

Moorfield News

Responsibility Perseverance Compassion Thankfulness

Dear Parents and Carers,



SUMMER 2 ASSEMBLY

Well done to all of our winners who were celebrated in our Achievers Assembly this week. We celebrated the value of **Courage** 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.

SUMMER TERM AMAZING ACHIEVERS

KP	Handwriting Maths Courage	Idris H Adam J Thomas B	3J	Spelling Reading Handwriting Arithmetic Courage Home Skills	Quinn Mc Jack Mc Alice B Kyro W Maya B Dixon F
REC	Phonics Reading Maths Courage Home Skills	Jackson B/Rylee M/ Jayden W Roni W/Jack R/Jacob C Alfie B/Elijah B/Amelia I, Ezra W-M Raiya P/Tilley W Elsie L	3H	Spelling Reading Handwriting Arithmetic Courage Home Skills	Logan W Jaxon C Martha N Parsa D Cooper H Albert M
1H	Phonics Spelling Reading Handwriting Arithmetic Courage Home Skills	Rory C Jude W Annabelle I Jasmine C Noah C George H Aria S	4C	Spelling Reading Handwriting Arithmetic Courage Home Skills	Freddie F Alliot B Aurora W Frankie S Ella C Esme K
1E	Phonics Spelling Reading Handwriting Arithmetic Courage Home Skills	Oscar G Jasper S Jude T Iris P Mryna Mc Ayla B Evie P	4G	Spelling Reading Handwriting Arithmetic Courage Home Skills	Dexter B Oliver B Olivia H Noah E Noah M Dylan H
2C	Phonics Spelling Reading Handwriting Arithmetic Courage Home Skills	Florence B Jiannah J Poppy W Evie C Theo T Lilly B Ella R	5M	Spelling Reading Handwriting Arithmetic Courage Home Skills	Freddie S-L Emmie R Ayesha P Reggie B Liam O'D Ellen H
2GS	Phonics Spelling Reading Handwriting Arithmetic Courage Home Skills	Elijah S Corey C James A Molly K Auraelia W Dillon S Leo S	5SH	Spelling Reading Handwriting Arithmetic Courage Home Skills	Natalia G Hattie L Spencer S Freddie M Rory A Ellie S
			6H	Spelling Reading Handwriting Arithmetic Courage Home Skills	Katie Mc Jonah J Lucas L Jake H/Jules C Max C Seleem E
			6R	Spelling Reading Handwriting Arithmetic Courage Home Skills	Annie P Henry N Ted Mc Bailey B Alice A Luke F





Moorfield Primary School
Parent Teacher Association
Dorset No. 1008204

WE ARE FUND RAISING!



The PTA are running a fund raising challenge
for the Summer holidays!

We are gifting all the children a box of raisins.
Children can eat their raisins, but keep the
box!

Fill up the raisin box with spare coins.
No minimum amount needed!

If your box isn't big enough, please send in an
envelope marked PTA.

Please return your filled boxes within the first
week back in September, with child's name
and new class on the box.

Thank you for your support

The class that
raises the
most, will win
a non uniform
day!

SCHOOL MEALS FROM SEPTEMBER






As you'll remember from last week's newsletter, we're changing our school lunch provider to TLC starting in September.






Unfortunately, there will be a price increase for school meals. Since COVID, the school has been subsidising the cost to keep prices as low as possible. However, due to the current financial climate, we're no longer able to continue this subsidy.

From September, school dinners will cost £2.68 per day.

A note for Year 3 Parents -

Please remember that Infant Universal Free School Meals no longer apply to children moving from Year 2 to Year 3. Therefore, if your child wishes to have school dinners from September, parents will need to pay this cost unless they are entitled to Free School Meals.

