



Embleton Vincent Edwards CE Primary School

Friday Flyer

11 September 2026

Executive Headteacher Update

Welcome back, everyone! I hope you have all had a wonderful summer and managed to enjoy some well-earned family time. It has been fantastic to officially begin my time at Embleton. Over the last 10 days, I have enjoyed getting to know our systems and routines, meeting staff and most importantly, getting to know our wonderful children.

I have been incredibly impressed by the way the children have returned to school. They have come back with such a positive attitude, a real willingness to give things a go and a fantastic enthusiasm for learning. We are incredibly proud of them all! Our new starters have also been incredible and really have taken it in their stride - well done superstars!

It has also been a busy couple of weeks of learning. The children enjoyed a fantastic whole-school recycling workshop, learning all about the 3Rs – Reduce, Reuse and Recycle. This was followed by class sessions, including making wildflower paper bombs, exploring food waste and a 3Rs theory session for our older children. A great opportunity to learn about how small changes can make a big difference!

We also enjoyed our first Open the Book worship of the year, which was a wonderful way to come together as a school community and begin our year of worship and reflection.

This year we are continuing our Friday Celebration Assemblies, where children will have the opportunity to receive Outstanding Achievement Awards, have their attendance celebrated as well as continuing to recognise our stars of the week. Furthermore, we are introducing Hot Chocolate with the Head on a Friday which is always a special treat. We want to make sure that the wonderful things our children do every day are recognised and celebrated.

It has been a fantastic start to the new academic year and I am very excited to be a part of what appears to be a beautiful rural school. Over the next few weeks I will continue to learn more names of children and please do come and introduce yourselves when you see me. A vibrant and successful school is so much more than the children and staff, it really is the whole community.

Have a wonderful weekend and I look forward to seeing you all again next week, raring to go! Have a fantastic weekend!

Mr Shaw

Next week I am planning to be in school on Wednesday and Friday



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Safeguarding

Embleton is committed to keeping all children safe. Our staff regularly participate in safeguarding training and are fully aware of how to keep our pupils safe and what signs to look out for. Our pupils know they can share any concerns and we have robust policies and procedures in place which underpin safeguarding. It is our paramount priority to keep all children healthy and safe.

Remember our Designated Safeguarding Leads (DSL) in school are **Mrs Popay and Mr Shaw**.

Top Tips for SUPPORTING CHILDREN'S RETURN TO ROUTINE

Returning to school after the holidays can be challenging for some children and young people, and both families and education settings can play an important role in helping them readjust. Consistent routines, clear expectations, and supportive communication can support children and young people's wellbeing, self-regulation, and academic success. These practical tips can help make the transition back to school feel more manageable.

WELCOME BACK!

- 1 START EARLY**
Gradually reintroduce school-day sleep, meal, and wake-up routines around a week before term begins. In education settings, firm (or routine and expectations) can also be introduced from the start of term to help pupils settle back in. A gradual and predictable approach can make the transition feel less abrupt and give children and young people the time they need to readjust to the structure of school life.
- 2 REBUILD ROUTINES TOGETHER**
Involve the children and young people in your care in the rebuilding of familiar routines at home and in education settings. Having a key in their daily schedule can increase predictability for them and give them a greater sense of control. This might include discussing morning routines at home or reviewing classroom timetables, expectations, and activities together at the beginning of the school day.
- 3 ENCOURAGE RESPONSIBILITY**
Giving children and young people age-appropriate responsibilities can help foster their autonomy and engagement. For younger children at home, this might include getting dressed independently or checking their school bag. In education settings, children and young people could organise their learning materials, complete simple classroom tasks, or follow a familiar morning routine. These manageable responsibilities can help them feel more involved in the school day while developing useful skills.
- 4 RECONNECT WITH PEERS**
Re-establishing friendships can help children and young people feel more confident and connected when they return to school. Families might arrange opportunities for their children to speak to or spend time with school friends, while educators can use group activities, buddy systems, or collaborative tasks to help rebuild classroom connections.
- 5 SUPPORT HEALTHY NUTRITION**
Regular, balanced meals, particularly at breakfast, are linked to improved concentration, behaviour, and academic outcomes. Families can gradually return to familiar school-day mealtimes, while education settings can reinforce healthy eating routines at the start of term and signpost breakfast provision where available. Consistent access to food can help support children and young people's energy levels and concentration throughout the day.
- 6 COMMUNICATE OPENLY**
Talk to the children and young people in your care about how they feel about the return to school and give them the opportunity to share any worries or questions. Anxiety about going back to school, particularly when starting a new year group, can be common, and children and young people may benefit from your reassurance and support. Parents and educators can all help with this by listening calmly to concerns and questions, and sharing relevant information with one another where appropriate.
- 7 RECONNECT WITH LEARNING AND PEERS**
Light educational activities before term begins can help children become familiar with learning routines again without creating any unnecessary pressure on them. In school, low-pressure recap activities and familiar tasks from the previous year group can serve a similar purpose during the first few days back. Keeping learning positive and achievable can help rebuild children's concentration, confidence, and academic motivation as they settle back into their usual routine.
- 8 PRIORITISE SLEEP**
To ease the children and young people in your care get age-appropriate sleep, and begin returning to their usual bedtime habits before term starts. Reducing screen use before bedtime may also support better sleep quality. Educators can also be mindful that tiredness may temporarily affect children's concentration, behaviour, and emotional regulation as they readjust to school routines.
- 9 PREPARE AHEAD**
Organising uniforms, bags, lunches, and other school essentials in advance can reduce unnecessary stress when school mornings begin again. Educators can also help by preparing pupils for any changes to classrooms, timetables, staff, or behaviour expectations. Giving children clear information about what to expect ahead of time can make the return feel more familiar and help build up their confidence and independence.
- 10 BE PATIENT AND FLEXIBLE**
Children adjust to changes in their routines at different rates, so your patience and flexibility can be important during the first days and weeks back. Some may settle quickly, while others need longer to adapt to a new morning, classroom expectations, or busy schedules. Parents and educators can support children and young people's adjustment by maintaining consistent routines, all the while recognising that concentration, behaviour, or confidence may temporarily look different for them.



