



# Mapplewells Primary and Nursery School Weekly Newsletter - Friday 6th February 2026

## Welcome Message

Dear Parents and Carers,

### **What a fantastic week it has been at Mapplewells!**

Our school has been buzzing with energy, achievement and creativity, and we're so proud of everything our children have been involved in.

We began the week celebrating the brilliant success of our **Debate Club**, who represented Mapplewells with confidence and professionalism in the **FHP Debate Competition**. Their

teamwork, thoughtful arguments and impressive speaking skills shone through—we couldn't be prouder!

Friday brought even more excitement as the whole school joined in with **NSPCC Number Day**. From number hunts to problem-solving challenges, pupils showed amazing enthusiasm and demonstrated just how much fun maths can be, all while supporting a fantastic cause.

And to top it all off, we were delighted to welcome **Chef Dave Marshall**, who spent time with Years 3 and 4 taste testing their pizzas!

Read on for all things Mapplewells...

## Attendance

Our current school attendance after 19 weeks is 96.76%. Our current attendance by class is:

Birch 96%

Elder 95%

Elm 97%

Hawthorn 97%

Hazel 97%

Juniper 97%

Maple 96%

Oak 97%

Pine 96%

Rowan 95%

Willow 97%

Well done to Elm, Hawthorn, Hazel, Juniper, Oak & Willow classes on their fantastic attendance this week! Let's keep striving to improve our attendance, to reach that figure of 97%.



## Stars of the week

SUCCESS Stars of the Week! Congratulations to the following children who were chosen by their Class Teacher as 'SUCCESS star of the Week'. The children received their certificate in SUCCESS assembly today.

Ash - Grace

Birch - Penelope

Elder - Alice

Hazel - Dixie

Juniper - Esme

Maple - Iris

Oak - Paddy

Pine - Scarlett

Rowan - Henry

Willow - Amelia



## Headteacher Awards

Each week, I will be presenting Headteacher's Awards to children who have been nominated by staff for a variety of reasons — from producing amazing work, going above and beyond, to simply demonstrating what it means to be a wonderful Mapplewellian. These awards celebrate the values we hold dear and recognise the exceptional efforts of our pupils. We'll proudly share the names of our award winners in each edition of the newsletter, so keep an eye out for these special celebrations!

This weeks recipients of a Headteacher's Award are:

- **Emmie** - always willing to help with the sports leaders during lunchtimes, even when it is not her day!

Well done to all our winners - we are so proud of you! Keep up the fantastic work.

## Spring 2026 Parents' Evenings

We will be holding our Spring Parents' Evenings on 17th & 18th March 2026.

Appointments will be allocated for 10 minutes per child and give you the valuable opportunity to discuss all aspects of your child's progress, to ask any questions that you may have and for the teachers to explain how you can support your child with their learning at home.

You can book a meeting on Arbor under 'Guardian Consultations'. Meetings are available to book now.

Should you have any queries please contact the Office.



## Online Safety

### **Top Tips for Parents and Carers: Supporting Safe Use of AI**

Artificial intelligence is becoming a familiar part of young people's online experiences, with a myriad of school tools and entertainment platforms in use. This #WakeUpWednesday guide breaks down what AI really is, helping adults explain it clearly and realistically so children don't overestimate its abilities or trust it unquestioningly. It explores how AI systems work, where they appear online, and why understanding them matters.

The guide also highlights key online safety considerations, including misinformation, data privacy, bias and over-reliance on AI tools. With practical advice on setting boundaries, choosing

age-appropriate platforms and encouraging ethical, creative use, it empowers parents and educators to build digital literacy while keeping children safe, curious and critically engaged.

