



# Oakfield

## Friday Letter

Building strong foundations. Inspiring bright futures.

DATE  
Friday 11<sup>th</sup>  
September

### A MESSAGE FROM THE HEADTEACHER

Dear Oakfield Families,

It has been a super week in school, and it has been lovely to see our children so happy, settled and engaged in their learning. There has been a real sense of enthusiasm and positivity across school, with children working hard, enjoying new experiences and showing such positive attitudes to their learning. It is always a pleasure to visit classrooms and see the wonderful learning taking place and the pride our children take in their achievements. A huge thank you to our staff for continuing to create such positive, welcoming and inspiring learning experiences for our children.

We are incredibly proud to share the fantastic news that we have achieved the **Gold School Games Mark!**

We began our journey working towards the Silver award, so to go on to achieve **Gold** is a wonderful accomplishment and one that reflects the tremendous efforts of both our children and staff.

Our children have shown such enthusiasm, determination and commitment to sport and physical activity, embracing opportunities to participate, compete and represent our school with pride. This achievement also recognises the exceptional dedication of our staff, who give so much of their time and energy to provide a wide range of sporting opportunities and encourage children to get involved. A special thanks to Mrs Morpeth and Mrs Routledge who have dedicated a lot of time and effort to support the children to participate in the events.

A huge thank you to everyone who has contributed to this fantastic achievement. We are so proud of what we have accomplished together – **going for Silver and achieving Gold!** What a brilliant reflection of our Oakfield spirit!

Best wishes,  
Helen Hartness  
Acting Headteacher

### What's happening next week

|                                        |                                                                                                                          |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| Monday 7 <sup>th</sup><br>September    | Year 1/ 2 KM PE<br>Year 1/ 2 CR PE<br>Year 3 Outdoor PE<br>Year 6 Indoor PE                                              |
| Tuesday 8 <sup>th</sup><br>September   | Reception PE                                                                                                             |
| Wednesday 9 <sup>th</sup><br>September | Year 1/ 2 BG PE<br>Year 1/ 2 KM PE<br>Year 4 Outdoor PE<br>5M Indoor PE (Until February)<br>5D Swimming (Until February) |
| Thursday 10 <sup>th</sup><br>September | Reception PE<br>Year 4 Indoor PE<br>Year 6 Outdoor PE (Forest School)                                                    |
| Friday 11 <sup>th</sup><br>September   | Year 1/ 2 BG PE<br>Year 1/ 2 CR PE<br>Year 3 Indoor PE<br>Year 5 Outdoor PE                                              |

OUR SIX  
CHARACTER  
THEMES



RESPECT

We value ourselves  
and others.



FAIRNESS

We treat people  
fairly.



RESPONSIBILITY

We own our choices.



CARING

We show  
kindness.



CITIZENSHIP

We  
contribute



TRUSTWORTHINESS

We are  
honest and

## ★ CELEBRATING SUCCESS

## Star points total



## This Week

|   |     |
|---|-----|
| R | 168 |
| 1 | 484 |
| 2 | 303 |
| 3 | 301 |
| 4 | 313 |
| 5 | 158 |
| 6 | 393 |

Hot Chocolate with the Head Teacher

A huge well done to Alfie, Raffy, Alice, Holly, Jack, Jamie, Maddie, for being wonderful role models and spreading kindness to others. I thoroughly enjoyed Hot Chocolate time with the children this week.

## ✱ SPOTLIGHT ON LEARNING

Star Points

Following the success of our introduction of Star Points last year we were delighted to see the children's positive response so will continue the system this year. All children are working towards the Bronze Award.

| Award  | Points |
|--------|--------|
| Bronze | 100    |
| Silver | 250    |
| Gold   | 500    |

**NOTICES & REMINDERS**Reading Diaries

Requests for consent and information have been sent out to parents in Reception and Years 3 to 6 for Learning with Parents Reading Diaries. Please could you give consent so that you can record children's reading at home and even voice record your child's reading. Children from Year 1 to Year 6 will be coming home with their reading books this week. We will be launching reading diaries with Key Stage 2 next week. Many thanks for your support with this.