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Attendance

As parents and carers we want to share our attendance figures because it is you who can make the big difference. Our children are entitled to a full and balanced education and at Belsay we feel we provide one of the best experiences possible.

Current Whole School attendance is 95.68%. Our NEW target for Whole School Attendance is 97%.

Class	Weekly attendance	Annual attendance
Starfish	93.28	97.46
Puffins	100	97.4
Seals	96.03	96.5
Orcas	94.78	93.3

Did you know? Each pupil has 175 non-school days a year to spend however they like. The table below shows the significant impact of absence over time.

Days of school add up to lost learning						
Days in school	190	186	180	175	171	170
Percentage attendance	100%	98%	95%	92%	90%	<90%
	Excellent	Excellent	Good	Caution	Cause for concern	Serious concern

Absence Procedures If your child is ill, please keep them at home until they are well enough to return to school. Please notify us by phone call or email before 9.15am if your child is to be absent, and continue to inform us on a daily basis if they continue to be ill.

What are the risks of missing a day of school? 'Being in school is important to your child's achievement, wellbeing and wider development. Pupils with the highest attendance throughout their time in school gain the best GCSE results. The higher a pupil's attendance, the more they are likely to learn, and the better they are likely to perform in exams and formal assessments.' The Education Hub - Department for Education.



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Classroom Updates - Starfish Class

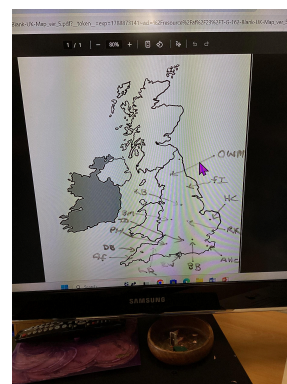
What a fantastic start to the new school year. Everyone has settled in brilliantly, with our new Reception children embracing their slightly more structured routine and working incredibly hard on their letter formation in *Read, Write, Inc.* We kicked off our exciting 'Superheroes' theme with Elys Dolan's *Super Snail*, and the children have been focused on their Rainbow Challenges—with several superstars even managing to complete their Gold Challenge. Our superhero theme continued down at the beach with Sophy Henn's *Super Duper You*, where we drew our favorite activities, studied our features in mirrors to make self-portraits out of beach treasures and finished by baking celebration sand cakes. On Wednesday, Jasmine from Groundwork visited to teach us all about recycling and sustainability before helping us craft seed bombs, which we then walked over to scatter at the quarry in the hope of seeing flowers bloom in the spring. We hope parents are enjoying our daily '60 seconds in Starfish Class' posts on Tapestry for a little window into all this amazing learning and we look forward to another wonderful week ahead!





Classroom Updates - Puffin Class

It has been a wonderfully busy and productive week in Puffins! Our history journey kicked off as the children turned into history detectives to investigate the Great Fire of London. After locating London on the map and discussing why it is our capital city, we explored what life was like in 1666 compared to today. Using historic sources of evidence, the class worked hard to piece together how and when the famous fire began. In the classroom, the children have been focusing on perfecting their handwriting and consistently using capital letters and full stops in English. The Year 1s have also taken a big step forward in digital skills by learning how to log on to the iPads independently to access learning apps. We welcomed Jasmine into school on Wednesday where she talked to us about having a sustainable packed lunch. We took part in a quiz before designing our own sustainable packed lunch. We very much enjoyed our first Beach School afternoon. The children explored their five senses for science, practiced their throwing and catching skills in PE and had a fantastic time—made all the better by the rain holding off!

