

# GCA HALF-TERMLY NEWS

## HEADTEACHER'S WELCOME

Welcome to our Summer One newsletter. Whilst this edition is reaching you a little later than intended, it provides a wonderful opportunity to reflect on another busy and successful half term at GCA.

As always, our children have been at the heart of everything we do, and I continue to be incredibly proud of the enthusiasm, resilience and kindness they demonstrate each day. Whether in lessons, on educational visits, representing the school at events or supporting one another on the playground, they continue to embody our school values and the expectations set out in The GCA Way.

One of the highlights of the half term was our annual Eco Day, organised by Mrs Millard and our dedicated Eco Council and JTAs. The day provided children with the opportunity to think carefully about sustainable travel, road safety and the impact our choices can have on the environment. We were also delighted to raise over £200 towards the continued development of our Forest School area whilst supporting Diamond Hampers through donations of food items. Thank you to everyone who contributed.

Another memorable event was welcoming Sean Rose, Paralympic skier, and former professional footballer Ian Miller to GCA. Their message of resilience, determination and believing in yourself resonated strongly with our children. We have been absolutely overwhelmed by the generosity of our families, with sponsorship raising over £2,500 to support both sporting opportunities and wider school developments.

Across the school, learning has continued to flourish. Year 6 approached SATs week with maturity and determination, supported brilliantly by staff and families. We are incredibly proud of the way they conducted themselves throughout the assessment period. Year 5 have embraced their Forest School sessions, children across the school have enjoyed a range of exciting curriculum experiences, and it has been wonderful to see classrooms buzzing with curiosity, creativity and discussion.

As we begin to look ahead to the next academic year, we are also preparing to say goodbye to two highly valued members of our teaching team. At the end of the summer term, Mrs Soulsby and Mrs Millard will both be leaving GCA to pursue new opportunities. Between them, they have dedicated almost 50 years of service to our school and have made a lasting impact on generations of children, families and staff. There will be an opportunity later in the term to celebrate their contributions properly, but I would like to take this opportunity to thank them both for their commitment, care and dedication to our school community. They will be greatly missed by us all.

Finally, I would like to thank our PTA, governors, staff and families for their continued support. The partnership between home and school is incredibly important and plays a vital role in ensuring our children receive the very best opportunities and experiences.

We now look forward to an exciting Summer 2 term, with Sports Day, transition events, educational visits, performances, celebrations and, of course, the opportunity to create many more happy memories together.

Thank you for your continued support and I hope you enjoy reading this newsletter.

# GCA HALF-TERMLY NEWS

## RECEPTION (EYFS)

This half term in Reception, we have been learning all about People Who Help Us. The children have explored the important roles of firefighters, police officers, paramedics, doctors, nurses, teachers, teaching assistants and postal workers, developing a good understanding of how these people help us in our everyday lives.

To bring our learning to life, we had a visit from Little City, where the children thoroughly enjoyed role-playing a variety of different jobs. It was fantastic to see their imagination, communication and teamwork skills in action. In Talk for Writing, we have been reading Clothesline Clues to the Jobs People Do. The children loved exploring the different clues and have created their own washing lines to represent different jobs, showing great creativity and understanding. We have also introduced Drawing Club in Reception, which has been a big hit! The children have been highly engaged in drawing and adding their own 'codes' to make their pictures come to life in imaginative ways.

As part of our learning about staying healthy, we were visited by the dental team, who taught the children all about how to look after their teeth. The children were very enthusiastic and keen to share what they had learned. Our phonics lessons have focused on Phase 4, with the children becoming increasingly confident at reading longer words. They are applying their knowledge of sounds to blend and segment more independently, and it has been wonderful to see their growing fluency.

In reading, the children are developing a love of books and are able to use their phonics skills to decode new words with increasing independence. Many children are beginning to read more smoothly and with greater understanding, which is fantastic progress.

In writing, the children are now able to write simple sentences independently using their phonics knowledge. They are starting to include capital letters and full stops and are becoming more confident in expressing their ideas in writing. We are continuing to work on remembering finger spaces—something we are practising every day!

Our maths work has consisted of exploring number bonds to 5 and 10, helping the children to develop a strong understanding of how numbers are made. We have also been working on subitising, counting on, and recognising different 2D and 3D shapes, building both confidence and fluency in early mathematical skills.

Across all areas of learning, the children have shown fantastic enthusiasm, independence and resilience, especially as their timetable is so varied with forest school, swimming, assemblies and whole school events. We are so proud of them!

Thank you for your continued support at home—it really makes a difference.



