



Embleton Vincent Edwards CE Primary School

Friday Flyer

25 September 2026

Executive Headteacher Update

What another fantastic week we have had at Embleton! It is hard to believe that we have already reached the end of Week 4 and are now halfway through our first half term. The weeks really are flying by! The lovely September weather has allowed us to make the most of being outside and it has been wonderful to see the children enjoying their learning, playing together and making the most of the fantastic atmosphere we have around school.

Unfortunately, our planned Key Stage 2 golf trip to Goswick Golf Club had to be postponed this week. I know this was disappointing for our children but we are looking at opportunities to reschedule the visit, as well as exploring other sporting events alongside our partner schools. Throughout the year, we want our children to have plenty of opportunities to get out of the classroom, represent Embleton and take part in both competitive and fun sporting fixtures. There are lots of exciting opportunities ahead! Our Year 5 and 6 children also have their trip next Tuesday, which I will be joining them for and I am really looking forward to it.

Our Reception children have also been particularly busy this week completing their baseline assessments. These give us a really clear understanding of where our children are starting from and help us to carefully track their progress and identify the next steps in their learning. We have been absolutely delighted with how positively our Nursery and Reception children have settled into school. They have made a fantastic start and we are really excited about the year ahead. Well done to all of our youngest children!

It was lovely to meet with our Academy Committee on Wednesday evening and have the opportunity to get to know everyone properly. What a fantastic group of people you have supporting Embleton. They are hugely committed to ensuring we achieve the very best outcomes for our children in every aspect of school life. We had a really productive meeting and I am very excited about the year ahead. If you would be interested in joining our Academy Committee, please do get in touch with me — we are always happy to welcome new members.

We finished the week with our new Friday celebration assemblies and of course hot chocolate! A huge well done to all of our award winners. It is always a pleasure to celebrate the wonderful achievements and contributions of our children.

Have a wonderful weekend and 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**.

What Parents & Educators Need to Know about WHAT'S REAL ONLINE

Children are growing up in a digital world where seeing and hearing no longer mean they can always believe. One major emerging concern is what UNESCO describes as 'synthetic media': AI-generated audio, images or video, including deepfakes, that can convincingly imitate a person's voice or likeness. As these tools become easier to access, children may encounter manipulated content, cloned voices, and fabricated messages that appear or sound real. Parents and educators therefore need to help them question what they experience online, which can often feel harder when we're experiencing it for the first time, too.

WHAT ARE THE RISKS?

AI-GENERATED CONTENT

Artificial intelligence can now create realistic images, audio, video, and text in a very short time. Online, children may encounter fabricated news clips, AI 'influencers', fake screenshots, or entirely invented events without ever realising they are fake. The real challenge is that this content often looks polished and convincing. Parents and educators need to help children understand that professional-looking content is not automatically reliable and that all digital content should be questioned before it is trusted or shared.

VOICES CAN BE CLONED

AI tools can copy someone's voice using only a short audio sample. A child may receive a call or video message that appears to come from a parent, friend, teacher, or trusted adult, but the audio is not genuine. These messages can be used to create panic, request money, obtain information, or pressure a child into doing something a family or school is no longer enough to confirm someone's identity, especially when a message is urgent or unusual.

DEEPFAKES LOOK CONVINCING

'Deepfakes' use AI to alter or create images and videos that appear to show a real person doing or saying something that never happened. They are sometimes used to spread false information, embarrass someone, or target people through bullying and image-based abuse. Even when others know the content is fake, the emotional and reputational impact can still be significant – and, in some cases, potentially life threatening. Deepfakes therefore need to be treated as both a digital literacy and a safeguarding concern.

ACCOUNTS MAY BE FAKE

Not every online profile represents the person it claims to be. Fake accounts may impersonate an other pupil, a teacher, a family member, or someone connected to the school. They can be used for acts such as bullying, racism, grooming, or manipulation. A convincing photoshopped, impersonator, or 'message history' does not prove that an account is genuine. Children should be cautious when someone asks for their or someone else's personal information, images, passwords, money, or access to private conversations.

FALSE INFORMATION SPREADS

Misinformation is false or misleading information shared without necessarily intending harm, while disinformation is deliberately created to deceive others. Both types can spread quickly through social media, messaging apps, and video platforms. Their popularity, repetition, and confident presentation can make false claims feel true. Children may also be more likely to trust content shared by friends, influencers, or 'familiar' accounts, making source-checking and verification essential parts of developing their digital literacy.

