



Parent Update Meeting

YEAR NURSERY

Meet the Team

Mrs Horton- Nursery Teacher

Sue Cooper- TA

Amy Bradley- TA

Kelly Blackwell- TA

Mrs Sproson- EYFS Lead (maternity leave)

Miss Hall- Acting EYFS Lead

- ▶ To contact us please phone school or email info@redhall.dudley.sch.uk
- ▶ Alternate email: nursery@redhall.dudley.sch.uk



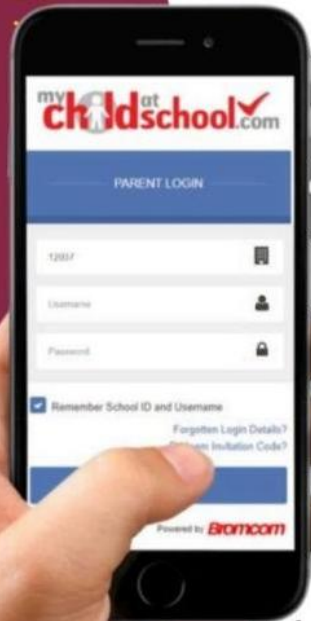


Have you downloaded the MCAS App?

Red Hall Primary School is using MyChildAtSchool to communicate with Parents/Carers.

The app allows you to have access to key information straight to their SMART phone. SEARCH Apple App Store or Play Store for "My Child At School"

- Securely login with biometric support.
- Instant access to daily and "Year to Date" attendance.
- Pay for trips.
- School announcements tailored to your child.
- School communication to your phone
- Book breakfast and after school club.
- Top up school dinner balances.
- Book progress meetings.



MyChildAtSchool App

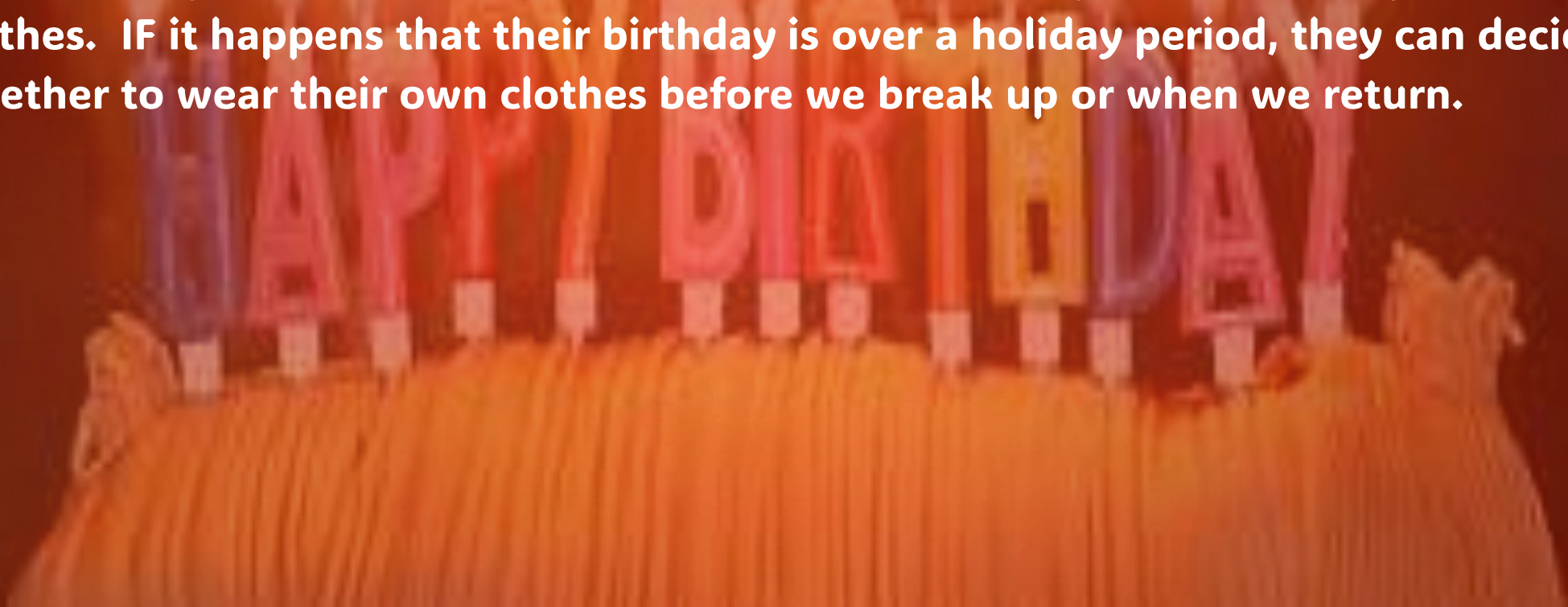
- Have you created your account yet?
- Have your contact details changed?
- Do you need to update emergency contact?
- Mobile phone numbers?
- Change of address?
- Consent to be updated?

