

Dear Parents and Carers,

I would like to warmly welcome you to Morden Primary.

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

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

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

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

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

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

We look forward to meeting you.

Yours sincerely

Peta Blow

Mrs Peta Blow
Headteacher



About our School



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.

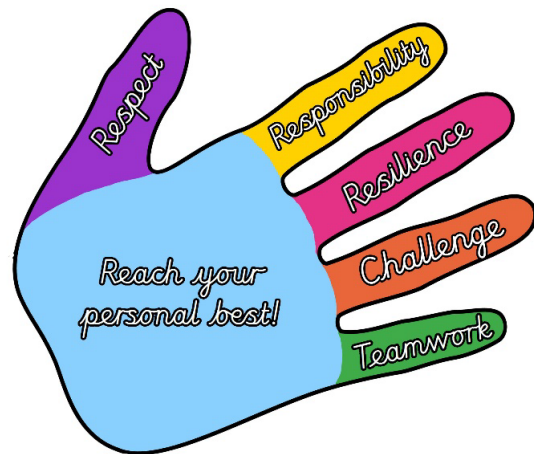
Over that time, the school has grown from a small infant school to a one form entry (3-11) Primary School.



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



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

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

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

Nursery hours

Entry through the EYFS gate

Gate opens: 8:30am/12:30pm

Gate closes: 8:35am/12:35pm

Morning session: 8:30 – 11:30am

Afternoon session: 12:30 – 3:30pm

30hr provision: 8:30 – 3:30pm
(limited spaces)

Reception and Y1

Entry through the EYFS gate

Gate opens: 8.40am

Gate closes: 8.50am

Start time 8.50am

Lunch time 12.20pm-1.20pm

Reception Finish time: 3.10pm

Y2 – Y6

Entry through Office gate

Gate opens: 8.40am

Gate closes: 8.50am

Start time: 8.50am

Lunch time: 12.20-1.20pm

Finish time: 3.10pm

Break times

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

Breakfast Club

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

After School Club

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

Behaviour

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



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

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

We have the following Golden Rules:

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



Help us to keep your children safe

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

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

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

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

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



Our DSL team is:

Mrs Blow (HT-DSL)

Miss A Diamant (DHT-DSL)

Mr Carrington (AHT – DSL)

Mr Marlow (Ph 1 leader – DDSL)

Mrs Danaher (Ph 2 leader – DDSL)

Mrs Torreiro (Ph 3 leader – DDSL)

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

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

Clubs

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

Musical and Drama activities



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

church and parents are invited to attend this service.

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

This is held at St Lawrence's parish hall



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

Home Learning

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

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

Learning Environments



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

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

Uniform

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

Nursery Only

Grey elasticated trousers or tracksuit bottoms

White polo shirt

Blue school logo jumper

Suitable school shoes.

Boys – Reception-Year 6

Grey trousers/shorts

Black, grey or white socks

White shirt (Y1-Y6)

Polo shirt (Early Years only)

Blue school logo jumper

School tie

(KS1 elasticated; KS2 regular tie)

Girls – Reception-Year 6

Grey skirt/trousers

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

White shirt (Y1-Y6)

Polo shirt (Early Years only)

Blue and white summer dresses

Blue school logo jumper/cardigan

School tie

(KS1 elasticated; KS2 regular tie)

PE kit – Reception-Year 6

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

Black school logo tracksuit bottoms/plain

black tracksuit bottoms

Black plimsolls (indoor)

Trainers (outdoor)



Outdoor

Blue school logo fleeces (outdoor only)

Healthy School

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.

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

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.

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: Mr L Marlow

Reception Class teacher: Ms D. Hume

Reception Staff: Miss M. Smith
Mrs A Laslau

Phase 1 Leader/Nursery Teacher: Mr L Marlow
Nursery Teacher: Ms A. Jarman

Nursery Staff: Mrs D. Gerrish
Mrs J Stubbs
Mrs A Tahir

Head Teacher: Mrs P. Blow

Deputy Head Teacher: Miss A Diamant

Assistant Head Teacher/Inclusion Leader: Mr J. Carrington



Nursery

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

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

Sessions are Monday to Friday inclusive during term time.

