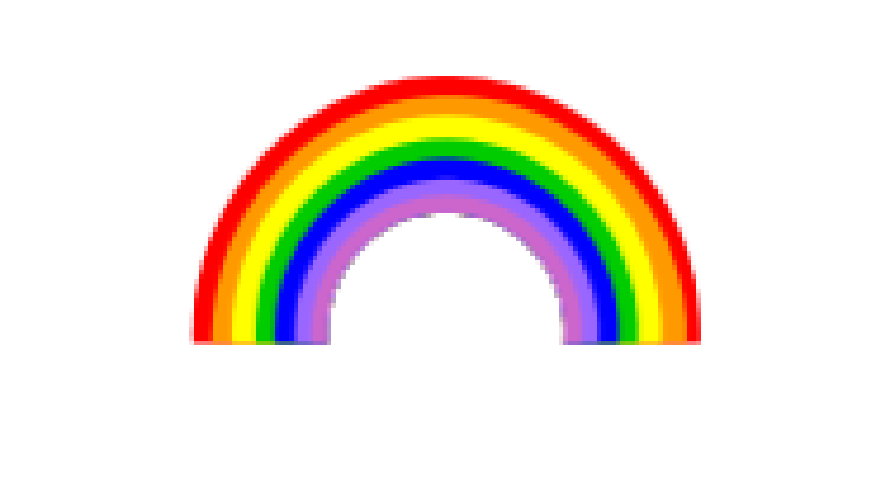
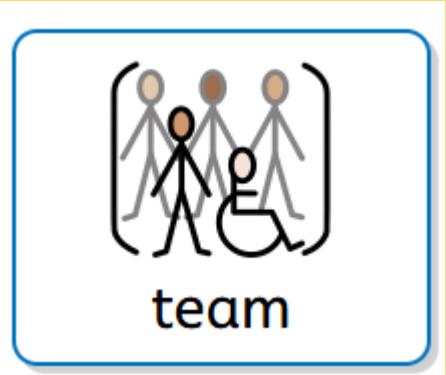
Welcome to Rainbow



The Rainbow Team



Welcome to Rainbow Class

Mrs Ashmore
SENCo

Mrs Whitehouse
Class Teacher

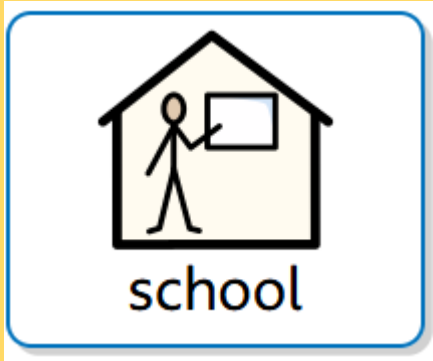
Mrs Harris
HLTA

Mr Griffiths
Class support

Miss Bayliss
Class support

Miss Heathcote
Class support

School Motto



Classroom Environment

- The Rainbow Class is a learning environment which will meet the needs of children with high needs who are unable to thrive in a mainstream classroom.
- It is an adapted classroom for children with more complex needs within our mainstream school.
- Higher ratio of adults to children.
- Provide children with a variety of experiences and a broad and balanced curriculum.
- Focused on personalised targets for children.
- Promote and embed early intervention.
- Support from outside agencies – Speech and Language Therapist, CCAT, Educational Psychologist.
- Children will be able to have lunch all together in their familiar environment. This will minimise transitions within school.
- Children have the opportunity to access our sensory room within the Rainbow Class.
- Children have the opportunity to access sensory circuits across the school day.
- There is a separate toilet in Rainbow Class to support with toileting and toilet training.

The Curriculum

We have found that the Early Years Foundation Stage Curriculum for children in Reception and The National Curriculum for children in Years 1 and 2 is not appropriate for our children.

Therefore, we have purchased the Orchard Curriculum. This is the curriculum used at the nearby special school, The Orchard School and other mainstream schools and focus provisions also use this curriculum across Sandwell for children with more complex needs.

This curriculum is what we use in Rainbow Class to guide our teaching and learning and this will be appropriate for children working in EYFS and KS1.

The Orchard Curriculum is mapped out in line with the Early Years Foundation Stage and National Curriculum.

Orchard Curriculum

- The framework is based on language development
- Content is broadly based on the EYFS aspects and organised within the EHCP areas of need
- Throughout the framework there is reference to different methods e.g. ALDS, to ensure there is progression
- Different aspects of communication and language framework will overlap with cognition and learning
- It is based on steps 1-19

Organisation of the Framework

- 19 steps ranging from birth to end of year 1 expected
- Steps 1-9 pre subject specific (birth to 18 months)
- Steps 10-19 subject specific
- Organised to match the EHCP areas
- Communication and interaction
- Cognition and learning
- Social, emotional, and mental health difficulties
- Sensory and/or physical needs
- Independence

STEP 8 (12-15 MONTHS)

COGNITION & LEARNING: Pupils use previously acquired skills to solve a range of simple problems.

