



NEWSLETTER

FRIDAY 8TH MAY

ISSUE NO.29

EXCELLENCE IN EVERYTHING



EXCELLENCE IN EVERYTHING-ACHIEVING GREATNESS THAT LASTS A LIFETIME

Message from Mr Taylor

At the end of what has been a very short week for us at Warren Farm, my message this week - as every year - is especially focused on our Year 6 children and families. Next week, Year 6 children across the country will sit their SATS assessments - an important milestone but not the full story. As Angela Duckworth reminds us in her book **GRIT**, "Our potential is one thing. What we do with it is quite another". These tests assess children's academic outcomes and progress, they do not measure adaptability, problem solving, work ethic, empathy and other Character Waypoints and strength of character that we see in our children every single day.

At Warren Farm, our vision is **Excellence in Everything** but we know that excellence is not always measured in marks and numbers in boxes. "Enthusiasm is common but endurance is rare," writes Duckworth. What we've seen in our Year 6 children over the last 4 years since my appointment as Headteacher is endurance: the grit to keep going, to try again, to grow in confidence and to strive to be better - to strive for excellence - not just academically but also in their character.

SATs are a snapshot, not the whole picture. They do not define your child. They do not reflect values of Courage, Honesty, Integrity, Respect and Self Discipline - values which we know will serve them well in the future. To year 6, we are proud of you. Remember you are more than a score. You are talented, determined and full of potential. You are at the start of your journey to your Super North Stars, on the path to achieve greatness and opening the doors to a world of opportunity. As Duckworth says, "Grit is passion and perseverance for very long-term goals". You've demonstrated this in abundance this year - **YOU'VE GOT THIS!**

A reminder that each day we will be holding an additional breakfast club for Year 6 children only. They will need to enter through the main hall door at the Year 5 and 6 gate at 08:00. The children will be provided with a range of breakfast items and refreshments to help them ensure they are prepared and ready for their assessments.

I'm sure you will join me in wishing Year 6 a great week next week.

Make it a great weekend

Mr Taylor

DATES FOR YOUR CALENDAR

WK Beg: 11th May	SATS Week for Year 6
Wed 20th May	Year 1 Warwick Castle trip
Thurs 21st May	Diversity Day - Non-Uniform Day
Thurs 21st May	Year 2 Warwick Castle trip
Fri 22nd May	May Half term
Mon 1st June	All children return to school
Wk Beg: 1st June	Sports Day week

"As much as talent counts, effort counts twice"

Angela Duckworth



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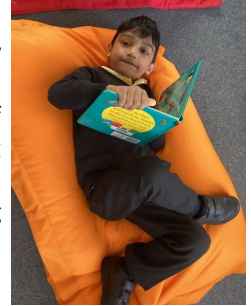
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EARLY YEARS



This week in Reception, we have explored the importance of Emergency Vehicles. We looked at how they help people and why we need them. In Maths, we have continued to practise mastering our understanding of numbers to 20. We have also spent time in the library this week, searching for stories about transport. In Nursery, children have continued to explore Little Red Riding Hood, and have used scissors to improve their cutting skills. In these warmer months we will do extra P.E sessions, so please ensure your child has a full P.E kit in school, including pair of shorts and leggings/jogging bottoms. Additionally, please remember water bottles!



KEY STAGE 1



We've packed a lot in to three days this week! We practised our athletics skills in PE ready for Sports Day. Then, we had great fun learning all about castles in History, even making our own human castle with lots of key features! In Maths, Year 2 are deepening their understanding of fractions while Year 1 are learning all about arrays to help with multiplication. On Friday, we loved learning about the incredible Sir David Attenborough and had a wonderful time on the inflatable. A well deserved treat for all of our hard work. Don't forget, Year 1 visit Warwick Castle on Wednesday 20th May and Year 2 do on Thursday 21st May.

