



Moorfield Primary School

Prospectus 2026/27

Welcome

Moorfield Primary School, which opened in 1963, is a two form entry primary in Hazel Grove, Stockport and is a maintained local authority school. The school has around 400 children on roll from Reception to Year 6 (age 4-11), which is made up of 12 mainstream classes and a Special Educational Needs Resource Base for 26 pupils.

In addition, there is a privately run Pre-School Nursery and privately run before and after school provision provided by 'Kids Childcare' Hazel Grove on the school site.

Our aim is to provide a happy, caring and stimulating environment in which every child learns academically, socially, morally, spiritually and culturally, to be a good citizen in 21st Century Britain, as well as being part of a strong and supportive local community. We believe in RESPONSIBILITY, THANKFULNESS, COMPASSION and PERSEVERANCE.

I joined the school as Headteacher in September 2019 and we are currently in the process of developing and improving our whole school curriculum, whilst also working with the Department for Education (DfE) and local authority on a new school build that is expected to start in 2026. This will support our aim of bringing excellence and enjoyment to the children of the Moorfield Community. The school was judged Requires Improvement by OFSTED (Office for Standards in Education) in September 2024. This judgement was specifically focused around our curriculum, which at the time wasn't embedded and has gone through a complete change in my time as Headteacher.

We have a strong team of staff who are committed to providing a high-quality learning environment where children can achieve their full potential. All staff work hard to maintain a safe and happy school, where children are encouraged to become enthusiastic, creative and life-long learners.

We encourage co-operation and collaboration through spoken language and our own collaborative learning structures in many of our lessons across all age ranges, believing communication and teamwork as being a key fundamental of human development.

Children are valued as members of the school community and our Behaviours for Learning Policy places emphasis on celebrating success and pupils taking responsibility for their actions through a restorative approach and a process of reflection.

Parents are encouraged to be active partners in their children's learning through effective communication, regular information about children's learning and progress, homework activities and a strong emphasis on developing children's reading skills from an early age.

We have an effective parent and teacher group known as the 'Moorfield Home and School Association' (MHSA), who organise events throughout the year so that parents can be involved whilst raising money for special projects within the school.

Our school benefits from the good support of an active Governing Body, who ensures that the school fulfils its duties and provides value for money. The Governing Body challenge the school to ensure that children achieve high standards both academically as well as socially and emotionally.

Throughout every aspect of school life - including our curriculum, our relationships, our priorities, our pastoral care and discipline we aim to reflect an attitude of 'care for all'.

Paul Anderson
Headteacher



Moorfield Primary School

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Chairs of Governors
Mrs Suzanne Lockwood

Headteacher
Mr Paul Anderson

School Business Manager
Ms Tracey Laforce

**Deputy Headteacher and
Inclusion Lead**
Mrs Georgina Greaves

**Assistant Headteacher and
Reception/Key Stage 1 Lead**
Mrs Lauren Stout

SENDCo and Safeguarding Lead
Mr Gareth Swire

Key Stage 2 Lead
Mr Martin Heaton

New School Build starting in 2027

The existing school buildings are coming to the end of their lifespan and do not meet the operational needs of the school. To allow the school to continue to offer a high-quality learning environment for children, including those with an increasing range of more complex needs, there is a fundamental requirement for a new and improved school building alongside improvements to the wider school grounds.

Therefore, it is proposed to demolish the existing school buildings and construct a fit for purpose modern facility. The development is being funded by the Department for Education's School Rebuilding Programme (SRP).

The project team is comprised of a range of specialists. The key stakeholders involved in the planning application are:

- The Department for Education – the Applicant
- Tilbury Douglas Construction – the contractor
- Dellis Williams Architects – the architect
- Icen Projects – the planning consultant, managing the public consultation event.

The proposals

The proposal comprises the following:

- A new part single and part two storey building which will accommodate the same capacity of pupils and teachers as the current school. The building will accommodate a specialist SEN unit.
- A new car park area with accessible parking bays and EV chargers included. Provision is also made for SEN pick-up and drop-off.
- A new Multi Use Games Area.
- A landscaped hard and soft play area, including an outdoor library area and canopy. This has been designed with input from the Primary Leadership Team (School Council).
- New site wide landscaping which will contribute towards enhanced biodiversity.
- The playing field to the rear of the site will not be impacted by the development. New built development is contained within the existing school site area.
- Provision has been made for community use of some areas of the school, in evenings and holiday periods.

The Design

- The scheme has been designed with the neighbouring site boundaries in mind, seeking to respect residential amenity where possible. Noise impact, scale and massing have all informed the siting of the building, its scale and massing and its 'C shape' design.
- The material palette of the scheme will include two tones of neutral brickwork. Lighter bricks are used around teaching areas to give a bright, friendly feel, while darker bricks book-end these sections to add depth and visual interest. A bold use of red is introduced to define key entrance points across the building. At the two principal entrances, a red colour creates a striking, tactile surface that announces arrival and enhances the building's identity matching the school's uniform and logo. Other entrances will include red spandrel panels within the door and window surrounds, helping to make each point of entry easy to identify. A series of feature colours drawn from the Moorfield School logo will animate the façade and create visual excitement for the children. These tones will serve as wayfinding cues for pupils.
- The energy strategy for the site will include PV panels and the use of ground source heat pumps to develop a net zero carbon in operation building.



School Ethos – Equality and Diversity

Moorfield Primary School is a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of disability, gender re-assignment, pregnancy and maternity, race, religion or belief, gender or sexual orientation. We endeavour to promote positive relationships with parents, governors and members of the wider community.

At Moorfield Primary School we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

At Moorfield Primary School we seek to:

- Eliminate Discrimination
- Advance Equality of Opportunity
- Foster Good Relations

We aim to:

- provide a secure environment in which all our children can flourish and achieve all five outcomes of **'Every Child Matters'** (be healthy, stay safe, enjoy and achieve, make a positive contribution, and enjoy economic well-being);
- provide a learning environment where all individuals see themselves reflected and feel a sense of belonging;
- prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and international community;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about different groups of people regardless of the **9 protected characteristics under the law, (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation) Equality Act 2010**;
- plan systematically to improve our understanding and promotion of diversity;
- actively challenge discrimination and disadvantage;
- make inclusion a thread which runs through all our activities.

To achieve these aims we will:

- involve all interested parties in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures;
- publish and share our policies and impact assessments with the whole community;
- collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage;
- use all available information to set suitable learning challenges for all, respond to pupils' diverse needs and overcome any potential barriers to learning;
- ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity;
- have high expectations of behaviour which demonstrates respect to others;
- ensure that all reasonable adjustments are made to ensure equality of opportunity.

We are committed to:

- being proactive in promoting good relationships and equality of opportunity across all aspects of school life and the wider community and eliminate any discrimination, harassment or discrimination;
- encouraging, supporting and enabling all pupils and staff to reach their potential and make a positive contribution;
- working in partnership with families, the local authority (LA) and the wider community to establish, promote and disseminate inclusive practice and tackle discrimination ensuring that our Equality and Diversity Policy is followed.

Equality Objectives

1. To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.
2. To advance equality of opportunity by ensuring that teaching, learning and curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.
3. To eliminate any discrimination, harassment and victimisation. To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation
4. To recognise, celebrate diversity within our community whilst promoting community cohesion.
5. To ensure that those with leadership responsibility and individual members of staff accept responsibility for planning teaching, learning and curriculum and apply this policy to all we do.
6. To ensure that learners and parents are fully involved in the provision made by the school and to increase transparency.
7. To ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive action and preventative action is funded where needed.

Mission Statement

‘Inspiring Creative Learners for Exciting Futures’

Moorfield is an inclusive school community where children are encouraged and supported to grow, thrive and be their best.

