



Moreton C of E Primary School



Moreton C of E Primary School



Welcome Pack 2025-26



Dear Parents,

I am delighted that your child will be joining us here at Moreton for the most formative years of their life and formal education and wish to reassure you that we aim to make each and every day that they are with us count.

Our vision and values drive our school to be a place of excellence where all are valued as individuals as God's children. As their first school our main priority is that we help them to develop the basic skills they'll need for the rest of their lives – reading, writing, maths and growing to be inquisitive and creative learners, who fulfil their potential with a love and passion to do God's work. We want to be able to foster a culture of aspiration and self-belief by providing a supportive and challenging learning environment. From this we will see your children flourish and progress in their personality and achievements.



But there's another side to school life, just as vital to their futures. ***How can I make and keep friends? Did I impress my teacher with my speaking, confidence, behaviour and care for others in our world?*** Just by working and playing alongside each other, children grow and develop in faith, knowledge and love – more quickly than we may imagine.

Therefore, our challenge is to help them begin a journey with no defined end but one that gives them a passion for learning so that they are 'hooked' for the rest of their lives. So then "as a tree is known by its fruit" (Matthew 12:33), the children from Moreton will make us proud to be known for the good they do in the world.

A handwritten signature in black ink that reads 'Nikki Batt'.

Nikki Batt
Headteacher



Our Vision

Growing Together in Faith, Knowledge and Love

Our vision is based on the fact that we are all created in God’s image, blessed with the power and wisdom to pursue excellence. Therefore, as a tree is recognised by its fruit, so our children will be recognised by the good they do in our world as they grow together in faith, knowledge and love.

This reflects the biblical texts of Matthew 12:33 and Colossians 1:10-11 which encompasses our belief that each child is like a seed which when nurtured will grow into knowing and loving God. Our children will aspire to be inquisitive and creative learners who fulfil their potential with a love and passion to do God’s work.

Matthew 12:33 “Make a tree good and its fruit will be good... for a tree is recognised by its fruit.”

Colossians 1:10-11 “So that you may live a life worthy of the Lord and please him in every way: bearing fruit in every good work, growing in the knowledge of God, being strengthened with all power according to his glorious might so that you may have great endurance and patience.



Our school is the good ground and the roots that allows all who come into contact with it to grow well. Its seeds (pupils, staff and community) are given a rich diet to thrive into the best ‘plant’ possible. Our seeds are cared for during all ‘seasons’, given support and protection when it is needed and encouragement to flourish. The plants are strong and resilient, able to live peacefully and joyfully with those around them. The rich harvest is the end result of this labour for pupils, staff and the community – the brightest of futures. Our vision is underpinned by our core Christian values of faith, knowledge and love.

From this we have categorised our focus values as follows:

Faith	Knowledge	Love
Creation	Truthfulness	Love & forgiveness
Hope	Perseverance	Compassion
Truth	Courage	Friendship
Trust	Wisdom	Thankfulness
Service	Justice	Humility & Service
Courage	Peace	Generosity
Trust	Respect	

Moreton is a quiet village in the heart of the Essex near Ongar. We have good links with our local farming community and as a forest school we encompass the philosophy “to encourage and inspire individuals of any age through positive outdoor experiences” (Forest Schools Association).

We aim to develop the whole child increasing their confidence, independence, resilience, social and communications skills. As these grow their self-esteem will equally blossom. This style of learning will foster a respect for flora and fauna everywhere.





