

# Parent Information Directory 2018/19



Taking you  
step-by-step  
through everything  
you need to know  
for your child's  
year at school.

**MOSELEY**  
CHURCH OF ENGLAND  
PRIMARY SCHOOL



*Every Child Matters to God*

# Everything you need to know...

Ms V. Sumner, Headteacher, says...

Many thanks for picking our wonderful school to educate your child.

## Support

To help you better understand how our school works, and to remember what we need you to do, we have written this directory. It contains practically everything you will need to know for your child's year at school.

## Forms for you to complete

We need some information from you, so could you please complete the forms on pages 3-10, tear of the perforated line and hand them to our school office please?

## Keep this directory

Please keep this directory somewhere safe, and use it regularly.

## Let us know

If you have a question or query, the answer should be in here. If it isn't, let us know and we will include it in next year's directory.

## You and your child

I look forward to getting to know you and your child over the coming year.

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# Working with parents

We see parents as children's first and continuing educators. We work in partnership with parents to provide the best for our children. This partnership takes many forms e.g. the sharing of information and concerns, setting targets for improvement, enjoying school events together, working together in the classroom...and many more! Our shared aim is that our children have the happiest and best possible start and the brightest of futures.

## Communication with parents

We have an open door policy at Moseley CE Primary School where parents are very welcome to discuss any concerns. It is important that we work together straight away to resolve any issues, no matter how big or small.

## Parent Evenings

Parent Evenings are held twice a year and provide an opportunity for you to attend school and discuss your child's progress with the Class Teacher.

## News

We communicate with parents via Class Dojo, Parent Pay and the School website. We also provide the 'Head Teacher's Newsletter' where Ms Sumner updates parents each half term on events that have been happening at Moseley C of E. A Governing Body Newsletter is available termly.

## At home

Naturally 'parental involvement' is not confined to school. Children are learning all the time and their parents are partners in education with the school. We do provide homework, in line with the needs of the children, their age and their ability and in line with national expectations; we hope that it remains a time when children and parents can have some fun working together.

## The Home School Agreement

At Moseley School we would like to form a genuine partnership with you and your family members, to enable your child to reach their potential whilst they are with us. To demonstrate the importance of this partnership, we ask for a copy of our Home/School Agreement to be signed by the child, their Teacher and their parent/carer. The agreement outlines the responsibilities of everyone in helping to create a safe, happy and positive learning environment

## Contacting parents

In case it is necessary for a child to be sent home because of an accident or illness, it is essential that there is not only a phone number of your work's address but also an alternative contact. You will appreciate the need to keep this information up-to-date and it is vital that the school is notified of a change in circumstances as soon as possible.

# Step 1

## STEP 1: Contact Form

Moseley Church of England Primary School

Child's Full Name:	Year:
Child's Address:	D.O.B:
	Tel No:

## Parents Details:

<b>Parent 1</b>	Full Name:	(inc title ie. Mr/Mrs/Dr etc)
Email Address:		
Home Tel No:		
Mobile No:		
Work Tel No: and Address:		

<b>Parent 2</b>	Full Name:	(inc title ie. Mr/Mrs/Dr etc)
Email Address:		
Home Tel No:		
Mobile No:		
Work Tel No: and Address:		

## Other Contacts:

Please provide details of any other contacts, in case of an emergency

Contact 1: Full Name & Relationship to child:	
Home Tel No:	Mobile No:
Contact 2: Full Name & Relationship to child:	
Home Tel No:	Mobile No:

## Details of Doctor:

Name of Doctor:
Address and Tel No:

In case of illness or accident, the first contact should be:
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## Medical Details:

Medical Conditions:
Symptoms and Warning Signs:
Actions you wish us to take:

Please tear here

<b>Allergies:</b>	
Symptoms and Warning Signs:	
Actions you wish us to take if signs occur:	
<b>Asthmatic Pupils:</b>	
Type of Inhaler:	Type of Inhaler:
Symptoms and Warning Signs:	
Actions you wish to take if signs occur:	

Arrangements For Your Child at 3.30pm

Is your child to go home independently?                      Yes / No	
If your child is to be collected – Please list by whom	
Monday	Tuesday
Wednesday	Thursday
Friday	
Name of person who could caretaker your child in an emergency	
Name:	
Home Tel No:	Mobile No:

**Medication:**  
I \*do/do not consent for my child to be administered Calpol in the event that they are in pain or have sustained an injury causing pain.

**Occasional Short Visits in the Vicinity of the School:**  
We would be most grateful if you would give us permission to take your child on occasional short educational visits in the vicinity of the school. We can assure your child will be very carefully supervised at all times when off the school premises.  
I \*do/do not give my permission for my child to go on short educational visits in the vicinity of the school.  
\*Please delete/circle as appropriate

Signed:	(Parent) Date:
Print Name:	

This form explains the reasons why and how Moseley C of E Primary School may use images and videos of your child. Please read the form thoroughly and outline your agreement as appropriate.

<b>Name of parent:</b>	
<b>Name of pupil:</b>	
<b>Year:</b>	

Why do we need your consent?

Moseley C of E Primary School requests the consent of parents on an **annual** basis to use images and videos of their child for a variety of different purposes.  
Without your consent, the school will not use images and videos of your child. Similarly, if there are only certain conditions under which you would like images and videos of your child to be used, the school will abide by the conditions you outline in this form.

Why do you we use images and videos of your child?

Moseley C of E Primary School uses images and videos of pupils as part of school displays to celebrate school life and pupils’ achievements; to promote the school on social media and on the school’s website; and for other publicity purposes in printed publications, such as newspapers.  
Where the school uses images of individual pupils, the name of the pupil **will not** be disclosed. Where an individual pupil is named in a written publication, a photograph of the pupil **will not** be used to accompany the text.  
If, for example, a pupil has won an award and their parent would like their name to be published alongside their image, **separate consent** will be obtained prior to this.  
Moseley C of E Primary School may take images or videos of individual pupils and groups of pupils to use on social media, the school website, in school prospectuses and other printed publications, such as a newsletter.

Who else uses images and videos of your child?

On occasion, the school is visited by local media and press, who take images or videos of school events, such as sports days. Pupils will appear in these images and videos, and these may be published in local or national newspapers, or on approved websites. Where any organisations intend to use images or videos of your child, **additional consent** will be sought before any image or video is used.

What are the conditions of use?

- This consent form is valid for **the Summer Term 2018 and the 2018~19 academic year (this covers GDPR compliancy)**.
- It is the responsibility of parents to inform the school, in writing, if consent needs to be withdrawn or amended.
- The school will not use the personal details or full names of any pupil in an image or video, on our website, in our school prospectuses or any other printed publications.
- The school will not include personal emails or postal addresses, telephone or fax numbers on images or videos on our website, in our school prospectuses or any other printed publications.
- The school may use pictures of pupils and teachers that have been drawn by pupils.
- The school may use work created by pupils.
- The school may use group or class images or videos with general labels, e.g. ‘sports day’.
- The school will only use images and videos of pupils who are suitably dressed, i.e. it would not be suitable to display an image of a pupil in swimwear.
- The school will take class images of your child which are available to purchase annually.

Providing your consent

Please read the following conditions thoroughly and provide your consent as appropriate by ticking either ‘Yes’ or ‘No’ for each criteria. The school will **only** publish images and videos of your child for the conditions that you provide consent for.

I provide consent to:	Yes	No
Using images of my child on the school website.		

Using videos of my child on the school website.		
Using images of my child on social media, including the following: <ul style="list-style-type: none"><li>• <b>Twitter Sports page</b></li><li>• <b>Class Dojo</b></li></ul>		
Using videos of my child on social media, including the following: <ul style="list-style-type: none"><li>• <b>Twitter Sports page</b></li><li>• <b>Class Dojo</b></li></ul>		
Using images of my child in marketing material, e.g. the school brochure and prospectus.		
Sharing my child's data with a school-appointed external photography company for official school images. This includes the following: <ul style="list-style-type: none"><li>• Name (Forename and Surname)</li><li>• Class</li><li>• Teacher name</li><li>• School ID Number</li></ul>		

Refreshing your consent

This form is valid for the entire academic year, 2018-2019 – it will be updated on an annual basis. Parents are required to fill in a new form for their child every academic year.

Consent will also be refreshed where any changes to circumstances occur – this can include, but is not limited to, the following:

- New requirements for consent, e.g. an additional social media account will be used to share pupil images and videos
- Changes to a pupil's circumstances, e.g. safeguarding requirements mean a pupil's image cannot be used
- Changes to parental consent, e.g. amending the provisions for which consent has been provided for

Where you would like to amend the provisions for which consent has been provided, you must submit your request in writing to the headteacher. A new form will be supplied to you to amend your consent accordingly and provide a signature.

Withdrawing your consent

Parents have the right to withdraw their consent at any time. Withdrawing your consent will not affect any images or videos that have been shared prior to withdrawal. If you would like to withdraw your consent, you must submit your request in writing to the headteacher.

Declaration

I, _____ (name of parent), understand:
<ul style="list-style-type: none"><li>• Why my consent is required.</li><li>• The reasons why Moseley C of E Primary School uses images and videos of my child.</li><li>• Which other organisations may use images and videos of my child.</li><li>• The conditions under which the school uses images and videos of my child.</li><li>• I have provided my consent above as appropriate, and the school will use images and videos of my child in line with my requirements.</li><li>• Consent is refreshed on an annual basis and I must re-provide consent if I consent to images and videos of my child being used in other academic years.</li><li>• I will be required to re-provide consent where any circumstances change.</li><li>• I can amend or withdraw my consent at any time and must do so in writing to the headteacher.</li></ul>
Name of parent:
Signature:
Date:

If you have any questions regarding this form, please do not hesitate to contact Ms. Sumner at v.sumner@moseleyce.bham.sch.uk or 0121 4490441.

Moseley C of E Primary holds the legal right to collect and use personal data relating to pupils and their families, and we may also receive information regarding them from their previous school, LA and/or the DfE.

We collect and use personal data in order to meet legal requirements and legitimate interests set out in the GDPR and UK law.

The categories of pupil information that we collect, hold and share include:

- Personal information (such as name, unique pupil number and address)
- Characteristics (such as ethnicity, language, nationality, country of birth and free school meal eligibility)
- Attendance information (such as sessions attended, number of absences and absence reasons)
- SEN information
- Relevant medical information
- National Curriculum Assessments/results
- Individual Assessment Data
- Exclusion / Behaviour Information
- School they attend after they leave us

Why we collect and use this information

We collect and hold personal information relating to our pupils and may also receive information about them from their previous school, local authority and/or the Department for Education (DfE).

We use the pupil data:

- to support pupil learning
- to monitor and report on pupil progress
- to provide appropriate pastoral care
- to assess the quality of our services
- to comply with the law regarding data sharing
- To safeguard pupils

The lawful basis on which we use this information

On the 25th May 2018 the Data Protection Act 1998 will be replaced by the General Data Protection Regulation (GDPR). The condition for processing under the GDPR will be:

Article 6

1. Processing shall be lawful only if and to the extent that at least one of the following applies:

(c)Processing is necessary for compliance with a legal obligation to which the controller is subject;

Article 9

1. Processing of personal data revealing racial or ethnic origin, political opinions, religious or philosophical beliefs, or trade union membership, and the processing of genetic data, biometric data for the purpose of uniquely identifying a natural person, data concerning

health or data concerning a natural person's sex life or sexual orientation shall be prohibited.