This happens through the provision of a nurturing and challenging environment, which provides rich learning experiences that allow children to show their qualities and skills both inside and outside the classroom.

Vision Statement

We aspire for the children of Moorfield Primary School to have the skills to be resilient, independent, confident and motivated in this ever changing world to take full advantage of all future opportunities.

Values

At Moorfield we have four core values at the heart of all that we do:

- **RESPONSIBILITY**
Giving our children the expectation to behave appropriately, make responsible decisions and have a role in their school and community.
Our children make informed ‘good’ choices as not only to become skilled learners in their learning journey but also well rounded citizens with spiritual, moral, social and cultural awareness.
- **PERSEVERANCE**
Giving our children the self-belief to be determined individuals that value hard work, have skills in investigation and problem solving and responsibility for their own progress.
Our children set goals to do their best and they are proud of all their achievements.
- **COMPASSION**
Giving our children the humility to share in the lives of others, identify human suffering and take action to help, improve and transform it.
Our children recognise their own uniqueness and respect the uniqueness of others.
- **THANKFULNESS**
Giving our children the reminder of gratitude, good manners, being appreciative and thankful for those things we often take for granted.
Our children are excited by their learning with all their talents being developed. They are appreciative and motivated to become lifelong learners and are able to take full advantage of the next stage in their learning journey.

Safeguarding

“Moorfield Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, governors and volunteers to share this commitment”



We provide a safe, caring positive and stimulating environment that promotes the learning and care of all, alongside the social, physical, emotional and moral development of the individual child.

Safeguarding is the responsibility of all and therefore all staff know the policies and procedures relating to safeguarding including Keeping Children Safe in Education (KCSiE).

Our prime concern is always the well-being of our pupils and if we act it is to protect the individual. We wish to work with parents and carers to ensure the best possible care for children and families using early intervention strategies. However, this may occasionally require situations where we have a cause for concern to be referred to Social Care. In these cases you will always be informed unless it has been considered that your child may be put at further risk. All policies related to safeguarding including e-safety are available on the school website.

SAFEGUARDING AND CHILD PROTECTION DESIGNATED PERSONS FOR OUR SCHOOL:

Designated Safeguarding Lead

Mr Gareth Swire – SENDCo

gareth.swire@moorfield.stockport.sch.uk

Deputy Designated Safeguarding Leads

Mr Paul Anderson – Headteacher

paul.anderson@moorfield.stockport.sch.uk

Mrs Georgina Greaves – Deputy Headteacher

georgina.greaves@moorfield.stockport.sch.uk

Additional Designated Person

Mrs Lauren Stout – Assistant Headteacher

lauren.stout@moorfield.stockport.sch.uk

Mr Martin Heaton – KS2 Phase Leader

martin.heaton@moorfield.stockport.sch.uk

GOVERNOR WITH RESPONSIBILITY FOR CHILD PROTECTION AND SAFEGUARDING:

Mr Graeme Vout

gov.graeme.vout@moorfield.stockport.sch.uk

MULTI AGENCY SAFEGUARDING AND SUPPORT HUB (MASSH)

Monday to Thursday 8.30am to 5pm

Friday 8.30am to 4.30pm

Out of hours, weekends and public holidays

Tel 0161 217 6028

Tel 0161 718 2118



Operation Encompass

As part of our commitment to keeping children safe we have signed up to implement the principles and aims of the Encompass Model - supporting children who are experiencing domestic abuse.

In signing up to Encompass the Governing Body and Senior Leadership Team:

- Endorse the Encompass Model and support the Key Adults in our school to fulfil the requirements of the Encompass Protocol
- Promote and implement Encompass processes and use these in accordance with internal safeguarding children processes.
- Recognise the sensitive nature of the information provided and ensure that this is retained in accordance with the principles of data protection.

Admissions

We are very happy to show any potential new parents and children around school - please contact the school office on 0161 483 4521 to arrange a visit.

All applications for reception places and in year transfers must be completed online using the Stockport Council Admissions Website. Please read the online guidance carefully and ensure that applications are made before the appropriate deadline.

Admission into our SEND Resource Base called Kaleidoscope, can be found under the Local Authority Local Offer. If a child has an Educational Health Care Plan admission to the school is coordinated by the Local Authority Special Educational Needs Team.

Reception Admissions

Children join Moorfield in September if their fifth birthday falls between 1st September and 31st August in the designated academic year.

The School Day

Reception, Year 1, Year 2 – Infant Building

8.45am – school gates open
8.55am – start the school day
3.15pm – school gates open
3.25pm – end the school day

Year 3, Year 4, Year 5, Year 6 – Junior Building

8.50am – school gates open
9.00am – start the school day
3.00pm – school gates open
3.30pm – end the school day

The car park will open at 3.15pm for parents of Kaleidoscope children who request use of this facility.

There is a morning break and a lunch break for all children and a short afternoon break for Reception and KS1.

Attendance

Punctuality

It is important children arrive in school on time as punctuality is essential to ensure learning isn't missed at the start of the school day. School starts at 8.55am (R/KS1)/9.00am (KS2) so please ensure your child is in school and ready to start their learning by these times. This avoids disruption to the beginning of the school day. Where it is unavoidable that your child arrives after 8.55am/9.00am, they must be taken to the school office in order to receive their attendance mark. This is extremely important in the event of an emergency.

Absences

If your child is absent from school, please let us know as soon as possible by contacting the school office stating the reason for absence. This ensures your child's absence is recorded accurately. Registers are legal documents and will be checked regularly by our Education Welfare Officer.

Appointments

Whenever possible, please make medical and other appointments during school holidays or after school. If on occasions, children need to attend appointments during the school day please inform the school office and class teacher. Children must be collected by an adult and will be asked to show an appointment card to the office staff. Under no circumstances will a child be allowed to leave on their own.

Holiday Requests

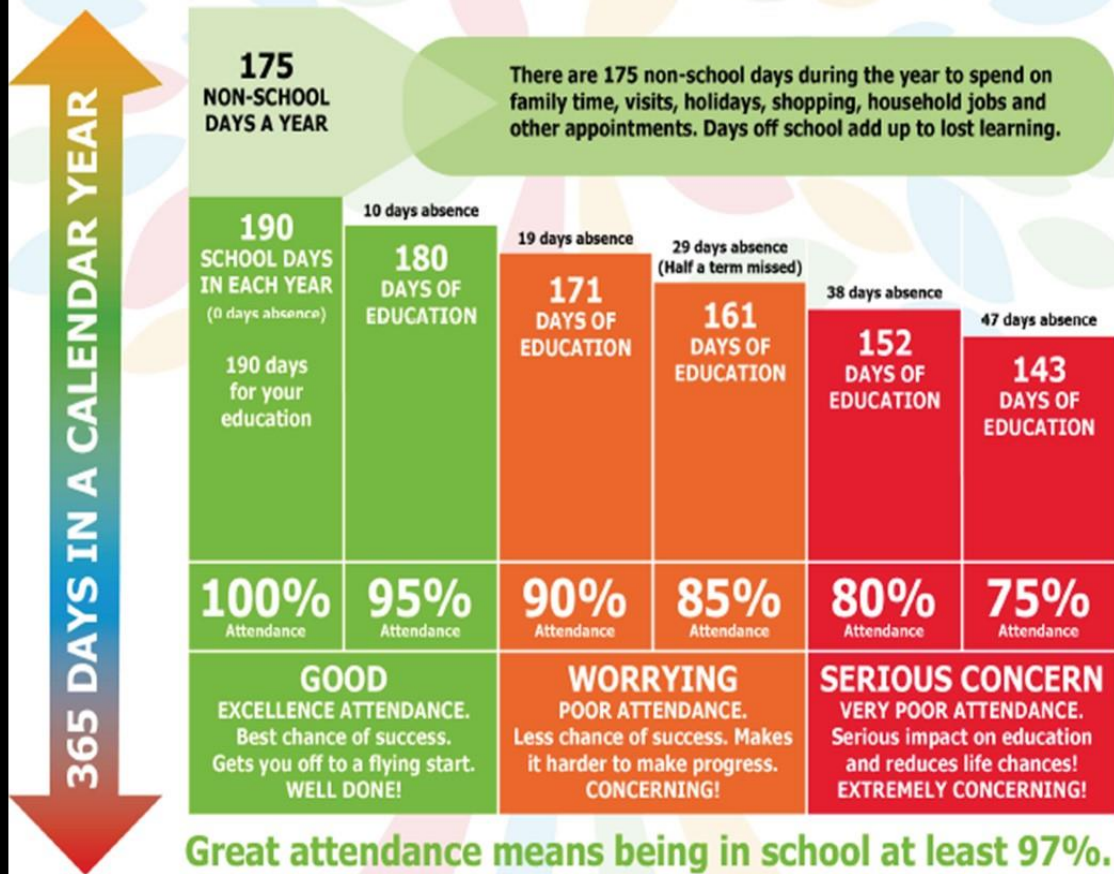
Term and Holiday dates are shared with parents once they've been agreed by the Governing Body. Please do not take family holidays during term time. Our policy follows the guidance given to schools by Stockport LA and the Department for Education.