Staffing information

Staff Member	Role
Mrs Nikki Batt	Headteacher Designated Safeguarding Officer, H & S, Curriculum, Christian Distinctiveness (SIAMs), Finance, Premises, Personnel, Behaviour, Racism Officer, EVC/RA Officer, T & L, Collective Worship Adviser Music Leader
Miss Emma French	Deputy Headteacher Class Teacher, Lunchtimes/MDAs, Maths Subject Leader, , Wellbeing Lead, Secondary Liaison,
Mrs Becky Barros	SENCO, Class Teacher, Forest School Leader, Deputy Safeguarding Lead
Mrs Alice Carter	Class teacher, SIAMs support, RE & CW Leader
Mrs Amy Mead	School Improvement Leader: EYFS Class teacher, KS1 Leader (maths, literacy/phonics, curriculum for KS1), nursery liaison, Art/Craft/Design Leader
Miss Wendy Farmer	Class teacher
Awaiting appointment	Class teacher, Computing/ICT Leader,
Miss Sarah Cole	Class teacher, STEM Leader
Ms Helen Stares	Class Teacher, Sports Leader
Mrs Lauren Matthew	Part-time Class Teacher

Other Staff Member	Role
Mrs Emily Mainwaring	Finance Manager
Miss Sarah Tipping	HLTA, PPA Cover Supervisor
Miss Lucy Anderson	UKA sports consultant, PPA for PE
Mr Cameron Batt	Office and Clerical Assistant
Mrs Sarah Anderson	SEN Learning Support Assistant
Mrs Claire Chalkley	Learning Support Assistant & Midday Supervisor
Mrs Vicki Beverton	Learning Support Assistant & Midday Assistant
Mrs Hannah Burling	Learning Support Assistant & Midday Assistant
Mrs Katy McCarthy	Learning Support Assistant / Midday Assistant
Mrs Julie Galloway	SEN Learning Support Assistant / Midday Assistant
Mrs Karen Jordon	Learning Support Assistant / Midday Assistant
Mrs Hayley Gater	Learning Support Assistant / Midday Assistant (maternity cover)
Mrs Emma Chalk	Learning Support Assistant / Midday Assistant
Mrs Claire Linnecar	Learning Support Assistant / Midday Assistant
Miss Molly Pike	Apprentice LSA
Contracted through Ashlyns	Catering Manager
Mrs Tarnya Trussler	Kitchen Staff
Contracted through TIB	Caretaker

Governing Body	Mr Daniel Green (Chair) , Mrs L Godfrey, Mr C West, Mr M Woods (Finance), Mrs E Johnson
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School organisation & Structure

Classes

At Moreton there are 7 classes, each with approximately 30 children. Children are taught in year groups and move through the school with their peers. There are three infant classes (Key Stage 1) and four junior classes (Key Stage 2):



Bumblebee Class (EYFS)



Hedgehog Class (Year 1)



Badger Class (Year 2)



Deer Class (Year 3)



Pheasant Class (Year 4)



Fox Class (Year 5)



Owl Class (Year 6)

In each class, a variety of whole class, group or individual teaching takes place, depending on the subject and each child's need. EYFS follow the Early Years Foundation Stage and the rest of the school plans together in phases from a 2-year rolling programme: Years 1 & 2, Years 3 & 4 and Years 5 & 6. As a result, sometimes classes work together for topic work, assemblies or story times. Whole school Collective Worship take daily with EYFS joining the school at various time across the school year. Details of our curriculum and Collective Worship can be found on our website.

School Sessions

Morning 8:55am to 11:50am (12:00 noon KS1 and KS2)

Afternoon 12:55pm to 3:00pm EYFS (KS1 3:10pm, KS2 at 3:15pm)

Breakfast Club is run from 7.45am each morning, in our school hall, should you need to be at work earlier than the usual drop off time. This is run by Super Star Sport at an extra cost please book via <https://www.superstarsport.co.uk/booking/>. After school club is also run through Super Star Sport using the same booking link.

The infants and juniors have separate playgrounds and toilet facilities are organised by age, some in classrooms and some communal ones. EYFS use their own outdoor area. There is a 15 minute break in the morning for KS1 and KS2 children; this takes place at 10:40 am. Supervision is provided from 8:45 am when children come straight into school. All children are expected to arrive at school by 8:55 am when the staff member on duty at each entrance will close the appropriate doors / gates. Any child arriving at school after 8:55am will need to sign in at the main office. At the end of the school day, children will be dismissed from the front playgrounds.