Year 6 Residential (Reminder)

Final Payment is due by 14<sup>th</sup> September 2026.

SEND Coffee Morning – Friday 25<sup>th</sup> September (JUNIOR SCHOOL HALL)

Our next SEND coffee morning, facilitated by Gateshead's Parent Carer Forum (PCF), will be held in the Junior School Hall on Friday 25<sup>th</sup> September. The drop-in session will run from 9:00-11:00. The session offers an opportunity for parents/carers to ask any SEND related questions they may have, in a friendly, welcoming, peer-led space. The PCF can signpost families to support services and take up broader issues of improvement within school. Children do not need to have a diagnosis for parents/carers to attend.

If you would like to ask any questions ahead of the session, please email our school SENDCO, Mrs Debbie Simpson, directly - [debbie.simpson@smartacademies.net](mailto:debbie.simpson@smartacademies.net)

Forest School

Please see attached leaflet. Forest adventurers have spaces for children from Reception to Year 6.

### School Councilors

We had some amazing presentations by children this week and are delighted to announce that the following children have been elected to be on the School Council.

| Class   | Child Name        |
|---------|-------------------|
| 1/ 2 CR | Robina, Charlotte |
| 1/ 2M   | Sophie, Marla     |
| 1/ 2BG  | Max H, Isla       |
| 3BM     | Priya             |
| 3R      | Oscar M           |
| 4G      | Archie            |
| 4F      | Evelyn            |
| 5M      | Harvey            |
| 5D      | Evelyn            |
| 6B      | Ismail            |
| 6R      | Lillie            |

### Reading Diary Drop in information Session

We will be holding a reading diary drop-in session on Monday 21st September at 3.30pm if any parents would like support or further information.

### Key Stage 2

The Gateshead SSP Cross Country Event is taking place on Tuesday 29th September. If your child would like to trial for the Cross-Country team, trials will be held during the school day on Monday 14th September. This is the only trial session.

Children who wish to trial should come to school in their outdoor PE kit and bring a water bottle. Please be aware that only a small number of children can be selected. Please note, as with school trips we are required to inform you that if a child fails to follow instructions and/or their behaviour is presenting a risk to their own health and safety or the health and safety of others they will be removed from the trials.



### SPOTLIGHT ON LEARNING

*A snapshot of learning from across Oakfield this week*

#### Reception



Reception children have enjoyed their first full week in school. They have had so much fun exploring the forest! We enjoyed going blackberry picking and painting pictures with the blackberry juices.

#### Year 1 / 2



Year 1/ 2 have enjoyed our art topic this week. We have explored colour mixing and discussed the difference primary and secondary colours. Everyone had lots of fun especially when painting with the Lego!

#### Year 3



Year 3 have continued their work about skeletons and joints by making their own moving skeletons! I wonder if you can find the new member of the class in the background!

#### Year 4



Year 4 loved beginning their science topic on Animals and Humans this week! We learned about the human digestive system and enjoyed watching a live model demonstrated by our teachers. It was so exciting! By the end of the lesson, we were able to identify the organs of the digestive system and explain their function.

#### Year 5



Year 5 have been busy exploring the **Alps** this week! Using atlases, we have been finding out exactly where the Alps are located and annotating maps to show our geographical discoveries. We were amazed to discover that the Alps stretch across **8 different countries** — WOW! We have already learned so much and we **can't wait to find out more** about these incredible mountains.

