



Oakfield

Friday Letter

Building strong foundations. Inspiring bright futures.

DATE
Friday 4th
September

A MESSAGE FROM THE HEADTEACHER

Dear Oakfield Families,

A very warm welcome back to Oakfield Schools and to the start of a new Autumn Term. I hope you have all enjoyed a happy and restful summer and that the children are excited about the year ahead. This is the new format of our Friday newsletter, and we hope that you enjoy reading about the exciting events in school.

It has been wonderful to welcome the children back into school and see them settling so positively into their new classes. I would also like to extend a particularly warm welcome to all the children and families who are joining Oakfield for the first time. We are delighted to have you as part of our school community and hope you quickly feel at home.

As I begin the year as Acting Headteacher, I feel incredibly proud and privileged to lead a school community that I know so well. My priority is to **build on Oakfield's many existing strengths and successes**, while continuing to look forward with ambition for every child. Working alongside our dedicated staff, children and families, I am committed to ensuring Oakfield remains a happy, inclusive and ambitious school where children feel that they belong, enjoy their learning and are supported to achieve their very best.

There is much to look forward to this year, both in the classroom and through the many wider opportunities we have planned. Our values and character themes will continue to be at the heart of school life, helping our children to develop not only as successful learners, but as kind, confident and responsible young people.

Thank you for the warm support I have already received. The partnership between school and home is incredibly important, and I look forward to working closely with you throughout the year as we begin this next chapter together.

Best wishes,
Helen Hartness
Acting Headteacher

What's happening next week

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

★ CELEBRATING SUCCESS

Star points total

	This Week
R	0
1	50
2	22
3	160
4	569
5	315
6	217



Hot Chocolate with the Head Teacher

Every week a child will be chosen from each class to have Hot Chocolate with the Head Teacher. Children will be selected for being good role models and showing kindness to others.

* 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. There will be a slight change to the system for children to achieve their badges. For children from Year 1 to year 6 the points will be reset so that they are working for the Bronze badge in their new Year group.

Award	Points
Bronze	100
Silver	250
Gold	500

NOTICES & REMINDERS

Year 5

We are writing to let you know about a change to the teaching arrangements for 5M following the recent promotion of Mrs McCormack to **Assistant Headteacher**.

We are very pleased to confirm that the teaching responsibility for the class will be shared between Mrs McCormack and Mr Thompson **two highly experienced teachers**, who will work closely together to provide consistency, continuity and high-quality teaching for all children.

We are confident that the experience, knowledge and commitment of both teachers will provide the class with a strong and positive teaching team.

Reading Diaries

We will be moving towards electronic reading diaries in Key Stage 2 as well as Key Stage 1 this year. We use the programme Learning with Parents which enables parents to upload voice recordings of their children's reading as well as comments from staff and parents. Further information will be sent out to log in with information sessions made available for parents to aid using the programme. Many thanks for your support with this.

Year 6 Residential

Final Payment is due by 14th September 2026.

Fidget Tools

We are asking parents and carers for their support regarding our school policy on fidget tools (toys). Recently, we have seen a significant increase in these items being brought into school, where they often cause distraction during lessons rather than helping as regulation tools. We have also had several messy incidents where liquid/powder or gel-filled fidgets have burst in classrooms.

Please ensure that your child leaves their fidget tools (toys) at home unless a specific requirement has officially been agreed with our school SENDCO, Mrs Simpson.

Please be assured that any pupil with a recognised sensory need will always have direct access to school provided, classroom approved sensory tools.

Thank you in advance for your understanding and support.



School Council

We will be holding elections for School Council in Year 1 to 6 next week. Children who wish to take part in the election will speak for a minute or so about why they should be chosen. Their peers will then vote.

School Lunch

Week 2 lunch on Tuesday has changed to tomato pasta.

Reporting Absence

Please report any child's absence by telephone to the school office by 8.45.