2. Paragraph 1 shall not apply if one of the following applies:

(j) Processing is necessary for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes in accordance with Article 89(1) based on Union or Member State law which shall be proportionate to the aim pursued, respect the essence of the right to data protection and provide for suitable and specific measures to safeguard the fundamental rights and the interests of the data subject.

The Education (Information about Individual Pupils) (England) Regulations 2013 - Regulation 5 'Provision of information by non-maintained special schools and Academies to the Secretary of State' states 'Within fourteen days of receiving a request from the Secretary of State, the proprietor of a non-maintained special school or an Academy (shall provide to the Secretary of State such of the information referred to in Schedule 1 and (where the request stipulates) in respect of such categories of pupils, or former pupils, as is so requested.'

The Education Act 1996 - Section 537A – states that we provide individual pupil information as the relevant body such as the Department for Education.

Children's Act 1989 – Section 83 – places a duty on the Secretary of State or others to conduct research.

Collecting pupil information

Whilst the majority of pupil information you provide to us is mandatory, some of it is provided to us on a voluntary basis. In order to comply with the General Data Protection Regulation, we will inform you whether you are required to provide certain pupil information to us or if you have a choice in this.

Storing pupil data

Personal data relating to pupils at Moseley C of E and their families is stored in line with the school's GDPR Data Protection Policy.

In accordance with the GDPR, the school does not store personal data indefinitely; data is only stored for as long as is necessary to complete the task the data was collected for originally.

Who we share pupil information with

We routinely share pupil information with:

- schools that the pupil's attend after leaving us
- our local authority
- the Department for Education (DfE)
- School to school networks
- Relevant NHS staff including school nurse, Physiotherapists, SALT, Occupational Therapists, Audiology, Deaf CAMHS, Cochlear Implant Teams etc.

Why we share pupil information

We do not share information about our pupils with anyone without consent unless the law and our policies allow us to do so.

We share pupils’ data with the Department for Education (DfE) on a statutory basis. This data

sharing underpins school funding and educational attainment policy and monitoring.

We are required to share information about our pupils with our local authority (LA) and the

Department for Education (DfE) under section 3 of The Education (Information About Individual Pupils) (England) Regulations 2013.

Data collection requirements: To find out more about the data collection requirements placed on us by the Department for Education (for example; via the school census) go to <https://www.gov.uk/education/datacollectionand-censuses-for-schools>.

The National Pupil Database (NPD)

The NPD is owned and managed by the Department for Education and contains information about pupils in schools in England. It provides invaluable evidence on educational performance to inform independent research, as well as studies commissioned by the Department. It is held in electronic format for statistical purposes. This information is securely collected from a range of sources including schools, local authorities and awarding bodies.

We are required by law, to provide information about our pupils to the DfE as part of statutory data collections such as the school census and early years’ census. Some of this information is then stored in the NPD. The law that allows this is the Education (Information About Individual Pupils) (England) Regulations 2013.

To find out more about the NPD, go to <https://www.gov.uk/government/publications/nationalpupildatabase-user-guide-and-supporting-information>.

The department may share information about our pupils from the NPD with third parties who promote the education or well-being of children in England by:

- conducting research or analysis
  - producing statistics
  - providing information, advice or guidance
- The Department has robust processes in place to ensure the confidentiality of our data is
- maintained and there are stringent controls in place regarding access and use of the data. Decisions on whether DfE releases data to third parties are subject to a strict approval process and based on a detailed assessment of:
- who is requesting the data
  - the purpose for which it is required
  - the level and sensitivity of data requested: and
  - the arrangements in place to store and handle the data

To be granted access to pupil information, organisations must comply with strict terms and conditions covering the confidentiality and handling of the data, security arrangements and retention and use of the data.

For more information about the department’s data sharing process, please visit:

<https://www.gov.uk/data-protection-how-we-collect-and-share-research-data>

For information about which organisations the department has provided pupil information, (and for which project), please visit the following website:

<https://www.gov.uk/government/publications/national-pupil-database-requests-received>

To contact DfE: <https://www.gov.uk/contact-dfe>

Requesting access to your personal data

Under data protection legislation, parents and pupils have the right to request access to information about them that we hold. To make a request for your personal information, or be given access to your child’s educational record, contact

- You also have the right to:
- object to processing of personal data that is likely to cause, or is causing, damage or distress
  - prevent processing for the purpose of direct marketing
  - object to decisions being taken by automated means
  - in certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and
  - claim compensation for damages caused by a breach of the Data Protection regulations

If you have a concern about the way we are collecting or using your personal data, we request that you raise your concern with us in the first instance. Alternatively, you can contact the Information Commissioner’s Office at <https://ico.org.uk/concerns/>

Contact

If you would like to discuss anything in this privacy notice, please contact:

The Data Protection Officer

Step 3  
Step 4

This form explains the reasons why and how Moseley C of E Primary School use the ParentPay and Inventory systems. Please read the form thoroughly and outline your agreement as appropriate.

Name of parent:	
Name of pupil:	
Year:	

Why do we need your consent?

Moseley C of E Primary School requests the consent of parents on an **annual** basis to use these two systems to comply with the GDPR.

Why do you we use ParentPay?

Moseley C of E Primary School uses Parent Pay to allow payments for school meals, before and school provision, educational visits payments and consent, to email correspondence and to allow text alerts as appropriate.

Why do you we use Inventory?

Moseley C of E Primary School uses Inventory to sign pupils in and out and to produce fire drill lists on a daily basis.

What are the conditions of use?

- This consent form is valid for **the Summer Term 2018 and the 2018-19 academic year (this covers GDPR compliancy)**.\_
- It is the responsibility of parents to inform the school, in writing, if consent needs to be withdrawn or amended.

Providing your consent

Please read the following conditions thoroughly and provide your consent as appropriate by ticking either ‘Yes’ or ‘No’ for each criteria.

I provide consent to:	Yes	No
Continue to use the name, class, date of birth of my child on the Inventory system.		
To continue to be subscribed to the ParentPay system.		

Refreshing your consent

This form is valid for the entire academic year, 2018-2019 – it will be updated on an annual basis.

Withdrawing your consent

Parents have the right to withdraw their consent at any time. If you would like to withdraw your consent, you must submit your request in writing to the headteacher.

Declaration

I, _____ (name of parent), understand:
<ul style="list-style-type: none"><li>· Why my consent is required.</li><li>· The reasons why Moseley C of E Primary School use ParentPay and Inventory.</li><li>· Consent is refreshed on an annual basis.</li><li>· I will be required to re-provide consent where any circumstances change.</li><li>· I can amend or withdraw my consent at any time and must do so in writing to the headteacher.</li></ul>
Name of parent:
Signature:
Date:

If you have any questions regarding this form, please do not hesitate to contact Ms. Sumner at [v.sumner@moseleyce.bham.sch.uk](mailto:v.sumner@moseleyce.bham.sch.uk) or 0121 4490441.

Please tear here

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- [Statement of intent](#)
- [Legal framework](#)
  - [E-safety and social media conduct](#)
  - [Online messaging](#)
  - [Monitoring and review](#)

Appendices

- [Parent Declaration Form](#)
- [Acceptable Use of Social Media Letter to Parents](#)

Statement of intent

**Moseley C of E Primary School** understands the benefits of using social media; however if misused, the school community can be negatively affected, such as by damaging the school’s reputation. This code of conduct sets out clear procedures for how we expect parents to conduct themselves on social media and when using messenger apps, such as WhatsApp.

1. Legal framework

This policy has due regard to statutory legislation, including, but not limited to, the following:

- Data Protection Act 1998
- Defamation Act 2013
- Protection of Freedoms Act 2012 (as amended)

2. E-safety and social media conduct

**Moseley C of E Primary School** expects parents to behave in a civilised nature online and will not tolerate any of the following behaviour online:

- Posting defamatory ‘statuses’ about fellow parents, pupils, the school or its employees
- Complaining about the school’s values and methods on social media

The school has a **Complaints Procedures Policy** in place, to avoid parents broadcasting grievances online.

Parents will be made aware of their responsibilities regarding their use of social networking and their conduct online.

Breaches of this code of conduct will be taken seriously by the school and, in the event of illegal, defamatory, or discriminatory content, breaches could lead to prosecution.

Parents will not attempt to ‘friend’ or ‘follow’ any member of staff on social media.

Parents are instructed not post anonymously or under an alias to evade the guidance given in this code of conduct.

**Moseley C of E Primary School** retains the right to request any damaging material to be removed from social media websites.

Online messaging

Moseley C of E Primary School expects parents to use messaging apps, such as WhatsApp, for purposes beneficial to themselves and the school, and will not accept any of the following behaviour:

- Sending abusive messages to fellow parents
- Sending abusive messages about members of staff, parents or the school

- Sending abusive messages to members of staff

The school appreciates the simplicity and ease of instant messaging online; keeping in contact outside of school can benefit the school community by keeping the school community closer.

Should any problems arise from contact over messaging apps, the school will act quickly by contacting parents directly, to stop any issues continuing.

**Moseley C of E Primary School** can request a meeting with parents if any misconduct, such as sending abusive messages or posting defamatory statuses, occurs online.

The school’s complaints procedure will be followed as normal if any members of the parent teacher association or governing body cause any discrepancies through their conduct whilst using online messaging.

The **headteacher** can, with the permission of the parent, view messages sent between members of the parental body in order to deal with problems quickly and effectively.

The **headteacher** can request that ‘group chats’ are closed down should any problems continue between parents or parental bodies.

3. Monitoring and review

The **headteacher** will review this code of conduct on an **annual** basis and will communicate any changes to all teachers and parents.

All parents will be required to read this code of conduct and sign the [agreement form](#) should any changes be made.

Parent Declaration Form

I \_\_\_\_\_, parent of \_\_\_\_\_, declare that I have received, read and understand the terms and conditions of this code of conduct.

I understand my obligations under this code of conduct and agree to comply fully with them whilst my child is a pupil at Moseley C of E Primary School.

The school will not tolerate any of the following:

- Sending abusive messages to parents or teachers
- Sending abusive messages about parents and teachers
- Posting defamatory ‘statuses’ about other parents, pupils, teachers or the school
- Using social media to complain or post any grievances about the school’s values and methods

Signed:	
Date:	
Signed by:	
Headteacher	Date:
Chair of governors	Date:

Step 5

Key Information: settling in

What are our school times?

- Registration: 8.55am.
- Start of the day: 9.05am.
- Morning break of 15 minutes.
- Lunch break: 12.00noon-1.00pm.
- Afternoon break of 15 minutes.
- End of day: 3.30pm.

Arrivals and departures

A Teacher will be on duty in the lower playground at 8.45am. At 8.55am Class Teachers will meet their class and escort them indoors. At the end of the day Teachers will come out onto the infant playground with their classes and a Duty Teacher will supervise the lower playground until 3.45 p.m. At 3.45 p.m. the Duty Teacher will identify those children who have not yet been collected. These children will be brought back into school and will wait on the blue and yellow chairs near the entrance hall area until collected.

