



## Springmoor Grange School Newsletter

### Volume 33 – Friday 13<sup>th</sup> June 2025

#### Goodbye Mrs Flatley

Today is a sad day as we say goodbye to Mrs Flatley who has been a valuable member of our team, in numerous different roles, since 2022. Throughout this time, she has worked hard to keep our school site safe and clean and shown great dedication and commitment. Mrs Flatley begins her new role as a Nursery Teaching Assistant in a local private setting next week. I am sure that you will join me in wishing her success and luck in her new role.

#### SEN Support Plans

For those children who have a SEN support plan, staff are currently updating these and you will receive a reviewed and updated plan on Thursday 26th June. If you have any comments about your child's progress towards their current targets, please contact your child's class teacher who will be happy to incorporate these into their reviewed plan.

#### Sensory Toys

We have noticed that a number of children across the school are bringing in sensory toys and soft toys from home. We have a small number of children who benefit from the use of sensory toys within the classroom and this has been agreed between staff and parents / carers and documented on a SEN support plan. Where this has been outlined, school will provide these resources for children to use. We appreciate your support with this by ensuring that your child does not bring toys of any form into school. Thank you.

#### Spennymoor Gala 2025 - Saturday 5th July.

Children and their families are once again invited to join our Gala Parade to celebrate our first year as Springmoor Grange School! Fancy dress based on this year's 'boogie wonderland' theme is not compulsory, but strongly encouraged! The parade will meet on Barnfield Road and walk to Jubilee Park, where there are lots of exciting things happening! Keep your eyes peeled for confirmation of a meeting time over the coming weeks. Let's make this the grooviest parade yet!

#### Healthy Snacks

Please can we remind families that snacks brought in by the children to enjoy at morning break need to be a piece of fruit or a plain biscuit, in line with our commitment to encouraging a healthy lifestyle. Children should not be bringing in chocolate or crisps, or retrieving items from lunchboxes intended for their meal at lunchtime. Thank you for your support with this.

#### Weekly Class Charts Top Scorers

<b>Reception</b>	Lucy E	<b>Year 4</b>	Alayna W
<b>Year 1</b>	Aubrie A	<b>Year 5</b>	Poppie P
<b>Year 2</b>	Natasha W	<b>Year 6</b>	Harvin M
<b>Year 3</b>	Oliver R		

### Attendance and Punctuality

Overall attendance for the week is 92% and the Year Group with the highest attendance is Year 5 with 97.92%. The overall school attendance for the academic year is 94.68% for the whole school and 95.45% for children in Reception to Year 6.

The Primary starts at 8:30am, with the gates opening from 8:20am. Please ensure that your child is at school on time so that they do not miss out on any learning. This week, we have had 195 late minutes and lost learning time.



### Dates for the Diary

Monday 16 <sup>th</sup> June	2pm – Reception Father's Day Event
Tuesday 24 <sup>th</sup> June	9:15am and 1:45pm – Nursery Sports Day
Wednesday 25 <sup>th</sup> June	SpringFest 2025
<b>Friday 27<sup>th</sup> June</b>	<b>Closed – PD Day</b>
Sunday 29 <sup>th</sup> June – Wednesday 2 <sup>nd</sup> July	Year 6 Residential
Tuesday 1 <sup>st</sup> July	2pm – Y1/2 Parent/Carer Afternoon – DT Workshop
Thursday 3 <sup>rd</sup> July	9am – Y1/2 Sports Day
Thursday 3 <sup>rd</sup> July	1:30pm – Reception Sports Day
Saturday 5 <sup>th</sup> July	Spennymoor Gala
Monday 7 <sup>th</sup> July	9am – Y3/4 Sports Day
Monday 7 <sup>th</sup> July	1:30pm – Y5/6 Sports Day
Wednesday 16 <sup>th</sup> July	10am and 2pm – Nursery Graduation
Thursday 17 <sup>th</sup> July	9am – Year 6 Celebration and Leaving Assembly
Friday 18 <sup>th</sup> July	2pm – Year 6 Guard of Honour
<b>Friday 18<sup>th</sup> July</b>	<b>Close for Summer Break</b>
<b>Wednesday 3<sup>rd</sup> September</b>	<b>Open for New School Year</b>



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](https://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'Keefe, 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.





## Kestrel Class

What a whirlwind week it's been in Kestrel Class! We've raced through our Accelerated Reader books, explored exciting career opportunities, and delved into history by examining bias and imagining how evacuees felt living in the countryside. In RE, we've been fascinated by different rituals and routines across religions—there's never a dull moment in our classroom!



Flying through our Accelerated Reader books, growing in confidence and smashing our reading!



Putting our reading skills to the test



Can't forget about our Maths skills. 40 question was quite a feat!

RE to ritual or to routine is the question



What was positive or negative about being an evacuee. Some tough thinking. Then to decide if it was bias and how. Plus, Mrs Cox made us explain our decisions to the whole class!



A fascinating workshop learning about the skills we need for the workplace. We had a great time helping the polar bear escape the box. We learnt about teamwork, net zero and many other skills and facts from Alex, who delivered our workshop.