# DUKE STREET PRIMARY SCHOOL

## 6TH FEBRUARY 2026

## HEADLINES

**I CARE**

## READING PERCENTAGES

**ACORN: 56%** ⟷

**ROSE: 57%** ↓

**TULIP: 80%** ↑

**ACER: 60%** ↓

**SPRUCE: 44%** ↑

**REDWOOD: 100%** ↑

**MAPLE 46%** ↓

**BEECH: 80%** ↓
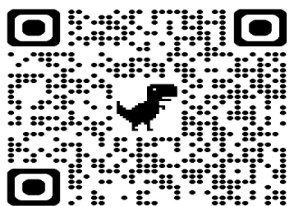
**ROWAN: 60%** ↑

**POPLAR: 75%** ↑

**SYCAMORE 81%** ↓

**CHESTNUT: 89%** ↑

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

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

*Our first week of taking part in the 'Walk to School' campaign has got off to a positive start. We've had lots of children logging active journeys each day and Mr Stephens met families for a 'Park and Stride' session from ASDA on Wednesday. Thank you to all the families who joined him for this session. We are really pleased to be working in partnership with ASDA who have kindly agreed for Duke Street families to use their car park each day. Any families who live too far away from school to walk can park at ASDA and walk to school from there. This allows everyone to take part in the Walk to School campaign and can get earning their monthly badges. So far we have had **68%** of children making at least one active journey to school this week. What a great start!*

*We greatly appreciate the support of all parents who ensure their children arrive on time every day. This allows for children to get off to the best start each day. Late arrival can cause emotional upset and anxiety when children have to enter classrooms when lessons have already started. Learning in key maths and reading skills are also missed which can impact on children's progress. Please support us to get the best from your children each day by ensuring they arrive on time.*

*The times for this year's Duke Street's Got Talent auditions will be shared with the children at the beginning of next week. Auditions will be taking place on Thursday 12th February. Any children who need props for their audition should bring them in on the day.*

## WEEKLY ATTENDANCE

**ACORN: 94.8%** ↑

**ROSE: 90.5%** ↓

**TULIP: 98.2%** ↑

**ACER: 87.8%** ↓

**REDWOOD: 93.9%** ↓

**SPRUCE: 95.2%** ↑

**MAPLE: 93.8** ↑

**BEECH: 98.7%** ↑

**ROWAN: 95.5%** ↓

**POPLAR: 98.2%** ↑

**SYCAMORE: 97.5%** ↑

**CHESTNUT: 88.3%** ↓

***OVERALL: 94.4%*** ↑

***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% + = .

**Individuality**

**Community**

**Aspire & Achieve**

**Resilience**

**Empathy**

# WOW Walk to School

The WOW Walk to School campaign badge design competition is currently open for 2026/27 badges.

They are looking for children to design the badges that can be used next academic year.

**This theme for 2026/27 is Walk the Senses**

Walk the Senses encourages pupils to take a moment to notice their surroundings as they walk or wheel to school. They want them to think about what they see, hear, smell, taste or feel, whether that's the sound of birds singing, the smell of flowers or a tasty snack eaten on the way to school. Or it could be the feel of raindrops or snow on their skin – or spotting a rainbow in the sky!

This competition is curriculum linked and encourages mindfulness and fun. Design sheets have been given out this week. If your child would like to take part, they have until **Monday 23rd February** to return these to school so we can send them off by the deadline of Tuesday 24th February.

The link to copy and paste below provides further information.

https://ca.engagingnetworks.app/page/email/message/view?templateId=771618

# General Reminders

## Absence Reporting
To report your child's absence please ring school (239950) and select Option 1 to leave a message, clearly stating your child's name, class and reason for absence.  Do not select Option 1 to speak to the Office staff as the mornings are very busy.   The absence needs to be done on every morning of the absence unless it is a contagious condition, such as Chicken Pox when we are aware the child needs to be off for a certain period of time.   A reminder that if children have Sickness and/or Diarrhoea, they must stay off school for 48 hours from the LAST symptom.

## Parking



We would really appreciate your co-operation to make arriving at school and leaving at the end of the day, as safe as possible. We are a large school, in a very built-up area, so we know that parking is a challenge. We ask for drivers to be considerate towards pedestrians. The double yellow lines and zig-zag lines are there to protect pedestrians. Parking in these parts of the road endangers the lives of children and adults alike. Parking slightly further away from school, towards the Pall Mall end of Duke Street, or indeed into Brindle Street, will help to keep our children safe and also help you to get more fitness steps in.  Thank you in anticipation of your support in this matter.

## Smoking/Vaping



Smoking or vaping is not permitted on the school premises.

# Award Winners

| CLASS | MATHS | ENGLISH | ICARE |
|---|---|---|---|
| Rose | Gracie-Louise | Betty | Marina |
| Tulip | Murise | Nailah | Younus |
| Acer | Grayson | Marnie | Muhammed |
| Spruce | Carter | Jack | Isaac |
| Redwood | Ava | Aydan | Wren |
| Acorn | Rida | Elizabeth | Farhaan |
| Maple | Layla | Olivia C | James |
| Beech | Lucas | Nathan | Daisy |
| Rowan | Mason | Nate | Charles |
| Poplar | Soma | Annabelle W | Riley |
| Sycamore | Charles | Oliver | Harry |
| Chestnut | Freddie V | Alfie | Mathew |

| CLASS | Active Minutes |
|---|---|
| Redwood | 650 |
| Acer | 492 |
| Sycamore | 407 |
| Spruce | 371 |
| Maple | 284 |
| Poplar | 281 |
| Beech | 255 |
| Chestnut | 238 |
| Rowan | 235 |