Key Information for EYFS

Home Visits and Transition Days

Ensuring a successful transition from pre-school/nursery into school is paramount to your child's wellbeing, meaning that school is a positive place to be. We want to get to know your child as an individual, understanding their likes and preferences and for them to feel safe and secure in the school environment. To enable this, we have a variety of events that take place from spring right through to September. We start off with an information evening where parents are invited to the school which allows us to introduce ourselves, explain a little about what to expect and allow you time to ask questions. Along with nursery visits and home visits we have 3 come and play sessions:

1. You and your child are invited to come to the EYFS outdoor area to have a picnic lunch then your child comes into the classroom to explore the different areas of the classroom giving opportunity to get to know some of their new classmates and their teachers
2. Your child is invited to come to the classroom for another stay and play session
3. In early September, you and your child are invited to come and have a cooked school dinner. After eating, your child will stay for a while in the classroom before starting school full time the following week

The Teacher and TA will make contact with your child's nursery or pre-school and visit usually on a day when your child is attending. This is to allow your child to be seen in a setting where they are already settled and also to speak to their Key Worker.

You and your child will be asked for your thoughts and feelings about starting school, these are then usually discussed during a home visit from the class team. The home visits take place the first week of September before your child starting school allowing them to get to know and start building relationships with the classroom adults. Before starting in September children are assigned Year 5 buddies who they have to support them in and around school. They assist the children at lunchtimes helping them in the hall, to play games and build friendships with their peers outside. We also do shared reading and collaborate in other areas of the curriculum with our buddies.

At Moreton we operate an 'open door' policy where we encourage any questions or concerns to be brought to the class teacher so that they can be addressed.

Curriculum

We follow the Early Years Foundation Sage Curriculum. This has seven area of learning including three prime areas: Communication and Language, Physical Development and Personal, Social and Emotional Development; and four specific areas: Literacy, Mathematics, Understanding of the World and Expressive Arts and Design. Through this curriculum each child is allowed to develop and flourish allowing them to explore and find their own interests.





The School day

Although each day can be very different in EYFS we follow a structured daily routine which evolves over the year with the needs of the children. This contributes to a safe and secure environment where the children know what is coming which allows them to be successful learners.

Early morning work

Each child is greeted at the door and once their coat and bag are away they access activities which are set out on the tables. These activities allow children to get busy straight away being engaged in meaningful tasks and allowing social development with their peers.



Read Write Inc

We start our phonics teaching straight away, first ensuring children are confident in using their auditory skills to listen and respond then quickly progressing onto our Read Write Inc programme learning the letter sounds and using them to blend words for reading. During initial sound teaching children are encouraged to bring an object from home that starts with the focus sound of the day. Further information about this will be given during parent workshops.



Free flow

This time allows children to explore and develop in all areas of learning. Each week we have 3 focus children which allows us to look closely at where the children are and what their next steps should be. Observations are carried out focusing on the next steps and some small group work takes place where we will target specific children. Outdoor learning forms an integral part of our day – the door is open all year round and children are free to access the outdoor provision therefore children do need to come into school with appropriate coats, hats or sun cream etc depending on the weather.

Snack

We have snack every morning in EYFS, this is either as a whole class or during free flow where the children access it independently. Snack forms an important part of the day thinking about healthy eating, table manners and social development. The government have two schemes which provide free milk for those children that are 4 and free fruit for children to the end of KS1. In addition, We ask for £1 a week donation from each child which allows us to also provide a carbohydrate snack such as bread sticks, crackers, cereal etc. We also use these donations to enable us to do cooking activities and to make sandwiches, butter crackers developing a wide range of skills. Throughout the day children have free access to water, independence is paramount to EYFS therefore children are encouraged to recognise when they need a drink and pour it themselves.





Maths

Our maths teaching again starts straight away we focus very much on early number skills which form the building blocks of mathematical understanding. We will have focus numbers each week to start with where children use manipulatives to explore how the numbers are made up and correspond to each other. We also use Numberblocks to engage children and allow them to use enquiry to deepen their understanding.



