



Moss Lane School Newsletter

Friday 6th March 2026

Whole School Attendance

96.46%

Our value of the term



Dear Families,

I hope you all had an enjoyable half-term. We are now starting the second half of the spring term and the children have come back to school after the half-term break the superstars that we know they are!

Cool Milk - Please can we ask you all to have a chat with your little people about their milk preferences and check your Cool Milk account. We have several children who really want milk but aren't on our lists and some who are on the list but really don't want it!

Just a little reminder to please keep on reading at home with your child. It really does make a difference, enhances their vocabulary and developing confidence and empathy skills too.

Wishing you a lovely weekend,

Mrs Abbott
Headteacher

Celebrate Someone Special Day - Friday 13th March 2026

On Friday 13th March we will be Celebrating 'Someone Special Day' here at Moss Lane School.

We are delighted to invite one person per family to join their child/children at school on Friday 13th March for a fun session between 9am and 10am (due to space we unable to accommodate pre-school age siblings but babes in arms are welcome). If you have more than one child at Moss Lane, we will ensure that you can all work together.

Children should arrive at school on this day at the usual time of 8.45am. Class teachers will register their classes as normal, and parents will be invited into the building at 9am.

Please may we politely remind you that for safeguarding reasons, mobile phones should not be used whilst inside the school and no adult are to go in the children's toilets. Class teachers will be taking photographs which will be shared on Eschools. We look forward to welcoming you for this event.

Reception

Year R have had a busy week creating beautiful art work of African animals, learning the days of the week and writing and drawing about 'Anansi and the Golden Pot'. They enjoyed lots of book-related activities for World Book Day and are enjoying improving their throwing and catching in PE.



Year 1

Year 1 have had an action-packed week with an athlete visiting to give an inspirational assembly as well as putting us through some tough training. We have been reading lots for World Book Day and we also visited Godalming library. Finally, we have had some fluffy, feathery visitors that hatched and are with us until next Friday!



Year 2

Hedgehogs and Otters have both enjoyed a small outing to Waterstones. While in Waterstones the children were able to listen to a couple of stories, browse the books and carefully select a book they could afford to purchase with their World Book Day voucher. Each child has taken their book home to enjoy reading.



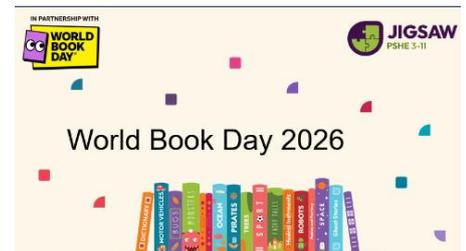
World Book Day 2026

We were delighted to celebrate World Book Day again this year. World Book Day organisers continues to promote the importance of reading for pleasure. This year's theme was on "**Reading for Pleasure**" and "**Go All In**" aligning with the UK's National Year of Reading 2026.

The theme emphasises diving deeper into personal interests through books, encouraging children to choose what they enjoy reading, whether it's comics, audiobooks, or novels. The campaign aims to boost reading engagement across schools, libraries, and homes, focusing on the six elements of reading for pleasure: sharing, access, choice, time, help, and fun.

Current research sadly indicates that 70% of children aged 2-4 love reading, but by the end of primary school, this proportion drops to just 51%! We want to change this statistic so that all children enjoy and take pleasure from reading.

To celebrate we did a lots fun activities throughout the week including a visit to Godalming library, visit to Waterstones book shop, storytelling and much more. For more information <https://www.worldbookday.com/>



Reading

Measuring reading success on how easily a child reads a wordy book, how quickly they complete a text or how soon they are reading the entire Harry Potter series is a trap that families can fall into quite easily. This is often supported by the promotion of 'levelled reading' schemes, advertising that shows children reading complex texts or people's own experiences of being taught to read.

Within the journey to becoming a successful reader, developing strong comprehension skills in early readers is essential. Being able to decode a text and understand what has been read is essential; it is a key skill that sticks with us for life.

Children need to be able to talk about what they have read, understand new vocabulary, discuss the author's use of language, identify features of texts and comprehend themes and messages within the things they read.

Being able to read fluently with expressions is great, being able to read texts with an increasing number of words is great but being able to comprehend what you have read is even better!

