

Weekly Newsletter

Friday 4th September 2026

Dear Parents and Carers,

Welcome back to all of our children and families. It has been a lovely first week back, catching up with all of the children and welcoming them back into the routine of school. It has also been great getting to know some of our new families on the gate in the mornings. Myself and Miss Wilson are on the gate each morning, should you need any help with anything or simply just to say hello!



We have introduced a new positive points recording system in school this week, to replace Trackit Lights. We are now using Class Dojo where the children will earn points for positive behaviours and at the end of each half term, they will have the opportunity to 'redeem' their points at the school Dojo Shop.

If your child is now in nursery or Y6, please see a letter which you should have received yesterday regarding applications for places to start Reception and Y7 in September 2027. If you did not receive this or need any help with the application process, please speak to the school office. Please note that if your child attends Kells Lane nursery, you must still apply for a school reception place in the usual way.

Have a lovely weekend,

Mrs Swinbank





Achievements

Find your Remarkable



During the final week of the holidays, Piper and Niamh, both in Year 5, organised a bake and bracelet sale to raise money for their chosen charity, Age UK. They put lots of time and effort into promoting the sale, making the bracelets and preparing some delicious baked goods. Their hard work paid off, and they raised an amazing £165.73 for Age UK!

Well done girls; we are all very proud of you and your amazing commitment to helping others.



Empowered



Nursery

We couldn't be any prouder of how the children have coped this week with their transition into Nursery.

We have had a truly wonderful week getting to know them all and they have demonstrated huge amounts of resilience, excitement and enthusiasm towards this exciting new chapter of their lives!

The children have been an absolute delight and have astounded us at how quickly they are beginning to build relationships and adapted to new routines. They have spent the past few days exploring their new environment, making new friends and playing and learning both indoors and out.

A huge thank you to all of our parents and carers for your support and patience this week and we look forward to working in partnership with you all throughout the year.



Reception

A huge thank you to parents and carers for your support with transition this week. We warmly welcome you all to Kells Lane and are really looking forward to the year ahead. It has been delightful to see all of our children get used to their new environment and mix with each other.

We have spent lots of time getting to know each other, learning school routines and expectations and exploring our new environment. We have read 'The Colour Monster Goes to School' and thought about the feelings around starting Reception.

We have also shared some of the bags which you kindly returned and learnt more about your children as individuals.



Y1

In **English**, we have started our new topic, Little Red Riding Hood, by writing a list of the items Little Red might pack in her basket for Grandma.

In **Maths**, we have been counting and comparing groups of objects, using words like 'same', 'different' and 'total' to describe how many there are.

In **PHSE**, we explored “How can I make friends?” We talked about why making friends can be tricky and started learning how to build skills like resilience and empathy.

In **RE**, we have been learning how new babies are welcomed into families through different traditions and ceremonies, including special celebrations from a Christian worldview.





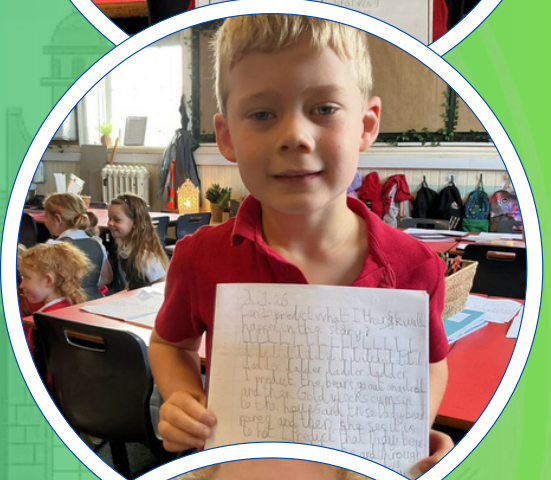
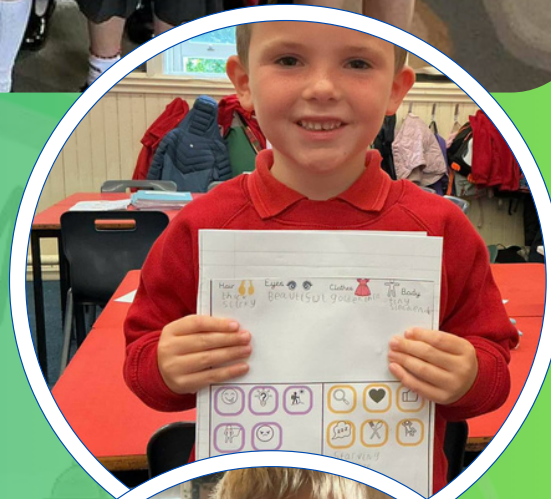
Y2

