MORDIFORD C of E
PRIMARY SCHOOL

Treasure each individual

Parent & Carer Handbook

2026-27









NURTURE

INSPIRE

FLOURISH

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SECTION 1

ABOUT THE SCHOOL

WELCOME

MORDIFORD C of E PRIMARY SCHOOL

Treasure each individual

NURTURE – INSPIRE – FLOURISH

I am delighted to have joined the school as Headteacher in September 2021. The school motto of **'Treasure Each Individual '**reflects our view that all children deserve to be valued and **nurtured** to develop their own unique talents and is borne out by what I witness in the day to day running of the school.

Our motto is underpinned by our Christian vision, based on the parable of the Mustard seed :

'Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches." (Matthew 13 v31-32)

Our aim is to **inspire** our children in the widest sense : academically, physically, spiritually, culturally and globally so they can grow and **flourish** as citizens in the wider, ever-changing world. We want our children to be confident, creative, open-minded thinkers with a love of learning, who respect and care for each other and the world around them. We want them to **be the best they can be**. We have a very experienced team of teachers and TLAs to make sure children are given the very best learning experiences and support we can offer.

Mordiford Church of England Primary School is a friendly and thriving village school nestled in the countryside, surrounded by forests and rivers. It is an ideal location and wonderful environment in which our children can thrive. Reading about a school is only an introduction, we encourage you to come and meet us and see our school in action. Pick up the phone and make an appointment, we would be delighted to show you around.

Kind regards







HISTORY OF THE SCHOOL

Mordiford Church of England Primary School is set in the rural village of Mordiford approximately four miles east of the city of Hereford. In 2023 the school celebrated its 150th Birthday on this site.

Holy Rood Church is situated across the road from the school and provides a peaceful space for worship and quiet reflection. The school grounds are surrounded by fields, forests and rivers, wonderful spaces to facilitate extended learning. The school became an Academy School on 1st December 2013 and is supported by a strong governing body. We enjoy close links with the local community, the church and of course our parents.

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Mordiford
Hereford
HR1 4LW
01432 870258
admin@mordiford.hereford.sch.uk
www.mordifordceprimaryschool.co.uk

SCHOOL ENVIRONMENT

Our premises are a combination of the original Victorian building and more modern accommodation. The school is set in large grounds with ample hard and grassed play areas, including an enviable sports field. In addition, there is a beautiful garden area with seating and a superb adventure play area. We are also fortunate to have a Forest School site a short walk away at the base of Westwood and a shelter and fire pit on the school grounds. The school has a multi-purpose hall which is used daily for Breakfast and Twilight Clubs, collective worship, PE, cooked lunches, celebrations and performances throughout the year. The hall is also used to develop links with the wider community such as the local Cub Scout & Beavers groups.



SCHOOL ETHOS

As a church school, we are distinctly Christian in our ethos and outlook, using the Church of England vision for education as an underlying guide to all we do.

Our school ethos is encapsulated in 3 words : **Nurture, Inspire, Flourish**

The ethos is underpinned by the parable of the mustard seed :

'The Kingdom of God is like a mustard seed : though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches."
(Matthew 13 v31-32)



GOLDEN THREADS

Nestled in the heart of the Herefordshire countryside, we are **passionate about the environment,** the parable reminds us of this connection. We love our close-knit community but also know the importance of **understanding global perspectives** to promote respect, celebrate diversity and to be open-minded to change. The parable talks of birds perching in the branches, these birds are different shapes, sizes, colour and will come from far and wide bringing different perspectives; all will be welcomed. **Innovation and enterprise** is the last area that makes up our 3 'golden threads' running through our curriculum.

OUR VISION

Our vision statement below describes what we hope to achieve for all of our students :

At Mordiford Primary school we **treasure each individual,** believing that everyone is unique and valued by God. We create a **nurturing**, **inspiring** and challenging learning community rooted in Christian values : **compassion, respect and love**. We provide an outstanding education for our pupils underpinned by a **growth mindset** philosophy enabling our pupils to be responsible, confident and empowered so they can grow and **flourish** as young adults.

Nurture

We create a calm, purposeful, organised learning environment. We concentrate on the positive, supporting individual needs, helping children discover their talents and become focussed, active and confident learners.

Inspire

We provide an engaging, relevant and innovative curriculum which aims to excite learners, try new things, push them outside their comfort zone, help them develop critical thinking skills and solve problems creatively. We love taking the learning outside and aim to provide breadth and depth in the opportunities we give our children.

Flourish

We help children **to be the best they can be,** to lead happy, healthy, well-balanced, fulfilled lives able to discover and make the best of their gifts and talents.

SCHOOL STRUCTURE

The classes are named after our local rivers and organised as follows:

Age Group	Name	Staff
EYFS	Lugg	Mrs Marriott-Smith
Y1	Monnow	Mrs Parker
Y2	Arrow	Mr Sibcy
Y3	Wye	Miss Glover
Y4	Teme	Mr Fair
Y5	Frome	Mrs Cooper
Y6	Pentaloe	Mrs Jinks

STAFF RESPONSIBILITIES

Mrs Warmington - Headteacher
Mr Sibcy - Deputy Headteacher
Mrs Leonie Griffith - SENDco
Miss Becky Griffiths - Business Manager
Miss Hannah Edmonds - Office Administrator
Mrs Clare Haines - Lunchtime Supervisor
Mrs Shirley Cooke – Twilight Club Supervisor
Poppy Randall – Twilight Club / Lunchtime Assistant
Mr Kian Harding – Twilight Club Assistant



GOVERNORS

We are really fortunate to have an active and supportive team of governors to work with, our Chair of Governors is : **Claire Jackson** cjackson@mordiford.hereford.sch.uk



CHRISTIAN VALUES

Our Christian values help define what is important to us at Mordiford. These values underpin all we do and how we behave with each other.

The teaching of values at Mordiford is both explicit and implicit and aims to enrich our lives by sharing lessons and tools to develop each individual spiritually and morally. We teach our Christian values explicitly through collective worship assemblies and PHSE or RE lessons in class; our values are also taught implicitly as we lead by example.

