



Welcome to
Kindergarten at The London Acorn School

Information for new families joining our Kindergarten



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Our Kindergarten Ethos and Aims

*“Nothing is rushed.
The children sense that there is plenty of time to do things well.
Nothing to fear.
Each child has come to trust the certainty of the mornings rhythm
Nothing to fail.
In place of failure is the satisfaction which children experience when they
are allowed to play.
No instructions.
Instead, self-direction and the willingness to imitate.”*

(Lynne Oldfield, Free to Learn)

Our aim is to create a safe, homely and creative environment in which the children can develop socially, emotionally and physically.

The kindergarten curriculum is based on Rudolf Steiner’s insights and deep understanding of child development. Children of this age learn through imitating the world around them. We aim to provide an example worthy of imitation and to nurture the child’s imagination through offering opportunities for creative play, singing, poetry, stories and puppet plays.

Our kindergartens are mixed age groups for children between the ages of three to six or rising seven years. The purpose of a mixed age group is to provide a traditional large family atmosphere, helping children to acquire social skills through experience and imitation.

The first 7 years of childhood is the period of greatest physical growth and a time when the structures in the brain are still being formed and refined. In Kindergarten we recognise that the young child’s primary modes of learning are through moving, doing, experiencing and imitating. We provide nourishing opportunities for children to learn experientially and feel the joy of discovery. The young child’s natural creativity, curiosity and sense of wonder are fostered through a curriculum rich in natural, imaginative content.

Rhythm and pattern underpin the children’s day, with a healthy balance of child and adult-led times. Long periods of free play alternate with times for being still and listening, singing and moving as a group, and eating a sociable snack together.

Children in the kindergarten develop lasting social skills; play becomes the work of the child while around them the teacher and assistants are engaged in tasks that promote healthy examples that the children naturally imitate.

A kindergarten is a community of “doers” and through “work” the young child learns not only social and domestic skills but is able to develop good motor and practical skills. Young children

learn for life from life, that is why in kindergarten we aim to prioritise meaningful work, such as food preparation, looking after our environment, e.g. cleaning and tidying up, laying the snack table, washing up after we have eaten etc.

Kindergarten years are filled with a healthy balance of engaging activities and self-directed play, much of it out-of-doors. The teaching of formal concepts, such as Phonics, begin to be introduced in the last year of Kindergarten in a fun and playful way as a gentle preparation for Junior School.

The Early Years teachers strive to build a bridge between home and school and to form a connection to each child's family. The seasonal festivals are an important part of every school year and are celebrated by all the kindergartens and classes throughout the school and most often are shared with family and friends.

Our school recognises the spiritual aspect of each child and respects the differing spiritual traditions in all families. Above all we cherish the vision of a whole and balanced child.

Our aim is for each child to develop as an individual and as a member of the community that includes school, family, and the wider world. In the early years we try to realise this aim through the education of the will, through rhythm and repetition, imitation and example, and the care of the senses. Through our work we aim to shape a balanced environment in which the child will thrive and flourish, and eventually become an adult who has appreciation for goodness, truth and beauty in the world.

Learn and Develop

Our main teaching tool is rhythm and repetition, enabling the children to really know and experience the activities that are offered. In the weekly rhythm of our kindergarten there is an activity for each day e.g. baking day, painting day etc. This enables the children to be settled rather than needing to ask what activity will come next. The rhythm of each morning is built on polarities. Experiencing polarities helps the children to find balance. The 'breathing-in' (teacher-led activities such as circle time and story) and 'breathing-out' (children-led activities: such as creative play inside and outdoor play) phases alternate during the kindergarten morning.

Rhythm is a silent authority, an additional pair of hands to help. It spares the children the burden of choice and, from the cognitive developmental point of view, it is the first experience of logic; observing order lays the foundation for future logical thinking. We use repetition in our work by maintaining an ordered physical environment and by having routines that we and the children follow each morning.

Repetition helps the child to develop memory with rhythmical, repetitive methods without accelerated consciousness, and this has an important implication for levels of fear, stress and anxiety. It has different qualities for different age groups: conscious repetition engages the will, whilst unconscious repetition is a ritual and brings reverence, order and joy. During 'circle time' in which activities are repeated every day for two or three weeks, children experience rhythm in songs and music, and freedom of movement, all within a

structured environment. The same gestures and songs repeated over a long period of time give confidence in singing and help to form and develop the voice of the child.

