

Moorfield News

Responsibility Perseverance Compassion Thankfulness

Dear Parents and Carers,



Spring 1 ASSEMBLY

Well done to all of our winners who were celebrated in our Achievers Assembly on Thursday. We celebrated the value of **Trust** as well as awards in the key skills of **Phonics, Reading, Spelling, Handwriting, Maths/Arithmetic and Home Skills**. Our winners are on the next page.

SPRING 1 HALF TERM AMAZING ACHIEVERS

KP	Handwriting Reading Maths	Alex K Leo M Thomas B	3G	Spelling Reading Handwriting Arithmetic Values Home Skills	Holly S Brooke L Bethany S Teddy C Ivy B Oliver W
REC	Phonics Reading Maths Values Home Skills	Arabella B Halle T Zenji C Hendrix T Lucas L	3H	Spelling Reading Handwriting Arithmetic Values Home Skills	Blair P Grace H Ella R Jess A Jake T Harry W
1H	Phonics Spelling Reading Handwriting Arithmetic Values Home Skills	Lilah F Jaxon M Lucas B Alfie B Sami F Freya C Jacob E	4G	Spelling Reading Handwriting Arithmetic Values Home Skills	Oliver G Cooper H Charlie L Alfie W Ziah S Charlotte Mc
1E	Phonics Spelling Reading Handwriting Arithmetic Values Home Skills	Henry M Jessica R Jayden H Aul;ey L Elijah B Rylee M Elsie L	4C	Spelling Reading Handwriting Arithmetic Values Home Skills	Quin Mc Sofia E Thomas C Lily P Anabelle R Kumayl Y
2C	Phonics Spelling Reading Handwriting Arithmetic Values Home Skills	Louie B Oliver T Aria S Dominic K Frankie R Ava C Zaki B	5M	Spelling Reading Handwriting Arithmetic Values Home Skills	Oliver F Dexter B Harriet Y Toby P Finn D Evan J
2P	Phonics Spelling Reading Handwriting Arithmetic Values Home Skills	Harlee H Albie F Raya O'S Stanley K Harvey A Otto W Ayla B	5H	Spelling Reading Handwriting Arithmetic Values Home Skills	Poppy S Harry Mc Emre B Alliot B Rosie Mc Noah E-T
			6H	Spelling Reading Handwriting Arithmetic Values Home Skills	Hattie L Mila Rose B Natalia G Ava M Rory A Phoenix P
			6R	Spelling Reading Handwriting Arithmetic Values Home Skills	Halle G Yahya U Bobby B Isla T Liam O'D Matilda B



