

8th May 2026

Dear Parents / Carers,

Despite being a slightly shorter week due to the Bank Holiday it has been another packed week in school. I have enjoyed spending time in each class this week talking to the children and sharing their learning. It is always such a huge privilege to hear them speaking with such enthusiasm about their work and learning.

Our Year 5 footballers had a great morning playing in the Ponteland football tournament. They thoroughly enjoyed themselves and played some hard fought games. Well done everyone!

I am sure that you will join with me in wishing our Year 6 children all the best as they begin their end of Key Stage 2 SATs next week. I know that they have been working so hard and are really keen to show how well they can do.

Next week is also International Mental Health week and the children will be learning about this through a special class assembly.

We have had a number of children absent this week from school with illnesses. I would be grateful if you could help reinforce good hygiene procedures with your child such as hand washing. For advice on whether your child is too ill for school please check out the NHS guidance by [clicking here](#).

While the weather has been improving it has still be very changeable and I would be grateful if you could make sure that your child has an appropriate coat for lunch / playtimes. Thank you for your help with this.

Please keep a lookout for information about our Music and Drama Summer Showcase on Thursday 9th July 2026. More details coming soon!

We are also looking ahead to our Summer Fair. If you have any donations for this event please could you leave them at the School Office. Thank you.

Well done to Nursery with the best attendance this week: an amazing 100%.

Well done to Year 6 for the best attendance for this year: 97.8%.

I hope that you enjoy reading this flyer and have a relaxing weekend.

Mr. A. Wheatley,

Headteacher.



Attendance Matters



ATTEND today...
ACHIEVE tomorrow...
ATTENDANCE matters.

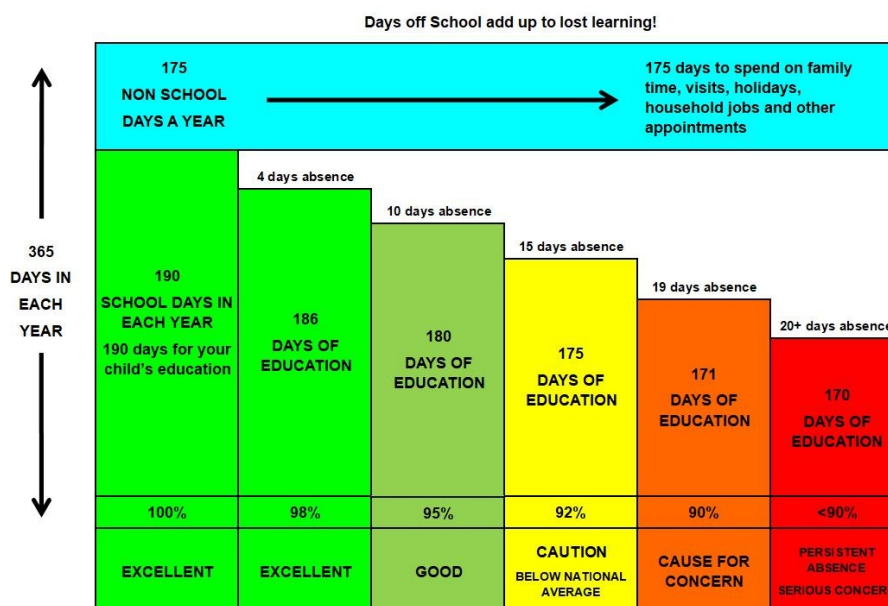


We continue to focus on attendance and punctuality so please remember that our School starts at 8.55am (9am for Nursery) and anyone arriving after this time will be marked as late.

Attendance for this week is summarised below:

Class	Attendance this week	Attendance this year	Class	Attendance this week	Attendance this year
Nursery (Hedgehogs)	100%	96.2%	Year 3 (Gibside)	92%	97%
Reception (Owls)	91.8%	95.9%	Year 4 (Lindisfarne)	98.4%	96.1%
Year 1 (Wallington)	99%	96.5%	Year 5 (Bamburgh)	93.5%	96.7%
Year 2 (Cragside)	96.8%	97.4%	Year 6 (Dunstanburgh)	98.7%	97.8%

Please see the graphic below which shows the significant impact of absence over time .