We celebrate our values and recognise children who are great role models for others every Friday during Celebration Assemblies and children learn to recognise and appreciate these values and can give ‘thank you ’tickets to their friends. We hold termly ‘thank you’ tea parties with our governors and the Headteacher.

We have 3 core values at Mordiford which stand above the rest :







Love Compassion Respect



BEHAVIOUR

The behaviour of children at Mordiford is excellent, children learn to take responsibility for their actions, to care for one an other, to act with respect and honesty. We focus on the positive rewarding children for setting a fantastic example to others.

Occasionally children will need to be reminded of the boundaries and expectations. When necessary to support children who have made poor choices, we hold restorative conversations and give opportunities to make amends.

The children have worked with Mrs Warmington to create a behaviour consequences ladder, so everyone can understand if a sanction is necessary.

In the very unlikely event of school property being deliberately broken, parents will be expected to pay for the cost of repairs/replacements of the item.

Time	All Classes
7:45- 8:30	Breakfast club
8:30 - 8:45	Drop off & Supervised play
8:45	Start of Day
8:45- 11:00	Morning Lessons & snack
11:00-11:15	Morning break
11:15-12:15	Morning lessons
12:15- 13:15	Lunch/playtime
13:15 - 15:15	Afternoon lessons
15:15	End of Day Pick up
15:15- 16:00	Clubs & Twilight Club
16:00-17:00	Twilight Club

ATTENDANCE

Registers are closed at 9.00 am and 1:30 pm. Children who arrive after these times are deemed late and therefore they will be recorded in the register as such; children who arrive over half an hour late will be marked with an unauthorised absence mark.

Attendance is monitored by the Head teacher and the Governing Body. If lateness persists the Head teacher will contact parents. All late children must report to the office to sign in and register their arrival. Every effort is made to avoid formal procedures because it is distressing for all concerned.

It is very important that children attend school regularly to achieve continuity in the learning process. Under the “Education (pupil registration) (England) (Amendment) Regulations 2013” Head Teachers may not grant leave of absence for holidays during term time unless there are exceptional circumstances. However, we realise there are occasions when your child may need to be absent so it is important that you communicate with the school prior to making arrangements to take your child out of school. If, in exceptional circumstances, a parent wishes to apply for authorised leave, then an application form for authorised absence from school must be completed. Exceptional circumstances might include a family bereavement or a parent in the armed services returning from active duty abroad.

All unexplained absences will be queried by means of a letter from the Head teacher and the response will clarify the situation or could reveal miscommunication. If the absence remains unexplained then the reason for absence is logged as **‘unauthorised ’**in the register. This may result in a fixed penalty notice.

The school should be notified of any infectious or contagious illness and the child should not return to school until the doctor has given consent for him/her to do so. Any absence should be explained either by a phone call or a short note to the teacher on the child’s return.

The schools target for attendance is 97%.

HEALTH & SAFETY

Your child's health and safety is of the utmost importance. We are vigilant during playtimes to maintain high levels of safety for our children. The school also works with external Health and Safety Advisors Fire and Risk Management to ensure all checks are in place.

Despite every effort, care and concern, sometimes your child may become ill whilst at school or have an accident. Minor accidents and illnesses are dealt with in the school, the incident recorded and the child checked by a qualified First Aider. If necessary, we will call you if there has been more serious incident/injury, you will get a 'bumped head' letter for injuries to the head. Please read the letter and note the list of symptoms to look for after your child has had a bump on the head as injuries may become apparent hours later, please acknowledge receipt of the letter by returning the slip at the bottom.

It is important that we have up to date contact information on file, please let us know if your contact details change.

We can administer water or ice pack only. Injuries requiring further treatment require immediate consultation with you. For more serious injuries/incidents emergency accident procedures are set into operation.

Illness or injury

If children fall ill during the school day or are injured they will be taken to a quiet space for attention/treatment. If an ill pupil's condition does not improve we will ring parents or other contacts to make arrangements for the child to go home. A child should not be sent to school that is obviously ill first thing in the morning. We have a strict policy of 48 hours absence following a sickness bug.

Infectious illness

The school takes all necessary precautions to ensure that good levels of cleanliness and hygiene are maintained and that spaces are well ventilated where possible.

Medications

Staff are only allowed to administer medicine to children where permission and specific instructions have been received. Forms must be completed by a parent before any medication can be given. These can be obtained from the school office or website. Parents are welcome to come into school at lunchtime to administer a dose to their own child. Children who have asthma keep their inhalers with them in the classroom. Inhalers need to be clearly marked with the child's name.

Children on other long term, regular medication will need to have a special arrangement made to meet their individual need.





Medical Checks

Medical checks are occasionally carried out by visiting medical professionals. You will be given notice of a date and time of the visit.

The school staff do not check hair and therefore you will need to check your child's hair regularly for head lice and eggs. Should your child be infected the treatment is very simple, please see NHS website.

Please notify us of any cases of rubella or chicken pox so that we can inform other parents.

If there are medical circumstances which affect your child, please discuss these with the class teacher and/or the head teacher as soon as possible. Medical information which is requested when your child enters school is very important and should be completed in as much detail as possible.

CHILD PROTECTION

The health, safety and well-being of all of our children are of paramount importance to all the adults who work in our school. In our school we respect our children and they have a right to be safe. We have an agreed Safeguarding policy and this ensures that all staff in our school are clear about the actions necessary with regard to a child protection issue. **There is a named person who is the Designated Safeguarding Lead (DSL); this person is Ed Sibcy, Deputy Headteacher.** If any teacher suspects that a child in his/her class may be a victim of abuse, they immediately inform the DSL officer of their concerns. Any action the DSL takes when dealing with an issue of child protection is in line with the procedures outlined in the Safeguarding Children and Young People in Herefordshire guidelines. We regard all information relating to individual child protection issues as confidential, and we treat this accordingly. We require all adults employed in school, members of the Governing Body and all adults working voluntarily in the school to have their application vetted through the disclosure procedures in order to ensure there is no evidence of offences involving children or abuse.