In **English**, we have been reading Goldilocks and the Three Bears and making predictions about what we think will happen in the story.

In **Maths**, we started the week looking at numbers to 20 and the different ways they can be made. We then moved onto comparing different quantities of numbers.

In **Science**, we have started our topic on Materials, exploring everyday objects and thinking about why they are made from particular materials depending on their use.

In **Art**, we have been learning about the artist Wassily Kandinsky, using slow drawing to a steady beat to express how music makes us feel through colour and shape.



PRIMARY SCHOOL

Y3

In **English**, we have been reading *Imaginary Fred* by Eoin Colfer and making predictions and observations about the story.

In **Maths**, we have focused on numbers to 100. We started partitioning numbers and then have moved onto applying this knowledge to finding missing values on a 100 numberline.

In **DT**, we have launched our 'Lights, Camera, Animation' project by exploring mechanisms, learning how levers and pivots create movement ready to design our own moving prop.

In **History**, we have explored the history of animation, discovering flip books, thaumatropes and zoetropes and how they made pictures appear to move.



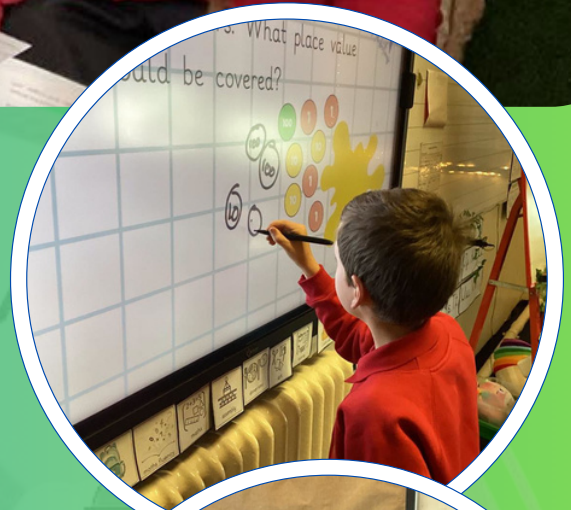
Y4

In **English**, we have started our new class text Flotsam by David Wiesner. We began the week analysing the front cover, making predictions about what the story might be about.

In **Maths**, we have looked at numbers up to 1000. We have split values up in different ways and then applied this knowledge to finding missing numbers on a 1000 numberline.

In **Science**, we have started our Electricity topic, identifying everyday appliances that use electricity and how it creates light, heat, movement and sound.

In **Music**, we have started learning the gospel song 'This Little Light of Mine', exploring its rhythm and moving in time to the beat.



Y5

In **English**, we have been reading *Hidden Figures* by Margot Lee Shetterly and using clips from the film to discuss how the characters might have been feeling.

In **Science**, we have launched into our new topic of Earth and Space, learning all about why the Moon appears to change shape as it orbits the Earth.

In **French**, we have been learning key question words such as 'où' (where), 'quand' (when) and 'pourquoi' (why), getting ready to ask and answer questions like true linguists!

In **Maths**, we started by recapping Roman numerals and then moved onto splitting larger values into different ways.





