



8th May 2026

Dear Parents,
I can't believe there is only 2 weeks left of this half-term. Time certainly does fly when you are having so much fun! As always, we are always so busy here at school and we do endeavour to keep you up to date with any changes. Occasionally, opportunities appear at short notice so please keep an eye on our website calendar and our app for any updates and changes.



Right of the Fortnight

Over the next two weeks we will continue to explore: **Article 28: The right to education** - Every child has the right to an education. I know you will join me in wishing our Y6 children 'Good luck' for next week.

Y5/Y6 Belfast Residential

Y6 SATs Breakfast Club **Y6 SATs**

Next week, our SATs Breakfast Club will continue to run each morning. Please note that we will not be doing any last-minute revision during these sessions. Instead, the club provides a valuable opportunity for children to arrive at school in good time, enjoy a healthy breakfast, and take part in calm, relaxing activities with their peers before the tests begin. We strongly recommend that all children attend. It is important that they are in the right frame of mind, and getting everyone settled early helps the day run smoothly so tests can begin promptly.

Meeting

Monday 18th May at 5:30pm we will be holding an information meeting for those attending the Belfast residential. As this is a new residential visit for this year, it is essential that all parents and carers attend. During the meeting, we will share important information about travel arrangements, accommodation, meal arrangements, planned activities, and be able to answer any questions you may have to help you fully prepare your child for the trip.



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Scamps Holiday Club - 26th - 29th May

May Half Term (Tues-Fri)

Just a reminder that we need to book our children into the holiday club by **Friday 15th May**. At the moment, our numbers are low and we will not be able to run the club if it remains as it is.

The cost of the childcare is £14.00 per day or £44.80 if you book all 4 days in advance with a discount for any siblings. This means that any sibling booked in for all 4 days would cost £40. If you are interested, and your child already attends Scamps, then please book and pay via the Compass app. They will need to bring a packed lunch for the day as well as appropriate clothing.

Y6 Bake Sale – Tuesday 12th May



To celebrate the conclusion of our community project with the Foundation of Light, Year 6 will be holding a bake sale on Tuesday 12th May.

We are raising money for two very important charities: NSPCC and Children with Cancer UK.

During the school day, children from each class will be given the opportunity to visit the bake sale and purchase a treat.

We would greatly appreciate any donations of cakes, biscuits, or small monetary contributions to support this event.

Y4 Multiplication

Check

The Year 4 pupils will be undertaking a statutory assessment of their knowledge of multiplication tables from

Monday 1st June until Friday 12th June. We will be continuing to practice our knowledge of multiplication tables in school regularly in preparation. You can support your child at home by continuing to recall multiplication facts at speed and using the 'Soundcheck' game mode on Times Tables Rockstars.



8th May 2026

Dates to remember so far...



May

Week beginning 11th - Y6 KS2 SATs

Monday 11th May - Nursery Music & Movement

18th May Walk to School Week

Monday 18th May - Reception Parent Storytime in our library

Tuesday 19th - Animals About Town Nursery Visit

Wednesday 20th - Y4 Class Assembly

Thursday 21st - YR6 Croft Cart Race

Friday 22nd May - Reception Hall Hill Farm Visit

Friday 22nd May - School Closes for Half Term

June

Monday 1st - 3rd - Y5 & Y6 Belfast Residential

Monday 1st June - YR4 Library Visit

1st - 12th June - YR4 Multiplication Check

Thursday 4th - YR5 Class Assembly

Thursday 4th - Open Afternoon

Friday 5th - Bring a Thing - Non-Uniform Day

Monday 8th - Reception Ferryhill Library Visit

Wednesday 10th - YR5/6 Primary Athletics

Thursday 11th - Y2 Ferryhill Library Visit

Thursday 11th - Nursery Storytime in Nursery

Friday 12th - Bring a Bottle - Non-Uniform Day

Friday 12th - Y1 Parent Storytime in our library

Monday 15th - Y3 Ferryhill Library Visit

Tuesday 16th - YR4 Parent Storytime

Thursday 18th - Summer Fair

Thursday 18th - YR5/6 Countdown Cricket

Thursday 18th - Y1 Ferryhill Library Visit

Monday 22nd June - YR6 Library Visit & Parent Storytime

Tuesday 23rd - YR5 Parent Storytime

Wednesday 24th - YR5 Big Debate

Thursday 25th - Y3 Parent Storytime in our library

Friday 26th - YR1 Trip to Discovery Museum

Tuesday 30th - Whole School Move Up Morning

July

Thursday 2nd - EYFS Sports Day

Thursday 2nd - Y5 & Y6 Careers Day

Friday 3rd - YR1-YR6 Sports Day

Tuesday 7th & Wednesday 8th - End of Year Performance

Tuesday 14th - Nursery Beach Trip

Wednesday 15th - KS1 Beach Trip

Thursday 16th - KS2 Beach Trip

Thursday 16th - Nursery Graduation & Stay and Play 9:30am

Friday 17th July - Last day of term

Non-Uniform days for Summer Fair contributions

As always, we will have two non-uniform days to help support our Summer Fair. The first non-uniform day will be on **Friday 5th June** and this will be the 'bring a thing' day.

