A Few Words from Mr Hancox

A Wonderful Start to the New Academic Year, we are delighted to share what a fantastic beginning it has been to the new academic year here at Ankermoor. Our Reception children have settled in beautifully and have already embarked on their phonics journey. It has been truly inspiring to witness their curiosity and enthusiasm for learning grow each day.

As part of our commitment to creating 'Ankermoor Incredible Moments', Kestrel Class has already enjoyed a wonderful trip to the farm (the first of many exciting educational visits planned for this year). These experiences are designed to enrich our curriculum and create lasting memories for our children.
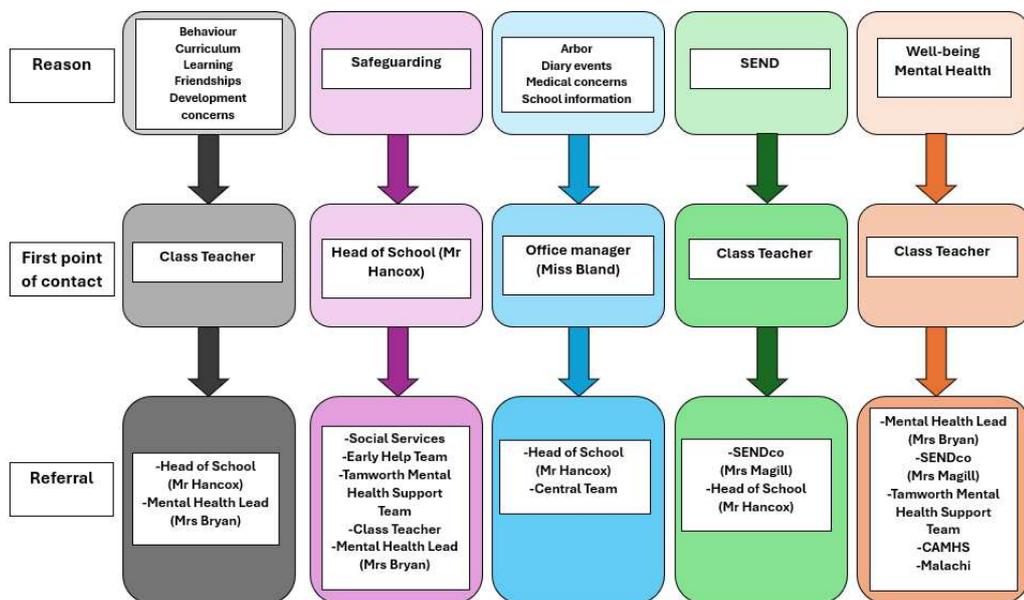
We would also like to take this opportunity to share an important update regarding communication. To ensure that all queries and concerns are addressed efficiently and appropriately, we kindly ask families to follow the guidelines outlined in our **Communication Flowchart**. This includes knowing the right first point of contact depending on the nature of your concern—whether it relates to your child's well-being, SEND, safeguarding, curriculum, or general school information.

For example:

• **Class Teachers** remain your first point of contact for most classroom-related matters including behaviour, friendships, and learning.

• For **SEND** concerns, please reach out to **Mrs Magill (SENDco)**.

• For **mental health and well-being**, **Mrs Bryan (Mental Health Lead)** is available to support.

• For more serious concerns such as safeguarding or referrals, please contact **Mr Hancox** directly.

Communication
You need to talk about your child

Reason	Behaviour Curriculum Learning Friendships Development concerns	Safeguarding	Arbor Diary events Medical concerns School information	SEND	Well-being Mental Health
First point of contact	Class Teacher	Head of School (Mr Hancox)	Office manager (Miss Bland)	Class Teacher	Class Teacher
Referral	-Head of School (Mr Hancox) -Mental Health Lead (Mrs Bryan)	-Social Services -Early Help Team -Tamworth Mental Health Support Team -Class Teacher -Mental Health Lead (Mrs Bryan)	-Head of School (Mr Hancox) -Central Team	-SENDco (Mrs Magill) -Head of School (Mr Hancox)	-Mental Health Lead (Mrs Bryan) -SENDco (Mrs Magill) -Tamworth Mental Health Support Team -CAMHS -Malachi

We challenge our children to have 'AIMs' (*Ankermoor's Incredible Moments*) which will enhance every aspect of their lives, through having the opportunity to explore a range of experiences before they transition to secondary school.