You can update these all on the MCAS app.



Birthday celebrations

We would like to help celebrate when it is your child's birthday. From September when it is your child's birthday, they will be able to come to school in their own clothes. If your child happens to have a birthday on a weekend they can decide whether they would like to come to school on the Friday or the Monday in their own clothes. IF it happens that their birthday is over a holiday period, they can decide whether to wear their own clothes before we break up or when we return.



School Dinners

- If your child has a school dinner every day, please order for the week through the M.C.A.S. app.



ENGLISH SCHOOL FOOD STANDARDS

KEY POINTS FOR HEALTHY SCHOOL MEALS



1. EAT MORE FRUIT & VEGETABLES

- At least 1 portion of vegetables or salad with every meal
- At least 1 portion of fruit every day
- At least 3 different types of fruit and 3 different types of vegetables every week



6. HEALTHY DRINKS ONLY

- Fresh drinking water must be available at all times
- Limit fruit juice (max 150ml portion)
- No fizzy or energy drinks



2. INCLUDE WHOLEGRAINS & STARCHY FOODS

- Bread, rice, pasta, or potatoes served regularly
- Wholegrain options should be available
- Starchy food should not be cooked in fat or oil excessively



7. DESSERTS AND TREATS IN MODERATION

- One or more portions of fruit available daily
- A dessert containing at least 50% fruit to be served at least twice per week



3. PROVIDE A GOOD SOURCE OF PROTEIN EVERY DAY

Choose from:

- Meat, fish, eggs
- Beans, pulses, and lentils (plant-based options)
- Oily fish at least once every 3 weeks



8. BALANCE AND VARIETY

- Menus should be nutritionally balanced across the week
- Promote healthy choices and portion control



4. DAIRY FOR STRONG BONES

- A portion of dairy to be available every day - this could be in the form of cheese, milk or yoghurt
- Supports calcium intake for growth



5. LIMIT FOODS HIGH IN FAT, SUGAR & SALT

- Up to 2 portions of deep-fried food each week
- No sugary drinks
- Sweet treats and high-sugar snacks kept to a minimum

WHY IT MATTERS

- SUPPORTS CHILDREN'S GROWTH AND DEVELOPMENT
- IMPROVES CONCENTRATION AND LEARNING
- ENCOURAGES LIFELONG HEALTHY EATING HABITS

At Shire Services, we bring these standards to life with fresh meats, varied menus, and engaging food experiences in your school.



For more information, scan QR code

For more information, please visit:
<https://www.shireservices.co.uk/>
shire.services@shropshire.gov.uk
 Head Office - 01743 250250
 Shropshire Food Enterprise Centre, Vanguard Way, Shrewsbury SY1 3TG

SHIRE | FRESH
services | dining

SAMMY SWEETCORN'S BEST OF BRITISH

THEME DAYS

SEPTEMBER - DECEMBER 2026



SEPTEMBER

LOVE BRITISH FOOD FORTNIGHT

26 SEPTEMBER - 12 OCTOBER

Where our food comes from



SEPTEMBER

Sammy's Snacktember

Healthy Snack Tasting Specials!

OCTOBER

100 YEARS OF WINNIE-THE-POOH

Celebration Menu



OCTOBER

1 OCTOBER CENSUS DAY

Sammy's Special Box Meal

OCTOBER

31 OCTOBER HALLOWE'EN

Spooks & Jelly Menu

P.S. - Guess how many pumpkin seeds are in the jar for the BIGGEST competition!



NOVEMBER

5 NOVEMBER BONFIRE NIGHT

Sparkling Menu

NOVEMBER

10-14 NOVEMBER NATIONAL SCHOOL MEALS WEEK

NOVEMBER

11 NOVEMBER REMEMBRANCE DAY

Celebration Poppy Cakes

DECEMBER

CHRISTMAS DINNER TIME

Sammy's Favourite!