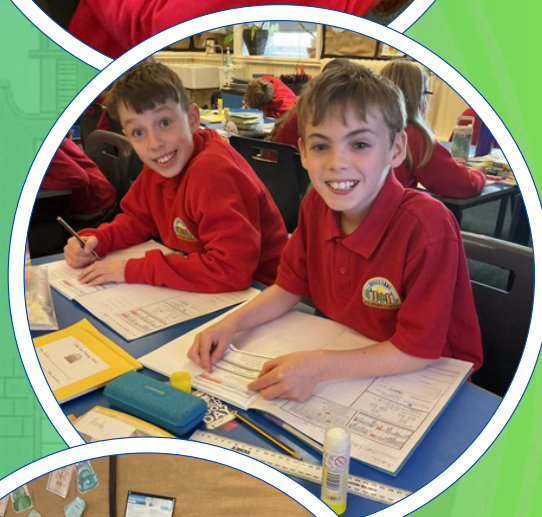
Y6

In **English**, we have started reading Beowulf by Michael Morpurgo. We have been discussing the history of the story and its features.

In **Maths**, we have been gaining a deeper understanding of the place value and composition of numbers in the millions. We have also stretched our brains with some tricky 'Find your Remarkable' tasks.

In **PSHE**, we have been learning what makes a good debate, thinking about how to share our opinions clearly while listening and responding respectfully to others.

In **French**, we have started our new topic 'La Rentrée' (Back to School), learning the verb 'etre' (to be) and how to ask and answer questions using 'qui?' and 'comment?'.



INCLUSION & SEND

Neurodevelopment Support Event at Chowdene Family Hub
Wednesday 23rd September 12:30-14:30pm

Do you think your child may have

**ADHD OR
AUTISM**

or maybe they are already on the
neurodevelopmental assessment pathway?

**Come along to one of our
Neurodevelopment support events to
talk to organisations who can help!**

Running throughout 2026, these free, drop-in
sessions offer practical advice, early help and
information from local services.

Find all dates, times and exhibitors here:



www.gateshead.gov.uk/neurodevelopment-support

INCLUSION & SEND



ADHD Drop-In

Join our friendly drop-in to share experiences of parenting a child with ADHD

- Supportive environment
- Find out more about local support services
- No need to book
- Refreshments



Deckham Family Hub, Elgin Road, NE9 5PA

Helping our community thrive



SAFEGUARDING

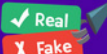
At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

What Parents & Educators Need to Know about GENERATIVE AI SAFETY

Generative AI tools – such as ChatGPT – are now commonly used by children. In fact, 3 in 4 pupils in the 2024 Annual Literacy Survey reported using generative AI, up from just 2 in 5 the previous year. While these tools can boost learning and creativity, they also raise concerns around misinformation, privacy and overuse. This guide explores the key risks and how to support safe use.

WHAT ARE THE RISKS?

MISINFORMATION AND ACCURACY



Generative AI can sometimes produce false or misleading content. Children – and even adults – may assume the information is accurate and trustworthy. This can affect learning and understanding of important topics. It's vital to teach children to critically assess all information, even when it comes from AI.

EXPOSURE TO INAPPROPRIATE CONTENT

Because generative AI is trained on vast datasets from across the internet, there is a chance it may occasionally generate harmful or inappropriate content. Without supervision, children could encounter disturbing or unsuitable material. Active monitoring and clear usage boundaries can help reduce this risk.

PRIVACY AND DATA SECURITY

Some AI tools ask for personal details or store users' interactions. If privacy settings are not correctly configured, children's personal data could be exposed or misused. Teaching good digital hygiene and setting strong privacy controls is essential for protecting children online.

REDUCED CRITICAL THINKING



Relying too heavily on AI-generated responses may reduce children's willingness to think independently. If they consistently use AI to solve problems or complete tasks, it could impact their ability to reason, analyse and form their own ideas. Encouraging thoughtful reflection is key.

DIGITAL DEPENDENCY



Regular use of generative AI can contribute to increased screen time and less real-world interaction. If left unmanaged, it may affect physical activity levels, sleep, and social development. Striking a healthy balance between online and offline activities is important for wellbeing.

UNCLEAR ETHICAL BOUNDARIES



Children may not fully understand the ethical implications of using AI to complete homework or creative tasks. This can lead to unintentional plagiarism or dishonest academic practices. Conversations around responsible use and academic honesty are crucial.

Advice for Parents & Educators

ESTABLISH CLEAR GUIDELINES

Set clear, age-appropriate rules for when and how generative AI can be used. Reinforce these regularly to help children develop a healthy, respectful and informed relationship with the technology.