## KS1 Numbots Highest Coin Earners

1st: Harry in Redwood

2nd: Arlo in Redwood

3rd: Bobby B in Acer

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

1st: Zeynep in Beech

2nd: Kosi in Beech

3rd: Jake B from Beech

## MACHINE OF DREAMS

### K.S.1

Austin in Acorn    Caleb in Acorn

Indie in Acorn    Olivia in Acorn

Devontay in Acer    Harper in Acer

Joella in Tulip    Harriet in Tulip

Naomi in Spruce

Tommy in Redwood

Reggie in Redwood

Scarlett in Redwood

### K.S.2

Lincoln in Maple    Emily in Beech

Zac in Beech    Grace in Beech

Miraal in Beech    Lucas in Rowan

Alfie in Chestnut    Lydia in Chestnut

Enna in Chestnut    Robbie in Chestnut

## Safeguarding/Outreach (239950 option 3)

## Free Online Parenting Courses

**These are a great way to get advice and learn new skills in the comfort of your own home and at times to suit you. All courses are filled with helpful techniques and ideas developed to help you become a confident and happy parent. Crucially, you can complete the course whenever and wherever suits you and work through it at our own pace.**

## 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

## 10 Top Tips for Parents and Educators

# SUPPORTING SAFE USE OF AI

Artificial Intelligence (AI) is increasingly woven into young people's digital lives. It can offer some educational benefits and day-to-day assistance; however, it also raises concerns about misinformation, privacy, fairness, and safety. This guide provides parents and educators with practical strategies to support young people to navigate AI tools responsibly, and to use them safely and with discernment.

### 1 DEMYSTIFY WHAT AI REALLY IS

Children encounter AI in most online places, including games, streaming platforms, and school tools. Explain that AI uses patterns from past data to make decisions, but it doesn't think or feel like humans. Use age-appropriate examples, like how recommendations on YouTube or Netflix work, to build understanding and prevent false beliefs about AI being all-knowing or alive.

### 2 TALK ABOUT RISKS OF MISINFORMATION

AI can create convincing false information, including deepfake videos, photos, and fake 'facts'. Encourage children to think critically about what they see and read. Teach them to double-check information using reliable sources, to look at images and videos carefully, and to ask an adult if something doesn't seem right.

### 3 DISCUSS DATA AND PRIVACY

Explain that AI systems learn by analysing lots of data, sometimes including personal information. Help young people to be mindful of what they share online and why protecting personal data matters. Model good habits like reading app permissions together or reviewing what's collected by voice assistants like Alexa or Siri.

### 4 ENCOURAGE CREATIVE USE OF AI

Support children, when using AI tools, to explore ideas, make art, or build projects. This fosters confidence, imagination, and independent thinking. When children use AI creatively, rather than just passively consuming it, they are more likely to stay engaged and make thoughtful choices.

### 5 USE AGE-APPROPRIATE AI TOOLS

Not all AI platforms are suitable for children. Choose tools designed for education or creativity, with clear safety policies. Review terms of use and privacy settings, and help children use them in age-appropriate ways. For example, some chatbot tools mimic conversation but should only be used with guidance and boundaries in place.

### 6 USE AI TOGETHER

Exploring AI tools together can help adults understand how they work and spot potential issues. Try co-writing a story with an AI writing assistant or experimenting with an AI art tool. This encourages curiosity, helps you stay informed about the latest AI tools, and allows you to reinforce safe and respectful use while modelling critical thinking.

### 7 SET BOUNDARIES FOR AI USE

Establish when, where, and how AI tools can be used, just as you would with any digital technology. For example, you might agree not to use AI tools to complete school assignments without permission, or to avoid unsupervised use of voice assistants. Consistent boundaries help manage overuse and misuse.

### 8 WATCH FOR OVERRELIANCE

Some AI tools, like homework help apps, may be tempting shortcuts. Encourage children to use AI to support their thinking, not replace it. Celebrate effort and process over perfect answers. Reinforce that mistakes are part of learning and that relying too heavily on AI can limit real understanding.

### 9 TEACH DIGITAL ETHICS AND LITERACY

Help children explore how AI works, where it might be biased, and why ethical thinking matters. Building digital literacy alongside ethical awareness ensures children engage with AI critically, not just conveniently. Help young people to understand that not all people use AI for legitimate purposes; some use it for malicious reasons. Encourage questions about fairness, representation, and who benefits from certain tools; talk about algorithms, echo chambers, and the impact of automation on daily life.

### 10 STAY CURIOUS AND INVOLVED

AI is developing rapidly, and staying informed helps you support the young people in your care. Follow trusted sources for updates and keep the conversation going. If a child brings up a new AI trend or tool, take the opportunity to learn about it together. Showing interest builds trust and strengthens digital resilience.

## Meet Our Expert

Home to the world's largest CPD library for educators, The National College has transformed the way education establishments go about developing their workforces and managing compliance. Our three memberships help all phases and types of setting raise standards, save time, reduce risk, and build a culture of improvement.

#WakeUpWednesday®

The National College®

Individuality    Community    Aspire & Achieve    Pg 5 of 6    Resilience    Empathy

# DIARY DATES

**Thursday, 26th February:** Year 3 Reading Café

**Thursday, 26th February:** Acorn Reading Café *(2.45 pm) Please note time change*

**Thursday, 5th March:** Year 4 Reading Café

**Thursday, 5th March:** Enrichment Day/World Book Day

*(Children can come to school wearing pyjamas and bring favourite book and teddy)*

**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