



# NEWSLETTER

## FRIDAY 16TH JANUARY

### ISSUE NO.16

#### EXCELLENCE IN EVERYTHING



### EXCELLENCE IN EVERYTHING-ACHIEVING GREATNESS THAT LASTS A LIFETIME

## Message from Mr Taylor

After the cold snap that bit us last week, it's been full steam ahead as we returned to school. One thing we know about Warren Farm is that consistency is key and any deviation from the norm does not impact our children due to consistent routines that lead to exceptional behaviour for learning. This is displayed each and every day and, unsurprisingly, is a recurring theme to comments from every visitor and new prospective parent that visits the school. Of course, this doesn't happen by chance. It's a result of the consistent hard work and dedication of our staff, parents and children - a true example of *Excellence in Everything* in action.

Our commitment to *Excellence in Everything* has been a 3.5 years journey so far. A commitment that existed long before the release of the new Ofsted framework which champions the need to Achieve (personally & academically), Belong (feel part of the community, safe, valued), and Thrive (flourish with support). As the saying goes, "Welcome to Warren Farm - this is the way we do things around here". Why? Because of our relentless belief that the children of Warren Farm deserve an excellent education to support them in *achieving greatness that last a lifetime*.

This shift in mindset and focus on character of recent years goes beyond our children and classrooms - it wouldn't be possible without the support of our parents and carers. THANK YOU for the overwhelmingly positive response to the collective call to action this week to improve school attendance. Your support has shown just how powerful our community can be when we work together with a shared purpose. That sense of belonging and teamwork is something to be proud of. This week demonstrated that when we act collectively, we can make a real and meaningful difference for every child. It offers a clear reminder that together, we are capable of achieving great things.

It is important that we build on this success and keep that momentum going. Achieving this means pushing on together, keeping attendance high not just on key days, but every day. We are confident that, as a team of parents, carers, children and staff, we can make significant gains and move closer to - and beyond - the national average.

Thank you for showing what is possible. Let's continue to show our children the power of teamwork, work ethic and time management by turning small daily actions into big successes.

Make it a great weekend.

*Mr Taylor*



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### EARLY YEARS



This week, Reception have had a jam-packed week of learning! We started our week with our new text, Little Red Riding Hood. We have drawn story maps to help us remember the story, and we've learnt that there may be many different versions of traditional tales. In Maths, we have been building on our knowledge of numbers to 5 but exploring how to add two numbers together. Reception have also been exploring their new topic 'Weather' and how this can affect different animals. In Nursery this week, they have been reading The 3 Billy Goats Gruff and building lots of towers and bridges. They have also loved learning about our Musician of the Month, Dolly Parton! Finally, we are so proud to the new starters in Nursery who have settled beautifully into their new classroom.

### KEY STAGE 1



We've had a very busy week in KS1! Year 1 have been learning about imperative verbs and time adverbials for instructions, which Year 2 have been creating expanded noun phrases for setting descriptions. In Art, they learnt to make a pinch pot and decorate it using the 'score and slip' method. Then in History, they learnt about 18th and 19th Century local heroes. The Year 1 children in 1/2DN showed great courage in their first swimming lesson of the year. Finally, please remember to ensure that your child has their name clearly written in all of their uniform, to avoid it getting lost or mixed up.



### ATTENDANCE

This week has been a really positive one for Warren Farm and we would like to say a huge thank you to our families for the support shown across the week. The sense of teamwork, shared responsibility and pride in our school has been clear to see.

One day this week, we had just four children absent for reasons classed as unauthorised. That is a powerful reminder of what is possible when attendance is prioritised and when we work together with a shared purpose. It shows that collective effort really does make a difference. Our current average attendance for this academic year stands at 91.6%, compared with the national average of 94.6%. This places us in the bottom 6% nationally. What this week has shown is that improvement is achievable.

Small, consistent steps taken by families over time are what lead to significant and lasting improvement. At Warren Farm, our vision is Excellence in Everything. Achieving this means maintaining high attendance every day where children are well enough to attend, not just on key dates. With parents, carers, pupils and staff working together as one team, we are confident we can continue this momentum beyond, the national average.

