



# Mapplewells Primary and Nursery School Weekly Newsletter - Friday 24th April 2026

## [Welcome Message](#)

Dear Parents and Carers,

It has been another wonderful week across school, helped along by some beautiful sunshine and wonderfully mild weather. Our KS1 children had a fantastic time on their trip to Brierly Park, where they fully embraced outdoor learning—exploring nature, observing their surroundings and enjoying hands-on experiences in the fresh air.

Back at school, creativity was in full bloom during our *Dress Like Art* day. The wonderful array of outfits on display was truly impressive, with pupils (and staff!) showcasing imaginative interpretations inspired by artists and artworks, bringing colour, joy and plenty of smiles to the day.

Please take a few moments to read through the latest updates and key information in this newsletter, and as always, thank you for your continued support and partnership.

Read on for all things Mapplewells...

## Attendance

Our current school attendance after 27 weeks is 96.95%. Our current attendance by class is:

Birch 97%

Elder 96%

Elm 97%

Hawthorn 98%

Hazel 97%

Juniper 97%

Maple 97%

Oak 97%

Pine 97%

Rowan 95%

Willow 97%

Well done to Hawthorn class 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 -

Birch - Jasmine

Elder - Hattie

Elm - all of the class

Hawthorn - Jack Scott

Juniper - Wilf

Maple - Oscar

Oak - Ralph

Pine - Libby

Rowan - Abigail

Willow - Colby

## Staffing Update

Today, we sadly say goodbye to Miss Cartledge, who is leaving Mapplewells to pursue new opportunities. During her time with us, Miss Cartledge has worked across Foundation Stage, Key Stage 1 and Lower Key Stage 2, making a positive and lasting impact on the children she has supported. She will be greatly missed, and we wish her every success and happiness for the future.

Next week, we will also be saying farewell to Miss Blewitt, who has made the difficult decision to leave Mapplewells in order to care for a relative. Miss Blewitt has been a valued member of the Mapplewells team for over 10 years, during which time she has worked both individually with children and within the classroom, touching the lives of many pupils and families along the way.

We would like to extend our heartfelt thanks to both Miss Cartledge and Miss Blewitt for their dedication, commitment and the significant contributions they have made to the Mapplewells community. Once a Mapplewellian, always a Mapplewellian.

## Headteacher's 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 week's recipients of a Headteacher's Award are:

- **Amelia** – for her superb use of relative clauses in her writing, which add rich detail and depth to her work and truly captivate the reader. Her writing choices show growing confidence and a mature understanding of how language can bring ideas to life.
- **Lottie and Phoebe** – for their fantastic creativity and independence in art, producing eye-catching drawings and paintings using the primary colours. Their confident colour

choices and attention to detail resulted in truly amazing pieces of artwork that show real imagination and enjoyment.

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

## AirTags and Tracking Devices

### **Important Reminder – AirTags and Tracking Devices**

We have noticed an increase in children bringing AirTags or similar tracking devices into school attached to coats and bags, and on school trips and residential visits. While we understand that these devices may be used to provide reassurance, please be aware that tracking devices are not permitted in school or on residential visits.

These devices raise safeguarding, privacy and security concerns, as they can track a child's location and some may include listening or audio functions. There is also a risk that they could reveal the real-time location of a group of children, which may place pupils and staff at risk, particularly those with additional safeguarding needs.

School staff carry out extensive planning, risk assessments and supervision to ensure children are safe at all times. We kindly ask parents and carers to check children's belongings before school and ensure no tracking devices are brought in. Thank you for your continued support in helping us keep all children safe

## Class Dojo

### **Using ClassDojo – Working Together Positively**

ClassDojo is an important communication tool that helps us stay connected and share key information. To ensure it works well for everyone — and to support staff wellbeing — we ask parents and carers to keep the following in mind:

- Access to ClassDojo is provided to parents/carers or legal guardians only, usually for up to two adults per child.
- Parents are welcome to message their child's teacher with questions or to share information. If something needs more time, teachers will arrange a phone call or meeting.
- For urgent matters (such as absences, sickness, collection changes, complaints, or safeguarding concerns), please contact the school office directly, as ClassDojo is not monitored urgently.

