



Roseacres Round Up



[Roseacres Primary School](https://www.facebook.com/Roseacresprimaryschool)

<https://www.facebook.com/Roseacresprimaryschool>

19th December 2025

[Our menu](#)

We are week 1 on our first week back.

Change of Menu for 15th January

15th January 2026 is our census day, we really encourage as many children as possible to have a school meal on this day.

Menu

BBQ chicken pizza or margherita pizza
Served with chips and peas
and
chocolate cornflake cake

Thank you

As we come to the end of this term, I would like to extend my sincere thanks to our staff, children, parents, and the wider Roseacres community for your continued support. I am immensely proud to be the Headteacher of Roseacres and look forward to continuing to learn more about our school and community in the coming months. The children that attend Roseacres are at the centre of everything we do, and they are truly wonderful. It has been a true pleasure to see them all progress from their starting points and I love seeing them skip in to school!

This term, we have been making adaptations and implementing changes to improve outcomes for our children, strengthen our processes and systems, and ensure we are providing the very best primary education offer possible. Your patience, trust, and partnership have been greatly appreciated as we continue this important work together.

A key focus this term has been the development of our pedagogical approaches to teaching, learning, and assessment, informed by research and evidence. We have begun implementing a research-based approach to behaviour management that supports learning and promotes the development of the whole child through trauma-informed and restorative practices.

We have also introduced our new *Pathways to Write* writing scheme, which has positively motivated children across the school, raised standards, and generated excitement and a love of learning. In September, we launched a new EYFS curriculum, enabling children to develop a wide range of skills and knowledge through carefully planned, engaging, and enjoyable learning experiences. Alongside this, staff have engaged in professional development to ensure our classrooms are inclusive and accessible, with appropriate resources and scaffolds available for all pupils when needed, supporting children to recognise and access the help that best supports their learning.

On behalf of myself and the staff team, thank you for the kind wishes for the break and the generous gifts we have received. These gestures are truly appreciated and mean a great deal to us all.

We wish everyone a restful and enjoyable break and look forward to welcoming the children back to school on Monday 5th January 2026.

Mrs Childs.

Friends of Roseacres

I want to express a huge, heartfelt thank you to our amazing Friends of Roseacres who after meeting with me in September have worked tirelessly to increase our offer of events and build upon our school community. There has been a variety of events, both old and new that have brought us together as a school and raised additional funds for our children. Thank you so much to you, our families, for supporting this by taking part, additional volunteering and support.

I am delighted to share with you that the Friends have made a phenomenal **£2,243.81** from our December events including the tuck shop, raffle, performance refreshments, bauble decorating competition, Christmas gift market and Christmas fete. This builds on our events including the tuck shop in October, the Winterland disco and Spooky Spoons totalling a huge **£2,976.44** for the whole term.

EYFS

If you have a child due to start school in September 2026, please ensure that you apply for their school place using Essex County Council's admission application form which is online: [Primary school places | Essex County Council](#).

Validated data

Year 6 end of key stage data for 2024-2025 has been released and validated. Please see our school results below. Reading, writing and maths is broadly in line or above National Data, our school also has 9% increase on National Data for combined reading, writing and maths which we are delighted with. All greater depth result data was above National, which we are really proud of.

Year 6 SATS results - 2025				
	Expected		Greater Depth	
	School	National	School	National
Reading	73%	75%	46%	33%
Writing	78%	73%	22%	13%
Maths	76%	74%	32%	26%
Combined	71%	62%	12%	8%
	Reading		Maths	
Average scaled score	107	106	105	105

Puddle magazine

Please see a local magazine with information on what is on over the Christmas period: [Issuu Reader](#)

Essex Libraries Winter Reading Challenge

Essex Library Service are once again running a Winter Reading Challenge for children in January, and the theme for 2026 is The Pawfessionals! Libraries are an ideal place for children to explore and expand their reading choices and find out what reading for pleasure means for them. More information regarding the Winter Reading Challenge can be found on their [website](#) or attached documents.