Lunch

At lunch time the children go into the hall to have their food. They can have the school hot meal (all EYFS and KS1 children are entitled to a free healthy school dinner) or bring a packed lunch. The Teacher and LSA are both in the hall with the children at the beginning of the year along with their Year 5 buddies. Once the children have finished eating they go outside onto the playground/field.

DEAR time (Developing Everyone A Reader)

This is a time straight after lunch where children look at books, have stories read to them and practice their own reading. Also once a week parents in EYFS and Year 1 are invited from 8:45-9am to read and share a story with their child.



Focus teaching/topic

This session takes on many forms from group games to finding out about the topic

Free flow

This is the same as the morning free flow session



Storytime

Our story usually links to or forms the basis of our topic. We also watch Newsround and read Bible stories and have reflection during this time.

Home time

Just before going home we say our End of Day Prayer. Children are to be collected at the gate near Reception at 3:00pm they will only be released from school to authorised adults previously identified.

PE

As it is one of our Prime areas many of our class based activities focus on the children's Physical Development. However, we have 1 dedicated session of PE during the week where children will firstly practise their skills of getting changed and then take part in a wide range of activities such as yoga, team games, using large apparatus and learning how to control an object such as a ball. Children need a named PE kit in school at all times.





Muddy walk

Once a week we go out on our Muddy Walk. We are fortunate to be surrounded by countryside and can access this through a gate in the field. Usually referred to by the children as their favourite time of the week all of EYFS go out and use the outdoors to explore and investigate. Although we have a focus each week the children's inquisitive nature will often take us in another direction and we end up learning about something else! We find out the names of trees and how to identify the flowers, birds and animals we see. We are constructors, investigators, artists and always think about how we need to look after our environment then quite often jump in big puddles! EYFS will go out whatever the weather so children need suitable clothing and wellingtons. More information about this will be given in the first few weeks of term.



Seesaw

To document your child's learning we use an electronic learning journey called Seesaw. This allows us to build that firm partnership between home and school which makes your child's time in EYFS a successful one. Photos and videos will be used as part of observations that make up your child's profile. You will receive a log in so that you can view and contribute to your child's online learning journey which helps to close the gap between home and school. A parent workshop will be held early in the term to explain this in more detail and give out log ins. Homework is also set via the SeeSaw App

Uniform

Please see the list attached. Help your child to become independent with their own dressing (this is a prime area of learning in the curriculum). Send them to school in trousers or skirt that they can easily undo to go to the toilet. Teach them how to put on and fasten their coat. Avoid laces in shoes until your child is able to tie these.

Please ensure all clothes are named so that they do not get lost.

What to bring to school

Children need to bring in a PE kit which will remain in school for the half term. Each day your child will need their book bag and folder. They do not need to bring a pencil case, water bottle or snack.





Partnership with Parents and our Community



At Moreton we believe that your child's education is a partnership between parents and school. We take every opportunity to communicate with parents; sharing your child's progress, informing of key events and also to seek your feedback and gain your input into the development of the school.

Governors

We have a dedicated team of volunteers elected and appointed to help directly in the running of the school. They meet at least once a term and have legal duties, powers and responsibilities. They help drive improvements for the school by deciding on what is taught, with setting standards (e.g. behaviour), recruiting staff and overseeing how school funds are spent. Governors are parents, staff members, parish representatives and local authority community representatives.

Our local community

We are at the centre of our local community and we strive to have an excellent relationship with the residents of Moreton and those in the parish of Moreton, Bobbingworth and the Lavers. People including local fire crew and police officers often visit to explain what they do. We have visiting clergy who lead us weekly in Collective Worship. We also reach out and take part in community activities such as singing carols for local WI or taking part in a litter pick.

Parking outside the school can become problematic during drop off and collection times. Wherever possible, we would recommend using our 'Drop and Go' or the parking facilities behind the Dog and Pickle. Please be considerate to our neighbours and local community when parking and take care not to obstruct access for cars and emergency vehicles.