Literacy - Step 8

Reading - Step 8	**Writing - Step 8**	**Phonics - Step 8**
Pupils are fully engaged and join in with a wide range of rhymes and stories. They point to specific images when sharing printed material and digital stories with an adult, turning several pages. They have favourite stories and rhymes.	Pupils experience hand massage. They explore a wide range of wet, dry and mixed messy play, being able to prod, poke, smear, pat with both hands. Pupils explore paints and a wide variety of mark makers in a variety of environments, surfaces and on a wide range of materials.	Pupils are fully engaged and join in with rhymes, songs, voice sound imitation games, environmental sound exploration. Pupils participate in imitating actions within body percussion exploration and explore a wider range of instruments and sound makers around them. Pupils match identical objects and identical pictures.

Maths - Step 8

Pupils search for objects within simple hiding the object game and then in their usual place. They start to match identical objects together as well as objects to pictures. Pupils explore shape, size and measure by showing an interest in posting shapes into a range of shape sorters, playing with ring stackers, nesting and stacking and putting blocks on top of each other. Pupils explore handles, dials and 'turn' to activate toys.
Adults provide breadth of exploration through a range of shape, space, number, colour, patterns, measurement, and sorting topics.

Understanding the World (UW) - Step 8

	People, Cultures & Communities	**The Natural World**	**Technology**
Pupils use previously learnt skills to explore the world around them and responding to changes in their environment prior to a celebration.	Pupils recognise familiar people in pictures of the recent past. They recognise their own familiar belongings out of context. Pupils will identify familiar routines e.g. get coat at home time. Pupils will notice significant changes in their environment e.g. changes made for a celebration.	Pupils explore and respond to different natural phenomena in their setting and offsite. They remember previously learnt skills to explore the world around them. Adults facilitate exploration in the natural world, pupils engage in exploration.	Pupils use intentional repeated actions, intentionally pressing switch activated equipment/toys or using pre-learned actions to activate technology (turn/shake/voice control/eye gaze) **Eye Gaze:** Pupils respond appropriately to adults' simple instructions and are able to move the effect deliberately around the screen.

Expressive Art & Design (EAD) - Step 8			
Pupils use previously learnt skills to try new and repeat effects with materials, media, music and sounds.	**Creating with Materials** Pupils reach for one material in preference to another, they will turn towards a particular food item or colour product and give distinctive responses in different rooms across school. They repeat an activity to make the same or similar effect.	**Being Imaginative and expressive** Pupils repeat, copy and imitate actions, sounds or words in songs and musical performances. Pupils use single words, gestures, signs, objects, pictures, ALDs, symbols to communicate about familiar musical activities or name familiar instruments.	
COMMUNICATION, SPEECH & LANGUAGE: Pupils are able to understand a range of words (Approximately 20 Information carrying words -ICW) and use a limited range of single words. They demonstrate rigid attention for periods up to three minutes in a range of activities of their own choosing and is beginning to attend to activities of an adults' choosing for up to one minute.			
Understanding - Step 8			
Pupils will get familiar object without the need for routine, they understand some single words of objects, actions, animals, clothes, body parts and food. They understand simple commands with a gesture/in context 'No, sit down, give it to, show me, come here, stand up'. Pupils know the names of familiar people and will turn to look for them when named, they immediately respond to their own name, they recognise familiar people approaching from a distance, recognise familiar songs and tries to join in and can use functional objects on self and some toys. Pupils link objects/symbols to events/location/timetable event and they can link familiar sounds within familiar routines e.g. phone, doorbell, school bell, fob door sound. Pupils are able to relate two objects in relational play when presented with just those two e.g. brush to hair on doll. **Tassels-** Pupils demonstrate understanding of specific events that ten tactile signs represent **outside** of daily routines. Pupils then able to demonstrate an understanding of all of the signs that are important and significant to them in a range of contexts. **OOR-** Pupils s how recognition of what 10 OOR represent and they are able to select the correct OOR from four for the activity e.g. 'We're going to have a drink'. Pupils can initiate an activity within the familiar environment using an OOR. **Symbols/ALD/Communication Book/Device:** Pupils attend to all symbols used across the day. Pupils attend to ALDs or communication books being used intermittently. **PECS:** Pupils place symbol on the 'I want' strip and gives to communicative partner. Pupils consistently choose between preferred and non-preferred symbols.			

