

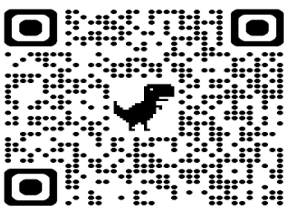


### READING PERCENTAGES

ACORN: 56% ↓  
ROSE: 60% ↓  
TULIP: 60% ↓  
ACER: 76% ↑  
SPRUCE: 31% ↓  
REDWOOD: 86% ↓  
MAPLE: 54% ↑  
BEECH: 89% ↑  
ROWAN: 45% ↓  
POPLAR: 65% ↓  
SYCAMORE: 85% ↑  
CHESTNUT: 82% ↓

Is your class reading percentage higher or lower than last week?

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



We were joined for assembly on Wednesday morning by Simon from the UK charity 'Living Streets'. Simon spoke to the children about the benefits that walking to school has on their bodies, minds and the environment. As part of our climate action work we are pleased to be working with Living Streets as part of their 'Wow - Walk to School' campaign. From next week, the children will be self registering in their classrooms each morning on the 'travel tracker' to record how they travelled to school. To begin with, we are encouraging all families to walk, scooter, bike ride or park and stride at least once per week.

Every child that can do this each week during February will be awarded with the February walk to school badge. These badges are made from recycled yoghurt pots and have been designed by children. There is a different badge to collect each month.

The children are very keen to start walking and earning badges. We have encouraged them to start conversations at home to look at how they can achieve this. Those already walking are in the best position. For those currently travelling by car, we have talked about parking away from school and walking in the last part of the journey. We have suggested you have conversations at home to see if there is a suitable morning where this could happen so that all children have the opportunity to take part.

Travel trackers will close at 8.55am when the register is taken so please allow extra time for the walk in.

Further information can be found on <https://www.livingstreets.org.uk/walk-to-school/primary-schools/wow-the-walk-to-school-challenge/>

Thank you to everyone who supported the Spruce class reading cafe yesterday. It is really pleasing to see how well attended these events still are as they provide a lovely opportunity for you to read with your children.

### WEEKLY ATTENDANCE

ACORN: 90.5% ↑  
ROSE: 91.1% ↓  
TULIP: 93.8% ↓  
ACER: 91.9% ↓  
REDWOOD: 99.1% ↑  
SPRUCE: 93.3% ↓  
MAPLE: 87.6 ↓  
BEECH: 96.7% ↔  
ROWAN: 96.7% ↑  
POPLAR: 93.2% ↓  
SYCAMORE: 93.6% ↓  
CHESTNUT: 97.6% ↑  
**OVERALL: 93.9%** ↓

**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



96% + = .



# Award Winners

<b>CLASS</b>	<b>MATHS</b>	<b>ENGLISH</b>	<b>ICARE</b>
Rose	Ivy	Andre	Sophia
Tulip	Harriet	Joey	Zain
Acer	Marnie	Paisley	Jasmin
Spruce	Anyia	Layla	Faith
Redwood	Nina	Elsie	Archie
Acorn	Bella	Caleb	Matthew
Maple	Tristan	James	Lottie
Beech	Izabell	Jonathan	Nathan
Rowan	Leo	Sara	Olivia P
Poplar	Zac	Abdi	Harry
Sycamore	Raid	Casey	Toby
Chestnut	Karim	Sonny	Harleigh

<b>CLASS</b>	<b>Active Minutes</b>
Redwood	530
Acer	380
Sycamore	326
Spruce	271
Poplar	225
Maple	199
Chestnut	190
Rowan	175
Beech	140

## KS1 Numbots Highest Coin Earners

1<sup>st</sup>: Harry in Redwood

2<sup>nd</sup>: Arlo in Redwood



3<sup>rd</sup>: Lincoln in Redwood

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

1<sup>st</sup>: George B in Chestnut



2<sup>nd</sup>: Zeynep in Beech

3<sup>rd</sup>: Nia in Sycamore

## MACHINE OF DREAMS

### K.S.1

Farhaan in Acorn  
Safa in Rose  
Lila Rose in Rose  
Harper in Acer  
Maryan in Tulip  
Lottie in Spruce

### K.S.2

Leo in Rowan  
Theo in Rowan  
Mia in Rowan  
Zac in Poplar  
Harry in Poplar  
Harleigh in Chestnut  
Charlies in Chestnut

Ibrahim in Rowan  
Mia in Rowan  
Jaxon in Beech  
Harry in Poplar  
Iqra in Poplar  
Skye in Chestnut

