

Attendance this week:

Class	Attendance %	Late
Nursery	98%	4
Reception	100%	2
Year 1	97%	2
Year 2	97.92%	0
Year 3	96.77%	10
Year 4	98.28%	4
Year 5	98.80%	2
Year 6	97.99%	2

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



Congratulations to our Reception class who have achieved 100% attendance this week! On Monday, all Reception children are invited to wear their own clothes 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	Kai
Reception	Aria
Bumble Bees	Luca
Tawny Bees	Luther
Year 1	lhra
Year 2	Amy F
Year 3	Lhiem
Year 4	Kai
Year 5	Ella
Year 6	Paisley

On your child's birthday, they are invited to wear their own clothes to school to celebrate! If your child's birthday is at the weekend, they can choose to wear their own clothes on the Friday before or the Monday after.

Dates for the diary

Autumn 1 *new addition to the diary

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
1.10.26 	Special American Diner lunch for Census Day. Please see the next page for the menu.
9.10.26 	Nursery and Reception visit to Chester Zoo
21.10.26 	Year 6 Whitby residential *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 Nursery, Reception, Year 1 and Year 2 5:15-6pm Years 3, 4 and 5 6:15-7:15pm
23.10.26 	Halloween spooktacular lunch. Further information and menu to follow. Finish for half term



All children will be able to enjoy a special 'American Diner' meal on Thursday 1st October. If your child is on packed lunches, a meal can be ordered on MCaS.

What Parents & Educators Need to Know about WHAT'S REAL ONLINE

WHAT ARE THE RISKS?

Children are growing up in a digital world where seeing and hearing no longer mean they can always believe. One major emerging concern is what UNESCO describes as 'synthetic media': AI-generated audio, images or video, including deepfakes, that can convincingly imitate a person's voice or likeness. As these tools become easier to access, children may encounter manipulated content, cloned voices, and fabricated messages that appear or sound real. Parents and educators therefore need to help them question what they experience online, which can often feel harder when we're experiencing it for the first time, too.

AI-GENERATED CONTENT

Artificial intelligence can now create realistic images, audio, video, and text in a very short time. Online, children may encounter fabricated news clips, AI 'influencers', fake screenshots, or entirely invented events without ever realising they are fake. The real challenge is that this content often looks polished and convincing. Parents and educators need to help children understand that professional-looking content is not automatically reliable and that all digital material should be questioned before it is trusted or shared.

DEEPFAKES LOOK CONVINCING

'Deepfakes' use AI to alter or create images and videos that appear to show a real person doing or saying something that never happened. They are sometimes used to spread false information, embarrass someone, or target people through bullying and image-based abuse. Even when others know the content is fake, the emotional and reputational impact can still be significant – and, in some cases, potentially life threatening. Deepfakes therefore need to be treated as both a digital literacy and safeguarding concern.

FALSE INFORMATION SPREADS

Misinformation is false or misleading information shared without necessarily intending harm, while disinformation is deliberately created to deceive others. Both types can spread quickly through social media, messaging apps, and video platforms. Their popularity, repetition, and confident presentation can make these false claims feel true. Children may also be more likely to trust content shared by friends, influencers, or familiar accounts, making source-checking and verification essential parts of developing their digital literacy.

VOICES CAN BE CLONED

AI tools can copy someone's voice using only a short audio sample. A child may receive a call or voice note that appears to come from a parent, friend, teacher, or trusted adult, but the audio is not genuine. These messages can be used to create panic, request money, obtain information, or pressure a child into secrecy. Hearing a familiar voice is no longer enough to confirm someone's identity, especially when a message is urgent or unusual.

ACCOUNTS MAY BE FAKE

Not every online profile represents the person it claims to be. Fake accounts may impersonate another pupil, a teacher, a family member, or someone connected to the school. They can be used for acts such as bullying, scams, grooming, or manipulation. A convincing photograph, username, or message history does not prove that an account is genuine. Children should be cautious when someone asks for their or someone else's personal information, images, passwords, money, or access to private conversations.

ALGORITHMS INFLUENCE REALITY

Many online platforms, such as social media, are shaped by algorithms that recommend content based on what users view, like, search for, and share. This means children do not see a neutral or balanced version of the world. They may repeatedly encounter similar opinions, misleading claims, or increasingly extreme content. Over time, this repetition can make an opinion feel more common or credible than it really is, because the child may never see this opinion opposed or countered.

Advice for Parents & Educators

PAUSE, CHECK, COMPARE

Teach children not to accept content as true simply because it looks professional, sounds confident, or has been widely shared. Encourage them to pause, identify the original source, check the date, and compare the claim with another reliable source. Ask questions such as: Who created this? What evidence is provided? Could anything have been altered? What is the real motive? Regular, age-appropriate practice helps children develop the critical thinking needed to navigate their online worlds.

VERIFY ANOTHER WAY

A familiar face, voice, or account is no longer enough to confirm someone's identity. If a message is unusual, urgent, or asks for secrecy, money, personal information, or immediate action, children should verify it through a separate route. They should be encouraged to call the person directly using a known number, speak to them face to face, or check with another trusted adult. Families can also agree a private 'code' phrase to help them authenticate genuine emergency messages from each other. This should be something random, non-personal, and known only to the family.

KEEP TALKING OPENLY

Create regular, non-judgemental conversations about what children see, hear, and experience online. Make sure you use parental controls where appropriate and understand each platform's age restrictions. Asking children about new platforms, influencers, unusual messages, or content they are unsure about can help open up valuable conversations. Avoid immediately blaming the child or removing their device, as this may discourage them from disclosing their concerns in the future.

SAVE, REPORT, SUPPORT

When fake content, impersonation, or manipulation targets a child, take it seriously, even if the material is fabricated. Save relevant messages, usernames, links, and screenshots without sharing the content any further. Report it through the platform, follow safeguarding procedures, and escalate concerns involving threats, grooming, sexual content, coercion, or extortion. Remind children that creating or sharing this content, even as a so-called 'joke', can have serious consequences for them and others, and may be difficult to remove once shared online.

Meet Our Expert

Philippa Wraithmell is an educator, author and digital transformation specialist with expertise in digital safeguarding, online safety, AI in education and whole-school digital strategy. She is the Founder and CEO of EdRupture and works with schools, organisations and policymakers to help create safer, more ethical and more effective digital learning environments for children and young people.



See full reference list on our website

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