FIRE PROCEDURES

Fire drills are carried out on a regular, at least termly, basis in order that all children and adults using Mordiford CE Primary School site are familiar with emergency evacuation procedures. Fire Action signs are displayed in all rooms.



SCHOOL UNIFORM

The basic colours of the children's clothing are grey and red. We strongly request and recommend that the children attend school in the full attire and that efforts are made to be smart at all times. On PE days, the children wear their PE uniform all day. In colder weather, please make sure they have tracksuit bottoms to keep them warm.

The required attire is as follows:
Plain grey school trousers (short or long)
Plain grey skirt or pinafore dress
Grey embroidered polo shirt
Red school sweatshirt or cardigan
White, grey or black socks or tights
Sensible footwear, **not trainers and no flashing lights**
School style summer dress (check) in red and white
Long hair should be tied back please.

All items may be purchased:

Online from My Clothing:
www.myclothing.com

Our PE Uniform of branded items are stocked in Clubsport Hereford.
Unit 4, All Saints Court, Hereford, Herefordshire, HR4 0BA

- Black football socks
- Trainers (outdoors only)
- Black T-shirt with logo
- Black shorts/skort with logo
- Black joggers with logo/ plain black jogging/tracksuit trousers
- Tracksuit top with logo/plain black outer top
- Football boots (KS2)
- Hair band (for pupils with long hair)

Swimming (KS2) – towel, goggles, costume/trunks, hat for long hair
All items of clothing & belongings should be clearly named.

Second Hand Uniform
Our PTA hold periodical Second Hand Uniform Sales. If you wish to buy second hand uniform please use this email :
mordifordptfa@gmail.com

Lost Property
Clearly naming coats/jackets and all uniform garments makes life much easier for your child and the school staff when they go astray. Each class has a jumper box where unclaimed items will be put.

Jewellery
Jewellery should not be worn at school. Children with pierced ears should wear small plain sleepers or studs only and these should be taken out for all P.E lessons for safety reasons. Watches have to be removed for games/P. E and are the owner's responsibility. **Smart watches should not be worn in school.**

Toys
Valuable toys should not be in school.
Bikes, roller skates, scooters and skateboards are only permissible on special days (when advance notice will be given) e.g. Bikeability for Y6 or treat days for House point winners.

Electrical Equipment
Mobile phones, ipods/pads, e-readers and smart watches are not permitted in school.

HEALTHY EATING

It is important to us at Mordiford to promote a healthy and active approach to life. As part of this aim we encourage children to eat a healthy snack at playtime. Children in KS1 are provided with a piece of fruit. Reception children are given a milk drink; other children can order and pay for milk via www.coolmilk.com

We are a 'nut aware' school and **parents and caregivers are therefore requested NOT to send any type of nut to school or food that may contain nuts such as peanut butter or chocolate spreads.** Children are encouraged **NOT** to share food.

The school provides daily hot lunches which are cooked off site by our provider **Alliance in Partnership (AIP)** and then served from our own kitchen. There is a varied menu to choose from with a number of home cooked dishes using locally produced goods. Families select the meals which their child is going to have during the forthcoming week. **Choices must be made by Wednesday night.**

Currently all children in Reception, Year One and Year Two are eligible for a free school meal under the Government's Universal Infant Free School Meals scheme. All meals (including Infant Free School Meals) must be ordered using the Arbor. Menus are on **Arbor** in advance. Meals currently cost £3.00.

The children are supervised by a team of meal supervisors who are well known to them as they are also classroom support assistants.

Children may bring a packed lunch from home although this **should not include** any products containing nuts, fizzy drink or sweets/chocolate coated foods. We would request that no flasks or cans be included for safety reasons and that containers should be clearly named.

We do not have refrigerated storage for packed lunches and parents need to bear this in mind when preparing the lunch. Uneaten food will be returned to enable parents to monitor consumption.

The school has a water cooler and children are encouraged to drink water at regular intervals throughout the day. There are sports bottles for water that are taken onto the school field for break times during sunny weather. We ask that each child brings in a named water bottle each day. They can fill this as required from the water cooler.

Sweets, chocolate and chewing gum are not allowed in school.

Breakfast Club

Our popular Breakfast Club offers the opportunity for children to enjoy a nutritious breakfast at school and time to socialise with their peers. It also gives parents the flexibility of organising a longer school day for their child. Research shows that pupils who eat breakfast are more alert and perform better at school. **Breakfast Club runs from 7:45am – 8:30 am.** Children do not have to book in advance and food is cooked to order at a very reasonable price, while activities are available to keep the children stimulated. A Breakfast Club session currently costs £3.00 per day. Breakfast Club can be booked on Arbor.



AFTER SCHOOL CARE

Twilight After School Club:

We run 2 twilight sessions each day :
Session 1: 15:15 –16:30,
Session 2 : 16:30 - 17:00

Monday to Friday **Each session costs £4.10**

Twilight After School Club is open to all pupils of the school, up to a maximum of 30 children. and is staffed by members of our support staff team. Please ensure where possible that your child knows that he/she is going to **Twilight After School Club**. The club is held in the school hall. Please pick up at the front door by the office.

All bookings can be made on Arbor, up to 1 hour before the club.

Activities

After a busy school day, we aim to provide the children with time to relax in the way they choose and the structure of the club is kept informal; activities include drama, craft and drawing, playing with toys or board games, ball games, Forest School etc. During spells of good weather, we will make use of the playing field.

Snacks:

A healthy snack is served every day; typical snacks are cheese and crackers and a selection of fresh fruit. We can cater for children with allergies or food preferences (such as vegetarians or coeliac) – please contact the School Office.

Other After School Activities

Each term a number of after school clubs are offered which are run by school staff or external providers. Clubs that have been offered in the past include netball, cookery, puzzle club, nature, art and iPad. Clubs change to reflect the skills of the teachers and interests of the children. Please note that many clubs will involve a charge to parents and some may have to be cancelled at short notice due to inclement weather or staff absence.