### PHONICS WORKSHOPS

I would like to invite Year 1 parents to attend a phonics lesson workshop on **Tuesday 20th January** (1CP) and **Wednesday 21st January** (1/2DN). The purpose of this workshop is to see how phonics is taught in school and how it supports your child's reading and spelling. By joining a short phonics lesson with your child, you can see the sounds, words, and strategies we use in class. This will help you feel confident in supporting phonics at home and give your child consistent support between school and home.

In June all Year 1 Children will sit the 'Phonics Screening Check', which is a quick test that children take to show how well they can read using phonics. The Phonics Screening Check includes both **real words** and **"pseudo" (made-up) words**. These fake words help teachers see if your child can use their phonics skills to sound out and read any word, not just ones they've already learned.

Please see your child's Class Dojo for more information.





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### SAFEGUARDING

This week's safeguarding focus is encouraging children to talk to an adult they feel safe with, regarding any changes to their body. Talk PANTS is a resource that can support parents with having a discussion around the fact that their body belongs to them. The pants rule stands for:



- P = Privates are private
- A = Always remember your body belongs to you.
- N = No means 'no'
- T = Talk about secrets that upset you
- S = Speak up, someone can help

### INCLUSION

**SEND is your superpower!**

Richard Branson, the founder of the Virgin Group, is a powerful example of how dyslexia and ADHD can coexist with remarkable achievement. These motivated him to develop created problem-solving skills and strong determination to succeed. Richard Branson is also known for his positive work ethic - surrounding himself with talented people and staying motivated by new challenges. By embracing his neurodiversity, Richard Branson turned potential obstacles into strengths, showing that motivation, resilience and a positive mindset can lead to extraordinary success.

### CHILD OF THE WEEK

NAH	Pearl McDonagh
RMH	Alayna-Nur Bhayat
RAY	Abrish Amjad
1CP	Darcie-Rae Bates
1/2DN	Henry Harris
2AB	Caden Scott
3AS	France Mcdonagh
3/4LM	Jude Smith-Melia
4SM	Taha Sultan Bin Asif
5LM	Manteneh Marah
5/6NW	Rio Turner
6BP	Adheen Ishtiaq

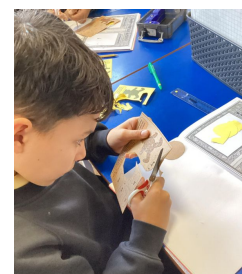
### LOWER KEY STAGE 2

We have had a very busy week! In Computing, we explored the inside of a laptop and learned about the different components that make up a computer. In Science, we discovered how fossils are formed and learned about the process of fossilisation. In RE, we have been learning about Judaism, with this week's lesson focusing on Keeping Kosher (Kashrut) and identifying which foods are considered kosher. In Art, the children used their skills confidently to create three-dimensional artwork, carefully adding light and dark tones to bring their work to life.



### UPPER KEY STAGE 2

The children have been thoroughly engaged in their learning across the curriculum. In History, pupils have been learning about crime and punishment through the ages and have been particularly fascinated by the gory details, which have sparked lots of curiosity and discussion. In Art, the children are studying the work of William Morris and are preparing to design and create their own prints inspired by his distinctive patterns. Meanwhile, in Science, pupils are learning about how light travels, exploring key concepts through practical investigations and observation. This shows a curriculum that is vibrant, practical and gives the children to showcase a variety of skills.





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# **CHARACTER EDUCATION WORKING PARTY THURSDAY 15TH JANUARY 2026**

This week, our Character Working Party came together to support the ongoing development of our character curriculum in school. Parent voice is incredibly important to us, not only because it helps guide our decision-making, but because it gives us a valuable insight into how our approach to character development is impacting children beyond the school gates.

During the session, parents were invited to step into the shoes of the children by going through a Year 6 character lesson. They explored pupil voice responses, and worked alongside staff to begin planning a parent-led workshop focused on Problem-Solving and Adaptability. These discussions were thoughtful, honest, and purposeful, and helped us to reflect on what is working well and where we can continue to strengthen our approach.

The impact of this session was immediate. Parents shared powerful examples of how the language of character is being used at home, highlighted the confidence children have when talking about values such as Preparation and Teamwork, and helped us ensure that our curriculum is not only ambitious, but meaningful and relevant to real life. This collaboration helps us to align what children experience in school with the messages they hear at home, reinforcing character as **something that is lived, not just taught**.