- Teachers may not be able to respond immediately. Messages will be replied to within 48 hours during the working week – as per the Class Dojo Policy, as staff are teaching and working directly with children, throughout the school day
- Messages sent outside of working hours, including evenings and weekends, will be read and responded to during school time.
- We ask that all communication remains polite and respectful. This helps maintain positive relationships and ensures ClassDojo remains a supportive space.
- ClassDojo should not be used to discuss a child’s academic progress in detail, but it can be used to arrange a meeting if you have questions.
- To protect staff wellbeing and work-life balance, we kindly ask parents to respect “quiet hours” and understand that teachers will respond when they are next working.

Thank you for your understanding and for working with us to ensure ClassDojo remains a positive, effective tool for communication that supports both children and staff.



## Year 6 SATs

The children in **Year 6** have been working hard to prepare for their SATs which take place from **Monday 11th May**. As part of their preparations, they will have **breakfast, provided by school (free of charge)**, each morning before their tests take place. Year 6 children will need to arrive at school for **8:10am** to take part in the breakfast.

Please remember them in your thoughts over the coming weeks.

## Online Safety

**What Parents and Carers Need to Know about Image-Altering Filters**

Image-altering filters are now embedded in everyday online interactions, from playful effects to more subtle appearance-enhancing tools. This guide examines how these features can influence perceptions of beauty and reality, particularly for children and young people navigating social media. It highlights how filtered content can quietly shape expectations and online behaviours.

Focusing on risks such as low self-esteem, social pressure and hidden advertising, the guide also addresses more serious concerns like sexualised edits and blurred boundaries between real and altered images. It provides supportive, practical advice to help parents and educators build media literacy, encourage confidence and promote healthier relationships with online content.

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 informal 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, look out for [@wake.up.wednesday](#).

## What Parents & Educators Need to Know about IMAGE-ALTERING FILTERS

From playful puppy ears on Snapchat to 'beauty mode' on TikTok, image-altering filters are now a routine part of how young people communicate online. While many are harmless, others subtly reshape people's faces and bodies. This looks like the line between reality and edited content, potentially influencing how children and young people see themselves and others.

### WHAT ARE THE RISKS?

#### ALTERED BEAUTY STANDARDS

Many 'beauty' filters smooth skin, reshape facial features, or adjust body proportions. Over time, repeated exposure to these filters can lead to a 'beauty' ideal that is unrealistic and unrealistic expectations about their own and others' appearances.

#### HIDDEN ADVERTISING

Some filters are linked to beauty products or brands, subtly promoting third-party brands. Children and young people may not recognise this as advertising, while also sharing personal data - such as facial images and usage habits - with apps and their partners.

#### PRESSURE TO LOOK PERFECT

Filtered images can often attract more 'likes' and positive comments. This can encourage children and young people to rely on editing tools to gain others' approval rather than being confident in their natural appearance.

#### BLURRED REALITY

As filters become more enhanced and 'natural'-looking, it can be difficult for children and young people to distinguish edited content from real life, especially when these are used in everyday photos and videos.

#### LOW SELF-ESTEEM

Regularly viewing heavily filtered content can lead to comparisons with unrealistic images. This is linked to body dissatisfaction and reduced self-esteem, particularly among children and teenagers.

#### SEXUALISED EDITS

Certain tools can make users appear older or more attractive. This may attract unwanted attention, increase the risk of images being shared without consent, and expose young people to unsafe interactions.

### Advice for Parents & Educators

#### START OPEN CONVERSATIONS

Talk regularly about filters, such as how they work and why people use them. Ask the children and young people in your care how filtered images make them feel and encourage honest discussion without judgement.

#### CHALLENGE 'PERFECT' POSTS

When viewing content together, gently point out the signs of editing, filters, or posing techniques. This builds critical thinking and helps children and young people question unrealistic images.

#### REINFORCE WHAT'S REAL

Help children and young people understand that filtered images are digitally altered and are not an accurate reflection of reality. Emphasise that they don't need to meet these artificial standards.