FOMS

We have a very active parent association called Friends of Moreton School (FOMS). They meet regularly, at least termly, to organise social activities for the children and their parents throughout the year. They are a friendly group who set themselves the goal of fund-raising for the school. They are always planning events, and on the look-out for new ideas or suggestions. All parents are automatically members of FOMS.



Over the last few years FOMS have raised funds to purchase a school mini-bus, new playground markings and activities, EYFS equipment, team kits, playground equipment and sports medals. They also generously donate towards the cost of some school trips, which means the school can keep the cost of these to a minimum. Funds have been raised through Summer Fayres and Christmas Fun Days, Bake Offs, Discos and other sponsored events.



The FOMS committee is elected annually, at the Annual General Meeting in September/October. Do come along and get involved- everyone is welcome!



Behaviour

Moreton Church of England Primary School is a Christian community where the teachings of Jesus are used to support and guide everything we do and where we share God's love for us. Our relationships with others are based on mutual respect and consideration for others and underpinned by Christian values. At Moreton we aim to create a caring atmosphere in which everyone feels safe and secure, and in which we can appreciate the importance of developing positive relationships with others to enable children to learn. We aim to promote a family atmosphere where all members of our community feel valued and respected for the positive contributions they make to the school. It is in this climate that we believe our children will develop further social, personal and academic skills that will lay sound foundations for their future.

We have three school rules:

We look after:
Ourselves
Each other
God's World



Children do not always work and behave well. It is important to remember that they are not 'bad' or 'good' but are on different points on the behaviour spectrum on different days. Their behaviour is not always a direct result of what is happening in class - it could be events at home, friendships etc. Giving children clear guidelines will help – they need to know how severe their behaviour is, what will happen if they continue, but similarly what will happen if they choose to behave. In light of this understanding, the management of behaviour at Moreton is conducted through a 'Positive Behaviour Management' approach. This includes a range of strategies to apply to differing situations. They are not exhaustive but are used at appropriate times according to the professional judgement of the staff. However, they do form underlying principles regarding the management of behaviour at Moreton Church of England Primary School. We aim to use a restorative approach to unacceptable behaviour through our belief in forgiveness.

In keeping our rules and core values short, generic and positive it makes them easy to remember, apply to any situation and acts as a reminder of what we should be doing rather than a list of do's and don'ts. Please note that

Bullying will not be tolerated at Moreton C of E Primary School in any form.

We have a comprehensive Anti-Bullying Policy and we aim to promote a secure and happy environment free from threat, harassment or any type of bullying behaviour. As a school we take bullying very seriously and pupils and parents should be assured that they will be supported when bullying is reported and that reports of bullying will be taken seriously, recorded and acted upon.

See our behaviour and anti-bullying policies on our website for further details.



Attendance

We recognise the impact of good attendance and punctuality on academic achievement. As Woody Allen said “80% of success is just turning up”. Parents have a legal responsibility for ensuring that their child attends school regularly and punctually. Even a small dip in attendance can impact on a child’s learning. If your child is absent for any reason you should contact the school as soon as you know, before 9:30am giving full details of the reason for your child’s absence. We will call you if we do receive any reason or to clarify for an absence.

We are required to record all absences as either ‘authorised’ or ‘unauthorised’. Any absence not supported by an acceptable explanation is likely to be classified as unauthorised. The school is responsible for such authorisations and will check attendance regularly. If we are concerned about your child’s attendance, we may contact you to arrange a meeting to discuss strategies to improve it. **Holidays during term time are not allowed and will not be authorised.** Parents can, and will, be fined for taking their child on holiday during term time without consent from the school.

The Education Welfare Service monitor all of our pupils’ attendance data and where pupils have persistent poor attendance, they regularly take parents to court where they can be fined.

Please see our Attendance Policy on our website for further details.

Lateness is classed nationally as absence/truancy condoned by the parents. We, by law, have to mark as absent any child who is not in the classroom when the register is called. We would request that every effort is made for **every** child to be punctual in order to make a smooth and efficient start to the day’s learning.

