



READING PERCENTAGES

ACORN:	57%	↔
ROSE:	62%	↑
TULIP:	60%	↓
ACER:	57%	↔
SPRUCE:	44%	↓
REDWOOD:	100%	↔
MAPLE	50%	↔
BEECH:	83%	↑
ROWAN:	55%	↓
POPLAR:	84%	↑
SYCAMORE	78%	↔
CHESTNUT:	96%	↑

We are very grateful to be working in partnership with Chorley Council who have funded workshops for our KS1 classes this week. The children have taken part in sustainability workshops linked to our work on reducing our carbon footprint as part of our climate action plan.

These sessions have looked at the importance of recycling and the impact this has on the environment. The workshops looked at topics such as ocean plastics, carbon emissions and landfill waste.

Audition slips are beginning to fill class envelopes from children wanting to take part in this year's Duke Street's Got Talent. The children have until Friday 6th February to submit an application.

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



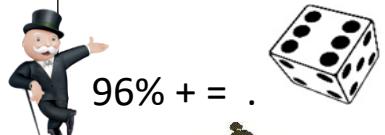
WEEKLY ATTENDANCE

ACORN:	86.3%	↓
ROSE:	93.5%	↓
TULIP:	97.6%	↑
ACER:	100%	↑
REDWOOD:	95.7%	↑
SPRUCE:	97.7%	↑
MAPLE:	94.8	↑
BEECH:	96.7%	↑
ROWAN:	93.2%	↓
POPLAR:	94.2%	↓
SYCAMORE:	96.8%	↓
CHESTNUT:	93.1%	↓
OVERALL:	95.0%	↔
School Target: 96%		↔

Is your class attendance higher or lower than last week?

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

Class Attendance



Award Winners

CLASS	MATHS	ENGLISH	ICARE
Rose	<i>Kylan</i>	<i>Arabella</i>	<i>Ronan</i>
Tulip	<i>Laura</i>	<i>Isaac</i>	<i>Israel</i>
Acer	<i>Ale</i>	<i>Amani</i>	<i>Oliver</i>
Spruce	<i>Juvaniya</i>	<i>Lewis</i>	<i>Bobby</i>
Redwood	<i>Eren</i>	<i>Callum</i>	<i>Ella</i>
Acorn	<i>Finley</i>	<i>Lucas W</i>	<i>Sienna</i>
Maple	<i>Sofia</i>	<i>Theo</i>	<i>Gracie-Mae</i>
Beech	<i>Jonathan</i>	<i>Sofia</i>	<i>Miraal</i>
Rowan	<i>Anthony</i>	<i>Amelia</i>	<i>Isabelle</i>
Poplar	<i>Olivia</i>	<i>Matilda</i>	<i>Dominic</i>
Sycamore	<i>Harrison</i>	<i>Layla S</i>	<i>Luca</i>
Chestnut	<i>Sonny</i>	<i>George</i>	<i>Martha</i>

CLASS	Active Minutes
Redwood	410
Sycamore	226
Acer	225
Poplar	165
Spruce	165
Maple	151
Chestnut	130
Rowan	125
Beech	100

KS1 Numbots Highest Coin Earners

1st: Arlo in Redwood



2nd: Lincoln T in Redwood

3rd: Paisley in Acer

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

1st: Zeynep in Beech



2nd: Nathan in Beech

3rd: George B in Chestnut

MACHINE OF DREAMS

K.S.1

Millie in Acer
Israel in Tulip
Bella in Acorn
Cleo in Redwood
Juno in Spruce
Zayaan in Spruce

K.S.2

Aviella in Rowan
Xander in Rowan
Mia in Poplar
Delilah in Chestnut
George in Chestnut
Matilda in Poplar

Safeguarding/Outreach (239950 option 3)

ANDYS MAN CLUB

Andys Man Club continues to run from Chorley Football Club run a a free support group every Monday from 7PM except bank holidays. In these groups, men can open up about the storms affecting their lives in a safe, judgement-free and non-clinical environment. Our clubs are designed to be free of pressure, there is no obligation for men to speak, they can simply listen if they wish.

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

ROBLOX

WHAT ARE THE RISKS?

A PLATFORM RATHER THAN A GAME

Roblox differs from traditional video games in that it hosts millions of user-created experiences rather than a fixed set of developer-produced content. Each experience is self-rated by its creator rather than independently age-rated in advance, as is the case with PEGI-rated games. With millions of user-created experiences, moderation is largely automated which means that inappropriate content may reach younger players and have a harmful effect.

MATURE CONTENT

With much of Roblox's moderation automated through AI and creators self-certifying suitability, inappropriate content frequently appears on the platform. Some experiences may include content intended for older players. While Roblox has tools to restrict access based on age settings, these systems are not always perfect. Younger players are likely to encounter content you may deem unsuitable.

IN-GAME SPENDING

Roblox is free to play, but many experiences and cosmetics include optional purchases using Robux, the platform's virtual currency, to get advantages in games. This business model is common across online games, but reporting has highlighted cases where children have spent large amounts of money unintentionally or without understanding the real-world cost.

RISK OF ADDICTION

Roblox encourages repeated and extended play. Many experiences are made of short tasks, rewards, and progression systems that can prompt users to keep playing for longer periods of time. Some games also use reminders, daily rewards, or timed events to encourage frequent logins. These designs can make it difficult to stop playing. Spending long periods online may affect sleep, schoolwork, or other activities if boundaries are not in place.

COMMUNICATION WITH OTHER USERS

Roblox includes text and voice features that allow players to chat in shared game spaces. While the platform uses automated filters and moderation tools, media investigations have found that inappropriate and potentially harmful messages can still get through. There are risks that children could be targeted by groomers. In response, Roblox has announced changes to how chat works. The platform plans to use facial age-estimation technology to restrict chat access between adults and children they do not know.

Advice for Parents & Educators

USE PARENTAL CONTROLS

Roblox's parental controls provide an important starting point. Linking a child's account to an adult account allows parents to apply spending controls, limit communication features, and review recent activity. Regular supervision, use of parental controls, and conversations with children about what they see online can help reduce the risk of exposure to inappropriate content.

CONSIDER LIMITING OR DISABLING CHAT

Although Roblox is introducing tighter age-based chat restrictions, some parents and educators may prefer to disable chat entirely for younger children. Children can still play games while communicating with friends they know through other supervised platforms.

PLAY TOGETHER WHERE POSSIBLE

Playing Roblox with a child can help adults understand the types of experiences available, how monetisation works, and how children interact online. This shared engagement can also make it easier for children to raise concerns if something feels wrong. Parents and educators should monitor all games played on Roblox due to its self-rating nature.

ENCOURAGE OPEN CONVERSATIONS

Many Roblox experiences are creative and age appropriate, and for many children, the platform is an important way to socialise with friends. Rather than banning it outright, parents and educators should talk openly with children about online safety, spending, and how to respond to inappropriate behaviour.

Meet Our Expert

Alan Martin is a technology journalist who has written for publications including *Wired*, *TechRadar*, *The Telegraph*, *The Evening Standard*, *The Guardian* and *The New Statesman*.



See full reference list on our website

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DIARY DATES

- 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