THANKFULNESS COMPASSION PERSEVERANCE RESPONSIBILITY
Moorfield Primary School

EVERY SCHOOL DAY COUNTS

Don't miss out on the education you deserve.



Did you know? A two week holiday in term time means that the highest attendance you can achieve is 94.5%.

School Organisation

There are **three key stages** in the school with one class in Year 1 and Year 2 and Year 3, a mixed class of Year 2/3 and two classes in Year 4, Year 5 and Year 6, well as an SEND Resource Base for up to 26 children from Reception to Year 6.

Early Years Foundation Stage (EYFS) – Infant Building

This is the stage that refers to Pre-school (Nursery) and Reception. Children start in Reception at Moorfield, however there is a Pre-school on our school site, Moorfield Pre-school. Although this is a privately run provider, we have a strong working relationship with the Pre-school and the majority of these children do move across to our Reception classes. This year group follows the EYFS Curriculum.

Key Stage 1 (KS1) – Infant Building

Often referred to as the 'Infants', this includes Years 1 and 2. These two year groups follow the KS1 National Curriculum.

Key Stage 2 (KS2) – Junior Building

Often referred to as the 'Juniors', this includes Years 3, 4, 5 and 6. These four year groups follow the KS2 National Curriculum.

SEND Resource Base (Rec, KS1, KS2)

Moorfield has an Additionally Resourced Provision for children aged 4 -11 which we call our Kaleidoscope Provision.

This provides education for children with an Education, Health and Care Plan. Our resourced provision is made up of three SEND classes called the Kaleidoscope classes:

- **KT** for Reception/KS1 children
- **KM** for KS1/KS2 children
- **KP** for KS1/KS2 children

The children are taught by a specialist SEND team of teachers and teaching assistants. The children within the SEND resourced setting receive the majority of their learning within the classroom setting but can access inclusion opportunities into mainstream dependant on each individual child's needs. The majority of Kaleidoscope children access assemblies, playtimes and lunchtimes within the mainstream setting.

Early Years Foundation Stage

During this year, the foundations of learning are set and the behaviours for learning are created. At Moorfield we ensure that we have extremely high expectations of our children and no learning time is lost. We have two class teachers working together across the Reception Unit, supported by a team of highly effective Higher-Level Teaching Assistants (HLTAs) and Teaching Assistants. The EYFS curriculum is catered for across learning zones which also include access to an outdoor learning quadrant, playground and woodland area.

The curriculum is thoroughly planned out to incorporate teacher and TA led focus sessions, exploration with independent application time, an opportunity to work meaningfully outside and is carefully balanced between 'free flow' and focus teacher led learning. It is vital to ensure that our children develop the prime areas of learning and in particular for our children, manage their feelings and behaviour and developing their speaking, listening and understanding skills. Thus, 'free flow' and exploration is very important and a large part of our EYFS curriculum.

The areas of learning and development

There are seven areas of learning and development that shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

These are the prime areas:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied.

The specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The environment will be meaningfully set up to ensure that all areas of learning are covered both inside and outside. Language development is a big priority for us at Moorfield and our curriculum is tailored to support these needs.

Our aim is to develop individuals who are creative, independent and who have a love of learning.

The National Curriculum

In Key Stage 1 and 2, children follow a variety of subject areas from the National Curriculum.

The Core Subjects are:

- English
- Mathematics
- Science

The Foundation Subjects are:

- Art and Design
- Computing
- Design and Technology
- Geography
- History
- Modern Foreign Languages
- Music
- Physical Education

We also teach:

- Personal, Social, Health and Economic Education
- Relationship and Sex Education
- Religious Education

English

We follow the National Curriculum and provide each child with a range of English skills to equip them with skills for life including; reading, writing and spoken language. We believe that spoken language is an essential skill which feeds into effective reading and writing. *“If you can’t say it, you can’t write it”.*

Phonics *Teaching the essentials*

We use Essential Letters and Sounds (ELS) for planning, delivering and assessing phonics. ELS is a systematic approach for teaching children to read using phonics. It is split into six phases, from starting to learn about sounds at Phase 1 to becoming fluent readers by Phase 6.

Book Banded Books *Progression in fluency and understanding*

Children are expected to read at home daily and progress through book banded books. It is important to develop knowledge and understanding of texts as well as fluency of reading. Parents are encouraged to discuss books with their child at home and are supported with home reading strategies through workshops in school.

Band/Colour	EOY Expectations
Pink	
Red	
Yellow	RECEPTION
Blue	
Green	
Orange	YEAR 1
Turquoise	
Purple	
Gold	YEAR 2
White	
lime	
Brown	YEAR 3
Grey	YEAR 4
Dark Blue	YEAR 5
Dark Red	YEAR 6

ELS Overview – Phase 1 to Phase 5

Phase 1*	Phase 2	Phase 3**
Nursery/Pre-School Seven aspects: • Environmental sounds • Instrumental sounds • Body percussion • Rhythm and rhyme • Alliteration • Voice sounds • Oral blending	Reception/Primary 1 Autumn 1 • Oral blending • Sounding out and blending with 23 new grapheme-phoneme correspondences (GPCs) • 12 new harder to read and spell (HRS) words	Reception/Primary 1 Autumn 2, Spring 1 and Spring 2 • Oral blending • Sounding out and blending with 29 new GPCs • 32 new HRS words • Revision of Phase 2
Phase 4**	Phase 5 including alternatives and lesser-known GPCs	Beyond Phase 5
Reception/Primary 1 Summer 1 • Oral blending • No new GPCs • No new HRS words • Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc • Suffixes • Revision of Phase 2 and Phase 3	Reception/Primary 1 Summer 2 • Introduction to Phase 5 for reading • 20 new GPCs • 16 new HRS words Year 1/Primary 2 Autumn 1 and 2 • Revision of previously taught Phase 5 GPCs • 2 new GPCs • 9 new HRS words Year 1/Primary 2 Spring 1 and 2 • Alternative spellings for previously taught sounds • 49 new GPCs • 4 new HRS words • Oral blending • Revision of Phase 2, Phase 3 and Phase 4	Year 1/Primary 2 Summer, Year 2/Primary 3 and Key Stage 2 • With ELS, phonics teaching does not stop at the end of Year 1, but continues as children move through the school, with links being made between their GPC knowledge and spelling • Revision of all previously taught GPCs for reading and spelling • Wider reading, spelling and writing curriculum

Spoken Language *Speaking, listening and performing*

Children develop their vocabulary, speaking and listening skills, and confidence on a daily basis through a series of activities which lays down the foundations for children to put their thoughts into writing.