Here are four simple steps to help build comprehension skills: -

- Encourage children to read aloud: This encourages them to slow down, which gives them more time to process what they have read.
- Reading books at the right level: Reading books where children can decode 90% of the words without help means they pause less frequently. Stopping frequently when reading inhibits children's ability to focus on the overall meaning of what is being read.
- Reread to build fluency: To gain meaning from a text, children need to read quickly and smoothly (fluently). Rereading texts means children build fluency, which in turn allows for deeper comprehension.
- Talk about what is being read: Ask questions before, during and after reading. Ask questions to older children that challenge them to use words/phrases from the text to support their answer.

Monday 9th March

Honeybees at Woodland School

Friday 13th March

Someone special morning 9am-10am

Monday 16th March

Bumblebees at Woodland School

Friday 20th March

Parent clinic 9am
(Book slots via the office)

Check out our online calendar of events [Moss Lane School Calendar](#).

Next year's Inset days

1. 1st September 2026
2. 2nd November 2026
3. 12th February 2027
4. 12th April 2027
5. 28th May 2027

Monday 23rd March

Otters at Woodland School

Thursday 26th March

Easter bonnet parade and egg hunt

Friday 27th March

End of term 1.30pm finish

Monday 13th April

Back to school
Squirrels at Woodland School

Inset Days

Friday 13th February
Friday 22nd May

NB: 2 WEEK HALF TERM October 19th- 1st Nov 2026

Reminders...

Scooters

It's so great to see so many children travelling to school on their scooters each day! Once your child gets to school, please can they dismount their bikes or scooters and walk them through the playground - this is to avoid any accidents.

Office Hours

Just a reminder that the school office hours are from 8.30am to 3.30pm daily - this includes the telephones, although of course you are very welcome to leave a message outside of these times. If you are waiting at the gate, please be patient as it may be that the admin team are on the phone or have been called away. They will get to you as soon as they can. Thank you.

Dogs

Please can I remind families that dogs are not allowed on the school site. If you choose to bring your dog to drop off or pick up, please ensure you are able to enter the school site without your dog.



Uniform

Please can we remind you that visible base layers are not part of our school uniform. Children are encouraged to wear vests, polo shirts and jumpers/cardigans in colder weather. Thank you for your support.

Parent clinics

Parent clinics are a good opportunity for you to discuss any concerns/worries that you might have about your child with Mrs Abbott. You should have discussed these issues with your child's class teacher in the first instance. Then, if you feel they have not been resolved please make an appointment via the school office. Our next parent clinic is: **Thursday 19th March 9am-10am**. The appointment lasts approximately 15 minutes.

Mindworks...

Mindworks is the emotional wellbeing and mental health service for children and young people in Surrey and their website includes information, advice and resources for young people, families, parents and carers, and anyone working with children and young people.

<https://www.mindworks-surrey.org/>



E-Safety Tip

One of our jobs as parents and teachers is to ensure children are aware that not everything they see and hear online is true. We talk about trustworthy sources and websites in topic and computing lessons and how to spot if something doesn't seem quite right! Have a look at this website to help you support your child in this area

<https://www.internetmatters.org/issues/fake-news-and-misinformation-advice-hub/>

Safeguarding

Safeguarding and Child Protection at Moss Lane School is committed to safeguarding and promoting the welfare of children. Safeguarding and child protection is everyone's responsibility. Safeguarding and promoting the welfare of children means: -

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Child protection refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm. If you're worried about a child, you can contact any member of our school's safeguarding team. We appreciate all contact with parents and families and the information they share with us; it helps us to build up a picture of each child and ensure we are supporting them as much as we can.

Email address: dsl@moss-lane.surrey.sch.uk

Designated Safeguarding Leader: Mrs Abbott (Headteacher)

Deputy Designated Safeguarding Leaders: Miss Betterton (senior teacher), Mrs Forbes Patching (SENDco/HSLW) and Mrs King (EYFS lead)

NSPCC

You can also contact the **NSPCC** Helpline for free on 0808 800 5000

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/>

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/talking-about-difficult-topics/>



Medication at School...

We wanted to remind you that we can only administer prescribed medicine to your child at school when four doses are required, e.g., three doses are given at home and one at school, usually given at lunchtime. The medicine should be in the original container with a prescription label clearly stating the child's name, medication name, date of issue, expiry date and dosage required. We request that you come to the office to complete a permission form detailing the dosage and frequency of medicine. Medicines cannot be handed into class or via the child. An adult should deposit and collect these medicines each day as we cannot give them back to your child.