Twilight Club runs separately from the various school activity clubs which are held throughout the year and which finish in most cases at 16:00. If your child is taking part in one of these clubs they can finish at 16:00 and then move to Twilight Club for the rest of the afternoon, provided their places are booked in advance on Parent Pay. **Please note if their school activity club is cancelled (i.e. due to bad weather) there will not be an automatic space in After School Club from 15:15,** unless you have already booked it.

Arbor

We use a secure system called Arbor which is an online payment and communication service, and is a very effective way of making payments for trips, breakfast club and school meals, but also a great way of us getting messages to you via email or occasionally text message regarding letters, club cancellations or school closures. You will receive an email with a username and password which you can use to log in and view your child's account.



TRIPS AND RESIDENTIALS

Educational Visits

We are fortunate in the ease of access we have to areas rich in educational opportunities. On occasions visits to the school are made by people from different ‘walks of life ’and cultures. Such activities can be instrumental in widening the horizons of all children in school.
Educational visits take place largely in school time and are carefully planned to enrich the curriculum on offer. Parental permission to take part will be sought.

Educational visits usually incur travelling expenses and an admission charge. A subsidy from the school fund and/or the PTFA is allocated to each visit but a voluntary contribution from parents towards the remaining costs will be requested as in the terms laid out by the governors ’policy on ‘Charging for School Activities’.

Residential Visits

Residential Trips depend on the availability of staff and approved venue. Residential visits contribute to the academic, personal and social development of the child and aim to offer this experience to children in Key Stage 2. These visits are generally self-funding except for remissions which will be considered individually by the governors. Y6 attend a week long residential at PGL in Swindon, Y5 attend a 3 day city trip to Bristol, and Y4 attend a 3 day stay in Manor Adventure.



Forest School



Mordiford CE Primary School is in the fortunate position of having a Forest School site. An area of West Wood has been cleared by the Forestry Commission for use by our pupils and staff. Children have equal access to the site, usually in small groups. All classes visit the site for a ‘block ’(once a week for a number of weeks) at some point in the academic year, but may also visit the site for one-off sessions at any time, consent for this is given on entry into school.

The journey to Forest School is part of the whole experience and usually takes no longer than 15 minutes. Whilst at the site the children work with a variety of tools and materials. No child is ever set up to fail and we have found these activities increase the child’s self-esteem. Activities include: jewellery making (elder wood), map sticks, cooking, bug hunting, camouflage games, treasure hunts and drawing.
We value the help and support that parents give us with these visits and often ask that a parent accompany us on our journey, if you are able to assist us please mention this to class teachers.
We have two Level 3 Forest school leaders. Other staff have regular professional development sessions in Forest School skills.
We are also very lucky to have developed an on-site Forest School with a wonderful shelter, log circle and fire pit.

EXTRA CURRICULAR ACTIVITIES

Pupils wishing to learn to play an instrument can take lessons in :

Piano, flute, recorder, oboe, trumpet, drums, guitar, and more if the teacher is available.

To find out more see : Encore Music Enterprises



SCHOOL POLICIES

To make sure we have consistency in the way we manage the school there are a range of policy documents.

The policies fall into two groups:

1. **Management Policies**
2. **Curriculum Policies**

All teachers have access to these; governors have been consulted about the policies and are involved in their monitoring.
Copies of the main policies are available to view or download from the school website: www.mordifordceprimaryshool.co.uk



SECTION 2

ABOUT THE CURRICULUM

OVERVIEW

The curriculum is carefully planned at Mordiford CE Primary School for Early Years Foundation Stage (EYFS 4-5 years old), Key Stage 1 (KS1 5-7 years old) and Key Stage 2 (KS2 7- 11 years old).

We are proud of our exciting curriculum which is broad and balanced, underpinned by Christian values and which is true to our motto

"Treasure Each Individual"

valuing each child and their talents. The aim of our curriculum is to ensure that our pupils leave the school independent and with the skills, knowledge and attitudes which prepare them well for their future lives.
We urge them to

"Be the best you can be"

We have 3 'golden threads' which we weave through our curriculum subjects :

- Global perspectives
- Environmental consciousness
- Innovation & Enterprise

GROWTH MINDSET

Throughout their learning at Mordiford school we teach children what it means to have a '**growth mindset'** and teach them to recognise the skills they need to be a great learner. We identify success in the class with these skills :



To deepen this learning, we also teach children about Metacognition and thinking about thinking. We want to help children know more and remember more so they can build on prior learning.

Curriculum Drivers	Key Components
Well Being	PE, Peer Massage, Mindfulness, Active Schools, Sex and Relationships Education, Forest School, Personal, Social Health and education.
Spiritual & Moral	RW (Religion & Worldviews), Philosophy, Family Values
Personal Skills	Growth Mind-set, Leadership, Independence, Self-reliance, Resilience, Team Work, Commitment, Empathy, Self-reflection
English	Reading, Writing, Grammar, Punctuation, Handwriting, Speaking, Listening, Phonics, Drama
Maths	Number, Problem Solving, Reasoning, Calculation, Measurement, Fractions/Decimals, Geometry, Algebra
Knowledge & Understanding the World	Science, History, Geography, MFL, Computing, Global citizenship
The Arts	Art, Design Technology, Music

Early Years Foundation Stage

The Early Years Foundation Stage offers our Reception children a wide range of inspiring play based and practical activities both indoor and out. There are free-flow play opportunities in painting, cutting, sticking, blocks and construction, dressing up and role play, small world toys, outdoor play, climbing, balancing, games with puzzles, books, graphics, music, sound and water, woodwork and play with malleable materials. All children are encouraged to experience these areas whilst working towards the Early Learning Goals.
The environment is created to make learning irresistible.
Our rolling snack table encourages independence and early speaking and listening skills. It is lovely to witness the conversations that spark from a simple provocation left on the snack table.

Talk for writing is another strategy we employ to develop speaking and listening skills, creative thinking, leading to more confident writing skills.





On Fridays, Reception children enjoy exploring the outdoors through forest school activities.