ENCOURAGE CRITICAL EVALUATION

Help children to question the accuracy of AI-generated information and seek out additional trusted sources. This builds essential digital literacy skills and supports better decision-making.



PROMOTE ACTIVE SUPERVISION

Keep an eye on how the children in your care use AI tools. Check in regularly to ensure they're using them appropriately and be ready to step in if something doesn't feel right.



ENHANCE PRIVACY AWARENESS

Talk to children about the importance of keeping personal information private. Make sure privacy settings are in place and explain how data shared with AI tools could be used.



Meet Our Expert

Brendan O'Keeffe, Deputy Headmaster and Director of Digital Strategy at Eaton House Schools, has extensive expertise in digital safety, safeguarding, and generative AI in education. As an author and speaker on digital literacy and online safety for institutions such as The National College, Brendan guides parents and educators in creating safe digital learning environments.



#WakeUpWednesday

The National College

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/www.thenationalcollege

@wake.up.wednesday

@wake.up.weds

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Save the Date

*Wedding Dress
Showcase*

St Helens Church, Belle Vue Bank

11-13th September 2026

Friday & Saturday 10am-4pm

Sunday 12-2pm



DIARY DATES

Any changes/updates will be highlighted in green

Autumn Term	
Tuesday 1 st September	Inset day – no children in school
Wednesday 2 nd September	Start of new term for children
W/c Monday 7 th September	Y6 Elm Bikeability week
W/c Monday 14 th September	Y6 Larch Bikeability week
Wednesday 16 th September	EYFS/Year 1 – Animals About Town (rearranged visit from summer term)
Wednesday 16 th September	Year 2 – Reading in Year 2 -session for parents 5pm
Thursday 17 th & 18 th September	Photographer in school – individual and sibling photos
Wednesday 14 th October	Reception Stay & Play (<i>1 parent per child</i>) Early reading session for parents 1.45-2.15pm Stay & Play session 2.15 - 3.15pm <i>Sign up information to be sent out</i>
Thursday 15 th October	Reception Stay & Play (<i>1 parent per child</i>) Early reading session for parents 1.45-2.15pm Stay & Play session 2.15 - 3.15pm <i>Sign up information to be sent out</i>
Friday 23 rd October	Last day of term – non uniform day (<i>1 donation per family please</i>)
Half Term (Monday 26 th – Friday 30 th October) <i>31st October – deadline for secondary school applications</i>	
Monday 2 nd November	Inset day – no children in school
Tuesday 3 rd November	First day of term
Monday 16 th November	Odd Socks Day – all children invited to wear odd socks to mark anti-bullying week
17 th , 18 th & 19 th November	Parents Evenings
Friday 20 th November	Children in Need- children are invited to wear pyjamas to school to raise money for the charity
Wednesday 25 th November	Choir Christmas Tree Light Switch On
Wednesday 2 nd December	Reception (Cedar) Nativity performance for Cedar parents/carers (3 tickets per child) 2.30pm
Thursday 3 rd December	Reception (Holly) Nativity performance for Holly parents/carers (3 tickets per child) 2.30pm
Monday 7 th December	Y1 Poplar Christmas Crafternoon – 1 parent per child 2.30-3.30
Monday 7 th December	Flu Immunisations
Tuesday 8 th December	Y1 Juniper Christmas Crafternoon – 1 parent per child 2.30-3.30
Wednesday 9 th December	Y3 & Y5 watching pantomime performance at The Little Theatre

