



HEADLINES



I CARE

READING PERCENTAGES

ACORN: 57%	↓
ROSE: 57%	↓
TULIP: 82%	↓
ACER: 57%	↓
SPRUCE: 50%	↓
REDWOOD: 100%	↔
MAPLE 50%	↔
BEECH: 69%	↑
ROWAN: 63%	↑
POPLAR: 75%	↑
SYCAMORE 78%	↓
CHESTNUT: 89%	↑

We have welcomed some fish into school this week. We have a lovely new tank in the corridor near the main school entrance. It is hoped that their calming effect will contribute positively to both pupil and staff wellbeing.

Mr Reay will be holding another SEND coffee morning for parents on Monday 2nd February. These meetings are informal and are open to all parents of children with SEND. They provide an opportunity for parents to network with other parents and Mr Reay, our school SENDCo. Sarah Lucas our assistant educational psychologist will also be attending. Further information will be circulated nearer the time.

My happy mind club takes place every Thursday lunchtime. These sessions are currently being used for Duke Street's Got Talent practise. All children are welcome.

Reading Cafes are back up and running. It was lovely to see our reception parents in school again this week reading with their children. Dates for the next sessions can be found below. A gentle reminder about reading at home at least three times every week. Thank you to all those parents who do this every week without fail. It really is making such a big difference.

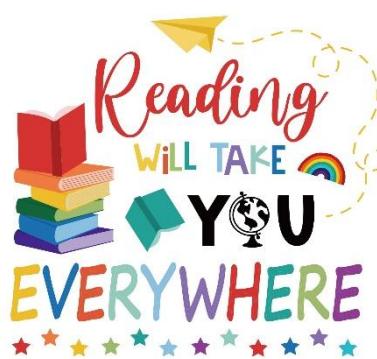
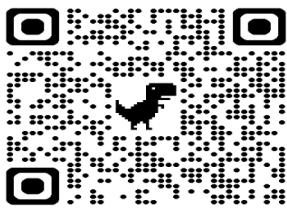
WEEKLY ATTENDANCE

ACORN: 89.0%	↑
ROSE: 95.7%	↑
TULIP: 90.5%	↓
ACER: 97.0%	↑
REDWOOD: 93.9%	↓
SPRUCE: 95.9%	↑
MAPLE: 93.1%	↓
BEECH: 91.7%	↓
ROWAN: 96.1%	↑
POPLAR: 98.2%	↑
SYCAMORE: 96.8%	↑
CHESTNUT: 99.0%	↑
OVERALL: 95.0%	↑

School Target: 96%

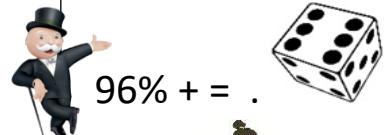
Is your class attendance higher or lower than last week?

Please scan the QR code below for quick access to our website



We would love to see every class rolling the Classopoly dice next week!

Class Attendance



Award Winners

CLASS	MATHS	ENGLISH	ICARE
Rose	<i>Marnie</i>	<i>Samuel</i>	<i>Zariah</i>
Tulip	<i>Israel</i>	<i>Aria R</i>	<i>Maryan</i>
Acer	<i>Selbi</i>	<i>Devontay</i>	<i>Amal</i>
Spruce	<i>Evie</i>	<i>Jordan</i>	<i>Juvaniya</i>
Redwood	<i>Ella</i>	<i>Charlie</i>	<i>Lincoln</i>
Acorn	<i>Nihal</i>	<i>Elizabeth</i>	<i>Harry-George</i>
Maple	<i>Anthony-James</i>	<i>Tristan</i>	<i>Mahirah</i>
Beech	<i>Jake</i>	<i>Toby</i>	<i>Daisy</i>
Rowan	<i>Ciara</i>	<i>Mila</i>	<i>Penny-Rae</i>
Poplar	<i>Sophia</i>	<i>Thomas</i>	<i>Iqra</i>
Sycamore	<i>Robbie</i>	<i>Casey</i>	<i>Nia</i>
Chestnut	<i>Grace M</i>	<i>Lucy</i>	<i>Christopher</i>

CLASS	Active Minutes
Redwood	285
Sycamore	156
Acer	142
Poplar	105
Maple	99
Spruce	90
Rowan	80
Beech	65
Chestnut	60

KS1 Numbots Highest Coin Earners

1st: Harry in Redwood



2nd: Jordan in Spruce

3rd: Arlo in Redwood

KS2 T.T.R.S. Highest Coin Earners

1st: Zeynep in Beech



2nd: Nia in Sycamore

3rd: George B in Beech

MACHINE OF DREAMS

K.S.1

Isla in Acer
Anya in Spruce
Arlo in Redwood
Harlee in Acer

K.S.2

Aviella in Rowan
Delta in Sycamore
Kenny in Beech

Safeguarding/Outreach (239950 option 3)

Chorley Buddies

Chorley Buddies is a local volunteering charity offering practical support for families who are isolated or struggling.

They offer a range of events and services including befriending, school uniform support and food clubs.