SHIRE | FRESH
services | dining

www.shireservices.co.uk

Food Allergies & Intolerances
Before ordering, please speak to our staff about your requirements

Allergy update: Benedicts Law September 2026

What the New Law Means for Schools

From September 2026, schools are expected to implement and maintain these requirements annually across all maintained and academy schools in England:

1. Whole-School Allergy Policy

Develop and publish whole-school allergy policies. Note – allergy policy is not medical conditions policy, and it will need to be displayed on the school website.

2. Staff Training

Ensure comprehensive allergy awareness and emergency response training for *all* staff (including caretakers, mini-bus drivers, lunchtime supervisors, etc).

3. Emergency Medication

Hold spare in-date adrenaline devices (AAs) on site. Note – they are not a second set of devices prescribed for an individual child, they can be used on any child or adult experiencing anaphylaxis.

4. Individual Care Plans

Implement individual healthcare and action plans for pupils with serious allergies (including food, animal and venom allergies).



NO NUTS!



www.thrivingwithallergies.blogspot.com



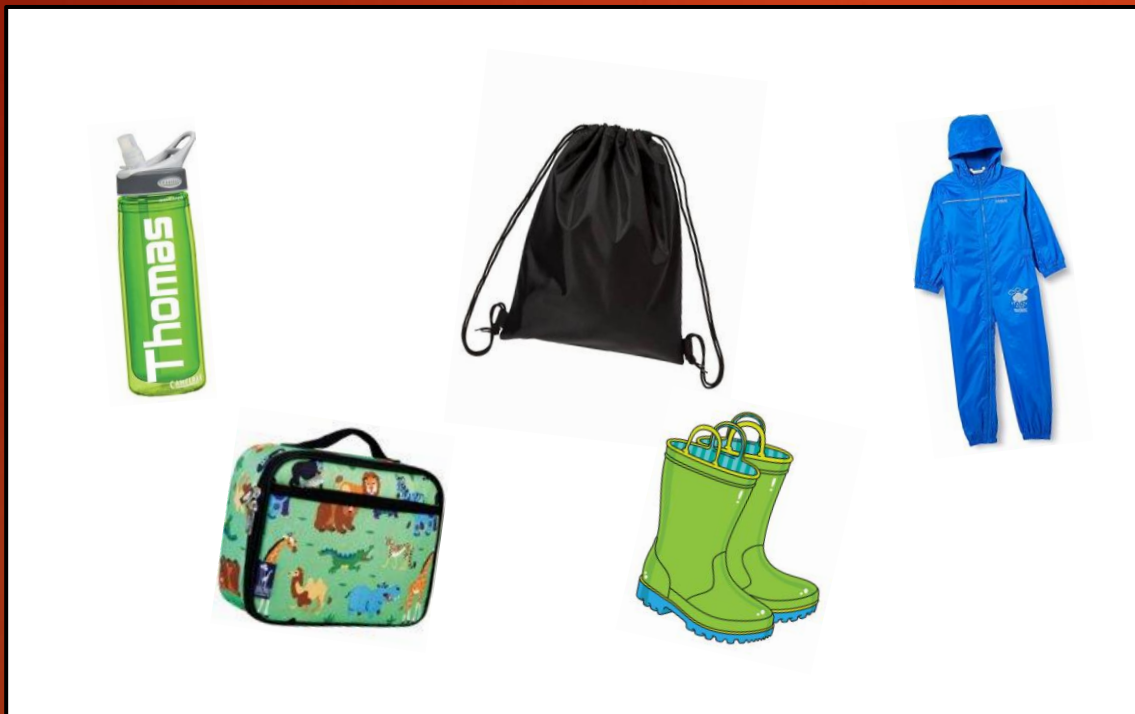
Food Guidance

Food Type	Safe Preparation Method under EYFS
Sausages & Hot Dogs	Remove the skin and cut them into thin, narrow strips lengthways (never into round discs or chunks).
Hard Vegetables & Fruits (<i>e.g., Carrots, Cucumber, Celery, Raw Apple</i>)	Cut into narrow batons/sticks or slices. For babies or very young children, they should be grated, mashed, or cooked until soft.
Large Fruits (<i>e.g., Melon</i>)	Cut into slices rather than small, solid chunks.
Cheese	Cut into thin strips or grate it instead of cutting cubes or chunks.
Bread	Cut into strips or fingers . White bread can form a sticky, doughy ball in a child's throat, so toasted or wholemeal bread is often preferred.