Attendance

At Roseacres, we follow National Guidance to improve school attendance. National Guidance is that good attendance is 96% or better, currently our whole school attendance is **95.3%, which is a decrease on previous weeks!** As children start to develop some signs of being unwell, please check the NHS link for guidance if your child is too unwell for school: [Is my child too ill for school? - NHS](#). If your child is absent, please do notify the school office.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Overall attendance	95.3%	94.7%	93.5%	94.9%	95.8%	96.6%	96.6%
This week	92.3%	96%	91.7%	94.3%	97.3%	87.5%	97.1%
Number of pupils persistently absent	5	4	3	2	3	1	0

Our Best Bits

Our celebration assembly this week had the whole school where we celebrated Times Table Rockstars, Stars of the Week, our values and finally, we celebrated Ms Mann and thanked her for all that she has done for us at Roseacres, sending her off for her next adventure!

EYFS

Ms Mann's highlight this week was the singing at Takeley Park, the children were absolutely brilliant! The residents really enjoyed their visit and offered the children a squash and a biscuit.

Ms Mann said she was so proud of them as little ROSIEs!

Year 1

In year 1, the children finished their moving parts on their Christmas cards, Mrs Walker has don't a superb job of supporting them.

Year 2

Year 2 have finished their final pieces in art and have been feeling really proud of their work.

Year 3

Year 3 have also enjoyed making their moving Christmas cards this week.

Year 4

At the end of the DT unit, the children have finished their nightlights. Their best bit has building a simple circuit to light it.

Year 5

The children have worked hard on their DT projects this term and have finally finished their cams. The children have really embraced this and shown fantastic enthusiasm for it.

Year 6

In true Christmas spirit, the children have been writing instructions on how to steal Christmas in their best Grinch writing!

Finally, a huge well done and thank you to year 5 and 6 who attended the Nutcracker trip this week. The children's behaviour was remarkable and it was a highlight for the children and staff. Our children represented the school really well and I am really proud of them. The Trust hope to have the opportunity to take year 5 and 6 again next year.



Celebration!



EYFS Elsie-Mae	Year 1 Stephan	Year 2 Elena	Year 3 Alperen	Year 4 Woody	Year 5 Emine	Year 6 Whole of year 6
-------------------	-------------------	-----------------	-------------------	-----------------	-----------------	---------------------------

At the end of this term, we have also celebrated the children that have consistently demonstrated our school values this term.

	Respect	Ownership	Supportive	Inclusive	Excellence
R	Hailey	Hugo	Phoebe	Lucas	Hunter
1	Gryffin	Harrison	Ellennie	Parker	Clara
2	Zara	Olivia	Alfie	Elijah	Joseph
3	Macsen	Cruz	Florence	Brodie	Jabir
4	Isla	George	Phoebe	Penelope L	Liliana
5	Olivia	Sophia	Ella	Thyri	Harry
6	Arthur	Lily	Grace	Hugo	Kai

PE Days

Children should come to school wearing their Roseacres PE kit. Children are not able to wear logoed designer clothes or football kits. Earrings must be removed with long hair tied back.

Monday	Year 1 and year 4
Tuesday	Year 2 and year 3
Wednesday	EYFS, year 3 and year 5
Thursday	Year 2, year 5 and year 6. Year 5 swimming from 15th January.
Friday	Year 1 and year 4

Diary Dates

Remember to look at our community noticeboard on the website for things beyond school: [Community Noticeboard | ROSEACRES PRIMARY SCHOOL](#)