Please contact SVP Chorley Buddies by email to chorleybuddies@svp.org.uk Alternatively, you can call them on 01257 542367

Social Media : SVP Chorley Buddies

<https://www.facebook.com/profile.php?id=100070712865243>

Special Educational Needs and Disabilities (SEND) information

For parents/carers of children with SEND or concerned regarding a possible need you can access all relevant information on the following link on our school website;

You can also contact the school office if you wish to make contact with Mr Reay (SENDCo) and an appointment can be made at a convenient time. Additionally the Local Authority have lots of useful information on the following links;

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/send-newsletter/>

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/things-to-do/break-time/>

On-Line Safety

At The National College, our *WakeUpWednesday* guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

What Parents & Educators Need to Know about DIGITAL DEVICES & WELLBEING

Children aged 7 to 14 now spend roughly 3 to 5 hours a day on phones, tablets, consoles, and computers. That much screen time has parents and educators worried – not just about the hours logged, but about online safety and the knock-on effects on mental health. This guide brings together practical, expert-backed strategies so adults can nurture healthier digital habits and help young people thrive both on and offline.

WHAT ARE THE RISKS?

SLEEP DISRUPTION

Excessive screen time, especially before bed, can interfere with melatonin production and delay sleep onset. Children may struggle to concentrate or regulate emotions due to poor sleep hygiene linked to late-night device use.

ONLINE PEER PRESSURE

Social media platforms expose children to unrealistic standards and peer validation loops. Likes, comments, and follower counts can influence self-worth and lead to anxiety or risky behaviour to gain approval.

CYBERBULLYING EXPOSURE

Children may encounter bullying through messaging apps, games, or social media. This can be persistent and anonymous, making it harder to detect. Victims often feel isolated and reluctant to report incidents.

REDUCED PHYSICAL ACTIVITY

Time spent on screens often replaces outdoor play and physical activity. This sedentary lifestyle can contribute to obesity, poor posture, and reduced cardiovascular health.

EMOTIONAL DYSREGULATION

Fast-paced digital content can overstimulate young brains. Children may become irritable, impatient, or struggle with boredom and emotional control when not engaged with screens.

PRIVACY AND SAFETY RISKS

Children may unknowingly share personal information or interact with strangers online. Without guidance, they may not understand the long-term consequences of digital footprints or unsafe online behaviour.

Advice for Parents & Educators

SET CLEAR BOUNDARIES

Establish screen-time limits and device-free zones, e.g. classrooms and dinner tables. Use parental controls and co-create a digital use agreement with children to encourage accountability. Trying a visual schedule or timer app can help children understand and stick to limits.

ENCOURAGE OPEN DIALOGUE

Create a safe space for children to talk about their online experiences. Ask open-ended questions like, "What did you enjoy online today?" to build trust and awareness. Try setting aside 10 minutes each day for a digital check-in where children can share what they've seen or done online.

MODEL HEALTHY HABITS

Children mirror adult behaviour. Demonstrate balanced device use, take regular screen breaks, and prioritise face-to-face interactions to reinforce positive behaviours. Making a habit of putting your phone away during meals and conversations can show that real-life interactions come first.

PROMOTE DIGITAL LITERACY

Teach children how to evaluate online content, recognise misinformation, and understand privacy settings. Empower them to think critically and act responsibly in digital spaces. You could use real-life examples from the news or social media to help children practise spotting fake information.

Meet Our Expert

Adam Gillett is Associate Vice Principal for Personal Development at Penistone Grammar School and works on secondment one day a week for Minds Ahead, which works with schools on improving their mental health provision.



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DIARY DATES

- Thursday, 22nd January:** Acer Reading Café
- Thursday, 29th January:** Spruce Reading Café
- Thursday, 5th February:** Redwood Reading Café
- Friday, 13th February:** Enrichment Day
- Thursday, 26th February:** Year 3 Reading Café
- Thursday, 26th February:** Acorn Reading Café **(2.30 pm)**
- Thursday, 5th March:** Year 4 Reading Café
- Monday, 9th March:** Reception and Year 6 Heights and Weights
- Thursday, 12th March:** Year 5 Reading Café
- Wednesday, 25th March:** D.S.G.T. Rehearsals
- Thursday, 26th March:** D.S.G.T. Grand Final

For Reading Cafes please drop your child off as usual in the morning and then make your way to the hall.

TERM DATES 2026/2027

Autumn Term 2026

- INSET DAY: Tuesday 1st September 2026
- Starts: Wednesday 2nd September 2026
- Half term: *Monday 26th October to Tuesday, 3rd November 2026 (inclusive)*
- Ends: Friday 18th December 2026

Spring Term 2027

- Starts: Monday 4th January 2027
- Half term: *Monday 15th February – Friday 19th February 2027 (inclusive)*
- Ends: Thursday, 25th March 2027

Summer Term 2027

- Starts: Monday 12th April 2027
- May Day: Monday 3rd May 2027
- Half term: *Monday 31st May – Tuesday, 8th June 2027 (inclusive)*
- Ends Friday 23rd July 2027