Attendance

Morning lateness...

Before and After School for a calm and orderly start and end to the school day, we kindly ask that children refrain from playing on the school equipment.

In the mornings, children should wait calmly with their parents on the playground until they are called into school at 8:45 am. All children should be in by this time. If you are late then please sign your children in via the front office. This is to ensure that all children on site are safe and accounted for. We have noticed this half term we have had an increase in the number of children coming in after 8.45am. Hopefully we can reduce this over the next half term.



At the end of the day 3.20pm, whilst we understand the temptation to stay and play, we kindly ask that families leave the school grounds promptly. This will allow staff to secure the site. Children should be reminded to walk bikes or scooters on the school site.

Illness

If your child is absent from school due to illness, please contact the school office each day to inform us. If you leave a message on the answerphone, we kindly ask that you provide specific details about the reason for their absence rather than simply stating that they are unwell.

If you visit a pharmacy or GP, it would be very helpful if you could send us a copy of any supporting documentation for our records. This may include appointment cards, pharmacy receipts, prescriptions, or a photo/screenshot of an NHS appointment confirmation. Thank you for your cooperation.

GODALMING LEARNING PARTNERSHIP'S GET TEACHING PROGRAMME

Initial Teacher Training with the GLP and Winchester University

The window is now open for enrolling onto the Godalming Learning Partnership's successful year-long teacher training programme, in partnership with Winchester University, to start in September 2026. We are welcoming applicants keen to pursue a career in teaching to join our next cohort of trainees. We have a 100% pass rate and offer a genuinely holistic and innovative programme leading to teachers entering the profession with resilience, confidence and creativity. Further information about the GLP teacher training course can be found here, or you can email Rachel Dunnage via: coordinator@godalminglearning.org with any questions.



The Zones of Regulation

At Moss Lane we use **The Zones of Regulation** as a systematic framework to help children understand and manage their emotions, sensory needs, and self-regulation skills. It organises feelings, state of alertness, and energy levels into four coloured Zones: Blue, Green, Yellow, and Red.

A core belief of The Zones of Regulation is that all the Zones are okay. We routinely experience several of the Zones across a day. It's critically important that we don't convey the message that the Green Zone is the only acceptable Zone to be in. Acknowledge, accept, and support these feelings, never make anyone feel like the Green Zone is the norm.

It is important that emotions are positively talked about at home and school. The Zones of Regulation are displayed in every classroom as well as around school.

Blue	Green	Yellow	Red
The BLUE ZONE describes low states of alertness and down feelings, such as when a person feels sad, tired, sick, hurt, lonely, or bored. Our energy is low and our body is moving slowly when we are in the Blue Zone.	The GREEN ZONE describes a calm, alert state. We may be feeling happy, focused, content, peaceful, or calm in the Green Zone. The nervous system feels safe, organised, and connected in the Green Zone, helping us be primed to learn. However, we can learn in other Zones too.	The YELLOW ZONE describes when our energy is higher, and our internal state starts to elevate. Our emotions get a little stronger. We may be experiencing stress, frustration, anxiety, excitement, silliness, confusion, nervousness, be overwhelmed, or have the wiggles, when in the Yellow Zone.	The RED ZONE describes a state of extremely high energy and intense, very overwhelming feelings. We may be in an extremely heightened state of alertness, potentially triggering our fight, flight, freeze or flee protective response. We may feel elated, euphoric, anger, rage, devastated, out of control, panicked, or terrified when in the Red Zone.

Talk through the zones with your child. Ask them how they would feel in each zone?

- Discuss what emotion they feel in each zone e.g., in the yellow zone I may feel worried.
- How they physically feel e.g., in yellow zone I may have butterflies in my stomach or have sweaty palms (if feeling anxious).
- Then discuss what might they be doing- what be their actions e.g., in yellow zone would they be pacing around, snapping at others, fidgeting?

- Then discuss how to help them move into the green zone e.g., if I was in the yellow zone and feeling anxious, I might find competing some yoga stretches/ breathing techniques helps me get back into the green zone.
- Create a list of strategies that work for the child- remind your child that we are all unique and the strategies that work for one person might not help them so they need to think about what would help them.

Remind them that we will experience all zones and there are no good or bad zones- however our success in regulating our emotions depends on us recognising our emotion, understanding it and putting a support strategy in place. If you are using zones at home and in school ensure you are all being consistent, there may be a different tool box needed for school or the same have a discussion with school to set the appropriate strategies for both places. Use the same language or visuals so not to confuse your child. Please feel free to talk to your child's class teacher about the strategies they use in school.