Expression - Step 8
Pupils can name some familiar and functional objects, can ask for 'more', uses long babble strings/jargon mixed with real words in conversational tones and they recognise familiar tunes and tries to join in. Pupils are able to make a choice using a formal method of communication from two (voice, symbols, ALD, PODD, eye gaze etc). Pupils greet known people spontaneously, imitate gross and fine motor actions, imitate functional actions with objects, consistently indicate no by shaking head or other method.
Attention - Step 8
Pupils demonstrate rigid attention on around five different activities of their own choosing for three minutes. They will follow the gaze of an adult (Joint visual attention), switch attention between object and adult, locate sounds from any direction, interested in images and will observe others in a range of contexts. During attention games and activities, they show an interest in a range of stimulating objects looking between the adult and the object showing engaged interest within a small group (E.g. attention autism). Pupils can locate a hidden sound within the room during attention games.
USE - Step 8
Pupils will point and babble to gain attention and express needs and wants. They take turns and wait for their own turn with an adult within a simple my turn/your turn game. Pupils will ask for help when familiar routine is sabotaged, and they engage in a 'jargon' conversation with someone else. They join in with others when they are singing (Using preferred method of communication).
SOCIAL EMOTIONAL, MENTAL HEATH AND WELL-BEING/PSED: Pupils engage in co-ordinated joint play with an adult, actively switching attention from toy to adult and back again. The pupil may resist using body and voice, social referencing is evident, checking back for reassurance towards the adult.
Building Relationships - Step 8
Pupils play peekaboo, point to objects of interest that are out of reach, actively switches attention from adult to object and back again and shows interest in what others are doing. They imitate modelled actions with toys in supported play e.g. pushing a car and demonstrates an understanding of functional objects in play on self. They participate in supported turn taking with adult e.g. rolling a ball, blowing bubbles, with a piece of play equipment and begin to anticipate their turn. Pupils play contentedly with toys or with an activity alone but close to an adult. Pupils spontaneously join in familiar songs and vocalising, using communication device or making actions at the right time. Pupils respond briefly to an interaction from a peer in a play activity.
Managing self - Step 8
Pupils distinguish between strangers and familiar people. Pupils show more of an interest at looking at faces in mirrors and they manipulate toys and watches the effects of own actions with enjoyment. Pupils request objects that are out of reach and ask for help by taking adult's hand to the toy, they look to familiar adult for reassurance in new situations and respond positively to praise given by adults, recognising they have done something well. Pupils remember where some objects belong in a familiar environment and know which are their own possessions and they show curiosity about people, objects and events around them by approaching/exploring.
Self-Regulation - Step 8
Pupils will refuse to stop an activity when they are determined and their behaviour is inconsistent depending on the situation. They will protest in annoyance or resistance using body and vocally when told 'no', they begin to understand that their actions have an impact on others, may have temper tantrums and may show fear in some situations. They respond to an adult's stern face or tone of voice and they understand 'yes' and 'no'. Within familiar routines they will cooperate with requests from adult e.g. tidy up and giving the

adult a toy/object on request. They note the adults request to 'finish' and accept that the activity has finished when adults use appropriately consistent cues e.g. time to finish/voice/symbol/now and next. When dysregulated pupils can be distracted by an adult, diverting towards another activity.
Pupils respond to new activities and environments by displaying surprise, frustration, enjoyment and interest in them.

Play - Step 8

Pupils copy actions seen in their lives e.g. kissing a doll, hugging a teddy. They initiate rhymes and greetings, take turns with a ball, give and take games, gives toys to an adult on request and they mouth objects less often. Pupils enjoy puppet play and show this through pointing and laughing.

PHYSICAL DEVELOPMENT

Gross Motor - Step 8

Pupils attempt to walk and confidently move around by their own means. They can sit on the floor unaided for longer periods, can move around by wiggling, rolling, bottom shuffling, crawling across the floor and up and down steps and some independent unsteady walking with a wide gait. Pupils can pull to stand, sit down again and cruise furniture. Pupils can push and pull toys and can kneel unaided.
Pupils can sit astride a bench using their arms to support them, long sit with legs together, sit in chairs and stools with no arms.
They explore low level apparatus with interest and can rock themselves on a seesaw and roll a ball at a large target.

Fine Motor - Step 8

Pupils have good controlled pincer grip when picking up and replacing small items. They manipulate toys with push buttons and isolate a finger in order to point to items of interest. Pupils clap hands, wave, pull objects apart, pull and tear a range of materials and knock items e.g. suspended objects, wobbly toy, tower of bricks; all with purpose. Pupils may show a preference for one hand, they post simple items into an open container they are holding, and they demonstrate functional use of objects e.g. cup to mouth, spoon to mouth. Pupils will look as they move hands independently in and through a range of materials – rough/smooth/sticky/cold etc within a range of environments and surfaces.

INDEPENDENCE-HEALTH & SELF-CARE (Part of managing self-PSED)

Pupils begin to eat and drink with less assistance. They attempt to use functional objects with greater skill and accuracy and attempt to assist in dressing and personal hygiene needs. Pupils can finger feed effectively but they may spill bits from mouth as doesn't always completely close mouth when chewing, they play and explore their food and they attempt to feed themselves with a spoon by inserting the spoon into the dish but struggling with loading it. They hold a cup and drink from it with less assistance, allows support to wipe face/wash and dry hands by placing hands in the sink or bowl and tries to dry hands with support, helps with dressing/undressing by holding out arm/leg/foot for clothing and stepping out of trousers/pants, attempts to functionally use objects e.g. toothbrush to mouth. Pupils co operate during personal hygiene by actively lying still or standing still.

Pre-subject specific and subject specific

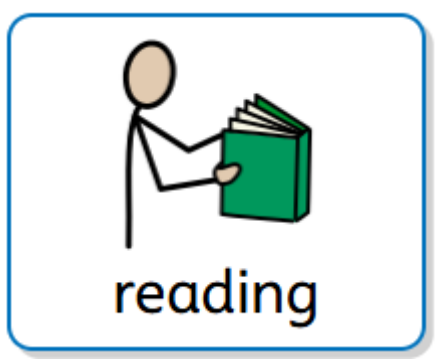
PRE-SUBJECT SPECIFIC:

- Those pupils working from STEPS 1- 9 are taught through topic-based activities, combining curriculum areas through supported, multi-sensory led learning experiences and play.