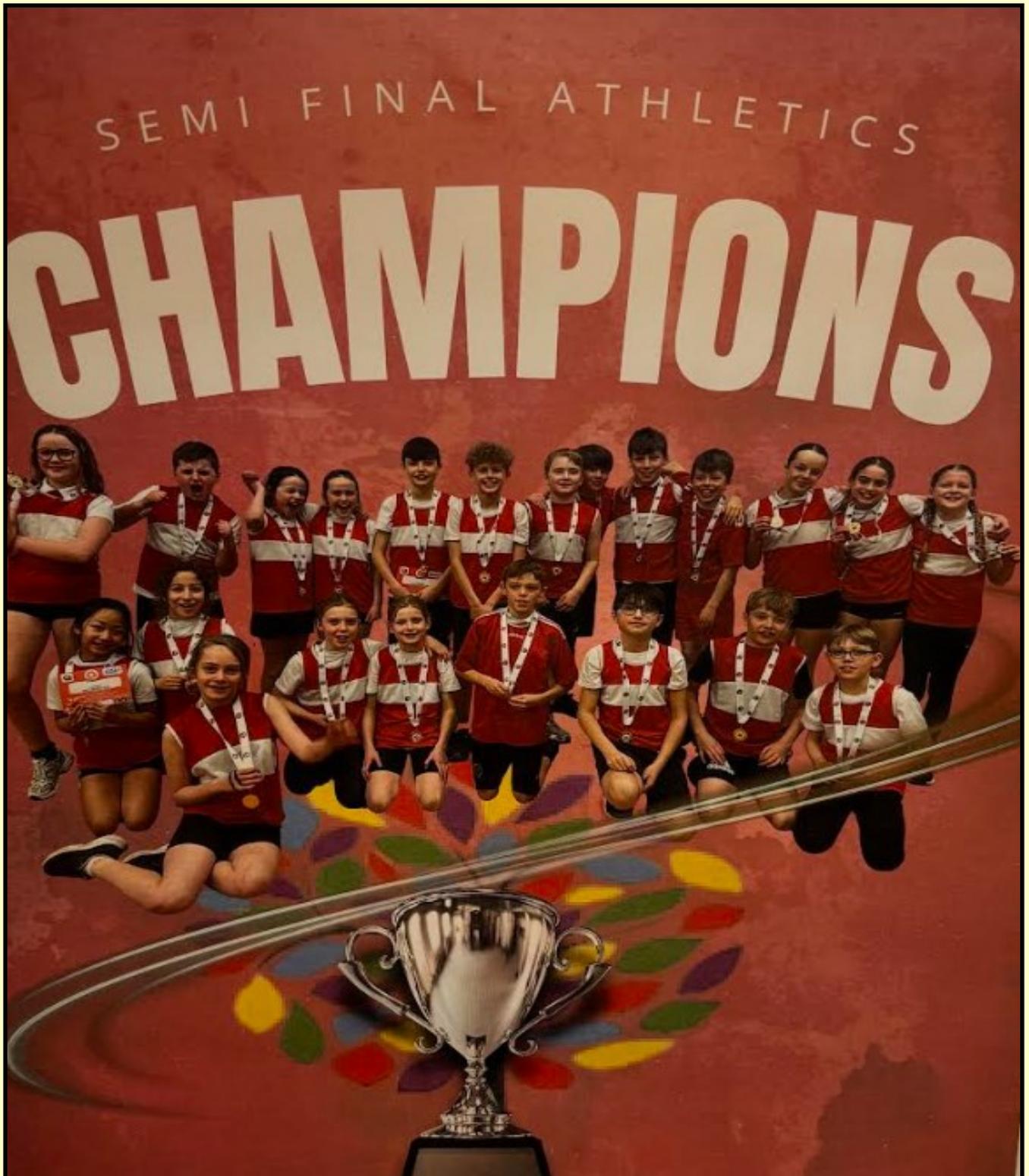
ART WEEK

What an amazing week we have had focusing on Art and in particular the theme of hats. Something Stockport is famous for! I hope your child has come home enthused about the creative week they have had? Here is a snapshot of this wonderful week. A big thank you to Mrs Stout for organising and to Miss Howell, our Art Lead for supporting.



INDOOR ATHLETICS

Well done to our Indoor Athletics Team who won the Stockport Wide Finals earlier in the week. They now progress to the Greater Manchester Finals at the Indoor Athletics Stadium at the Etihad Complex in March. What an amazing achievement.



PARENT CONSULTATION EVENING

This will be taking place on Tuesday 3rd March and Thursday 5th March. You should have received information today with regard to booking a time with your child's class teacher. Just a reminder that you do not need to make an appointment for these evenings if your child has an SEND plan or EHCP.

SCHOOL INSTAGRAM

moorfieldprimary25



TERM DATES 2026/27

After our Governing Body meeting this week, we have agreed to the following term dates and INSET days on the following page. As the new build should start in 2027, we are hoping we won't be used as a polling station in May 2027. However, we can't confirm this at this time. Therefore, we have included an INSET day in January 2027 in the event we won't need to close for polling. We will confirm the INSET day when we when we know the exact timeline for the new school build and whether or not we will be used as a polling station. The other four INSET days in September 2026 and July 2027 are confirmed.

AND FINALLY ...END OF HALF TERM

We finish for the half term break today and return for the second half of the spring term on Monday 23rd February. During this first week of spring 2 it will be our Mental Health and Internet Safety Week.

Have a lovely half term break.

Best wishes,

Paul Anderson
Headteacher

Moorfield Primary School Term and Holiday Dates 2026-27

Pupils are required to be in school for 190 days per school year.

Autumn Term 1st Half

INSET Tuesday 1st September 2026

Wednesday 3rd September - Friday 23rd October 2026

Half Term Holiday

Monday 26th October - Friday 30th October 2026

Autumn Term 2nd Half

Monday 2nd November - Friday 18th December 2026

Christmas Holiday

Monday 21st December 2026 - Friday 1st January 2027

Spring Term 1st Half

Monday 4th January (or Tuesday 4th - Friday 12th February 2027

Provisional INSET Monday 4th January 2027 (dependent on new build timescale)

Half Term Holiday

Monday 15th February - Friday 19th February 2027

Spring Term 2nd Half

Monday 22nd February - Thursday 25th March 2027

Easter Holiday

Friday 26th March - Friday 9th April 2027

Summer Term 1st Half

Monday 12th April - Friday 28th May 2027

BANK HOLIDAY Monday 3rd May 2027

Provisional INSET Thursday 6th May 2027 (polling day) (dependent on new build timescale)

Half Term Holiday

Monday 31st May - Friday 11th June 2027

Summer Term 2nd Half

Monday 14th June - Friday 23rd July 2027

INSET Monday 26th July 2027

INSET Tuesday 27th July 2027

INSET Wednesday 28th July 2027

TEACHER INSET Days (school closed)

Tuesday 1st September 2026

Monday 4th January 2027 or Thursday 6th May 2027

Monday 26th July 2027

Tuesday 27th July 2027

Wednesday 28th July 2027

STATUTORY ASSESSMENT TESTS (dates provided by DfE)

Monday 10th May - Thursday 13th May 2027

Year 6 SATs

Week commencing Monday 14th June 2027

Year 1 Phonics Screening Check

Monday 7th June to Friday 18th June 2027

Year 4 Multiplication Tables Check

From 1st September 2013, the law gives no entitlement to parents/carers to take their child on holiday during term time. Any application for leave must only be in exceptional circumstances and the Headteacher must be satisfied that the circumstances are exceptional and warrant the authorising of leave. Parents can be fined by the Local Authority for taking their child on holiday during term time without authorisation from school.