Morning session: 8.30am – 11.30am (Door closes at 8.35am)

Afternoon session: 12.30pm – 3.30pm (Door closes at 12.20pm)

Reception

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

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

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

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

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

Their school day will end at 3.10pm.

Links with main school

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

Safety

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

Attendance and punctuality

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

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

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

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

- **Reception starts at 8.50am.**
- Nursery: **Morning Nursery starts at 8.30am**
Afternoon Nursery starts at 12.30pm
- Parents **must sign** the late book in the office and give an explanation for their child's lateness.
- **Reception ends at 3.10pm.** 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.

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

Medicines

Please inform us if your child has a medical condition. All medication must be given to the office and you will be asked to sign a 'Permission to administer medicine' form.

All medication will then be locked away in the classroom. We cannot accept anti biotics. These need to given at home.

How to prepare your child for school.

- Read to your child every day and let them have a go at reading to you.
- Let your child know that making mistakes helps us to learn.
- 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.
- Support your child with their Home Learning to help them to develop a love and reading and so that you are aware of what they are learning about.

How to help your child to settle into school.

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

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

Steps to Starting School

Starting in the Nursery

1. Home visit

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

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

2. The visit:

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

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

3. Your first session:

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

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

4. Transition days.

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



Starting in Reception

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

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

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

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

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

Early Years Foundation Stage Curriculum

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

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

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

Prime Areas

Communication and Language

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

Personal, Social and Emotional Development

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

Physical Development

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

Specific Areas

Literacy

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

Mathematics

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

Understanding the World

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

Expressive Arts and Design

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



How to help your child

Reading

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

Home learning activities

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

Toilets

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

Clothes

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

Shoes

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

School bags

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

Valuables

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



Any Questions?

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

Morden Parent Teacher Association (PTA)

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

Equal opportunities

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

Parental involvement

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

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

Parents evenings

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

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

Early Years Foundation Stage Leader of Learning
Mr L Marlow



Our Curriculum

MORDEN'S CURRICULUM INTENT

At Morden Primary, we are passionate about ensuring our curriculum is designed to broaden horizons. We intend to provide a wealth of opportunities and engage, challenge and motivate our children so that by the time they leave, they have the greatest number of choices and options open to them.

Our curriculum reflects our **key values**, which have personal development at their core. These are **respect, responsibility, resilience, challenge and teamwork**.



We foster a growth mindset approach to learning. We prioritise confidence in reading & mathematical fluency to allow pupils to access the full, broad and balanced curriculum.

We have identified **key drivers** that we feel ensure that every child, irrespective of their starting point, achieves their personal best, prepares them for their future and develops life-long skills such as independence, confidence, resilience along with the virtues of empathy, kindness and respect.

Wellbeing - Children being physically and mentally healthy so they have the strength to be successful and happy, is a key element in our curriculum intent. We are a trauma-informed school and believe that all behaviour is communication. It is our job to determine what a dysregulated child is communicating and support them. We aim to ensure that children have the knowledge, understanding, skills and confidence to make healthy decisions and choices in the future, as throughout their lives our children may face difficult challenges.



Diversity and Inclusion – Our school is a culturally diverse and inclusive community and we celebrate our differences and diversity. We want our children to have a sense of pride in themselves, their school, their local area and understand that the world is beyond their immediate doorstep. Our curriculum aims to encourage our children to stand together, walk together and thrive together. It encourages our learners to ask questions, listen to those with lived experiences and learn from each other. Our curriculum provides opportunities to experience the richness of the world's diversity and show how they can care about its management and sustainability. Also, that working collaboratively helps this to happen.



Real-life experiences (Cultural Capital) - We aim to help our pupils to appreciate and be interested in the wider world around them and to inspire 'awe and wonder'. With London easily accessible, we aim to expose our children to a variety of museums, art galleries, theatres and workshops. This also includes inviting guests into school to enhance learning. We want children to be curious and be provided with magical moments that open doors to worlds that children don't even know exist. Alongside this, we incorporate outdoor learning opportunities that include using our yarning circle and fire pit, visiting the local parks and residential. We encourage using the outdoors for learning experiences across the curriculum.