Foods that must be quartered:

- **Grapes**
- **Cherry tomatoes**
- **Strawberries** (and large blackberries or blueberries)
- **Cherries** (with the hard pips/stones removed first) 

What does my child need in school?



- ▶ To bring everyday:
 - ▶ Water bottle (named!)
 - ▶ Lunch bag (30 hours only)
 - ▶ Hot dinners are available for £2.70 per day
 - ▶ Coat
- ▶ To leave in school:
 - ▶ Small bag of spare clothing (including underwear and socks)
 - ▶ Waterproof all-in-one
 - ▶ Wellies
- ▶ ALL TO BE NAMED PLEASE!

Curriculum Overview



Our curriculum drivers...

Connecting to the wider world

Language rich

Aspirational

Develops resilience



The Red Hall Primary School Curriculum

Nursery (A)

Autumn

Topic



Class Text



Shared Reading
Texts



Rhyme Time

UTW- Farm animals

UTW-Space
EAD-Junk modelling rockets

Main class Rhyme
Old MacDonald

Other texts:
My Dad is brilliant, My mum is brilliant, My
Dad, My Mum

Main class text:
Twinkle, Twinkle

Other texts:
Firefighters, Police

Settling in	Pattern and Repetitive language	Rhythm and rhyme	explanation	Journey	Growth mindset	Just for fun	Halloween texts Meg & mog Winnie the witch	Patterned and Repetitive language	Rhythm and rhyme	Explanation	Journey	Growth mindset	Just for fun	The Christmas story.
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Curriculum Overview



Curriculum Newsletters will be sent out on a termly basis. These will provide information about the wider curriculum.

The school website provides further detailed information on the children's section:

[Red Hall Primary School - Home](http://www.redhallprimaryschool.co.uk)

Nursery Timetable 2026

	8.30-8.45	8.45-9.00	9.15-10.00	10.00-10.20	10.20-10.30	10.30-11.00	11.00-11.20	11.30-12.10	12.10-12.25	12.25-12.40	12.40-1.30	1.30-1.45	2.00-2.40	2.40-3.00
M	Days of the week & Makaton sign Register-names.	Library	Cool Time- inside	Literacy	Fruit & Milk (Daily Story)	Cool time- outside	PSHE	Lunch	Days of the week & Makaton sign Register-names.	Library	Cool Time- inside	Physical / Creative / Understanding the World	Cool Time- outside	Fruit & Milk (Daily Story)
T		Phonics		Literacy			Maths			Phonics				
W		Phonics		Literacy			Maths			Phonics				
Th		Phonics		Literacy			Maths			Phonics				
F		Monster Phonics Disco		Physical Development			Physical Development			Monster Phonics Disco				

COOL Time

C Choosing
O Our
O Own
L Learning

- Indoors and Outdoors
- Children leading learning and play
- Adults supporting through modelling, questioning and extending thinking

EYFS Development Matters Statements Three and Four-Year-Olds - Prime Areas

Communication and Language

- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- Develop their pronunciation but may have problems saying:
 - some sounds: r, j, th, ch, and sh
 - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'
- Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Personal, Social and Emotional Development

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.

Physical Development

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

EYFS Development Matters Statements Three and Four-Year-Olds - Specific Areas

Literacy

- Understand the five key concepts about print:
 - print has meaning
 - print can have different purposes
 - we read English text from left to right and from top to bottom
 - the names of the different parts of a book
 - page sequencing
- Develop their phonological awareness, so that they can:
 - spot and suggest rhymes
 - count or clap syllables in a word
 - recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.

Mathematics

- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than', 'fewer than'.
- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.
- Understand position through words alone – for example, "The bag is under the table," – with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.
- Make comparisons between objects relating to size, length, weight and capacity.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- Combine shapes to make new ones – an arch, a bigger triangle etc.
- Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Understanding the World

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- Explore how things work.
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.
- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Expressive Arts and Design

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Explore colour and colour-mixing.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

Physical Development

Physical Development is covered everyday during COOL Time

However...

Physical Fridays

- Children can wear sports clothes
- Emphasis on fine and gross motor skills, co-ordination and control.

What will this look like?

- Dough disco, ribbon dancing, ball games, target practise, dance, mark making and much much more...



Phonics



- Use colour coding to help children learn sounds.
- Lovable characters to encourage use of sounds
- Daily activities that encourage children to use and listen for sounds.

- The Foundation Programme is split into 7 aspects:
 - Environmental sounds
 - Instrumental sounds
 - Body Percussion
 - Rhythm and Rhyme
 - Alliteration
 - Initial Sounds
 - Segmenting and Blending

Each character comes with a sound, action, a home and a job...