Stay Safe

All children are observed and guided at all times by teachers and assistants. Caring and sharing are important aspects of our daily life together. Children are shown how to handle needles, knives, scissors and tools with care.

Be Healthy

Throughout the year the children experience the natural world during outdoor play or nature walks (dressed appropriately for the weather conditions). In these walks we celebrate life and the world; the children are free to balance on logs and branches, explore the bushes, climb trees, run, hop, skip, roll and crawl. They encounter the world with all their senses, playing with stones, rocks, shells, leaves, earth, mud, snow, sand and water, or feeling the wind or the rain or the sun on their cheeks.

Enjoy and Achieve

Every day the children observe the teacher doing tasks and activities. The children can imitate the teacher directly during purposeful domestic activities like food preparation (baking, chopping), cleaning and caring for the surroundings (washing up, sweeping, polishing, dusting, and washing).

The opportunity to imitate arises during craft and artistic activities (painting, festival preparations, toy making, sewing, felting, drawing) and circle time. The children are then enabled to watch the process and the order in which things are happening, without accelerating wakefulness. They are welcome to join in rather than being told to - providing opportunities to build self-confidence and self-esteem.

The teacher lets the will of the child develop freely out of imitation. The child is free to follow the example of the teachers, who let the children witness actions imbued with qualities worth imitating. We provide in the Kindergarten a variety of objects designed to support the children's development through play, including open end toys made of natural materials. These and other assorted materials, all within the child's reach, come alive with endless uses: a blanket can become a meadow or a pirates' map. Wooden blocks and frames might become a structure for a spaceship, a castle, a shop or a squirrels' home. During outdoors and creative play the children express themselves freely and re-enact their daily life and experiences.

Make a positive contribution

In Kindergarten we create a space for the child to unfold. The adults are responsible for providing surroundings in which the children can reveal themselves. In addition to supporting the physical development of the children, we provide an environment that allows them to develop their own ideas. Stories and fairy tales in the form of puppet shows encourage healthy inner movement and nourish the imagination and moral ideas.

Children want to re-enact the purposeful activities of the adults. In Kindergarten we enable that by presenting to them the essence of everyday life worth imitating. A Kindergarten

teacher allows children to move freely from task-based activities to free play, and back again. By letting children play we trust in the child's potential.

Develop skills for the future

In Kindergarten, the children have a sense of fair play through socialisation. The teacher creates an atmosphere of equality amongst the children, everybody is treated with respect. Through creative discipline we lay the foundation for different qualities that help to meet diversity: we use welcoming gestures, we share food and we can be heard saying 'all have our own kind of teeth, hair, eyes', and 'we are all welcome in kindergarten' and 'our hands are for work and play'. Empathy means to 'give yourself to someone else's needs'. To help children to be able to empathise with others and to accept different cultures and religions, we widen the faculty of imagination. For children under seven, the imagination develops through play, which is their main occupation during the kindergarten morning.

Planning

Planning is organised by the Kindergarten team and is broken down termly, weekly, daily, and then into routine schedules for each session. Planning is based on the seasonal cycle and incorporates meal menus, festival arrangements, daily and weekly craft projects, outdoor walks, circle time, story time and puppet shows. The working life of the kindergarten also includes pedagogical meetings. Working in this way provides an environment for mindful guidance of those in our care and enables adequate preparation for work as well as reflective practice.

Arrival and collection (at the Bridge Door)

Monday - Thursday from 8:30am to 2:00pm (after school clubs available until 3:00pm)

Friday from 8:30am to 1:00pm (after school clubs available until 2:00pm)

Children must be collected by a parent or by a named person with parental consent. If your child is going home with someone other than you, please let your teacher and the office know by email.

It is very disruptive to the children and to the rhythm of the Kindergarten session if there are late arrivals. It can be distressing for the children to miss some of the morning activities and for their morning routine to be broken. It is also distressing for them if they are waiting for you after all the other children have been collected. **Children should never be left unattended in the kindergarten buildings or garden, either prior or after the kindergarten session.**

Do not bring your child to school if he or she is very tired or unwell. A child who is unwell will not enjoy their kindergarten morning and may sometimes become reluctant to return to school on other days.