#### Year 6



This week in maths, Year 6 have been studying additive and multiplicative structures. We have used the Cuisinere Rods to create bar models to help us work out unknown quantities. We have created our own word problems in a variety of contexts. We worked collaboratively with each other and were ambitious with our neat presentation in our maths books. Well done Year 6!

| 2026-2027 Term Dates                   |                                                                              |
|----------------------------------------|------------------------------------------------------------------------------|
| Term                                   | Dates                                                                        |
| Autumn 1                               | 02/09/26 – 22/10/26                                                          |
| Autumn 2                               | 02/11/26 – 18/12/26                                                          |
| Spring 1                               | 04/01/27 - 12/02/27                                                          |
| Spring 2                               | 22/02/27 – 25/03/27                                                          |
| Summer 1                               | 12/04/27 – 28/05/27                                                          |
| Summer 2                               | 07/06/27 – 15/07/27                                                          |
| PD days &<br>other non-<br>school days | 01/09/26<br>23/10/26<br>03/05/27 – bank holiday<br>16/07/27 - occasional day |

School attendance and

Punctuality

| School year    | Attendance |              |
|----------------|------------|--------------|
|                | This Week  |              |
|                | Attendance | % marks late |
| Junior Overall | 96.9%      | 0.15%        |
| Infant Overall | 95%        | 0%           |
| 6              | 97.0%      | 0.%          |
| 5              | 93.5%      | 0.45%        |
| 4              | 99.8%      | 0%           |
| 3              | 96.5%      | 0.21%        |
| 2              | 92.5%      | 0%           |
| 1              | 97.1%      | 0%           |
| R              | 95.0%      | 0%           |

Safeguarding

# What Parents & Educators Need to Know about CHARACTER.AI

## WHAT ARE THE RISKS?

Character.AI is an entertainment platform where users create and chat with AI-powered characters. These chatbots can act like existing favourite characters from movies or books, or like friends, mentors, or even romantic partners, responding in an emotional, personally engaging way. Although this can encourage creativity, it can also make a generated conversation feel like a genuine relationship, which is concerning if it takes the place of human relationships.

### INAPPROPRIATE CONTENT

AI replies are generated in real time rather than chosen from a fully checked script. Even with safety filters on, conversations can still move into sexual, violent, discriminatory, or self-harm material. These AI characters are often made by users, so a familiar name or child-friendly description does not guarantee that every response from the character will be suitable for a young person.

### BLURRED BOUNDARIES

Characters on Character.AI can use the language of friendship, love, and empathy without ever feeling anything. Vulnerable young people may struggle to separate this simulation from genuine understanding. Romantic role-play or a character that demands attention, loyalty, or secrecy could also risk distorting young people's expectations around consent, disagreement, and the give-and-take involved in healthy human relationships.

### UNRELIABLE ADVICE

Characters, like other chatbot platforms, are at risk of inventing facts or giving inappropriate advice while sounding completely confident. Characters may also echo a young person's assumptions instead of questioning them. This can become particularly risky when users rely on a character for guidance about health, mental wellbeing, relationships, money, or personal safety instead of checking with a credible source or trusted adult.

### EMOTIONAL DEPENDENCY

Character.AI chatbots can appear endlessly attentive, supportive, and affectionate, which is one of the hallmarks of the generative AI models that such companions are built on. A young person may start turning to a character chatbot whenever they feel lonely or upset and believe that it understands them better than the humans in their life. This can become more concerning when chatting starts to replace sleep, schoolwork, hobbies and friendships.

### PRIVACY CONCERNS

Character.AI chats may feel private, especially when a bot sounds personal and caring, but they take place on a company's online systems. Users could intentionally or unintentionally reveal their name, school, location, routines, images, or intimate concerns. Character.AI says some data may be retained to improve its services and AI models, so young people should never treat a chatbot like a confidential diary.

### UNHEALTHY ENGAGEMENT

Be aware of warning signs such as secret accounts, bypassing age restrictions, hiding phone use from adults, chatting late at night, distress when access to the platform or character stops, withdrawal from other people, falling interest in school, or believing the character is conscious. Increased use may also signal that the young person is already lonely, anxious, or seeking help.

## Advice for Parents & Educators

### KEEP CONVERSATIONS OPEN

Ask what the young person enjoys about Character.AI and invite them to show you how the platform and their favourite characters work. Useful questions include, "Has it ever said something that felt wrong?" and "How can you tell it doesn't have feelings?" Avoid shaming them for using platforms like Character.AI or making them feel there is something wrong with them for doing so.