Meet the monsters

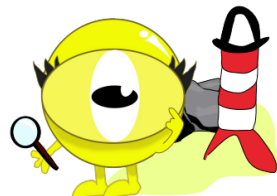
Angry Red A is brave.
He lives in his cave.



Grip your hands, look angry and say

ay, ay, ay

Yellow I is a spy, and
lives high in his red
and white lighthouse.



Point to your eye and say

I

Green Froggy is a
teacher and lives in
her teapot house.



Smile and stretch your lips. Use your hand to make a
frog mouth shape with your finger and thumb and say

eeee

Miss Oh No bumps into
things and says oh no!
She is pink like a rose.



Look surprised, put your hands out and say

Oh

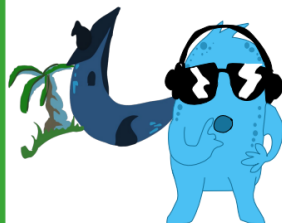
U-hoo lives in the
universe, he is cute!



Point and say

You!

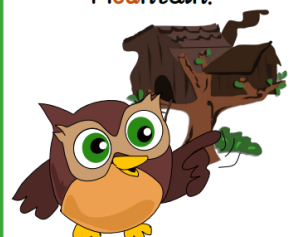
Cool Blue is so cool,
he lives in his blue moon
house and is a DJ.



Make a round mouth, and circle your lips
with your finger, don't touch your lips!

oo

Brown Owl lives in a
treehouse on Monster
Mountain.



Lift your finger quickly, like you have pricked it!

Ow!

When the silent ghosts
fly, they make no sound!



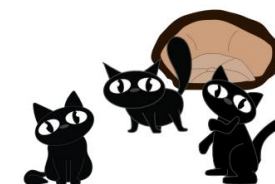
Put your fingers to your lips.
Silent letters make no sound!

Tricky Witch uses her
magic wand to trick us
by changing sounds that
you know so well.



Pretend to wave a wand in the air.

The black cats make the
sounds that you know to read
words like cat and black.



Use your fingers to make a walking action
like the black cats legs, walk your fingers
across your palm.

Maths



Nursery MTP Overview

www.masterthecurriculum.co.uk

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn Starters: Number songs	Colours • Red • Blue • Yellow	Colours • Green • Purple • Mix of colours	Match • Buttons and colours • Matching towers • Matching shoes	Match • Match number shapes • Match shapes • Pattern handprints – big and small	Sort • Colour • Size • Shape	Sort • What do you notice? • Guess the rule • Guess the rule	Number 1 • Subitising • Counting • Numeral	Number 2 Subitising-dice pattern Subitising-random pattern Subitising – different sizes	Number 2 • Counting • Numeral • Numeral	Pattern • Extend AB Colour patterns • Extend AB Outdoor Patterns • AB Movement Patterns	• Fix my Pattern • Extend ABC Colour patterns • Extend ABC Outdoor Patterns	Consolidation Activities - Winter activity week
Spring Starters: Number songs	Number 3 Subitising Subitising Subitising	Number 3 3 Little pigs 1:1 counting Numerals/Triangles	Number 4 1:1 counting Numerals Squares/rectangles	Number 4 Composition of 4 Composition of 4 Composition of 4	Number 5 1:1 counting Numerals Pentagon	Number 5 Composition of 5 Composition of 5 Composition of 5	Consolidate 1 - 5	Number 6 Introduce 10 frame	Height & Length • Tall and short • Long and short • Tall/long and short	Mass Relate to books 3 little pigs goldilocks	Capacity	Consolidation
Summer Starters – subitising and revision	Sequencing	Positional Language	More than/fewer than	Shape – 2D Revisit pattern from Autumn	Shape – 3D Revisit pattern from Autumn	Consolidation: More than/fewer one more and one less	Number composition 1 – 5 Revision	What comes after?	What comes before?	Numbers to 5	Consolidation / Activity weeks SUMMER	Consolidation / Activity weeks

Evidence Me

- ▶ Accept invitation
- ▶ Receive updates on your child's learning
- ▶ Send observations from home

<https://m.youtube.com/watch?v=WgQo0-wr5Hk&ra=m>



evidenceme

Mobile phones

- ▶ At Red Hall Primary School mobile phones may be brought to school by Year 6 pupils if they are walking to school independently or part of the way independently. This is to support their transition to Secondary School.
- ▶ Staff will collect mobile phones on arrival at the school gates on the KS2 site.
- ▶ Mobile phones will be placed in individual pouches and placed in a secure location.
- ▶ At the end of the school day children will be able to collect their mobile phone from a staff member on the school playground
- ▶ The school reserves the right to support pupils with specific medical conditions and needs that means that they may need a mobile or smart device.
- ▶ The school reserves the right to extend the ability to bring mobile devices into school from other year groups on a case-by-case basis where there are exceptional circumstances.