Oracy & Vocabulary Development - Being articulate, engaging with others positively and to learn through spoken language is a key intent of our curriculum. We aim to develop the physical skills of

oracy, along with vocabulary and grammar. In turn we also aim to ensure that oracy develops thinking skills, so children can express their feelings, their knowledge and explain their understanding. It is also an aim to develop key social skills, including the ability to work cooperatively through active listening and showing respect and tolerance of each other's opinions.



CURRICULUM IMPLEMENTATION

The school is organised into 9 classes which includes a morning and afternoon nursery. In addition, we provide 16 full time Nursery places.

Nursery and Reception children work on the Early Years Foundation Stage Curriculum which is statutory. Outdoor learning is a key element of this experience. [Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/early-years-foundation-stage-statutory-framework) for further information on the Early Years and Foundation Stage Curriculum.

In Years 1-6, the National curriculum subjects are taught discretely. Where possible, links are made to Literacy. [National curriculum - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/national-curriculum-in-england) for further information on the National Curriculum.

Pupil Voice

Pupil Voice is essential at Morden and as such, we have introduced a PLT (Pupil Leadership Team) from September 2019. The PLT comprises a Head Girl and Head Boy, Deputy Head Girl and Deputy Head Boy; Y6 House Captains (who lead the 5 hummingbird teams); Y5 Sports Leaders and our School council members. PLT regularly meets with the Senior Leadership team to share their ideas for school improvement.

Real-life Experiences (Cultural Capital)

We are developing and enhancing our outdoor learning provision including regular use of our yarning circle and fire pit. A highlight of each half term is the allocated Fire Pit/Yarning Circle day where children experience mindfulness and outdoor activities on a different theme. The oldest children are responsible for building, lighting and managing the fire throughout the day.

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 churches amongst other places.

Ever seeking to engage and excite our children, we have many focused enrichment weeks. We hold an annual Book Week, Maths Week, Arts Week, Anti-bullying Week, Science Day, Cultural Week (PLT led) and French Café day.

Wellbeing/Real-life Experiences

Sporting activities are important to children's health and well-being. We encourage daily active learning breaks linking to mindfulness activities to support healthy bodies and healthy minds. We have an annual Sports Day and participate in many of the borough's inter-school PE tournaments. Daily sports activities are offered both at lunchtime and after school. We have the Gold Sportsmark award.



Morden children have many opportunities to showcase their performing arts skills and talents. 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 sing to the elderly visitors from FISH when they deliver the annual food hampers during Harvest. Annually we participate in the Wimbledon Winterfest celebrations, where our children sing and dance for the public. We are the only Merton school who have participated every year since 2005! We also participate in singing and dancing in Sutton town centre to raise money for St Raphael's hospice. We offer RockSteady lessons for children where they can learn to play the electric guitar, drums or keyboard and form a band that performs a concert at the end of each half term. In the Autumn or Spring terms each class performs a class assembly to their parents.



Oracy and Vocabulary Development

Morden Primary is passionate about reading and storytelling. It is at the heart of our curriculum because we know that the capacity to learn and to enjoy learning goes hand-in-hand with reading skill. Therefore, we strive to nurture life-long readers. Oracy also underpins our curriculum implementation and pupils are 'taught to talk' and 'learn through talk' thus developing physical, linguistic, cognitive and social & emotional skills. With both reading and oracy being central to our curriculum implementation, we ensure that vocabulary which enriches knowledge and understanding about the world is taught.

Phonics is taught explicitly in EYFS and KS1. We use Little Wandle Letters and Sounds Revised as our SSP (systematic synthetic phonics program). This links with a comprehensive Early Reading Scheme produced by Collins Big Cat.

In Years 2-6 we teach Reading using a Whole Class Reading (WCR) approach implementing the gradual release of responsibility model (I do- we do- you do). High quality texts are used to enhance topics throughout the school.