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 digital citizenship. Formerly delivered by National Centre Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit [nationalcollege.com](http://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 spaces 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 how to work to build understanding and prevent false beliefs about AI being self-learning or alive.
- 2 TALK ABOUT RISKS OF MISINFORMATION**  
AI can create convincing false information, including deepfake videos, photos, and fake "tweets". Encourage children to be cautious 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 to protect 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 inspire 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 explicitly 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 shouldn't 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 risks. By discussing a story with an AI writing assistant or experimenting with an AI art tool, this encourages curiosity. Be sure you're informed about the latest AI tools, and discuss your role in 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 unrestricted use of voice assistants. Consistent boundaries help encourage openness and trust.
- 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 progress over perfect answers. Balance 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 things go to be better, and why ethics matters. Building digital literacy alongside ethical awareness ensures children engage with technology and use it 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, but avoid questions, who's bothered, 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 workforce and managing compliance. Our three memberships help set phrases and types of setting, raise standards, save time, reduce risk, and build a culture of engagement.

**WakeUpWednesday**  
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## Flying High Partnership Sports event

On Friday 30th January, children from year 1 and 2 represented Mapplewells at the Flying High Partnership Sports event.

The children came 3rd overall and were superstars! We definitely have some athletes in the making!







## NSPCC Number Day 2026

Today we Dressed up for Digits again! .....



## Debate club

A huge well done to our Mapplewells debate club for taking part in our debate club competition on Monday. We are so proud of you!



## F2 stay and play

Our Spring 'Stay and Play' Event is taking place on Thursday 26th February, 2-3pm. We hope to see lots of you there for another afternoon of exploring!

**Come and play!**

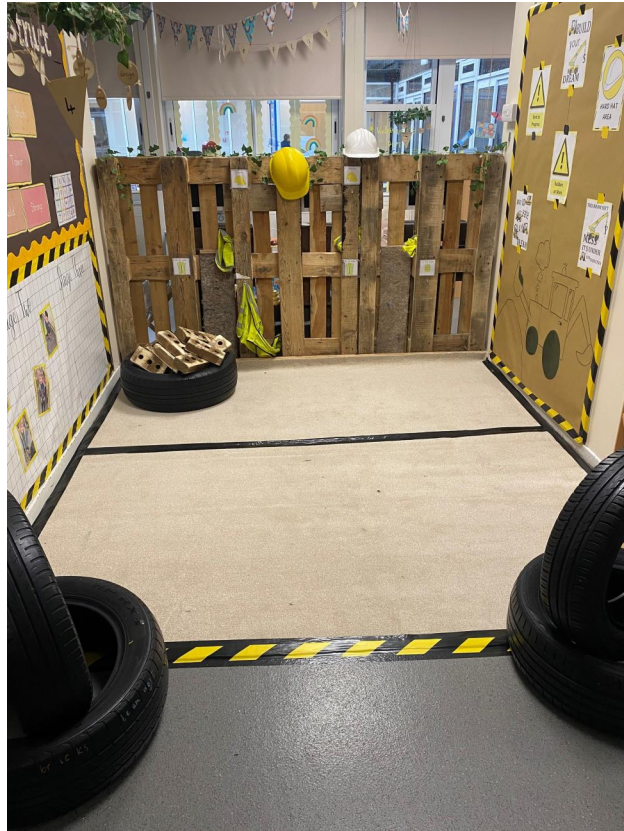
Thursday 26th February 2026  
2.00-3.00pm

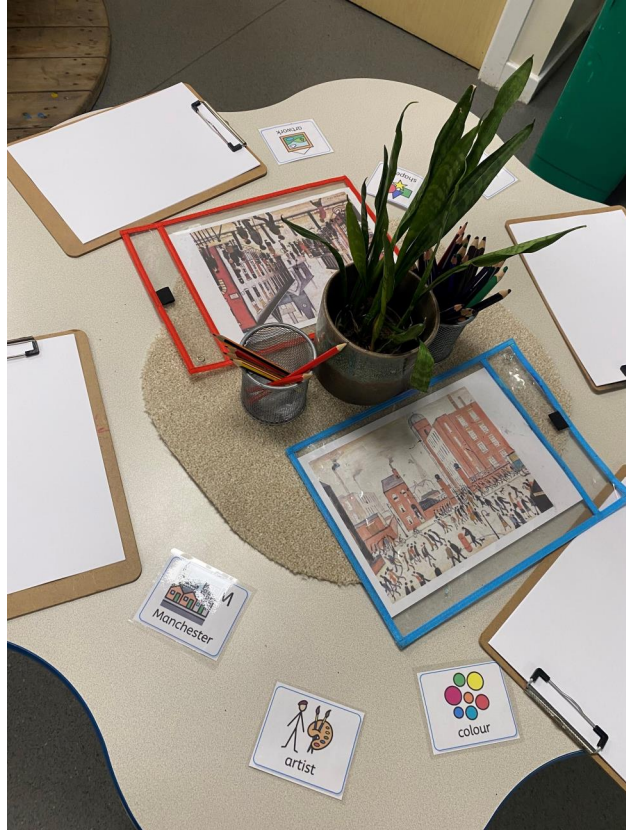
We are inviting all parents/carers to come into our classroom to explore with your child. This is a great opportunity to see how your child learns through play on a daily basis.