Wraparound Clubs

‘Little Acorns’ provide before and after school care and they can accommodate 48 spaces of wraparound care. Little Acorns Out of School Club is situated on the playground and is set over two storeys. The staff of Little Acorns provide healthy food choices and a varied menu of fun activities. Their contact details are: telephone: 0121 449 1490 and email: [littleacorns@moseleyce.bham.sch.uk](mailto:littleacorns@moseleyce.bham.sch.uk).

Changes to sessions

Please note that alterations to bookings of sessions must be made through Mrs Kumar in the school office. Please call in, telephone or email: [p.kumar@moseleyce.bham.sch.uk](mailto:p.kumar@moseleyce.bham.sch.uk); telephone: 0121 449 0441.

Breakfast Club

Acorns is open from 7.45am until 9.00am. Lots of fun activities and a healthy breakfast are available. Children are taken at 8.55 am to join their classmates lining up on the playground for their school day to start. The cost is £8.10 per session.

After School Club

Little Acorns runs from 3.30 pm until 6.00 pm weekdays, during term time. Reception children are collected from their classroom by Acorns staff. Older children will cross the playground to the Acorns club. The cost is £12.15 per session.

Uniform

We aim to ensure that our uniform is comfortable, easy to wear; ready available and those who wear it do so with pride. It also helps to create a sense of belonging and shared pride. We ask all children and families to support our uniform policy.

Key Stage 1

- White polo shirts (available with or without logo).
- V-Neck sweatshirts with logo/ Cardigans with logo.
- Fleece with logo (OUTDOOR USE ONLY).
- Grey skirt/dress/trousers for girls.
- Grey trousers for boys.

Summer Option

- Boys: Grey Shorts.
- Girls: Blue / white checked summer dress.

Key Stage 2

- V-Neck sweatshirts with logo/ Cardigans with logo.
- Plain white shirt.
- Tie (either clip on or normal tie).
- Fleece with logo (outdoor use only).
- Grey skirt/dress/trousers for girls.
- Grey trousers for boys.

Summer Option

- Boys: Grey shorts and short sleeve white shirt / white open neck shirt.
- Girls: Blue / white check dress OR short sleeve white shirt / white open neck shirt.

PE: KS1 and KS2

- Navy shorts/Navy tracksuit bottoms/Navy skirt.
- White t-shirt/Navy t-shirt / White polo shirt.
- Trainers / black pumps.

Footwear

- Smart, flat black shoes (WINTER: Girls can wear smart, black boots) (NO trainers).
- Grey/black/white socks OR tights.

Please ensure all items of uniform are named.

Where to buy

Uniform with the school logo can be purchased from Clive Marks uniform shop in Kings Heath, 38-40 Poplar Road, Birmingham, B14 7AD and you can order online at [www.familiesonline.co.uk](http://www.familiesonline.co.uk) .

Food in school

We are committed to healthy eating for children and strive to provide fresh and exciting menus for your child. The menus are available to view on our school website ([www.moseleyce.bham.sch.uk](http://www.moseleyce.bham.sch.uk)) under the ‘Parents’ section.

Free school meals

Free school meals are available for all children in Reception, Year 1 and 2. From Year 3 upwards, some children whose families meet the criteria may be entitled to free school meals. If you think your child may be eligible, please ask at the office for details on how to apply.

Dinner money

School lunches are charged at £2.35 per day, which is payable in advance via the Parentpay website. This online system makes it easier for parents to make payments and reduces the risk of money going missing between home and school.

Packed lunch

If you decide to give your child a packed lunch please choose healthy options. This school does not use nuts in school meals. Please ensure that you do not give your child packed lunches that contain nuts, particularly peanuts, in any form, e.g. peanut butter, Nutella. Parents are asked to provide a plastic lunch box (clearly named) for packed lunches.

Break-time and drinks

All Foundation Stage and Key Stage One classes have a morning break time snack of fresh fruit or vegetables. Older children may bring a healthy snack such as a fruit, a breadstick etc to eat at break time. Chewing gum, sweets and chocolate bars are not allowed in school. We encourage children to drink water regularly during the day. Children should bring a bottle of water each day. All of our under-fives are entitled to free milk which is organised by the school.

# Who's who



Ms. V Sumner  
Head teacher



Miss C Edwards  
Deputy Head Teacher



Mrs E Treacher  
School Business Manager

## Senior management team



Mrs C Mandell  
Year 1 Teacher  
(Creative Arts Lead)



Miss H Rogerson  
Year 2 Teacher  
(Science/PSHE lead)



Mrs A Perry  
Year 3 Teacher  
(English/Maths lead)



Mr A Sahed  
Year 5 Teacher  
(Computing/Website lead)



Mrs T Hussey  
SENDCO

## Key Stage 2



Mr J Boulton  
Year 4 Teacher  
(PE lead)



Mr A Sahed  
Year 5 Teacher  
(Computing/Website lead)



Miss B Stent  
Cover Teacher



Mrs W Barshan  
Teaching and Learning  
assistant



Mrs A Harris  
Teaching and Learning  
assistant



Mrs S Simson  
KS2 Mfl Teacher

## EYFS and Key Stage 1



Miss F Barker  
Year R Teacher  
(RE/Collective  
worship lead)



Miss H Rogerson  
Year 2 Teacher  
(Science/PSHE  
lead)



Mrs C Mandell  
Year 1 Teacher  
(Creative Arts lead)



Mrs A Jay  
Teaching and  
Learning assistant



Mrs I De Almeida  
1:1 SEND support



Mrs H Mirza  
Teaching and  
Learning assistant



Miss S Ellis  
Teaching and  
Learning assistant/  
Senior lunchtime  
supervisor



Miss D Cleaver  
Cover Teacher

## SENDCO Team - Office - Little Acorns - Before and after school care



Mrs T Hussey  
SENDCO



Miss T McKeown  
SEND Teaching and  
Learning assistant



Miss J Done  
Attendance officer  
and Clerical assistant



Mrs P Kumar  
Administrative  
assistant (Little  
Acorns)



Miss S Sabir  
Little Acorns  
Manager/Lunchtime  
supervisor



Miss K Hector  
Playworker

## Site management - Lunchtime Supervisors



Mrs R Shean  
Cleaner



Mr G Horton  
BSM



Mrs P Taylor  
Cleaner



Miss S Ellis  
Senior Lunchtime  
supervisor



Mrs S Philips  
Lunchtime  
supervisor



Miss S Sabir  
Lunchtime  
supervisor



Mrs S Noreen  
Lunchtime  
supervisor

Lunchtime supervisors: Mrs B Zuhra - Ms J Habib - Ms S Ebrahim - Mrs B Zuhra - Mrs S Asghar

# Topics and curriculum across the school: broad and balanced skills for a lifetime of learning

## Meeting the needs and interests of our children

The topics within the curriculum at Moseley CE Primary School are designed to reflect the needs and interests of our children and the content is organised into project themes with meaningful context. We believe that the individual needs of our children are best served through an enriched curriculum that enables children to meet age related expectations and embed and master that learning. Through the delivery of our curriculum we will:

- Encourage all children to develop lifelong learning skills.
- Allow children to gain essential knowledge, skills and understanding for future life.
- Provide all pupils with access to broad and balanced learning which is inspiring and engaging.

The curriculum is divided into three stages:

1. EYFS (Early Years Foundation Stage): from ages 0-5
2. Key Stage 1: from ages 5-7
3. Key Stage 2: from ages 7-11

## PE and sport

Children at Moseley take part in a varied range of sports within class PE lessons, as well as clubs, intra-school and inter-school competitions. We strive to provide new and varied physical activities for children as we believe that PE and sport enhances academic learning and leads to healthier, happier and more productive lives. In KS1 there are 2 units for dance, games and gymnastic activities pitched at level 1 and 2 respectively. Athletics, outdoor and adventurous activities are introduced in the Summer Term as a lead up to Sports Week and Sports Day.

During KS2 dance, games, gymnastics, swimming and water safety, plus athletics and/or outdoor and adventurous activities are taught. Extra-curricular opportunities include tournaments against local schools in football, netball, gymnastics, tennis, rounders, multi sports and winter school games. The school also benefits from coaching provided by external agencies, eg Aston Villa, Warwickshire Cricket Club, Moseley Tennis Club and FA Skills.

### Our sports and activity facilities include:

- Two playgrounds and a large school field.
- The tyre park, adventure play area and KS1 climbing apparatus.
- Children are also provided with a range of equipment for break and lunch-times.



## Music

Music is taught as part of our thematic curriculum. Instrumental lessons from peripatetic teachers are available and will be taught in groups, according to instrument and ability. A variety of resources will be used, including live and recorded music, DVDs, radio and television programmes, books and instruments including those from other countries and cultures where appropriate. Any music listening time (e.g. assemblies) will be used to engage pupils with a love of Music. Children will be encouraged to experiment with their music making through exploration and investigation of the range and types of sound obtainable from instruments, voices, and the body.

We also draw on experts from outside the school e.g. the peripatetic teachers, C.B.S.O. (City of Birmingham Symphony Orchestra) players and other musicians/groups. Visits will be organised to a variety of venues for participating in and listening to music.

### Choir

Children in Years 3-6 can join the school choir. We perform an exciting range of music from the Sing-Up choir programme. We perform a concert each term and we also perform at many school events including the Christmas Fayre and Summer Fayre. In the Summer Term we join hundreds of other school children at The Symphony Hall in Birmingham where we take part in the Primary Choir Summer Gala.



# Moving into Reception

## Year R Teaching Team

- Miss Barker (Teacher)
- Miss Ellis and Mrs Mirza (Teaching Assistants)

## What can you expect from Year R?

The EYFS provides a learning framework for children from birth to five years, and concludes at the end of the Reception year. It includes three prime areas – Personal, Social and Emotional Development, Communication and Language, Physical Development. And four additional specific areas – Literacy, Mathematics, Understanding of the World, Expressive Arts and Design.

The EYFS is underpinned by four guiding principles that should provide the foundations of any early years setting, including Reception classes:

1. Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
2. Children learn to be strong and independent through positive relationships
3. Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
4. Children develop and learn in different ways ... and at different rates. The framework covers the education and care of all children in early years' provision, including children with special educational needs and disabilities.

The children will experience:

- Learning through first hand experiences.
- Learning through play and exploration.
- Being listened to and supported in their play and learning.
- Relaxed social times, e.g. playtime and snack-time.
- Freedom to explore and select their own learning challenges.
- A rich and exciting environment that encourages children to make links in their learning.
- Adult led and child initiated activities.
- Indoor AND outdoor learning.



## How will they be assessed?

Assessment is gathered through observations of children in play activities and documented using photographs, notes and videos. Each child will have their own online Tapestry journal that parents and carers can view and contribute to, ensuring that a full picture of a child is gathered and encompasses learning both in school and outside school. There are 17 Early Learning Goals and for each a best fit decision is made, as follows:

- Emerging
- Expected
- Exceeding

This information, alongside the ways in which children learn (Characteristics of Effective Learning) is shared with parents and Year 1 Teachers at the end of the Summer Term.