If a child is taken ill at school and the parents cannot be contacted, an alternative contact such as a neighbour or another family member needs to be known by the school. It is essential that you keep us informed of any changes of address or telephone numbers both at home and work for yourself and the named responsible adult. Please see the enclosed chart to ascertain whether to send your child into school if they are unwell and how long their absence will be authorised for. This is a directive from the Health Protection Agency.

If a child is required to attend a clinic, dentist or doctor, or make some other visit from school during normal school hours we require:

- A note to this effect or, alternatively, to be shown the appointment card.
- The parent, or named responsible adult, to collect him/her from the school’s reception

Attendance is tracked electronically nationally for every pupil throughout their school life — even up to the end of secondary school a poor terms attendance at Moreton will show on your child’s records.





Medicines and First Aid

Children with medical conditions such as asthma, diabetes, epilepsy etc are supported with personal care plans to enable them to gain access to all areas of school activity. We ask that parents make us aware of any existing medical conditions on entry to the school. Children with allergies or asthma are requested to keep medicines needed in an emergency in school. Care plans may be required for certain medical conditions.



Employees working under the terms of the Teachers' Pay and Conditions Document have neither a legal nor a contractual duty to administer medicines or provide health treatment. Our school staff will administer medicine that has **been prescribed by a doctor**. A form to request the school to administer medication is available from the office.

Schools cannot accept medicines that have been taken out of the container as originally dispensed, do not have dispensing labels nor make changes to dosages on parental instructions.

Safety

Regular safety checks are carried out by the school and other agencies. We hold termly fire drills to ensure adults and children are prepared. Relevant agencies check our fire equipment, P.E. apparatus, playground equipment, electrical appliances and other equipment as required. Our kitchens are subject to mandatory rigorous safety standards which are externally monitored. Children have road safety sessions to ensure that they know how to be vigilant when out and about.

Increasingly, children need to know the risks associated with using the internet. We hold regular whole-school campaigns to make children aware of the dangers, and this important topic is discussed in the classroom as part of our e-Safety, Computing and PSHE prospectus.

Child Protection

As a caring organisation with direct responsibility for children, our first concern must be the welfare of your child. All staff and volunteers are DBS checked in accordance with regulations. We have a Designated Safeguarding Officer and other members of staff who are qualified as Child Protection Officers. There may be occasions when we have to consult other agencies about a child. This is our statutory duty and part of safeguarding policy. If you want to know more about these procedures, please do not hesitate to contact the Headteacher.

School Parliament

We have a very active School Parliament which promotes involvement of all pupils in the direction of the school and allows them to have a voice. Two children are elected from classes 2-6 as councillors in September and attend regular meetings to discuss issues and plans in an open forum. These meetings are chaired by an elected pupil, who is supported by a vice chair, treasurer and secretary who are also pupils. Each member of school parliament then leads on an area in the school; worship leaders for example are involved in the planning, preparation and delivery of collective worship.





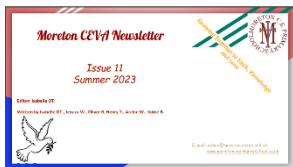
The School Parliament is a valued part of school life which encourages our pupils to be responsible and caring members of the school community and prepare them to be involved, empowered and active citizens of the future. They take part in many events both in and out of school and help to plan our charity events such as the annual Harvest Appeal, Red Nose Day, Sport Relief and Children in Need.

Home School Agreement

This is signed on admission, and lets parents know what they can expect from school for their child and sets out what the school asks of parents.

We ask that you support us by attending workshops where possible. We often hold information days and evenings to enable you to support your child's learning at home. Homework is set across the school and is appropriate for their age – we hope you will enjoy helping them complete the tasks.

Communication



We produce newsletters to convey important dates, items of news and reminders to parents that are relevant for the whole school. There will also be class letters about educational visits and specific events. The most recent Newsletter is always on display in our reception area and on the school website, www.moretonceprimaryschool.co.uk/, which also contains lots of useful information along with photos and video clips of the pupils at work.