#### PROMOTE OFFLINE CONFIDENCE

Encourage activities that build self-worth beyond appearance, such as sports, hobbies, musicals, and creative interests. Let your confidence be a safe space to share feedback.

### Meet Our Expert

Parveen Akmal is a digital parenting expert and founder of Kids in Cyberspace, a platform dedicated to helping parents navigate the online world alongside their children. She is an expert contributor for [ITunes U](#), offering practical guidance on emerging online safety issues. Her insights have been featured by the BBC, The Telegraph, Talk TV, and other major media outlets, supporting families across the UK.

[See @wake.up.wednesday on our website](#)

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kik

We have also been notified of a new a new platform that is around called **KIK** -which children know about but most adults don't and it is not safe for children to use

**kik** **Kik: WHAT PARENTS NEED TO KNOW** For Working Parents  
 @forworkingparents

Most parents haven't heard of Kik. But many young people have.

### 1 WHAT IS KIK?

- USERNAME SIGN-UP**  
No phone number needed
- CHAT WITH STRANGERS**  
Connect with anyone
- PUBLIC GROUP CHATS**  
Join or create groups
- LIVE STREAMING**  
Broadcast and build audiences
- DATING-STYLE INTERACTIONS**  
Meet new people
- 13+ POPULAR WITH TEENS**  
Especially teenagers and young adults

### 2 WHY SHOULD PARENTS BE CONCERNED?

- ANONYMITY**  
Easy to create fake or multiple accounts
- ACCESS TO STRANGERS**  
Instantly connect with people you don't know
- GROOMING RISKS**  
Linked to cases of grooming and exploitation
- SEXTORTION**  
Pressure to share images and then blackmailed
- HARMFUL CONTENT**  
Exposure to sexualised or inappropriate live streams
- LIMITED PARENTAL CONTROLS**  
Minimal in-app safety features and monitoring

### 3 WHAT CAN PARENTS DO?

- START THE CONVERSATION**  
Ask open, non-judgemental questions
- SET CLEAR BOUNDARIES**  
Agree rules about strangers and sharing info
- USE PARENTAL CONTROLS**  
Tools like Google Family Link can help
- TEACH RED FLAGS**  
Spot secrecy, pressure, and requests for photos
- DELAY ACCESS**  
Kik is generally unsuitable for children

For Working Parents  
 www.forworkingparents.com  
 @forworkingparents

## SEND drop in sessions for Summer term

SEND drop in sessions will take place again on Tuesday 5th May between 1pm-4pm, this is an informal opportunity for you to meet with Mrs Richards, our school SENCO, ask questions and discuss any concerns or support you need for your child. During the drop in sessions, you will be able to:

- speak to Mrs Richards about your child's progress and support in school
- ask for advice about SEND referrals or outside agencies
- share any worries or updates that may help us to support your child further
- find out about available resources and strategies we use in school

Please book a 15 minute slot on Arbor or alternatively get in touch with the school office to book. We look forward to seeing you.

## Mapplewells in the news

Read all about it....

**BREAKING** [See with unprovoked assault](#) • Sutton nursery worker assaulted crying baby by rocking its head 'too vi

Education

### Sutton school children celebrate community day with Mansfield Town Community Trust

By John Smith [Contributor](#)

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Mapplewells pupils with Stuart Crozier and Stags club mascots, Sammy and Sally | Submitted

#### Children at Mapplewells Primary & Nursery School in Sutton have been celebrating Mansfield Town Community Trusts' (MTCT) Community Day.

Children came to school wearing the club colours of yellow and blue and enjoyed fun games in the playground with Mansfield Town mascots Sally and Sammy.

Children were also able to meet and speak to first team players Deji Oshilaja and Frazer Blake-Tracy.



Stuart Crozier, community trust schools coach, who teaches PE at the school four days a week, said: "We have linked children's activities today with our community day and we are pleased to see so many children are wearing blue and yellow, or Stags shirts to take part



Pupils with Stags front row, Hilda and Frazer back, Tracy and mascots Sammy and Sally | Submitted

"We are also pleased to be able to bring two players from our first team to meet and support children in their activities, as well as Sally and Sammy, our club mascots."