Developing strong character in our children is most effective when staff, pupils, and parents work together with a shared purpose. When we model these values collectively, children see consistency, belonging, and a clear sense that we are united in supporting them to become confident, compassionate, and capable individuals. We are incredibly grateful to the parents who gave their time, energy, and insight to this working party. If you would like to be part of this growing group and help shape the future of our character curriculum, please keep an eye on ClassDojo for details of our next meeting.





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**NAH**  
**5**  
**DAYS OFF**

**RMH**  
**5**  
**DAYS OFF**

**RAY**  
**5**  
**DAYS OFF**

**1CP**  
**4**  
**DAYS OFF**



**1/2DN**  
**9**  
**DAYS OFF**

**2AB**  
**10**  
**DAYS OFF**

**6**  
**DAYS OFF**

**3AS**  
**6**  
**DAYS OFF**

**3/4LM**  
**8**  
**DAYS OFF**

**4SM**  
**7**  
**DAYS OFF**

**5LM**  
**5**  
**DAYS OFF**

**5/6NW**  
**3**  
**DAYS OFF**



**6BP**  
**7**  
**DAYS OFF**





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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](http://nationalcollege.com).

## What Parents & Educators Need to Know about DIGITAL DEVICES & WELLBEING

Children aged 7 to 14 now spend roughly 3 to 5 hours a day on phones, tablets, consoles, and computers. That much screen time has parents and educators worried – not just about the hours logged, but about online safety and the knock-on effects on mental health. This guide brings together practical, expert-backed strategies so adults can nurture healthier digital habits and help young people thrive both on and offline.

### WHAT ARE THE RISKS?

#### SLEEP DISRUPTION

Excessive screen time, especially before bed, can interfere with melatonin production and delay sleep onset. Children may struggle to concentrate or regulate emotions due to poor sleep hygiene linked to late-night device use.

#### ONLINE PEER PRESSURE

Social media platforms expose children to unrealistic standards and peer validation loops. Likes, comments, and follower counts can influence self-worth and lead to anxiety or risky behaviour to gain approval.

#### CYBERBULLYING EXPOSURE

Children may encounter bullying through messaging apps, games, or social media. This can be persistent and anonymous, making it harder to detect. Victims often feel isolated and reluctant to report incidents.

#### REDUCED PHYSICAL ACTIVITY

Time spent on screens often replaces outdoor play and physical activity. This sedentary lifestyle can contribute to obesity, poor posture, and reduced cardiovascular health.

#### EMOTIONAL DYSREGULATION

Fast-paced digital content can overstimulate young brains. Children may become irritable, impatient, or struggle with boredom and emotional control when not engaged with screens.

#### PRIVACY AND SAFETY RISKS

Children may unknowingly share personal information or interact with strangers online. Without guidance, they may not understand the long-term consequences of digital footprints or unsafe online behaviour.

### Advice for Parents & Educators

#### SET CLEAR BOUNDARIES

Establish screen-time limits and device-free zones, e.g. classrooms and dinner tables. Use parental controls and co-create a digital use agreement with children to encourage accountability. Trying a visual schedule or timer app can help children understand and stick to limits.

#### MODEL HEALTHY HABITS

Children mirror adult behaviour. Demonstrate balanced device use, take regular screen breaks, and prioritise face-to-face interactions to reinforce positive behaviours. Making a habit of putting your phone away during meals and conversations can show that real-life interactions come first.

#### ENCOURAGE OPEN DIALOGUE

Create a safe space for children to talk about their online experiences. Ask open-ended questions like, "What did you enjoy online today?" to build trust and awareness. Try setting aside 10 minutes each day for a digital check-in where children can share what they've seen or done online.

#### PROMOTE DIGITAL LITERACY

Teach children how to evaluate online content, recognise misinformation, and understand privacy settings. Empower them to think critically and act responsibly in digital spaces. You could use real-life examples from the news or social media to help children practise spotting fake information.

#### Meet Our Expert

Adam Gillott is Associate Vice Principal for Personal Development at Penistone Grammar School and works on secondment one day a week for Minds Ahead, which works with schools on improving their mental health provision.



#WakeUpWednesday

The National College

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Good  
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