Artist of the term

Spring 2026

Painting in the style of David Hockney art challenge.

In assembly this week, the children have learned all about the work of British-born contemporary artist David Hockney. David is famous for painting in a variety of styles and using paint, photography and digital media.

David has been inspired by the landscapes around him. He admires the landscapes for their colour. His paintings are focused on colour, shape, pattern and texture. Some parts of a picture will be flat, but in other parts, Hockney uses brush strokes or dashes and dabs.

I am challenging the children to create their own colourful painting of a landscape they see around them, such as the park, their garden or even the view from a window. If possible, they could go outside and photograph the landscape, then look closely and paint it using colours and textures like David does.

They can use colourful paints, coloured pencils, crayons, felt tips, or whatever they choose, in bright, bold and contrasting colours, like David did.

We will have a gallery of our Moss Lane artists' work in the hall for everyone to admire. The children should name their art work on the back, and then either hand it in at the office or to myself.

For more information on David Hockney, here is a short video to be watched with an adult [Who is David Hockney? | Tate Kids](#)

We can't wait to see the children's art work!

Thanks very much

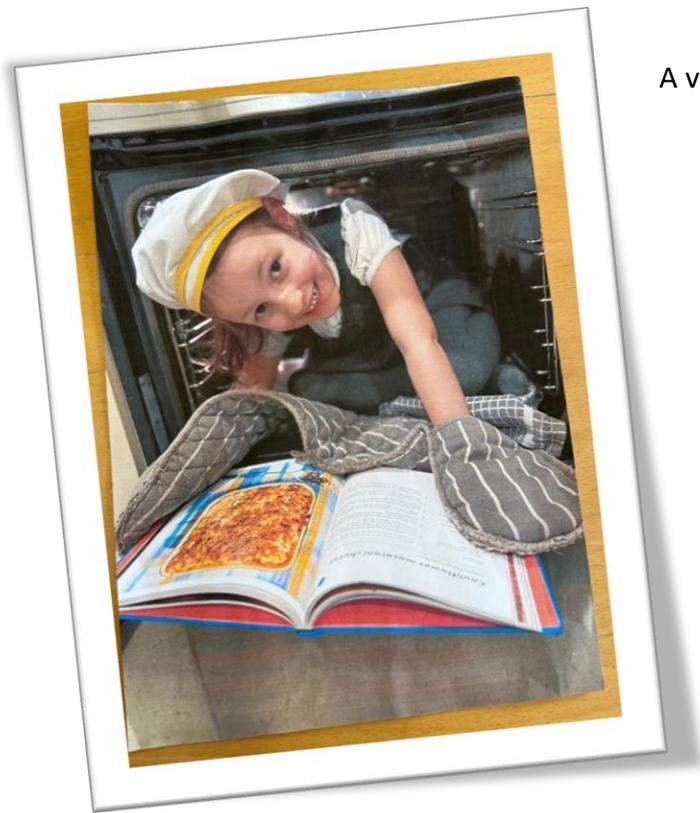
Mrs Smith

Art and Design and DT Lead.

Extreme Reading Challenge

Our wonderful and very creative runners up for the extreme reading challenge for World book day





A very creative effort to the overall **winner** for the most extreme place to read a book.

Well Done Effy in Yr 2



Communtiy News

There is growing national debate about whether the minimum age for accessing social media platforms should be raised, and whether smartphones should be restricted or banned during the school day.

I am keen to hear directly from parents, teachers, young people and local residents about their experiences and views so I am inviting you to a public meeting with Rt Hon Laura Trott MBE MP, Shadow Secretary of State for Education.

Social Media and Smartphones for Under 16s? A Discussion with Sir Jeremy Hunt MP and Laura Trott MP

When: **Fri 13 Mar 2026 12:30 PM - 1:30 PM**

Where: **Wilfrid Noyce Centre, Godalming, GU7 1DY**

We hope this will be an open and thoughtful conversation about how we protect children online while balancing freedoms, practical realities, and the role of families and schools.

Please do book your place using this link, tickets are free.

<https://buytickets.at/rthonsirjeremyhuntmp/2075966>

Waverley Family Centre - Community Hub for Parents and Carers

Description

Are you a parent or carer who is finding things challenging?

