Our value this month is:

Respect

Reminders

Please make sure your child is wearing the correct school uniform. Complete guidance can be found on the school website. If you have any questions regarding uniform, please speak to your child's class teacher.

Remember that we have plenty of pre-loved uniform in our Unicycle centre. If you'd like to access this service, please contact Mrs Browne or Mrs Tyrer via **Pastoral ClassDojo**.

Dates for your diary

- 19th +20th June, EYFS New Brighton trip
- 23rd June, Steps to Success graduation
- 26th June, Y5 Gulliver's World trip
- 30th June Y2 trip to Blackpool Tower

COUGHS & SNEEZES SPREAD DISEASES

Please COVER UP!

Coughs and sneezes spread diseases!

To help stop the spread of germs:

- <u>Cover your mouth</u> and nose with a tissue when you cough or sneeze.
- Throw used tissues in the rubbish bin.
- If you don't have a tissue, cough or sneeze into your elbow, not your hands.

Remember to immediately wash your hands after blowing your nose, coughing, or sneezing.

This Week's Highlights

In **Nursery** we have continued to focus our learning on transport and journeys. The children have looked at photographs of a variety of vehicles and have used their growing vocabulary to describe each one. The children have created a special picture for Father's Day and biscuits to share with the significant male in their life

----

In **Reception**, we have read the story The Sea Saw for Drawing Club. We talked about what things are special to us, like family friends and special objects. In Maths we have been learning about subtraction. We have painted our snails that we sculpted last week. We have been practising some events ready for Sport's Day in a few weeks.

In **Year 1** we have been working hard in our "showing off work!" (assessments) and have really impressed us with their attitude and effort. The children have also completed their Phonics Screen Check this week and have really made us proud. In Science we have been looking at different plants and seeds and have planted some cress seeds and are starting to see some growth already.

In **Year 2** we have been working hard on our assessments to show how much knowledge we have gained in year 2! We have really impressed our teachers with our resilient attitudes towards them and throughout finishing off our DT structures. We loved making them and figuring out how to solve the problems that arose using our knowledge of different joining techniques.

In **Year 3**, we have really impressed our teachers with our mature attitude towards our assessments in Maths and English. We have also been practicing joining techniques in Design Technology, ready to make our own desk tidies soon.

In **Year 4** we have all worked very hard to complete our Maths and English assessments this week. We have also enjoyed starting to learn how to discuss the weather in Spanish and been honing our DT skills to create our own linkages and levers to surprise some special people in our lives on Sunday!

In **Year 5** the children have been inspired by their new English unit, Malala Yousafzai. We are all looking forward to finding more about such an inspirational figure. In maths, we have worked hard and have consolidated our understanding of adding and subtracting decimals.

In **Year 6,** we have had a fantastic week making memories to last a lifetime with our friends. The children who went on the residential had a great time roller skating, playing laser quest, trying archery and going on rides, amongst other things at Gulliver's World. The children who chose to go on the trips had an amazing time bowling, playing laser quest, tubing at the ski slope and bouncing at Velocity, before returning to school for a great Forest School day. Lots of fun was had by all!

This Week's Value Stars!!

Nursery: Jamie, Leighton, Reuben D & Charlea	**Reception**: Harper, Sofia
Year 1: Belaf F, Layanne R,	**Year 4:** Leo D, Amelia M,
Year 2: Marnie C, Niamh W	**Year 5:** Mathieson C, Eidenas I, Shay R, Isabelle J
Year 3: Lincoln D, Skyla L, Tyler H, Lottie P	**Year 6:** Olamide O, Keagan P, Ty W, Madison D

Weekly Winners

The top Reading Pus readers this week are:

Leaderboard
Top Students - Total Words Read (SR)

1.	K. Anastasia	251,123
2.	R. Aldo	192,245
3.	B. India	185,505

The Times Tables Rockstars winners are:

Rank	Name	Rockname	Current Studio Speed
1	Anastasia K	Janice Vincent	0.59
2	Chloe B	Lady Bazzell	0.60
3	Matthew N	Max Blackpoolr…	0.62

Attendance

School Target: 96%

Early Years — N am 96.6%   N pm 94.2%

KS1 –
RKL 96.2%   RMC 97.3%
Y1PT 95.7%   Y1TE 94%
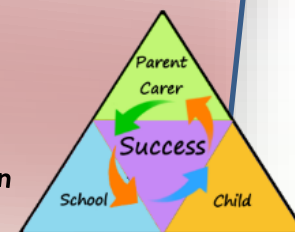Y2GW 84.7 %   Y2LB 94.5%

LKS2 –
Y3EH 96.7%   Y3LC 97.3%
Y4MC 98.3%   Y4MM 96%

UKS2 –
Y5EK 94.7%   Y5NO 96.2%
Y6JM 93.3%   Y6LA 97.8%

(This week's winners are highlighted in yellow)

Parent Carer / Success / School / Child

This Week's Learning at Home

Word of the Week:

|	
Nursery – journey	**Year 3** – flimsy
Reception – Journey	**Year 4** – pivot
Year 1 – seed	**Year 5** – silenced
Year 2 – plot	**Year 6** – memories

The remarkable growth of generative AI tools like ChatGPT has opened up exciting new opportunities for young learners. Used wisely, AI can be a powerful ally in boosting creativity, learning and problem-solving skills. However, without proper guidance, young people may stumble into challenges including inaccurate information, data security risks, and a growing reliance on AI over their own critical thinking.

From setting clear usage boundaries to teaching digital hygiene and promoting independent thought, this guide offers parents and educators practical advice on the safe, positive use of AI. With the right understanding and guidance, you can ensure that generative AI becomes a positive influence, rather than a potential pitfall in young people's digital lives.
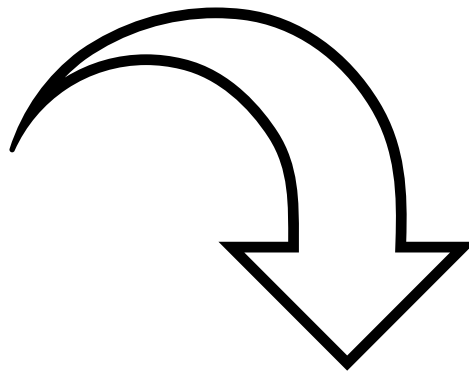
What Parents & Educators Need to Know about
GENERATIVE AI SAFETY

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

✓ Real ✗ Fake

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.

#WakeUp Wednesday®

The National College®