Diversity and Inclusion

At Morden Primary, all teachers are responsible for providing an inclusive curriculum that is differentiated for those with Special Educational Needs or Disabilities (SEND). We have high expectations for all pupils and are committed to ensuring our curriculum complies with the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014. Our Teaching and Learning policy emphasises the importance of providing an inclusive learning environment for all pupils including those with SEND. We therefore consider ways of minimising and reducing barriers so that all pupils are included and able to access learning at the appropriate level. Additional information on this can be found in our **SEND Local Offer**, **SEND Policy** and **Equality Policy**.

When implementing our curriculum, we adhere to our Trauma and Mental Health Informed School Relationship approach where we are committed to educational practices which protect, relate, regulate and reflect. At Morden Primary, the development of the whole child is our focus. All our staff are trained on attachment and trauma to support vulnerable children. Our safeguarding procedures were deemed to demonstrate "exceptional pastoral care" in Ofsted September 2018 and continue to do so.

Implementation in other subjects

We use a mastery approach to maths from Reception to Year 6. Reception-Year 6 use resources from Power Maths, White Rose and NCETM (National Centre for Excellence in the Teaching of

Mathematics). We work closely with the SW London Maths Hub with a Teaching for Mastery approach to maths.

RE is taught using the Merton's agreed SACRE (Standing Advisory council of Religious Education programme.) Our PE curriculum is developed from the MSSP (Merton School Sports Partnership) scheme of work. French is taught using the French Primary Project. Our website provides further information on our approach to the delivery of Maths and Literacy. Our prospectus provides an overview of how the other subject areas are taught at Morden Primary. [Click here to view our prospectus.](#)

For PSHE we use the statutory Relationships & Health Education material. Morden was an early adopter school and introduced the new curriculum in 2019. We have a school council that is led by class council representatives who meet regularly to address and discuss ideas they have to help continually improve our school.

CURRICULUM IMPACT

At Morden Primary, we use a range of qualitative and quantitative data to review our curriculum impact and subsequent design.

The impact our curriculum is having on standards of teaching and learning:

The curriculum at Morden is designed to enable a wide range of engagement, not only within class but in providing out of class opportunities to ensure children develop themselves as learners and we encourage each child to be as independent as they can be.

Results at the end of Statutory Key Stage 1 & 2 Assessments show an upward trajectory trend. Our Y1 phonics results have been above national averages for 2 consecutive years.

Questionnaires to the pupils, parents and staff allow us to regularly review and assess the impact that the curriculum is having. We have had many positive responses from the children to this effect:

- "I like the school just the way it is." (Y4)
- "The teachers in my class constantly help me to be a good student." (Y6)
- "It's fun because we go on trips and adventures." (Year 4)
- "I like Rocksteady, mathematics and getting my times table badges." (Y2)

Following a recent parent survey (October 2022), we received acknowledgement that we continued to be successful in our approach to learning:

- 100% state that visitors and parents are made to feel welcome
- 98% state their child likes school
- 97% state behaviour is managed well by staff
- 97% there is a broad and varied curriculum catering for a wide range of needs
- "My child is interested in books and storytelling thanks to the work of the school."
- "There is a strong commitment from the staff to children. They go above and beyond."
- "There is always something great going on – lots of activities – the school is a buzz of fun learning activities."

Staff responses in a May 2023 survey were equally positive:

- “Our school has a high emphasis on pastoral care with lots of things in place to support it.”
- “The Leadership Team are approachable and supportive and help ensure we have a work life balance.”

Whether it's pastoral, academic, sport, science or the performing arts, the child is at the core of everything we do.

Vision, Aim and Values

The development of the whole child – Character Education– is central to the Morden Primary community. We are a nurturing school where positive relationships are core to all we do.

Education is most successful when there is a strong and positive partnership between home and school. At Morden we strive to provide challenging, relevant and exciting learning experiences. 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.***

National and international events have had massive implications for our community in the last few years. Our team are well informed of the impact these events have had on our school wider community and we are dedicated to supporting our children and families to ensure they have all the necessary resources and skills to succeed.