Spoken language is developmental across the school covering a range of aspects, including;

- Vocabulary and standard English
- Reasoning, justification, exploring ideas and asking questions
- Speaking fluently and audibly for a range of audiences and purposes
- Debating and discussion
- Performance and drama
- Listening, responding appropriately and valuing the views of others
- Self-awareness

Reading, Comprehension and Understanding *Promoting a love of reading*

We follow a mastery approach to reading through the programme **Pathways to Read**. The programme is designed to equip pupils from Year 2 onwards with key skills to move them through the reading process towards becoming competent and fluent readers. Clear, detailed lesson plans and resources are linked to high-quality texts. **Pathways to Read** ensures engaging and purposeful reading lessons.

Through reading, our children will be prepared for future study and later life so they can be confident, successful and fulfilled. We strive to give our children a real sense of 'reading for pleasure, enjoyment and meaning' by making our learning environments rich in **language** and **vocabulary**.

Following the **Pathways to Read** methodology, in Years 2-6, we use the following teaching sequence:

- Whole class shared reading
- Grouped reading session
- Follow on task

Our pupils will develop a lifelong **love of reading** and become **passionate** about reading.

Through the specific teaching of **reading skills**, we support children and their reading journeys so that they can **decode**, **understand** and **discuss** texts fully. Many opportunities for widening children's vocabulary are given through the **Pathways to Read** approach and this builds on the extensive work we do in school to provide our children with a rich and varied vocabulary.

Pathways to Read follows a mastery approach to learning with three categories of skills developed each half term:

- Ongoing skills - linked to text choices and achieved through selection of teaching activities
- Core skills - prediction, vocabulary development and retrieval
- Mastery skills - 2-3 objectives are focused on for pupils to master over the course of the half-term

Each **Pathways to Read** unit consists of six whole class reading sessions following the four-part structure:

- Predict
- Clarify vocabulary
- Read and retrieve
- Read and explain

The core elements of each session are prediction, developing pupils' vocabulary and retrieval. The 'Read and explain' part of the lesson is the mastery focus for the majority of sessions.

Grouped reading sessions follow each whole class session with a mastery focus, with a specific focus on the mastery learning and providing pupils with the opportunity for discussion in smaller groups with an adult. Follow on activities are provided following each grouped session for pupils to complete independently.

In addition, children are taught and read a range of high quality texts and genres which may relate to their topic or learning in other subjects. This is to ensure children leave Moorfield with a rich and diverse understanding and love of books and reading. We believe that *"Reading is the access to the breadth of the curriculum"* and ensure pupils are supported to become confident and fluent readers

Writing *Promoting a love of writing*

The Literary Tree Curriculum is a complete, thematic approach to the teaching of primary English that places children's literature at its core.

Children explore over ninety literary texts and experience at least seventy-five unique significant authors as they move through the school.

Each class follows a Reading/Writing River, carefully mapped out by teachers to best complement our topic work where possible. By placing books at the core, we are allowing teachers to use the text as the context for the requirements of the national curriculum.

All plans include **engaging starting points** to generate interest, engage and activate inference. These link to the books' themes and employ elements of dramatic conventions, which are maintained and addressed across the sequence.

Plans include explicit **grammar objectives** so that the grammar skills for writing are seen in context and can be applied within writing. These can be taught 'discretely' yet creatively, and still embedded firmly within the context of the book. We use the Pearson Grammar Bug scheme to support with the teaching of grammar objectives within the curriculum.

In addition, planning integrates **spelling investigations and activities**, so that patterns and rules can be explored, discovered and then used purposefully within writing.

Built into the plans are a **variety of shorter and longer writing opportunities** that are purposeful and pertinent to particular points of text. Children are encouraged to write in role, with bias and for a distinct audience, rather than writing in one fixed genre for the whole planning sequence.

Collectively the sequences help children **build a literary repertoire**; develop a knowledge of significant authors and prepares them for the subject content of critical reading at Key stage 3.

Poetry is taught within this sequence, however teachers also include their own poetry choices to share with the children.

Self and peer editing is key in order for pupils to be reflective and take ownership of their learning, enabling them to be clear on next steps and become confident writers

Mathematics

We follow the National Curriculum and endeavour to provide and equip our children with a range and depth of mathematical knowledge, skills, fluency, understanding and reasoning that they can apply across and beyond the curriculum. The planning, delivery and assessment of maths at Moorfield is supported by a range of tools and resources including the North West and White Rose Maths Hub to ensure opportunities of mastery for all and greater depth.

A progressive set of mathematical aspects and skills are covered through the curriculum including;

- Number (Place value, addition/subtraction, multiplication/division, fractions, decimals/percentages, algebra)
- Measurement
- Geometry (properties of shape, position and direction)
- Problem solving (arithmetic and reasoning)
- Statistics

Maths is an interconnected subject and pupils are required to move fluently between representations and structures of mathematical ideas, thinking and variation.

Coherence

Lessons are broken down into small connected steps that gradually unfold the concept, providing access for all children and leading to a generalisation of the concept and the ability to apply the concept to a range of contexts.

Representation and Structure

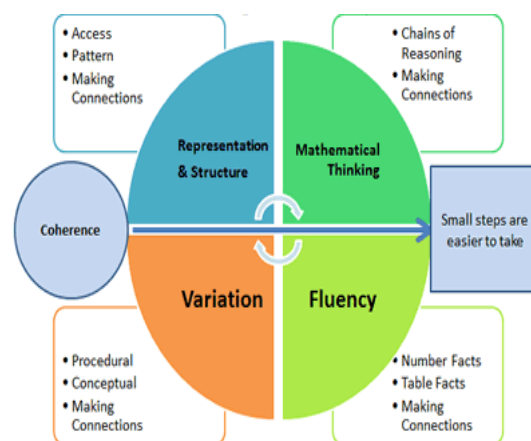
Representations used in lessons expose the mathematical structure being taught, the aim being that pupils can do the maths without recourse to the representation. Pupils will be taught a range of methods through the Concrete, Pictorial, Abstract (CPA) approach.

Mathematical Thinking

When taught, ideas are to be understood deeply, they must not merely be passively received but must be worked on by the pupil: thought about, reasoned with and discussed with others.

Fluency

Quick and efficient recall of facts and procedures and the flexibility to move between different contexts and representations of mathematics.



Variation

Variation is twofold. It is firstly about how the teacher represents the concept being taught, often in more than one way, to draw attention to critical aspects, and to develop deep and holistic understanding. It is also about the sequencing of the episodes, activities and exercises used within a lesson and follow up practice, paying attention to what is kept the same and what changes, to connect the mathematics and draw attention to mathematical relationships and structure.

Mathematical language and vocabulary

High importance is placed on ensuring adults and pupils are using and developing appropriate mathematical language and vocabulary; visually, verbally and in the written form.

Times table expectations

Pupils are expected to learn their multiplication and division facts up to the 12 times table. We use our own developed Moorfield xTables to challenge pupils both in school and through home learning. Pupils are expected to complete their multiplication tables by the end of Year 4.

Science

We endeavour to deliver the science national curriculum in a creative and enjoyable way making science accessible relevant and stimulating.