Our website, YouTube channel, Facebook and Twitter accounts give you the opportunity to share in our school life, special events and celebrations.

We operate a text messaging and email system, where we can send messages to parents informing them of clubs that are cancelled, school closures and any other information that may be necessary.

Because we may need to contact you in an emergency, it is important that contact telephone numbers are kept up to date and that we are advised of any change of address or mobile telephone numbers.

Special Education Needs and Disabilities

At Moreton C of E Primary School, we aim to offer excellence and choice to all our children, whatever their ability or needs. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

All children, regardless of disability, are eligible to apply for a place at Moreton Church of England Primary School on equal terms. We have had a wide spread of experience over recent years with children with both mobility and sensory difficulties. We will be pleased to discuss this further with any parent, existing or prospective. Further details of our provision can be found in the school's Special Educational Needs policy document which can be found on our school website.



Steps to starting school

Pacey <https://www.pacey.org.uk/partnerships/starting-school-together/>

This is a really useful website for parents with children who are about to start school. There is information about preparing, starting, and what to expect in the first Year as well as some activities to do with your child.

Before starting School

There are lots of things you can do at home to help your child get ready for school. Read some books about starting school from the library, show them how to hold a pencil, show them their name (with a capital at the beginning and the rest in lowercase letters) and get them to recognise what it looks like. Count objects or actions such as how many teddies are on their bed, walking up steps – see attached for Steps to Starting School

Independence

Help your child to become as independent as is possible by encouraging them and helping them to:

- Use the toilet and wash their hands
- Dress themselves
- Use a tissue to wipe their nose
- Share toys and take turns
- Put their toys away in the correct place



Communication

Your child being able to communicate is a skill that will allow them to develop in every other area of their learning. Boost your child's communication by getting them to:

- recall a simple event in the correct order?
- ask and answer 'what', 'who' and 'how' questions?
- speak in sentences using typically 5 or 6 words
- follow a simple instruction
- answer simple questions about a book you have read to them

Letters and sounds (Phonics)

There is a common misconception that children need to come to school knowing the letter sounds, whilst this is a skill the children do need it is much more important that they have the speaking and listening skills that lay the foundations needed for learning and using the letter sounds. The emphasis during this first phase of phonics is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills. There are many interactive games on this website <http://www.letters-and-sounds.com/phase-1-games.html> and also some listening games on YouTube such as Listening Game Phase 1 Phonics.



Steps to starting school

Build your child's confidence so that they start school confident, curious and ready to learn

Access more great advice, tips and downloadable resources at pacey.org.uk/schoolready



More top tips:

- ★ Get your child ready for their new routine by switching their meal times to match those of the school day
- ★ Encourage your child to explore new environments and interact with new people
- ★ Talk to your child about what they are most looking forward to at school
- ★ Let your child practise putting their new school uniform on and taking it off
- ★ And remember, every child is different and starts school with different abilities





UK Health
Security
Agency



Should I keep my child off school?

Yes

Until...

Chickenpox	at least 5 days from the onset of the rash and until all blisters have crusted over
Diarrhoea and Vomiting	48 hours after their last episode
Cold and Flu-like illness (including COVID-19)	they no longer have a high temperature and feel well enough to attend. Follow the national guidance if they've tested positive for COVID-19.
Impetigo	their sores have crusted and healed, or 48 hours after they started antibiotics
Measles	4 days after the rash first appeared
Mumps	5 days after the swelling started
Scabies	they've had their first treatment
Scarlet Fever	24 hours after they started taking antibiotics
Whooping Cough	48 hours after they started taking antibiotics

No

but make sure you let their school or nursery know about...

Hand, foot and mouth	Glandular fever
Head lice	Tonsillitis
Threadworms	Slapped cheek



SCAN ME

Advice and guidance

To find out more, search for health protection in schools or scan the QR code or visit <https://qrco.de/minfec>.