ALGORITHMS INFLUENCE REALITY

Many online platforms, such as social media, are shaped by algorithms that recommend content based on what users view, like, search for, and share. This means children do not see a neutral or balanced version of the world. They may repeatedly encounter similar opinions, misleading claims, or increasingly extreme content. Over time, this repetition can make an opinion feel more correct or reasonable than it really is, because the child may never see this opinion opposed or countered.

Advice for Parents & Educators

PAUSE, CHECK, COMPARE

Teach children not to accept content as true simply because it looks professional, source confident, or has been widely shared. Encourage them to pause, identify the original source, check the date, and compare the claim with a more reliable source. Ask questions such as: Who created this? What evidence is provided? Could anything have been omitted? What is the real motive? Regular, age-appropriate practice helps children develop the critical thinking needed to navigate their online world.

KEEP TALKING OPENLY

Create regular, non-judgemental conversations about what children see, hear, and experience online. Make sure you use parental controls where appropriate and understand each platform's age restrictions. Asking children about new platforms, influencers, shared messages, or content they are unsure about can help open up and public conversations. Avoid over-relying on taking the child or removing their device, as this may discourage them from discussing their concerns in the future.

VERIFY ANOTHER WAY

A familiar face, voice, or account is no longer enough to confirm someone's identity. If a message is unusual, urgent, or asks for money, personal information, or immediate action, children should verify it through a separate route. They should be encouraged to call the person directly using a known number, speak to them face-to-face, or check with another trusted adult. Families can also agree a private 'code' phrase to help them distinguish genuine one-to-one messages from each other. This should be a meeting random, non-personal, and known only to the family.

SAVE, REPORT, SUPPORT

When false content, impersonation, or manipulation targets a child, take it seriously, even if the material is fabricated. Save relevant messages, screenshots, links, and screenshots without sharing the content any further. Report it through the platform, follow safeguarding procedures, and escalate concerns involving threat, grooming, sexual content, coercion, or extortion. Remind children that creating or sharing this content, even as a 'joke' or 'prank', has real-life consequences for them and others, and may be difficult to remove once shared online.



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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	96.67	97.66
Puffins	96.83	97.64
Seals	98.77	95.61
Orcas	97.46	94.91

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

There has been lots of superhero activity in our class this week from drawing superheroes, cutting superheroes out, making superhero masks and capes, making superheroes from puzzle pieces, writing superhero words and choosing our favourite super hero book! On Monday we played a tag game with Callum and practised our ability to change direction and our spatial awareness. In the tuff tray this week we have been balancing bears on bridges, printed with apples and explored melting ice. We also used the Beebots this week. Beebots are bee-shaped floor robots that help teach basic programming, directional language and computational thinking. There was some great teamwork from the children instructing the Beebots to go forwards and backwards without bumping into someone or something! We had a fabulous day at the beach this week where Starfish learnt about starfish! We also had great fun running up and down the sand dunes and exploring the top of the sand dunes where we used binoculars to help us see further away.

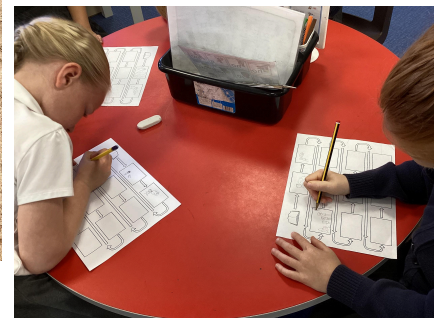




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Classroom Updates - Puffin Class

We had a brilliant time at Beach School on Thursday, enjoying some lovely weather as we created observational shell drawings focused on intricate shapes and patterns. The children also refined their throwing, catching, and target skills with physical activities on the sand before recreating Pudding Lane's famous bucket chain to experience firsthand how challenging it was to fight the Great Fire of London. Back in the classroom, we investigated healthy and unhealthy foods, learned why the Great Fire spread so rapidly and drew vibrant story maps to accompany our English text, *The Baker's Boy and the Great Fire of London*. In Maths, the year 2s were looking at number lines and estimating where numbers belong on them whereas the year 1s were comparing groups using fewer and more.





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Classroom updates - Seals Class

What a busy and fantastic week we've had in Seal Class! In Art, we got a real hands-on taste of prehistoric times by creating charcoal drawings of our hands, exploring how ancient artists used natural materials. Building on our historical themes, our English lessons focused on writing descriptive sentences about the bustling city of Pompeii. The children worked so hard to choose exciting words that bring their writing to life!