Early Years Foundation Stage
- Hunt for bugs
- Run around in the rain
- Look after chicks
- Visit a farm
- Dress up in a costume
- Catch a falling leaf
- Hold a scary beast
- Make a mud pie
- Build a den
- Go on a walk barefoot

Key Stage 1
- Grow a plant from a seed
- Visit a castle
- Play in the snow and build a snowman
- Care for a new born creature
- Take part in a talent show
- Make a home for an animal
- Celebrate a national festival
- Work with a poet or author
- Climb a tree
- Learn about different cultures
- Learn a new skill

Key Stage 2
- Visit an art gallery
- Act and sing in a school production
- Learn how to play an instrument
- Learn swimming skills
- Go to the theatre
- Raise money for charity
- Participate in a house team event
- Learn about my local area
- Learn how to keep safe
- Listen to different music
- Take part in a sports day
- Go on a residential trip
- Cook on a camp fire
- Go on a bike ride

Social Media and WhatsApp

We are dealing with a number of issues that have occurred online between pupils. We would like to remind parents of the following:

AGE LIMITS

- Children must be at least 13 years old to have a social media account.
- The minimum age to use WhatsApp is 16.

PARENTAL CONSENT

Children under these ages should not be using these platforms. Parental consent is not sufficient.

PARENTAL RESPONSIBILITY

It is the responsibility of parents to ensure that any children using social media and WhatsApp do so appropriately.

Lost Property

Please remember to label your child's clothing and coats. We do not want their lovely and expensive new clothes to get lost! If your child has lost any clothing, there is a lost property box by the school office.

Could someone you know be the teacher who inspires the next generation?
29th September 2025: DfE Find opens for applicants to search through teacher training courses.
6th October 2025: DfE Apply opens for applications for a September 2026 start.

Ankermoor are pleased to work in partnership with The John Taylor SCITT to offer local placements and valuable classroom experience to the teachers we need tomorrow, today! The John Taylor SCITT is an accredited provider of Initial Teacher Training that offers;

• Experience of leading over 400 teachers through to Qualified Teacher Status since 2015.

• 40 Placement schools across the East and West Midlands, in your local area.

• Primary (3-7), Primary (5-11) and Primary (5-11 with SEND Enhancement) routes

• Secondary (11-16) routes in; Art, Biology, Chemistry, D&T, English, French, German, Geography, History, Maths, PE, Physics and Religious Studies.

• All routes can be offered on a PGCE with QTS or QTS Only basis.

• All routes can be studied either on a one-year full time or two-year part time basis.

Discover more and sign up for an upcoming Train to Teach event at: https://jtscitt.co.uk/

Attendance for the year

Owls/Robins (Reception) –87.6%

Kingfishers (Year 1/2) - 93.2%

Kestrels (Year 3/4) – 94%

Sparrow Hawks (Year 5/6) – 97.6%

Value Champions

	19th September	26th September
Owls/Robins	Lily Evans-C	Destiny W
Kingfishers	Sofia L	Theo W
Kestrels	Rebecca M	Terence H
Sparrow Hawks	Frankie C	Mya S

House Points

The Lions	The Scorpions	The Sharks	The Crocodiles
302	293	275	274

Kestrels trip to Packington Farm

Kestrels visited Packington Farm, we had a fantastic time! We made bird's nests, went on a woodland trail and collected interesting items before lunch. After lunch, we learned about harvesting and growing crops, created some woodland art and visited the pigs and sheep.

Week 4 – 22nd September	**Tuesday 23rd September** – Parent Coffee Afternoon – Mental Health (Poppy Walters) - 2.20pm – 3.20pm **Thursday 25th Sep** - Year 3/4 trip to Packington Farm **Friday 26th Sep** – Achievement Assembly – 3pm
Week 5 – 29th September	Children to bring in food for Harvest Festival (all week) **Monday 29th September** - Sparrow Hawks (Y5/6) Parent lunch **Tuesday 30th September** – Parent Workshop – Let's talk about worry (Poppy Walters) - 2.20pm – 3.20pm **Friday 3rd Oct** – Owls/Robins (Reception) Forest Friday Achievement Assembly – 3pm
Week 6 – 6th October	Black History Month (October) **Monday 6th Oct** – Kestrels (Y3/4) Parent lunch **Thursday 9th Oct** - Harvest Festival Assembly - Kingfishers (Y1/2) – Parents invited – 2.50pm **Friday 10th Oct** – Kingfishers (Y1/2) Forest Friday Achievement Assembly – 3pm
Week 7 – 13th October	**Monday 13th Oct** – Kingfishers (Y1/2) Parent lunch **Monday 13th Oct** - Parents' Evening – 3.30pm – 5.30pm (please book at office) **Tuesday 14th Oct** - Parents' Evening - 3.30pm – 5.30pm (please book at office) **Thursday 16th Oct** -Kestrels (Y3/4) Forest Friday **Friday 17th Oct** – School photographs (individual/sibling) Achievement Assembly – 3pm
Week 8 – 20th October	**Monday 20th Oct** – Owls/Robins (Reception) Parent lunch **Tuesday 21st Oct** – Interhouse Sports Competition (During PE lessons – Parents invited) – Information to follow. **Thursday 23rd Oct** - Halloween Disco (R, Y1, Y2) – 3.25pm – 4.10pm (Y3, Y4, Y5, Y6) – 4.20pm – 5.05pm Non-school uniform day Halloween Menu Day **Friday 24th Oct** - Sparrow Hawks (Y5/6) Forest Friday Achievement Assembly – 3pm Break up for Half Term

