

MOORSIDE PRIMARY SCHOOL

Welcome to the
Early Years
Foundation Stage



Moorside
Primary School





MOORSIDE PRIMARY SCHOOL



Early Years Foundation Stage Information

Welcome to the Early Years Foundation Stage at Moorside Primary School. We are delighted that you have chosen to send your child to our school. We look forward to supporting you and your child on their learning journey with us. Please read this booklet carefully and keep it to refer to during your child's time in Nursery and Reception.

We are committed to working together with you to ensure that your child has a happy and successful experience during their time in Nursery and Reception. We know that children learn best when parents/carers and staff work together to encourage and support children's learning so it is our priority to build a team around the child so that we can give them the very best start.

We very much look forward to getting to know you and your child, we are always available to answer any questions you may have.

Mrs Linda Hall
Head Teacher
linda.hall@moorside.newcastle.sch.uk



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ABOUT OUR EARLY YEARS PROVISION

1.1 Our Nursery

We are a 26-place Nursery class offering high-quality early years education in a nurturing and stimulating environment.

Session Options

15-hour placement (free for all eligible children):

We offer 15 hours per week over three days in two different session patterns:

- **Group 1:** Full days Monday and Tuesday (8.45am – 3.05pm) plus Wednesday morning (8.45am – 11.20am)
- **Group 2:** Wednesday afternoon (12.20pm – 3.05pm) plus full days Thursday and Friday (8.45am – 3.05pm)

We try hard to ensure parents/carers get the sessions they request for their child as much as possible, though this is not always achievable.

30-hour placement (for eligible families):

If you meet the Government criteria for 30 hours of free childcare, you can apply online at <https://www.gov.uk/30-hours-free-childcare>. If you are eligible, you will receive a code to pass on to school, and we will arrange your child's extended hours.

Our Nursery Team

We have a range of experienced staff to support your child in Nursery, including additional staff who work across both Nursery and Reception. This ensures your child receives consistent, high-quality care and education throughout their early years journey with us.

Our Approach to Learning

Throughout the day, children will experience a rich variety of learning experiences, including:

- Adult-led learning – focused teaching sessions where staff introduce new skills and concepts
- Free-flow learning – child-initiated play and exploration, both indoors and outdoors, that builds on children's interests and develops their curiosity and skills

This balance ensures children develop independence, creativity and confidence whilst also learning the key skills they need for their future education.

1.2 Our Reception

We have two Reception classes that provide a welcoming, engaging environment where children can thrive.

Our Learning Environment

Our Reception classes share a sheltered outdoor area with Nursery, giving children "free-flow" access to high-quality learning provision both inside and outside throughout the day. This outdoor classroom is an integral part of our curriculum, allowing children to learn through active, hands-on experiences in all weathers.

Our Reception Team

Across our two Reception classes, we have:

- Two qualified teachers
- One Higher Level Teaching Assistant (HLTA)
- Two support assistants
- Additional support staff who are shared across the Foundation Stage

This staffing structure ensures that every child receives the individual attention and support they need to flourish.

Our Approach to Learning

Just like in Nursery, children in Reception experience a carefully planned balance of learning experiences:

- Adult-led and directed learning – structured teaching sessions that introduce new knowledge and skills
- Free-flow learning – child-initiated activities that build on children's interests, curiosity and developing skills

Children have continuous access to both indoor and outdoor learning environments, allowing them to choose where and how they learn best whilst developing independence and decision-making skills.

1.3 Our Curriculum and Approach to Learning

Our Nursery and Reception curriculum is based on the Early Years Foundation Stage (EYFS) Curriculum Framework. These are Government guidelines for what each child should be able to do by the end of Reception. Both our Nursery and Reception classes use this framework to plan high-quality learning experiences tailored to your child's individual needs and interests.