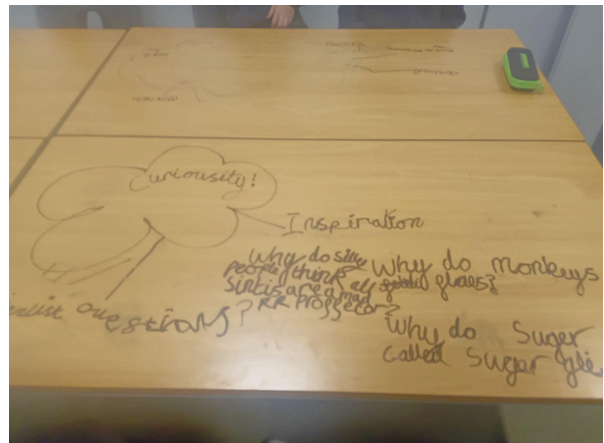
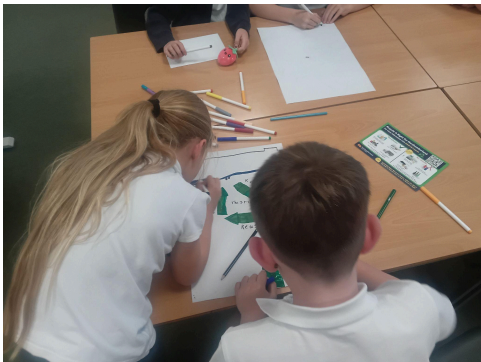




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Classroom updates - Seals Class

It has been a wonderful start to the term, and the children have all settled in so well. We were delighted to welcome three new children to Embleton and into our class and it has been lovely to see the rest of the class make them feel so welcome. We've hit the ground running with Maths and English over the last week and a half, and all children should now have come home with a reading book set to their current level. Beyond the classroom, we've made the most of our local environment by learning to play volleyball at the beach, alongside an energetic PE session with Callum this week! Our week has also been packed with inspiring learning opportunities, including a brilliant recycling workshop with Jasmine. Class and school jobs are officially assigned and we want to say a huge well done to our Eco-School Council and Church School Council representatives—you did yourselves proud! Other highlights this week included diving into prehistoric art, locating European countries and learning what makes us scientists by practicing how to ask curious questions.





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Classroom updates - Orca Class

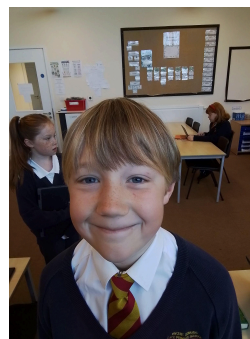
Welcome back everyone! It's been a great week or so with plenty of enthusiasm for learning and personal growth. We've had a pleasing start in maths with all pupils showing dedication and perseverance when covering numbers, both written in numerals and in words, up to 10,000,000. Year 6 have begun practicing for their maths SATs already! In English we've started reading *Holes* by Louis Sachar. The children have explored genre and the protagonist of the novel. I've been really impressed with the standard of art as Orcas produced self portraits with accurate proportions and tonal matching. Elsewhere, it was lovely to get to the beach for the first time this year. The focus in PE at the beach this half term is football and teamwork and the children had fun diving onto the soft sand developing their goalkeeper skills. Some interesting compositions in music as the pupils created their own percussion loops using nothing but their bodies.



Goalkeeping practice.



Goalkeeping practice.



Posing for art: self portrait.



Posing for art: self portrait.



Body percussion in music.



Body percussion in music.



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Dates for your Diary

Wednesday 23rd September: 9:30am – 12:00pm	Year 6 Golf Festival - come in PE Kit
Wednesday 7th October: 2pm	Trinity Tots into Starfish Class
Thursday 8th October: 9:15am – 10:15am	Harvest Festival (In-Church)
Friday 9th October: 1:30pm – 2:30pm	Starfish and Puffins - Alnwick Playhouse - Hay
Tuesday 13th October: 3:30pm - 5:30pm	Puffins, Seals and Orcas Parent Consultations
Wednesday 14th October	KS2 RAF Glider Challenge - In School
Thursday 15th October: 8:45am-9am	Open the Book
Tuesday 20th October: 3:30 – 5:30pm	Puffins, Seals and Orcas Parent Consultations
Friday 23rd October	Teacher Training Day - School Closed

PE Days for the whole school are Monday and Thursdays.

Please send your children to school wearing their PE kits on their PE days. KS2 Children either remove earrings or bring earring tape for PE.

Thank you

Stars of the week

Names:

Starfish: Vinchi

Puffins: Poppy

Seals: Annabelle

Orcas: Beatrice