We aim to create a learning environment that encourages children to make decisions, explore and experiment in an atmosphere of mutual respect. We aim to support and extend knowledge, understanding, skills and confidence through a combination of adult and child led activities to provide the children with an understanding of the world and how science changes our lives. All children participate in Science lessons each week and plan and conduct at least one experiment per half term.

Children are taught a variety of science units throughout the year to develop their knowledge and understanding and develop their scientific enquiry.

Working scientifically will underpin the development of scientific knowledge and conceptual understanding, the children's understanding of the nature, processes and methods of science and the uses and implications of science today and in the future.

Science offers exciting, relevant and practical opportunities for children to learn, grow and develop through practical experience. We aim to provide authentic science experiences which are based on answering scientific questions and solving problems.

We provide opportunities to allow children to experience and develop all aspects of working scientifically:

- Observing changes over time
- Looking for naturally occurring patterns and relationships
- Identifying and classifying things
- Researching using secondary sources
- Comparative and fair testing

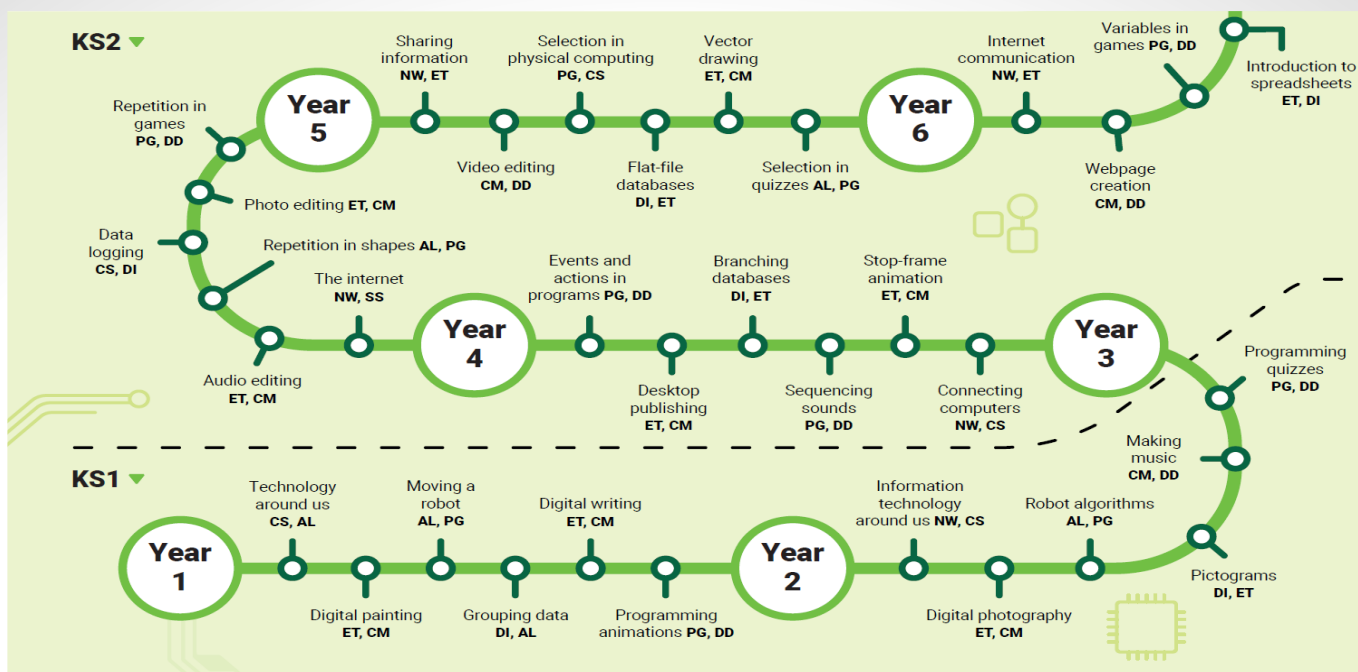
Children develop skills in the use of equipment and measurement and work with proper regard for their own safety and that of others, using safety equipment where necessary.

Computing

We give each pupil the opportunity to apply and develop their technological understanding and skills across a wide range of situations and tasks using the Teach Computing Curriculum. We will use a range of resources, such as iPads, interactive whiteboards and laptops, to provide children with these opportunities and ensure that children are equipped with effective and transferrable life skills.

Coding

The core of Computing is coding, in which pupils are taught the principles of information and computation. They will learn how digital systems work, and how to put this knowledge to use through programming.



In Key Stage 1 pupils will learn to use logical reasoning and computational thinking in order to build and debug simple computer programs. They will also be taught to understand what algorithms are and that programs are executed by following precise and unambiguous instructions.

In Key Stage 2 pupils will build on previous learning to design, write and debug programs that accomplish specific goals. Pupils will also be taught to use sequence, selection, and repetition in programs; work with variables and various forms of input and output. They will use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

Digital Literacy

Computing also ensures that pupils become digitally literate. We will teach pupils to use, express themselves and develop their ideas through ICT – at a level suitable for the future workplace and as active participants in a digital world.

In Key Stage 1 pupils will learn to use technology purposefully to create, organise, store, manipulate and retrieve digital content.

In Key Stage 2 pupils will be taught to understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration. Pupils will also build on their ICT skills, such as the use of Microsoft Word and PowerPoint, to produce digital content and provide them with transferrable life skills.

E-Safety

Computing and the use of technologies at Moorfield are underpinned by e-safety being central to the curriculum. While showing children the benefits of using new technologies we are also rigorous in teaching them about how to use technology safely and responsibly. E-safety is taught across the school and by the end of Year 6, pupils will be able to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour and identify a range of ways to report concerns about content and contact.

Art and Design

Using many different materials, children develop their skills in many areas of art. Through creation and appreciation of art, the children learn use of colour, pattern, texture, line shape, form and space, as well as design techniques such as drawing, painting and sculpture using a range of materials - pencil, charcoal, paint clay etc. They are introduced to artists and art forms from different periods and cultures, and encouraged to develop their own ideas.

Design and Technology

Using creativity and imagination children design and make products that solve real and relevant problems through the evaluation of past and present design. Pupils are encouraged to take risks, becoming resourceful, innovative, enterprising and capable citizens. They also learn to evaluate and test their ideas and products and the work of others.

There is a four stage process that is followed:

- Design
- Make
- Evaluate
- Technical Knowledge

Geography

Children deepen their understanding of their locality and the wider world as well as encourage a responsible attitude to the world and its resources and to appreciate and value the local environment.

In Key stage 1 pupils develop knowledge about the world, the United Kingdom and their locality. They develop an understanding of basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. In Key stage 2, pupils extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This includes the location and characteristics of a range of the world's most significant human and physical features as well as developing the use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils learn the following:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

History

Children develop an awareness of the past, using common words and phrases relating to the passing of time. They know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They use a wide vocabulary of everyday historical terms and understand some of the ways in which we find out about the past and identify different ways in which it is represented. They develop a secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied and develop the appropriate use of historical terms.

Pupils learn the following:

KS1

- changes within living memory
- events beyond living memory that are significant nationally or globally
- the lives of significant individuals in the past
- significant historical events, people and places in their own locality

KS2

- changes in Britain from the Stone Age to the Iron Age
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations
- Ancient a non-European society that provides contrasts with British history

MFL

We use the 'Language Angels' programme to support us in teaching Modern Foreign Languages – Spanish. Language Angels is an online teaching resource that allows our teachers, irrespective of their linguistic ability, to teach Spanish from Year 3 to 6.

Our Year 3 pupils start on the Early Language Units - for children with little or no previous foreign language knowledge. As they move through Key Stage 2 the children will move on to the Intermediate Units - for pupils building up their foreign language expertise. Then on to the Creative Curriculum Units which tie in to familiar curriculum topics. Finally to the Progressive Units which extend and challenge pupils with a sound understanding of the basics of the language they are learning.