In the years since they were born, many of our children have seen the increased use of the iPad and widespread use of smartphones, literally putting knowledge into the hands of millions. The development curve of knowledge and technology and the impact on our lives means that we need to prepare for a future in which change might be rapid. The future potentially holds jobs that don't even exist yet! To provide our children with a firm foundation for a lifetime of learning, we must equip them with the ability to learn and re-learn new skills and knowledge.

Team spirit is very much part of the ethos here and there are high expectations of staff, pupils and families to work cooperatively, to make a positive contribution to the life of the school and to give their best.

To this end, we are committed to:

- Encouraging and teaching the children to be kind human beings – to show **respect** by treating others as they'd like to be treated with a capacity to build and maintain relationships;
- Working as a **team** and being fully inclusive and teaching children to respect and value every individual – regardless of their gender, ability, ethnicity or religion – we **celebrate diversity**;
- **Challenging** children to have a good grasp of basic knowledge and skills – particularly in literacy and maths;
- Challenging children to take **responsibility** to develop their necessary skills (including beyond academic) to function effectively as local, national and global citizens;
- Developing creativity and the ability to problem solve;
- Encouraging children, through **character education**, to think for themselves; be responsible, cooperate, collaborate and be **resilient** to

succeed.

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 for demonstrating these values and we encourage them to aim for the 'high five' or 'go for five'.





Uniform Policy November 2023

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/mordenprimaryschools45x>

We endeavour to ensure uniform is affordable for all families. The majority of uniform items are available in all supermarkets. We ensure that only minimal uniform has the school logo to reduce uniform costs for parents. Affordable pre-loved uniform is available to purchase through our PTA or school office.

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.

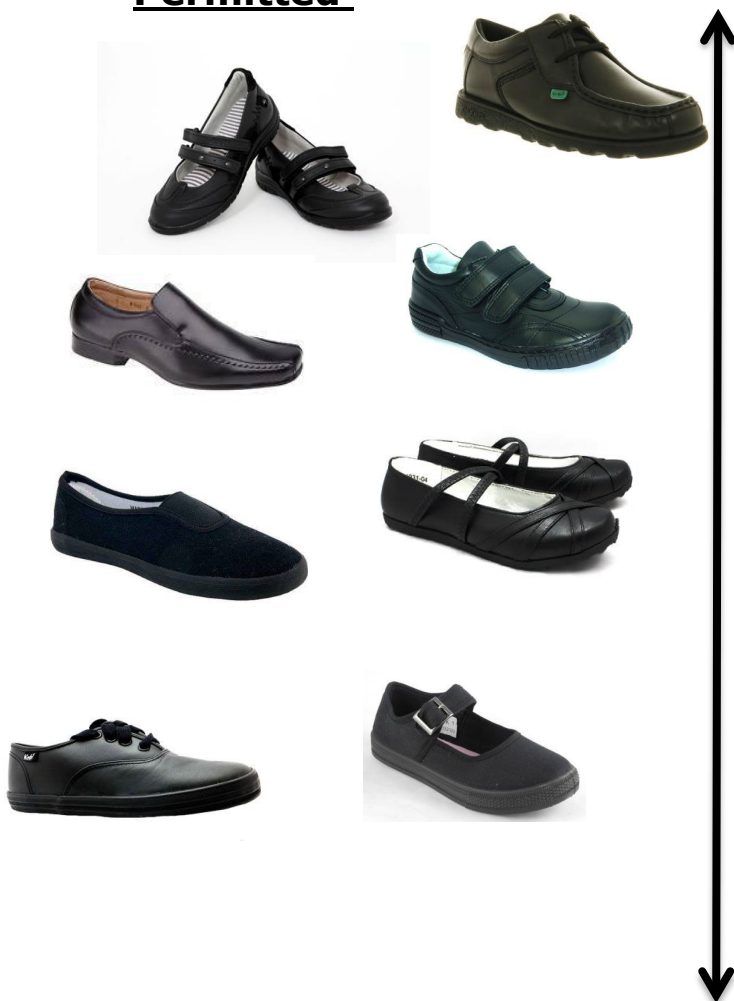
PLEASE NOTE: Please be aware that school cannot accept responsibility for lost or damaged items (including jewellery, watches, shoes, hair accessories).

