

Attendance this week:

Class	Attendance %	Late
Nursery	98.57%	0
Reception	98%	3
Year 1	96.67%	4
Year 2	92.76%	1
Year 3	97.1%	3
Year 4	94.48%	4
Year 5	98.4%	0
Year 6	98%	0

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)

Lateness has a huge 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 that your child arrives at school on time each day.

Roadworks on Talbot Road

Please be aware that there are planned roadworks on Talbot Road to begin on 15th September and that you may need to take an alternative route to school.



Learning H.E.R.O.E.S

This week's Learning Heroes have impressed us by demonstrating the HEROES learning behaviours

	H	Have-a-go	Be brave and try new things, even when it's tricky. Mistakes help us learn!
	E	Explore	Be curious — ask questions, find out more, and use our imagination.
	R	Reflect	Think about what went well and what we could do better next time.
	O	Own-it	Take charge of our learning — be proud and responsible for our efforts.
	E	Encourage	Be kind, helpful, supportive and collaborative. Cheer on others!
	S	Stay-positive	Keep smiling, be patient, and never give up — we can do it!

Learning Heroes of the week	
Nursery	Zayd
Reception	Freddy
Bumble Bees	Adyan and Zayan
Tawny Bees	Theo
Year 1	Noah
Year 2	William
Year 3	Joey
Year 4	Mason
Year 5	Ishaq
Year 6	Ivy

Our school priorities for 2026/27

We have three key areas for our school development in this academic year:

1. Oracy
2. Strong foundations
3. Assessment and adaptive teaching

The focus on oracy will develop the children's speaking and listening skills to grow into confident and effective communicators. We have started with listening and introduced the Proof of listening. Over the half term, we will introduce different listening activities which will help our children to become active listeners.



Smart School Council

As part of our oracy work, we have introduced the Smart School Council which enables every child in school to have a voice.



KS2 children were asked to apply for the role of School Council representative, and we were incredibly impressed with the quality of the applications that we received. Congratulations to the successful applicants, who will be the voice of their classes for the

Autumn term:

- Year 3 – Huxley and Dawn
- Year 4 – Thomas and Mila
- Year 5 – Ella and Ishaq
- Year 6 – Lexi H and Ra'id

Dates for the diary

Autumn 1

Date		Event
23.9.26		Reception phonics workshop for parents/ carers at 3:30-4pm
24.9.26		Year 1 phonics workshop for parents/carers at 3:30-4pm
29.9.26		Year 6 SATs parents/carers meeting at 5:30-6pm
9.10.26		Nursery and Reception visit to Chester Zoo
21.10.26		Year 6 Whitby residential *Children will need to take a Halloween costume for a Thursday evening treat!
22.10.26		Halloween disco. Tickets will be available on MCaS for £2 which includes crisps, cake, a drink and lots of fun and games! EYFS, Year 1 and Year 2 5:15-6pm Years 3, 4 and 5 6:15-7:15pm
23.10.26		Halloween spooky lunch! Further details to follow Finish for half term

School trips and visits for the autumn term

Further information and payment information will be shared with individual classes via MCaS.

Stay and play for Reception parents and carers

Next week, Miss Wildmore will share parent/carers invites to a Stay and play session this term. Two parents will be invited each week and it will be a lovely opportunity to experience learning in the classroom alongside your child and meet with their key worker.

Reception and Year 1 phonics workshops

Parents and carers are invited to a workshop led by Mrs Sutcliffe, our phonics lead. Key learning information will be shared and how you can support your child's reading at home.

Year 6 SATs meeting

The Year 6 team will share information about this year's KS2 SATs tests, booster classes and supporting your child at home.

Top Tips for SUPPORTING CHILDREN'S RETURN TO ROUTINE

Returning to school after the holidays can be challenging for some children and young people, and both families and education settings can play an important role in helping them readjust. Consistent routines, clear expectations, and supportive communication can support children and young people's wellbeing, self-regulation, and academic success. These practical tips can help make the transition back to school feel more manageable.

1 START EARLY



Gradually reintroduce school-day sleep, meal, and wake-up routines around a week before term begins. In education settings, familiar routines and expectations can also be introduced from the start of term to help pupils settle back in. A gradual and predictable approach can make the transition feel less abrupt and give children and young people the time they need to readjust to the structure of school life.

2 REBUILD ROUTINES TOGETHER



Involve the children and young people in your care in the rebuilding of familiar routines at home and in education settings. Having a say in their daily schedule can increase predictability for them and give them a greater sense of control. This might include discussing morning routines at home or reviewing classroom timetables, expectations, and activities together at the beginning of the school day.

3 ENCOURAGE RESPONSIBILITY



Giving children and young people age-appropriate responsibilities can help foster their autonomy and engagement. For younger children at home, this might include getting dressed independently or checking their school bag. In education settings, children and young people could organise their learning materials, complete simple classroom tasks, or follow a familiar morning routine. These manageable responsibilities can help them feel more involved in the school day while developing useful skills.

4 RECONNECT WITH PEERS



Re-establishing friendships can help children and young people feel more confident and connected when they return to school. Families might arrange opportunities for their children to speak to or spend time with school friends, while educators can use group activities, 'buddy' systems, or collaborative tasks to help rebuild classroom connections.

5 SUPPORT HEALTHY NUTRITION



Regular, balanced meals, particularly at breakfast, are linked to improved concentration, behaviour, and academic outcomes. Families can gradually return to familiar school-day mealtimes, while education settings can reinforce healthy eating routines at the start of term and signpost breakfast provision where available. Consistent access to food can help support children and young people's energy levels and concentration throughout the day.

6 COMMUNICATE OPENLY



Talk to the children and young people in your care about how they feel about the return to school and give them the opportunity to share any worries or questions. Anxiety around going back to school, particularly when starting a new year group, can be common, and children and young people may benefit from your reassurance and support. Parents and educators can all help with this by listening calmly to concerns and questions, and sharing relevant information with one another where appropriate.

7 RECONNECT WITH LEARNING AND PEERS



Light educational activities before term begins can help children become familiar with learning routines again without creating any unnecessary pressure on them. In school, low-pressure recap activities and familiar tasks from the previous year group can serve a similar purpose during the first few days back. Keeping learning positive and achievable can help rebuild children's concentration, confidence, and academic motivation as they settle back into their usual routine.

8 PRIORITISE SLEEP



Ensure the children and young people in your care get age-appropriate sleep and begin returning to their usual bedtime habits before term starts. Reducing screen use before bedtime may also support better sleep quality. Educators can also be mindful that tiredness may temporarily affect children's concentration, behaviour, and emotional regulation as they readjust to school routines.

9 PREPARE AHEAD



Organising uniforms, bags, lunches, and other school essentials in advance can reduce unnecessary stress when school mornings begin again. Educators can also help by preparing pupils for any changes to classrooms, timetables, staff, or behaviour expectations. Giving children clear information about what to expect ahead of time can make the return feel more familiar and help build up their confidence and independence.

10 BE PATIENT AND FLEXIBLE



Children adjust to changes in their routines at different rates, so your patience and flexibility can be important during the first days and weeks back. Some may settle quickly, while others need longer to adapt to earlier mornings, classroom expectations, or busy schedules. Parents and educators can support children and young people's readjustment by maintaining consistent routines, all the while recognising that concentration, behaviour, or confidence may temporarily look different for them.

WELCOME BACK!



Meet Our Expert

Adam Gillett is Associate Vice Principal for Personal Development at Penistone Grammar School, and a business development specialist for Minds Ahead, which works with schools to improve their mental health provision.



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