it's difficult.

* Use the internet responsibly, following our Acceptable Use Policy.

Child's Signature _____ Date: _____



Home—School—Child

Partnership Agreement

Reviewed January 2020

Children learn best when home and school work in partnership.

Together we will show respect for each other, having courtesy even when opinions differ.

We respect all members of the school community, regardless of gender, race, culture, lifestyle choices or religious beliefs.



Home—School—Child Partnership Agreement

Child's Name _____

Date: _____

The School Will:

- Ensure appropriate procedures are adhered to so the children are kept safe, including teaching online safety.
- Develop and display the Morden Values of: Respect, Responsibility, Resilience, Challenge and Teamwork.
- Teach the children the necessary life skills through the national curriculum and always encourage them to achieve their personal best.
- Encourage good choices and responsible behaviour using the golden rules.
- Make the learning environment engaging and challenging.
- Have regular meetings with parents to discuss your child's progress.
- Provide parents with an end of year report telling them about their children's progress, future targets and attitudes to school life.
- Keep parents informed about school & PTA events and activities through regular communication.

Signed on behalf of the school:

Date: _____

The Parent/Family will:

- Support and display the school's values of Respect, Responsibility, Resilience, Challenge and Teamwork.
- Positively promote the school— verbally and online.
- Make sure your child arrives at school by 8.55am (Nursery start times are 8:30am and 12:15pm) and is collected promptly at 3.15pm. (11:30am for morning Nursery).
- Ensure your child maintains good attendance (96% and above) and provide a letter of explanation for any absences.
- Support your child's learning by helping with activities sent home. E.g. reading, spellings to learn, times tables, number bonds and topic based projects.
- Support the school's promotion of a love of reading by reading to, or with your child, as often as possible. (at least 5 times a week)
- Attend parents' evenings to discuss our child's progress.
- When possible, attend class assemblies, school productions (especially when my child is involved) and curriculum meetings to support your child.
- Behave appropriately to all members of the school community.
- Support the School's fundraising and PTA events.

Parent's / Carer's signature _____

Date: _____



**Please hand completed paperwork
together with a copy of your child's
birth certificate and passport to the
school office.**

**Your child cannot start school unless
all paperwork has been received.**

Thank you.