SUBJECT SPECIFIC:

- Those pupils working from STEPS 10-19 increasingly have more opportunities for subject led teaching and group learning. Using in depth knowledge of the pupils, the teacher will decide upon the best approach for each child. The topic themes guide planning and delivery but there will be more focused lessons for some subjects such as science. As pupils progress through steps 10 onwards there will be increased encouragement and expectation for pupils to become more active in their own learning.
- By Step 13/14 some children will have their own workbooks for maths and literacy. Within steps 17-19, teaching will include broader topics and children working at these levels may be grouped together across school for specific subjects.

Reading



- The emphasis of the reading curriculum is on promoting a love of stories and rhymes and providing a wide breadth of experiences, in addition to our phonics programme. All children at whatever their starting point in reading will be provided with an aspirational, challenging and exciting reading experience which will support them not only with life skills at home but in the community. Reading will be taught across all subjects and as part of other elements of learning. We support children to develop reading skills in a shared and supportive way and believe that through this approach children can recognise and celebrate achievements alongside their peers.
- Pupils have planned activities to develop their literacy and phonic skills by experiencing and engaging with a wide range of opportunities that develop reading skills and promote a love of books.
- This will include:
- Sensory stories
- Listening to stories for enjoyment
- Book skills
- Comprehension
- Narrative
- Whole word reading
- Phonological Awareness and when ready, phonics work
- Phonological awareness is developed through opportunities to explore environmental sounds and work with an adult to explore songs, rhymes, poems, stories, and written texts.

A story a day adds up..

Reading aloud to children is one of the best ways to bring reading alive, and to share the pleasure of reading. Talking about the story is just as important as hearing it, as it helps children make sense of the words. Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the character, explore the facts in a non-fiction book. The main thing is that you have fun! Reading at home is a special time with your child and develops the love of reading at a young age.

Children will bring home a weekly story book to share. The sharing book is a book they have chosen for you to enjoy together. Please remember that you shouldn't expect your child to read this alone. Read it to or with them.

Reading Teddy

Story Lamp

Phonics - Little Wandle

We use Little Wandle, Letters and Sounds Revised in our school. Little Wandle Letters and Sounds Revised also draws on the latest research into how children learn best; how to ensure learning stays in children's long-term memory and how best to enable children to apply their learning to become highly competent readers.

Children will start on the foundation to phonics programme and will move onto Phase 2 phonics when working at the appropriate step in the curriculum.

Term	Progression of sounds	Sound focus	Oral blending focus

Autumn 1	No sounds - focus on Rhyme time and settling children into your setting's routines.	• Teach one sound each week, in the order listed on the left. (The terms are provided as a guide only - teach the sounds in order according to your setting's calendar.)
		• In each session, play:
		  • What's in the box? (Learn the sound)
		  • One of these sound games: Voice sounds, Name play, Bertha the bus, Play with sounds (Practise the sound).
		• The sound games focus on awareness of sounds in general, and words do not need to include the focus sound from the day's session.
			• In each session, play:
			  • Blend from the box (Blend with the sound)
			  • One of these oral blending games: Can you do the actions? Can you touch your ... ? What's that noise? (Practise blending)
			• The oral blending games focus on awareness of sounds in general, and oral blending words do not need to include the focus sound from the day's session.

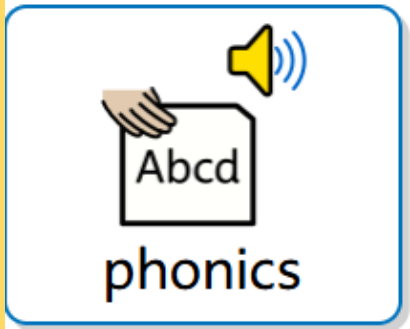
Autumn 2	s a t p i n m		
Spring 1	d g o c k e		
Spring 2	u r h b f l		
Summer 1	j v w y z qu ch		
Summer 2	ck x sh th ng nk		

• See the Tuning into sounds session template for an overview of the session.
• See the Tuning into sounds prompt cards for details of each game.

Little Wandle LETTERS AND SOUNDS REVISED ™

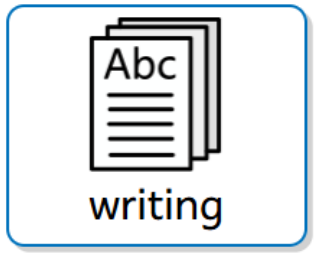
- https://youtu.be/-ZtjFlvA_fs
- https://youtu.be/IL5YUCPyC5I

Phonics



- Foundation for phonics is taught from step 1 to step 14 of the Orchard curriculum. All children have daily phonics lessons across the school week. Children at the foundation for phonics level will be supported to progress through lots of different approaches that meet their individual learning and communication needs. Children access phase two phonics and onwards when they reach step 15 within the curriculum and then carry on their reading journey through the use of the Little Wandle scheme. Our approach to teaching phonics is through play, sensory learning, games, intensive interaction, rhymes and songs in conjunction with more formal learning styles – revisit, review, teach and apply.
- We often start with Little Wandle Rhyme Time.
- <u>Engagement profile learners (Step 1-10):</u> Children working at steps 1-9 work on the foundation for phonics curriculum daily through a bespoke format that supports sensory learning, intensive interaction, developing communication and strengthening children's auditory skills. These areas of learning are the early stages of the foundation to phonics study.
- <u>Semi-Formal Learners (Steps 10+):</u> Children working at step 10 through to 14 work more formally on the foundation for phonics and access specific Little Wandle resources. When children reach step 15 they begin phase two phonics.