Red Hall Primary School

Mobile phone policy

Approved by:	School Improvement Governors	Date:	September 2026
Last reviewed on:	New policy		
Next review due by:	September 2028		



Permission form allowing a pupil to bring their phone to school

PUPIL DETAILS	
Pupil name:	
Year group/class:	
Parent/carer(s) name(s):	

The school has agreed to allow _____

to bring their mobile phone to school because they:

*Delete as appropriate

- Travel to and from school alone
- are a young carer
- need the phone to support their medical needs
- attend a before or after school activity where a mobile phone is required for the activity, or to contact parents/carers

Pupils who bring a mobile phone to school must abide by the school's policy on the use of mobile phones, and its Acceptable Use Agreement.

The school reserves the right to revoke permission if a pupil does not abide by the policy.

Parent/carer signature: _____

FOR SCHOOL USE ONLY	
Authorised by:	
Date:	



Acceptable use agreement for pupils allowed to bring their phones to school

You must obey the following rules if you bring your mobile phone to school:

1. Mobile phones must be handed in to a staff member on the school gate at the beginning of the school day. They will be kept securely in school until the end of the school day.
2. At the end of the school day you are to collect your mobile phone from a staff member on the school gates.
3. Your mobile phone must clearly have your name or initials on it. Stickers should be avoided as they can become faded or damaged.
4. You may not use your mobile phone throughout the school day.
5. Phones must be switched off (not just put on 'silent').
6. You cannot take photos or recordings (either video or audio) of school staff or other pupils.
7. Avoid sharing your contact details with people you don't know, and don't share other people's contact details without their consent.
8. Don't share your phone's password(s) or access code(s) with anyone else.
9. Don't use your mobile phone to bully, intimidate or harass anyone or otherwise to act in breach of the school's behaviour policy. This includes bullying, harassing or intimidating pupils or staff via:
 - a. Email
 - b. Text/messaging app
 - c. Social media
10. Rules on bullying, harassment and intimidation apply to how you use your mobile phone even when you aren't in school.
11. You must comply with a request by a member of staff to switch off, or hand over, a phone. Refusal to comply is a breach of the school's behaviour policy and will be dealt with accordingly.

Templates for permission

THESE ARE AVAILABLE AT THE END
OF THE SESSION

ICT and acceptable use policy

- ▶ Set guidelines and rules on the use of school ICT resources for staff, pupils, parents/carers and governors
- ▶ Establish clear expectations for the way all members of the school community engage with each other online
- ▶ Support the school's policies on data protection, online safety and safeguarding
- ▶ Prevent disruption that could occur to the school through the misuse, or attempted misuse, of ICT systems
- ▶ Support the school in teaching pupils safe and effective internet and ICT use



Red Hall Primary School ICT and internet acceptable use policy

Approved by:	School Improvement Governors	Date: September 2026
Last reviewed on:	New policy	
Next review due by:	September 2028	



Acceptable use of the school's ICT facilities and internet: KS2 Pupil Acceptable Use Agreement

Name of pupil:

Keeping Safe Online

- The school will check how I use devices and the internet to keep everyone safe
- I will keep my usernames and passwords private and tell a trusted adult if someone else knows them.
- I will be careful when talking to people online and will only talk to people I know and trust.
- I will not share personal information like my name, address, or photos without asking a trusted adult.
- I will only take or share images of myself, or others, when fully dressed.
- If I see or hear something online that worries or upsets me, I will tell a trusted adult straight away.
- I will only meet people I have spoken to online if a trusted adult is with me.

Using Computers and the Internet Sensibly

- I will only use devices, apps and sites that I am allowed to, and will check if I am unsure.
- I will always ask permission and check with a trusted adult before using someone else's work or pictures.
- I will make sure the information I find online is true by checking carefully.
- I will only use apps or tools, like AI, that my teacher has said are OK, and I will ask for help if I'm unsure.
- I will not copy or use music, videos, or games unless I have permission.
- I will tell a trusted adult about any damage to devices or if anything else goes wrong.
- I will check with trusted adults before clicking on any unexpected messages or links (even if these look as though they are from people that I already know).