Music

We also use the Charanga programme to support us in teaching Music. The Charanga Musical School Scheme is an online teaching resource that allows our teachers, specialist or non-specialist, to teach music from Year 1 to Year 6. The Scheme supports all the requirements of the new National Curriculum and is based on: Listening and Appraising; Musical Activities - creating and exploring; and Singing and Performing. We work with the Stockport Music Service to support and develop staff and children's music through a music teacher sharing their expertise and modelling effective lessons, enabling teachers to use these strategies and ideas in their own music lessons.

Physical Education

Each class is taught a variety of gymnastics, dance and games lessons throughout the school year. Pupils are encouraged to explore and encounter a wide range of challenging and creative activities in dance, gymnastics, games, outdoor and adventure.

We provide the children with the skills to:

- develop competences to excel in a broad range of physical activities
- be physically active for sustained periods of time
- be engaged in competitive sports and activities
- lead healthy, active lives

All children participate in PE lessons each week, as well as physical activities at lunchtime and numerous after school clubs on offer. Sporting competitions, inter and intra ones are available to encourage and enable children to develop their physical development further.

We work with UK Sports to support and develop staff and children's PE twice a week sharing their expertise and modelling effective lessons, enabling teachers to use these strategies and ideas in their own PE lessons.

PSHE (also see SMSC Development)

Personal Social, Health and Economic (PSHE) Education is a subject through which pupils develop the knowledge, skills and attributes they need to keep them healthy and safe, and prepare for life and work in modern Britain. We use the 'One Decision' programme and aspects from the PSHE Association, Christopher Winters and the DATE Spiral Curriculum.

There are three core themes for PSHE learning:

- Health and Wellbeing
- Relationships
- Living in the Wider World (including economic wellbeing, aspects of careers education and citizenship)

The citizenship element involves children learning about their place in society, their growing responsibility as citizens and as members of the global community, and their developing understanding of systems such as democracy.

The programme develops skills and knowledge in a values-based context which supports our own values, learning and behaviour, developing and enhancing pupil wellbeing and consists of six broad, progressive topics from Year 1 to Year 6 and includes the non-statutory aspects of primary sex education in Year 6:

- Healthy and happy friendships
- Similarities and differences
- Healthy bodies, healthy minds
- Coping with change
- Caring and responsibility
- Families and committed relationships

RE

We encourage the children to acquire reasoned and positive attitudes and beliefs which include a respect for and understanding of other peoples' spiritual, religious, moral and cultural ways of life. We help them to appreciate the world in which they live and the interdependence of individuals, groups and nations.

Through our RE curriculum we promote knowledge and understanding of the underlying principles of major faiths and religions so as to encourage children to be confident and productive members of their local and worldwide multi-faith community, with an awareness and understanding of the multi-cultural and diverse society we live in.

Outdoor Learning

Time spent outdoors often provides the most memorable learning experiences and helps children to make sense of the world around them by putting their learning into a meaningful context.

We believe that every child should experience the world beyond the classroom as an essential part of learning and personal development. The outdoor environment has massive potential for providing learning opportunities. We are extremely fortunate to be set in beautiful grounds with woodland and wildlife areas and surrounded by an environment rich in opportunities and we make full use of our local area, to enhance our educational provision.

The outdoor environment offers motivating, exciting, different, relevant and easily accessible activities from Early Years through to Year 6. Our outdoor learning experiences are activities link to all curriculum areas including: Environmental Education, Archaeology, Outdoor and Adventurous Activities, Wilderness Therapy, Forest Schools and Bushcraft. These areas help to develop personal and social skills, communication, problem solving, thinking skills and teamwork.

Assembly and Collective (SMSC Development) Worship

Collective Social, Moral, Spiritual and Cultural (SMSC) learning is a vital part of the school day for all children as it:

- Enhances the spiritual development of the children
- Is a time of quietness, stillness and reflection
- Is an opportunity to come together as a community, either in class, year group, key stage or whole school as appropriate
- Provides an opportunity to reinforce the values, ethos and expectations of the whole school, particularly responsibility, perseverance, compassion and thankfulness
- Is a time to share and celebrate festivals and special events
- Is an opportunity, using music, stories, drama and other activities, to reflect various faiths and traditions of our society.

This time each day aims to promote our school values alongside the British values of democracy, rule of law, liberty, respect and tolerance, encouraging respect for religious and moral values, and tolerance of other religions, races and cultures. We take account of our school community and at times will celebrate and embrace relevant themes, events and festivals shared across a variety of faiths, cultures and backgrounds.

Assessment

Assessment is a vital part of the teachers' tasks in the classroom. They must continually assess each child's progress and achievement in order to plan the next stages in the development of the child's learning according to his/her needs. The teacher will be assessing each child in a variety of ways:

- observation of how the child is learning and undertaking tasks
- discussion with the child
- consideration of the child's work
- marking and feedback
- specific set tests and tasks used across the Year Group
- Year 1 Phonics Screening Check
- Year 4 Multiplication Tables Check
- End of Key Stage Standard Assessment Tasks in Year 6
- Optional Tasks and Tests (Years 3, 4, 5)

We track children's progress from Baseline Assessment in their first half term in Reception through to the end of Key Stage 2. The children are encouraged to assess themselves and each other through self and peer marking and offer their own comments and observations on their learning, progress and achievement. Parents will receive an annual report of their child's progress. Progress, effort and achievement are celebrated with each child, within the classroom and within the whole school community.

Special Educational Needs and Disabilities (SEND)

We are committed to providing an appropriate and high quality education to all the children in our school. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We aim to:

- ensure all children are given equal access to the curriculum and to raise their achievements.
- Encourage children to become independent learners with enquiring minds and a desire to learn.
- encourage children to strive for excellence in all they do.

We make provision for pupils with the following four areas of need as outlined in the SEND Code of Practice:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and / or physical needs

The purpose of identifying the area of need is to allow us to establish what action we need to take and not to fit a pupil into a category. We will identify the needs of our pupils by considering the needs of the whole child and not just the special educational needs of the child.

The person responsible for managing our SEND provision is our Inclusion Lead, Mr Gareth Swire. Mr Swire is a member of the Senior Leadership Team and can be contacted through the school office.

Behaviours for Learning

Teachers are facilitators of learning and as such, our role is to guide the children in our care towards the behaviours that will best equip them to learn and grow – academically, morally and socially and emotionally. Therefore, teaching and promoting positive behaviours for learning is central to all that we do at Moorfield. The children of Moorfield learn how to conduct themselves and behave in ways that will help them to become life-long learners with the skills to learn both independently and collaboratively. Promoting positive behaviours for learning applies equally to social behaviours and helping children develop into good citizens. All members of staff will set and model high standards and learners will be given clear guidance on what is expected of them. A digital behaviour management programme, 'Trackit Lights' supports this.

Children are expected to learn and develop skills, attitudes and values such as:

- Positive self-esteem/self-image,
- Tolerance, consideration and respect for other children and all adults,
- Co-operation and collaboration,
- Negotiation and agreement,
- Trust and honesty,
- Self-awareness and self-discipline,
- Sensitivity and consideration for the feelings of others,
- Caring for property and the environment,
- Taking responsibility for their actions and for what they say,
- Learning to seek and offer forgiveness,
- Enjoyment of learning.