**LITTLE CITY**



**BALL SKILLS**



**DENTAL VISIT**



**SWIMMING**



**FOREST SCHOOL**



**DRAWING CLUB**



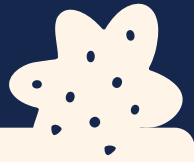
**ROLE PLAY  
'TEACHERS'**



**SENTENCE  
WRITING**

# GCA HALF-TERMLY NEWS

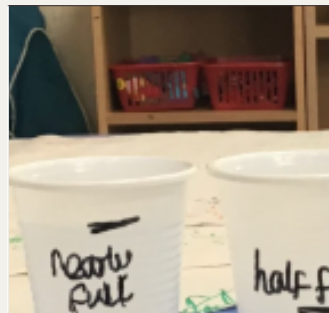
## YEAR ONE



This term has been full of exciting learning opportunities, and the children continue to amaze us with their growing confidence in phonics and the wonderful way they are applying these skills to both their reading and writing. Thank you for your continued support at home — it truly makes a difference. In English, the children thoroughly enjoyed reading and discussing the traditional tale *Jack and the Beanstalk*. They have been developing their oracy skills by sharing ideas in full sentences before scribing them independently. We have been so impressed with how hard the children have worked to apply their phonics knowledge to spell new words, write well-structured sentences, improve their writing by using interesting adjectives, and develop their handwriting by using well-formed letters. In Maths, the children have been practising counting in 1s, 2s, 5s and 10s with increasing confidence. They have applied this knowledge to their learning about capacity and volume, and they particularly enjoyed the hands-on activities which brought their learning to life. Our Science lessons have focused on plants, and the children have loved observing and caring for their growing seedlings. We hope the plants are settling happily into their new homes! In Art, the children applied their knowledge of 2D and 3D shapes to create beautiful bird sculptures. The finished outcomes were truly impressive and demonstrated great creativity. One of our biggest highlights this term was learning more about David Attenborough and celebrating his 100th birthday — what an incredible milestone! The children and adults shared a very special day together, writing birthday cards, making crowns for lunch, and enjoying a party in the afternoon. It was a memorable celebration for everyone involved.



**PLANTING SEEDS**



**MATHS**



**VOLUME AND  
CAPACITY**



**SCIENCE**



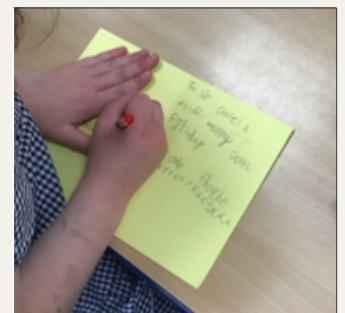
**ART**



**FOREST SCHOOL**



**SKILLS IN FOREST  
SCHOOL**



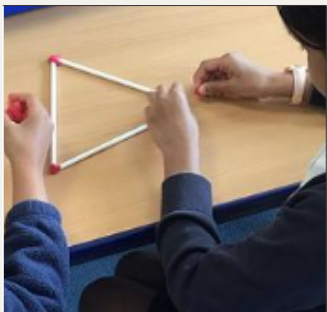
**100TH BIRTHDAY  
CELEBRATIONS**

# GCA HALF-TERMLY NEWS

YEAR TWO



In English, we read the wonderful book, *The Koala Who Could*, which proved to be a fantastic way to explore the positives of leaving our comfort zones and how we grow when we try new things. The children really connected with Kevin's story and enjoyed discussing bravery, resilience, and embracing change. Alongside this, the children learnt about the key features of persuasive writing and the importance of considering purpose and audience. They wrote thoughtful letters to Kevin from the perspective of another animal, encouraging him to come down from his tree. They then applied these persuasive techniques to write letters to familiar people, persuading them to allow things such as a pet, more Forest School time, or another family holiday! In Maths, we have continued developing our understanding of the four operations and applying these skills to weight, capacity, mass, and temperature. The children have also explored the properties of 2D and 3D shapes. Their mathematical reasoning has been particularly impressive, and it has been lovely to see them confidently explaining their ideas and building on each other's thinking during discussions. In Science, we have been learning about plants and are currently growing a variety of different plants in class. The children have taken fantastic care of their sunflowers, and we are excited to see how they continue to grow and settle into their new homes... Our History lessons have focused on Oliver Cromwell, and the children were fascinated to discover that such a significant historical figure lived nearby. We have enjoyed lively debates and drama activities to immerse ourselves as historians and better understand life during this period. In Computing, the children explored digital sounds and experimented with different pitches and effects. In PE, they have shown great determination while developing their athletics skills, particularly in long-distance running and jumping. In Art, we thoroughly enjoyed taking part in The Stick Project, inspired by Chris Kenny. The children transformed ordinary sticks into imaginative creations including stick people, tree houses, and vehicles. A real highlight of the half term was our trip to Shepreth Wildlife Park. The children were fantastic representatives of the school, showing exemplary behaviour and asking thoughtful questions throughout the day. They especially loved seeing the tigers, meerkats, and the unforgettable bat experience!