Writing



- Pupils working at steps 1-10 have activities planned to develop fine motor skills and the pre-writing skills. This is achieved by experiencing and engaging with a wide range of messy play and mark making experiences using a wide range of tools and media on a wide range of surfaces, moving through to making marks with meaning and then on to forming letters, words and sentences. For those pupils working above step 10, skills are broken down into the following categories:
- Grips – using appropriate tools
- Purposeful motor movements
- Surfaces and tools (paper, pencils, paint, chalk etc)
- Mark making with meaning
- Composition

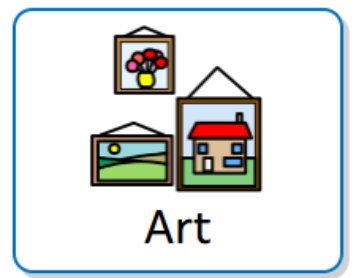
Maths

- All pupils are taught knowledge and skills from the 'Using and Applying' strand of Mathematics. Pupils have planned activities designed to develop their understanding of objects, explore cause and effect, problem solving and the application of mathematical concepts. To tailor learning to each child's needs, we will use resources from the Learning Trajectories website. Learning trajectories outline a natural path for children's mathematical development, showing how they progress in understanding math concepts step by step. This approach ensures that children build on each stage of understanding naturally and effectively, helping them gain a strong mathematical foundation for future learning.
- Pupils working at Steps 1-10 develop their understanding of characteristics of objects and materials through activities around relational play. This encourages problem solving and active exploration of the function of objects. From step 11 onwards, there is a wider breadth of teaching and learning covering three strands:
- Using and applying – understanding of the characteristics of objects and materials, exploring cause and effect, problem solving and application of mathematical concepts
- Number and numerical patterns – counting, understanding and using numbers, calculating simple addition and subtraction problems
- Shape, Space and Measure – describing and using shapes, space and measures in different contexts

Understanding of the World

- Understanding the world involves guiding children to make sense of their physical surroundings and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **The Natural World – Science and Geography**
- Specific outcomes for science enquiry begin at Step 11. Prior to that science is embedded into learning through exploring and discovering via first-hand experience of materials and the physical world around them.
- Geography covers locations and environments in, around and beyond the school.
- **People, Culture and Communities (RE and History)**
- RE aims to expose the children to elements of all religions celebrating festivals/events. Experiences and learning for the pupils is explored through special words, colours, sounds and patterns; special people, stories and places; special things such as symbolic items to use, to wear to eat.
- Past and Present (History) is taught in a way that is appropriate for the pupils and links to key points in time within their own lives, as well as learning about significant historical events across the year.
- **Technology**
- The pupils explore a variety of technology and learn skills to support their learning across the curriculum. Access to technology is provided in a variety of ways; for example, by accessing cause and effect toys and equipment, IPads and cameras.

Expressive Arts and Design



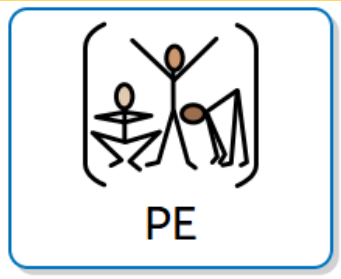
- Creating with materials
- Being Imaginative and expressive
- Expressive Arts and Design involve enabling children to explore and use a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design & technology.
- The school's music lead provides opportunities for the children to experiment with different sounds, instruments and musical technologies.

Personal, social and emotional development

Social and Emotional Development and Wellbeing

- Development of pupils social and emotional wellbeing runs through the whole of the curriculum in the hub and is central to all teaching and learning.
- Building Relationships
- Managing Self
- Self-regulation
- Independence and self-care
- The school's policy for PSHE including RSHE is implemented within the hub appropriate to the children's developmental level. The school uses the 'Jigsaw' programme to ensure breadth of learning.

Physical Development



- **Moving – Gross Motor skills –** Developing larger movements of the arms, legs, feet or whole body.
- Pupils at Step 10 and above will take part in planned PE sessions once a week, following set units for PE covering dance, yoga, gymnastics, balance and team games. Pupils below Step 10 have a range of movement lessons to support their learning, some of these include; yoga and climbing equipment.
- **Handling – Fine Motor Skills –** Developing the coordination of small movements, involving synchronisation of the hands and fingers with the eyes, (referred to as hand-eye coordination). The development of handling skills is an important aspect of promoting independence and the ability to actively engage in the world by exploring and handling a range of materials and objects.