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"



SCHOOL UNIFORM

Royal Blue Morden Jumper with logo or Royal Blue Morden Cardigan with logo

Grey trousers

Grey Shorts

Grey Skirt/Grey Pinafore

Blue and White "gingham" dress (Summer)

Tights – **grey or white only** may be worn

Black shoes/Plimsolls

Grey, black or white socks

Years 1 -6

White Shirt with school tie

KS1 is an elasticated tie; KS2 is a regular tie

EYFS (Early Years Foundation Stage – Nursery and Reception)

Nursery and Reception (EYFS)

White polo shirt or White Collared Shirt

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.

T-shirt with embroidered or printed school logo in the child's hummingbird team colour (Red, Blue, Orange, Green and Yellow)



Black shorts/Black tracksuit bottoms

Trainers/Plimsolls

Sun Hats/Caps should be brought into school for the summer months and sun cream applied before coming to school.

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

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/mordenprimaryschools45x>

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

Phase Leader

Parent Pay - Our online payment & messaging service

Messages

All messages, class letters, newsletters and information from school will be emailed to families via their ParentPay account. If you do not sign up to ParentPay you may miss out on vital information from school.

Payments

ParentPay is our secure online payment system, allowing you to pay quickly and securely for all school meals, trips, events, breakfast and after school clubs. We are a cashless school so cannot accept cash payments.

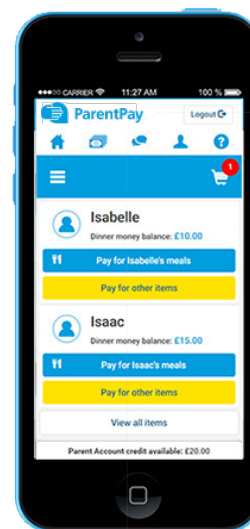
If you have more than one child at our school or children at other ParentPay schools, you can create a single account login for all your children.

All families will be given a welcome activation letter to create your account.

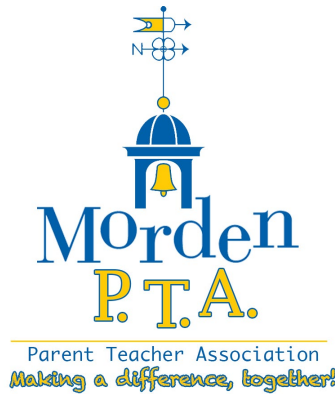
How to get started with ParentPay?

We will send you your account activation details. Once you receive these:

- Visit www.parentpay.com
- Enter your Activation username and password in the Account Login section of the homepage
NB. These are for one-time use only, please choose your own username and password for future access during the activation process
- Provide all the necessary information and choose your new username and password for your account - registering your email address will enable us to send you receipts and reminders
- Once activation is complete you can go straight to Items for payment, select which item(s) you want to add to your basket and proceed to complete your payment



If you have any questions, please contact the school finance office. For more information, visit www.parentpay.com/parents/



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

Stephanie Darmody – 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.

Attendance – Guidance for Families

Updated October 2023

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

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

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

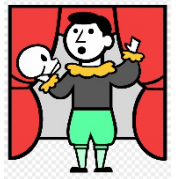
It is the responsibility of parents to contact the school in writing when requesting any leave for their children so that each case can be considered on an individual basis.

Penalty Notices

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

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

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



Any request for absence which might be considered as 'exceptional circumstances' should be put in writing to the Headteacher as far in advance as possible, including any relevant supporting documents. The decision whether to grant leave, and if so how much, remains with the Headteacher. Parent/carers will be notified of the Headteacher's decision at the earliest opportunity.

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

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

Medical and Other Appointments

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



Lateness

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

Reporting Absence for Illness

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

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

Please make sure that we have up to date details.

What is authorised and unauthorised attendance?

We will not authorise absence due to:

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

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

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

This document has been updated in October 2023 in line with Morden Primary's Attendance Policy and DFE Attendance Guidance updates.