**BUILDING 2D SHAPES**



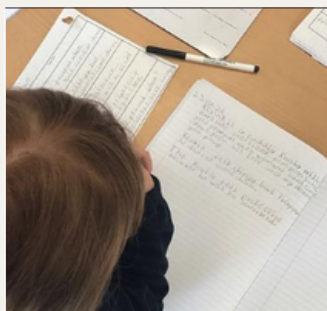
**COMPUTING**



**PLANTING IN SCIENCE**



**THE STICK PROJECT**



**EDITING IN ENGLISH**



**ECO DAY**



**MEERKATS AT SHEPRETH**



**BALANCING IN MATHS**

# GCA HALF-TERMLY NEWS

## YEAR THREE



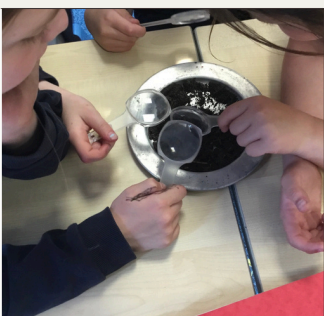
In Year 3 we have had another full and fun half term with the children keen to learn and discover across the curriculum.

In English, the children thoroughly enjoyed reading *The Wolf's Story*, an alternative version of the traditional Little Red Riding Hood tale. They considered the roles of heroes and villains, writing their own story ending with a twist. To link in with our PSHE topic of Safety and Risk, the children have also designed persuasive and bright leaflets about Sun Safety. During our two Family Events linked to reading, the Year 3 loved welcoming their parents and carers into our classrooms to work together on designing and making tasks.

In Maths, we have extended our fractions learning by calculating with fractions as well as finding fractions of an amount. We then moved on to learning about time. We compared analogue and digital times, worked with months and years, learning that 7 months have 31 days and also about leap years too. The children also explored the links between units of time, such as seconds, hours and days, and considered how these units are used to measure different activities.

Across the wider curriculum, Year 3 have explored Books Through Time, learning how books and storytelling have changed over the years. The children also explored printing and created their own initial prints inspired by different styles and patterns. For Science, the children learnt about different types of rocks and fossils and explored how fossils are formed. In Art, the children developed their sketching skills and painted their Roald Dahl character Modroc figures. In Spanish, Year 3 explored language linked to Little Red Riding Hood through fun speaking and listening activities. For our World Views learning, the children deepened their knowledge of Sikhism. Year 3 thoroughly enjoyed performing their Creative Showcase. The children showed fantastic confidence, enthusiasm and teamwork and we are very proud of all their hard work. We hope you enjoyed their performance.

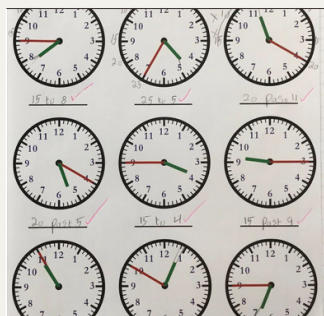
Well done again to all our wonderful children!



SCIENCE



HISTORY



MATHS



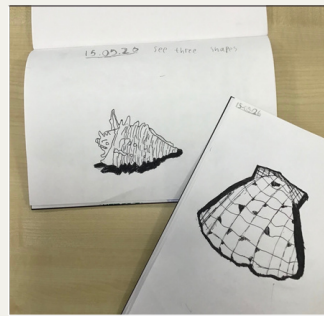
PSHE



PE



GREEN DAY



ART



ENGLISH

# GCA HALF-TERM NEWS

## YEAR FOUR

Year 4 have had another brilliant half term, demonstrating enthusiasm, resilience and a consistently positive attitude to their learning. The children have worked incredibly hard and shown increasing maturity across all areas of the curriculum, which has been wonderful to see.

In English, the children have studied a range of texts and writing styles this half term. They began by considering the advantages and disadvantages of plastic bags, taking part in thoughtful discussions before writing balanced arguments. More recently, inspired by African folktales, they have read stories about Anansi and written their own folktales, carefully including a moral at the end.

In Maths, the focus has been on decimals and money. The children have built confidence when creating, ordering and comparing decimals, while also converting between pounds and pence and using estimation to solve problems. Times tables continue to be a key focus, and it has been fantastic to see so many children making progress as the MTC approaches.

In Science, the class studied humans and other animals. They learned about different types of teeth and how these link to an animal's diet, before applying their knowledge to understand food chains and food webs. Their curiosity throughout these lessons has been excellent, and they asked some brilliant scientific questions.

In Geography, the children have been learning about Africa, looking at both its human and physical features. They compared cities by population, studied landmarks such as the Aswan Dam and investigated landscapes including savannah, desert and grassland.

