



# Embleton Vincent Edwards CE Primary School

## Friday Flyer

**18 September 2026**

### **Executive Headteacher Update**

What a fantastic week we have had at Embleton! It has been lovely to see the children really enjoying themselves in school and with the weather being so kind to us, we have been able to get outside and make the most of the sunshine too. We never quite know how long that will last, so it has been great to see the children enjoying it!

When I have been in school this week, I have really enjoyed walking around the classrooms and seeing how engaged the children are with their learning. The questioning and discussion taking place has been fantastic and we really do have a very articulate group of children who are keen to learn, ask questions and challenge themselves.

On Wednesday, I was joined by Liz Aynsley, the SENCO from Belsay, who came along to have a look around and get a feel for Embleton. You may see a little more of Liz over the coming weeks and months as we look at how we can provide additional support across the school. This is one of the real benefits of our four-school model — being able to share the expertise and experience we have across our schools to support one another.

A huge thank you this week to Rock Estates for their incredibly generous donation of wood chips and to Nicola and Alistair for giving up their time to put it all down on our paths. Mrs Popay mentioned last week that some of the paths were looking a little tired, so I suggested we put a request out to the local community. I was absolutely blown away by how quickly Rock Estates responded and by their generosity. The paths now look fantastic, we are so grateful.

Just a couple of reminders for parents. Smartwatches are not permitted in school, in the same way that mobile phones are not, so please ensure these are left at home. Also, if your child is unwell and unable to attend school, please contact the school office directly by phone or email rather than sending a message through ClassDojo. This allows us to record the absence officially and ensures that no messages are missed during the busy start to the school day.

Finally, we ended the week with our Celebration Assembly and Hot Chocolate with the Head. I was lucky enough to join the children this week and it was an absolute joy to spend some time chatting with them and getting to know them a little better.

Have a wonderful weekend everyone, enjoy the sunshine while it lasts!

**Mr Shaw**

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



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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**.

### 10 Top Tips for Parents and Educators

## HELPING NEURODIVERGENT CHILDREN NAVIGATE THE ONLINE WORLD

Neurodivergent people tend to be early adopters of technology, and many influential innovators in this space are neurodivergent themselves. It's therefore likely that a neurodivergent child or young person may be drawn to the online world from an early age. This isn't a concern in itself, but understanding both the benefits and potential risks is essential. Here are ten key considerations to support safe and positive online experiences for neurodivergent children.

- 1 TREAT ONLINE LIKE THE REAL WORLD**  
You wouldn't allow a child to cross a road without guidance – you'd hold their hand, see a pedestrian crossing, and make sure they know the rules. In the same way, a neurodivergent child's first experiences online should be supported by an adult who can guide and explain safe and responsible digital behaviour to them from the outset.
- 2 MODEL RESPONSIBLE USE**  
Children learn from what they see. Show all children, regardless of neurotype, what responsible internet use looks like. Model on your own use of social media and AI. Consider how often you use them and your own understanding of these platforms. Talk openly about when and why you use these tools, helping all children develop a balanced and informed approach.
- 3 KNOW YOUR LIMITS**  
Current government guidance suggests no solo screen use below the age of ten, with a maximum of one hour per day for ten- to five-year-olds. Screen time can support conversation and connection when shared with an adult. However, passive watching can affect neurodivergent children's attention and language skills. Focus on the type of content they watch, encouraging slower-paced and meaningful material rather than fast-paced, overstimulating content.
- 4 CONSIDER AGES AND STAGES**  
For older children and teenagers, agreed limits are important. Screen time can be beneficial, but it should form part of a balanced lifestyle. Neurodivergent children may find online communication easier than real-world conversation, supporting their social interaction. However, it shouldn't be their only option. Encourage a range of activities, including creative play, physical exercise, and opportunities for real-world connections.
- 5 KEEP CONVERSATIONS OPEN**  
Discussions about online safety should begin early and continue as children grow. However, neurodivergent children may worry about getting things wrong or being misunderstood, meaning these kinds of conversations should feel open and safe, rather than like a lecture. If a child mentions a problem – such as a peer or inappropriate content – they need to feel able to speak to a trusted adult without fear of judgement or embarrassment.
- 6 BUILD YOUR KNOWLEDGE**  
You don't expect to be an expert, but it's important to stay informed about the platforms, games, or apps neurodivergent children use in order to provide practical support. Social media platforms have age limits, and many apps and games offer parental settings that can control access. Schools and families should work together to understand these tools, helping neurodivergent children use them safely while keeping up to date with new features and changes.
- 7 SET CLEAR BOUNDARIES**  
Children or young people often know more about current technology than adults, meaning it's important to recognise that controls may be bypassed. Clear, predictable boundaries should be used, based on trust and consistency. Having children in discussions that affect them helps them feel heard. This is particularly important for neurodivergent children, who may respond strongly to perceived unfairness.
- 8 UNDERSTAND AI CONTENT**  
The internet now includes large amounts of AI-generated content, including images, videos, and stories. These can be difficult to identify. Children should be encouraged to question what they see and check the information using trusted sources. Neurodivergent children may interpret content literally, meaning adult guidance is important in helping them recognise what's real and reliable – and what isn't.
- 9 EXPLAIN AI LIMITATIONS**  
AI isn't the same as a search engine. It generates responses based on prompts and patterns, and its accuracy depends on how it's used. Sometimes, it produces incorrect or unrealistic information, known as 'hallucinations'. Both adults and children need to understand this and learn how to check information carefully using reliable and trusted sources.
- 10 CLARIFY AI RELATIONSHIPS**  
AI can feel conversational and personal, but it's not capable of real relationships. It learns from patterns in user input rather than human understanding. Some neurodivergent children may experience a sense of connection with AI chatbots, particularly if they find social situations challenging. It's therefore important to explain that these are simulated conversations and aren't a substitute for real, human relationships.