What Parents & Educators Need to Know about GENERATIVE AI SAFETY

Generative AI tools – such as ChatGPT – are now commonly used by children. In fact, 3 in 4 pupils in the 2024 Annual Literacy Survey reported using generative AI, up from just 2 in 5 the previous year. While these tools can boost learning and creativity, they also raise concerns around misinformation, privacy and overuse. This guide explores the key risks and how to support safe use.

WHAT ARE THE RISKS?

MISINFORMATION AND ACCURACY

Generative AI can sometimes produce false or misleading content. Children – and even adults – may assume the information is accurate and trustworthy. This can affect learning and understanding of important topics. It's vital to teach children to critically assess all information, even when it comes from AI.

EXPOSURE TO INAPPROPRIATE CONTENT

Because generative AI is trained on vast datasets from across the internet, there is a chance it may occasionally generate harmful or inappropriate content. Without supervision, children could encounter disturbing or unsuitable material. Active monitoring and clear usage boundaries can help reduce this risk.

PRIVACY AND DATA SECURITY

Some AI tools ask for personal details or store users' interactions. If privacy settings are not correctly configured, children's personal data could be exposed or misused. Teaching good digital hygiene and setting strong privacy controls is essential for protecting children online.

REDUCED CRITICAL THINKING

Relying too heavily on AI-generated responses may reduce children's willingness to think independently. If they consistently use AI to solve problems or complete tasks, it could impact their ability to reason, analyse and form their own ideas. Encouraging thoughtful reflection is key.

DIGITAL DEPENDENCY

Regular use of generative AI can contribute to increased screen time and less real-world interaction. If left unmanaged, it may affect physical activity levels, sleep, and social development. Striking a healthy balance between online and offline activities is important for wellbeing.

UNCLEAR ETHICAL BOUNDARIES

Children may not fully understand the ethical implications of using AI to complete homework or creative tasks. This can lead to unintentional plagiarism or dishonest academic practices. Conversations around responsible use and academic honesty are crucial.

Advice for Parents & Educators

ESTABLISH CLEAR GUIDELINES

Set clear, age-appropriate rules for when and how generative AI can be used. Reinforce these regularly to help children develop a healthy, respectful and informed relationship with the technology.

PROMOTE ACTIVE SUPERVISION

Keep an eye on how the children in your care use AI tools. Check in regularly to ensure they're using them appropriately and be ready to step in if something doesn't feel right.

ENCOURAGE CRITICAL EVALUATION

Help children to question the accuracy of AI-generated information and seek out additional trusted sources. This builds essential digital literacy skills and supports better decision-making.

ENHANCE PRIVACY AWARENESS

Talk to children about the importance of keeping personal information private. Make sure privacy settings are in place and explain how data shared with AI tools could be used.

Meet Our Expert

Brendan O'Keeffe, Deputy Headmaster and Director of Digital Strategy at Eaton House Schools, has extensive expertise in digital safety, safeguarding, and generative AI in education. As an author and speaker on digital literacy and online safety for institutions such as The National College, Brendan guides parents and educators in creating safe digital learning environments.

#WakeUpWednesday

The National College

As part of our site security and safety, please can parents not park in the staff car park! If the gate is closed, under no circumstances should you open it! If there is a genuine reason that you will need to park on site, please contact the school office. Please also be aware of areas where you can not park outside of the school and please consider our neighbours when doing so. Thank you in advance

NO PARKING

Newsletter 2 – 26th September 2025