Throughout the Reception Year children progress towards a more formal education with a balance of free exploration, structured play and set tasks. There is an emphasis on Numeracy and Literacy as the children progress through their time in Lugg Class. Children are not functioning within the National Curriculum at this stage but will have gained valuable experiences in readiness for National Curriculum requirements in Year 1.



At Mordiford CE Primary School our specific aims for the various curriculum areas are as follows:

ENGLISH

This curriculum area covers speaking and listening, reading and writing (including handwriting). Children enter school at different stages of development of their English skills. We aim to develop these skills so that each child becomes an increasingly confident and proficient language user.

Speaking and Listening

Speaking and listening skills are developed in a variety of settings and throughout all curriculum areas. We encourage communication in a purposeful, clear and orderly dialogue that is appropriate for a range of occasions and purposes.

Reading

Reading has a very high status within the school and we seek to create fluent, discerning, lifelong readers who value books and literature. We actively involve parents in the processes of reading and acknowledge the key role of parents in the development of reading.

We encourage parents and children to enjoy reading and sharing books together. Where this is a regular practice children make significant progress. We place great importance on having a wide range and variety of quality books available around the school and in the library. Time is set aside for regular reading and the children are given the experience of reading alone and together and they are encouraged to discuss their reading and make choices about what they are reading.

We aim to provide attractive book corners, which are an integral part of the classrooms. We aim to help develop the literacy skills of reading with enjoyment and for children to be able to use prediction, inference and retrieval skills with books as a source of knowledge.

Library

We have a well-resourced and fully catalogued library from which children can borrow books. Older children carry out the role of Librarians and often organise story time and activities for the younger pupils as well as issuing books and organising the resources.



Writing

We aim to encourage children to recognise the skills they have already acquired at a very early stage and help them understand that writing is a purposeful and meaningful activity. We actively encourage children to ‘have a go ’and then, with skilful teacher input and intervention, we work through the recognised stages of development to achieve standard written English. Spelling, grammar and punctuation are developed gradually in the context of children’s writing. As they develop, children are encouraged to see writing as a powerful means of self-expression and communication and to write for a range of purposes and different audiences.

Pupils learn to self correct and edit their work, and by encouraging the practice of refining a first

draft, pupils produce interesting content and quality presentation in writing. Handwriting is recognised as a skill which can only be improved by constant practice and refinement.

Children are encouraged through computing to develop and extend word processing skills in order to have alternative formats for the presentation of their work at their disposal.

Provision is made for children who may be bi-lingual and who write in more than one script and due status is given to their linguistic flexibility.

Phonics

The teaching of phonics is an integral part of developing literacy skills in young children. Phonics is a method of teaching children how spoken words are composed of sounds called phonemes and how the letters in words correspond to those phonemes. The process of reading involves decoding or 'breaking 'words into separate phonemes, so that meaning can be gained. On the other hand, the process of spelling requires the writer to identify all the phonemes in a word and then use their knowledge of the phonemic code to write or 'make 'the word.
English is essentially a code that can be encoded (written) and decoded (read). We need to teach children this code with as much emphasis as possible on the rules and regularities of the written language. Children are taught that we can make a word from the sounds and then break it apart again when we want to spell it. Spelling and reading are taught together but children may be better at reading before spelling or vice versa.

In written English we have 26 letters but 44 phonemes in the spoken language. There are a huge number of letter combinations needed to make these 44 phonemes (a phoneme is the name for the smallest unit of sound).

In YR and KS1 we base our teaching of phonics around the **Bug Club** Phonics programme.

Drama

Through the use of spontaneous and rehearsed drama and dance we try to provide opportunities for both individual self-expression and the collaborative exploration of issues and attitudes of importance to the children. Drama is used as a means to explore feelings and emotions and to help children understand social and personal situation. Drama can be used to reinforce learning particularly Literacy skills.

Particularly enjoyable for the children, (not to mention the staff) are the annual productions in which the whole school participate. The Christmas play is led by KS1 and the summer play is led by KS2 with Y6 in the leading roles.



MATHEMATICS

Our aim is that children acquire mathematical skills and concepts in a way
that has relevance for them in the world outside the school as well as
throughout the curriculum.

We work within the 2014 National Curriculum framework which covers
areas such as– Using and Applying Mathematics, Number and Algebra, Shape, Space and Measures and Handling data.

We aim to help the children understand the processes involved in
mathematics by presenting a range of experiences. Children need to practice mathematical skills regularly and to facilitate these supplementary materials are used to provide children with investigative experiences through class, group, paired and individual activities, and to progress at different rates. In addition to our daily maths lessons we teach basic skills sessions from Y1 to Y6.
High quality modelling and scaffolding of key maths skills leads to fluency and the ability for children to master these concepts so that they can reason and solve problems. Our work in maths is supported by the White Rose resources as well as various published materials. From September 2019 we have been part of a Maths Hub working with colleagues in other settings on the teaching of mastery in maths skills.



SCIENCE

Children follow a programme of scientific study which covers four main aspects:

- Experimental and Investigative Science
- Life and Living Processes
- Materials and their Properties
- Physical Processes

Science may be a focus of a topic, part of a topic or taught as a discrete subject.

Our aim is to help children increase their knowledge of the world and to develop the skills of observation, recording, analysis and interpretation through scientific investigations. We encourage the children to devise ‘the fair test ’and introduce basic scientific methods with due regard for curiosity, healthy scepticism and critical evaluation. Children are involved in planning and setting up their own experiments. Results are recorded in a variety of ways and often incorporate computing.

The school has a rich outdoor environment and nearby streams and rivers which allows children to study plant, pond and animal life at first hand as well as observing growth and development of plants and change in the environment through the seasons.
Many of our subjects are taught through a ‘Theme ’this is where children improve skills in many areas all through the study of one topic

DESIGN TECHNOLOGY

Through a variety of creative and practical activities, at Mordiford CE Primary School, pupils are taught the knowledge, understanding and skills needed to engage in a process of designing and making. In addition to the technical knowledge required, learning in Design Technology progresses through the designing, making and evaluative process. Children work in a range of relevant contexts, including school and within the local community and the wider environment. Design and Technology is taught both as a subject within its own right and is often used as a cross-curricular learning tool. Children are encouraged to work cooperatively towards arriving at a feasible solution and evaluate their finished task. Children will also be taught how to select and use tools and materials safely and purposefully.