In Art, the class looked at Tinga Tinga artwork, creating colourful paintings of African animals using bold outlines and repeating patterns. They also designed and created bird nest sculptures using clay and recycled materials, demonstrating imagination and care in their final pieces.

There have been some real highlights this half term, including our residential trip to Burwell House, where the children demonstrated excellent independence, resilience and maturity. We were also delighted to host our Creative Showcase and would like to thank all the families who attended—your support truly makes a difference to the children's learning experience.

Looking ahead to next half term, we are excited to continue building on the children's progress and celebrating their achievements as they move towards the end of Year 4. We are incredibly proud of all the children for their hard work, positive attitudes and kindness this half term. We hope everyone enjoys a well-deserved restful break and we look forward to another exciting term ahead!



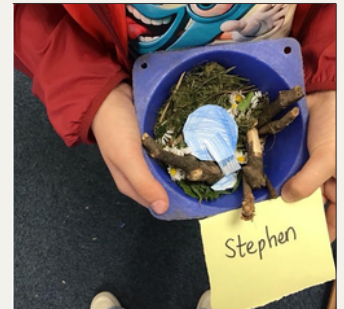
**BURWELL EGG  
DROP**



**BURWELL TEAM  
GAMES**



**ECO DAY**



**ECO DAY**



**DT NEST  
SCULPTURES**



**DT NEST  
SCULPTURES**



**ECO DAY**



**BURWELL TEAM  
GAMES**

# GCA HALF-TERMLY NEWS

## YEAR FIVE

As we come to the end of the Summer 1 half term, it has been wonderful to reflect on the fantastic learning, growth, and enthusiasm Year 5 have shown over the past few weeks. The children have continued to demonstrate resilience, curiosity, and maturity in their learning, approaching challenges with determination and growing independence. We are incredibly proud of the effort they continue to put into both their academic work and relationships with one another.

In English, we have been immersed in Macbeth retold by Tony Bradman, using the story to inspire suspense writing and thoughtful discussion. Children particularly relished analysing dramatic moments in the story, discussing themes of ambition and consequence. We also wrote a balanced argument debating whether portraying Vikings as violent raiders represents them accurately. In Mathematics, the children explored angles, shape, translation, and negative numbers, developing confidence in reasoning and problem-solving. Across the wider curriculum, pupils enjoyed learning about landscapes and cityscapes in Art through the work of Kittie Jones, Shoreditch Sketcher, and Vanessa Gardiner, while Science involved exciting practical investigations into materials and states of matter, including melting different chocolates and creating fizzing reactions using baking soda and vinegar. In History, we explored the Viking invasions - examining historical evidence and using inference skills to consider what sources can reveal about Viking life, beliefs, and reputation - while World Views focused on how leaders are chosen, and PSHE encouraged reflection on healthy lifestyles, sleep, routines, exercise, diet, and relationships with the online world.

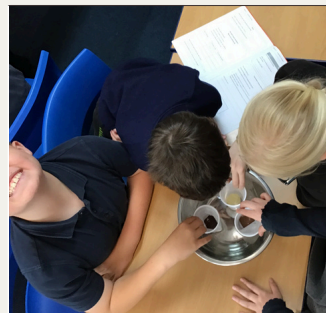
Forest School, Eco Day and Family Event were our highlights of this half term, with children enjoying taking agency in their learning while developing collaboration, craftsmanship, and independence. Music has also been full of excitement as pupils rehearse for their upcoming creative showcase. Overall, it has been a fantastic and productive half term, and we are incredibly proud of everything the children have achieved. We hope all our families have a restful, enjoyable break and some well-earned sunshine!