<div>  <h1>Totally Lunchtime Champions</h1>  <h2>WEEK 1</h2>  </div>					
	Option One	Option Two	Jacket Option	Sides & Veg	Desserts
Monday	Italian Tomato Pasta (VE) G,MK,SE	Homemade Cheese & Tomato Pizza (V) G,MK	Jacket with Baked Beans (VE)	Herby Mini Roasts Sweetcorn	Fresh Fruit Yoghurt M
Tuesday	Rainbow Risotto (VE) C,G	Butter Chicken Curry (H) MK	Jacket Potato with Tuna Mayo E,F,M	Boiled Rice Naan Bread G,M Broccoli	Winter Crunch Cookie G Fresh Fruit
Wednesday	Vegetarian Sausage Roll (VE) G,S	Roast Chicken with Gravy (H)	Jacket with Baked Beans (VE)	Stuffing, Roast Potatoes Country Mixed Veg	Pear & Ginger Muffin G,E,MK Fresh Fruit
Thursday	Vegetarian All Day Breakfast (VE) C,G,E,MK,S,SD	All Day Breakfast (H) C,G,E,MK,S,SD	Jacket Potato with Grated Cheese (V) MK	Hash Browns Baked Beans	Fruity Jelly Fresh Fruit
Friday	Golden Toastie (V) G,MK,SE,S	Golden Battered Fish G,F	Jacket with Baked Beans (VE)	Oven Baked Chips Garden Peas or Baked Beans	Fresh Fruit Fruity Yoghurt M
<div> <div>  <p>(H) Halal options available (VE) Vegan (V) Vegetarian For allergens please refer to our allergen matrix *Please note our menus could be subject to change</p> </div> <div> <p>Provided by</p>  <p>Totally Local Company</p> </div> </div>					

<div>  <h1>Totally Lunchtime Champions</h1>  <h2>Week 2</h2>  </div>					
	Option One	Option Two	Jacket Option	Sides & Veg	Desserts
Monday	WINNER Green Genius Pasta Bake G,MK	Homemade Cheese & Tomato Pizza (V) G,MK	Jacket with Baked Beans (VE)	Southern Style Mini Roasts SE Peas & Sweetcorn	Fresh Fruit Fruity Yoghurt M
Tuesday	Vegetarian Chilli (VE) G,S	Caribbean Chicken & Rice (H) G,M	Jacket Potato with Tuna Mayo E,F,M	Boiled Rice Broccoli	Shortbread Finger Cookie G Fresh Fruit
Wednesday	Vegetarian Sausage with Gravy (VE) G,S	Oven Roasted Sausage with Gravy (H)	Jacket with Baked Beans (VE)	Yorkshire Pudding G,E,MK Mashed Potatoes Country Mixed Veg	Chocolate Sponge with Chocolate Sauce G,E,MK Fresh Fruit
Thursday	Homemade Cheese & Onion Frittata (V) E,MK	Spaghetti Bolognese (H) G,SE	Jacket Potato with Grated Cheese (V) MK	Homemade Garlic Bread G,MK,S Chopped Salad	Ginger Biscuit G Fresh Fruit
Friday	Vegetarian Hot Dog Roll (V) G,SE,S	Fish Sea Stars G,F	Jacket with Baked Beans (VE)	Oven Baked Chips Garden Peas	Fresh Fruit Fruity Yoghurt M
<div> <div>  <p>(H) Halal options available (VE) Vegan (V) Vegetarian For allergens please refer to our allergen matrix *Please note our menus could be subject to change</p> </div> <div> <p>Provided by</p>  <p>Totally Local Company</p> </div> </div>					

MOORFIELD MAKES THE HOUSE!

You may recall a few weeks ago, our school choir sang at the Town Hall with St Ann's Choir in their summer celebration. The concert was attended by Tom Morrison MP and he has spoken about the concert and mentioned our school in Parliament. Tom has introduced a Motion to the House of Commons to celebrate Conductor John Pomphrey and commemorate the event.

Retirement of John Pomphrey and the Pearl Anniversary of St Ann's Hospice Festival Choir

That this House acknowledges and celebrates the retirement of John Pomphrey who played his last show on Sunday 22 June with St Ann's Hospice Festival Choir at Stockport Town Hall at the Summer Celebration; thanks John for his long standing service to the choir as conductor, music and artistic director and notes his incredible dedication that has enabled the choir to raise significant funds to expand the facilities and bandwidth of care at St Ann's Hospice, soon to be the Moya Cole Hospice; celebrates the 30 years of music making since the founding of St Ann's Hospice Festival Choir which has since raised £850,000 to support of St Ann's Hospice; thanks every member of St Ann's Hospice Festival Choir through the years, their accompanist and dedicated organising committee; acknowledges that the choir has held or attended almost 100 concerts, singing days and social events, as well as recording three CDs; and praises the amazing performance of Moorfield Primary School Choir at the Celebration.

RACIAL EQUALITY

Thank you to the parents and governors who helped create this addendum to our Behaviours for Learning Policy, Anti-Bullying Policy and Equality Policy. This had been created as part of our commitment to the Anti-Racism Project.