COMPUTING

Computers are used for a range of purposes by children including programming, control, processing information, modelling and handling data. ICT is also used to support the teaching of other subjects, maths, games, use of the internet and word processing. Initially the work involves activities to gain confidence with the computer and knowledge of the keyboard. Children often use the computer to publish their stories and poems and print these for display purposes.

To teach computing we have 26 laptops and a class set of iPads with timetabled access to this facility. Each class has at least two standalone computers. Children are taught important messages about how to stay safe online.

We have pupils in KS2 who are designated as Digital Leaders and support the use of technology, in particular iPADS across the school.

HISTORY

In the Early Years and Key Stage 1 cross-curricular topics are used, a specific study of a history led theme forms the basis of the programme of study of the new National Curriculum. Pupils are encouraged to draw on immediate family history and to explore the historical background and way of life of people in the past beyond living memory. Lives of famous men and women and different past events will be taught.

Some information will be obtained second hand by visits to museums, castles and National Trust properties, and use of artefacts, photographs, video programmes, books, films and the Internet. Children are encouraged to ask questions about the past, challenge information and discover more about their lives and surroundings.

At Key Stage 2 children are challenged further regarding their investigative and deductive skills again through cross curricular items but, due to specific demands of the national curriculum, it is necessary sometimes to treat a historical subject on its own. The children are taught how to develop a chronologically secure knowledge and understanding of British, local and world history. Broader more structured understanding of people and civilisations are developed as children progress through Key Stage 2. The units covered are:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- A study or aspect or theme in British history that extends pupils 'chronological knowledge beyond 1066
- The achievements of the earliest civilizations
- Ancient Greece
- A non-European society that contrasts with British history

GEOGRAPHY



Foundation Stage and KS1 children develop their Geographical knowledge and understanding through learning about their local environment leading to a contrasting area within the United Kingdom and beyond. They are taught to understand the vocabulary relating to human and physical geography and
begin to use geographical skills.

Key Stage 2 children extend their knowledge and understanding beyond the
local area to include the United Kingdom and Europe, North and
South America. This study includes the location and characteristics of a range of the world's most significant human and physical features.
Skills such as following direction, map reading and map making are covered, as are weather observation, surveys and data collection.

Further skills taught are observation and investigation about the quality of the environment in a locality, economic factors about the use of land, communications and studying rivers and their effect on the landscape. The children's enquiry skills are developed through careful questioning and individual projects.

THE ARTS

All children are given a range of opportunities to develop skills in art, craft and design activities. They work individually, in groups and as a whole class. They build on their understanding and appreciation of art in a variety of forms and style and from a variety of cultures.

Children are encouraged to observe natural sources and contrived stimuli, to develop an awareness of shape, colour, texture and pattern as well as understand the properties of materials.

Art provides children with a spiritual dimension to their learning it enhances their imagination and intensifies their feelings.

Some materials that children work with are fabric, paint, charcoal, crayon, ink, pastels, pencil, acrylics, wood, clay and dyes. Many activities such as painting, drawing collage, model making, and close observation work, tie dying, printing, sewing, knitting and weaving are covered. Much of the art work is displayed in classrooms and corridors around the school, this is often linked with a topic being studied or seasonal/festive work.



MUSIC



All children are given the opportunity to experience a variety of musical activities which include : playing and singing, performing with others, composing and arranging pieces of music, listening to and appraising musical styles from all cultures, developing a sense of pitch, timbre, rhythm, tempo, dynamics, developing ideas of notation and using music as means of self-expression and a source of pleasure.

There is opportunity for all children in Year 4 to learn to play an instrument through the Wider Opportunities programme. All parents currently have the choice of paying for individual music lessons (woodwind, brass and string instruments). Children take part in termly school concerts. Music plays an important part in celebrations, assemblies and productions, to which families are invited.

We use the program Charanga to support the curriculum.

PHYSICAL EDUCATION

We aim to provide a well-balanced programme of physical education through gymnastics, involving floor work and large and small apparatus, games, dance, athletic activities, outdoor and adventurous activities, a variety of team and individual games. Swimming is taught in intensive daily blocks for 2 weeks each year for all KS2 pupils.

This area of the curriculum fosters a positive attitude towards a healthy lifestyle, coordination and body control. Participation in all physical education activities helps children to develop high self-esteem and interpersonal skills. Children have two PE lessons a week and have access to a number of after school sporting clubs. Pupils have the opportunity to represent the school in sports matches and local regional tournaments, at which good sportsmanship is always a priority. In Years 3, 4, 5 & 6 children are coached in various sports such as hockey, tennis, football, tag rugby and cricket (when the school arranges for specialist coaches to come into school to work with the children). We are proud to have achieved School Games ‘Gold’ standard for our excellent provision of sporting activities.

Physical Education is a compulsory subject and all children are expected to participate fully. We aspire to be a school which promotes an active lifestyle on a daily basis by making lessons active, taking part in a “Daily Mile” run, engaging in activities such as yoga and peer massage and using balance bikes with our younger pupils. We also take the children indoor climbing once a year.



RELIGION & WORLD VIEWS

It is acknowledged that we are members of a multi-cultural society and we seek to develop an understanding of and respect for all religious and non-religious beliefs. The teaching of religious education is primarily through our curricular topic work and the celebration of festivals for the six major world faiths, these being:

- Christianity
- Islam
- Hinduism
- Sikhism
- Judaism
- Humanism

The aim of Religion and World views is to help children achieve a knowledge and understanding of religious beliefs, insights and practices, so that they are able to continue in, or come to, their own beliefs and respect the right of other people to hold beliefs different from their own. The Religious Education provided at the school follows the Herefordshire Agreed Syllabus for Religious Education.