In Science, we explored the digestive system and learned all about the functions of different organs. The children were completely fascinated by the journey food takes through the human body. They'll definitely have plenty to share with you at home! We have also been continuing to develop our PE Skills with Callum.

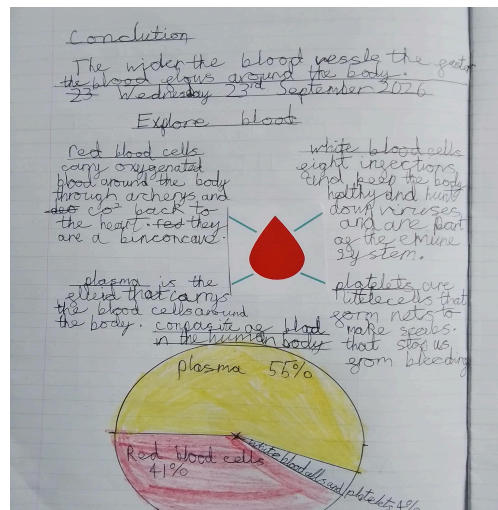
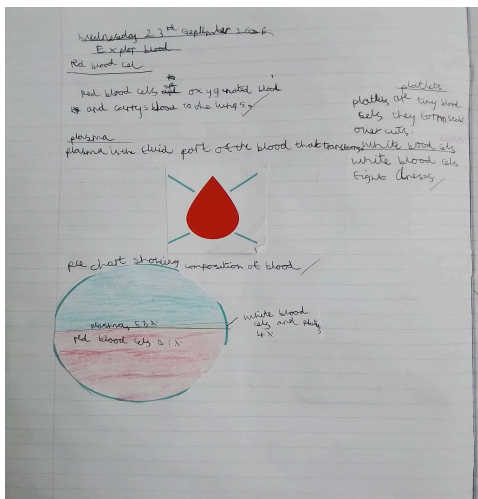
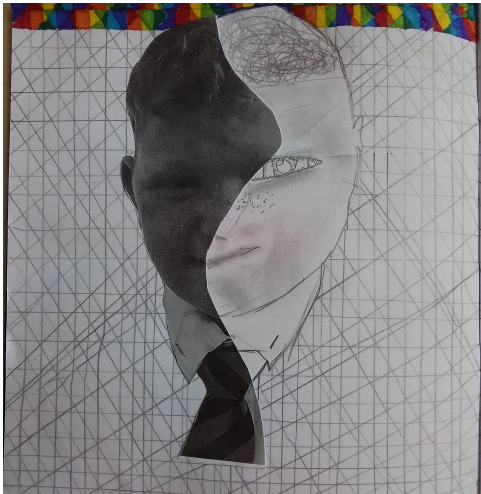




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Classroom updates - Orca Class

Yet another week has passed where the children of Orcas have surpassed expectations. We're fully getting to grips with P.E.E paragraphs in English, whereby pupils can back up their points of view with evidence before neatly concluding their work. Year 5 has really understood rounding up to the nearest 100,000 in maths. Year 6 meanwhile, have been looking at square and cube numbers. Science has been interesting again this week- exploring the composition of blood. In French we've continued body parts and can label the body accurately. We got the chance to get the glockenspiels out in music and practiced Somewhere over the Rainbow as part of an ongoing project. It was disappointing that the trip to Goswick Golf Club was postponed due to the rain, hopefully we'll hear of a new date soon. Keep up the good work Orcas!





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Dates for your Diary

Tuesday 29th September:	Orca trip to Endurance
Wednesday 7th October: 2pm	Trinity Tots into Starfish Class
Thursday 8th October: 9:15am	Harvest Festival (Holy Trinity 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
Monday 2nd November	Teacher Training Day - School Closed
Wednesday 4th November	8.45am Orca class assembly Seals - Alnwick Playhouse (Instrument Stories) Starfish and Puffins - Ignite RE workshop
Thursday 12th November	8.45 Open the Book Seals and Orcas - Ignite RE workshop
Wednesday 2nd December	Trinity Tots into Starfish Class
Monday 7th December	Christmas play dress rehearsal
Wednesday 9th December 2pm	Christmas Play
Thursday 10th December 2pm	Christmas Play
Monday 14th December	Starfish and Puffin Christmas party
Tuesday 15th December	Seal and Orca Christmas party
Wednesday 16th December	Christmas lunch and Christmas jumper day
Thursday 17th December 9.15am	Carol Service - Holy Trinity Church
Friday 18th December	Last day of term - School closes 1pm



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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: Amelia

Puffins: Annie

Seals: Elijah

Orcas: Aidan