Racial Equality Addendum – Summer 2025

1. Purpose and Legal Framework

This policy addendum outlines how the school promotes racial equality and addresses incidents of racial discrimination in line with the Equality Act 2010. It reflects our school values and links to the following school policies:

- Behaviours for Learning
- Anti-Bullying
- Single Equality

Equality Act 2010 Race Discrimination Definition as defined by the Equality and Human Rights Commission:
'Race can mean your colour, nationality (including your citizenship), or your ethnic or national origins which may not be the same as your current nationality. Race also covers ethnic and racial groups. This means a group of people who all share the same protected characteristic of ethnicity or race. A racial group may include people of more than one ethnic or racial identity, e.g. Black Britons, British Asians, British Jews, British Sikhs, Romany Gypsies, and Irish Travellers.'

2. Our School Values in Action

At Moorfield Primary School, we reflect the Equality Act 2010's protections around race through the way we treat pupils, staff, and families. We take responsibility for fostering a respectful and inclusive environment, where everyone feels safe and valued. With compassion and thankfulness, we appreciate each individual, and we persevere in building a school community rooted in fairness and mutual respect

Our commitment to equality is grounded in the values we teach and uphold every day. These values shape how we treat each other, resolve conflict, and promote respect and inclusion.

School Value	How it Supports Equality
Responsibility	We take ownership of our behaviour and speak up when something is wrong. We respect others' backgrounds and identities.
Thankfulness	We value the different experiences, cultures and contributions in our school. Diversity is a strength.
Compassion	We act with kindness and understanding. We recognise that others may face challenges we haven't.
Perseverance	We commit to learning and improving. We keep trying to build a fair and inclusive community for everyone.

3. What Equality Looks Like in Practice

Inclusive Curriculum

We are committed to delivering an inclusive curriculum that reflects and celebrates diversity through carefully chosen texts and themes. We believe that children should see both themselves and others in the books they read - acting as mirrors to reflect their own experiences and windows into lives different from their own. Our curriculum is thoughtfully designed to promote belonging. By balancing stories of extraordinary achievements with those that celebrate everyday lives, and by exploring the lives of a diverse range of individuals and fostering curiosity and an appreciation of change, we ensure all children feel seen and valued just as they are. Such inclusion ensures that every child can see themselves positively represented in their learning environment.

Challenging Racism

All staff understand the importance of responding quickly and effectively. Children are encouraged to speak up if they witness or experience any derogatory comments or inappropriate language. Staff intervene promptly and supportively to resolve issues and educate all involved – see section 4.

Representation and Belonging

We strive to create a school environment where all pupils feel they belong. Our books, and learning resources include diverse authors, characters and role models from many ethnic backgrounds. This representation fosters pride and self-worth in children from all groups, while promoting understanding and respect among their peers.

Respectful Communication

Teachers and staff model respectful and inclusive language, demonstrating kindness and empathy in all interactions. Children learn through age-appropriate PSHE lessons and SMSC assemblies about diversity and equality and explore themes of fairness, empathy, and celebrating differences, which support positive relationships and a respectful school culture.

4. Responding to Racist Incidents: A Restorative Approach

Step 1: Immediate Response

- Prioritise the safety and wellbeing of all pupils involved.
- Calmly separate those involved to prevent further distress.
- Listen carefully to the child affected and reassure them that racism is not tolerated.
- Ensure the child feels heard, supported, and safe from the outset.
- Support the affected pupil in expressing their experience and feelings.
- Speak individually with the pupil who caused harm to explore their perspective and impact of their actions.

Step 2: Record and Report

- Record the incident factually and in detail (who, what, when, where, and any witnesses).
- Follow the school's behaviour and anti-bullying policies to ensure appropriate action.
- Inform parents or carers once the facts are established.

Step 3: Restorative Process

- Facilitate a guided restorative conversation (when safe and appropriate) to help rebuild relationships and agree on steps to move forward.

Step 4: Education and Reinforcement

- Engage the pupil who caused harm in appropriate 1-1 activities promoting awareness of respect and diversity (e.g. stories, discussions, or mini-projects)
- Use whole-class PSHE/SMSC time to reinforce messages of kindness, empathy, and inclusion.

Step 5: Follow-Up and Monitoring

- Monitor the wellbeing of all pupils involved in the days and weeks that follow.
- Provide additional support through the school pastoral team if required.
- Maintain regular communication with families to keep them informed and involved.

