



Create, Adapt and Learn Together
Manchester Road Primary Academy

NEWSLETTER 5TH DECEMBER

ATTENDANCE 01/12/25 – 05/12/25

CLASS	SCHOOL ATTENDANCE	LATES
Bumblebee	82.8%	10
Clover bee	95.9%	14
Honeybee	80%	1
1A	94.7%	5
1B	91.9%	7
2A	96.8%	10
2B	90%	11
3A	94.7%	6
3B	97.7%	3
4A	93.4%	8
4B	93.2%	3
5A	93.1%	6
5B	99.3%	13
6A	94.8%	7
6B	92.4%	18

LATENESS THIS WEEK

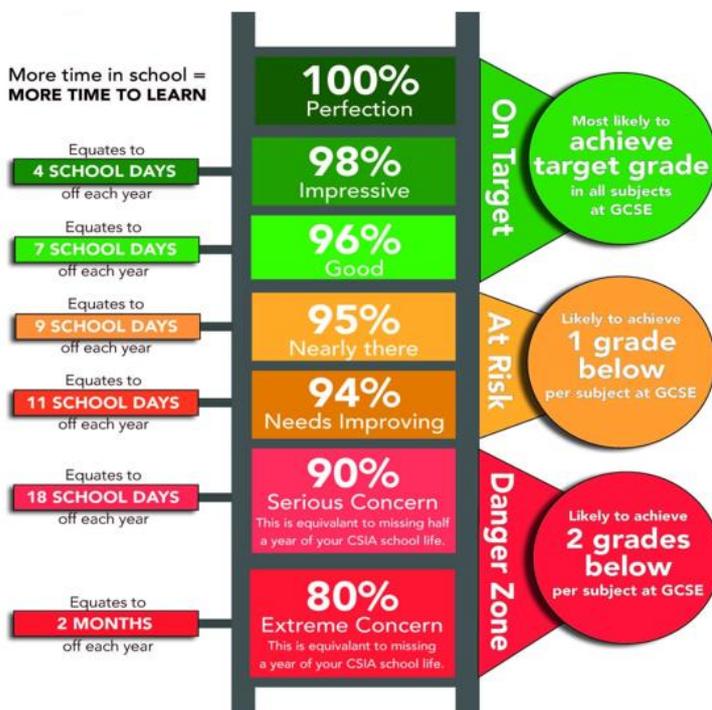
Day	Lates
Monday	34
Tuesday	25
Wednesday	24
Thursday	17
Friday	22
Total Lates This Week	122

Lateness has a massive impact on children's learning. Not only on the children that are late, but also on the children in the classes being disrupted. Please ensure your child arrives at school on time each day.

97% and above Excellent
95% to 96% Attendance is slipping and will be closely monitored
95% or below Poor (high numbers of children are persistently absent)

EARLY LEAVERS

Day	Early Leavers
Monday	5
Tuesday	7
Wednesday	8
Thursday	8
Friday	7
Total this week	35



For every day your child is absent from school over 6 hours of instruction time is lost

THE SCHOOL DAY

8.35 – 8.50am – Arrive on the school playground

8.40am – Pupils enter school

8.50am – Gates shut & registration

11.45am – KS1 Lunch

11.50am – KS2 Lunch

12.35pm – Afternoon session begins KS1

1.05pm – Afternoon session begins KS2

3.15/3.20pm – End

APPLYING FOR RECEPTION

1 st September 2025	The online application system opens
15 th January 2026	Closing date for applications
16 th April 2026	National offer day

If you are a Tameside Resident, please use the Tameside Citizen Portal.

https://admission.tameside.gov.uk/CitizenPortal_LIVE/en

If you are a Manchester Resident, please use the following link.

https://www.manchester.gov.uk/info/500321/primary_school_admissions/7264/apply_for_a_reception_class_place_for_september_2026