Everyone in school is expected to follow the Moorfield Way - a five point process which children are rewarded for when they show examples of these behaviours:

- We follow instructions
- We are kind and polite to everyone
- We look after our school and move around it calmly and carefully.
- We follow our school values of: RESPONSIBILITY, COMPASSION, PERSEVERANCE, THANKFULNESS
- We follow the British values of: DEMOCRACY, RULE OF LAW, INDIVIDUAL LIBERTY, MUTUAL RESPECT AND TOLERANCE.

Restorative Approach

We have a restorative approach to behaviour management and expect that children take responsibility for their behaviours and actions. We provide opportunities for everyone to:

- Listen to each other in a respectful environment
- Express their own feelings
- Understand that the consequences of their actions can have an impact on others within the school community
- Take responsibility for their actions
- Rebuild and repair relationships

For those, who at any point, are unable to follow the Moorfield Way a 'restorative conversation' will take place that support children in making the right choices next time. The following questions help to support these conversations:

- What happened?
- What were you thinking?
- How did it make you feel?
- Who else has been affected?
- How could you do it differently next time?
- How can we make it better?

Primary Leadership Team (PLT)

We have a school council (Primary Leadership Team) which gives the children of Moorfield a 'voice' so they can impact on improving and developing the school. At the start of each academic year, children from Year 2-6 are given the opportunity to put themselves forward for election and their peers vote for their chosen councillor across each class. These children represent their class for the school year and partake in PLT meetings to bring about change and add to the development of Moorfield.

What does an effective PLT look like?

- All pupils are involved in the PLT
- It is pupil-led
- It is part of the school ethos and practice
- It deals with the core issues of the school
- It makes a difference



Head Pupils and Prefects

In Year 6 children will become prefects and will wear black jumpers to raise their status and represent the importance of their role within the school. They will be led by Senior Prefects who will remind them of their responsibilities should they need to.

They will be expected to carry out the following duties:

Essential attributes are one or a combination of the following:

- A willingness to serve, to do jobs when asked, to volunteer, etc.
- A sensible attitude and pleasant nature allowing for good relationships with all members of the School family
- The ability to lead, to show initiative etc.
- Caring and consideration of others
- Ability to communicate with all age groups



Prefect Objectives:

- To be a leader by example, within the school
- To demonstrate independence, responsibility and reliability
- To monitor the welfare of other pupils
- To assist in the organisation of school activities and events

In addition, school staff vote for two Year 6 pupils to be the Head Pupils for the school year. This process also identifies Deputy Head Pupils and Senior Prefects.

- To be an exemplary role model for others in the school by manner, dress, overall appearance and attitude to others
- To lead a House and coordinate the house points across the school
- To always promote the correct values and standards of behaviours
- To help meet the needs of others by giving care and assistance to the pupils in the school
- To assist with the dining room routines and some break routines
- To welcome new parents and visitors the school
- To meet regularly with the Headteacher
- To co-ordinate preparation of the hall for morning assemblies
- To co-ordinate setting playground equipment up before school and putting away after school
- To ensure the library is kept tidy and book scanning is up to date
- To patrol the corridors at lunchtime
- To set up projects on designated topics, e.g. school tidiness



School Houses

We introduced school houses in 2022 to provide an opportunity for children from different classes and year groups to take part in activities and competitions together. The PLT consulted with their peers and identified four houses with the theme of animals and linked to the four school values.





The BUFFALO is an Earthly representation of bravery, freedom, kindness, strength and respect.

When you are in the presence of a buffalo, It is important to be **THANKFUL**. In Native American culture, the buffalo plays a major role in legends and traditions. The Native Americans were thankful for the buffalo because it offered safety, power and durability.



The WOLF is well-established for its sharp intelligence, self reliance and an appetite for freedom. Mysterious and intimidating, this creature is known as the symbol for **PERSEVERANCE**, stability, intuition, loyalty, and success.

For wolves, every day is about survival and they work hard together to hunt and don't give up. They persevere, learn lessons from their mistakes and try again.

The DOLPHIN represents harmony and balance. Dolphins are both highly intelligent and closely in tune with their instincts.

Dolphins are a symbol of protection and **COMPASSION**. Their behaviours demonstrate that they are aware of others and caring towards them.

Those that travel the seas also see them as a sign of good luck, a dolphin accompanying the ship is seen as being an excellent omen.



The LION is a relentless fighter in the face of life challenges. The lion is renowned for symbolising courage and strength in overcoming difficulties. As well as patrolling and defending their territory.

Each lion has a **RESPONSIBILITY** in the pride. The female lions are primarily responsible for hunting and caring for the lion cubs whilst the male lions are responsible for protecting the pride.



School Uniform

We believe that the wearing of a school uniform enables children to identify with their school, gives a sense of belonging, is practical and smart, reinforces a positive work ethos and reduces expenditure for parents/carers. In accepting a place at Moorfield Primary School you are agreeing to ensure your child is wearing the correct uniform. You can purchase Moorfield uniform through 'My Clothing Ltd' www.myclothing.com and 'Luxe Designs Cheshire' <https://moorfield.luxedesignscheshire.co.uk/>

You can also purchase uniform at retailers close to school:

- Sainsbury's, London Road Hazel Grove, Stockport SK7 4AW
- Asda, 114 London Rd, Hazel Grove, Stockport SK7 4AG
- Tesco Extra, Handforth Dean, Kiln Croft Ln, Handforth, Wilmslow SK9 3PA
- Marks and Spencer, Handforth Dean, Coppice Way, Pedmore Road, Handforth, SK9 3PB
- Wyndsors, World of Shoes 57/59 London Rd, Hazel Grove, Stockport SK7 4AX
- Hands Children's Shoes (Clarks), 291 Buxton Rd, Stockport SK2 7NS

Reception-Year 5	
Winter	Summer
White polo shirt Red sweatshirt, cardigan or fleece Dark grey school trousers Grey skirt or pinafore Plain grey or black tights Black shoes Black headscarf	White polo shirt Red sweatshirt or cardigan Dark grey school trousers or school shorts Grey skirt or pinafore Or red and white gingham dress and white socks Black shoes Black headscarf
Year 6	
Winter	Summer
White polo shirt Black sweatshirt, cardigan or fleece Dark grey school trousers Grey skirt or pinafore Plain, grey or black tights Black shoes Black headscarf	White polo shirt Black sweatshirt or cardigan Dark grey school trousers or school shorts Grey skirt or pinafore Black shoes Black headscarf

PE Kit

All children **MUST** have a PE Kit in school with them daily.

Winter	Summer
Plain white t-shirt School sweatshirt, cardigan or fleece Black PE shorts or black jogging trousers Pumps or trainers	Plain white t-shirt School sweatshirt or cardigan Black PE shorts Pumps or trainers

Jewellery, Valuables and Make up

All jewellery except a wrist watch (not a smart watch) and small stud earrings is forbidden in school. Children will be asked to remove jewellery not appropriate. Wearing jewellery of any kind can be dangerous for your child because the jewellery may get caught or accidentally pulled which can cause a painful or unpleasant accident. Hair bands and hair clips should be plain and not elaborate in design and make up and nail varnish must not be worn. Mobile phones are not permitted in school.

Parents and Carers Partnership

We are firmly committed to building a partnership between home and school with the aim of developing shared expectations, of enhancing the quality of education, and of achieving high standards. We would like the partnership to take a variety of forms including:

- the sharing of books and undertaking other appropriate activities to support your child at home
- help around the school – for example reading with individual children
- attending consultation evenings
- attending meetings and workshops
- attending assemblies and performances
- joining the Parent and Teacher Association (PTA) to support the school with fundraising and arranging fun events for children and their families

Parent consultations take place regularly although parents are welcome to see the class teacher at any other mutually convenient time. Parents receive a written report at the end of the school year.

Educational Visits

Your child's class will go on educational outings during the school year to places of interest linked to the curriculum. The trips might be to museums, castles, parks and so on. These trips are of immense educational value and children build on the experience when they return to school.