Step 6: Review and Reflection

- School leadership team reviews incidents and outcomes to identify patterns or areas for improvement.
- Keep records in line with incidents of prejudice.
- Staff reflect on how to improve prevention strategies, training, and overall school culture.

5. Working with Families and the Community

We recognise that the partnership between school and families is essential to fostering an inclusive and respectful environment. When racial issues arise, we maintain open and honest communication with parents and carers, providing information and support as needed. Our school actively welcomes families to share their cultures and perspectives, enriching the school community through events, projects, and opportunities to participate in school life. We ensure that all families feel valued and listened to, addressing any concerns about equality promptly and respectfully.

We believe every person is equally valuable and deserves respect and kindness. We encourage everyone to be responsible for their behaviour, to speak up against unfair treatment, and to show compassion to others. When mistakes happen, we see them as opportunities to learn and grow, helping us build a stronger, more inclusive school for all.

6. Monitoring and Review

This addendum is reviewed annually by senior leaders and governors to ensure it remains effective and relevant. Racist incidents are monitored, and any trends or concerns are analysed to inform school improvement. Curriculum content, staff training, and resources are regularly reviewed to maintain inclusive representation and foster understanding. We also publish our equality objectives publicly in compliance with the Public Sector Equality Duty, demonstrating our ongoing commitment to equality.

MIDDAY SUPERVISOR VACANCY

We have a vacancy for a midday supervisor to start in September. If you are interested in this role which will be for 2 hours a day from 11.45am-1.45pm, please contact Tracey Laforce, School Business Manager, at tracey.laforce@moorfield.stockport.sch.uk.

GOODBYE, GOOD LUCK AND THANK YOU.

Goodbye to Miss Swettenham, Mrs McCullough and Mrs Gosney who leave with our thanks for all they have done at Moorfield.

We welcome back Mrs Gates from her maternity leave and we wish Miss Jennison all the best for her wedding over the holidays. She will return to school in September as Mrs Porter.

AND FINALLY ...

We finish today for the summer break and return to school on **WEDNESDAY 3RD SEPTEMBER 2025.**

We wish Year 6 good luck on their journey to high school, we look forward to welcoming our new reception families and we look forward to seeing everyone else back in September as well. Have a great summer!

Best wishes,

Paul Anderson
Headteacher

Kidsclub has a
vacancy for a
breakfast and after
school club assistant
at Moorfield

If you are interested
please ring Julie
Richards on
07887592199



At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

What Parents & Educators Need to Know about ONLINE SLANG

WHAT ARE THE RISKS?

Slang moves fast – and for many young people, it's not just how they talk, but how they share their identity and feelings. Learning key terms helps adults connect and show understanding, even if the lingo seems baffling at first.

GENERATIONAL MISCOMMUNICATION

Words like 'rizz' or 'slaps' can be misunderstood by adults, leading to awkward moments or a breakdown in trust. These phrases often carry subtle social meanings among young people.

RAPIDLY SHIFTING MEANINGS

Slang changes quickly. A term like 'bop' might sound innocent one week and be repurposed the next. This makes it easy for adults to fall behind and for children to misstep.

SHIELDING BULLYING OR EXCLUSION

Inside jokes and trending terms like 'simp' or 'NPC' can be used to mock or exclude others. What looks like harmless fun might actually reinforce social divisions or bullying.

PERFORMING FOR THE ALGORITHM

Slang often reflects what's popular on platforms like TikTok. Young users might exaggerate or act out for likes, creating online personas that don't match their real selves.

CONTENT MODERATION WITH CODED SPEECH

To avoid content filters, young people sometimes use slang or emojis to talk about serious topics – for example, saying 'unalive' instead of other death-related terms. This makes harmful content harder to spot.

LONG-TERM DIGITAL FOOTPRINT

A slang-filled post might seem funny now but could resurface years later during job checks or university applications – possibly out of context, but still damaging.

Advice for Parents & Educators

KEEP UP, DON'T CATCH UP

Follow youth culture pages or ask your child about new slang. Staying informed shows that you're engaged and open to understanding their world.

FOCUS ON CONNECTION OVER CONTROL

Being someone your child can talk to is more valuable than using strict filters or monitoring apps. Openness builds trust.

ASK, DON'T INTERROGATE

Use open questions to invite conversation. You're not quizzing them – just trying to learn more about their online lives.

ENCOURAGE CRITICAL MEDIA LITERACY

Talk about where slang comes from, how it spreads, and how it can impact others. This helps young people use language more thoughtfully.