### PAUSE, CHECK AND ASK

Teach young people to pause before accepting an answer from characters on Character.AI. Encourage them to check important claims against a trustworthy source and ask a safe adult when the issue matters. Never use a character as the sole source of medical, mental health, legal, financial, or safeguarding advice. Remind them not to share passwords, contact details, school information, live locations, or private images.

### CHECK AGE, SETTINGS & LIMITS

Character.AI's minimum age is 16 in the UK, but open-ended companion chat is restricted to adults aged 18 or over. Users aged 16 to 17 receive a different experience built around guided 'Stories' and other creative or social features. Check their current settings, never help or encourage a young person to give a false age, and apply the same safety rules to other chatbot apps.

### NOTICE AND RESPOND

Take action if chats involve sexual content, threats, coercion, abuse, self-harm or danger. Save relevant evidence, report the character and follow the setting's safeguarding process; educators should involve the designated safeguarding lead. If anyone is in immediate danger, contact emergency services. Childline is available on 0800 1111 and the NSPCC Helpline on 0808 800 5000.

### Meet Our Expert

Darren Coxon is an educator with almost 30 years' experience across teaching, school leadership and governance. He works internationally supporting schools and colleges with AI leadership and governance and [insert NC courses I have written].



#WakeUpWednesday

The National College

See full reference list on our website

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Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 09.09.2026

Our Designated Safeguarding Lead is Mr. M. Thompson. Deputy safeguarding leads are Miss H Hartness, Mrs. J McCormack, Mrs. D Simpson, and Mrs. C Allan. If you have any concerns, please do not hesitate to contact me.

H. Hartness, Acting Head Teacher

***Thank you for your  
continued support!***

| <b>Diary Dates for 2026-2027</b>                                         |                                                     |        |
|--------------------------------------------------------------------------|-----------------------------------------------------|--------|
| <b>New / amended events added are highlighted in yellow after week 1</b> |                                                     |        |
| 2/09/26                                                                  | Autumn 1 begin                                      | Time   |
| 21/9/26                                                                  | Reading Diary drop in                               | 3.30pm |
| 28/09/26                                                                 | Reception Phonics Family Learning                   | 9am    |
| W/B 12/10/26                                                             | Parents' Evenings                                   |        |
| 19/10/26                                                                 | Tempest Photographs                                 |        |
| 21/10/26                                                                 | Year 1/ 2 Harvest Festival                          | 2pm    |
| 23/10/26                                                                 | Half term holiday                                   |        |
| 9/11/26                                                                  | Year 3 Family Learning                              |        |
| 10/11/26                                                                 | Flu Vaccinations                                    |        |
| 11/11/26                                                                 | Year 4 Family Learning<br>Rec Family Learning       |        |
| 12/11/26                                                                 | Year 5 Family Learning<br>Year 1 Family Learning    |        |
| 13/11/26                                                                 | Year 6 Family Learning<br>Year 2 Family Learning    |        |
| 18/11/26                                                                 | Year 6 at Lockerbie                                 |        |
| 1/12/26                                                                  | Christmas Fayre                                     |        |
| 8/12/26                                                                  | Reception Nativity                                  | 2pm    |
| 9/12/26                                                                  | Year 1/ 2 Christmas Singalong                       | 2pm    |
| 10/12/26                                                                 | KS2 Pantomime                                       |        |
| 14/12/26                                                                 | Year 5 Christmas party                              | PM     |
| 15/12/26                                                                 | Year 4 Christmas party                              | PM     |
| 16/12/26                                                                 | Year 3 Christmas party<br>Reception Christmas party | PM     |
| 17/12/26                                                                 | Year 6 Christmas party<br>Year 1/ 2 Christmas party | PM     |
| 18/12/26                                                                 | KS2 Carols Under the Veranda                        | TBC    |