Being Respectful and Responsible

- I will treat others kindly online, just as I do in real life.
- I will make good choices about what I share online to protect myself and others.
- I will spend a healthy amount of time using devices and make time for other activities too.
- I will always think about how my behaviour online could affect me, my friends, and my school.

Signed (pupil):

Date:

Parent/carer agreement: I agree that my child can use the school's ICT systems and internet when appropriately supervised by a member of school staff. I agree to the conditions set out above for pupils using the school's ICT systems and internet, and for using personal electronic devices in school, and will make sure my child understands these.

Signed (parent/carer):

Date:



Acceptable use of the internet: agreement for parents and carers

Name of parent/carer:

Name of child:

Online channels are an important way for parents/carers to communicate with, or about, our school. The school uses the following channels:

- Our official Facebook page
- Email/text groups for parents for school announcements and information
- ~~MyChildAtSchoolApp~~ (MCAS) for school announcements and information

Parents/carers also set up independent channels to help them stay on top of what's happening in their child's class. For example, email groups, or chats (through apps such as WhatsApp).

When communicating with the school via official communication channels, or using private/independent channels to talk about the school, I will:

- Be respectful towards members of staff, and the school, at all times
- Be respectful of other parents/carers and children
- Direct any complaints or concerns through the school's official channels, so they can be dealt with in line with the school's complaints procedure

I will not:

- Use private groups, the school's Facebook page, or personal social media to complain about or criticise members of staff. This is not constructive and the school can't improve or address unless they are raised in an appropriate way
- Use private groups, the school's Facebook page, or personal social media to complain about or criticise members of staff. This is not constructive and the school can't improve or address unless they are raised in an appropriate way
- Upload or share photos or videos on social media of any child other than my own, unless I have permission of the other children's parents/carers

Signed:

Date:



Acceptable use of the school's ICT facilities and internet: KS1 and EYFS Pupil Acceptable Use Agreement

Name of pupil:

To stay SAFE online and on my devices I know my teacher will watch what I do.

1. I only USE devices or apps, sites or games if a trusted adult says so
2. I ASK for help if I'm stuck or not sure and keep passwords safe
3. I TELL a trusted adult if I'm upset, worried, scared or confused
4. If I think something is WRONG, I talk to an adult
5. I look out for my FRIENDS and tell someone if they need help
6. I KNOW people online aren't always who they say they are
7. Anything I do online can be shared and might stay online FOREVER
8. I don't keep SECRETS or do DARES AND CHALLENGES just because someone tells me I have to
9. I always check before SHARING personal information
10. I am KIND and polite to everyone
11. I take breaks from screens and do other FUN things too

If I forget the rules, my teacher will help me learn to make better choices next time.

My trusted adults are: At home: _____

At school: _____

Signed (pupil):

Date:

Parent/carer agreement: I agree that my child can use the school's ICT systems and internet when appropriately supervised by a member of school staff. I agree to the conditions set out above for pupils using the school's ICT systems and internet, and for using personal electronic devices in school, and will make sure my child understands these.

ICT and acceptable use policy

Parent workshops

▶ Autumn Term

- ▶ Nursery Rhyme Week
- ▶ Christmas Sing-a-long
- ▶ Trip to Adventure Street



▶ Spring Term

- ▶ Easter Bonnet Parade



▶ Summer Term

- ▶ EYFS Picnic & Sports
- ▶ Graduation
- ▶ Trip to Brockwood Farm



Attendance

- ▶ Nursery Doors open at 8.30 (morning children)
& 9am (for 30 hour children)
- ▶ Being punctual is really important. In the morning children have learning right from the start of the day. Important messages are often given first thing. Being late impacts friendships, learning and how your child settles for the rest of the day. There is nothing worse for a child that entering the classroom late.
- ▶ Attendance will be affected by late arrivals and medical appointments
- ▶ Mrs Pick, our attendance officer, should be contacted regarding all absences





As of 17.7.25	2022_23	2023_4	2024_25	2025_26
Whole school attendance	92.42% with Rec 92.82% no Rec	91.7% with Rec 94.1% no Rec	92.84% with Rec 92.71% no Rec	93.5% with Rec 93.3% no Rec (+0.59)
National attendance	94%	92.9%	93.2%	93.14% 94.74% primary
Red Hall Persistent absence	27.5% with Rec 24.21% no Rec	25.41% with Rec 24.05% no Rec	17.6% with Rec 18.13% no Rec	17.7% with Rec 20.4% no Rec (+2.27)
National Persistent absence	22%	20.2%	18.4%	18.66%
National Persistent absence primary	17.2%	15.1%	13.6%	13.79%

Attendance data

Red Hall's Persistent absence is in the top 10% of schools nationally as being the **worst**. We need to work on this together.