Learning Through Play

All of the learning experiences we offer in the Foundation Stage are delivered through play. We believe that play is how young children learn best – it is through play that they:

- Make sense of the world around them
- Formulate ideas and test theories
- Build relationships with others
- Develop creativity and imagination
- Learn to solve problems

Children are encouraged to choose their own activities, both indoors and outdoors, and to 'have a go' at all areas of play. Most importantly, we want children to have fun whilst they learn!



How We Plan for Your Child

Our approach to planning is responsive and child-centred:

Observations – Staff make regular observations of children at play and during focused activities

Assessment – We use these observations to understand each child's interests, strengths and next steps

Planning – We plan activities and experiences based on what children can do, what they enjoy, and what they need to learn next

Adult support – Staff plan focused activities each day which are supported by adults to extend and deepen learning

This cycle of observe, assess and plan ensures that every child's learning journey is personalised and builds on their unique interests and abilities.

Indoor and Outdoor Learning

We provide continuous access to both indoor and outdoor learning environments because we know that:

- Some children learn best outdoors
- Physical activity supports brain development
- The outdoor environment offers unique learning opportunities
- Children need space to be active, explore and take appropriate risks

Our outdoor area is largely sheltered, children can access it in all weathers throughout the year.

STARTING SCHOOL

2.1 Settling into Nursery

We want your child's start at Nursery to be happy and secure. Starting Nursery is a very big step for many children, especially if they have not attended a nursery or childcare setting previously, so we make the transition from home to school a gradual one to help the children settle.

For your child to settle well and be happy, we will gradually extend the length of their stay. The decision to stay for the whole session will be made on an individual basis by the staff, in consultation with you. We aim for your child to stay until 11.00am for their first sessions, and until 1.00pm when they will experience lunchtime in our school hall. After that, we extend their day if they are happy and settled. Some children take longer than others to settle, so we will extend the settling-in period if needed for individual children. Each child is different and we will work with you to decide what is best for your child to support them in settling.

On the first day, you may stay with your child and explore the Nursery together. Staff will come and play alongside you and your child and introduce other children to them. This will help them to become more confident in the classroom. We aim to support your child to happily separate from you every day, building their confidence gradually so that they feel secure and ready to learn.

Once settled, children will be expected to be in class before the gates close at 9.05am. This punctuality is important because if your child is late, it can be very unsettling for them as the other children will already be in the flow of their learning

Arriving on time helps your child settle into the daily routine and feel part of the group from the start of each session.

2.2 Starting Reception

Starting school can be unsettling for children after the holidays, especially if they have not had the experience of attending Nursery. However, the majority of children will be familiar with our Early Years either through being in our Nursery or from our transition experiences in the summer term. During the first week, we will support you in settling your child into Reception and getting to know each other to ensure that all children have a positive start to school.

Lunchtime is often the most difficult time for children when they start school, so do not be surprised if they come home very tired after lunch, even if they have been attending an extended day in preschool or Nursery. This is completely normal as children adjust to the longer school day, the busy dining hall environment, and the social demands of eating with their peers.

If you have any concerns about how your child is settling, or you feel that they may need to attend part-time for longer, please speak to us and we will discuss what will be best for your child to help support their transition to Reception. We are committed to working in partnership with you to ensure your child's transition is as smooth and positive as possible, taking into account their individual needs and personality.

2.3 Arrival and Collection Times

Starting school is a big step in your child's life and we wish the settling-in process to be as smooth as possible. Establishing good routines from the very beginning helps children feel secure and confident.

Morning arrival:

School gates open at 8.45am and close at 9.05am. It is important that your child arrives at school promptly and ready to start the day. If your child is late, it can be very unsettling for them as the other children will be in the flow of their learning. Punctuality also helps children develop good habits that will serve them well throughout their school life.

End of day collection:

We have staggered collection times to make it easier for families with children in different year groups. Nursery children finish at 3.05pm, and Reception children should be collected at 3.10pm. Please note that the rest of the school, from Year One to Year Six, finishes at 3.15pm. This allows parents and carers of children in EYFS time to collect their younger children first before making their way to the main school yard to collect any older children.