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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 Embleton 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 | 97.5              | 97.7              |
| Puffins  | 98.41             | 97.59             |
| Seals    | 88.89             | 94.21             |
| Orcas    | 94.67             | 93.98             |

**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

We have continued with our story 'Super Snail' by Elys Dolan this week. Our Rainbow Challenges have included drawing Super Snail, labeling a snail, measuring superheroes, tying and untying superheroes, looking for snails, building secret superhero dens and making our own superheroes using lollysticks. This week we have also reintroduced our cake making station where the children can independently make their own mug cakes which are cooked by Mrs Cotton.

We read our story of the week at beach school on Thursday where we drew our own 'Super Snails' using the drawing skills we had been practising in school and also wrote the 's' sound, using the correct letter formation. We then dug some secret underground hideouts. We included swimming pools, hot tubs, ice cream makers and control panels just like Super Snail' has. We then made a huge spiral in the sand by walking around and around, it looked really good! In maths the nursery children were comparing big and small spirals while the Reception children practised writing numbers in the sand. The afternoon proved to be very windy so we had a short walk in the dunes looking for snails (unsuccessfully!) and then made some empty snail shells fly just like 'Super Snail' flew in the book.





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### Classroom Updates - Puffin Class

It has been an action-packed week of learning across all subjects! In maths, our Year 1s worked on matching numerals to words and identifying one more and one less, while Year 2s tackled partitioning 2-digit numbers, including flexible partitioning. History and English came alive through our Great Fire of London topic as we read about the Baker's boy and role-played the dramatic moment Will Farriner woke his family and led them to safety, exploring how they would have felt and what actions they would take next. We also investigated verbs, learned why the fire spread so quickly, and discussed the methods used to fight the flames. Out on the beach, despite a rather windy day, we put our spatial learning into practice by recreating Pudding Lane and discussing how difficult it was to build houses so close together. The children continued building their tag rugby skills during PE with Callum!



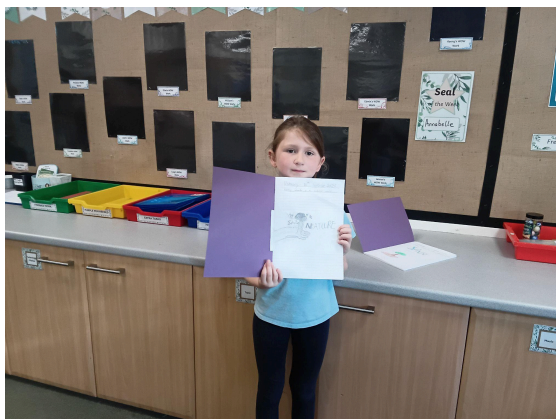


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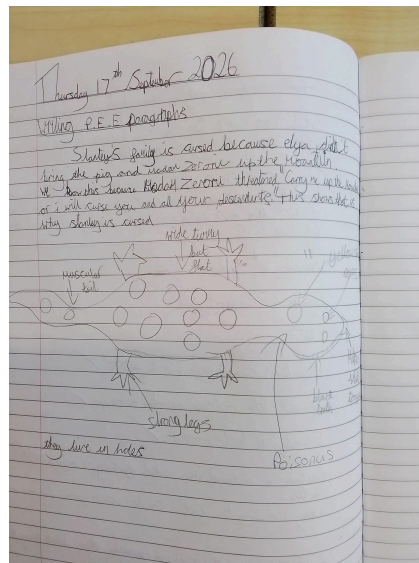
### Classroom updates - Seal Class

