



Allanson Street News

6th February 2026

Our value this month is:

Pride



IS MY CHILD TOO ILL TO GO TO SCHOOL?

- | | |
|--|---|
| <input checked="" type="checkbox"/> Minor coughs & cold | <input checked="" type="checkbox"/> Ear infection |
| <input checked="" type="checkbox"/> Sore throat | <input checked="" type="checkbox"/> Cold sores |
| <input checked="" type="checkbox"/> Conjunctivitis | <input checked="" type="checkbox"/> Tonsillitis |
| <input checked="" type="checkbox"/> Respiratory infections | <input checked="" type="checkbox"/> Head lice |

GO TO SCHOOL



- | | |
|--|---|
| <input checked="" type="checkbox"/> Whooping cough | <input checked="" type="checkbox"/> Covid |
| <input checked="" type="checkbox"/> High temperature | <input checked="" type="checkbox"/> Flu |
| <input checked="" type="checkbox"/> Chickenpox | <input checked="" type="checkbox"/> Scarlet fever |
| <input checked="" type="checkbox"/> Diarrhoea & vomiting | <input checked="" type="checkbox"/> Measles |

STAY AT HOME



Dates for your diary

- 9th Feb- Safer Internet Day
- 13th Feb- school closes
- 23rd Feb- school reopens

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**.

This Week's Highlights

In **Nursery** we have continued to focus our learning on the story, "We're going on a Bear Hunt". The children have explored some sound bottles (filled with grass, stick, water, mud etc) and used them to retell the story. We also played a dice game, using our recognition of numbers up to 3 to move the bear along the board to his cave.

In **Reception** we have read the story Alien's Love Underpants, we found a washing line full of underpants on Monday! They have slowly been disappearing through the week, we wonder if the aliens are to blame. We have been learning about our town St Helens and used our map skills to find different locations around school. Finally, we enjoyed a visit from Boots the Saint's mascot!

In **Year 1** we have been exploring the thoughts and feelings of Earnest Shackleton at different points of his expedition. In maths we have been subtracting from teens numbers and enjoying our number day games. In computing we have been making spaceships fly around our screens and in Geography we have been learning about Antarctica and planning our own journey across it.

In **Year 2** we have been learning all about Wangari Maathai, who was the first African woman to receive a Nobel Peace Prize for her work to support the planting of trees during deforestation. In maths we have been looking at money and have used our knowledge of addition to combine and compare different amounts.

In **Year 3**, we have been working on persuasive writing, coming up with reasons for and against zoos. We have started to look at measuring with cm's and mm's in maths as well as recapping lots of our previous learning for Number Day. We have built on last weeks learning on skeletons to match them to different animals. As part of our Growth curriculum, we have been working on speaking to each other respectfully and thinking about kindness.

In **Year 4**, we have been busy finding out about what happens to our teeth when they are exposed to sugary food and drinks. In Maths we have been developing our multiplication and division skills and in English we have been enjoying our fantastic new book, 'Escape from Pompeii' finding out more interesting facts about the Roman era and increasing our understanding of the fictional characters through tracing their conflicting emotions and putting them in the 'hot seat' to answer our questions!

In **Year 5** we have enjoyed our number hunt on the playground for number day and also testing our skills playing "all around the world" in darts! During our maths lessons, we have been learning all about multiplying two 2-digit numbers and we also enjoyed investigating biodiversity on the school field.

In **Year 6** we have thoroughly enjoyed playing darts and getting the chance to use mental maths in a really exciting way. We've started a persuasive letter from a very creepy character: The Landlady and learned about the dangerous effects of alcohol and drugs in PSHE.

Catch that **sneeze**, don't let it roam,

Use your elbow, keep germs at home!

Yawn, cough or sneeze? Don't let them fly,

Trap those germs, wave them goodbye!