## How can I support my child?

### Reading

Read with your child every day and talk about the books. Use the school library books, but feel free to supplement with your own. When you read books together, talk about the story and discuss what has happened, what might happen next and how characters might be feeling. Allow your child to draw links with their own experiences. Once settled, children will begin to bring home lists of tricky words to practise reading and writing at home.

### Phonics

Each day children will have a daily phonics session in class, and will learn a new phoneme each day. You can support your child by completing phonics homework provided and playing phonics games. During an Inspire session on Friday 5th October, from 9.30-11.30, parents will be given further information about the phonics scheme used in school, supported in helping their child with phonics and given ideas and games to use at home. This will be supplemented with a phonics games library in the Spring and Summer term.

### Maths

Notice numbers in the environment, encourage children to count objects and quantities, discuss shapes that you notice on walks, compare and talk about measures and sizes, make patterns, solve problems and explore with bigger numbers.

## Useful websites

- [www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)
- [www.phonicsbloom.com](http://www.phonicsbloom.com)
- [www.teachyourmonstertoread.com](http://www.teachyourmonstertoread.com)



# Moving into Year 1

## Year 1 Teaching Team

- Mrs Mandell
- Mrs Jay

## What can you expect from Year 1?

When children move into Year 1, lesson time becomes much more structured although there is still designated opportunity for independent play and use of the reception play area. Daily routines such as registration, assemblies, playtimes etc will remain the same although children will enter the school through the Infant door. Children's cloakrooms and toilets are situated outside the classroom area.

Children will still visit the library and will bring books home to read. There will be additional extra-curricular clubs for the children to access and Year 1 children also have the opportunity to attend peri-music lessons (additional cost).

## What will they learn?

Each half term, English and foundation subject objectives (Art, Design and Technology, Music, Geography, History and Science) will be taught in a cross-curricular approach through the following topics:

- Animals
- Christmas
- Toys
- Healthy Me
- Near, Far, Wherever You Are!

Other subjects are:

- Maths (following the Singapore Maths Scheme).
- Spelling, Punctuation and Grammar (following the Nelson Scheme).
- RE (following the Birmingham Agreed Syllabus and Understanding Christianity Scheme).
- PSHE (following the Jigsaw Scheme).
- Computing.
- PE.
- Forest School.

## How will they be assessed?

Children will be assessed against the National Curriculum Objectives for Year 1 in all subjects, being awarded a judgment of WTS (Working Towards Standard), EXS (Expected Standard) or GDS (working at Greater Depth in the Standard) for each. Judgements will be given based upon a combination of formative and summative assessments throughout the duration of the year. Year 1 children also take their Phonics Screening Assessment in June. More information and guidance about this will be provided.

## How can I support my child?

### Reading

Recap phonic sounds learnt in reception and high frequency words. Read as much as possible while out and about and read with your child every day and talk about the book: discuss the characters, what the author means by their choice of words, predict what will happen next, etc.

### Writing

Regular writing throughout the holidays to help children practise their letter formation, spelling and finger spaces.

### Maths

- Counting forwards and backwards to 20 (and further if you can!).
- Counting in 2s up to 20.
- Recognising numbers and shapes while out and about.
- Writing numbers to 20 (and further if you can!).
- Practical addition and subtraction with objects around the house (lego, pasta shapes, toys etc).

## Useful websites

- [www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)
- [www.gonoodle.com](http://www.gonoodle.com) (active and educational videos)
- [www.mymaths.co.uk](http://www.mymaths.co.uk) (log in details to be provided in September)



# Moving into Year 2

## Year 2 Teaching Team

- Miss Rogerson
- Mrs Jay
- Mrs Almeida

## What can you expect from Year 2?

Year 2 is very similar to year 1 in terms of routines and opportunities: children enter through the same door, have cloak pegs in the same area, use the same toilets, etc. Expectations of work and behaviour increase in line with the increasing age of the children, and children will be encouraged to become more independent and responsible.

## What will they learn?

Each half term, English and foundation subject objectives (Art, Design and Technology, Music, Geography, History and Science) will be taught in a cross-curricular approach through the following topics:

- Castles.
- Around the World in 50 Days.
- Getting Around.
- Things that Grow.
- Antarctic to Amazon.

Other subjects are:

- Maths (following the Singapore Maths Scheme).
- Spelling, Punctuation and Grammar (following the Nelson Scheme).
- RE (following the Birmingham Agreed Syllabus and Understanding Christianity Scheme).
- PSHE (following the Jigsaw Scheme).
- Computing.
- PE.
- Forest School.



## How will they be assessed?

Children will be assessed against the National Curriculum Objectives for Year 2 in all subjects, being awarded a judgment of WTS (Working Towards Standard), EXS (Expected Standard) or GDS (working at Greater Depth in the Standard) for each. Judgements will be given based upon a combination of formative and summative assessments throughout the duration of the year.

Year 2 children also take their SATs in May. These tests assess the children in Reading, Maths and SPaG. The results will inform the End of Key Stage One Judgements which are formally reported to the Government. More information and guidance about this will be provided.

## How can I support my child?

### Reading

- Recap phonic sounds learnt in YR and Y1 and high frequency words.
- Read with your child every day to and talk about the books.
- Discuss the characters, what the author means by their choice of words, make predictions about the plot, and retrieve evidence from the text they are reading.
- Regular reading to improve fluency and word recognition.

### Writing

- Complete writing tasks that were handed out.
- Allow children to have opportunities for independent writing.

### Maths

Discuss and solve number problems in everyday life, at the shops, telling the time, cooking, etc.

Recognition of numbers to 100

Counting in 2s, 3s, 5s and 10s

Read and write numbers as words

## Useful websites

- [www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)
- [www.gonoodle.com](http://www.gonoodle.com) (active and educational videos)
- [www.mymaths.co.uk](http://www.mymaths.co.uk) (log in details to be provided in September)



# Moving into Year 3

## Year 3 Teaching Team

- Mrs Perry
- Mrs Harris

## What can you expect from Year 3?

Whilst many things remain the same, there are also a lot of changes that your child will experience when moving into Year 3 as they are now in Key Stage 2. They will enter the school through the junior door and their classroom is located upstairs. There are also toilets upstairs which they will use during lesson times, and separate toilets downstairs to be used during break-times and lunchtime; they will also play on the top playground during breaks.

## What will they learn?

Each half term, English and foundation subject objectives (Art, Design and Technology, Music, Geography, History and Science) will be taught in a cross-curricular approach through the following topics:

- Superheroes.
- Rock and Roll.
- Lights, Camera, Action!
- Our Bodies.
- Here Come the Romans!

Other subjects are:

- Maths (following the Singapore Maths Scheme).
- Spelling, Punctuation and Grammar (following the Nelson Scheme).
- RE (following the Birmingham Agreed Syllabus and Understanding Christianity Scheme).
- PSHE (following the Jigsaw Scheme).
- Computing.
- PE (including swimming).
- Forest School.
- French (delivered by Madame Simson).



## How will they be assessed?

Children will be assessed against the National Curriculum Objectives for Year 3 in all subjects, being awarded a judgment of WTS (Working Towards Standard), EXS (Expected Standard) or GDS (working at Greater Depth in the Standard) for each. Judgements will be given based upon a combination of formative and summative assessments throughout the duration of the year.

## How can I support my child?

### Reading

Read with your child every day and talk about the books they have read. The children will take home a library book and have the chance to change it during a class library session once a week. The children can keep the book for a couple of weeks if necessary.

Reading hints - Discuss the characters, what the author means by their choice of words, if they know other words that mean the same or have a similar meaning, start to make predictions as to what might happen next and why.

### Writing

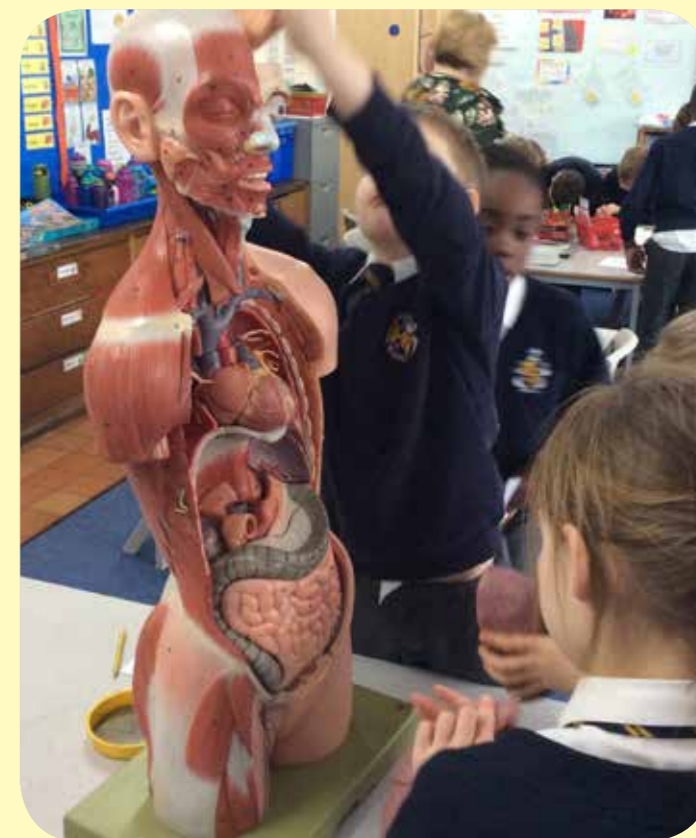
The children could write at home if they want to; this could link in with their '6 Ways to Be Smart' termly topic homework.

### Maths

Discuss and solve number problems in everyday life, at the shops, telling the time, cooking, number bonds, etc. It is also really important that year 3 children are confident with their times tables and associated division facts – take all the opportunities you can to challenge them!

## Useful websites

- BBC bitesize – bbc website
- [www.mymaths.co.uk](http://www.mymaths.co.uk) (log in details provided)
- [www.gonoodle.com](http://www.gonoodle.com)



# Moving into Year 4

## Year 4 Teaching Team

- Mr Boulton
- Mrs Harris

## What can you expect from Year 4?

Year 4 is very similar to Year 3 in terms of routines and opportunities: children enter through the same door, use the same toilets, etc, although their cloakroom pegs are located at the bottom of the Year 3/4 stairs. Expectations of work and behaviour increase in line with the increasing age of the children, and children will be encouraged to become more independent, resilient and responsible with their work and relationships.

## What will they learn?

Each half term, English and foundation subject objectives (Art, Design and Technology, Music, Geography, History and Science) will be taught in a cross-curricular approach through the following topics:

- Ancient Egypt
- The Sound of Music
- Bright Sparks
- The Invaders
- Humans and Habitats

Other subjects are:

- Maths (following the Singapore Maths Scheme).
- Spelling, Punctuation and Grammar (following the Nelson Scheme).
- RE (following the Birmingham Agreed Syllabus and Understanding Christianity Scheme).
- PHSE (following the Jigsaw Scheme).
- Computing.
- PE.
- French (delivered by Madame Simson).