Spring	Summer
<p>5th January – children back to school</p> <p>6th January – Friends of Roseacres meeting at 2pm</p> <p>8th January – year 5 swimming Swimming gala practice (Y3-5 invite only)</p> <p>12th January – year 4 mock multiplication check this week</p> <p>14th January – year 6 SATs meeting with parents at 2.30pm</p> <p>15th January – year 5 swimming</p> <p>16th January – KS2 swimming gala (invite only)</p> <p>19th January – year 6 Young Voices at o2</p> <p>20th January – INSET day</p> <p>22nd January – year 5 swimming</p> <p>23rd January – EYFS Forest School session – AM</p> <p>26th January – NCMP Vision, Weights & Measurements for Reception and NCMP Weights & Measurements for Year 6</p> <p>29th January – year 5 swimming</p> <p>30th January – year 3 Fitzwilliam Museum Trip</p> <p>5th February – year 5 swimming</p> <p>9th February – learning conference 3.30pm – 6pm</p> <p>12th February – year 5 swimming</p> <p>12th February – learning conference 4pm – 6.30pm</p> <p>16th – 20th February – half term</p> <p>26th February – year 5 swimming</p> <p>26th February – year 6 Leventhorpe Book Awards Launch Event</p> <p>3rd March – year 2 Aerozone Trip</p> <p>5th March – year 5 swimming</p> <p>6th March – World Book Day Celebration</p>	<p>13th April – children back to school</p> <p>16th April – year 4 swimming</p> <p>23rd April – year 4 swimming</p> <p>30th April – year 4 swimming</p> <p>4th May – bank holiday</p> <p>7th May – year 4 swimming</p> <p>11th – 14th May Year 6 SATs</p> <p>14th May – year 4 swimming</p> <p>15th May – EYFS Forest School session - AM</p> <p>18th May – year 6 residential meeting with parents at 2.30pm</p> <p>18th May – Sports Day</p> <p>21st May – year 4 swimming</p> <p>21st May – year 6 Leventhorpe Book Awards Final Event</p> <p>25th – 29th May term</p> <p>1st June – INSET</p> <p>3rd June – reserve Sports Day</p> <p>4th June – year 4 swimming</p> <p>1st June – 12th June – year 4 multiplication table checks</p> <p>8th June – 12th June – KS1 Phonics Screener check</p> <p>11th June – year 4 swimming</p> <p>15th June – EYFS Forest School session - AM</p> <p>15th June – 17th June – Y6 Residential</p> <p>18th June – year 4 swimming</p> <p>18th June – year 2 Hatfield Forest Trip</p> <p>19th June – Speed Kick Challenge Event</p> <p>24th June – year 4 Audley End House & Gardens Trip</p> <p>25th June – year 4 swimming</p>

9 th March – EYFS Forest School session - AM 12 th March – year 5 swimming 17 th March – Year 5 Daws Hall Trip 19 th March – year 5 swimming 20 th March and 23 rd March – Fab Science in school from Friends of Roseacres 26 th March year 5 swimming 27 th March – last day of term.	7 th July – Year 6 end of year performance 10 th July - EYFS Forest School session – AM 14 th July – EYFS Boydelles Dairy Farm Trip 16 th July – year 6 High Tea and leavers assembly 17 th July – last day of term 20 th July INSET day
New dates will be added in red	

SEND SPACE - SPACE - Supporting Parents and Carers in Essex Essex Local Offer SPACE is a new service in Essex. It provides support for parents and carers of children and young people with SEND (aged 0 to 25). What makes SPACE unique is the team of Peer Educators — parents and carers all with lived experience. Contact: SPACE@essex.gov.uk		
Dates	Resources	Referrals
	Essex Local Offer Supporting your Neurodivergent Child West Essex Inclusion Project Essex Family Wellbeing SEND IASS Autism Central West Essex Inclusion Project One Plan Process Essex Frontline www.parent-send-support.essex.gov.uk	Community Paediatric Service West Essex Community Specialist Services

Roseacres Friends
Total raised this term: £2,976.44 This total was raised through the following events: tuck shop (October and December), Winterland disco, Spooky Spoons, raffle, performance refreshments, bauble decorating competition, Christmas gift market and the Christmas fete. Of this, £2,243.81 was generated from our December events alone. Dates Friends meeting – 2pm on 6 th January 2026.

Safeguarding
ParentSafe website - Home It's never easy to know how to keep our children safe when they aren't with us, and sometimes even when they are, if we don't know what's happening in their lives or on their devices! Who are they talking to, what are they doing, are they okay? Don't despair though....scroll through ParentSafe for help or click a button to go straight to a particular topics. Parking When picking up or dropping off children at schools, you should do the following: <ul style="list-style-type: none"> • Allow yourself plenty of time as the area is likely to be busy. • Do not park on yellow zigzag lines and avoid parking opposite them. • If you decide to park further away, please be considerate of local residents and avoid blocking driveways or access ways, especially for emergency vehicles. Parking outside schools Police.uk (www.police.uk)

[Reporting enforcement requests](#)

Are you worried about a child?

As a school, we consider safeguarding to be a priority. We welcome parents and carers talking openly to us about their concerns for the safeguarding of children and families. Remember, safeguarding is everyone's responsibility. If you have any concerns about a child, you can contact one of our Designated Safeguarding Leads via the school office. Please ask to speak to Vicky Childs, Sian Watson or Kerry Renton and specify that you have a safeguarding concern.