1. Y3NO (25/26) This Week's Value Stars!!

2. Y5GW (25/26) Nursery: Parker, Nathan, Oakley, Idris	Reception: Theodore, George, Olivia K, Evie G
3. Y6KK (25/26) Year 1: Ollie, Toby,	Year 4: Savannah, Skyla, Tyler, Amy
4. Y5EK (25/26) Year 2: River, Sophie L, Mya M,	Year 5: Ryley R, Aamane A
Year 3: Hugo, Lottie, Abigail and Naimh	Year 6: Bianka, Mason, Riley, Morgan





Weekly Winners

 The top Reading Plus readers this week are:

1. Y3NO (25/26)
2. Y5GW (25/26)
3. Y6KK (25/26)
4. Y5EK (25/26)

Emmanuella F Y4,
Taiwo A Y5,
Neriman H Y5,
Patrick W Y6,

Mathswhizz

	Total Weekly Usage (mins)
1 <u>Y3 NO</u> 	 Paula B 129
2 <u>Y6JM</u>	 Sofia M 125
3 <u>Y1 LA</u>	 Arthur W 118
4 <u>Y1 PT</u>	

Attendance

School Target:
96%

Nursery 95.3%	RLB 95%
RKL 99.1%	Y1LA 98.7%
Y1PT 100%	Y2CS 92.6%
Y2TE 93.3%	Y3NO 94.7%
Y3MC 94.7%	Y4MM 91.7%
Y4EH 94.5%	Y5GW 97.3%
Y5EK 95.7%	Y6KK 95.9%
Y6JM 96.2%	

(This week's winners are highlighted in yellow)



This Week's Learning at Home

Word of the Week:

Nursery – hunt

Reception – town

Year 1 – expedition

Year 2 – deforestation

Year 3 – kindness

Year 4 – tavern

Year 5 – effervescence

Year 6 – congenial

family arts day

This **FREE** session offers the opportunity for families living within our community in St Helens, from any background, to come together, socialise and create!

date:

**Tuesday
17th February**

location:

**Moss Bank
Children's Centre,
WA11 7PQ**

time:

**3:00 pm
- 5:00 pm**

sign up now:

**info@digitalartsbox.org
0151 433 2223
www.digitalartsbox.org**



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[St Helens IASS – Information, Advice and Support Service](#)

The site explains what support IASS can offer to children and young people with SEND and their families. It includes details about the service, how to make a self-referral, and information about upcoming SEND drop-in sessions.

St Helens IASS is a statutory service providing information, advice and support on matters relating to children and young people with special educational needs and disabilities (SEND). The service is offered to children and young people with SEND, and their parents/carers.

St Helens IASS provides free, confidential, impartial advice and helps parents play an active and informed role in their child's education.

What we can advise and provide

We offer free, impartial support to families of children and young people 0-25yrs. Our support is tailored to your child's specific needs and may include:

- A confidential helpline and signposting to SEND services/Local Offer.
- Links to local parent support groups and forums.
- Support with preparing for and attending meetings.
- Support in resolving disagreements, mediation, and tribunals.
- Information about SEN Support in schools and further education.
- Help in filling in forms and writing letters/reports.
- Guidance throughout the Education, Health and Care Plan (EHCP) process.
- Training for parents.

Who to Contact:

Team Manager: Beverley Ellis

Case Worker: Joanne Taylor

Telephone: 01744 673428

Email: IASS@sthelens.gov.uk

Referral: Not required. Parents can contact the service directly or self-refer.

SEND Drop-in Details

- **Mondays (1pm - 3pm):** Sutton Family Hub, Ellamsbridge Road, Sutton, WA9 3PY
- **Tuesdays (9am - 11am):** Carrmill Primary School, Kentmere Road, St Helens, WA11 7PQ
- **Wednesdays (10am - 2pm):** Central Link Family Hub, Westfield Street (off Peter street), St Helens, WA10 1QF
- **Thursdays (9am - 11:30am):** Wargrave Primary School, Bradleigh Road, Newton-Le-Willows, WA12 8QL (Open to all parents)

Artificial intelligence is becoming a familiar part of young people's online experiences, with a myriad of school tools and entertainment platforms in use. This #WakeUpWednesday guide breaks down what AI really is, helping adults explain it clearly and realistically so children **don't overestimate its abilities or trust it unquestioningly**. It explores how AI systems work, where they appear online, and why understanding them matters.