**ECO DAY**



**MATHS: ANGLE NAMING,  
ESTIMATION AND  
MEASUREMENT**



**SCIENCE: WHICH TYPE OF  
CHOCOLATE WOULD MELT  
FIRST?**



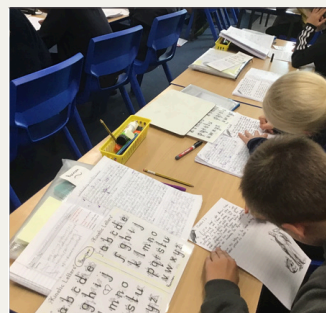
**ART: VANESSA GARDINER  
INSPIRATION**



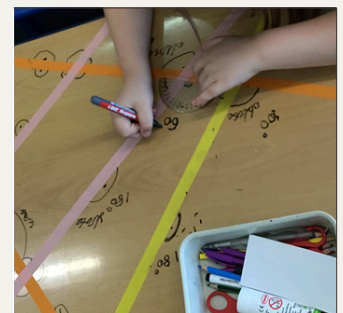
**FOREST SCHOOL**



**ART: LANDSCAPES &  
CITYSCAPES**



**MACBETH  
PUBLICATION**



**MATHS: FINDING &  
ESTIMATING ANGLES**

# GCA HALF-TERMLY NEWS

## YEAR SIX

Year 6 has worked incredibly hard this half term as they prepared for their SATs, showing resilience, determination and a fantastic attitude throughout. Although revision has been a major focus, the children embraced every opportunity to make their learning engaging and enjoyable. Grammar relay races, maths scavenger hunts and lively "snowball" revision games helped to bring SATs preparation to life, while pupils particularly enjoyed taking on the role of teacher by marking and correcting practice papers for one another. Their maturity and teamwork during this busy period has been wonderful to see. In English, pupils have been writing detailed explanation texts linked to their science learning on the circulatory system. To complement this topic, the class has also begun reading *Pig Heart Boy* by Malorie Blackman, which has already sparked thoughtful discussions and curiosity. In science lessons, the children explored how the heart pumps blood around the body and created their own working models using jam jars, balloons and straws to replicate the circulatory system in action. PE lessons have focused on gymnastics, where pupils have been developing their vaulting skills and practising smooth transitions between movements. The children also thoroughly enjoyed taking part in Eco Day, spending time outdoors with pedometers to record and compare how many steps they completed during the day while considering the importance of being active and environmentally aware. Despite a revision-heavy half term, Year 6 has continued to approach every activity with enthusiasm, positivity and excellent effort. They should feel extremely proud of the perseverance and maturity they have shown, and we are very proud of everything they have achieved.



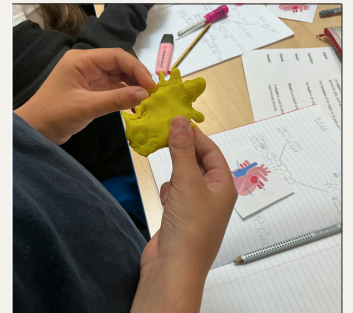
**GRAMMAR  
REVISION**



**MATHS  
REVISION**



**SCIENCE**



**SCIENCE**



**ART**



**SCIENCE**



**MATHS**



**REVISION**

# GCA HALF-TERMLY NEWS

## BEYOND THE CLASSROOM

ECO Day took place on Wednesday 22nd April and was an enjoyable day for the children, linked to the theme "Journey to School". Children wore bright colours and supported Diamond Hampers charity by donating tinned items. Over £200 was raised for Forest School. A whole-school competition was also held, with children photographing, drawing or writing poems about something they noticed on their journey to school.

Across the school, each class took part in eco activities: EYFS explored safe journeys, Year 1 were Walking Detectives, Year 2 focused on journeys to school, Year 3 used speed guns for speed awareness, Year 4 combined litter picking with eco poetry, Year 5 took part in road safety games, and Year 6 used pedometers to track activity levels.

On Tuesday 19th May, a KS2 assembly raised awareness of air quality, followed by a workshop for members of the Eco Council and JTA's. This was organised by the Cambridgeshire County Council Road Safety Team as part of the 'Clearer Skies, Healthier Lives' project. The Eco Reps shared their views on cleaner air, safer streets and healthier travel choices, helping to create a natural and authentic film.

We were thrilled to welcome GB Paralympic skier Sean Rose to our school for our recent Great Athletes event. The children were fully engaged throughout the day, showed fantastic enthusiasm during the fitness circuits, and supported their peers brilliantly. Sean shared his incredible sporting journey with the pupils, inspiring everyone with his story of resilience and determination. The children also enjoyed taking part in an interactive Q&A session, where they asked some excellent questions.

Sean was joined by former professional footballer Ian Miller, who helped lead the sessions alongside him and encouraged the children throughout the event.

We have been absolutely blown away by the support from our families and are delighted to share that, together, so far we have raised over £2,500 through sponsorships. Thank you so much for your generosity and continued support.



ECO DAY



ECO DAY



SEAN ROSE



ECO DAY

# GCA HALF-TERMLY NEWS

## STAFFING UPDATE

Following the Easter break, we were delighted to welcome Miss Standen and Mrs Healey to the GCA team. Both are currently working across Year 3 and Year 4 and have quickly become valued members of our school community. The children have thoroughly enjoyed getting to know them over the course of this half term, and we are very pleased to have them as part of the team.

We would also like to share with families that, at the end of this academic year, we will be saying goodbye to two long-standing and much-valued members of our teaching staff.

Mrs Soulsby will be leaving GCA after joining the school in 2010. During her time here, she has taught hundreds of children and worked across all areas of Key Stage 2. Mrs Soulsby has been a loyal and committed teacher, as well as a caring and supportive colleague, and she will be

- greatly missed by staff, pupils and families alike.