Children in Year 6 also experience a residential.

Charging Policy

Under the 1988 Education Act, all schools are required to produce a written statement outlining their policy for charging parents/carers for school-based and school organised activities. While schools cannot charge parents/carers for visits taking place mainly in school hours, we invite parents/carers to make a voluntary contribution towards the cost of any outing in which their child is included in order to cover the cost. Families who receive Income Support or Family Credit, or who are experiencing financial difficulties should contact the School Business Manager, in strictest confidence.

No child will be excluded from a visit or outing if his/her parents/carers have chosen not to make a contribution. However, if, by the given date, we have not received sufficient contributions, we shall cancel the visit and refund all monies. This policy will be reviewed regularly and we shall, of course, keep parents/carers informed of any changes.

School Meals

Packed Lunches

Children may bring a packed lunch in a lunch box/bag. This needs to be clearly labelled with the child's name and class. We encourage fruit and other healthy snacks as part of a well-balanced meal.

School Meals

School dinners are provided by our contracted caterer, Taylor Shaw. The school has a kitchen in both the KS1 and KS2 building caters for the children. Or school meals are very well balanced and nutritious.

The school operates a cashless system which means that all dinner money must be paid by Parent Pay, an online payment scheme. Parents and children can choose their meals for the week through an online tool called 'Lunch Hound'. This allows a flexible approach to choosing a school dinner or bringing a packed lunch.

If you choose for your child to have a packed lunch, we have a Packed Lunch Policy, written by the PLT in 2024 to support a healthy balanced diet.

Free School Meals

If you are receiving Income Support or Job Seekers Allowance and are entitled to free School meals, please enquire at the School Office for further information. You can also log on to the Stockport Council website <https://www.stockport.gov.uk/free-school-meals>. The school attracts extra funding for each child that takes up a free meal so it is important that families eligible for free meals take up this entitlement even if their child is in Reception or KS1 receiving universal free school meals.

Break time Snack

Our school takes part in the government's National School Fruit & Vegetable Scheme. This means that in Reception and KS1 every child is offered a piece of fruit or vegetable each day to be eaten at morning break time. In KS2, children can bring in some fruit of their choice to eat at break time. We do not allow sweets of any kind in school. This includes chewing gum. Water is available throughout the school day in classrooms. Children are also encouraged to bring in water bottles from home.

Extra-Curricular Activities

We are a Gold Kite Mark School for sport and sporting competitions. At Moorfield Primary School we seek to give every child the opportunity, at some stage during their school career, to play a part in the sporting life of the school and the wider community. Opportunities exist both within the curriculum and through a variety of extra-curricular activities to learn the skills, rules and personal attitudes needed to compete both as an individual and as a team. We maintain links with local sporting clubs so that children who wish to continue with particular sports after they leave us may be able to do so.

The Parent and Teacher Association (PTA)

Parents are invited to become involved in the Association that is mainly concerned with fund-raising, although another main aim is to have an enjoyable time. Meetings and social events are held throughout the year, and all parents are automatically members of the Association. .

Wrap Around Care

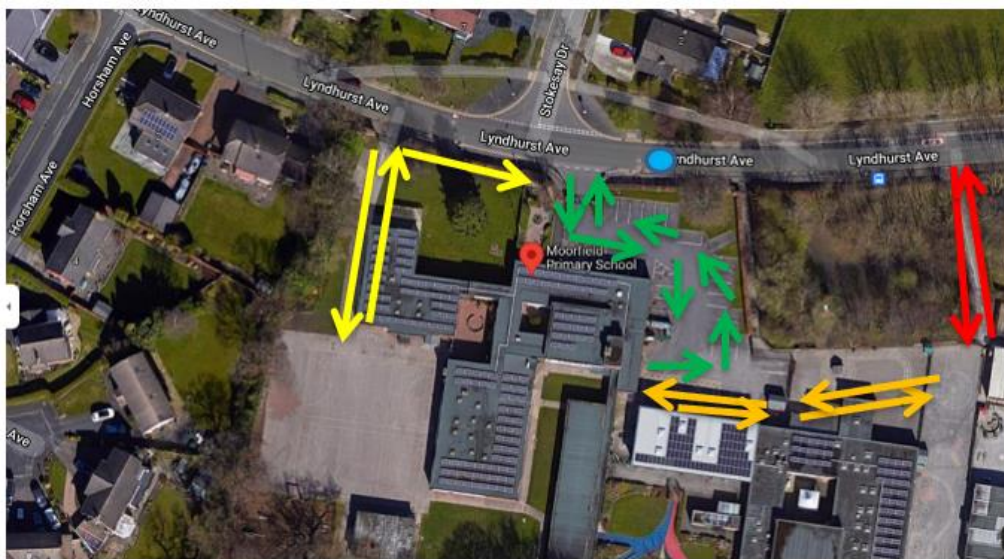
We operate a breakfast and after school club on site for children from Reception to Year 6. This wrap around care is provided by Kids Childcare Hazel Grove Ltd. Breakfast club starts at 7.30am and the after school club finishes at 6.00pm.

Kids Childcare Hazel Grove Ltd
Telephone: 07887 592 199
E-mail: kidschildcare247@yahoo.co.uk

Traffic Management

Moorfield Primary School takes the health and safety of all site users very seriously. It is therefore imperative that individuals, when in the school grounds or within the vicinity of the school grounds, take care, exercise caution and follow instructions to avoid risk of injury. If there are any concerns about traffic safety, they should be reported to the school leadership team.

Layout/Access



Yellow – KS2 entrance/exit
Red – Reception/KS1 entrance/exit
Orange – Kaleidoscope entrance (in addition to following red one way system)
Green – Staff car park (access to parents with disabilities and parents of Kaleidoscope pupils at start and end of the day)
Blue circle – Crossing patrol

Pedestrians

All pedestrians are advised to use the crossing patrol on Lyndhurst Avenue and enter / exit the school from the designated entrances / exits (see layout above). Pedestrians should make sure that they use routes safely and avoid spilling onto the road. Pedestrians walking in groups should take this into account and allow other users to pass safely. Pedestrians should only access the school from the designated entry points. Pedestrians need to recognise that these may be adjacent to vehicular access points that will be in use during peak times and should exercise caution.

Parents' vehicles

The majority of parents and carers are not permitted to bring vehicles into the school car park at any time, however the Headteacher will give permission to disabled drivers with a blue badge and parents/carers of children in Kaleidoscope. They may also give permission in exceptional circumstances. These gates will not open until 3.15pm.

When dropping children off, or picking them up, parents are requested not to park outside the school on either the single yellow, double yellow or zig zag lines on Lyndhurst Avenue or Stokesay Drive, and where possible are encouraged to walk their children to school. Parents and carers are reminded of this request via newsletters, emails and social media.

The school displays clear 5mph speed limit signs in the car park, which should be respected by all road users.

Managing Medical Needs Policy Statement

Moorfield is an inclusive community that aims to support and welcome pupils with medical conditions. We aim to provide all pupils with medical conditions the same opportunities as others at school.

We ensure that all staff:

- understand their duty of care to children and young people in the event of an emergency
- feel confident in knowing what to do in an emergency
- understand that certain medical conditions are serious and can be potentially life threatening, particularly if ill managed or misunderstood
- understand the importance of medication being taken as prescribed
- understand the common medical conditions that affect children at our school. Our school allows adequate time for staff to receive training on the impact medical conditions can have on pupils
- receive additional training about any children they may be working with who have complex health needs supported by an Individual Health Plan (IHP)

This is followed and understood by our school community, the Local Authority and NHS Stockport.