"The children were very excited to join in and many brought in items to be signed by our players."

Pupil Riley is in year two and said: "I love sports a lot, but my favourite is football

"I really liked meeting the players."



Fellow pupil Joshu, who is also in year two, added: "I love football so much and I like Mansfield Stags.

"They win loads of matches and I like watching them.

"I was wearing my Stags shirt and the footballers signed it for me!"

Natalie Blackwell, F2 teacher and PE lead at Mapplewells, said: "Last summer, Mapplewells began their partnership with the MTCT through a sponsored activity.

"Every child from E1 to year six participated in a football workshop with the MTCT team and then had the opportunity to take part in a penalty shoot-out.

"The children managed to raise an incredible £5,457 which was split between the school and the MTCT charity.

"Fundraising like this helps the charity to support the community with various events."

The partnership has since developed and MTCT now deliver interactive lunchtime PE clubs, high quality PE lessons and inclusive after school clubs for children of all ages at the school.

Natalie continued: "We held our first blue and yellow day, which was a day of promoting and supporting this partnership.

"Our children have dressed in blue and yellow to support the team, and were given the opportunity to meet the Mansfield Town Football Club mascots Sammy and Sally, alongside a question-and-answer session with players Frazer Blake-Tracy and Deji Oshilaja.

"The day was a great success and we hope to hold similar events alongside the charity in the future."

Related topics: [Schools](#)



## Makaton session at St Giles school

Nottinghamshire Parent Carer Forum will be facilitating an introduction to Makaton session at St Giles school on Monday 1st June (10am–12pm).

The session is free to attend and open to any parent or carer of a child or young person with additional needs.

Families can book a place by emailing [enquiries@nottspcf.org](mailto:enquiries@nottspcf.org)<sup>1</sup>.

Please see attached flyers for full details.

Sent on behalf of Nottinghamshire Parent Carer Forum

PROVIDED BY NOTTINGHAMSHIRE PARENT CARER FORUM

FREE

**'INTRODUCTION TO MAKATON'**  
EXCLUSIVELY FOR PARENT/CARERS OF CHILDREN & YOUNG PEOPLE  
WITH ADDITIONAL NEEDS

Learn over 40 everyday signs and symbols

Workshop led by experienced Makaton Tutor, Richard Fish

**WHEN :** Monday 1st June, 10am - 12pm  
**WHERE :** St Giles, Babworth Road, Retford, DN22 7NJ

To book a place email: [enquiries@nottspcf.org](mailto:enquiries@nottspcf.org)

<sup>1</sup><mailto:enquiries@nottspcf.org>

## Illustrator visit

As part of our curriculum enquiry hook, F2 had a visit from illustrator, Zoe Ashley.

Zoe spoke to us about how she got into illustrating and about what an illustrator does - it was interesting to find out how an illustrator is different to an artist! We also saw lots of the card designs that Zoe has designed and drawn herself!





## Dress like Art day

Today we celebrated world art day by spending the day dressed up as our favourite artwork, piece of artwork or inspired by anything art related! There were some fantastic outfits today and it has been a great to see all the children so enthusiastic about our enquiry!



## Key dates

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

| Diary Dates                               |   |
|---|---|
| 2026                                      |   |
| April                                     |   |
| 27 <sup>th</sup> – 28 <sup>th</sup> April | Year 4 residential                                      |
| May                                       |   |
| 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   |
| June                                      |   |
| 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                         |
| 18 <sup>th</sup> June                     | Flying High Children’s Awards                           |
| 26 <sup>th</sup> June                     | Year 6 Leavers Photos & Class Photographs – DATE CHANGE |
| July                                      |   |
| 3 <sup>rd</sup> July                      | F1 trip to Matlock Farm Park                            |
| 6 <sup>th</sup> July                      | Sports Day (EYFS & KS1 morning, KS2 afternoon)          |
| 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