How we deliver the curriculum

- We will follow a topic-based approach
- Each half term we will focus on a new topic
- All learning will focus on the topic in relation to the curriculum
- You will find our overviews on the school website

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All about me	Let's celebrate	Terrific-tales	Amazing animals	Come outside	Out of this world

Assessment

Children will be assessed using the Orchard Curriculum

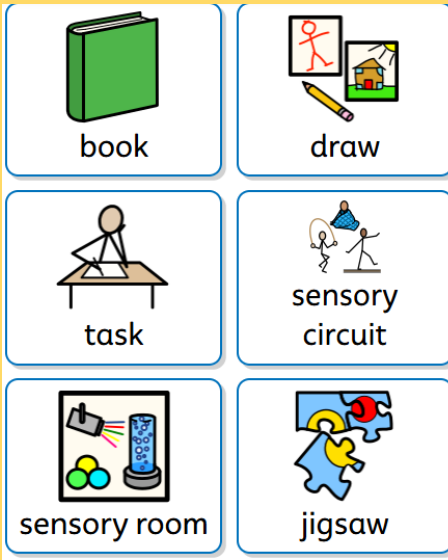
The teachers will observe your child to inform their assessment. Our children in Year 1 have already been baselined and our new Reception children will be baselined once they are settled into school.

Each curriculum step is broken down into emerging, developing and secure.

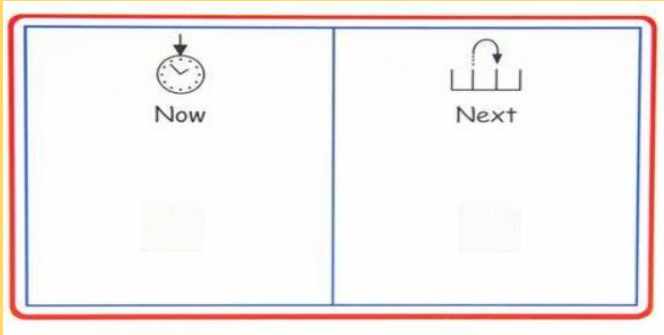
At parents consultations the teacher will discuss your child's baseline attainment levels and next steps with you. We will have a parent consultation every half term so you are continuously updated on your child's progress over the year.

