

Christ Church CE (VA) Junior School



NEWSLETTER

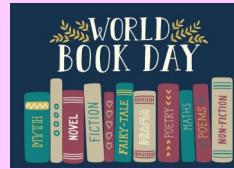


SPRING TERM

Friday 13th February 2026

National Year of Reading

World Book Day 2026—Thursday 5th March



Children are warmly encouraged to come to school dressed as their favourite book character. This is a wonderful opportunity for pupils to express their love of stories and share their favourite books with friends. While dressing up is not compulsory, we would love to see as many children as possible join in the celebration. The staff will also be getting into the spirit of the day, making it a truly immersive and inspiring experience for everyone. Children can also come in PJs to show their love of 'Bedtime Stories'.

In addition, we invite pupils to bring in their favourite book from home to share with their classmates. This helps foster a love of reading by allowing children to connect emotionally with stories that matter to them, and also gives others a window into different worlds and perspectives.

Let's make World Book Day 2026 a memorable occasion filled with imagination, excitement, and a shared passion for reading!

Forest School Blog

4th February—We found signs of spring!

Some of the learners found some shoots around the perimeter of the grass. They discussed how the weather is getting (slightly!) warmer and the ground is getting softer. The shoots are getting taller and we spoke about what they could be, some learners correctly identified them as daffodils. As a group we discussed being

mindful where we step so

we don't squish them as we are excited to see them bloom!



We worked collaboratively with loose parts to make bridges. Some parts of the bridge were wobbly so we figured out how to secure certain parts so they could walk across safely.



Upcoming Dates:

- 13.2.2026 School closes for half-term
- 23.2.2026 School re-opens Spring 2 term
- 25.2.26 Year 5 Streetwardens Mosque Visit
- 3.3.26 Robinwood Parents Information Evening (Y5&6), 5pm
- 5.3.2026 World Book Day

HEADTEACHER'S AWARD

Well done this week to our Headteacher's Award winner this week!

Millicent Gill



Thank you for everything you have done to earn the HT Award this week!

Attendance

National Attendance Target = 96%

Class	Attendance %	Number of lates (after 9.00am)
Maples	90.6	5
Chestnuts	96.1	9
Sycamores	93.0	4
Whole School	93.2	18

Children's Mental Health Week—

This week we took part in Picture News Children's Mental Health week live assembly. We got chance to think about and discuss belonging, where we feel like we belong, safe spaces and how all emotions are normal. We got to listen to a story read by author Katie Hopper about our inner candles. We hope you can continue these discussions at home!

Friday 13th February marks 'wear your SCARF day; – take a look at our fabulous scarfs.



Our Online Safety Information this week:

With grateful thanks to the National Online Safety team (www.nationalonlinesafety.com)

At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

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

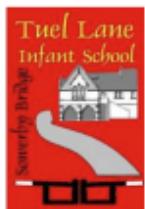
Home to the world's largest CPD library for educators, The National College has transformed the way education establishments go about developing their workforces and managing compliance. Our three memberships help all phases and types of setting raise standards, save time, reduce risk, and build a culture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

#WakeUpWednesday®

The National College®

Term Dates: 2025-6

Please note that these dates are for both Christ Church and Tuel Lane.



Tuel Lane Infant School
and
Christ Church CE (VA) Junior School



Term Dates 2025-26

Autumn Term	Re-open	Wednesday 3 rd September
	Half-term	Friday 24 th October
	Re-open	Monday 3 rd November
	Christmas holiday	Friday 19 th December
Spring Term	Re-open	Tuesday 6 th January
	Half-term	Friday 13 th February
	Re-open	Monday 23 rd February
	Easter holiday	Friday 27 th March
Summer Term	Re-open	Monday 13 th April
	May bank holiday	Monday 4 th May
	Half-term	Friday 22 nd May
	Re-open	Monday 1 st June
	Summer holiday	Friday 17 th July
	INSET Days	Monday 1 st September Tuesday 2 nd September Monday 5 th January Friday 1 st May Monday 20 th July

CHRIST CHURCH CE (VA) JUNIOR SCHOOL NEWSLETTER

Year 3 Mornings:

What a wonderful half term we have had in Year 3. We have worked incredibly hard, developing our Literacy skills to become amazing writers. To finish our Literacy for this half term, we have written instructions on 'How To Wash A Woolly Mammoth.' The children were able to include a rhetorical question, precise instructions and excellent conclusions. In Maths, we have been exploring mass and capacity, looking at how we can compare kilograms and grams, thinking about heavier and lighter. It has been excellent to see the children developing the way they speak using mathematical language when answering questions. In RE, we have considered how difficult it can sometimes be to say sorry and why God chooses to forgive. The children had insightful thoughts and discussed how forgiveness can help form a good foundation for marriage. Please join me in congratulating the children on the wonderful progress that they are making and as always, thank you for your continued support. Enjoy the holiday! Miss Larkin and Mrs Mudd.

Year 4 Mornings:

Over the past two weeks, we have rounded off our literacy focus on Mufaro's Beautiful Daughters by writing diary entries from different viewpoints, giving the children the chance to explore character thoughts, feelings, and motivations in depth. In maths, we have moved on from length and perimeter to fractions, revisiting unit fractions before progressing to mixed numbers and developing confidence in comparing and ordering them. In PSHE, our work on Valuing Differences has continued, as we explored stereotypes and discussed the differences between friendships and acquaintances, thinking about how each relationship plays a unique role in our lives.

Maples

In PE, we brought the Winter Olympics indoors by recreating skiing events and speed skating in the hall, along with slalom and snowboarding—complete with a fun twist that the children loved! In Topic, we blended computing with geography as we began wrapping up our unit on Italy Today and Our European Neighbours, making meaningful connections between places, cultures, and digital skills. It has been a rich and engaging fortnight filled with thoughtful learning and plenty of enthusiasm.

Could we please remember Kit for Outdoor Learning / PE for Wednesday's :)



Sycamores:



As if it is half term already! Where does time go?

It has been a very busy 6 weeks but at the same time they seem to have gone very quickly. This week in Literacy, we have been writing our news reports about the battle between Macbeth and Macduff, children have tried very hard to focus on using journalistic language and a more formal tone which is not always easy. In Maths, we have been exploring equivalences between decimals, fractions and percentages and children have used this knowledge to find percentages of amounts. In Science this week we have finished off our unit of work on Light. We have looked at the work of Isaac Newton and Ibn al-Haytham and what they discovered about light, they also used their understanding of refraction from the previous week to explain how white light can be separated into its different colours. This week in Art, we have been looking at paper and textile designs by William Morris and children then did some observational drawing. We hope you have a restful half term break.

Miss Mor and Miss Firth.

CHRIST CHURCH CE (VA) JUNIOR SCHOOL NEWSLETTER

Chestnuts:

What a busy end to the half term... hasn't it flown? All the children have shown great endurance (particularly towards the end when tiredness has hit), and wisdom. Everyone has grown in learning this half term and it has been so wonderful to see how independent and confident they are becoming.

During Year 5 mornings, the children have begun their new Maths unit of perimeter and area, this week we have been calculating the perimeter of a variety of shapes, after finding the measurements of the missing length. In Literacy, we have written explanation texts about how forces work, using our learning from Science lessons from the Autumn Term. In an afternoon we have rounded off our Geography unit, Italy Today, learning about the destruction of Pompeii from a volcanic eruption. We worked well, in groups, to create our own volcano models which we then got to erupt on the final day of the half term. It was definitely a highlight of the half term.



Half term challenge: If every child is able to read their school reading book, at least once, throughout half term, Miss Crawshaw will read a book chosen by the children next half term.

Have a lovely, restful half term break.—Miss Crawshaw, Miss Taylor and Miss Smith.

Celebrations Photo Wall



Safeguarding:

We keep children safe by...

Teaching children about how to stay safe online.

This week, on Tuesday, Miss Crawshaw led an assembly on Safer Internet Day.

Smart tech: Safe Choices.

The children learnt about exploring the safe and responsible use of AI.



Certificates

CERTIFICATE WINNERS

Y3: Pixie and Oskah

Y4: Willow & Ferne

Y5: Matilda

Y6: Casper and Kobi-Rae

Christian Values Certificates

Each week, we choose one person from each class who has exemplified one of our Christian Values throughout the week.

The winners this week are:

Ellie G

Lilly-May

Tom

Caius