Routine and rhythm of the day

A secure daily rhythm with regular eating and sleeping patterns is essential for your child's health and well-being. A quiet regular bedtime routine is important for the quality of child's sleep. Please avoid 'sleepovers' with friends so that the children can fully benefit from the kindergarten each morning. The kindergarten day is as follows:

- Arrival
- Slippers on, toilet, and wash hands
- Morning verse
- Ring time
- Small snack
- Free play alongside craft activities
- Tidy away time
- Story time
- Washing Hands
- Mealtime
- Outdoor time
- Pick up time

Snacks and meals

Children and teachers share a selection of fruit, vegetables, pulses and grains, mostly seasonal and organic. At snack time we aim to establish sound social habits: preparing the table, waiting until everybody is ready, saying grace before eating and thank you at the end.

Please update us on any changes to your child's dietary needs.

For mini snack we serve oatcakes and apples.

Kindergarten Weekly menu:

Tuesday – Vegetable soup with lentils and pasta in colder months and baked potato, cheese and hummus in the warmer months

Wednesdays – Kinde bread with tahini and honey with vegetables on the side.

Children will require a healthy lunch provided from home on the other remaining days of the week (no chocolate or crisps) and a water bottle daily.

After outdoor play time, fruits, usually pears and bananas, are provided as a quick snack.

Festivals and Birthdays

Birthdays and Festivals are held in a mood of simplicity and quietness. Especially because of the increasing presence of technology in our lives, we try to emphasise the importance and beauty of real, true human encounters.

Children of any ethnic or religious background are welcome to our kindergarten, the Steiner curriculum is non-denominational and respects the individual beliefs of families. While we use the western European Christian cycle of festivals, we strive to celebrate what is universal. Seasonal festivals serve to connect humanity with the rhythms of nature and the cosmos. In Kindergarten, the celebration of festivals helps the children to foster essence of the seasons, the rhythm of the year and a natural reverence for the wonder and beauty of life and nature. The children are actively involved in the preparation for each celebration through activities, songs, rhymes and stories.

The main festivals celebrated in Kindergarten are: Autumn-Harvest, Lantern walk, Advent Spiral, May Festival and Midsummer. Families are also welcome to bring their own festival to kindergarten. Please talk to your child's teacher.

Birthdays are a very special occasion in kindergarten and the whole morning is structured around the celebration. On a child's birthday there is a special ring time, a birthday drawing book is made by all the children with a special woolly twist. The children also help preparing the birthday table and chair for the birthday puppet show. In your child's final year in kindergarten, when he/ she is turning 6, the family is invited into kindergarten to share with the class a mini biography of him/her.

As your child's birthday approaches, please expect your kindergarten teacher to get in touch and book a day (preferably the birthday day) for the celebration. Please bring in fruit skewers on the day for children to share as a healthy feast after the celebration.

The handing out of birthday invitations can be confusing for young children. For this reason, please give them directly to the other parents (and not to kindergarten staff).

Settling-in Process

The settling in process differs depending on the situation of the child. Children enter Kindergarten from around three years of age.

If the child enters the school from another setting, then reports will be looked over from the previous school, nursery or playgroup setting.

Home visits are arranged to bridge the gap between home and school. Your child's teacher will contact you to arrange a meeting, or you may invite your teacher at your convenience. This home visit can be arranged before your child starts kindergarten. Welcoming the child's teacher into your home for a social visit greatly supports the relationship between teacher and family; spending time with the teacher in the family setting helps the children to feel secure in their teacher's care; also, parents have the opportunity to get to know the teacher in an unhurried and relaxed way.

First Day

The children say goodbye to their parents, and we start our day. Sometimes a child might find it difficult to separate from his/her parents. The parents/carer will then be asked to stay around in the park, in case your child needs you.

In few situations a child may become distressed, but this soon subsides as they join the group on their wonderful morning adventures.

We have found that the children often imitate their parents' mood, and that the children whose parents are reassuring and confident about letting their child go, find the transition process easier.

What to wear/ Dress code

We ask for the children to come to kindergarten in clothes that are weather appropriate, comfortable, allow movement and are not too precious. Children will get dirty so please keep the "Sunday best" for home.

During the morning, your child will change into indoor slippers. There needs to be a special pair left at kindergarten for your child. We recommend a style with a knitted cuff which fits snugly around the child's ankle.

Feet should be protected at all times, and therefore weather appropriate clothing is essential - wellies, shoes and warm boots as appropriate. If you travel to kindergarten by bicycle or scooter, then please make sure heads are protected by a helmet and feet by strong shoes.