Alternative collection arrangements:

If you need to make arrangements for another adult to collect your child, you must let us know in advance. We will not let your child go with someone we do not know if you have not informed us. This is an important safeguarding measure to keep all our children safe.

Lunchtime collection (if needed):

If you wish to take your child home at lunchtime, Nursery children can be collected between 11.20am and 12.05pm, and Reception children between 11.30am and 12.15pm. However, we encourage children to stay for the full day once they are settled, as lunchtime is an important social learning experience.

DAY-TO-DAY INFORMATION

3.1 School Meals

Your child may have a school lunch or bring a packed lunch to school. Packed lunches should be clearly labelled with their name and consist of healthy food with no nuts, kiwis, fizzy drinks or sweets. Please note that due to allergies, we are a no-nut and no-kiwi school.



The children eat their meals in the hall, supervised by staff and midday supervisors. This is an important social time where children learn to sit together, share conversations, and develop independence. Our school meals are all certified as halal, and we work hard to ensure that mealtimes are calm, enjoyable occasions for all children.

Children from Reception to Year Two receive universal free school meals. Nursery children and children in Year Three to Year Six who are not entitled to free school meals are asked to pay £1.00 for a school meal, as the Governing Body has agreed to subsidise the meals to support our families. We believe that offering affordable, nutritious meals helps all children to be ready to learn in the afternoon.

It is important that if your child has any allergies or needs specific medication, you make us aware of this as soon as possible so we can keep your child safe.

3.2 Snacks, Fruit & Milk

We provide a piece of fruit and a drink of milk each day for all the children who want it across Nursery and Reception. This helps the children to stop feeling hungry throughout the morning and is also an important social and friendship-building time for the children. During snack time, children sit together, chat with their friends and adults, and learn important social skills such as saying please and thank you, waiting their turn, and helping to tidy up afterwards.

3.3 Drinking Water

At Moorside Primary, we believe it is important that children have free access to water, which is readily available in the classrooms throughout the day. Children in Reception will be provided with their own water bottle, which we will regularly clean and refill. Children can access their water whenever they need to, helping them to stay hydrated and ready to learn.

3.4 Support for Children with Allergies and Medical Needs

It is important that if your child has any allergies or needs a specific medication you make us aware of this as soon as possible.

Due to children with allergies, we ask that parents/carers do not send their child in with cakes, sweets or other food items to share for celebrations such as birthdays. We will celebrate birthdays and special occasions in school in different ways that are safe and inclusive for all children.

3.4 Uniform & Clothing

Nursery

Children are not expected to wear uniform in Nursery, though we do request that they come to school in clothes that allow them to move freely, and safe shoes so that they can take part in the physical play that is so important for their development. Please make sure no jewellery is worn, including earrings, as children need to be safe to climb and move around freely.

Children in Nursery are developing their independence with toileting, so please make sure that they wear clothes that they can manage by themselves. Clothing with elastic waistbands and simple fastenings will help your child feel confident and capable. It is important that children are toilet-trained as they enter our Early Years. However, we know some children take longer than others with this stage of development, and we are happy to support you with this. If your child has an accident when in school and needs to be changed, we would ask that the clothes be cleaned and returned to us as soon as possible.

We encourage creative exploration, so children will frequently be using paint and water in their play. We do provide protective aprons and help children to become independent at putting them on themselves. Sometimes children do get paint on clothing despite the provision of aprons, so please be aware that your child should save their best clothes for the weekends. Comfortable, washable clothing is ideal for Nursery.

Reception

In Reception, children must wear the school uniform which consists of:

- Black, Purple or Royal Blue Sweatshirt, with or without Moorside logo
- White polo shirt or shirt
- Grey or black trousers/shorts/skirts
- Black shoes or plain black trainers

Branded items (jumpers, PE t shirt and book/PE bags with the school logo) can be purchased directly from the school office (cash payments only). All other items can be purchased from any retailer, if they meet the colour and style requirements set out above.