ATTENDANCE

Over the last term and a half, our families, children and staff have shown an incredible collective commitment to attendance, punctuality and being ready to learn every single day. In a world where it is often easy to drift into poor habits, our community has continued to demonstrate the importance of Preparation and Time Management, two of our key Character Waypoints this term. Children arriving on time, organised for the day ahead and ready to make the most of every learning opportunity may seem like small things, but these habits build character, resilience and future success. Great schools are not built through one-off moments. They are built through consistency, teamwork and shared values over time. The inflatable day was simply our way of saying thank you. Thank you for the support, the routines, the encouragement at home and the shared belief that every day in school matters. The atmosphere around school this half term has been incredibly positive and that only happens when a community pulls in the same direction. At Warren Farm, we are trying to develop far more than academic success. We are trying to develop young people who understand the value of commitment, preparation, organisation and showing up for themselves and others. This week felt like a brilliant reflection of exactly that.

YEAR 6 SATS BREAKFAST MONDAY-THURSDAY



Year 6 children enter through the main hall door at the Year 5 and 6 gate at 08:00. The children will be provided with a range of breakfast items and refreshments to help them ensure they are prepared and ready for their SATs assessments.





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SAFEGUARDING

This weeks' safeguarding focus is child on child abuse. Child-on-child abuse happens when one child harms another, whether through physical aggression, verbal bullying, or inappropriate touching. It can also include less obvious behaviours such as looking under toilet doors, sending inappropriate messages, or invading someone's privacy online or in person. Recognising and addressing these behaviours early, helps create a safe and respectful environment for all children. Here are some ways that you can encourage children to have respectful relationships; discuss what respect is and how to show it, teach children about personal space and the importance of asking for permission before touching others. For more information visit; [Child on child abuse](#).

INCLUSION

Happy Health Minds

While it is important that we take care of our bodies by keeping them fit and health. It is equally important that we care for our minds. With everything that happens on a daily basis it can be difficult to remember to stop and pause. To reset our minds so that they are working at their best. It's important to do the following, one small change at a time and have a positive impact on your mental wellbeing. Getting enough sleep, smiling and laughing with our friends, focusing on the moment and remembering that we can't control everything are just some of the things to try.

CULTURAL DIVERSITY

DAY

On Thursday 21st May, we will be celebrating the incredible diversity within our Warren Farm community. Throughout the day, children will take part in a range of activities celebrating cultures, traditions and communities from around the world.

We would love children to show pride in their heritage and identity by wearing clothing that represents their culture. At Warren Farm, we do not simply tolerate diversity, we celebrate it, embrace it and are proud of the rich community we belong to together.



Diversity Day



LOWER KEY STAGE 2



This week, it was Year 3's turn to enjoy their trip to the Black Country Living Museum as part of our local history topic. The children had a fantastic time stepping back in time, exploring the old-fashioned school, visiting traditional shops, and discovering what life was like in historic houses. They showed great curiosity and enthusiasm throughout the day. Friday was filled with even more excitement as we celebrated our attendance success with a fun inflatable course, where everyone had the chance to enjoy themselves and end the week on a high note.



UPPER KEY STAGE 2



Although it has been a shorter week in school, our Year 5 and 6 pupils have certainly made the most of their time. They have been working hard in preparation for SATs, showing great focus and determination. Alongside this, children have been fully engaged in their History learning, exploring the lives of those in Victorian workhouses and developing a deeper understanding of this important period. To round off the week on a high, all children enjoyed a well-deserved attendance reward on the inflatable on Friday – a fantastic way to celebrate their commitment to being in school and ready to learn!





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NAH
NO
DAYS OFF



RMH
4
DAYS OFF

RAY
2
DAYS OFF

1CP
3
DAYS OFF



1/2DN
5
DAYS OFF

2AB
5
DAYS OFF

6NOV
DAYS OFF

3AS
2
DAYS OFF

3/4LM
3
DAYS OFF

4SM
4
DAYS OFF

5LM
4
DAYS OFF

5/6NV
2
DAYS OFF



6BP
6
DAYS OFF





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SPORTS DAY



2026

MONDAY 1ST JUNE - LKS2

TUESDAY 2ND JUNE- EYFS

WEDNESDAY 3RD JUNE- KS1

THURSDAY 4TH JUNE- UKS2

All sports days this year will be held at
school and run from 1:30pm to
approximately 3pm.

Parents, family and friends are welcome.



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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.