Please make sure children have waterproof clothing. We are outside in all weathers. The children self-manage much better if you provide them with two-part waterproof clothing: a jacket and waterproof dungarees or trousers.

Please do not send your child to school in All-in-ones. They are difficult for children to put on or take off without help.

The winter weather can be a challenge for children and teachers at outdoor time. When warmly dressed, the children can thoroughly enjoy this time, but unsuitable clothing can drastically reduce their pleasure.

Please ensure your children come with enough warm clothing to put on to go for a brisk, sometimes freezing walk. In the winter we wear woolly vests and several layers. Gloves, scarves, warm hat, and wellington boots with thick woolen socks and waterproofs are essential in winter. Sun hats that fit properly are compulsory in summer.

Clothing should be free from pictures and logos and should support self-management. Please put name-tags on all your child's clothes that may be left at school.

Hair

Hair must be neatly combed/brushed at all times. hair that is longer than shoulder length must to be tidy and kept off the face at all times.

Please do not bring your child to school in:

<ul style="list-style-type: none">• Denim jeans• Ragged, un-ironed or scruffy clothes• Oversize/undersize clothing• Any clothing with slogans• Brands or letters on clothing• Flat ballet-style shoes• Bare feet	<ul style="list-style-type: none">• Jewelry, except pierced ears (with retaining studs only) or faith items (out of sight)• Make up/nail varnish of any kind• Dyed hair
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What to bring

All children should have a complete set of spare clothes, which are to be left in the kindergarten. Please include a couple of pairs of socks as they often need to be changed after our walk! We ask that each child has got his/her own simple cup, so that they can help themselves to water at any time.

Summary of items to leave at school

- Spare set of clothes, **name tagged**, including plenty of socks
- Simple cloth draw string bag to put them in (with your child's name on it)
- A pair of slippers for use inside kindergarten
- Plain ceramic cup
- **Please make sure that your child leaves their own toys at home**

Toileting

All children who join Kindergarten are expected to be fully toilet trained (no nappies should be worn).

Child Behaviour

Kindergarten teachers at The London Acorn School are very clear to children about boundaries, particularly those around respect for their own physical wellbeing and body, and those of other children.

Children of kindergarten age can sometimes forget these boundaries, especially when they are feeling under stress, overstimulated or tired. Your class teacher will be in touch promptly if any of the following incidences occur:

- Your child is showing signs of stress or difficulty at school; this may be leading to undue unruly behavior.
- Your child is displaying behavior that puts themselves or others at risk of harm.
- Your child is regularly forgetting boundaries regarding the above.

On contact we will work together to resolve any issues and may discuss a number of strategies with you so that we may work in partnership to overcome any difficulties. Difficulties like this are often temporary, and with the right approach, they will pass.

Statement regarding EYFS provision at TLAS

The 'Statutory Early Years Foundation Stage (EYFS) Birth to 5 years' applies to all settings including ours. It sets out both learning and development requirements and safeguarding and welfare requirements for children from birth to 31 August following their fifth birthday. You can find a parent's guide to the EYFS on the government website <http://www.foundationyears.org.uk>

The London Acorn School uses a Steiner-Waldorf inspired approach to education at this stage. You can find out more about the EYFS in the 'Guide to the EYFS in Steiner Kindergartens' which you will find in kindergarten or on <http://www.steinerwaldorf.org>.

On this basis The London Acorn School has received some 'Exemptions and Modifications' to the EYFS Learning and Development requirements and Assessment regulations under the 'Established Principles' route, with regards formal teaching of reading, writing and mathematics. There is no exemption from the safeguarding and welfare requirements.

Please see the notice board for the enclosed document, which sets out our curriculum, principles and practices for EYFS.

Assessments and reports

Records are developed with information transferred between parent and teacher through the course of the kindergarten experience.

A biography is written by the parents for their child prior to entry to the kindergarten, thus presenting the child.

A Child Study might be shared during pedagogical meetings, reflecting on observations of the child in play and practice.

Ongoing Assessments are made for each child in teachers' meetings. Teachers discuss the development of all the children in the kindergarten, and through the reflective practice of the teacher, children are brought into a wider circle of practitioners when the need arises.

The children are considered in relation to the age group to which they belong. The 6 year olds and the 3 year olds have their needs met in an integrated setting, in which the children learn from one another, readying themselves for the 7th year, and a shift in educative practice. Daily work is done only by the older grouping of the class, developing craft skills under the guidance of a teacher, working as a small group within the shared space. Younger ones observe this practice (and sometimes join in) yet continue to play freely and do other tasks.