Please label all uniform items with your child's name. This makes it much easier for us to return lost items to their owners.

Wearing uniform helps children to feel part of the school community and prepares them for the expectations of primary school.



Outdoor Clothing

The children in Reception and Nursery have free access to an outdoor classroom at various points in the day. It is therefore necessary to ensure that they are dressed appropriately for all weathers.

We ask that your children wear a waterproof coat to school in wet weather, as we believe that children should have the opportunity to learn outdoors in all conditions. In the summer months, please ensure your child has protective clothing from the sun, particularly a sun hat. We also recommend applying sun cream before school on sunny days, as this helps protect your child's skin during outdoor play and learning.

3.5 Physical Education Kit

In Reception, your child will receive a free PE kit and bag in the spring term. Once they have received their kit, they will need to bring it to school weekly for their PE sessions. Physical education is an important part of the curriculum, helping children to develop coordination, confidence, and an understanding of the importance of being active and healthy.

3.6 Toys at School

Children are not allowed to bring toys of any kind to school, as this can often cause distress for your child if lost or another child tries to play with them.



HEALTH, SAFETY & ATTENDANCE

4.1 If Your Child is Unwell

Children who become ill during the school day are looked after by our qualified first aiders and if necessary, parents/carers will be contacted and asked to collect the child from school. We must have contact telephone numbers that we can contact you on during the school day.

Please keep your child at home if they:

- Have a high temperature
- Have been sick or had diarrhoea (they should stay home for 48 hours after the last episode)
- Have a contagious infection

Minor illnesses such as a slight cold or headache do not usually require absence from school. If you're unsure whether to send your child to school, please contact the office for advice.

4.2 Absences and Appointments

Reporting Absence

If your child is unable to attend school, please contact the school office by 9am on the first day of absence by calling 0191 272 0239. Please provide your child's name, class, and the reason for their absence.

Term-Time Holidays (Reception only)

We cannot authorise term-time holidays. Taking your child out of school during term time disrupts their learning. Unauthorised absence may result in a penalty notice being issued by Newcastle City Council. If you believe there are exceptional circumstances that require your child to be absent, please submit a written request to the headteacher in advance. Please note that approval cannot be guaranteed.

Attendance expectations

It is expected that all children in EYFS attend school every day and in Nursery every session. We will follow up on any unauthorised absences including for children who are under five. If a child has 10 (5 Days) unauthorised absences within a ten-week period parents/carers are at risk of legal action. We must establish good routines in attendance from an early age. In Nursery, if your child is continually absent then you are at risk of losing their Nursery place.

Medical Appointments

Please try to arrange medical and dental appointments outside school hours. If this isn't possible, please provide evidence of the appointment (such as an appointment card/letter) with as much notice as possible and we will authorise absence for the appointment time only. Your child should attend school before and/or after the appointment wherever possible.

4.3 Allergies and Medical Needs

It is important that if your child has any allergies or needs a specific medication you make us aware of this as soon as possible.

Please note: Due to several allergies, we are a no-nut and no-kiwi school.

4.3 Collection Arrangements

If you need to make arrangements for another adult to collect your child, you must let us know as we will not let them go with someone we do not know if you have not informed us.