- We will also be saying goodbye to Mrs Millard, our longest-serving member of staff, who joined the school in 1997. Over nearly three decades, Mrs Millard has worked across the entire primary phase, teaching and supporting an enormous number of pupils and staff. Alongside her classroom teaching, she has led our JTA initiative, supported our Healthy Schools accreditation, played a key role in developing our eco pledge, and most recently led both our Pupil Premium strategy and the Lower Key Stage 2 phase. Her positivity, warmth and ever-smiling disposition will be greatly missed by all who know her.

We will be hosting an in-school send-off for both members of staff during the final week of term and hope the whole school community will join us in thanking them for their years of dedication and commitment, while wishing them every success and happiness as they pursue new opportunities beyond education.

## ATTENDANCE MATTERS

Our whole school attendance currently stands at 95.6%. While this may initially sound high, it means that, on average, children have missed 6.5 days (13 sessions) of school so far this academic year. We appreciate that averages can sometimes be misleading — we have many pupils with excellent attendance, alongside a smaller number with more significant absence. However, the overall picture is still important for all families to consider.

Missing 6.5 days of school equates to more than a full week of learning already lost this year. If this pattern were to continue throughout a child's primary education, it could mean missing the equivalent of an entire half term of school over time. Every lesson matters, particularly as learning builds day by day and key skills in reading, writing and maths are revisited and developed continuously.

We ask parents and carers to carefully consider whether their child's illness genuinely requires time away from school and to think about the impact of unauthorised leave for holidays or events during term time. Good attendance not only supports academic progress, but also helps children maintain friendships, routines, confidence and wellbeing.

Attendance really does matter — every day counts

# GCA HALF-TERMLY NEWS

## LOST PROPERTY

Our lost property collection continues to grow rapidly, with a large number of unnamed items being handed in each week. When belongings are clearly labelled, we are usually able to return them to children very quickly. Unfortunately, unnamed items are much harder to reunite with their owners and often remain unclaimed.

Please take some time to ensure that all uniform, water bottles, lunch boxes and other belongings are clearly named. We would also encourage families to regularly check the lost property area, which is located near the main office and accessible to children throughout the school day.

We are finding items left outside and in communal areas on a daily basis, so this is also a great opportunity to remind children about the importance of looking after their own belongings and taking responsibility for them in school.

Unnamed items that remain unclaimed are periodically donated to our second-hand uniform stock or local charities. Thank you for your support in helping us reduce lost property and return items to their rightful owners quickly.

## PUPIL PREMIUM - COULD YOUR CHILD BE ELIGIBLE?

Pupil Premium is extra funding that helps schools support children's learning and wellbeing. Your child may be eligible if your family receives certain benefits, or if they have been eligible for Free School Meals at any point in the last six years.

Even if your child receives universal free meals (Reception-Year 2), it's still important to apply, as this funding makes a real difference in school.

You can find out more and apply here:

Government guidance and application: <https://www.gov.uk/apply-free-school-meals>

Cambridgeshire County Council information:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/schools-learning/help-with-school-learning-costs/pupil-premium>

If you're unsure whether you're eligible, or would like help applying, please contact the school office — we're very happy to help.



### What is it?

Pupil premium is additional funding provided to schools to support pupils, to ensure they benefit from the same opportunities as their peers.

### Who is eligible?

Your child may be eligible if you receive income support, jobseekers allowance, employment & support allowance, asylum seeker support, universal credit, child tax credit, working tax credit or state pension.

### How is it spent?

Pupil premium helps us to provide additional support both in and out of the classroom; from trips, free school meals, emotional support and more.

# GCA HALF-TERMLY NEWS

## PTA NEWS

Our PTA continues to make a tremendous difference to the experiences and opportunities available to children at GCA. Through their fundraising efforts, they help to ensure that pupils can access a wide range of enriching activities and resources while keeping costs as affordable as possible for families.

One of the most significant ways the PTA supports the school is by contributing towards the cost of coaches for educational visits and trips. This helps to reduce the cost to families and ensures that these valuable learning experiences remain accessible to as many children as possible. This year, the PTA has also funded the exciting Science Week workshops delivered by Spark2 and, more recently, the school has been able to place an order for a new class set of iPads thanks to PTA funding. These resources and experiences enhance the curriculum and help to make school life even richer for our pupils.

Looking ahead, the PTA is particularly keen to raise additional funds to support the ongoing maintenance and further development of our Forest School area, which every child in the school is fortunate enough to access during their time at GCA.

The PTA meets at least once each term, both in person and virtually, to plan events and discuss how funds can best support the school. The current group, made up of both parents and staff, brings a wealth of experience, enthusiasm and ideas. However, they are very keen to welcome new members and would love to hear from anyone who might be interested in getting involved. Whether you can offer a little time, a fresh perspective or practical support at events, your contribution could help us raise even more funds and provide even greater opportunities for our children.