'Let all that you do be done with love'

1 Corinthians 16:14

As part of our 'Splish, Splash, Splosh' topic, the Hedgehogs have been learning all about water this week. They explored colour mixing to create different shades of blue and designed their own fish to make underwater scenes. The children have also enjoyed making lots of potions, using plenty of mixing, stirring and pouring along the way.



PIC·COLLAGE

More about Bees with Reception.

Reception have had a lovely week taste testing and comparing honey, using hammers in forest school to create art from leaves, writing about bees and painting flower pictures in bright colours to attract insects.



PIC•COLLAGE



Learning

Capital Cities in Year 1

This week in year 1 we have been learning all about capital cities. We talked about what a capital city is and what are the capital cities in the four nations of the United Kingdom. To do this we went to the world map along the corridor and we tried to guess where each capital city went. We then found each capital city on the map and wrote them into our books. Good job Year 1!



PIC•COLLAGE



Learning

Learning about Islam with Year 2

In RE, we have begun a new unit focused on Islam. To introduce the topic, we each drew a picture showing where we think people might find God. We made sure to draw a place rather than a person, as Muslims do not create images of Allah. They believe any picture would be inaccurate because Allah is too great to be represented in pictures. We then reflected on the statement “God is so important” and discussed someone or something that is important to us, explaining our reasons. Finally, we drew pictures inside a heart to represent who we feel is most important in our lives.



A Busy Week in Year 3.

This week we have continued our work on fractions in Maths. We have looked at equivalent fractions and how they can be represented on number lines and bar graphs. In Art, we planned our design for our tile that we will be making next week. We used patterns and colours inspired by tiles from the Ancient Egyptian, Ancient Sumerian and Indus Valley cultures.



Learning

Greek Myths with Year 4

Year 4 have worked their socks of this week to pull together their final drafts of Theseus and the Minotaur. These extended writes represent hours of meticulous work by the children who have learned the story, explored the vocabulary and characters and then written their own retellings. It has been a lovely week to reflect on just how much progress these children have made; the quality of work speaks for itself!



PIC·COLLAGE

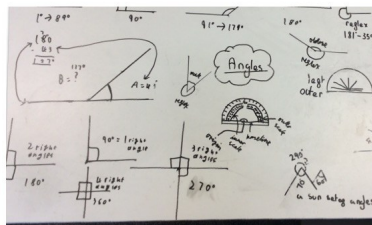
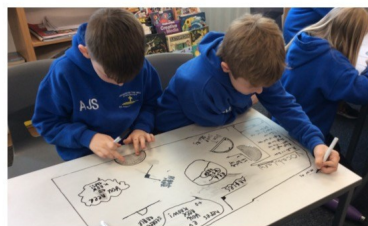
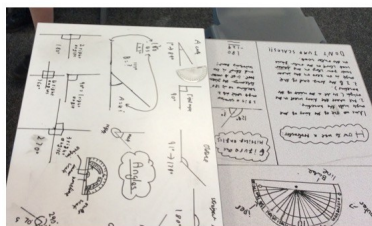
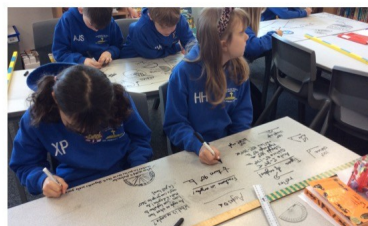
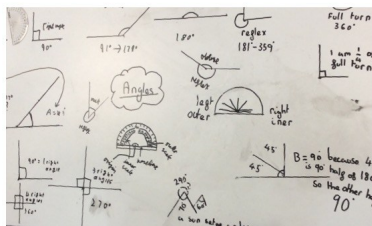
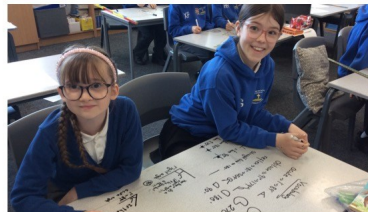
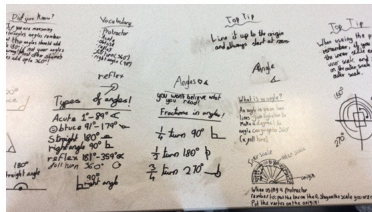


'Let all that you do be done with love'

1 Corinthians 16:14

A Geometry Workshop in Year 5!