## How will they be assessed?

Children will be assessed against the National Curriculum Objectives for Year 3 in all subjects, being awarded a judgment of WTS (Working Towards Standard), EXS (Expected Standard) or GDS (working at Greater Depth in the Standard) for each. Judgements will be given based upon a combination of formative and summative assessments throughout the duration of the year.

## How can I support my child?

### Reading

Your child is expected to be reading a wide range of fiction and non-fiction texts, for a minimum of 15 minutes every day. As always, when reading with your child, aim to spot words that are being learnt and remind your child of any relevant spelling rules that apply. As they read, it is important that you question them about the meaning of what is being read. This will improve their ability to make inferences or 'read between the lines' - a skill that is expected from children in Year 4.

### Maths

Please practise times tables at home with your children to ensure they can recall their times tables fluently and confidently. We will be continuing with the times table bands in Year 4. It is an expectation that all pupils know and can recall fluently, all their times tables up to 12 x 12, including related division facts, by the end of Year 4.

### Homework

Please encourage and support your child to complete home learning tasks. This will include weekly homework as well as the Topic based tasks. We will set work which relates to each topic as this develops and engages children in their learning.

## Useful websites

- [www.bbc.co.uk/skillswise](http://www.bbc.co.uk/skillswise)
- [www.bbc.co.uk/bitesize/ks2](http://www.bbc.co.uk/bitesize/ks2)
- [www.primaryhomeworkhelp.co.uk](http://www.primaryhomeworkhelp.co.uk)
- [www.mymaths.co.uk](http://www.mymaths.co.uk)
- [www.mathszone.co.uk](http://www.mathszone.co.uk)
- [www.crickweb.co.uk](http://www.crickweb.co.uk)



# Moving into Year 5

## Year 5 Teaching Team

- Mr Sahed
- Mrs Barshan

## What can you expect from Year 5?

School routines remain the same as your child enters Upper Key Stage 2, however expectations will increase again, and children will be expected to take on more responsibility – for themselves, others and around school. This will include the requirement to have their own stationery equipment for class and the opportunity to have jobs such as librarians or play leaders. They will also have opportunities to represent the school on sports teams.

## What will they learn?

Each half term, English and foundation subject objectives (Art, Design and Technology, Music, Geography, History and Science) will be taught in a cross-curricular approach through the following topics:

- The Earth and Beyond.
- We've Got the Power.
- Birmingham.
- Magical Materials.
- Ancient Greece.
- Busy Biologists.

Other subjects are:

- Maths (following the Singapore Maths Scheme).
- Spelling, Punctuation and Grammar (following the Nelson Scheme).
- RE (following the Birmingham Agreed Syllabus and Understanding Christianity Scheme).
- PSHE (following the Jigsaw Scheme).
- Computing.
- PE.
- French (delivered by Madame Simson).



## How will they be assessed?

Children will be assessed against the National Curriculum Objectives for Year 3 in all subjects, being awarded a judgment of WTS (Working Towards Standard), EXS (Expected Standard) or GDS (working at Greater Depth in the Standard) for each. Judgements will be given based upon a combination of formative and summative assessments throughout the duration of the year.

## How can I support my child?

### Reading

Your child is expected to be reading a wide of fiction and non-fiction texts in order to help expand their knowledge and vocabulary. When reading with your child, aim to spot words that are being learnt and remind your child of any relevant spelling rules that apply. As they read, it is also important that you question children about the meaning and purpose of specific words as well as ensuring children understand the meaning of sections. This will improve their ability to make inferences or 'read between the lines' - a skill that is expected from children in Year 5. Asking children to justify their responses with evidence from the text will also help.

### Writing

Encourage your child to practice writing in a range of genres and to include a wide range of sentence, language and vocabulary features within it.

### Maths

Reinforce the importance of maths skills in all aspects of life: at the shops, telling the time, cooking, etc. Practice times tables to ensure that they have rapid recall of all facts up to 12 x 12 and the associated division facts.

### Homework

It is important that children complete the set homework as this will introduce, consolidate or extend the learning that is taking place across the curriculum. Please support and encourage them to engage fully with the tasks.

### Personal

By Year 5 we expect children to be much more independent in solving the problems they experience (eg playground disagreements). Please help them to develop the skills they require to work through things together. Staff are, of course, here to support the children if they find this difficult.

## Useful websites

- [www.mymaths.co.uk](http://www.mymaths.co.uk)
- [www.bbc.co.uk/bitesize/ks2](http://www.bbc.co.uk/bitesize/ks2)
- [scratch.mit.edu](http://scratch.mit.edu)



# Moving into Year 6

## Year 6 Teaching Team

- Miss Edwards
- Miss Stent
- Mrs Barshan

## What can you expect from Year 6?

As soon as children reach Year 6, they will start to prepare for their transition to Secondary School whilst embracing all the opportunities that Primary school still has to offer them. There will be opportunities to represent the school in many ways: sports teams, bronze ambassadors, etc. Children will also have many responsibilities to help support the school, to develop their skills and to challenge themselves; expectations of behaviour and work will also increase to ensure they are ready to move on. Year 6 work hard and play hard!

## What will they learn?

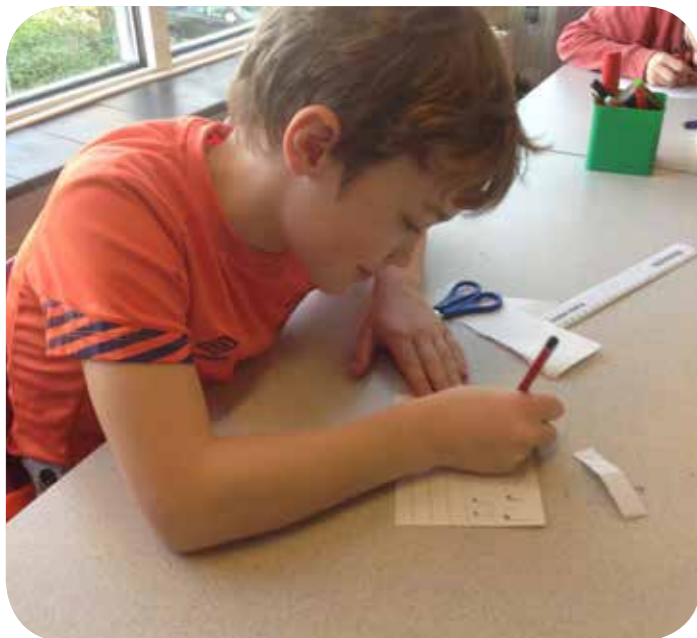
Each half term, English and foundation subject objectives (Art, Design and Technology, Music, Geography, History and Science) will be taught in a cross-curricular approach through the following topics:

- What is it?
- World War Two.
- How does it work?
- Our Planet.
- It's all about me!

Other subjects are:

- Maths (following the Singapore Maths Scheme).
- Spelling, Punctuation and Grammar (following the Nelson Scheme).
- RE (following the Birmingham Agreed Syllabus and Understanding Christianity Scheme).
- PSHE (following the Jigsaw Scheme).
- Computing.
- PE.
- French (delivered by Madame Simson).

The personal and social skills learnt during the residential to Conover Hall are also invaluable.



## How will they be assessed?

Children will be assessed against the National Curriculum Objectives for KS2 in all subjects, being awarded a judgment of WTS (Working Towards Standard), EXS (Expected Standard) or GDS (working at Greater Depth in the Standard) for each. Judgements will be given based upon a combination of formative and summative assessments throughout the duration of the year.

Year 6 children also take their SATs in May. These tests assess the children in Reading Comprehension, Maths Arithmetic and Reasoning, and SPaG. The results will generate the End of Key Stage Two judgements which are formally reported to the Government. Children will also have portfolios of evidence, which are added to throughout the duration of the year, to evidence their attainment/ Teacher judgement in writing. More information and guidance about this will be provided.

## How can I support my child?

In the Autumn term, objective lists will be provided for English and Maths so that you will know what your child needs to do in order to meet and exceed the expected standard. A National Curriculum word list with spelling expectations for year 5/6 will also be provided

### Reading

Year 6 usually prefer to read independently in their heads, but it is important that you still listen to your child read and challenge them with comprehension questions in order to develop their skills. As they are reading, ask them a balance of inference and deduction questions about the content and vocabulary, making sure they justify their answers by referring to the text... keep asking what makes them think what they think about what they read.

### Writing

Encourage children to write independently and for pleasure in a range of genres whilst considering the features they include. Keeping a diary, writing letters, telling stories, creating news reports, generating fact-files are all good ways this can be done. Spelling is also key – familiarise them with the word lists and take any opportunity to challenge them to spell tricky words,

### Maths

By year 6 it is expected that children will have rapid recall of times table facts up to 12 x 12 (and related division facts) – these skills are utilised almost daily in other elements of maths such as fractions, ratios, measures, etc so take opportunities to practice. Reasoning skills are also important, particularly multi-step problems, but there are plenty of ways which this can be included in every-day life without your child even realising they are doing maths!

### Homework

One of the biggest challenges of secondary school is the significant increase in homework (and consequences of not completing it!) so it is important that children in year 6 start to develop the skills and stamina required. The homework set will introduce, reinforce or extend learning in the classroom – sometimes it will consolidate learning, but sometimes it will require children to research for themselves. Please encourage your child to complete homework purposefully.

## Useful websites

- [www.mymaths.co.uk](http://www.mymaths.co.uk)
- [www.bbc.co.uk/bitesize/ks2](http://www.bbc.co.uk/bitesize/ks2)

# Why reading is important: helping your child to read confidently

## Why is reading so important?

Studies show that reading for pleasure makes a big difference to children's educational performance. Evidence shows that children who read, or are read to, for enjoyment every day not only perform better in reading tests than those that don't but also develop a broader vocabulary, increased general

knowledge, a better understanding of other cultures and experience increased employability as an adult.

### Enjoyment of reading

In school, we promote the enjoyment of reading by having a regular story session, where the class will listen to a story they enjoy and everyone will take part in a wide range of reading activities. Listening to stories is an important part of childhood. A bedtime story is always a great way to spend time with your child, build an enjoyment of books and, most beneficial, it gets them off to sleep quicker!

## Choosing a book

Every child will be sent home with a reading book that is colour banded according to their level. They will also have the opportunity to bring home a book they have chosen from the classroom or the library. These two books are for you to share with your child, reading to or with them, not for them to read to you. You could encourage your child to recognise the high frequency words they have been learning at school and at home, or blend simple 3 and 4 letter words together.

### Books at home

The children may also have books at home they might want to read with you. This is fine, as long as they are exposed to a range of books and are enjoying their reading experiences. It is through the choosing of books that children develop their own preferences. Reading the same book time and time again is a good thing. We want the children to really know stories well. This helps them build language and storytelling skills. When a child knows what a book 'says' they then have the confidence to read it without fear of getting it wrong.

Libraries are fantastic places to view a range of books. The internet is a good way of finding out what new books have been released.

## What else can your child read?

Comics, magazines, travel brochures, recipes, instructions for games, newspapers, sports reports and shopping lists.