STAR OF THE WEEK

Honeybee	Andrew for his amazing contributions and his imaginative language in the drawing club this week.
Clover bee	Favour for beautiful handwriting and lovely reading this week.
1A	Kwame for showing amazing resilience and 100% effort in everything he does.
1B	Kain for enthusiasm and interest in our science lesson about senses.
2A	Rex for being an all-round super star, being kind and helpful and super learning in all lessons.
2B	Jaden for amazing, positive attitude to his learning and being a super MRPA role model.
3A	Ahmad for increasing independence and collaboration during out 4 times tables.
3B	Kinggreat for amazing listening and recall in RE.
4A	Renee for developing her resilience and confidence with her learning across Year 4 and for fantastic collaboration with peers.
4B	Ava T
5A	Hareem and Favour for both being respectful and positive class members.
5B	Amber for being resilient in her learning and generating some excellent sentences in English.
6A	Brooke for amazing creativity and inspiring others in writing! Well done!
6B	Lorcan for showing amazing resilience and sharing great ideas and theories about the book.

At National Online Safety, we believe in empowering parents, carers and trusted adults with the information to help an informed conversation about online safety with their children, should they feel it's needed. This guide focuses on one of many topics which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guides, tips and tips for adults.

SUPPORTING CHILDREN TO DEAL WITH UPSETTING CONTENT

A Guide for Parents and Carers

Raising children in the digital age seems to be getting tougher, with the world currently experiencing so many uncertainties. From the continuing impact of COVID-19 to the war in Ukraine, right now children across the globe can scarcely go online without being exposed to unsettling stories, images and ideas. Reassuring a concerned child can be difficult, especially when bad news feels omnipresent. We've put together some advice to help you in discussing upsetting events with young ones.

- FIND OUT WHAT YOUR CHILD KNOWS**
There are many ways that children are exposed to upsetting content in the media, both online and offline. Before swamping your child with information, find out what they know already. Show them you're interested in what they have to say, practice active listening and try to gauge how much your child has been impacted by what they have seen.
- RIGHT TIME, RIGHT PLACE**
Starting a conversation about upsetting content probably isn't the best idea when your child is studying for an exam or about to go to bed. Choose a time when they're relaxed and open to talking, to make sure you have their full attention. Remember, these conversations can become emotional, so choose somewhere your child feels safe and comfortable.
- KEEP IT AGE APPROPRIATE**
With younger children, try and keep the conversation more general and avoid leading questions and complex detail. You can go slightly deeper into the specifics with young teenagers but keep monitoring their emotional responses. With older teens, you can be more open about the realities and consequences of what is happening – but again, do stay aware of their emotional state.
- EMPHASISE HOPE**
Upsetting content can make us feel angry, scared, upset, sad or overwhelmed. Try to find stories of hope, generosity and strength related to the content you're discussing. Children often feel reassured when they know they can do something to help, so encourage your child's sense of control through activities which make them feel they're positively impacting the events they're concerned about.
- MONITOR REACTIONS**
All children react differently, of course, and young people might not directly say that they're scared, angry, anxious, confused or uncomfortable. Emotional reactions are natural when discussing upsetting topics, so take note of your child's body language and reactions. Allow them to express their feelings in a non-judgemental space and try to stay mindful of how they might be feeling.
- CONSIDER YOUR EMOTIONS**
It's not only young people who find upsetting news difficult to process; adults do so have to deal with strong emotions or moments of stress. Children develop coping strategies by mirroring those around them, so staying on top of how you appear to be regulating your emotion on the outside is important for supporting your child through worrying times.
- SET LIMITS**
Managing screentime and content can be difficult at the best of times, but especially in unusual or stressful periods (at the start of the pandemic, for example). It's virtually impossible to keep children away from upsetting content completely, but it's important to try and at least limit exposure by using parental controls, talking about the dangers of harmful content and enforcing screentime limits.
- TAKE THINGS SLOWLY**
Try not to overwhelm your child with information all at once. Instead, take the discussion one step at a time. You could make the first conversation a simple introduction to a potentially upsetting subject and then wait until your child is ready to talk again. Opening the door to the conversation and demonstrating that your child can talk to you about this type of issue is a vital first step.
- ENCOURAGE QUESTIONS**
Online, troubling images, posts, videos and stories are shared across multiple platforms, many of which your child might access. Even if the content is actually inappropriate, encourage your child to discuss what they saw instead of being angry at them for seeing it. Children are still learning that not everything online is accurate – you want to be their ultimate source of information, not their device.
- FIND A BALANCE**
There's often a tremendous compulsion to stay right up to date with events. Our phones frequently send us push notifications urging us to read the latest article or view the most recent video on social media. It's essential to remind your child that it's healthy to take regular breaks, and to focus on positive events instead of 'doomscrolling' and risking becoming overwhelmed by bad news.
- BUILD RESILIENCE**
News has never been more accessible. While our instinct may be to shield children from upsetting stories, it's important that they're equipped with the tools to manage this content when they are exposed to it. Talk about upsetting content more generally with your child and emphasise that they can always tell you or a trusted adult if something they see makes them feel uneasy.
- IDENTIFY HELP**
It's hugely important that children know where to find support if they encounter upsetting content online. Encourage them to open up to an adult that they trust, and make sure they're aware of who their trusted adults are. It is essential that children understand that they're not alone, and that help is available if and when they need it.