Parents' Evenings are held twice a year, during which the teachers aim to share information about the kindergarten practice with the parents, and talk through any issues relevant for the whole group.

End of Academic Year report

Summative reports for each child are sent to the parents giving a picture of the child's year in the kindergarten.

Key worker statement

In the Steiner Waldorf Kindergarten, the overall Key Person role (See EYFS 1.10/ 3.27) is held by the Kindergarten Teacher, who has the overview of all the children in their group. It is the kindergarten teacher who will write up the assessments, reports and feedback to parents.

We are aware that in order to properly meet the individual needs of each child, and to properly observe and assess their learning and development, each key person should be attentive to around 8-10 children in the group. Therefore, the kindergarten assistant or other adult may be given a key person role in respect of certain children in the group, and they will share information with the kindergarten teacher on a regular basis.

We will endeavor to share with parents should a specific person other than the kindergarten teacher take on that role.

Junior School readiness

All children will have had their 6th birthday by the time they enter Junior School. Children who have birthdays between the 1st of June and the time the Autumn term commences will be assessed on a case by case basis. This means some children born in the Summer could be seven years old on class entry. Parents and teachers will try to determine together where the child is best placed through the Junior School Readiness assessment process.

Contacting Staff Members

Senior Leadership Team:

The Headteacher is responsible for the day-to-day running of the school in all its departments and, in conjunction with the Governors (Chatsworth Schools) for long term development planning. The SLT comprises the Headteacher, the Business Manager and the Deputy Head.

Safeguarding Team:

Our Safeguarding Policy can be found on our website.

If you have a safeguarding concern, please raise it with one of the following members of staff:

Emily Maskell – Safeguarding Lead:

emily@thelondonacornschoo.co.uk

Zoe Everett – Deputy Safeguarding Lead:

zoe@thelondonacornschoo.co.uk

Vivianne Thompson – Designated Safeguarding Lead Chatsworth Schools:

vthompson@chatsworthschools.co.uk

Staff Members:

Senior Leadership Team	
Sarah Thorne (Headteacher)	sarah@thelondonacornschoo.co.uk
Emily Maskell (Business Manager, DSL)	emily@thelondonacornschoo.co.uk
Zoe Everett (Deputy Headteacher, DDSL)	zoe@thelondonacornschoo.co.uk
Little Acorns Parent and Toddler Leader	
Jo Pearce	jo@thelondonacornschoo.co.uk ; littleacorns@thelondonacornschoo.co.uk
Kindergarten Teachers	
Ya-Hsin Cheng (Bluebell)	ya-hsin@thelondonacornschoo.co.uk
Helga Pinter (Rose)	helga@thelondonacornschoo.co.uk

Kindergarten Assistants	
Blerta Alushi	blerta@thelondonacornschoo.co.uk
Jessie Codner	jessie@thelondonacornschoo.co.uk
Aleksandra Wojcicka-Janik	aleksandra@thelondonacornschoo.co.uk
Junior School Teachers	
Sama Al-Falahi (Willow Class, RE Lead)	sama@thelondonacornschoo.co.uk
Stacey Brien (Birch Class, Maths Lead, SENCO)	stacey@thelondonacornschoo.co.uk
Martin Cooper (Chestnut/Oak Class Woodwork Lead)	martin@thelondonacornschoo.co.uk
Zoe Everett (Chestnut/Oak Class, Literacy Lead)	zoe@thelondonacornschoo.co.uk
Sarah Thorne (Oak Class, Art and Crafts Lead)	sarah@thelondonacornschoo.co.uk
Karin Jashapara (Woodland Craft Lead)	karin@thelondonacornschoo.co.uk
Howard Rogers (French Lead)	
Jody Smith (PE Lead)	
Teaching Assistants	
Arianna Boyd-Allen	arianna@thelondonacornschoo.co.uk
Emma Le Gendre	emma@thelondonacornschoo.co.uk
Lily Otten	lily@thelondonacornschoo.co.uk
School Office	
Emily Maskell (Business Manager)	emily@thelondonacornschoo.co.uk
Tamara Chaplin (School Admissions)	tamara@thelondonacornschoo.co.uk ; admissions@thelondonacornschoo.co.uk
Emma Le Gendre (Clubs Coordinator)	emma@thelondonacornschoo.co.uk
Jody Smith (Site Manager)	
Aneta Alshalby (Housekeeper)	

Your child's Class Teacher will be happy to speak to you about school and home-related matters, or to direct you to helpful literature. In general, arrival and departure times are not appropriate for lengthy conversations. The teachers will be available to speak to you by arrangement, on all other matters please contact the school by email.