COLLECTIVE WORSHIP

Collective Worship occurs daily, either as a whole school, class based or in Key Stages. Children are encouraged to take a leading role in some assemblies. Assemblies reflect the rich and varied heritage of other cultures as well as the Christian heritage. Examples from the lives and literature of many cultures and faiths provide inspiration and role models. Each class prepares an assembly to share with the school and parents on a termly basis. Every Friday the school gathers together for Celebration Worship, a special assembly where achievements are recognised and celebrated together. Every half term families are invited to participate in Family Celebration Worship.

The presentation of celebrations and seasonal festivals increases knowledge and understanding.

Parents may make a request to withdraw a child from assemblies and Religion and World views (RW). Such a request would need to be discussed with the Head teacher.

VALUES EDUCATION

Our Values are taught through collective worship, class discussions, philosophy debates and by leading through example.

Children are helped to understand the role of British Values in society including democracy, the rules of law, individual liberty and respect for and tolerance of those with different faiths and abilities. The curriculum provides many opportunities for children to be aware of key events in our history and the values of Britain. We develop children's knowledge, understanding and awareness of Christianity as the predominant religion in Great Britain and of the other principal religions represented in this country. Our aim is to prepare our children fully for life in modern Britain and the wider world, leaving our school with the strongest foundation of values on which to build a successful life and make a positive contribution to society.



PERSONAL, SOCIAL, HEALTH EDUCATION & CITIZENSHIP

These are key aspects in the preparation of children for their lives now and as adults and, possibly, parents in the future. It is hoped that the ethos of the school – which emphasises a caring and considerate atmosphere – develops respect for the individual, values achievements of everyone and encourages attitudes which enable children to make a positive contribution to, and live harmoniously with others in the community.

At appropriate times, opportunities are provided for responding to the needs of others by supporting charities and appeals locally, nationally and internationally.

In Health education the aim is to provide opportunities for children to increase their understanding about their bodies and how they work, hygiene, diet, how to keep fit, use/misuse of drugs, what it means to keep healthy, developing relationships, their special responsibility for achieving this and factors which promote it. Our school nurse is able to support us in this area.

SEX & RELATIONSHIP EDUCATION

Sex and relationships education is fundamental to the personal, social and emotional development of a child. It is a subject which needs to be handled sensitively, and one which requires openness and honesty where responses to children's questions are concerned.

The school provides a planned programme of sex and relationship education using a variety of approaches suited to the maturity levels of the children. These could be integrated in a cross curricular topic, through a Science or Health focus, and the use of published TV or video programmes – after consultation with parents.

The Governing body agrees the Sex and Relationships policy, which is reviewed regularly. Parents have the right to withdraw a child from Sex Education issues/lessons. It would be necessary to discuss this with the Head teacher.



GLOBAL AWARENESS, COMMUNITY COHESION & MODERN FOREIGN LANGUAGE

All children are encouraged to be aware of the wider world around them. This is done through studies of particular countries but also through links with other schools. The school currently has links with many schools in Europe as well as links with a school in India. In 2019 we completed a two year Erasmus + project (funded by the British Council) with 7 other schools. The project is called “Mind and Body: A Healthier Tomorrow”. This has involved joint curriculum work and visits to Portugal and Sicily as well as taking children to Poland. In 2018 children visited Toledo in Spain and in summer 2019 we welcomed children and teachers to Mordiford from all our partner schools. We began a new project in Autumn 2019 called “Writing across Europe with Roald Dahl”, which links us with schools in Spain, Finland, Portugal, Italy and Greece. The school is also currently sponsoring the education of a young boy in India, through Project Mala. We have gained the International School Award for our Global and Community Cohesion work.
All pupils have opportunities to learn another language. We focus on French as our main language, but also provide experiences of other languages as much as possible.



THINKING SKILLS

We encourage the children to take risks with their learning, to think for themselves and be resilient learners. Children take part in regular philosophy sessions to develop critical thinking and speaking and listening skills. These sessions are led by the children and facilitated by the teacher. They give children the opportunity to share ideas and discuss any troubles they may have. It is also an opportunity to talk around issues which can be sensitive or worrying for children. We also encourage the children to engage in a growth mind-set so that they can embrace challenges, be resilient and enthused by the opportunity for growth whilst developing a strong awareness of identity.



SCHOOL COUNCIL - DRAGON COMMITTEE

Our School Council is called the Dragon Committee and is made up of representatives from Y2 to Y6. The councillors consider ideas, issues or concerns raised by their peers. They also represent the school in policy making and important decision making. School Council sometimes organise events and take part in fund raising.

MEETING INDIVIDUAL NEEDS

Teachers plan differentiated lessons to meet the needs of all children. Differentiation may be through the activity set, the questions asked, the resources provided, or the outcome. Support will be given when needed and extension activities will challenge.

Our experienced teaching and learning assistants give support to those who need it, sometimes offering catch up sessions when necessary.

LEARNING SUPPORT

Many children have a special educational need at some point during their school career and it is important to recognise and address the need as soon as possible. Needs may be related to emotional difficulties, learning or behaviour.

Children who are very able have special needs as well as those experiencing difficulties in other areas.

All pupils are monitored individually by the class teachers and there is a monitoring sheet used throughout for this purpose. Where monitoring reveals a need immediate action is taken, which has set procedure controlled by the Revised Code of Practice for Special Educational Needs. The school has its own Special Needs Policy based on the Code of Practice.

Children for whom there is a concern are supported by the class teacher who consults with the school coordinator for Special Educational Needs (SENDCo) and wherever possible additional help from within the school's staffing resources is given.

Parents are informed, consulted and involved at all stages of identification, monitoring and evaluating. If needs persist parents are consulted and permission sought for their child to be placed on the school's SEN register. Involvement by other professionals may be deemed appropriate, and could include:

School Medical Service
Medical/Behaviour Support Service
The Educational Psychologist
School Improvement Partner

Equality of access to the curriculum for all children is addressed through our Equal Opportunities Policy. All staff ensure that attitudes relating to racism, sexism, negative stereotyping and bilingual learners do not limit the educational experiences of any child.