Meet Our Expert
Cayley Jorgensen is the director of Force5p South Africa, which is a reporting system that is currently being used by schools and companies to fight bullying around the world. Force5p helps organisations to bystanders by encouraging them to speak up and get the help they not only want but need.

NOS National Online Safety
#WakeUpWednesday

www.nationalonlinesafety.com @nationalonlinesafety /NationalOnlineSafety @nationalonlinesafety

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 06.03.2022

UPCOMING EVENTS

Tuesday 9 th December	Individual and Sibling Pictures
Wednesday 10 th December	Year 5: Christmas Dinner at Droylsden Academy
	Years 3-6: Oracy Workshop at 2.30pm
Thursday 11 th December	Christmas Dinner: Please pre order on MCAS
	Christmas Jumper Day Cakes & Biscuits Donations
	Christmas Fair 3.30-5.30pm
Tuesday 16 th December	Year 3 Stone Age Workshop
	EY Nativity 9.15am & 2.15pm
Wednesday 17 th December	KS1 Christingle Concert 9.15am – Year 2 Parents 2.15pm – Year 1 Parents
Thursday 18 th December	KS2 Carol Concert Y3&4: 9.15am & 1pm Y5&6: 10.30am & 2pm
Friday 19 th December	Last Day of Term. We return Monday 5 th January.