If you are interested in finding out more about the PTA, please email [godmanchestercommunitypta@gmail.com](mailto:godmanchestercommunitypta@gmail.com). There is no obligation to commit to a particular role, and the PTA would be delighted to hear from anyone who would like to learn more about how they support the school and how they could get involved.

On behalf of all of the pupils and staff at the school, we would like to offer our thanks to everyone who has been involved with the PTA this year.



THANK YOU

# GCA HALF-TERMLY NEWS

## ONLINE SAFETY

### AI and Your Child

We are seeing more children becoming aware of tools like ChatGPT and other AI apps. While these can support creativity and learning, it's important they are used safely and appropriately. We're sharing this simple guide for parents, which outlines key risks and practical ways to support your child at home. As a school, we encourage children to think for themselves first and use technology to support—not replace—their learning.

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](https://nationalcollege.com).

## What Parents & Educators Need to Know about GENERATIVE AI SAFETY

Generative AI tools – such as ChatGPT – are now commonly used by children. In fact, 3 in 4 pupils in the 2024 Annual Literacy Survey reported using generative AI, up from just 2 in 5 the previous year. While these tools can boost learning and creativity, they also raise concerns around misinformation, privacy and overuse. This guide explores the key risks and how to support safe use.

### WHAT ARE THE RISKS?

#### MISINFORMATION AND ACCURACY



Generative AI can sometimes produce false or misleading content. Children – and even adults – may assume the information is accurate and trustworthy. This can affect learning and understanding of important topics. It's vital to teach children to critically assess all information, even when it comes from AI.

#### EXPOSURE TO INAPPROPRIATE CONTENT

Because generative AI is trained on vast datasets from across the internet, there is a chance it may occasionally generate harmful or inappropriate content. Without supervision, children could encounter disturbing or unsuitable material. Active monitoring and clear usage boundaries can help reduce this risk.

#### PRIVACY AND DATA SECURITY

Some AI tools ask for personal details or store users' interactions. If privacy settings are not correctly configured, children's personal data could be exposed or misused. Teaching good digital hygiene and setting strong privacy controls is essential for protecting children online.

#### REDUCED CRITICAL THINKING



Relying too heavily on AI-generated responses may reduce children's willingness to think independently. If they consistently use AI to solve problems or complete tasks, it could impact their ability to reason, analyse and form their own ideas. Encouraging thoughtful reflection is key.

#### DIGITAL DEPENDENCY



Regular use of generative AI can contribute to increased screen time and less real-world interaction. If left unmanaged, it may affect physical activity levels, sleep, and social development. Striking a healthy balance between online and offline activities is important for wellbeing.

#### UNCLEAR ETHICAL BOUNDARIES



Children may not fully understand the ethical implications of using AI to complete homework or creative tasks. This can lead to unintentional plagiarism or dishonest academic practices. Conversations around responsible use and academic honesty are crucial.

### IDEAS

## Advice for Parents & Educators

#### ESTABLISH CLEAR GUIDELINES

Set clear, age-appropriate rules for when and how generative AI can be used. Reinforce these regularly to help children develop a healthy, respectful and informed relationship with the technology.



#### ENCOURAGE CRITICAL EVALUATION

Help children to question the accuracy of AI-generated information and seek out additional trusted sources. This builds essential digital literacy skills and supports better decision-making.



#### PROMOTE ACTIVE SUPERVISION

Keep an eye on how the children in your care use AI tools. Check in regularly to ensure they're using them appropriately and be ready to step in if something doesn't feel right.



#### ENHANCE PRIVACY AWARENESS

Talk to children about the importance of keeping personal information private. Make sure privacy settings are in place and explain how data shared with AI tools could be used.



### Meet Our Expert

Brendan O'Keefe, Deputy Headmaster and Director of Digital Strategy at Eaton House Schools, has extensive expertise in digital safety, safeguarding, and generative AI in education. As an author and speaker on digital literacy and online safety for institutions such as The National College, Brendan guides parents and educators in creating safe digital learning environments.



#WakeUpWednesday

The National College

# GCA HALF-TERMLY NEWS

## IS MY CHILD WELL ENOUGH TO ATTEND SCHOOL?

Deciding whether your child is too unwell for school can be difficult. The NHS provides clear, helpful guidance on common illnesses and when children should stay at home to recover and prevent the spread of infection.

Read the NHS guidance here:

<https://www.nhs.uk/live-well/is-my-child-too-ill-for-school/>

If you're unsure, please don't hesitate to contact the school office for advice.

# IS MY CHILD TOO ILL FOR SCHOOL?

yes

until...