If children aren't in school, they are missing out. It has increase from last year. This means that more children are missing out more than 10% of their education.

Attendance steps: 2nd year of new arrangements

Penalty Notice Fines for School Attendance are changing from:



19th August 2024

Per parent/per child:

All attendance fines are issued to each parent and for every child

Penalty notices will be considered in the following time frames:

- 5 consecutive days in term time
- 10 sessions of unauthorised absence in a 10-week period (1 session = $\frac{1}{2}$ a school day)

You can be fined if your child has the following unauthorised absences:

- Being late after registers have closed
- Taking a holiday without permission from the school
- If the Head teacher isn't satisfied for the reason for missing school

Over a rolling 3-year period (from 19th August 2024) the sanctions are:

- 1st offence: £160 (reduced to £80 if paid within 21 days)
- 2nd offence: £160
- 3rd offence: Court hearing and up to £2,500 fine or up to 3 months custodial sentence and criminal record.



End of day arrangements

- ▶ Nursery are dismissed from the conservatory (on the right)
- ▶ Please use a queuing system so that staff can clearly see who is collecting
- ▶ If they want to talk to staff, please wait until all children have dismissed. Children's safety is our main priority.
- ▶ If staff need to talk to you, you will be asked to wait until all children have left or a phone call can be arranged instead.
- ▶ Password System
- ▶ People must be over 16 to collect
- ▶ Late collections: Sparklers Wrap around and will be charged



Come and join us at Sparklers Wraparound!



We offer Breakfast and After School Club
every weekday (term time only)
Sessions are Breakfast Club- £5
After School Club- £7.50.
Sessions include a meal and pudding.
Each week we have a different
themes for activities and games.



Pupil Premium

Your child may also qualify if:

You receive **income-related Employment and Support Allowance**

You receive the **guaranteed element of Pension Credit** you are part of a specific group with **No Recourse to Public Funds (NRPF)**

Children that attend Dudley-maintained **nursery classes both before and after lunchtime** may also be **eligible** for income-related free school meals.

Free school meals | Dudley Council



Free School Meals are Changing



From September 2026, more children will be able to receive a free meal at school. This is because free school meal eligibility is expanding to include children from households receiving Universal Credit.

Please complete an application if any of these apply to you.

1. Your household receives Universal Credit
2. Your household receives another qualifying benefit.
3. Your child is in Reception, Year 1 or Year 2 and already receives a free meal, but your household receives Universal Credit or another qualifying benefit.

Eligibility is not automatic – parents and carers must apply!

APPLY HERE: [HTTPS://WWW.DUDLEY.GOV.UK/RESIDENTS/BENEFITS/FREE-SCHOOL-MEALS/](https://www.dudley.gov.uk/residents/benefits/free-school-meals/)



Red Hall Primary School - Home

- ▶ Red Hall Primary School - Calendar
- ▶ This is kept updated with events as they change through the year



Facebook page:

Every Sunday reminder
of weekly events.

Share a thought...



Red Hall Primary School

902 followers • 1 following

Red Hall Primary School is an exciting and welcoming learning community with high expectations of achievement and success for all its pupils in a caring and supportive environment. The child centred ethos of this school provides a wide range of opportunities for all.

Primary school

Edit cover photo

Professional dashboard

Edit profile

Advertisements

Uniform

All items of clothing should be clearly **labelled** with your child's name.

Uniform does not have to have the school logo on it.

- ▶ Burgundy cardigans/jumpers/sweatshirts
- ▶ Grey skirt/pinafore/trousers/joggers/leggings
- ▶ White shirt/polo top
- ▶ White/black/grey socks or tights

Optional Summer uniform:

- ▶ Pink/red Summer dress
- ▶ Grey shorts
- ▶ Flat white/black sandals
(toes to be covered)



Uniform

- ▶ A polite reminder that false nails and coloured hair are not appropriate at primary school.
- ▶ We appreciate your support in ensuring your children have everything they need to be prepared for school.





Any
questions?