As a school we are committed to equality of opportunity and complete inclusion for all our children; we believe every child has the right to high quality education matched to their individual needs.

ASSESSMENT & REPORTING

Teacher's informally assess how learning is going on a daily basis, it helps inform their planning for the next lesson, this is our formative assessment. Periodically we also assess summatively, when we give pupils a specific task or set of questions to assess their understanding or knowledge. This allows us to identify gaps in knowledge.



Pupil progress is tracked each term using test data and teacher assessment. Pupil progress meetings allow us to then identify those needing more support or more challenge. We can put extra

support in class or through small group interventions or with our Learning Support teacher.

Progress will be reported to parents at Parent consultations and in our mid year and end of year reports. If you have any concerns about the progress your child is making, please speak to their teacher.



MONITORING

We have a systematic and structured way of monitoring teaching and learning at Mordiford. Regular formal and informal lesson observations, allow us to witness teaching and learning and to see the progression across the school. Observations and coaching sessions are carried out by senior leaders and curriculum co-ordinators. We look at student books and tracking data and 'triangulate' this with what we see happening in the class. We also work closely with our School Improvement Partner.

Governor learning walks give our governors an insight into the running of the school and the effectiveness of our Values teaching.

At various points during the year we connect up with teachers in the local cluster to share expertise and benefit from professional dialogue.

SCHOOL DEVELOPMENT PLANNING

School Development planning is an on-going cyclical process. We reflect on the successes and action points at the end of each year in our self evaluation form, we seek feedback from teachers, students, parents and governors, we take note of government and Local authority initiatives and together with the monitoring work and data review we create our plan for the following year. Longer term developmental issues are mapped out in a 3-5 year plan.

We are an active team, always looking for ways to develop as a school. All development planning is collaborative and presented to Governors for their feedback and support.



APPENDIX 1

ADMISSION ARRANGEMENTS

The school can admit 30 children into Reception Class. Children will normally come into the school in the September of the academic year in which they are five years old.

Where the number of children seeking admission exceeds the published admission number (PAN) of 30, the Governors of Mordiford Church of England Primary School will apply the following criteria in order of priority:

1. Looked after children and children who were previously looked after but immediately after being looked after became subject to adoption, a child arrangements order, or special guardianship order.
2. Children who appear to the Governing Body of Mordiford CE Primary School to have been in state care outside of England and ceased to be in state care as a result of being adopted.
3. Children with an Education Health Care Plan (EHCP) naming Mordiford CE Primary School as the preferred school.
4. A child who lives within the school's defined catchment area and has a sibling attending Mordiford.
5. A child who lives within the school's defined catchment area.
6. A child who lives outside of the school's catchment area and has a sibling attending the school at the time of admission.
7. A child with unique circumstances which prevent them from attending their designated school (additional evidence is required for this).
8. A child who attends Mordiford Dragons Playgroup.
9. The child of a member of staff at Mordiford CE Primary School.
10. A child living outside the school's catchment area and who does not qualify on any of the above statements will be considered in relation to the distance from school using the most likely route of travel.

If the school is not able to offer a place to a child due to over subscription parents do have the right of appeal against this decision. In these circumstances the Head teacher will give advice and information about the appeal procedures.

Appeals Timetable

1. Appeals must be lodged within 30 days from the date of notification that their application was unsuccessful.
2. At least 10 school days 'notice will be given of an appeal hearing.
3. Decision letters will be sent within 5 school days of the hearing wherever possible.

Applications

Applications are processed by the Local Authority for the academic year in the previous January. Late applications from families who have just moved into the area are considered according to the priority criteria above.

Parents seeking a place for their child are asked to fill in an application form available via the council website: ww.herefordshire.gov.uk/education. Parents are encouraged to attend our annual Open Morning, or alternatively to make an appointment to visit the school.

Transition

The Mordiford Dragons Playgroup, although independently run, is situated in the school grounds and enjoys close liaison with school.

Children transfer at 11 years of age to various Secondary Schools within the locality. The Children 'Services Directorate issues information booklets to all year six pupils and their families early in the Autumn Term.

APPENDIX 2

STAFF CONTACTS

Name	Role	email address
Mrs S Warmington	Headteacher	swarmington@mordiford.hereford.sch.uk
Mrs J Marriott-Smith	Lugg Class Teacher YR	jmarriott@mordiford.hereford.sch.uk
Mrs J Parker	Monnow Class Teacher Y1	jparker@mordiford.hereford.sch.uk
Mr E Sibcy	Arrow Class Teacher Y2 & Deputy Head	esibcy@mordiford.hereford.sch.uk
Miss J Glover	Wye Class Teacher Y3	jglover@mordiford.hereford.sch.uk
Mr R Fair	Teme Class Teacher Y4	rfair@mordiford.hereford.sch.uk
Mrs A Cooper	Frome Class Teacher Y5	acooper@mordiford.hereford.sch.uk
Mrs C Jinks	Pentaloe Class Teacher Y6	cjinks@mordiford.hereford.sch.uk
Mrs L Griffith	SENDCo & cover teacher	lgriffith@mordiford.hereford.sch.uk
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Ms L Farmer	Teaching assistant & Lunchtime supervisor	lfarmer@mordiford.hereford.sch.uk
Mrs S York	Teaching assistant & Lunchtime supervisor	syork@mordiford.hereford.sch.uk
Mr H Hodson	Teaching assistant & Lunchtime supervisor	hhodson@mordiford.hereford.sch.uk
Mrs S Edwards	Teaching assistant & Lunchtime supervisor	sedwards@mordiford.hereford.sch.uk
Mrs C Haines	Lunchtime Supervisor	admin@mordiford.hereford.sch.uk
Miss R Griffiths	Finance Officer	admin@mordiford.hereford.sch.uk
Miss H Edmonds	School Administrator	admin@mordiford.hereford.sch.uk
Ms Claire Finch	Clerk to the governing Body	clairefinchgovernance@gmail.com
Mrs S Cooke	Twilight Supervisor	admin@mordiford.hereford.sch.uk
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