Infants 0191 329 3646

Junior 0191 433 4086

SPOTLIGHT ON LEARNING

A snapshot of learning from across Oakfield this week

Reception



Reception children have had a wonderful time exploring their new classroom and meeting their new teachers. We have enjoyed meeting our new families and speaking to some of our existing parents. Welcome to Oakfield!

Year 1 / 2



We have been enjoying learning all about our new friends in class. We have loved hearing about new siblings who have arrived and have been sharing stories about our exciting summer holidays (including lots of fun on water slides!)

Year 3



Year 3 have loved beginning their science topic on skeletons this week! We learned what vertebrates and invertebrates are and explored animals with exoskeletons and endoskeletons. We also have a new addition to our class, and we are going to name him. I wonder if you can guess what or who we are talking about!

Year 4



Year 4 have had a great few first days back! In R.E we looked at being respectful and how to be good listeners. We played a game where our partners had to give instructions on what to draw and we had to guess what it was.

Year 5



Year 5 have made a fantastic start to the new school year! We have been busy reconnecting with friends and building our new classroom community. In PSHE, we have loved reading *Little People, BIG DREAMS* books and thinking about our own 'Big Dreams' for the future. It has been wonderful to see the children sharing their hopes and ambitions and thinking about what they might achieve one day. How exciting! This links perfectly with our golden threads of **Character and Ambition**, as we encourage everyone to believe in themselves, dream big and be ready to embrace new challenges.

Year 6



Year 6 have had a great start to the new year! We enjoyed reconnecting with our classmates and our new teachers. This week has been short, but we have already produced some fantastic photomontage cityscapes using images of household objects, inspired by the Dada surrealist movement. We are beginning to hone our skills in Tag rugby and have been recapping our written methods with 4-digit numbers in maths. A fantastic start to the year - keep it up!

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 & other non-school days	01/09/26 23/10/26 03/05/27 – bank holiday 16/07/27 - occasional day

School attendance and Punctuality

School year	Attendance	
	This Week	
	Attendance	% marks late
Junior Overall	94%	0.21%
Infant Overall	94.6%	0.25%
6	93.2%	0%
5	97.9%	0.42%
4	91.5%	0%
3	93.9%	0.42%
2	91.7%	0.61%
1	95.2%	0%
R	100%	0%

Safeguarding

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

WHAT ARE THE RISKS?

AI-GENERATED CONTENT

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

DEEPFAKES LOOK CONVINCING

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

FALSE INFORMATION SPREADS

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

VOICES CAN BE CLONED

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

ACCOUNTS MAY BE FAKE

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

ALGORITHMS INFLUENCE REALITY

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

Advice for Parents & Educators

PAUSE, CHECK, COMPARE

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

VERIFY ANOTHER WAY

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

KEEP TALKING OPENLY

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

SAVE, REPORT, SUPPORT

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

Meet Our Expert

Philippa Wraithmell is an educator, author and digital transformation specialist with expertise in digital safeguarding, online safety, AI in education and whole-school digital strategy. She is the Founder and CEO of EdRupture and works with schools, organisations and policymakers to help create safer, more ethical and more effective digital learning environments for children and young people.



See full reference list on our website

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#WakeUpWednesday

The National College

We have a duty of care to safeguard all children and pass on any concerns to Children's Services.

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!*

Diary Dates for 2026-2027		
New / amended events added are highlighted in yellow after week 1		
2/09/26	Autumn 1 begin	Time
	Reception Phonics Family Learning	
W/B 12/10/26	Parents' Evenings	
19/10/26	Tempus 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 Rec Family Learning	
12/11/26	Year 5 Family Learning Year 1 Family Learning	
13/11/26	Year 6 Family Learning 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 Reception Christmas party	PM
17/12/26	Year 6 Christmas party Year 1/ 2 Christmas party	PM
18/12/26	KS2 Carols Under the Veranda	TBC