DUKE STREET PRIMARY SCHOOL

13TH JUNE 2025

HEADLINES

I CARE

READING PERCENTAGES

The final half term of the school year is in full swing!

Miss Pierce has been busy with parents from Spruce class at this week's Reading café. It was lovely to see so many families attending. A reminder that there are more of these sessions planned over the next few weeks. Please see the Reading café dates at the end of this newsletter for further details.

It was also great to see our new reception children and their families for the first time on Wednesday. They visited school for their first 'Stepping Stone' session where they got to meet our EYFS team and some of their new friends ahead of September. A big thank you goes to Miss Zawistowicz for organising these valuable sessions.

Mr Allen has been busy again, setting up scooter and skateboarding sessions for the children. Some of the children were a little timid at first but after coaching and practice began to blossom and show far more confidence. Great resilience and perseverance!

No reading percentages this week

Is your class percentage higher or lower from last week?

WEEKLY ATTENDANCE

ACORN: 88.2% ↓

ROSE: 86.3% ↓

TULIP: 93.3% ↓

ACER: 96.0% ↑

REDWOOD: 87.4% ↓

SPRUCE: 91.6% ↓

MAPLE: 90.2% ↓

BEECH: 84.6% ↓

ROWAN: 84.6% ↓

POPLAR: 86.8% ↓

SYCAMORE: 89.2% ↓

CHESTNUT: 91.9% ↓

OVERALL: 89.1% ↓

Is your class attendance higher or lower than last week?

Coming Soon....

S.T.E.M
SCIENCE TECHNOLOGY ENGINEERING MATHEMATICS
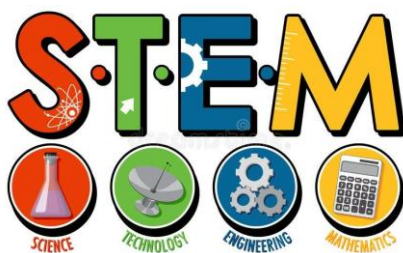
Week
WB: 23.06.25

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

Class Attendance

96% + =

Individuality   **Community**   **Aspire & Achieve**   **Resilience**   **Empathy**

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/

Safeguarding/Outreach

The HAF scheme will be running again this summer in the Chorley area.

Chorley Council co-ordinate the Holiday Activity and Food Clubs (HAF) programme for the borough which is funded by the Department for Education. The programme provides free activities during Easter, Summer and Christmas school holiday periods and includes a nutritious meal. School aged children from reception to year 11 (inclusive) who receive benefits related free school meals can access this provision.

Activities take place at a variety of venues across the borough, with a range of activity providers making these sessions possible including multi sports, football, cheer-leading, coding, forest school, arts and crafts and much more.

The HAF programme:

- *is free of charge*

- *offers fun activities and experiences*

- *includes free food and refreshments.*

Make a HAF booking for your child/children

To book HAF sessions, you will need an e-voucher code, look out for a text or email from hello@holidayactivities.com.

Vouchers will be sent direct to your email so please ensure we have your up to date contact information.

Award Winners

CLASS	MATHS	ENGLISH	ICARE
Acorn	*Finley*	*Elizabeth*	*Austin*
Rose	*Heaven*	*Lottie*	*Ale*
Tulip	*Selbi*	*Bobby*	*Juvaniya*
Acer	*Aydan*	*Harry*	*Lincoln*
Spruce	*Lucas*	*Oscar*	*Archie L*
Redwood	*Jasmine*	*Leo*	*Sofia*
Maple	*Toni*	*Sofia*	*Leo*
Beech	*Adam*	*Sophia*	*Kelechi*
Rowan	*Alfie*	*Jackson*	*Toby W*
Poplar	*Isla*	*Christopher*	*Isla*
Sycamore	*Delilah*	*Emeli*	*Ryan*
Chestnut	*Louis*	*Favour*	*Joseph*

mbots Highest Coin Earners

1st: Harlie from Tulip

2nd: Darcy from Redwood

3rd: Isaac from Redwood

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

1st: Ali from Chestnut

2nd: Yasin from Chestnut

3rd: Zeynep from Rowan

CLASS	OVERALL ACTIVE MINUTES
Spruce	*90*
Acer	*125*
Redwood	*75*
Maple	*40*
Beech	*75*
Rowan	*85*
Poplar	*55*
Sycamore	*60*
Chestnut	*75*

Photo Gallery (see X for more pictures)