ONLINE SLANG CHEAT SHEET -

The following slang terms are common examples – please be aware this isn't an exhaustive list and both meaning and prevalence can change swiftly.

COMMON SLANG:

- Sigma** - Independent, self-reliant (often male) mindset; proud outsider status. Often celebrated in motivational memes.
- Skibidi** - Nonsense word from the viral 'Skibidi Toilet' meme; expresses chaos or fun. Usually harmless but pervasive.
- Chat** - The collective audience or group of viewers (e.g. on a livestream). Used when addressing followers directly.
- Lock in** - To focus, commit or get serious (e.g. before gaming or sports). Positive encouragement to concentrate.
- Cooking** - Doing something exceptionally well or gaining momentum. Opposite of 'cooked'.
- Rizz** - Charisma or flirting ability (short for charisma). Can praise social confidence.
- Aura or aura farming** - One's perceived 'energy' or vibe; 'farming' means manufacturing clout.

POTENTIALLY CONCERNING SLANG

- Bop** - An adult content creator (e.g. OnlyFans). Indicates exposure to 18+ material.
- Gyatt or gyatt** - Sexualised exclamation about someone's backside. Objectifies appearance.
- Tralero tralero / bombardino crocodilo / tung tung tung sahur** - Spammy references to AI-generated creatures with 'Italian-sounding' names. Can clog chats, derail discussion, and harass others.
- Glazing** - Overpraising or obsessively defending a streamer or celebrity.
- Crash out** - To lose control, give up or have a meltdown; sometimes hints at self-harm.
- Cooked** - Ruined, exhausted or in serious trouble; sometimes mental health-related.
- Unalive** - Euphemism for death or suicide; used to avoid content filters.
- NPC** - Used to suggest someone is lacking independent thoughts or is repetitive and predictable.

Meet Our Expert

Keith Broni is a globally renowned emoji expert and the Editor in Chief of emojipedia.org, the world's number one emoji resource. He has an MSc in Business Psychology from University College London and an MBA from Quantic School of Business and Technology.



The National College

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Do you struggle with your child's disrupted sleep?

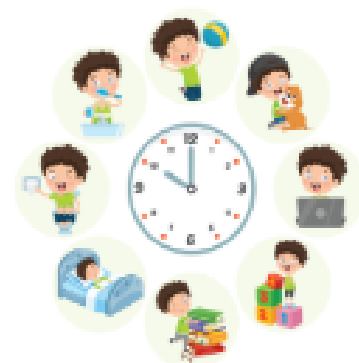
Do you have a child aged 2 – 10 years?
The Parenting Team would like to invite
you to come along to our online session.

VIRTUAL SLEEP SEMINAR



27th February 2025
3rd April 2025
19th June 2025
9th October 2025
4th December 2025

9.30am – 12 noon
via Microsoft Teams



You only need to book on one session.

The session will include useful information about understanding sleep cycles, establishing bedtime routines, and how to support children's sleep patterns. We will provide you with some helpful handouts that will support the session.

HOW TO BOOK :

Visit Facebook page: @StartWellStockport
or website: www.stockport.gov.uk/startwell
or email the admin team -
admin.startwell@stockport.gov.uk



www.stockport.gov.uk/startwellevents

ONESTOCKPORT
Family Hubs

Start well, live well and thrive
Working together with communities to
support children, young people and families.

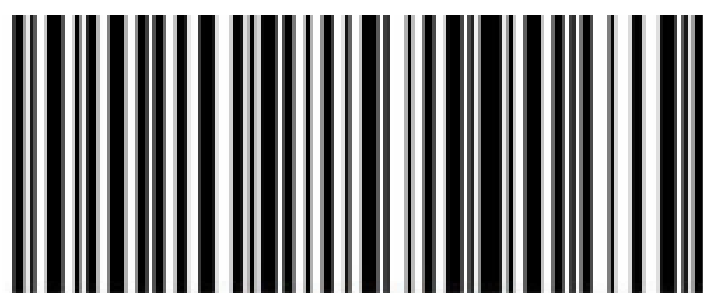




Lyme free family pass

Enjoy a full day out this summer. From the iconic house and gardens, to Crow Wood play area and 1400 acres of parkland, there's plenty to explore.

[https://www.nationaltrust.org.uk/
visit/cheshire-greater-manchester/
lyme/visiting-lyme-with-family](https://www.nationaltrust.org.uk/visit/cheshire-greater-manchester/lyme/visiting-lyme-with-family)



Tap here to tell us
how your day went