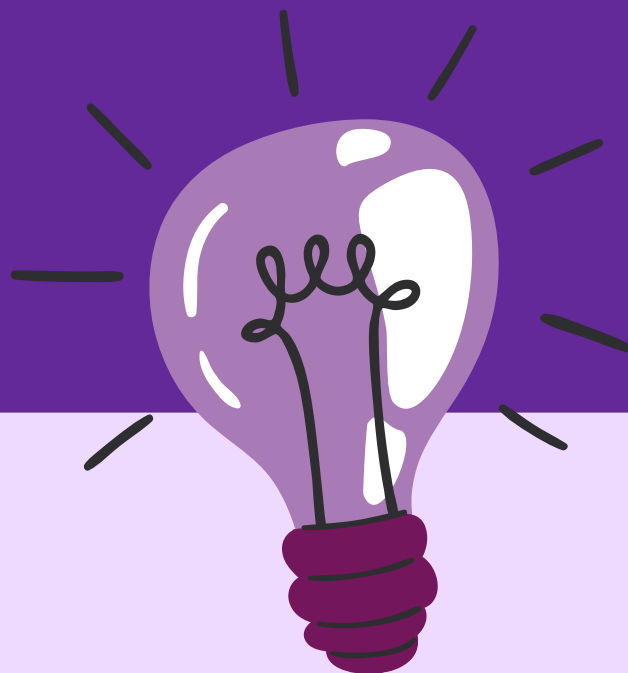
Collection times:

- Nursery – end of day time 3.05 pm
- Reception at 3.10 pm

Please note, the rest of the school from Year One to Year Six end of the day will be at 3.15 pm allowing parents/carers of children in EYFS time to collect their younger children first before making way to the main school yard to collect any older children.



LEARNING AND DEVELOPMENT



5.1 The Early Years Foundation Stage Curriculum

The Nursery and Reception curriculum is based on the Early Years Foundation Stage Curriculum Framework. These are Government guidelines for what each child should be able to do by the end of Reception. Both Nursery and Reception classes use this framework to plan high-quality learning experiences.

Learning through play

All of the learning experiences we offer at the Foundation Stage are through play. It is through play that young children learn to make sense of the world around them, to formulate ideas, and to build relationships with others. They are encouraged to choose their activities, both indoors and outdoors. Children are encouraged to 'have a go' at all activities and areas of play and most importantly, to have fun!

Planning for your child

Staff plan, focused activities for your children each day, which are supported by adults. We make regular observations of the children and use these to plan activities to develop their skills, based on the children's interests and what they can and like to do.

5.2 The Seven Areas of Learning

The EYFS framework is a crucial tool for supporting children with their learning and development from birth to five years old. At the core of the EYFS are the seven areas of learning that encompass knowledge, skills and experiences children need to develop.

Personal, Social and Emotional Development

For children to be successful in all areas of learning, they need to feel secure and develop a positive sense of themselves. Much of our provision is based on the need to provide opportunities for personal, social and emotional development.

Children will:

- Respect themselves and others and develop a positive self-image
- Take turns and share
- Feel confident to take risks and cope with mistakes
- Make friends and cooperate in a group
- Develop a positive attitude to learning
- Understand and embrace differences in gender, special needs, ethnicity, religion and cultures

Communication and Language

This area of learning includes non-verbal communication, speaking, listening, and expressing oneself effectively. Our classrooms provide many opportunities for the children's development in this area. We use role-play, book corners, a listening area, plus a wide range of other purposeful activities and interventions to enable children to practice and develop their skills.

Children will:

- Develop the use of appropriate language in many different activities and every part of the curriculum
- Retell and talk about texts with confidence
- Listen to a range of stories and make relevant comments or ask questions
- Answer questions about their play
- Express themselves and develop their ideas

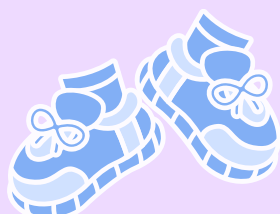


Physical Development

In the Foundation Stage, Physical Development is vital in helping children to develop a positive sense of well-being. Children learn to improve their coordination, control, manipulation and movement. Children learn through being active and their physical development takes place through other areas of learning.

Children will:

- Experiment with actions using small and large apparatus
- Use different resources in different situations
- Practice large and small movements both inside and outside, such as climbing and jumping and writing
- Develop their skills using small apparatus and playing games
- Discuss the importance of good health and how we can be healthy at home and school
- Respond with movement to different stimuli, such as music, stories and rhymes



Literacy



Children will have opportunities to listen to, retell and read a wide range of texts. They will write for many different purposes across many different areas. Children will link sounds to letters and use their phonic knowledge to write, giving meaning to their mark-making.