Wednesday 9 th December	Y2 Beech Christmas Crafternoon – 1 parent per child 2.30-3.30
Wednesday 9 th December	Year 1 & Year 2 watching Christmas performance of Tinsel Tally in school
Wednesday 9 th December	Christmas jumper day
Thursday 10 th December	Y2 Rowan Christmas Crafternoon – 1 parent per child 2.30-3.30
Thursday 10 th December	Reception watching Christmas performance of The Littlest Elf in school
Monday 14 th December	Reception & Y4 Christmas Parties. <i>Children come to school in party clothes</i>
Tuesday 15 th December	Y1 & Y5 Christmas Parties. <i>Children come to school in party clothes</i>
Wednesday 16 th December	Y4 & Y6 watching pantomime performance at The Little Theatre
Wednesday 16 th December	Nursery & Y3 Christmas Parties. <i>Children come to school in party clothes</i>
Wednesday 16 th December	Christmas Dinner day
Thursday 17 th December	Y2 & Y6 Christmas Parties. <i>Children come to school in party clothes</i>
Friday 18 th December	Last day of term – non uniform day (1 donation per family please)
Spring Term	
Monday 4 th January	First day of term
Tuesday 12 th January	Y1 Phonics screening information session for parents 5pm
Wednesday 13 th January	Y6 – SATS meeting for parents (no children to attend) 5pm
Wednesday 20 th January	Reception Cedar Stay & Play session (1 parent per child) 1.30-2.00pm early maths information session 2.00-3.15pm Stay & Play
Thursday 21 st January	Reception Holly Stay & Play session (1 parent per child) 1.30-2.00pm early maths information session 2.00-3.15pm Stay & Play
Friday 15th January	Reception Application Closing Date
Friday 12 th February	Last day of term – non uniform day (1 donation per family please)
Half Term (Monday 15th – Friday 19th February)	
Monday 22 nd February	First day of term
Friday 5 th March	World Book Day – <i>children to dress as their favourite book character</i>
16 th , 17 th , 18 th March	Parents Evenings
Monday 22 nd March	Reception & Apple Egg Decorating (1 parent per child) @2.15pm
Tuesday 23 rd March	Y1 Egg Decorating (1 parent per child) @2.30pm

Wednesday 24th March	Blossom Egg Decorating (1 parent per child) @2.15pm
Wednesday 24th March	Y2 Egg Decorating (1 parent per child) @2.30pm
Thursday 25th March	Last day of term – non uniform day (<i>1 donation per family please</i>)
Summer Term	
Monday 12th April	First day of term
Monday 19th April	Y5 Spring Showcase for parents @2.45pm <i>2 parents per child</i>
Tuesday 20th April	Y4 Spring Showcase for parents @2.45pm <i>2 parents per child</i>
Wednesday 21st April	Y3 Spring Showcase for parents @2.45pm <i>2 parents per child</i>
Thursday 22nd April	Y1 Spring Showcase for parents @2.45pm <i>2 parents per child</i>
Friday 28th May	Last day of term – non uniform day (<i>chocolate or bottle donation for summer fair tombola</i>)
Half Term (Monday 31st May – Friday 4th June)	
Monday 7th June	First day of term
W/c Monday 7th June	Y4 Multiplication Check week
Wednesday 9th June	New Nursery Parents Welcome Meeting @5pm
W/c Monday 14th June	Y1 Phonics Screening Check week
Monday 7th June SPORTS WEEK <i>Children should come to school in PE kit all week (please wear team colours)</i>	Sports Day – Date to be confirmed 9:30-10:40 - Year 3 and 4 11:00-12:10 - Year 5 and 6 12:30-13:40 - Year 1 and 2 14:00- 15:10- Reception
Wednesday 16th June	New Reception Parents Welcome Meeting @5pm
Monday 14th – Wednesday 16th June	Y4 Residential to Robinwood
Monday 14th – Thursday 17th June	Y6 Residential to London
W/c Monday 28th June	Whole school transition week
Friday 2nd July	Parents to meet new class teachers @2.45pm (1 parent per child)
W/c Monday 5th July	End of Year Reports to be sent home
Wednesday 7th July	Y2 (Rowan) End of Year Production performance for Rowan parents/carers (<i>3 tickets per child</i>) 2.45pm
Thursday 8th July	Y2 (Beech) End of Year Production performance for Beech parents/carers (<i>3 tickets per child</i>) 2.45pm
Friday 9th July	Summer Fair TBC
Date to be confirmed	Y6 End of Year Production @ 5.15pm
Wednesday 14th July	Reception graduation @ 2.45pm
Thursday 15th July	Y6 Leavers Assembly @ 5pm
Friday 16th July	Last day of term – children to wear school uniform. <i>Children may bring a toy (not electronic)</i>