NHS

CHICKENPOX	At least 5 days from the onset of the rash and until all blisters have crusted over.
DIARRHOEA AND VOMITING	48 hours after their last episode.
HIGH TEMPERATURE	If your child has a high temperature, keep them off school until it goes away.
IMPETIGO	Their sores have crusted and healed, or 48 hours after they started antibiotics.
MEASLES	4 days after the rash first appeared.
MUMPS	5 days after their swelling started.
SCABIES	They've had their first treatment.
SCARLET FEVER	24 hours after they started taking antibiotics.
WHOOPING COUGH	48 hours after they started taking antibiotics.



NO



CONJUNCTIVITIS	You don't need to keep your child away from school if they have conjunctivitis. Do get advice from your pharmacist. Encourage your child not to rub their eyes and to wash their hands regularly.
COUGHS & COLDS	It's fine to send your child to school with a minor cough or common cold.
HAND, FOOT & MOUTH	If they seem well enough to go to school, there's no need to keep them off. Encourage your child to throw away any used tissues straight away and to wash their hands regularly.
HEAD LICE	There's no need to keep your child off school. You can treat head lice and nits without seeing your GP.
THREADWORMS	Speak to your pharmacist, who can recommend treatment.
SORE THROAT TONSILLITIS	You can still send your child to school if they have a sore throat. But if they also have a high temperature, they should stay at home until it goes away.
SLAPPED CHEEK	You don't need to keep your child off school if they have slapped cheek syndrome because, once the rash appears, they're no longer infectious.

# GCA HALF-TERMLY NEWS

## THE TERM AHEAD

### June

Monday 1<sup>st</sup> June: Staff Training Day - School Closed

Wednesday 3<sup>rd</sup> June: Sports Day- EYFS/KS1 am; KS2 pm

Thursday 4<sup>th</sup> June: Year 6 Safe Relationships workshop

Monday 8<sup>th</sup> June (all week): Year 1 Phonics Screen Check

Wednesday 10<sup>th</sup> June: New Intake Evening

Monday 15<sup>th</sup> June (all week): Assessment Week

Wednesday 17<sup>th</sup> June: Hinchingsbrooke Transition Lesson to Year 6

Monday 22<sup>nd</sup> June: Class Photos

Tuesday 23<sup>rd</sup> June: Hunts Library Services Assembly (Summer Reading Challenge)

Wednesday 24<sup>th</sup> June: Year 2 Open Classroom Event

Thursday 25<sup>th</sup> June: EYFS Trip; Year 4 Walk Smart

Friday 26<sup>th</sup> June: Genr8 Assembly

Tuesday 30<sup>th</sup> June (3 days): Hinchingsbrooke Transition; New Intake Stay and Play

### July

Wednesday 1<sup>st</sup> July: Transition Morning (EYFS - Y5)

Thursday 2<sup>nd</sup> July: Year 4 Walk Smart; New Intake Stay and Play

Friday 3<sup>rd</sup> July: Year 6 Dress Rehearsal to school; Reports go out; Year 6 Leavers Celebration

Monday 6<sup>th</sup> July: Year 4 Scoot Smart; Year 6 Production (afternoon and evening)

Tuesday 14<sup>th</sup> July: Summer Concert

Friday 17<sup>th</sup> July: Year 6 Leavers Assembly (am); Last day of school

# GCA HALF-TERMLY NEWS

## TERM DATES

### 2026-2027

#### Autumn Term

**Professional Days: Tuesday 1<sup>st</sup> September; Wednesday 2<sup>nd</sup> September 2026**

Half Term Starts: Thursday 3<sup>rd</sup> September 2026

Half Term Ends: Thursday 22<sup>nd</sup> October 2026

**CAM Academies Trust Conference (Professional Day): Friday 23<sup>rd</sup> October 2026**

Half Term Holiday: Monday 26<sup>th</sup> October - Friday 30<sup>th</sup> October 2026

Half Term Starts: Monday 2<sup>nd</sup> November 2026

Half Term Ends: Friday 18<sup>th</sup> December 2026

#### Spring Term

**Professional Day: Monday 4<sup>th</sup> January 2027**

Half Term Starts: Tuesday 5<sup>th</sup> January 2027

Half Term Ends: Friday 12<sup>th</sup> February 2027

Half Term Holiday: Monday 15<sup>th</sup> February - Friday 19<sup>th</sup> February 2027

Half Term Starts: Monday 22<sup>nd</sup> February 2027

Half Term Ends: Thursday 25<sup>th</sup> March 2027

#### Summer Term

**Professional Day: Monday 12<sup>th</sup> April 2027**

Half Term Starts: Tuesday 13<sup>th</sup> April 2027

Half Term Ends: Thursday 27<sup>th</sup> May 2027

**Professional Day: Friday 28<sup>th</sup> May 2027**

Half Term Holiday: Monday 31<sup>st</sup> May - Friday 4<sup>th</sup> June 2027

Half Term Starts: Monday 7<sup>th</sup> June 2027

Half Term Ends: Wednesday 21<sup>st</sup> July 2027