10 Top Tips for Parents and Educators

HELPING NEURODIVERGENT CHILDREN NAVIGATE THE ONLINE WORLD

Neurodivergent people tend to be early adopters of technology, and many influential innovators in this space are neurodivergent themselves. It's therefore likely that a neurodivergent child or young person may be drawn to the online world from an early age. This isn't a concern in itself, but understanding both the benefits and potential risks is essential. Here are ten key considerations to support safe and positive online experiences for neurodivergent children.

1 TREAT ONLINE LIKE THE REAL WORLD

You wouldn't allow a child to cross a road without guidance – you'd hold their hand, use a pedestrian crossing, and model safe behaviour. In the same way, a neurodivergent child's first experiences online should be supported by an adult who can guide and explain safe and responsible digital behaviour to them from the outset.

2 MODEL RESPONSIBLE USE

Children learn from what they see. Show all children, regardless of neurotype, what responsible internet use looks like. Reflect on your own use of social media and AI. Consider how often you use them and your own understanding of these platforms. Talk openly about when and why you use these tools, helping all children develop a balanced and informed approach.

3 KNOW YOUR LIMITS

Current government guidance suggests no solo screen use below the age of two, with a maximum of one hour per day for two- to five-year-olds. Screen time can support communication and connection when shared with an adult. However, passive watching can affect neurodivergent children's attention and language skills. Focus on the type of content they watch, encouraging slower-paced and meaningful material rather than fast-paced, overstimulating content.

4 CONSIDER AGES AND STAGES

For older children and teenagers, agreed limits are important. Screen time can be beneficial, but it should form part of a balanced lifestyle. Neurodivergent children may find online communication easier than real-world conversation, supporting their social interaction. However, it shouldn't be their only option. Encourage a range of activities, including creative play, physical exercise, and opportunities for real-world connections.

5 KEEP CONVERSATIONS OPEN

Discussions about online safety should begin early and continue as children grow. However, neurodivergent children may worry about getting things wrong or being misunderstood, meaning these kinds of conversations should feel open and fair, rather than like a lecture. If a child encounters a problem – such as a scam or inappropriate content – they need to feel able to speak to a trusted adult without fear of judgement or embarrassment.

6 BUILD YOUR KNOWLEDGE

You aren't expected to be an expert, but it's important to stay informed about the platforms, games, or apps neurodivergent children use in order to provide practical support. Social media platforms have age limits, and many apps and games offer parental settings that can control access. Schools and families should work together to understand these tools, helping neurodivergent children use them safely while keeping up to date with new features and changes.

7 SET CLEAR BOUNDARIES

Children and young people often know more about current technology than adults, meaning it's important to recognise that controls may be bypassed. Clear, predictable boundaries should be used, based on trust and consistency. Involving children in discussions that affect them helps them feel heard. This is particularly important for neurodivergent children, who may respond strongly to perceived unfairness.

8 UNDERSTAND AI CONTENT

The internet now includes large amounts of AI-generated content, including images, videos, and stories. These can be difficult to identify. Children should be encouraged to question what they see and check the information using trusted sources. Neurodivergent children may interpret content literally, meaning adult guidance is important in helping them recognise what's real and reliable – and what isn't.

9 EXPLAIN AI LIMITATIONS

AI isn't the same as a search engine. It generates responses based on prompts and patterns, and its accuracy depends on how it's used. Sometimes, it produces incorrect or unrealistic information, known as 'hallucinations'. Both adults and children need to understand this and learn how to check information carefully using reliable and trusted sources.

10 CLARIFY AI RELATIONSHIPS

AI can feel conversational and personal, but it's not capable of real relationships. It learns from patterns in user input rather than human understanding. Some neurodivergent children may experience a sense of connection with AI chatbots, particularly if they find social situations challenging. It's therefore important to explain that these are simulated conversations and aren't a substitute for real, human relationships.

Meet Our Expert

Catrina Lowri is a neurodivergent former SENCO and Advisory Teacher who works with nurseries, schools, colleges, and businesses to improve inclusion for neurodivergent people. She is the Founder and Director of Neuroteachers and the author of "The Other 29 – How Supporting Your Neurodivergent Learner Can Improve Teaching and Learning for the Whole Class".



See full reference list on our website

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