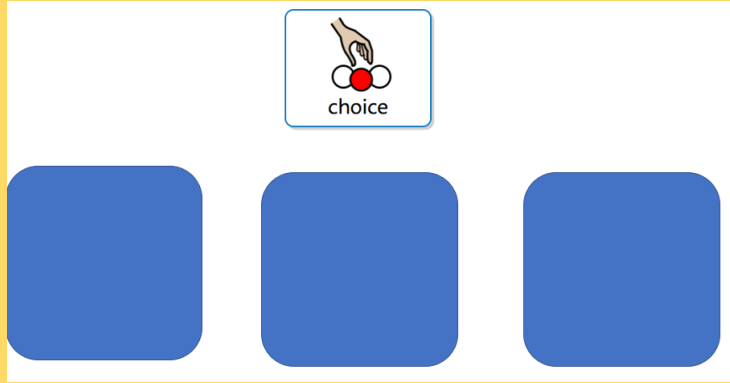
Classroom strategies

Choice board

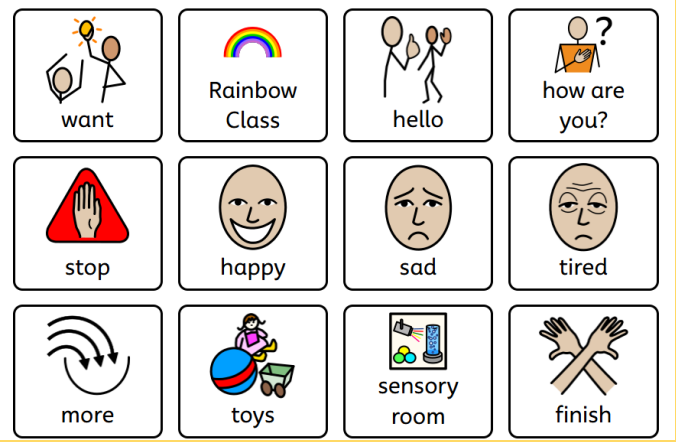


Now and next board

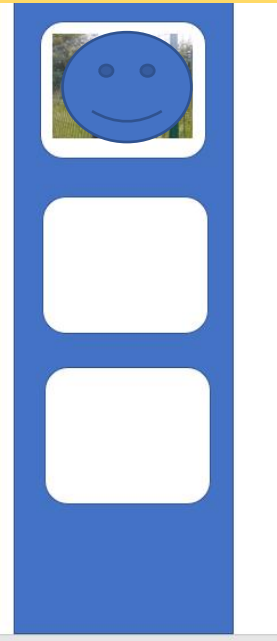




ALDs



Visual timetable

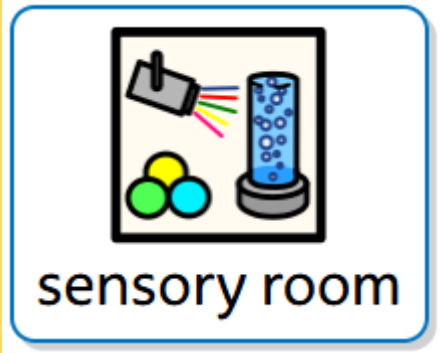


Symbols

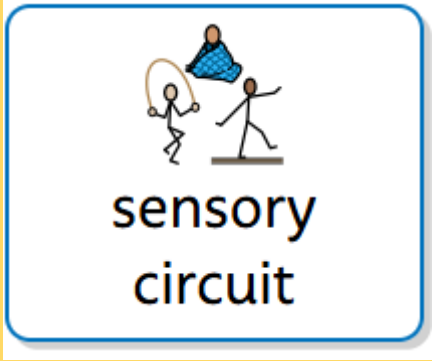
Work station

Fidgets

Sensory Room



Sensory Circuits



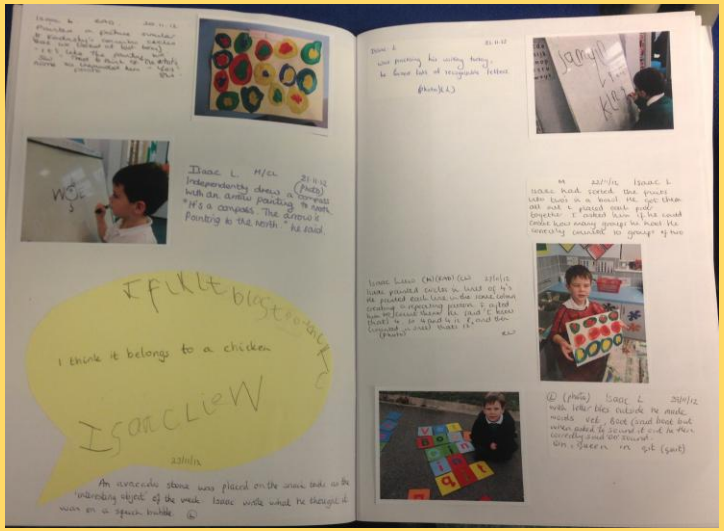
- We have a room set up for sensory circuits so the children can access this when they need to. It helps with regulation and readiness for learning.
- Children will take part in 3 activities focusing on alert, organise and calm. These activities help children to focus and attend. It is active, physical and fun which allows the children to regulate their body.
- Alerting activities – jumping on a trampoline, bouncing on a gym ball, step bench, skipping, jogging on the spot, space hoppers.
- Organising activities – Wobble board, balancing activities, stepping stones, animal walks, log rolls, commando crawling.
- Calming activities – Pushing against a wall, pushing up on a chair, plank, isometrics.

Transition into mainstream classes

- Children will spend time with the mainstream reception classes over the week.
- Children will initially play in the large outdoor space and will move within the classrooms as the year goes on if they wish.
- All adults will go down with the children to support them.
- Children will be prepared for this transition through photos.
- This will enable the children to still be included and access child-initiated provision with their peers.

Learning Journeys

Each child has an individual learning journey book which documents the activities and learning they do in school in child-initiated play. Child initiated learning time is when children decide where they want to spend their own learning time. This book will contain observations which the staff have seen your child doing in their play, pieces of independent work they have produced and photographs of the children.



School start and finish times

- Start time – 8.45
- Finish time – 3.00

As the children all have personalised targets and learning plans, the staff use this time to prepare resources for the day. We will not let the children into the class until 8.45 of a morning and children will be dismissed at 3.00 once the gates have been opened.

New School Uniform

Moat Farm Infant School Active Uniform

Acceptable uniform

White polo shirt with a collar

Branded or unbranded maroon jumper or cardigan

Maroon book bag

Black skort

Black pinafore dresses or skirts with black shorts or tights underneath

Unbranded plain black joggers, leggings, knitted bootcut trousers or shorts

Wellies to keep in school

Unbranded plain black **velcro trainers**

Active uniform should be worn every school day including PE days. Please note dresses and skirts should not be worn on PE days but are acceptable with shorts on non-PE days.

PE

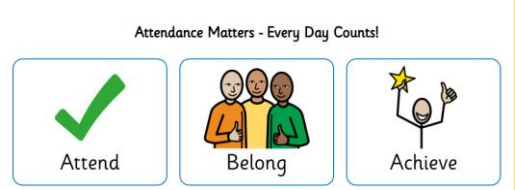
We no longer have a PE kit as the children will wear the active uniform every day.