As parents, we often want to know how our children have spent the day but find that sometimes our children are not forthcoming. The Class Teacher welcomes your enquiry and is always willing to share their insights and listen to your concerns. It is good practice to discuss difficulties you are having at home, sooner rather than later, with the teacher. Please let the teacher know if there is anything affecting your child's well-being.

The teacher looks forward to having a personal appointment with you, twice a year (EYFS assessments review), to foster a closer understanding between home and the kindergarten. This takes the form of a discussion on various aspects of your child's education & development.

Contact Telephone Numbers

School Office: 020 8544 9769

Diary dates

New term and events dates have been published and are currently available at the school office, as well in our weekly e-newsletter.

Parent Participation

Parents/guardians support the School and the child through:

- Making the School aware of circumstances that might affect behavior, or that cause absence or lateness
- Attending parents' evenings
- Attending twice yearly EYFS assessment reviews, to discuss your child's progress
- Attending kindergarten events including festivals, and your child's birthday.
- Upholding the education, teachers and School
- Abiding by the School's Handbook, and supporting the positive behaviour policy/procedure

Class Representatives

Each kindergarten group has a class representative. These are parents who help the teacher by supporting communication with parents, attending termly meetings with other class reps and a member of the school's Senior Leadership Team, helping to organise events and various other activities. The work of the class rep is very much valued in kindergarten. Please speak to your child's teacher if you are interested.

Volunteering

The presence of volunteers, students, supply teachers and visitors in kindergartens is always appreciated and valued by the staff and the children. All volunteers will be interviewed, and DBS checked.

Policies and procedures

Copies of the School's Policies and Procedures are available in the school office by request and are also available on our school website.

SEND

If special needs are identified, the kindergarten team will undertake reasonable adjustments (within our capacity) to meet the special/additional needs of the child concerned, provided that this can be done in a way that enables us to meet our responsibilities for the education and well-being of all the children in our care. A meeting with the Special Educational Needs Co-ordinator would be organised, as well as with relevant external professionals if needed.

Updates

Updates from your family

Please notify the school office about changes in address and contact details (immediately with any change of contact number).

Importantly, keep open communication with regards to child illness, family illness, bereavement or new births (including in the lifetimes of all pets), change of behavior, and any situation which may be of value to those entrusted with the care of your child.

Please note teachers cannot be contacted during the kindergarten session. For any urgent matters please contact the school office.

Updates from the kindergarten teachers

The kindergarten team will keep parents informed through letters, signs on the notice board, email, and parents' evenings.

Emergencies

If you need to relay an urgent message during the kindergarten session, please call the school office. Please be assured that the teacher will contact you if she/he is concerned about your child.

Travel to school

Here at Morden Hall Park we are blessed with a range of sustainable options for travel to school, from tram to bus to tube to green cycle routes, and of course if these cannot work for your family there is always the car.

All full member families of the school will be asked to discuss their planned sustainable travel arrangements with us so that we can keep track of how families are coming to our school and thus comply with our school planning permission and enable us to work well with National Trust. The school has a travel plan which will be shared with you at full registration.

Please note:

Parking for school families is in the main carpark next to the garden centre. There is no parking in front of the school.

Looking after Morden Hall Park

We are very lucky to have a school amidst 125 acres of beautiful parkland, yet still in our nation's capital, and this is all due to our good relations with National Trust. Please help us to continue to maintain these. By-laws for the park are set out on the notice board beside the park gate through to the garden centre. Please make sure that you comply with these.

The historic rose garden contains large, colourful and beautifully scented blooms in summer and hips in autumn, and children will find them attractive. Please ensure that children and adults take great care of this asset; the picking of flowers is strictly prohibited.

Recommended reading for parents:

Rahima Baldwin Dancy – 'You are your child's first teacher'

Lynn Oldfield – 'Free to Learn'

Ann Druitt, Christine Fynes-Clinton, Marjorie Rowling – 'All Year Round – A calendar of celebrations'