This morning, our classroom transformed into a giant geometry workshop as we recapped everything we know about shapes. We grabbed our protractors to master the art of measuring angles, ensuring every degree was perfectly accounted for. To bring our learning to life, we turned our very own desks into colourful information posters by writing key facts directly onto the table tops! It was a fantastic way to visualise properties of polygons and types of angles while collaborating with our teammates. We are now officially shape experts and ready to tackle even tougher mathematical challenges!



Well Done Year 6!

The Year 6 children have approached their revision tasks this week with a great attitude. Over the last five days, we have recapped lots of the content covered right across Key Stage Two; I have been super impressed with the amount of information the children can remember! I know they will do a great job next week during their SATs, and that all of their hard work will pay off!



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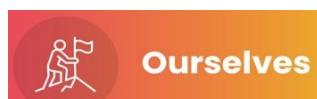
Learning

Year 5 Football Tournament

Well done to our Year 5 footballers who took part today in the Ponteland Football Tournament at Ponteland Community Primary School.

The children showed excellent team work and a great spirit in some hard fought games. The children were fantastic representatives for our school.

Thanks to Mrs. Walker for taking the children and to Mr. Green for leading and supporting this event.



Parental Workshops

The Pele Trust are looking to organise some parental workshops with ASK Psychology over the coming year. The first session will be taking place after half term and Heddon has been selected as a venue for this workshop, along with Ponteland Primary. All sessions are open to parents from any Pele Trust school. Subsequent sessions may take place at other schools.

ASK are keen to find out what kind of workshop you would find most useful.

The session will be delivered by one of ASK's Occupational Therapists and will cover one of these areas:

Toileting

Eating and Drinking

Sensory differences and sensory lifestyles

Sleep

Neuro-affirming play

Please could you complete the Google Form below to indicate which session would be of most interest to you.

The result of the survey will determine the session to be delivered

To complete the survey form please [click here](#).



ASK Psychology

Delivering high quality support to schools.

Others



Learning

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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#WakeUpWednesday

The National College

Dates for your Diary - Spring Term



w/c Monday 11th May 2026	Key Stage 2 SATS Week
w/c Monday 25th May 2026	HALF TERM HOLIDAYS
w/c Monday 1st June 2026	Made in the North East Week
Monday 1st June 2026	Reception visit to Red Hemmel Farm
Monday 1st June 2026	Year 5 visit to Woodhorn Museum
Tuesday 2nd June 2026	Year 6 visit to Sunderland Maritime Centre
Tuesday 2nd June 2026	Year 2 visit to the Discovery Museum
Wednesday 3rd June 2026	Year 1 visit to Newcastle Quayside
Wednesday 3rd June 2026	Year 3 visit to Prudhoe Castle
Thursday 4th June 2026	Nursery visit to Whitehouse Farm
Thursday 4th June 2026	Year 4 visit to the Stephenson Railway Museum
Friday 5th June 2026	Early Years Open Afternoon (for current parents) from 1.30pm-3.15pm
Wednesday 10th June 2026	School Photographs (Class photos)
Tuesday 16th June 2026	Year 6 Diocesan Leavers Service at St. Nicholas' Cathedral

Dates for your Diary - Summer Term



Wednesday 24th June 2026 - Sunday 28th June 2026	Year 6 Trip to France
Monday 29th June 2026	Sports Day
Thursday 2nd July 2026 and Friday 3rd July 2026	Year 6 Transition Days at Ponteland High School
Friday 3rd July 2026	School Summer Fair
Monday 6th July 2026	Year 6 Visit to St. James' Park
Thursday 9th July 2026	Music and Drama Summer Showcase at 4.30pm in School Hall
Friday 10th July 2026	Rocksteady Concert for Parents in School Hall at 10am
Monday 13th July 2026	Moving Up Morning
Monday 13th July 2026	Heddon's Got Talent Finals (Children only)
Thursday 16th July 2026	Year 6 Leavers Assembly at 2pm in School Hall
w/c Monday 20th July 2026	SUMMER HOLIDAYS