The second non-uniform day is the 'bring a bottle' day on **Friday 12th June**.

All donations are welcome but we do ask that items have not been opened, used or out of date. Like last year, because this was so successful, we would like children to be dressed as their future selves. Children have lots of aspirations and dreams for the future and this is what we would like them to show through their non-uniform. It could be a footballer, an astronaut or a teacher! We can't wait to guess what they are dressed as.

Thank you for your continued support.

Our Summer Fair is on Thursday 18th June 6pm - 8pm. We look forward to seeing you all there!



8th May 2026

10 Top Tips for Parents and Educators HELPING NEURODIVERGENT CHILDREN NAVIGATE THE ONLINE WORLD

Neurodivergent people tend to be early adopters of technology, and many influential innovators in this space are neurodivergent themselves. It's therefore likely that a neurodivergent child or young person may be drawn to the online world from an early age. This isn't a concern in itself, but understanding both the benefits and potential risks is essential. Here are ten key considerations to support safe and positive online experiences for neurodivergent children.

1 TREAT ONLINE LIKE THE REAL WORLD

You wouldn't allow a child to cross a road without guidance – you'd hold their hand, use a pedestrian crossing, and model safe behaviour. In the same way, a neurodivergent child's first experiences online should be supported by an adult who can guide and explain safe and responsible digital behaviour to them from the outset.

2 MODEL RESPONSIBLE USE

Children learn from what they see. Show all children, regardless of neurotype, what responsible internet use looks like. Reflect on your own use of social media and AI. Consider how often you use them and your own understanding of these platforms. Talk openly about when and why you use these tools, helping all children develop a balanced and informed approach.

3 KNOW YOUR LIMITS

Current government guidance suggests no solo screen use below the age of two, with a maximum of one hour per day for two- to five-year-olds. Screen time can support communication and connection when shared with an adult. However, passive watching can affect neurodivergent children's attention and language skills. Focus on the type of content they watch, encouraging slower-paced and meaningful material rather than fast-paced, overstimulating content.

4 CONSIDER AGES AND STAGES

For older children and teenagers, agreed limits are important. Screen time can be beneficial, but it should form part of a balanced lifestyle. Neurodivergent children may find online communication easier than real-world conversation, supporting their social interaction. However, it shouldn't be their only option. Encourage a range of activities, including creative play, physical exercise, and opportunities for real-world connections.

5 KEEP CONVERSATIONS OPEN

Discussions about online safety should begin early and continue as children grow. However, neurodivergent children may worry about getting things wrong or being misunderstood, meaning these kinds of conversations should feel open and fair, rather than like a lecture. If a child encounters a problem – such as a scam or inappropriate content – they need to feel able to speak to a trusted adult without fear of judgement or embarrassment.

6 BUILD YOUR KNOWLEDGE

You aren't expected to be an expert, but it's important to stay informed about the platforms, games, or apps neurodivergent children use in order to provide practical support. Social media platforms have age limits, and many apps and games offer parental settings that can control access. Schools and families should work together to understand these tools, helping neurodivergent children use them safely while keeping up to date with new features and changes.

7 SET CLEAR BOUNDARIES

Children and young people often know more about current technology than adults, meaning it's important to recognise that controls may be bypassed. Clear, predictable boundaries should be used, based on trust and consistency. Involving children in discussions that affect them helps them feel heard. This is particularly important for neurodivergent children, who may respond strongly to perceived unfairness.

8 UNDERSTAND AI CONTENT

The internet now includes large amounts of AI-generated content, including images, videos, and stories. These can be difficult to identify. Children should be encouraged to question what they see and check the information using trusted sources. Neurodivergent children may interpret content literally, meaning adult guidance is important in helping them recognise what's real and reliable – and what isn't.

9 EXPLAIN AI LIMITATIONS

AI isn't the same as a search engine. It generates responses based on prompts and patterns, and its accuracy depends on how it's used. Sometimes, it produces incorrect or unrealistic information, known as 'hallucinations'. Both adults and children need to understand this and learn how to check information carefully using reliable and trusted sources.

10 CLARIFY AI RELATIONSHIPS

AI can feel conversational and personal, but it's not capable of real relationships. It learns from patterns in user input rather than human understanding. Some neurodivergent children may experience a sense of connection with AI chatbots, particularly if they find social situations challenging. It's therefore important to explain that these are simulated conversations and aren't a substitute for real, human relationships.

Meet Our Expert

Catrina Lowri is a neurodivergent former SENCO and Advisory Teacher who works with nurseries, schools, colleges, and businesses to improve inclusion for neurodivergent people. She is the Founder and Director of Neuroteachers and the author of "The Other 29 – How Supporting Your Neurodivergent Learner Can Improve Teaching and Learning for the Whole Class".



#WakeUpWednesday

The National College

See full reference list on our website