### Creating the perfect reading environment

Here is a list of things you can do to create the perfect reading environment for you and your child:

- Choose somewhere calm and quiet.
- Sound excited and enthusiastic when talking about reading.
- Have somewhere comfortable to sit next to each other. You will need to see what they are reading and they need to see what you are reading. This could be on their bed, on the sofa etc...make sure the TV is OFF!!
- Talk about the book before, during and after reading it. (There will be suggested questions later in the booklet.)

## Strategies to help read a book

There are many ways we can help read a book. These are the main stages we use in school. We may not use all of them every time; it all depends on the text and the need of the child.

### 1. Making sense of a sentence

If a child can't read a word, it sometimes helps to leave the word and carry on reading to the end of the sentence. You can then go back and read it again. Often the child will then be able to guess what the word is, especially if they look at the initial sound of the word. They could also look at the pictures to help, e.g. if the word they could not read was sandwich in the sentence 'the boy ate a ham sandwich'. If you read the sentence without the word sandwich, it is quite easy to make a sensible guess.

### 2. Use of phonics

Use the pure sounds the children are taught at school and blend together the letters/sounds they can see. Don't forget, it's not always one sound for every one letter. Sometimes two or more letters make one sound, e.g. 'ea' makes the long 'e' sound. If you are unsure of this, ask the teacher for guidance.

### 3. Rehearsed reading

Rehearsing a page can help build a child's confidence in reading. In a more challenging book, try reading a page to them first, stressing any difficult words. When modelling the reading, use expression and different voices for different characters. Then give them a few minutes to read it to themselves, and then they can read the page to you. The more you do this, the more words they will be able to recognise.

### 4. Questions to ask before reading

- What do you think this book is about?
- What does the picture on the front page tell you?
- Where is the title? What does it say?
- Discuss the author and talk about other books they have read written by the same author.

### 5. Questions to ask during reading

- What is happening in the picture?
- Why did the character behave that way?
- Have you ever...?
- Why did...?
- Where did...?
- Who did...?



# Understanding how our school works

## What to do if you have a concern/complaint

If you or your child ever experience problems with our school, then please contact the Class Teacher as soon as possible or speak to the Headteacher. Most complaints will normally be resolved informally. However, in the event that a parent may still feel dissatisfied, the Headteacher will be able to provide parents with a copy of the school's formal complaints procedure.

## Assessment: what processes are used to track progress and how this feeds into the classroom?

Working in partnership with parents, we utilise a variety of strategies to assess children's learning and use this information to plan for their future needs. Through observation and everyday activity, our staff will assess what your child knows, understands and can do, and plan a programme for them according to their needs. In addition to ongoing assessment, there are Statutory Assessments at varying points during a child's time in school. Children are assessed at the end of the Early Years Foundation Stage against the Early Learning Goals. At the end of Year 1, there is a Phonics Screening Check. At the end of Year 2 and 6, children are assessed in the core subjects by their teachers as well as statutory assessment tests in reading, writing and maths.

### School reports

There is an opportunity to meet with your child's Teacher each term to discuss their progress and achievement. All parents receive an annual written report from the class teacher at the end of the Summer term which provides information about your child's academic achievement and summarises their personal and social development.

## Support for SEN children

Every child in this inclusive school has an entitlement to fulfil his or her potential, including children with Special Educational Needs. We achieve this by ensuring the health and well-being of all pupils as well as supporting them to make academic progress. All our pupils access:

- High quality teaching and learning.
- A differentiated curriculum.
- Reasonable adjustments to the environment and equipment for pupils with disabilities.
- Assessment for learning with personalised target setting.

## What types of SEN do we provide for?

Additional and/or differentiated provision is currently being made in school for children with a range of needs, including:

- Cognition and learning- moderate learning difficulties; Down syndrome; specific learning difficulties- dyslexia, dyspraxia,
- Sensory, medical and physical – sensory processing difficulties; epilepsy; mobility impairment; Perthe's disease; visual impairment; hearing impairment; gross and fine motor difficulties.
- Communication and interaction – Autistic Spectrum; Asperger's syndrome; speech and language difficulties.
- Social, emotional and mental health- anxiety, emotion regulation.

### Health and Well-Being Hub

We are proud of our Health and Well-Being Hub which offers drop-in sessions and includes a support group for children who have siblings with SEND – allowing them a forum to talk and discuss their experiences. We also provide extensive support to parents through our Parents in Partnership meetings and a wide range of information sessions covering Mental Health topics such as GLBT phobias; Eating disorders; Self-harm and Suicide amongst children; Depression and Psychosis in children and other relevant areas of concern.

### How accessible is the school environment?

Adaptations have been made to the school environment to ensure it is fully accessible for anyone with a disability.

## How to become a volunteer or Governor

The Governors are a team of dedicated volunteers who work with the Headteacher and staff to ensure high standards of education and care. They also oversee important decisions such as staffing and school finances. The Governing Body is made up of parents, staff, past and present members of the Local Authority and people from the local community.

Vacancies for Parent Governors are advertised as they arise. Our Parent Governors give parents a voice in decision making. They are elected by parents through a ballot. If you are interested in becoming a Governor, please contact the school office.

## Volunteering in our School

We value the contribution of parents and we actively encourage your help during the school day. Parents and family help with a variety of activities which include reading with children, supporting our special weeks, supporting the delivery of Forest School and joining us on educational trips. Please contact the Class Teacher or our school office if you are interested in getting involved.

## Moseley Parent Teacher Association (PTA)

Moseley C of E Parents and Teachers Association is a collective of parents that work together for the benefit of the school. We do this by organising fun events at the school for both children and adults, such as summer and Christmas fayres, school discos and the annual bonfire and firework events. These fun activities are designed to raise money so that we are able to enrich the current curriculum by making contributions to the school's 'Special Weeks' or to provide extra equipment for the school, such as new computers or Forest School equipment.

An active PTA is vital to the success of the school and as a parent or carer you are automatically a member. By getting involved you have a real opportunity to make a valuable contribution to improving your child's education. Plus being part of the PTA is a fantastic opportunity to meet Teachers and other parents and be part of a great network of like minded people working towards a common goal. You can find Moseley PTA on Facebook and Twitter

## Attendance

At Moseley we have high expectations of attendance from all pupils. Regular attendance is essential to ensure children reach their potential both academically and socially. Pupils with good attendance records generally achieve higher grades and enjoy school more. Having a good education will help to give your child the best possible start in life. In the case of persistent absence, arrangements will be made for parents to speak to the School Attendance Officer. If a pupil's attendance drops below 90 percent, the Attendance Officer will be informed, and a formal meeting will be arranged with the parents. The Headteacher will lead this meeting as DSL (Designated Safeguarding Lead).

### Illness

If you suspect that your child is unwell please do not send them to school. Some illnesses are infectious and the child must stay at home. Please consult your doctor regarding the period of exclusion. Children must always remain absent from school for a full 48 hours after any illness that includes vomiting and/or diarrhoea.

## Report your child's absence

Parents are required to contact the school office as soon as possible on the first day of their child's absence. This call should be before 9.15am on EVERY day of the absence. These messages SHOULD NOT be made via Class Dojo as staff do not always have time to read their messages during school time. A phone call will be made to the parent of any child who has not reported their absence on the first day that they do not attend school. If parents cannot be contacted and concerns are raised, our school reserves the right to conduct a home visit to ensure the safety and well-being of the child

### Holidays

Headteachers can no longer authorise absence for holidays in term time. It should be remembered that this is a Government led directive. Children are required to attend school for 38 weeks each year, leaving 14 weeks to attend family holidays.

### Request for absence

If you are considering leave within term time, please put the request in writing and addressed for the attention of the Headteacher stating the exceptional circumstances. This should be received at least three weeks before the date of the requested absence; earlier if possible. Leave for holidays and travel during term time will not be authorised as these do not constitute exceptional circumstances. Requests for leave will not be granted in the following circumstances:

- Immediately before and during assessment periods.
- When a pupil's attendance record shows any unauthorised absence.
- Where a pupil's authorised absence record is already above 10% for any reason.

If parents take their child out of school during term-time without authorisation from the headteacher, they may be subject to sanctions such as penalty fines or risk losing their place at school.

### Medical appointment

If an absence relates to a medical appointment, then wherever possible these appointments should be arranged outside school hours. If attendance (authorised or unauthorised absences) drops below 90%, medical appointment evidence will be required. If the appointment requires the pupil to leave during the school day, they will be signed out at the school office by a parent. Pupils will attend school before and after the appointment wherever possible.



# What to do if...

## My child is having difficulty making friends?

For many children, difficulty making friends can have a detrimental effect on their self-esteem and confidence, and also keep them from trying new activities. It can also be difficult for them to manage intense feelings.

### Talking

Encourage your child to talk about their feelings, and what has happened in the school day. Just knowing that these feelings are normal, and that they have someone to talk with, can help a lot!

### Invite friends over

Ask your child who they enjoy spending time with at school. Start by inviting one or two of these friends over to your house, or arrange a get-together at a local park.

### Talk to your child's teacher

Contact the school office and ask to talk with your child's Teacher. Have a chat about your concerns. Don't be worried, we deal with friendship worries regularly. It's part of being a Teacher!

### Have your own friends over

Since children pay close attention to what grown-ups do, model friendship behaviours for your child by having your friends over, especially in ways that include the younger generation.

### Try not to expect too much

Take it slowly and don't 'force' your child to make friends. Sometimes making friends can take time!

### Get help if you sense a real problem

In the majority of cases, shyness or difficulty making friends in childhood is perfectly normal. If your child rarely holds eye contact, is unusually withdrawn, throws tantrums or cries whenever other children are around, or seems terrified of going to school or the playground, then please talk to us again.

## I'm struggling to help my child with their homework?

If you are finding it difficult to help your child with their homework... don't worry! Lots of parents have difficulties with this.

### Talk to us

The way subjects are now taught in school is probably different to when you attended school. The first thing to do is talk to the school office. All conversations are confidential. They will then either book you an appointment to come and chat with your child's Teacher, or book a time for your child's teacher to phone you.

### We will help you

It's nothing to worry about. We will help you understand how child learn in a modern school, and you can then enjoy helping your child with their homework.

- If I think my child is struggling with school work... or not being challenged enough?

The first thing to do is contact the school office to talk with your child's Teacher.

### Ongoing assessment

Your child is assessed regularly by their teacher, so we will be able to tell you how they are performing and how this relates to what is expected at this stage of your child's education.

### Activities at home

Your child's Teacher can provide you with some fun activities to do at home that will compliment what is happening in class, and give your child that extra help.

### Ongoing problems

It may be that your child needs glasses in class, or are dyslexic. All of these concerns can be discussed with your child's Teacher. We want to help your child, as much as you do!

### Gifted and Talented Register

Some children progress significantly beyond what is expected for their age. The ongoing assessment, and the parent and Teacher, would recognise this, and we would provide work that is more challenging. We would also register your child on the Gifted and Talented Register. Gifted children often need more support at school, but not necessarily more structured activities. They may need more freedom to learn at their own pace, and more guidance.



## How to develop a bedtime and morning routine, so children get enough sleep for school

The most important thing is that children get enough sleep for school.