## DUKE STREET'S GOT TALENT!

A reminder that the closing date for applications for this year's Duke Street Got Talent is ***Friday, 6<sup>th</sup> February.***

## Safeguarding/Outreach (239950 option 3)

In order for us to keep accurate records please let the office know if you have changed address, email or telephone details, or if there are any new emergency contacts

## Special Educational Needs and Disabilities (SEND) information

A reminder that Mr Reay will be holding his SEND coffee morning on Monday. If your child is on the SEND register and you would like to have an informal discussion and network opportunity with other parents, Mr Reay and our school educational psychologist Sarah Lucas, please come along. Mr Reay will circulate more information on class dojo.



# 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](https://nationalcollege.com).

## What Parents & Educators Need to Know about MENTAL HEALTH MISINFORMATION ONLINE

### WHAT ARE THE RISKS?

A research study by Ofcom revealed that children aged 9–15 increasingly use online platforms like TikTok for mental health advice, with 50% relying on social media for information. Unverified medical content online is concerning, with the potential to cause confusion, anxiety, or incorrect self-diagnoses. This guide provides expert strategies to help parents and educators tackle misinformation effectively and ensure safer digital experiences for young people.

### POPULAR ONLINE SOURCES

Platforms like TikTok and Instagram are two of the main sources of young people's mental health content. Videos and posts frequently feature unqualified influencers, contributing to misinformation, myths, and oversimplifications. While appealing to young audiences, this unverified content can distort perceptions, and create unrealistic expectations and misunderstandings about mental health conditions.

### RISK OF SELF-DIAGNOSIS

Social media's misleading content encourages young people to self-diagnose complex mental health conditions inaccurately. Misdiagnosis can exacerbate anxiety, cause unnecessary worry, or delay essential professional intervention. This has the potential to escalate manageable conditions into more significant mental health issues requiring comprehensive clinical support.

### LACK OF FILTERS

Social media platforms struggle to filter misinformation effectively, allowing false content to spread widely and quickly. Without proper guidance, young viewers may not discern fact from fiction, potentially internalising inaccurate beliefs about mental health. This can negatively influence their decisions about seeking professional help or managing mental wellbeing.

### IMPACTFUL PAST TRENDS

Historically, online mental health misinformation has led to harmful trends, including inappropriate coping strategies or sensationalised symptoms. For example, past TikTok trends on self-harm or anxiety 'hacks' have spread damaging advice, underscoring the risk when misinformation is not promptly addressed or corrected by knowledgeable adults.

### MISLEADING CLINICAL TERMS

Online trends often include the misuse of clinical terms, such as 'trauma' or 'OCD', making serious conditions seem trivial or inaccurately understood. Such misinformation can diminish empathy, and lead young people to misunderstand mental health complexities, potentially preventing them from identifying real mental health issues in themselves or others.

### REPLACING PROFESSIONAL HELP

Frequent reliance on digital content can deter young people from seeking professional mental health care, substituting expert support with unverified online advice. This substitution can prolong issues, complicate recovery, and reduce the effectiveness of future professional interventions, ultimately impacting overall mental health and wellbeing negatively.

## Advice for Parents & Educators

### MONITOR ONLINE ENGAGEMENT

Regularly review and discuss a young person's online activity, providing appropriate guidance on discerning accurate content. Tools such as parental controls or co-viewing content can help mediate exposure to harmful misinformation, facilitating safer digital habits and informed critical thinking about mental health.

### IDENTIFY RELIABLE SOURCES

Teach young people to critically evaluate mental health content by checking credentials, source authenticity, and evidence-based information. Encourage them to refer to trusted medical or educational platforms and to consult healthcare professionals for clarification. This reduces young people's reliance on potentially harmful or misleading online sources.

### SCHOOL-HOME COLLABORATION

Strengthen collaboration with educators to integrate digital literacy into the school curriculum, emphasising misinformation awareness. Jointly delivered education sessions on identifying and responding to misinformation can significantly improve pupils' ability to critically assess mental health content, supporting their mental wellbeing effectively both online and offline.

### ENCOURAGE OPEN DIALOGUE

Foster a non-judgemental environment where young people feel comfortable discussing online content. Regularly talking about their online experiences and perceived mental health concerns helps clarify misunderstandings, mitigates misinformation, and builds trust, thereby enhancing their resilience and digital literacy. Model situations where you have sought advice from accurate sources and not solely relied on social media for health advice.