If you are worried about a child or young person, you can call the NSPCC helpline for support and advice for free on 0808 800 5000. If a child is in immediate danger, you should call 999.
Children can call Childline at any time on 0800 1111.

The designated safeguarding leads at Roseacres are Mrs Childs, Mrs Watson and Mrs Renton.



AI Toys

AI-driven toys are becoming increasingly common, offering children personalised interactions that can feel surprisingly lifelike. This guide unpacks how these toys listen, learn, and respond – and what that means for privacy, security, and healthy development. From data collection to the subtle influence of artificial voices, it highlights why adults may need to look more closely at the tech inside modern playthings.

It also explores how features such as constant connectivity, engagement-boosting rewards, and behaviour-shaping responses can affect children's play habits. Alongside outlining the risks, the guide shares calm, practical advice to help parents and educators set boundaries, check permissions, and balance AI toys with offline experiences, ensuring AI remains a support for real-world interactions, not a substitute for them.

What Parents & Educators Need to Know about AI TOYS

WHAT ARE THE RISKS?

This festive season, the newest toys on the shelves do not just blink or make noise; they listen. Many now come with artificial intelligence (AI), allowing them to talk, learn, and even respond to a child's emotions. These toys can be educational and engaging, but they also collect, store, and process information. This guide explains what that means for families and why it matters.

TOYS THAT LISTEN AND LEARN

When a toy uses AI, it collects data such as voice recordings, interactions, and background sounds. This information is sent to remote servers, where it is analysed to improve responses. Your child's voice becomes training data, which may be stored indefinitely or shared with third parties.

WEAK SECURITY PROTECTIONS

Some AI toys have poor password protection or open network connections. Others may have microphones or cameras that stay on, even when the toy appears to be off. This can lead to recordings being made without your knowledge, including conversations unrelated to play.

ARTIFICIAL VOICES, REAL INFLUENCE

For very young children, an AI companion may become one of the first voices they interact with regularly. How that voice shows humour, empathy, or authority can shape how a child learns to communicate. If the model is artificial, then part of what is learned is artificial as well.

PRESSURE TO KEEP ENGAGING

Some toys reward repeated use or track engagement, encouraging children to interact more. When children compare how their toys perform, it creates pressure to play more often. This increases the amount of data collected and can make learning feel like competition.

MARKETING THROUGH PLAY

Toys that learn a child's preferences may feed that data into future advertising. A toy that knows a child's favourite colour or hobby could help a company design more targeted marketing to that child and their family.

PLAYTIME AS DATA TRAINING

The information collected from children helps train AI systems. Their voice, emotional responses, and behaviour shape how machines 'understand' people. Play becomes part of a much larger system that influences how future technologies behave.

Advice for Parents & Educators

START WITH A CONVERSATION

Talk to young people. Explain that some toys learn from what they say and do. Help them understand that even friendly technology should have boundaries, and to ask questions about it. Curiosity is healthy, blind trust is not.

SET LIMITS ON USE

Turn off Wi-Fi or Bluetooth when the toy is not in use. Check for updates regularly, as they can change privacy or safety settings. Treat connected toys like any smart device; they should be monitored, updated, and switched off when not in use.

MODEL DIGITAL AWARENESS

Children learn from adults. If they see you checking privacy settings, reading terms, and talking openly about online safety, they are more likely to do the same. Show them how to question technology in a healthy way.

RESEARCH BEFORE YOU BUY

Look for toys that work offline or store data locally. Check for a free or demo version so you can test how it behaves. Read privacy policies to understand what data is collected, where it goes, and whether it's shared with others.

REVIEW PRIVACY SETTINGS

Find out where the data is stored and who has access to it. Some companies sell or share data with advertisers. If the toy connects through an app, check what it requests access to and limit those permissions whenever possible.

BALANCE AI WITH REAL PLAY

AI toys can be fun and creative, but they are not a replacement for real human interaction. Encourage time away from technology with activities that foster emotional and social development. Use AI toys to support learning, not define it.

Meet Our Expert

Clara Hawking is Executive Director of Kompass Education. She advises governments, school trusts, and global organisations on AI governance and safeguarding, helping schools and families understand how technology shapes learning, wellbeing, and the digital future of children.



The National College®