Juice & Biscuits will be available for a small donation!

## Billy's Carpets

We would like to say a big THANK YOU to **Billy's Carpets Shop in Chesterfield and Mansfield** for generously supplying us with some new carpet for our EYFS area. It has made a real difference to our learning environment, helping us create a warm, safe and welcoming space for our youngest children. We truly appreciate your kindness and community spirit.





## Key dates

Please keep updated with our key dates as we will add to this over the coming weeks.

| <b>Diary Dates</b>                        |   |
|---|---|
| <b>2026</b>                               |   |
| <b>February</b>                           |   |
| 9 <sup>th</sup> February                  | Young Voices                              |
| 11 <sup>th</sup> February                 | Individual Pupil Photos                   |
| 12 <sup>th</sup> February                 | Valentine disco                           |
| 13 <sup>th</sup> February                 | Last Day of Spring 1 – non-uniform day    |
| 23 <sup>rd</sup> February                 | INSET day                                 |
| 24 <sup>th</sup> February                 | First Day of Spring 2                     |
| <b>March</b>                              |   |
| 17 <sup>th</sup> March                    | Spring Parents' Evening                   |
| 18 <sup>th</sup> March                    | Spring Parents' Evening                   |
| 27 <sup>th</sup> March                    | Last Day of Spring 2 – non-uniform day    |
| <b>April</b>                              |   |
| 13 <sup>th</sup> April                    | First Day of Summer 1                     |
| 16 <sup>th</sup> – 17 <sup>th</sup> April | Year 3 residential                        |
| 27 <sup>th</sup> – 28 <sup>th</sup> April | Year 4 residential                        |
| <b>May</b>                                |   |
| 1 <sup>st</sup> May                       | LCH Charity Colour Dash                   |
| 4 <sup>th</sup> May                       | Bank Holiday – School closed              |
| 11 <sup>th</sup> – 14 <sup>th</sup> May   | Year 6 SATs week                          |
| 21 <sup>st</sup> May                      | Last Day of Summer 1 – non-uniform day    |
| 22 <sup>nd</sup> May                      | INSET day                                 |
| <b>June</b>                               |   |
| 1 <sup>st</sup> June                      | First day of Summer 1                     |
| 1 <sup>st</sup> - 2 <sup>nd</sup> June    | Year 5 residential                        |
| 1 <sup>st</sup> – 12 <sup>th</sup> June   | Year 4 Multiplications Checks             |
| 8 <sup>th</sup> – 12 <sup>th</sup> June   | Year 1 Phonics Screening Checks           |
| 19 <sup>th</sup> June                     | Year 6 Leavers Photos & Class Photographs |
| <b>July</b>                               |   |
| 8 <sup>th</sup> – 10 <sup>th</sup> July   | Year 6 residential                        |
| 14 <sup>th</sup> – 17 <sup>th</sup> July  | Year 6 Bikeability                        |
| 24 <sup>th</sup> July                     | Last Day of Summer 2 – non – uniform day  |
| 27 <sup>th</sup> July                     | INSET day                                 |

Mr Whittle

Head Teacher

Mr Latkowski

Deputy Headteacher