



Create, Adapt and Learn Together  
Manchester Road Primary Academy

## NEWSLETTER 7<sup>TH</sup> NOVEMBER

### ATTENDANCE 03/11/25 – 07/11/25

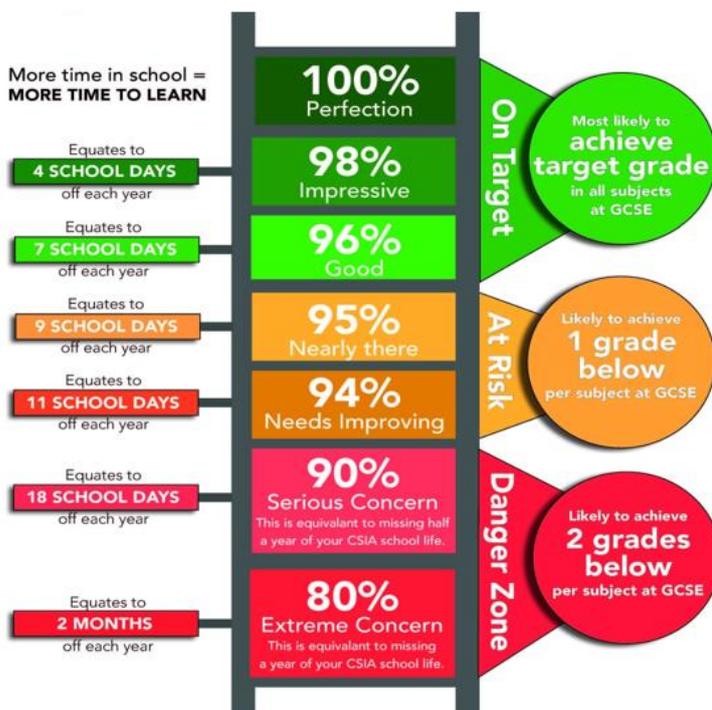
CLASS	SCHOOL ATTENDANCE	LATES
Bumblebee	94.4%	8
Clover bee	99.1%	10
Honeybee	98.3%	0 😊
1A	95.8%	5
1B	90.7%	1
2A	95.8%	10
2B	96.8%	5
3A	94.8%	7
3B	92.7%	5
4A	93.8%	3
4B	91.9%	1
5A	95.2%	9
5B	97.8%	4
6A	96.2%	11
6B	92.8%	11

### LATENESS THIS WEEK

Day	Lates
Monday	25
Tuesday	15
Wednesday	14
Thursday	19
Friday	17
Total Lates This Week	90

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)



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

### EARLY LEAVERS

Day	Early Leavers
Monday	4
Tuesday	7
Wednesday	6
Thursday	3
Friday	8
Total this week	28

### 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 <sup>st</sup> September 2025	The online application system opens
15 <sup>th</sup> January 2026	Closing date for applications
16 <sup>th</sup> 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](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](https://www.manchester.gov.uk/info/500321/primary_school_admissions/7264/apply_for_a_reception_class_place_for_september_2026)

## 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: *Good Afternoon*.



### **To sign “Good Afternoon” in British Sign Language (BSL):**

#### GOOD

- Place the fingers of your **dominant hand** (flat hand, palm facing upward) under your chin.
- Move your hand **slightly forward and down** — like you're moving something gently away from your chin.
- Facial expression: friendly smile.

#### AFTERNOON

- Hold your **non-dominant arm** horizontally in front of you, palm facing down (as if it's the horizon).
- With your **dominant hand**, make a flat hand (palm down) and start near your non-dominant elbow.
- Move your dominant hand **forward along your other arm** to the wrist area — this represents the sun moving across the sky in the afternoon.

#### Combine

- Sign **GOOD** first, then **AFTERNOON** immediately after.
- Keep a pleasant expression — greetings in BSL rely a lot on facial friendliness as well as hand movement.

## STAR OF THE WEEK

2A	Romy for a super start to the half term showing great resourcefulness and good attitude towards his learning in every lesson.
2B	Hope for commitment to her learning and beautiful presentation of her work for Black History Week.
3A	Maddison for improved confidence in her articulation of answers and being a great role model.
3B	Davie for being so resilient in all areas of school life throughout all of this week.
4A	Princess for fantastic effort and use of previous learning, particularly in her independent write in English!
5B	Paris for being an exemplary pupil and always showing respect, kindness and dedication.
6A	Alex for always trying his best in all his learning.
6B	Grace for always showing resilience and dedication to her learning.

## POPPY APPEAL

When we return, we will be offering the following items for sale. If your child would like to make a purchase, please send the correct amount of money in a clearly labelled envelope, along with a note indicating which items they would like to buy.



### Price List

- Snap Bands £1.50
- Bracelet £1
- Reflector Poppy 50p
- Stickers 10p
- Poppy £ any donation.



## UPCOMING EVENTS

## 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. The maximum amount allowed is 1 week's dinner money

Thursday 13 <sup>th</sup> November	Parents Evening
Friday 14 <sup>th</sup> November	4B Class Assembly
Friday 21 <sup>st</sup> November	3A Class Assembly
Wednesday 26 <sup>th</sup> November	Flu Immunisation
Friday 28 <sup>th</sup> November	3B Class Assembly
Tuesday 9 <sup>th</sup> December	Individual and Sibling Pictures
Tuesday 16 <sup>th</sup> December	Year 3 Stone Age Workshop

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 issues which we believe trusted adults should be aware of. Please visit [www.nationalonlinesafety.com](http://www.nationalonlinesafety.com) for further guides, tips and tips for adults.

