

Attendance this week:

Class	Attendance %	Late
Nursery	95.49%	2
Reception	97.04%	2
Year 1	96.37%	1
Year 2	92.66%	2
Year 3	95.39%	5
Year 4	94.89%	1
Year 5	96.42%	2
Year 6	94.44%	3

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

Oracy update 

This week, our oracy focus has been listening to information and to a key word in a passage. Then, being able to say how many times the word was heard and answer questions about the content.

Here is an example for you to try at home. This can be adapted to your child's age and understanding.
The key word is dog.
The dog went to play in the garden. It ran around in circles, chasing the cat. After a few hours, the dog became tired and needed to go into the house for a sleep.

Ask your child to tell you how many times they heard the word dog.
Ask them questions about the passage e.g. Why did the dog need to go inside for a sleep?

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	Everyone
Reception	Beatrice
Bumble Bees	Daisy-Lou
Tawny Bees	Poppy
Year 1	Elias
Year 2	Logan
Year 3	Georgia
Year 4	Mila
Year 5	Logan
Year 6	Freddie D

The Nest



Places in our before and after school club should be booked 24 hours in advance via MCaS.

We are now able to offer emergency places if you are delayed at work or have an emergency appointment.

These places are limited and can be booked via MCaS costing £8 before school and £10 after school.

Parents and carers, can you help?

Our Smart School Council are currently working with the children in our school to transform the playground at lunch times.

So far, we have created a new basketball zone and added a games zone, which includes board games and chess, a writing area and a small world play area – these were all requested by the children.

Last week, the children asked for more outdoor games which included cornhole – please see below.



We were wondering if any parent and carers had woodwork skills and would be able to help us to create giant wooden versions for the children to play. The wood would be provided by school.

If you are able to help, please speak to either Mrs Chamberlain or Mr Sallabank on the main pupil entrance gate, before or after school or email admin@oakfieldhyde.co.uk.

Thank you!



Holiday helping day!

We will also be holding a helping day on **Tuesday 27th October between 12-4pm** and would love you to come and join us transform the raised beds in our outdoor area to create sand pits for the children to use at lunch time.

If you can spare an hour or two on this day and are able to bring your gardening tools, we would be extremely grateful!

Dates for the diary

Autumn 1

Date	Event
21.10.26 	Year 6 Whitby residential *Take a Halloween costume for a Thursday evening treat!
22.10.26 	Halloween disco Children to wear school uniform in the day and wear Halloween costumes to the disco! Tickets are available on MCoS 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. Please see the next page for the menu. Finish for half term

Sports events

Letters will be shared with parents/carers of those children attending each event.



Competition	Date and time	Venue
Tag Rugby Heat 3	Thursday 15th October @ 3:45-5.15pm	Ashton RUFC



All children will be able to enjoy a 'Spooktacular' school meal on Friday 23rd October. If your child is on packed lunches, a meal can be ordered on MCaS.

What Parents & Educators Need to Know about AI CHATBOTS

AI chatbots like ChatGPT, Copilot, Google Gemini, and Snapchat's 'My AI' are now part of daily life for millions of children and young people. Vodafone's research in 2026 found that 81% of 11- to 16-year-olds have used an AI chatbot, and this figure is likely to rise. These tools can answer questions, explain ideas, and generate content, but they're not human and don't always get things right. As their use grows faster than regulation and school policy, it's important for both parents and educators to understand the risks and respond effectively.

WHAT ARE THE RISKS?

WHAT ARE CHATBOTS?

Chatbots are powered by large language models (LLMs) trained on vast amounts of online data. In simple terms, they work by predicting the next word in a sentence, producing responses that feel natural and conversational. This human-like interaction, especially with the addition of realistic voice features, makes them highly engaging. While this creates useful opportunities for learning and creativity, it also introduces risks surrounding over-reliance, manipulation, and reduced skill development.

INACCURATE INFORMATION

Chatbots generate responses by predicting likely word sequences rather than by checking facts, which means they can present incorrect information with confidence. Often referred to as 'hallucinations', these errors can mislead children using chatbots for homework or research. Because responses sound authoritative and arrive as a single polished answer, they can be difficult to question without prior knowledge.

ACADEMIC DISHONESTY

Chatbots can quickly generate essays, answers, and ideas, which may encourage children to submit work that isn't their own. While this is an immediate concern, the long-term issue is reduced engagement with learning. When children rely on AI to complete tasks for them, they may miss opportunities to develop essential thinking and writing skills.

DATA PRIVACY RISKS

Most chatbot platforms collect and store user data, including conversations. Children may share personal information such as their name, school, or worries without understanding how it's used. This data may be analysed, stored long term, or used to train future systems, raising concerns about privacy and informed consent for young users.

INAPPROPRIATE CONTENT

Despite safety measures, chatbots can still produce responses that include violent, sexual, or otherwise unsuitable content. Some users share techniques for bypassing safeguards, and even typical conversations can drift into sensitive topics. Because chatbots are designed to be agreeable, they may not always respond in ways that prioritise a child's wellbeing.

EMOTIONAL DEPENDENCY

Chatbots are designed to be engaging and agreeable, with some acting as companion tools that mirror the user's tone and remember previous conversations. For children who feel anxious or isolated, this can lead to reliance on AI as a substitute for real relationships. Over time, this may affect their ability to manage disagreement, build resilience, and cope with real-world challenges.

OVER-RELIANCE ON AI

Regular use of chatbots can lead to cognitive offloading, where children turn to AI instead of thinking independently. Over time, this habit can limit the development of problem solving, creativity, and perseverance. Research suggests that once this reliance is established, it can be difficult to reverse.

Advice for Parents & Educators

START CONVERSATIONS EARLY

Don't wait for problems to arise. Ask children which chatbots they use and what they use them for, approaching the topic with curiosity rather than judgement. Creating open, supportive conversations helps children feel comfortable sharing their experiences and concerns, whether at home or in the classroom.

CHECK AGE SETTINGS

Most chatbot platforms have minimum age requirements and may offer parental controls, though many still rely on self-declaration. Take the time to review platform policies, understand what data is collected, and ensure the appropriate safeguards are in place. Schools should also review which tools are accessible to pupils and how they are used.

TEACH CRITICAL EVALUATION

Children need to understand that chatbots generate plausible-sounding responses, not verified facts. Encourage them to check the information against reliable sources and question what they're told. Developing this habit supports their digital literacy and helps them use AI tools safely and effectively.

WATCH FOR OVER-RELIANCE

Be alert to signs that chatbot use is replacing social interaction or independent thinking. This may include children treating chatbots like people, withdrawing from others, or becoming distressed when access to the chatbot is limited. If concerns arise, respond with calm, open discussion rather than blame, focusing on a healthy social balance and their wellbeing.

Meet Our Expert

Darren Coxon is an education leader with over 25 years' experience, and a recognised expert on AI in schools. He has led international school groups and now delivers training and keynote sessions on AI for leading education organisations such as HMC, COBIS, NAHT, and The National College.



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