What a fantastic week of learning we've had! In English, our imaginations travelled to the lively marketplace of ancient Pompeii. The children focused on using sensory details describing what they could see, hear, smell, and feel to write truly atmospheric sentences. In Art, we built on our previous work with prehistoric art by exploring how to add deeper texture and intricate detail to our artwork. In Science, we turned our attention to the human body, learning all about the digestive system and exploring how different organs work together. Meanwhile, in RE, we spent time outdoors and in discussion, looking at nature through the lens of Creation and considering our role in looking after the world around us. Finally, we burned off plenty of energy in PE, working hard on our Tag Rugby skills during a brilliant session with Callum!





We have enjoyed reading more of Holes this week in English and can now PEE (Point, Evidence, Explanation)! The children are becoming more and more intrigued as we have explored more narrative techniques and made some astute inferences leading to some interesting predictions. Music was amazing this week with pupils composing their very own loops. Foot-tapping, head-bopping awesomeness! Well done all. History lessons are turning into something quite gruesome as we looked at crime and punishment during the Roman Era. In science with Mrs. Brealey the children looked at the consistency of blood. Everyone persevered well on the windswept beach on Thursday as we attempted controlling the ball. The bumpy sand and strong winds made it a challenge but I was very pleased with the results. In French we looked at lesson two of body parts- focusing on the limbs and torso. In art we created a self portrait and incorporated a background to make it pop in the style of Kehinde Wiley.





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### Dates for your Diary

|                                                   |                                                                                                                           |
|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| <b>Wednesday 23rd September: 9:30am – 12:00pm</b> | Golf Festival - come in PE Kit                                                                                            |
| <b>Wednesday 7th October: 2pm</b>                 | Trinity Tots into Starfish Class                                                                                          |
| <b>Thursday 8th October: 9:15am</b>               | Harvest Festival ( Holy Trinity Church)                                                                                   |
| <b>Friday 9th October: 1:30pm – 2:30pm</b>        | Starfish and Puffins - Alnwick Playhouse - Hay!                                                                           |
| <b>Tuesday 13th October: 3:30pm-5:30pm</b>        | Puffins, Seals and Orcas Parent Consultations                                                                             |
| <b>Wednesday 14th October</b>                     | KS2 RAF Glider Challenge - In School                                                                                      |
| <b>Thursday 15th October: 8:45am-9am</b>          | Open the Book                                                                                                             |
| <b>Tuesday 20th October: 3:30 – 5:30pm</b>        | Puffins, Seals and Orcas Parent Consultations                                                                             |
| <b>Friday 23rd October</b>                        | Teacher Training Day - School Closed                                                                                      |
| <b>Monday 2nd November</b>                        | Teacher Training Day - School Closed                                                                                      |
| <b>Wednesday 4th November</b>                     | 8.45am Orca class assembly<br>Seals - Alnwick Playhouse (Instrument Stories)<br>Starfish and Puffins - Ignite RE workshop |
| <b>Thursday 12th November</b>                     | 8.45 Open the Book<br>Seals and Orcas - Ignite RE workshop                                                                |
| <b>Wednesday 2nd December</b>                     | Trinity Tots into Starfish Class                                                                                          |
| <b>Monday 7th December</b>                        | Christmas play dress rehearsal                                                                                            |
| <b>Wednesday 9th December 2pm</b>                 | Christmas Play                                                                                                            |
| <b>Wednesday 10th December 2pm</b>                | Christmas Play                                                                                                            |
| <b>Monday 14th December</b>                       | Starfish and Puffin Christmas party                                                                                       |
| <b>Tuesday 15th December</b>                      | Seal and Orca Christmas party                                                                                             |
| <b>Wednesday 16th December</b>                    | Christmas lunch and Christmas jumper day                                                                                  |
| <b>Thursday 17th December 9.15am</b>              | Carol Service - Holy Trinity Church                                                                                       |



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|                      |                  |
|----------------------|------------------|
| Friday 18th December | Last day of term |
|----------------------|------------------|

**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**

**Please ensure that your child has wellies and trainers on a beach school day. Children should not be wearing steel toe capped work boots. Thank you**

## Stars of the week

### Names:

**Starfish:** George

**Puffins:** Daisy

**Seals:** Lennox

**Orcas:** Rosie Br.