- No earrings are to be worn in PE. They MUST be removed before the lesson.
- Ideally, please remove earrings prior to school. If children are to take them out themselves then please provide something to store them in
- Newly pierced ears will need to be covered with tape for a maximum of 8 weeks from the date of piercing.
- Religious jewellery should be removed or covered with a sweatband. If no sweatband is provided, children will need to remove the jewellery themselves
- No other jewellery is permitted in school

School Fund

- School fund is vital in helping to provide services and equipment not supplied by central government
- School budgets are very limited and are decreasing
- We use it to buy ingredients, creative resources, games equipment, plants, etc
- This now needs to be paid in cash on the door preferably on a Monday.
- £1 every week
- Pay at the beginning of each term (£10) (Sept, Jan, April)
- Pay a lump sum of £30 in September

Attendance



- Attendance is very important to us and is closely monitored for every child as it has a direct impact on your child's learning and progress in school
- Children are expected to be in school everyday and arrive on time. There are 2 sessions a day where the registers are taken 8.50 & 12.30pm
- Leave of absence requests in term time should only be if there is an exceptional reason. Forms must be completed and handed in to the school office at least 10 days before travel for them to be considered by the head teacher.
- Medical appointments should be outside school hours unless they are urgent or hospital appointments. All appointment letters will need to be shared with school office in order to authorise. Children should attend school before and after appointments and only miss the minimal amount of time.
- If children miss 19 days or more in a school year they are classed as persistently absent
- Band 1 attendance is 95-100%, we celebrate chd in Band 1 each half term with an attendance certificate
- Last year Reception attendance was 94%, which was below our school expectation of at least 96%

School Attendance Lead
Mrs Bayliss
jayne.davis@mfi.school

School attendance officer
Mrs Taylor
Lucy.taylor1@mfi.school

School Pupil Premium Funding

- We now ask all parents to complete a Pupil Premium (PPG) eligibility form at the end of the school year, ready for September, even if your child is currently receiving Pupil Premium funding. This is due to changes being introduced from September 2026, which mean that some children who would previously have continued to receive Pupil Premium may no longer be eligible. You will have completed this form in July. If you haven't completed this form then please do so as soon as possible.

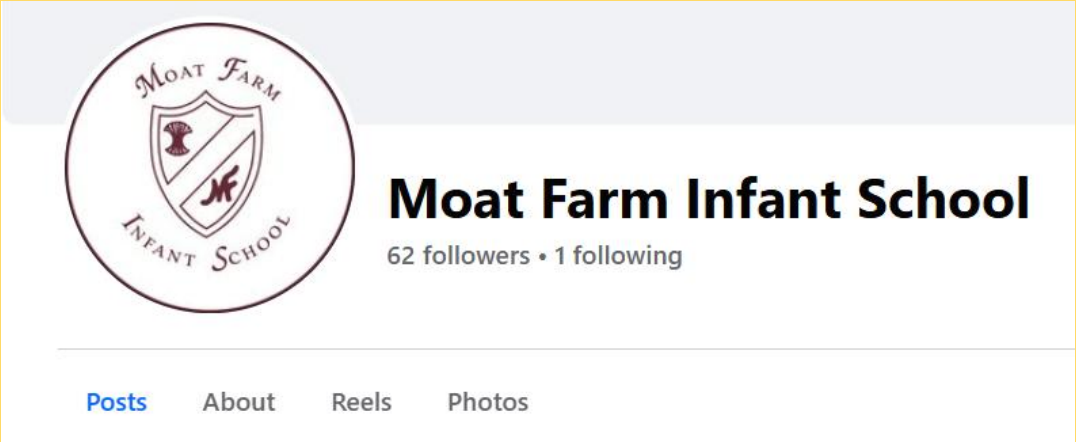
- Children who are eligible for Pupil Premium may also be entitled to Holiday Activities and Food (HAF) vouchers during the school holidays. If you think your child may be eligible, please speak to the school office or visit the Sandwell website to check your eligibility and apply https://my.sandwell.gov.uk/MyServices

- The school also receives additional funding to provide extra support and interventions for children who are eligible for Pupil Premium.

- Free School Meals application forms are available from the school office.

- You can apply for Pupil Premium and Free School Meals at any time during the school year if your family's circumstances change, for example if you are no longer working or your household income changes.

Don't forget to keep checking our website, Instagram page, Facebook page and our new School Life app!



- School website –
- https://moatfarm.sch.life
- Moat Farm Parents tab to find the letters page
- Curriculum tab – subject pages – useful links
- Children tab
- Safeguarding tab

General Reminders

- Please ensure children stay with you when walking to and from school and don't run ahead.
- Please look on the door to see new learning for next week.
- Please label EVERYTHING, so that items do not get lost

Key Dates – Autumn Term

- Wednesday 30th September: Individual School photos
- Friday 9th October: Mental Health day - Wear a yellow top
- Friday 9th October and 9th December: Flu sprays
- Wednesday 14th October: Parent Consultations
- Thursday 22nd October: Last day for Harvest donations
- Friday 23rd October: Break up for Half Term

Key Dates – Autumn Term

- Monday 2nd November: Training day
- Friday 13th November: Children in Need
- W/c 16th November: Anti-bullying week
- Monday 16th November: Odd Sock day
- Friday 4th December: Training day
- Monday 7th December at 2pm: Rainbow and Sunshine Christmas crafts
- Wednesday 9th December: Christmas dinner and jumper day
- Thurday 17th December: Rainbow and Sunshine disco 3:15-4:15
- Friday 18th December: Party day and last day of term

What to do if you have a problem

No matter how big or small we are here to help with any problems…

Step 1 – Speak to the Class Teacher

Step 2 – Speak to the SENCo

Step 3 – Speak to Headteacher

Moat Farm Infants Instagram Page

@MOATFARMINFANTSCHOOL