### Getting enough sleep

Children of school age experience enormous growth, are very active and need lots of sleep. A child aged 3-6 years needs to be asleep from 6pm-8pm, and a child aged 7-12 years needs to be asleep by 7.30pm-9pm. Most experts agree that children need between 9 and 10 hours of sleep each night to be at their best, with 8 hours the absolute minimum.

### Routine

By establishing a bedtime routine, you can relax your child. For example, bath-time, reading a book, listening to story tapes or music, can all relax a child and be part of such a routine. Children will soon associate a repeated activity with relaxing and going to sleep.

### In bed

Once your child is in bed, dim the lights or put on a lamp. Perhaps read a story or talk to them about school that day.

### Getting up

Breakfast is very important. If you have a routine for morning, it helps the child to get up and dressed and downstairs for breakfast. If you don't have much time in the morning, it may be an idea to prepare as much as you can the night before. You can make packed lunches, sort breakfast food, layout school clothes and even assign a shelf or hook for school essentials (so you don't have to go searching for things as you are due to go out the door!).

### List chart

It may seem like overkill, but a morning routine chart is great for children to follow. They enjoy following lists and ticking off what they have done. You could always give them a reward on Friday for following the list. Your list could feature some of the following:

- Getting dressed.
- Combing hair.
- Eating Breakfast
- Brushing teeth.
- Washing face.
- Putting shoes on.
- Grab backpack/lunchbox... then off to school!

### Doesn't want to eat breakfast?

If your child doesn't want to eat a full breakfast, find foods that they can eat quickly but that will still provide the nutrients that their body needs. Most experts recommend eating a serving of protein first thing in the morning. Scrambled eggs on toast, yogurt and fruit, or a peanut butter and jam sandwich on whole wheat bread are good options for breakfast. Be creative with breakfast!



## What happens when my child transfers to secondary school?

When your child transfers to secondary school we support them fully in the transition process. We meet with lead staff from your child's new school; we liaise regarding SEND records and/or other pertinent details pertaining to your child; through PSHE we discuss change and give them support, advice and tips for their new start at secondary school; your child will also spend time within their new setting where they will get to become familiar with their new environment, staff and start building friendships. If you need any further advice or feel that your child requires something more during this time, please do not hesitate to contact us and we will do our utmost to accommodate.



# Frequently Asked Questions

Here are our answers, to what we find, are the most frequently asked questions. If you have any questions that are not answered here, please contact the school office and we will be happy to help!

## Jewellery, watches and hairstyles

Only watches and one pair of stud earrings are allowed. Children should remove these for PE, or if they are unable to remove them independently, please ensure they are removed before attending school. Please note that any accidents caused or exacerbated by the wearing of jewellery are entirely the responsibility of the parents of the child wearing such items. The school accepts no responsibility. Parents should also be aware that staff are unable to accept liability for loss, theft or damage of such items, as they are not covered by insurance. We request hairstyles are sensible and appropriate for school. We do not allow unnatural hair colourants or shaved designs.

## Emergency arrangements

We will always endeavour to open the school, but in cases of severe bad weather that may affect access our essential services, closure may be unavoidable. During severe weather we will advise you via email or a text message. Details will also be available on the local radio and the school website.

### Collecting your child

If school closure is announced during the day due to severe weather conditions, every effort must be taken to collect your child as soon as possible. If you personally cannot get to school, or you work out of the local area, please have a contingency plan i.e. please nominate an adult to collect your child in your absence and organise this beforehand as the weather forecast is likely to have alerted us to the fact that the weather may become hazardous during the day. Please make sure that we have at least two current contact numbers, in case we need to contact you urgently.

## Health and Welfare

### Health

It is absolutely essential for the school to know of any relevant medical facts relating to your child, e.g. allergies, asthma, eczema, diabetes or epilepsy. Please keep the school regularly updated with relevant medical information so that appropriate provision can be made for each child.

### Medicines

Medicines will only be administered at school when it would be detrimental to a child's health or school attendance not to do so. Parents will be required to complete the appropriate authorisation form which is available from the school office. The school will only accept prescribed medicines that are in-date, labelled, provided in the original container as dispensed by a pharmacist and include instructions for administration, dosage and storage.

### Nut allergies

Those children who have a known nut allergy must supply school with an Epi-pen. Staff are trained to administer this should an emergency arise.

### Inhalers

All prescribed inhalers will be kept with the individual child or in class within easy access at all times to the children. These inhalers must be taken on school trips and be adequately full, labelled with the child's name and class. The expiry date should be checked by parents please on a regular basis.

### Ill at school, accidents and first aid

Parents are contacted when children are unwell or have seriously hurt themselves, especially if they have bumped their head. Please make sure that contact numbers are kept up to date. Teaching and support staff have received Emergency Aid Training in line with policy guidelines.

### Health interviews/school medicals

Regular visits are made by the School Health visitors for weight, sight and hearing tests. Health interviews by the School's Nurse are arranged for Reception children after their first term in school.

## Charging policy

Residential activities taking place largely during school hours

The full cost will be charged to each pupil for their board and lodging. Parents have the right to claim free activities if they are in receipt of the following state benefits:

- Income Support.
- Income based Job Seekers Allowance.
- Support under section VI of the Immigration and Asylum Act 1996.
- Working tax credit and an annual income that does not exceed the published Inland Revenue threshold.

### Activities outside school hours

The full cost will be charged to each pupil for all approved activities deemed to be optional extras that are not a necessary part of the national curriculum.

### Individual instrumental tuition

The full cost will be charged to the pupil for providing any instrumental tuition if the cost is not an essential part of the national curriculum or examination syllabus.

### Remissions

There will be no obligation for any parent to make a voluntary contribution towards the cost of school activities and to the School Fund. Pupils will not be treated differently whether or not their parents have made a contribution. The Governing Body may wish to remit in full or in part the cost of other activities for particular groups of parents, for example, in the case of family hardship. Any such arrangements will be conducted in confidence.

## Policies

Why do we need policies? [main heading for article]

For a school to offer high quality education and care, it needs policies. Policies help develop and define a set of consistent rules, regulations, procedures and protocols.

### Parents need policies

Policies are also useful to parents. For example, a prospective parent might wish to view a school's behaviour policy or special educational needs policy, before deciding whether to apply for their child to attend the school.

### High standards

Policies are vitally important, and help us to create standards of quality for learning and safety, as well as expectations and accountability. If you want to know what policies we have you can contact the school office or visit the school website: [www.moseleyce.bham.sch.uk](http://www.moseleyce.bham.sch.uk) and click on 'Policies'.

### Key policies

Some of our key policies are:

- Anti Bullying.
- Child Protection.
- SEND.
- Behaviour.
- Attendance.
- Admissions.
- Complaints.
- Charging and Remissions.
- Assessment.

# 2018/19 Academic Year Term Dates

## Autumn Term 2018

**Starts:** Monday 3 September 2018

**Half Term:** Monday 29 October  
Friday 2 November 2018

**Ends:** Friday 21 December 2018



## Spring Term 2019

**Starts:** Monday 7 January 2019

**Half Term:** Monday 18 February  
Friday 22 February 2019

**Ends:** Friday 12 April 2019

## Summer Term 2019

**Starts:** Monday 29 April 2019

**Bank Holiday:** Monday 6 May 2019

**Half Term:** 27 May – Friday 31 May 2019

**Ends:** Monday 22 July 2019

## INSET

The school will be CLOSED to children on the following dates:

Monday 3rd September 2018

Tuesday 4th September 2018

Monday 7th January 2019

Monday 3rd June 2019

Monday 22nd July 2019

# MOSELEY COFFEE PTA

## WHO ARE YOUR PTA?



JON SWINBOURNE

CO-CHAIRS AMY ASHTON AND JON SWINBOURNE LEAD THE PTA COMMITTEE OF AROUND 10 PARENTS WHO MEET QUARTERLY TO ORGANISE EVENTS. THE CO-CHAIRS ARE SUPPORTED BY JOANNE ARCHER (SECRETARY) AND ANGELA JOHNSON (TREASURER). THE TEAM CAN BE CONTACTED AT [HELLO@MOSELEYPTA.COM](mailto:HELLO@MOSELEYPTA.COM)



AMY ASHTON

EACH MEMBER OF THE COMMITTEE IS ELECTED AT THE AGM.

IN THE LAST FEW YEARS THE PTA HAS SUPPORTED THE SCHOOL BY BUYING A NEW I.T. SUITE FOR THE CHILDREN TO USE, SPONSORED ALL THE SPECIAL THEMED WEEKS ACROSS THE SCHOOL AND THIS YEAR HELPED REDEVELOP THE PLAYGROUND.

## WHO ARE WE?

**C'MON EVERYBODY!**



### WHO ARE WE?

EVERY PARENT AND TEACHER IS AUTOMATICALLY PART OF THE PTA, BUT SOME LIKE TO BE MORE HEAVILY INVOLVED THAN OTHERS. CURRENTLY A CORE TEAM OF AROUND TEN PARENTS PLAN AND ORGANISE THE EVENTS AND ARE SUPPORTED BY OTHER PARENT VOLUNTEERS.

### WHAT IS OUR AIM?

TO RAISE FUNDS TO SUPPORT THE SCHOOL AND TO CREATE MEMORIES FOR OUR CHILDREN. HOWEVER WE DO THIS WE AIM TO HAVE FUN!

smile



### HOW DO WE DO IT?

WE HOST AND ORGANISE ALL SORTS OF EVENTS FROM THE LEGENDARY MOSELEY BONFIRE NIGHT TO SMALLER EVENTS LIKE THE KIDS DISCO AND THE SUMMER & CHRISTMAS FAIRS.



## HOW CAN YOU HELP?

### HOW CAN YOU HELP?

WHY NOT GET INVOLVED? COME ALONG AND ENJOY OUR EVENTS OR BRING YOUR IDEAS AND ENTHUSIASM TO OUR ORGANISING TEAM.



### BETTER TOGETHER

WE RUN PTA SOCIALS EVERY TERM WHICH ARE A GREAT WAY TO STAY IN TOUCH AND MEET NEW PEOPLE. YOU CAN FIND YOUR PTA CO-CHAIRS, JON SWINBOURNE & AMY ASHTON, IN THE PLAYGROUND.

MOSELEY



CONTACT US AT [HELLO@MOSELEYPTA.COM](mailto:HELLO@MOSELEYPTA.COM)

## DATES FOR YOUR DIARY

**5th October 2018-AGM and YR welcome night**

**10th November 2018-Bonfire & Fireworks**

**7th December 2018-Christmas Fair**

**1st February 2019-Burns Night**

**8th February 2019-School Disco**

**18th May 2019-Wine Tasting**

**29th June 2019-Summer Fair**

**13th July 2019-The Big Camp Out**

THESE EVENTS ARE SUBJECT TO CHANGE AND THE LIST IS NOT EXHAUSTIVE.