Parents are required to apply for exceptional leave in writing. Do not book your flights or accommodation until you had written notification from school confirming whether the leave of absence has been authorised or not.



Picture News

TAKEHOME

16th - 22nd February



In the news this week

A new series of the television programme, *Gladiators*, has recently returned to screens. The show features athletes competing in physical challenges such as strength, speed, and endurance events. The show is broadcast on the BBC and has attracted large audiences, including families and children. *Gladiators* train for many years to compete at a high level and often speak about discipline, teamwork, and preparation.

Things to talk about at home ...

- > Do you watch *Gladiators* at home, or are there other TV programmes you enjoy watching together as a family? What do you think makes someone on TV a good role model?
- > What skills or qualities do you believe are most important in a role model?
- > Share and talk about some of the people you look up to at home, and explain why you admire them.



Please note any interesting thoughts or comments

Empty box for student comments.

Share your thoughts and read the opinions of others

www.picture-news.co.uk/discuss



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10 Top Tips for Parents and Educators

FOSTERING A SENSE OF BELONGING

Helping children feel like they belong is vital for their emotional wellbeing, academic success, and overall development. A true sense of belonging reduces anxiety, builds confidence, and supports resilience. These ten tips are designed to help parents and educators create inclusive, caring environments where children feel accepted, safe, and valued.

1 USE EVERYDAY MOMENTS

Belonging is built in the small moments. Use daily routines such as meals, school drop-offs, or quiet times, to check in, offer praise, or listen. These interactions don't need to be lengthy to be meaningful. Consistent gestures of connection and warmth show children they are important, making them feel seen, appreciated, and truly part of the home or classroom community.

2 INVOLVE THEM IN RULE-MAKING

Inviting children to help create rules or routines gives them a sense of shared ownership and responsibility. When their voices are heard, they feel respected and included in the decision-making process. This empowers children, fosters cooperation, and reduces resistance. Whether at home or school, co-created expectations are more likely to be followed because they come from a place of mutual respect.

3 VALIDATE ALL EMOTIONS

Acknowledging a child's emotions, whether positive or challenging, helps them feel accepted as they are. Validating statements like "I can see that made you upset," or "That sounds really exciting," support emotional expression and connection. Children who feel emotionally safe are more likely to seek help, participate openly, and trust the adults around them – all of which contribute to a sense of belonging.

4 HIGHLIGHT HIDDEN STRENGTHS

Go beyond academic success or good behaviour and take time to recognise a child's less visible qualities, such as thoughtfulness, resilience, or humour. Noticing these strengths sends a powerful message that they are valued for who they are, not just for what they do. This boosts self-esteem and helps children feel accepted in a world that often focuses on external achievements.

5 SHOW CURIOSITY ABOUT CULTURE

Ask respectful, open questions about a child's cultural background, family customs, or celebrations. These conversations create opportunities for children to share what matters to them and to feel proud of their identity. Whether at home or in school, valuing cultural experiences helps all children feel that their heritage is respected, and that they belong in a diverse, inclusive environment where every voice counts.

6 BELONGING BUDDIES

Pairing children with a peer they might not typically choose can foster new connections and break down social barriers. Assigning short projects, games, or shared responsibilities gives them a reason to interact. Buddy systems help quieter or less confident children feel included and supported. Over time, these intentional connections can develop into meaningful friendships, strengthening the wider sense of community and inclusion.

7 AVOID LABELS AND COMPARISONS

Avoid labelling children by behaviour or comparing them to others, as this can damage self-esteem and foster exclusion. Statements like "Why can't you be more like..." may unintentionally make a child feel less worthy. Instead, focus on individual progress and strengths. Encouraging children to celebrate their own achievements, however small, helps them develop confidence and feel valued for being themselves.

8 MAKE TIME FOR ONE-TO-ONES

Spending regular one-to-one time with a child shows that they matter on an individual level. These moments can be as simple as reading a book together or chatting during a walk. Focused attention, free from distraction, builds trust and emotional connection. It lets the child know they are important and cared for, which is crucial for developing a strong sense of belonging.

9 REFLECT THEIR INTERESTS

Whether at home or in school, including children's interests in daily life reinforces their importance. Display their artwork, talk about their favourite books, or include their hobbies in family activities or lesson plans. Seeing their identity reflected in their environment tells children they belong. It shows that their passions, preferences, and contributions are valued and that they have a place in the group.

10 EMPHASISE 'WE' OVER 'THEY'

Use inclusive language that reinforces unity and shared identity. Phrases like "Let's figure it out together," or "We all help each other here," promote collective responsibility and connection. Avoiding divisive terms like "those children," or "that class" helps children feel part of a supportive group. Language shapes experience, and inclusive language fosters environments where every child feels safe, welcomed, and included.

Meet Our Expert

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See full reference list on our website

#WakeUpWednesday

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