Children will:

- Share and read a range of quality books with adults and each other and learn how text works
- Retell and talk about texts with confidence
- Learn that words have meaning and develop knowledge of letter sounds
- Know there are different scripts
- Communicate their ideas confidently through drawing, mark-making and writing

Mathematics

This area of learning involves counting, sorting, matching, recognising patterns, working with money, identifying shapes and measuring. We develop children's mathematical understanding through play, songs, stories and rhymes as well as investigative and problem-solving activities.

At Moorside Primary School we are committed to a practical approach to the learning and teaching of mathematics. We believe that children will develop a firmer understanding of mathematical concepts if they are provided with a range of practical experiences which allow them to practise and develop their skills.



Children will:

- Use and recognise numbers
- Count and order numbers
- Develop an understanding of more and less
- Make simple calculations
- Create and follow patterns
- Become aware of, recognise and name simple shapes within the environment
- Understand and compare measures and learn about measuring time

Understanding of the World

In this area, we help children to develop the knowledge skills and understanding to help them make sense of the world. It is the foundation for later work in science, design and technology, history, Information Technology (IT), geography and Religious Education (RE).



We give children opportunities to find out about the world around them and to ask questions. They design and make different objects using a wide range of tools and materials. We enable children to find out about the past and learn about the school and where they live. They become aware of differences in gender, ethnicity, culture, language and religion. Children select and use technology for different purposes.

Children will:

- Develop their skills to use and explore a variety of tools and materials
- Investigate how things work
- Learn about living and non-living things
- Measure, join, cut, select and combine materials
- Have opportunities for exploration, observation, problem-solving, prediction, critical thinking, decision making and discussion
- Use technology for a variety of different purposes where appropriate

Expressive Arts and Design

This area of learning includes art, music, dance, role-play and imaginative play. Throughout the Foundation Stage, children need many and varied opportunities to develop creatively. It is an important area of the curriculum, as being creative enables children to make connections between one area of learning and another.



5.3 Assessment for Learning

We know that Assessment for Learning (AfL) is a good thing. Also known as 'formative assessment', and good use of AfL sees it embedded into our day-to-day practice in the form of regular, informal assessments and observations. These observations are then used by staff to assess children's understanding and their interests, and helps inform future planning to enable staff to deliver high-quality learning for all children. Effective assessment relies on staff understanding child development, and children can be best supported and educated to achieve their very best. It helps staff to provide purposeful play and learning experiences to support children to develop skills and knowledge whilst having fun learning.

Statutory assessment points

There are three EYFS (Early Years Foundation Stage) statutory assessment points:

- Progress check at two years – often completed by the health team
- Reception Baseline Assessment (RBA)
- Early Years Foundation Stage Profile (EYFSP)

Additional assessments

In addition to ongoing observations and assessments, we find that summative assessments or a more specific assessment can be useful, though we use them with caution with young children and often for a specific reason:

- To clarify a concern a professional of parent/carer might have
- To recognise and respond to the needs of each unique child
- To celebrate a child's strength and show progress
- To provide a strategic overview and support a specific area of need



WORKING TOGETHER

6.1 Home School Reading

We want the children to develop a love of books and enjoy stories both at home and at school. All children will receive a free book bag.

In Nursery

In the Nursery, parents/carers can choose a book with their children to take home each day.

In Reception

In Reception, we will send home a book selected by your child for you to share with them. Please note this may be a book that the child cannot read, though they are keen to explore it. In addition, your child will bring home a Guided Reading book. This is a book that your child will have shared in class with a member of staff, and it is used to teach key reading skills. The book may have no words, and the children need to develop an ability to retell stories or gather information from illustrations, without having to read the words.