# What Parents & Carers Need to Know about SOCIAL MEDIA & MENTAL HEALTH

An estimated one-third of children have a social media account, so it's important that trusted adults know what content young people are consuming, what they're posting and the interactions they're having. On social media, it can be easy to go down 'rabbit holes' that aren't beneficial to our wellbeing. As platforms grapple with managing such 'legal but harmful' content, lives are being impacted – sometimes to tragic effect. We might be daunted by the scale of the tech giants and their content which so enthral young people, but we can still help children to be aware of their mental wellness; recognising when something isn't OK... and knowing what to do about content that upsets them.

- 1. UNDERSTAND THE ALGORITHM**  
Algorithms rank content by user interest: someone who regularly interacts with sports news, say, will see the latest results at the top of their feed. Likewise, if a user likes content that can cause harm, that's what will be recommended to them in future. Someone who's had a bad day and looks for posts which reflect their mood will find similar content being suggested to them more and more.
- 2. AVOID THE MAIN FEEDS**  
Avoiding the default feeds on social media platforms limits the amount of recommended content that's shown. Users can opt to only scroll through the accounts they follow, use restricted modes, or highlight posts that they don't want to see more of. Explore the platform safety settings to see how you can take control of what your child's phone shows them when they open the app.
- 3. DISCUSS WHAT THEY'VE SEEN**  
Chatting about what your child's seen online keeps you aware of the content they're interacting with. Don't assume that platforms are screening out inappropriate material, or even that your child won't recognise content as being harmful. Discuss who they follow, what posts they like and what comes up in their feeds. If alarm bells ring, it could be time for a more in-depth talk or to seek support.
- 4. LEARN HOW TO HIDE CONTENT**  
If your child stumbles across unsuitable content on social media, there's the option to hide that post as well as indicating you'd prefer any similar material not to be suggested in future. On some platforms, you might also be able to block posts that contain specific words, which is an excellent way to start taking control of what your child sees online.
- 5. SET DAILY LIMITS**  
Phones and most apps can tell you how much they're being used. Spending too long online can mean a child misses out on other activities that are important to all-round wellbeing. You could set some family rules – for example to define a 'no phone' device-free space, such as screen time limits and 'tech-free' spaces. Involving your child in creating this agreement makes them more likely to stick to it.
- 6. MONITOR THEIR ACTIVITY**  
Keeping a discreet eye on how your child is using social media can help ensure they're not entering potentially dangerous situations. As they grow up, of course, children need space to exercise their independence – but you can still occasionally ask to see what they're looking at, be transparent about your own social media use and try not to second-guess judgement about your child's.
- 7. TURN OFF PUSH NOTIFICATIONS**  
Even for adults, it's tempting to check an email or message as soon as the alert sounds ping. Push notifications encourage people to open their apps and spend time on their device, so turning them off will help your child to practise mindful use of tech. Most of us have other things that we need to focus on as a priority – and those notifications will still be there later, when we have more time.
- 8. USE DEVICES TOGETHER**  
Giving children internet-enabled devices and complete freedom to explore platforms on their own can result in exposure to hugely damaging content. You could consider making a 'parental' area at home a designated space to use phones, tablets and so on – making it much easier to monitor what content your child is viewing and (if necessary) steer them away from any potentially harmful paths.
- 9. ENCOURAGE OTHER ACTIVITIES**  
Mental health professionals often highlight the importance of exercise, enough time with loved ones, a balanced diet and restful sleep for our mental wellbeing. Spending hours on social media can cause us to sacrifice other activities that our brains need to feel well – so encouraging your child to put down their phone and enjoy something that doesn't involve a screen can be immensely beneficial.
- 10. TALK ABOUT PEER PRESSURE**  
Most platforms default children's accounts to private, so only people they've accepted as friends can see their posts. This reduces the risk of bullying or unkind comments, but – just like offline life – the digital world can still make children feel as if they need to act or look a certain way to fit in. Talk to your child about peer pressure, and listen to any concerns so you can provide the support they need.

**Meet Our Expert**  
Sheela Sarwar-Ajmi is executive headteacher at a specialist primary school and, as an emotional therapy coach, works with school leaders to focus on the SEND, mental health and wellbeing agenda. A passionate advocate for vulnerable learners, Sheela is a Fellow of the Chartered College of Teaching and the author of *The Rainbow Within*, a book which supports children with SEMH needs.

**NOS National Online Safety**  
#WakeUpWednesday

[www.nationalonlinesafety.com](http://www.nationalonlinesafety.com) @nationalonlinesafety /NationalOnlineSafety @nationalonlinesafety

Users of this guide do so at their own discretion. Notability is entered into. Current as of the date of release: 30.11.2022

Get ready for a

# AUTUMN MOVIE NIGHT

Tuesday November 18th 2025

4pm-5:30pm

Come in your PJs, bring your favorite teddy, cushion or beanbag to cosy up on.

**Cosy up and watch a movie  
with your friends - hot chocolate and popcorn  
will be provided.**

**£2 per ticket**

**Available to buy on MCAS app.**