**MOSELEY  
C OF E PTA**

**OTHER WAYS  
TO SUPPORT  
YOUR PTA**

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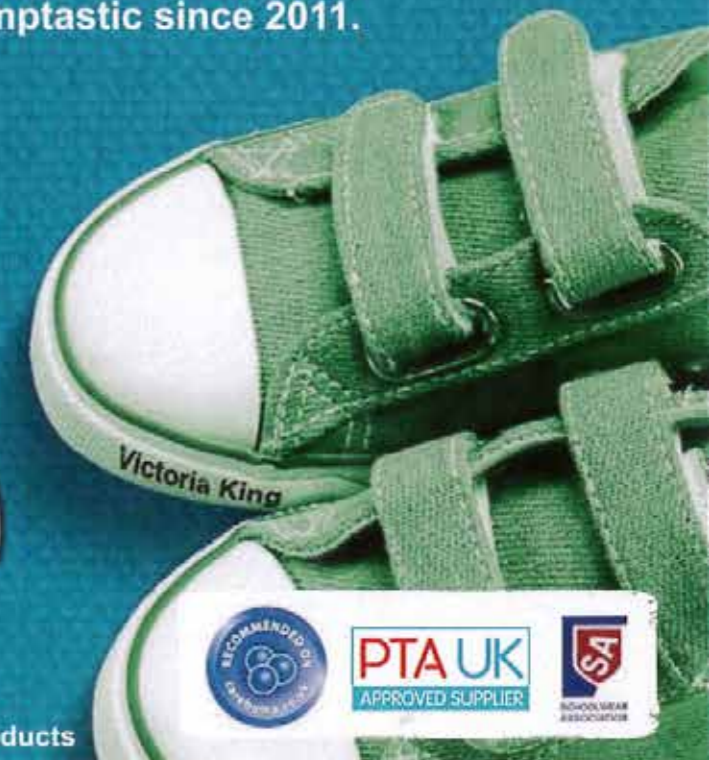
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VISIT [HTTPS://WWW.EASYFUNDRAISING.ORG.UK](https://www.easyfundraising.org.uk) AND SEARCH FOR MOSELEYCOFESCHOOLMOSELEY TO START RAISING FUNDS FOR YOUR PTA WHENEVER YOU SHOP ONLINE..

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The Scooters for Schools scheme is available all year around and is not part of the offer above.

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# SUSTAINABILITY

**WE ARE ON A SUSTAINABILITY MISSION! THE PTA COMMITTEE ARE WORKING TOWARDS ALL OF OUR EVENTS BEING SINGLE-USE PLASTIC FREE. LOOK OUT FOR SIGNS AT ALL OUR EVENTS.**



# CODE OF CONDUCT

MOSELEY CHURCH OF ENGLAND PTA IS A REGISTERED CHARITY (1040045) AND AS SUCH WE HAVE A CONSTITUTION. THE CONSTITUTION CAN BE FOUND ON THE MOSELEY C OF E PTA FACEBOOK PAGE OR YOU CAN REQUEST A COPY BY EMAILING [HELLO@MOSELEYPTA.COM](mailto:HELLO@MOSELEYPTA.COM)

IN ADDITION TO THIS WE HAVE A CODE OF CONDUCT. ANY PARENT OR CARER MUST ADHERE TO THE CODE OF CONDUCT WHEN VOLUNTEERING OR PARTICIPATING IN ANY PTA EVENT.

## INTRODUCTION

THIS CODE OF CONDUCT BINDS BOTH COMMITTEE AND NON-COMMITTEE MEMBERS OF MOSELEY CHURCH OF ENGLAND PRIMARY SCHOOL PARENT TEACHER ASSOCIATION. THESE GUIDELINES DESCRIBE THE BASIC EXPECTATIONS FOR BEHAVIOUR AND THE IMPORTANCE FOR ALL MEMBERS TO CONDUCT THEMSELVES PROFESSIONALLY AND ETHICALLY, AND WILL RUN ALONGSIDE OUR CONSTITUTION, WHICH IS A LEGALLY BINDING DOCUMENT.

IN ORDER FOR THE PTA TO FUNCTION SUCCESSFULLY IT IS ESSENTIAL THAT ALL MEMBERS AGREE TO FOLLOW THESE GUIDELINES WHILE IN ACTING IN ASSOCIATION WITH THE PTA.

## THE CODE

- ANY PARENT OR GUARDIAN OF A PUPIL ATTENDING MOSELEY CHURCH OF ENGLAND PRIMARY SCHOOL AND ALL MEMBERS OF SCHOOL STAFF ARE DEEMED TO BE MEMBERS OF THE PTA, WITH THE VESTED INTEREST IN ENHANCING THE SCHOOL FOR ALL PUPILS.
- ALL WORK DONE ON BEHALF OF THE PTA IS VOLUNTARY AND IS DONE FOR NO PERSONAL GAIN.
- ALL MEMBERS WILL ACT IN THE BEST INTEREST OF THE PTA AND THE SCHOOL.
- ALL MEMBERS WILL BE ENCOURAGED TO MAKE RELEVANT AND POSITIVE CONTRIBUTIONS TO MEETINGS THEY ATTEND.
- ALL MEMBERS HAVE THE RIGHT TO BE HEARD AND MUST RESPECT EACH OTHER'S OPINIONS.
- ALL MEMBERS HAVE THE RIGHT TO COMMUNICATE TOGETHER RESPONSIBLY. COMMUNICATION WITH MEMBERS VIA [HELLO@MOSELEYPTA.COM](mailto:HELLO@MOSELEYPTA.COM). ANY MATTERS RELATING TO THE SCHOOL, SHOULD BE DIRECTED TO THE SCHOOL OFFICE.
- ANY ITEMS EMAILED THROUGH TO THE PTA EMAIL ADDRESS MAY NOT BE ANSWERED IMMEDIATELY. ALL COMMITTEE MEMBERS WORK ON BEHALF OF THE PTA ON A VOLUNTARY BASIS, IN THEIR FREE TIME AND MAY NOT BE ABLE TO ADDRESS ISSUES STRAIGHT AWAY. ANY QUERY RAISED WILL NEED TO BE DISCUSSED BY THE COMMITTEE AND IF NECESSARY WILL BE ADDED TO THEIR NEXT MEETING AGENDA.
- THE COMMITTEE WILL WORK TO THE RULES STATED IN THEIR CONSTITUTION. AS PER THE CONSTITUTION, DECISIONS WILL BE MADE BY A MAJORITY VOTE OF THE ELECTED COMMITTEE MEMBERS. THE COMMITTEE MAY FROM TIME TO TIME CONSULT WITH THE WIDER MEMBERSHIP, HOWEVER THE COMMITTEE'S DECISION IS FINAL.
- ALL MEMBERS MUST ENSURE THAT ANY MATERIAL OR DISCUSSION OF A CONFIDENTIAL NATURE, ESPECIALLY MATTERS CONCERNING INDIVIDUAL STAFF, PUPILS OR PARENTS/GUARDIANS, IS CONFINED TO THE MEETING, ATTENDED ONLY BY ELECTED COMMITTEE MEMBERS. NAMES WILL BE BLACKED OUT OF THE MEETING MINUTES, IF NECESSARY.
- THE COMMITTEE SHOULD BE MADE AWARE OF ANY CONFLICT OF INTEREST AND THE PERSON INVOLVED SHOULD WITHDRAW FROM ANY DISCUSSION PERTAINING TO THAT SUBJECT.
- ALL MEMBERS MUST RESPECT THE SCHOOL AND PERSONAL PROPERTY.
- ALL PAPERWORK AND ASSETS RELATING TO THE PTA ARE THE PROPERTY OF THE PTA, AND NOT THAT OF THE INDIVIDUAL. WHEN LEAVING THE PTA A MEMBER SHOULD RETURN ANY RELEVANT PAPERWORK OR ASSETS TO THE PTA COMMITTEE.
- SHOULD IT BE DEEMED BY THE COMMITTEE THAT ANY MEMBER HAS DISREGARDED THIS CODE OR THEIR ACTIONS HAVE BROUGHT THE PTA OR THE SCHOOL INTO DISREPUTE, THE COMMITTEE HAS THE RIGHT TO EXCLUDE THAT MEMBER FROM FUTURE INVOLVEMENT. THE PROCEDURE FOR REMOVAL OF A PTA MEMBER OR PTA COMMITTEE MEMBER IS STATED IN THE CONSTITUTION.

## Mission Statement

### Our mission

Our successful Christian school offers a wide range of exciting and educational opportunities to enhance skills, talents and creativity. The school community appreciates and accepts others, and celebrates the achievements of all. We have supportive and trusting relationships with God and all his children. As a result, we take responsibility and welcome absolutely everyone into a caring and safe environment, where we are all guided to work together. (Mission Statement written by the children of Moseley C of E Primary)

Thanks to the PTA who have helped fund the production of this Parent Information Directory.



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## Our Ethos and Values

### Our School Ethos

Our school was founded in 1828. We are a voluntary aided 1-form entry Church of England school with 210 children aged 4 to 11. We embrace strong links with the churches of St Mary's, St Anne's and St Agnes and actively promote an open Christian ethos, encapsulated by our motto 'Every Child Matters to God'. We set ourselves high targets and have high standards. As a Church of England school, our Christian ethos is central to all that we do and it is this ethos that is recognisable from the moment you enter the school.

### Our Aim...

Our aim is to make learning enjoyable; allowing every individual to achieve their best and to nurture their talents. We also aim to give our children the confidence, security and skills they will need to be excellent citizens in a multi-cultural society and part of the workforce of the future.

### Outstanding teaching

Moseley C of E has a truly dedicated team of pupils, staff, parents and Governors who all go above and beyond expectation to continue to improve and develop our school and the community it serves. This was recognised most recently in our Outstanding OFSTED report (December 2013) and our Outstanding SIAMS report (March 2014). We have achieved consistently excellent results in Maths, Reading and Writing. The hard work by pupils, the provision of creative and stimulating learning environments that are tailored to each child's individual needs, and our home - school partnerships are the reasons for this achievement.

### Challenging and creative

We provide a curriculum that is truly broad, enriched and challenging. In addition to Core subjects, we teach Foundation subjects through a thematic approach to learning, ensuring all learning is linked, set in a relevant context and as such, is purposeful. Throughout the year we also run specialist weeks in Creative Arts, Community and Culture, Mental Health, Science and Sports and Health. These involve educational visits, external providers and parental expertise enriching the curriculum. We have a rigorous tracking system which enables us to identify pupil's needs and allows us to personalise their learning. The well-being of the children, staff and community are at the heart of all we do.

Our successful Christian school offers a wide range of exciting and educational opportunities to enhance skills, talents and creativity. The school community appreciates and accepts others, and celebrates the achievements of all. We have supportive and trusting relationships with God and all his children. As a result, we take responsibility and welcome absolutely everyone into a caring and safe environment, where we are all guided to work together.

### Moseley aims

- All school staff, governors and parents work in partnership for the benefit of all pupils. We want ALL of our children to:
- Have an enthusiasm and thirst for learning.
- Have confidence to be themselves and consistently aim high to challenge their potential.
- Have awareness for the world beyond their own and have respect and understanding of others with circumstances different to their own.
- Explore all opportunities provided to discover their talents and abilities.
- Be kind and respectful members of their community.
- Have embedded morals.
- Have fun, with good memories of their school life.
- Be inspirational role models.

**MOSELEY**  
CHURCH OF ENGLAND  
PRIMARY SCHOOL