The expectation is that your child reads it by themselves with encouragement from you. Developing a love of books and reading is very important in a young child's life so we will work very closely with you to support your child to enable them to develop into confident readers.

Support for parents

Throughout the year, we run sessions for parents/carers on how to support your child as they learn to read. If you have any queries or concerns about how you can support your child's reading please speak to us.

Library visits

Children in Reception also have the opportunity to visit the school library where they will have the opportunity to choose a book.

Looking after books

Please look after the books as they are important to children learning and they can be expensive to replace. If any books are damaged they will need to be paid for.





6.4 Sharing Your Child's Achievement

Your child will have their own "Special Portfolio Book" which is a record of their learning and will contain photos of your child, written observations, pictures and "mark making" by your child. It will be available for you and your child to see regularly and in addition, we will offer you appointments where we can meet and discuss your child's progress at various points in the year. You will receive a written progress report at the end of the summer term and we are always happy to discuss any aspect of your child's learning and development.

6.2 Homework and Learning at Home

Each child will receive a free book bag when they start school. They will bring home books for you to read with them and a home/school reading diary. The staff will write comments, and there is an opportunity for you to reply with comments about your child's reading.

In Reception, children will occasionally bring home a learning activity to reinforce the learning focus.

6.3 Family Learning and Workshops

We believe that parents/carers are a child's most important teacher, so we are keen to work together to ensure that your child has the very best start at school. We run regular sessions in Nursery and Reception for parents/carers to attend along with their children; this is an effective way for us to share what we are teaching and how we teach it so that parents/carers will know how to support us at home. These are fun and practical sessions for you and your child, our sessions cover a wide range of skills from counting to phonics and reading, and enable us to work together to help the children to make the best progress possible. We will look forward to seeing you at our workshops!



OUR SCHOOL VISION

7.1 Our Aims and Objectives

At Moorside Primary School, we believe that every child must be nurtured, valued and empowered to have the highest aspirations for their future and to reach their full potential through the provision of a stimulating, innovative, and creative curriculum.

We strive for our learning community to achieve the highest possible standards by equipping them with the skills to succeed and inspiring a lifelong love of learning

We are working together to:

- Continue to raise standards across the school, striving towards excellence
- Have high expectations of all our learners
- Develop our children's sense of purpose, understanding, motivation and ability to ask and answer questions objectively
- Maintain a team of staff who are valued and work well together
- Continue to develop a school ethos of calmness and purposeful activity
- Develop the physical environment in which we all work and play
- Encourage strong school/home links
- Inspire our community to value education and its benefits
- Acknowledge our common values whilst embracing our differences

7.1 Our School Values

We all believe...

- Our local community deserves a school they can be proud of
- We are a caring community where everyone is welcome
- We all value, respect and support each other
- Our community has the right to be safe and healthy
- Our children should have the chance to enjoy and be enthused by their time in our school

7.3 School Expectations

Child-friendly expectations to be used in class and around school

- Learn and let others learn
- Celebrate what makes us special and respect our diversity
- Look after each other and our environment
- Solve problems calmly and cooperatively



QUICK REFERENCE GUIDE

Key Times

School gates open: 8.45 am

Register is taken by: 9.05 am

End of day:

- Nursery – 3.05 pm
- Reception – 3.10 pm
- Main School (Year One to Year Six) – 3.15 pm

Lunch times (if parents/carers wish to take home):

- Nursery – 11.20 am – 12.05 pm
- Reception – 11.30 am – 12.15 pm

Key Contacts

School contact number: 0191 272 0239

School email address: admin@moorside.newcastle.sch.uk

Head Teacher contact: linda.hall@moorside.newcastle.sch.uk

School website: <http://www.moorside.newcastle.sch.uk/web/>

Important Reminders:

- No nuts, kiwi or sweets in packed lunches
- Label all uniform and belongings
- No personal stationary or water bottles are to come into school
- Inform school of any allergies or medical needs
- Keep your contact details up to date

We look forward to welcoming your child to Moorside Primary School!