Spruce have been on the field looking for common wild plants

Beech class loved learning how to skateboard this morning

Beech class loved learning how to skateboard this morning

Some of KS1 enjoyed a story with Julia Donaldson

Individuality Community Aspire & Achieve Resilience Empathy

Online Safety

What Parents & Educators Need to Know about
GENERATIVE AI SAFETY

Generative AI tools – such as ChatGPT – are now commonly used by children. In fact, 3 in 4 pupils in the 2024 Annual Literacy Survey reported using generative AI, up from just 2 in 5 the previous year. While these tools can boost learning and creativity, they also raise concerns around misinformation, privacy and overuse. This guide explores the key risks and how to support safe use.

WHAT ARE THE RISKS?

MISINFORMATION AND ACCURACY

✔ Real
✘ Fake

Generative AI can sometimes produce false or misleading content. Children – and even adults – may assume the information is accurate and trustworthy. This can affect learning and understanding of important topics. It's vital to teach children to critically assess all information, even when it comes from AI.

EXPOSURE TO INAPPROPRIATE CONTENT

CENSORED

Because generative AI is trained on vast datasets from across the internet, there is a chance it may occasionally generate harmful or inappropriate content. Without supervision, children could encounter disturbing or unsuitable material. Active monitoring and clear usage boundaries can help reduce this risk.

PRIVACY AND DATA SECURITY

Some AI tools ask for personal details or store users' interactions. If privacy settings are not correctly configured, children's personal data could be exposed or misused. Teaching good digital hygiene and setting strong privacy controls is essential for protecting children online.

REDUCED CRITICAL THINKING

Relying too heavily on AI-generated responses may reduce children's willingness to think independently. If they consistently use AI to solve problems or complete tasks, it could impact their ability to reason, analyse and form their own ideas. Encouraging thoughtful reflection is key.

DIGITAL DEPENDENCY

Regular use of generative AI can contribute to increased screen time and less real-world interaction. If left unmanaged, it may affect physical activity levels, sleep, and social development. Striking a healthy balance between online and offline activities is important for wellbeing.

UNCLEAR ETHICAL BOUNDARIES

Children may not fully understand the ethical implications of using AI to complete homework or creative tasks. This can lead to unintentional plagiarism or dishonest academic practices. Conversations around responsible use and academic honesty are crucial.

ALL THE ANSWERS
12+12 = 1212

MATHS
NEWS
IDEAS

Advice for Parents & Educators

ESTABLISH CLEAR GUIDELINES

Set clear, age-appropriate rules for when and how generative AI can be used. Reinforce these regularly to help children develop a healthy, respectful and informed relationship with the technology.

ENCOURAGE CRITICAL EVALUATION

Help children to question the accuracy of AI-generated information and seek out additional trusted sources. This builds essential digital literacy skills and supports better decision-making.

PROMOTE ACTIVE SUPERVISION

Keep an eye on how the children in your care use AI tools. Check in regularly to ensure they're using them appropriately and be ready to step in if something doesn't feel right.

ENHANCE PRIVACY AWARENESS

Talk to children about the importance of keeping personal information private. Make sure privacy settings are in place and explain how data shared with AI tools could be used.

Meet Our Expert

Brendan O'Keeffe, Deputy Headmaster and Director of Digital Strategy at Eaton House Schools, has extensive expertise in digital safety, safeguarding, and generative AI in education. As an author and speaker on digital literacy and online safety for institutions such as The National College, Brendan guides parents and educators in creating safe digital learning environments.

#WakeUp Wednesday®

The National College®

Individuality   Community   Aspire & Achieve   Resilience   Empathy

READING CAFÉ DATES

Thursday, 19th June: Spruce

Thursday 26th June: Maple/Rowan

Thursday 3rd July: Beech/Poplar

Thursday 10th July: Sycamore/Chestnut

Acorn class TBC

DIARY DATES

W/B 23rd June: Pools for Schools arrive in school

Tuesday, 15th July (9.10 am): KS2 (Yrs 3,4.5) End of Year Assembly

Wednesday, 16th July (9.10 am): Rec/Acorn End of Year Assembly

Wednesday, 16th July: Year 6 Production (2.00 pm & 6.00 pm)

Thursday 17th July (9.10 am): Year 1 and Year 2 End of Year Assembly

Friday, 18th July (9.10 am): Year 6 Leavers Assembly

School closes at 1.05 pm for Rec and 1.15 pm for the rest of school