The guide also highlights key online safety considerations, including misinformation, data privacy, bias and over-reliance on AI tools. With practical advice on setting boundaries, choosing age-appropriate platforms and encouraging ethical, creative use, it empowers parents and educators to build digital literacy while keeping children safe, curious and critically engaged.



10 Top Tips for Parents and Educators

SUPPORTING SAFE USE OF AI

Artificial Intelligence (AI) is increasingly woven into young people's digital lives. It can offer some educational benefits and day-to-day assistance; however, it also raises concerns about misinformation, privacy, fairness, and safety. This guide provides parents and educators with practical strategies to support young people to navigate AI tools responsibly, and to use them safely and with discernment.

1 DEMYSTIFY WHAT AI REALLY IS

Children encounter AI in most online places, including games, streaming platforms, and school tools. Explain that AI uses patterns from past data to make decisions, but it doesn't think or feel like humans. Use age-appropriate examples, like how recommendations on YouTube or Netflix work, to build understanding and prevent false beliefs about AI being all-knowing or alive.

2 TALK ABOUT RISKS OF MISINFORMATION

AI can create convincing false information, including deepfake videos, photos, and fake 'facts'. Encourage children to think critically about what they see and read. Teach them to double-check information using reliable sources, to look at images and videos carefully, and to ask an adult if something doesn't seem right.

3 DISCUSS DATA AND PRIVACY

Explain that AI systems learn by analysing lots of data, sometimes including personal information. Help young people to be mindful of what they share online and why protecting personal data matters. Model good habits like reading app permissions together or reviewing what's collected by voice assistants like Alexa or Siri.

4 ENCOURAGE CREATIVE USE OF AI

Support children, when using AI tools, to explore ideas, make art, or build projects. This fosters confidence, imagination, and independent thinking. When children use AI creatively, rather than just passively consuming it, they are more likely to stay engaged and make thoughtful choices.

5 USE AGE-APPROPRIATE AI TOOLS

Not all AI platforms are suitable for children. Choose tools designed for education or creativity, with clear safety policies. Review terms of use and privacy settings, and help children use them in age-appropriate ways. For example, some chatbot tools mimic conversation but should only be used with guidance and boundaries in place.

6 USE AI TOGETHER

Exploring AI tools together can help adults understand how they work and spot potential issues. Try co-writing a story with an AI writing assistant or experimenting with an AI art tool. This encourages curiosity, helps you stay informed about the latest AI tools, and allows you to reinforce safe and respectful use while modelling critical thinking.

7 SET BOUNDARIES FOR AI USE

Establish when, where, and how AI tools can be used, just as you would with any digital technology. For example, you might agree not to use AI tools to complete school assignments without permission, or to avoid unsupervised use of voice assistants. Consistent boundaries help manage overuse and misuse.

8 WATCH FOR OVERRELIANCE

Some AI tools, like homework help apps, may be tempting shortcuts. Encourage children to use AI to support their thinking, not replace it. Celebrate effort and process over perfect answers. Reinforce that mistakes are part of learning and that relying too heavily on AI can limit real understanding.

9 TEACH DIGITAL ETHICS AND LITERACY

Help children explore how AI works, where it might be biased, and why ethical thinking matters. Building digital literacy alongside ethical awareness ensures children engage with AI critically, not just conveniently. Help young people to understand that not all people use AI for legitimate purposes; some use it for malicious reasons. Encourage questions about fairness, representation, and who benefits from certain tools; talk about algorithms, echo chambers, and the impact of automation on daily life.

10 STAY CURIOUS AND INVOLVED

AI is developing rapidly, and staying informed helps you support the young people in your care. Follow trusted sources for updates and keep the conversation going. If a child brings up a new AI trend or tool, take the opportunity to learn about it together. Showing interest builds trust and strengthens digital resilience.

Meet Our Expert

Home to the world's largest CPD library for educators, The National College has transformed the way education establishments go about developing their workforces and managing compliance. Our three memberships help all phases and types of setting raise standards, save time, reduce risk, and build a culture of improvement.

#WakeUpWednesday®

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