Would you like to chat with other people who are experiencing similar issues? Join us for as coffee and a natter in a safe and welcoming setting.

This is a peer run support group, run by parents, for parents.

Children are welcome. Family centre staff are available for support if needed.

Mondays, 9:15 to 11:15am. Term time only.

Location

Address: Hale Family Centre, Alma Lane, Farnham, Surrey, GU9 0LR

Telephone: 1483417157

Email: waverleyfamilycentre@barnardos.org.uk



In England, 1 in 8 men experience depression, anxiety, panic disorders or obsessive compulsive disorder. Postnatal depression affects 1 in 10 dads.

Peak time for men to develop postnatal depression is 3-6 months following the birth, but symptoms can come on anytime in the first few years of being dad.

What is the likelihood of developing mental health issues as a new dad?

HOME START Surrey

How can I bond with my baby?

Some men find bonding with their baby difficult, but you don't have to wait until they are born to start! Babies can hear in the womb from about the 18th week of pregnancy. Try talking, singing and reading to your baby, before and after they are born.

If it feels a bit awkward try playing your baby your favourite songs, telling them about your hobbies, your work or your ambitions for their future.

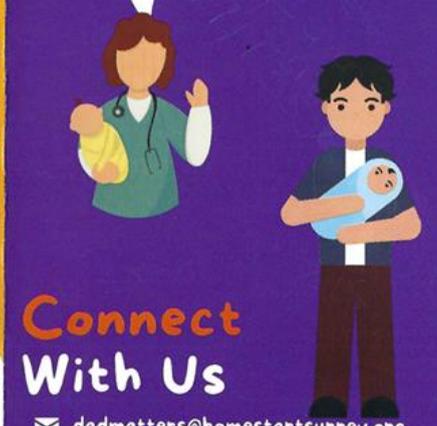
Skin to skin also increases yours and your baby's levels of the hormone, oxytocin, which promotes bonding and attachment.

Carrying your baby, in your arms, or a sling/carrier can also help you to learn their cues and become more reactive to their signals, helping you to get to know them better.



DAD MATTERS SURREY

Dear Dad...



Connect With Us

✉ dadmatters@homestartsurrey.org
 ☎ 07549 187698
 📱 DadMSurrey
 🌐 www.dadmatters.org.uk/surrey

Why is my health and mental wellbeing so important for my baby?

When a parent experiences poor mental health it can affect the way they respond to, bond with and care for their child.

This can impact the child's psychological, intellectual, social and emotional development.

Signs to look for can include one or more of:

- Insomnia
- Fear/Panic
- Confusion
- Feelings of helplessness
- Uncertainty about the future
- Withdraw from family life, work/social events
- Indecisiveness
- Greater risk taking
- Frustration
- Irritability
- Cynicism
- Anger
- Negative parenting behaviours
- Increased alcohol use
- Drug use
- Partner conflict
- Loss of interest in sex or erectile dysfunction
- Physical symptoms like headaches, nausea, indigestion, changes in appetite and weight, diarrhea, constipation, and toothaches.

HOME START Surrey

How can I help my baby's brain development?

Baby's parents help them build their brain into a strong and stable blueprint for the future.

Your baby's brain wiring (neural pathways) is around 20% connected when they are born. How well that wiring develops can affect the way they communicate, handle problems, and how they learn.

It can also impact their relationships and physical and emotional health when they become adults.

Consistent, positive and loving relationships help your baby's brain to grow and lower the effects of stress.

Babies are primed to look for two-way interaction with their care givers, including: touch, facial expressions, and conversation. When you respond to their cues, you are literally helping them to build positive brain connections.

Responding to your baby, especially when they are upset or sick, and providing them with a safe, supportive and loving relationship is also important.

DAD MATTERS SURREY

How do I do skin-skin?

- Get comfy, with your arms and back supported, as you could be sitting or lying a while.
- Get baby on your bare chest in just their nappy and cover them with a blanket to keep them warm.
- Hold your baby close, supporting them with both hands.
- Take note of how your baby responds to you, and how they react to things around them.

Babies Cry - You Can Cope

Crying is one of the many ways your baby communicates and it's an opportunity to think about what their behaviour is telling you...

I - Infant crying is normal
C - Comforting methods can help
O - It's OK to walk away
N - Never, ever shake a baby

Speak to someone if you need support such as your family, friends, peer supporter, Midwife, GP or Health Visitor.