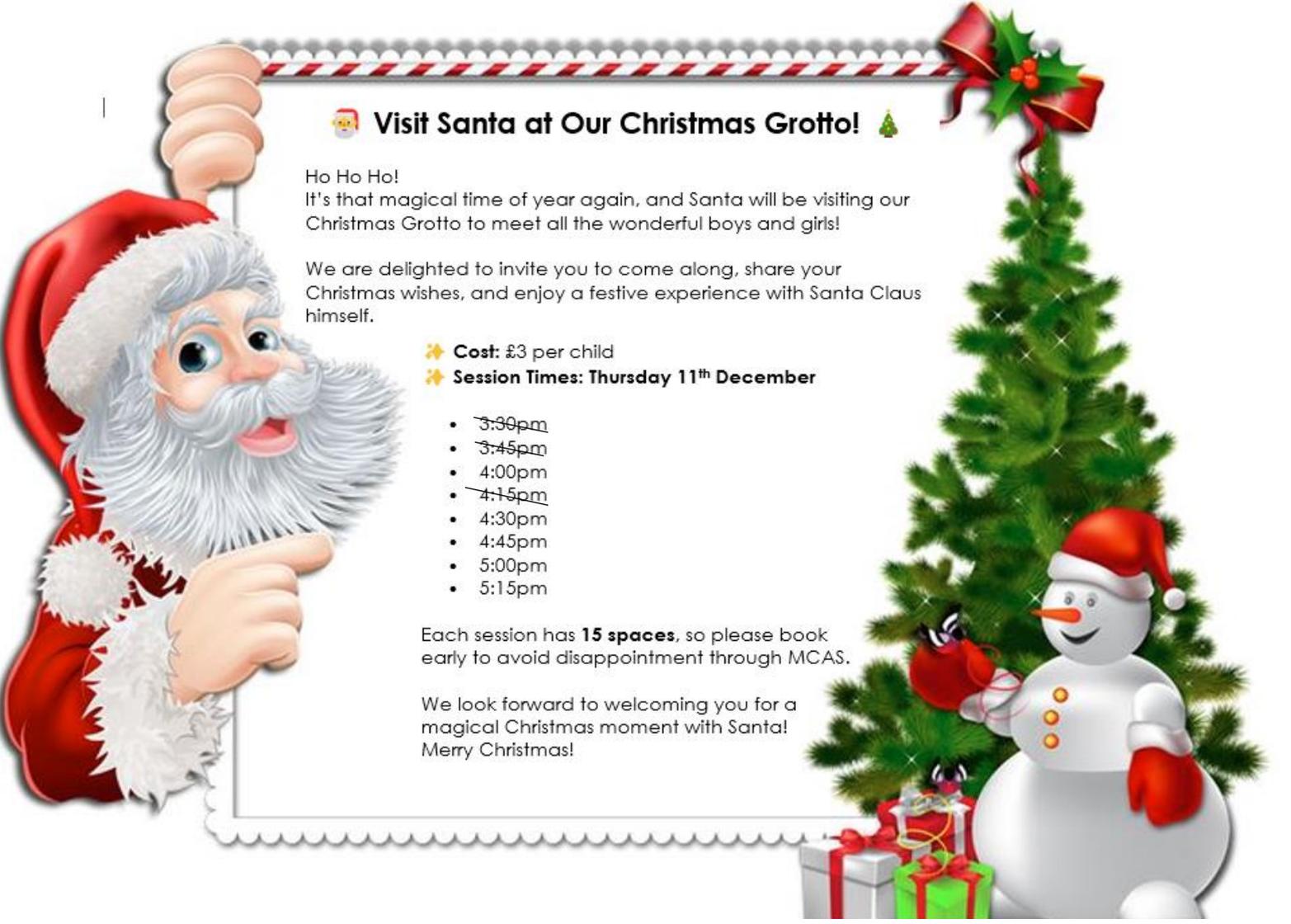
CHANGES HAPPENING WITH MCAS REQUESTED BY OUR TRUST

From October Half Term

Dinners (to align with new menu start)

- Parents to make initial meal choice – this does not include desserts, which is still at the counter

- No debt to be allowed.



👶 Visit Santa at Our Christmas Grotto! 🎄

Ho Ho Ho!

It's that magical time of year again, and Santa will be visiting our Christmas Grotto to meet all the wonderful boys and girls!

We are delighted to invite you to come along, share your Christmas wishes, and enjoy a festive experience with Santa Claus himself.

✦ **Cost:** £3 per child

✦ **Session Times:** Thursday 11th December

- ~~3:30pm~~
- ~~3:45pm~~
- 4:00pm
- ~~4:15pm~~
- 4:30pm
- 4:45pm
- 5:00pm
- 5:15pm

Each session has **15 spaces**, so please book early to avoid disappointment through MCAS.

We look forward to welcoming you for a magical Christmas moment with Santa! Merry Christmas!

SIGN OF THE WEEK

Each week, we will be introducing a new 'Sign of the Week' for the children to learn. We will share this with you so that you can practise the sign together at home and support your child's learning.

This week's 'Sign of the Week' is: *Merry Christmas*.

To sign "**Merry Christmas**" in British Sign Language (BSL):

How to sign "**Merry Christmas**" in BSL:

1. "Merry/Happy"

- Place both open hands in front of your chest, palms facing inwards.
- Move them in small, upward circular motions.
(This is the standard BSL sign for "happy.")

2. "Christmas"

- Form a "C" shape with your dominant hand.
- Hold it above your non-dominant hand (which is flat, palm up), and bring the "C" hand downward as if placing a Christmas pudding on a plate.
(This is the BSL sign for "Christmas.")

Put together:

Sign "**Happy**" → then "**Christmas.**"