### Meet Our Expert

Anna Bateman is Director of Halcyon Education Ltd, Director for Wellbeing and Family Services at Leigh Trust, and lead expert for mental health at The National College. Anna specialises in strategic mental health solutions for schools, supporting educators and families to improve resilience, emotional literacy, and overall wellbeing for children across the UK.



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This is a reminder that all children across the school are expected to read at home at least three times each week. We have noticed a recent decline in home reading engagement in some classes over the past couple of weeks, and we are keen to see this improve.

Regular home reading plays a vital role in supporting children's literacy development, and we appreciate your continued support in encouraging this routine.

### Ten Benefits of Reading at Home

**1. Reading to children has a positive impact on their outcomes.**

Research suggests that reading to children every day at a young age has a direct effect on their schooling outcomes regardless of their family background and home environment. It has a significant positive effect on their reading skills and cognitive skills later in life. Reading to young children 6-7 days per week has the same effect as being almost 12 months older.

**2. Reading exercises our brain.**

Reading is a much more complex task for the human brain rather than watching television, for example. Reading strengthens brains connections and builds new connections.

**3. Reading improves concentration.**

Children have to sit still and quietly so that they can focus on the story when they are reading. If the read often, they will develop the skill to do this for longer.

**4. Reading teaches children about the world around them.**

Through reading a variety of books children learn about people, places, and events outside of their own experience.

**5. Reading improves vocabulary and language skills.**

Children learn new words as they read. Subconsciously, they absorb information on how to structure sentences and how to use words and other language features effectively in their writing and speaking. If children read daily for fifteen minutes, in one year they will have read over one million words!

**6. Reading develops a child's imagination.**

As we read our brains translate the descriptions we read of people, places and things into pictures. While we are engaged in a story we are also imagining how a character is feeling. Young children then bring this knowledge into their everyday play and help them develop as writers.

**7. Reading helps children to develop empathy.**

As children develop they begin to imagine how they would feel in that situation.

**8. Reading is fun.**

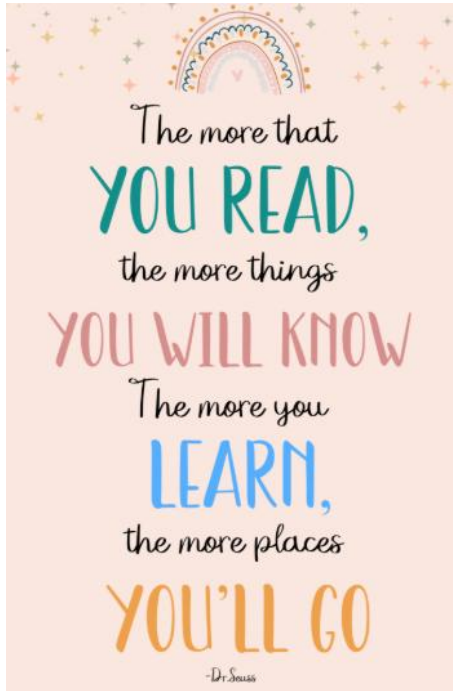
Reading research suggests that it makes you feel happier. Reading reduces stress, promotes higher levels of self-esteem and a greater ability to cope with challenges.

**9. Reading is a great way to spend time together.**

Reading together on the sofa, at bedtimes and visiting the library are just some ways of spending time together.

**10. Children who read achieve better in school.**

Reading promotes achievement in all subjects, not just English. Children who are good readers tend to achieve better across the curriculum.



## DIARY DATES

**Thursday, 5<sup>th</sup> February:** Redwood Reading Café  
**Friday, 13<sup>th</sup> February:** Enrichment Day  
**Thursday, 26<sup>th</sup> February:** Year 3 Reading Café  
**Thursday, 26<sup>th</sup> February:** Acorn Reading Café **(2.30 pm)**  
**Thursday, 5<sup>th</sup> March:** Year 4 Reading Café  
**Monday, 9<sup>th</sup> March:** Reception and Year 6 Heights and Weights  
**Thursday, 12<sup>th</sup> March:** Year 5 Reading Café  
**Wednesday, 25<sup>th</sup> March:** D.S.G.T. Rehearsals  
**Thursday, 26<sup>th</sup> 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 1<sup>st</sup> September 2026  
Starts: Wednesday 2<sup>nd</sup> September 2026  
Half term: *Monday 26<sup>th</sup> October to Tuesday, 3<sup>rd</sup> November 2026 (inclusive)*  
Ends: Friday 18th December 2026

### **Spring Term 2027**

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

### **Summer Term 2027**

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

