

STOKE HILL JUNIOR

SPRING TERM, ISSUE 36

March 2026

DATES

Parent Teacher
Interviews
3rd + 5th March

World Book Day
5th March

5G Assembly
6th March
8.55am

Y3 Production
10th March
5.00pm

Y3 Production
11th March
2.00pm

5J Assembly
13th March
8.55am

5B Assembly
20th March
8.55am

Red Nose Day
20th March

Y4 Magdalen
Farm
23rd-27th March

Last Day of Term
2nd April

Dear Parents and Carers

We've reached the half point in the school year and the children have been able to access so many wonderful opportunities. Usually the second half seems to fly by, so it's important to embrace the amazing things coming up. It's great to notice that we have lots of class assemblies coming up. These are always a lovely low key opportunity for the children to share their learning with you and the other children in their year group. Please check the date of your child's, we'll always give you a reminder but best to plan ahead.

Year 4 children will shortly be spending 2 nights on their residential at Magdalen Farm and it was great to share details of this via our webinar last week. Our Year 3 children will be visiting The Eden Project this year, to support their learning and Year 5 parents will shortly receive details of the Hea-tree House trip, which takes place at the end of September.

A reminder that we ring the bell at 8.30am each day to allow 10 minutes for children to arrive and come into school. Recently we have had children arriving as early as 8.10am and being left unattended. In order to allow staff to arrive we must keep the gates open, otherwise parking around school would be even more difficult and also children standing outside on the main road would be very worrying. Please only arrive a couple of minutes before the bell, nobody is late until 8.40am. You can contact TreeTops if you need your children to be looked after before school if this helps with getting to work.

Jamie Sullivan
Head of School



School Champions

The following children received school awards in reading, kindness, maths and sustainability during the last month:

Reading: Etienne (3W), Taylor (5B), Lilly (6P)

Kindness: Seb (6G), Josh (4DP), Emilia (5J)

Maths: Alis (6P), Thomas (4F), Elliot (3M)

Sustainability: Edward (3B), Samuel (4T), Ellen (3W)



Parent Teacher Interviews

As in previous years these important meetings take place during the same week across the Federation. At the Junior School parents are invited to book to see their child's teacher on Tuesday 3rd and Thursday 5th March.

You will receive the booking link at 6.00pm on Monday February 23rd (first day back after half term). If you have any problems booking a slot then please contact the school office, who will be able to help.

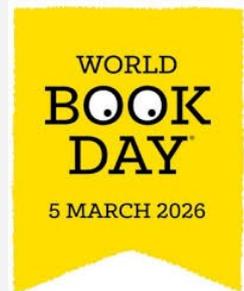
Teachers will be sharing with you a new style mid-year report as we move towards a new look report at the end of the year. As in previous years these will be emailed, but we thought you'd like to get a flavour of what it will look like with a mid year report on your child's attainment and effort.

Upcoming Days

World Book Day

It's not long until World Book Day. There are different activities the children will take part in during the day. If they would like to dress up and you are happy for them to do so, then this link may give you some ideas.

<https://www.madeformums.com/toddler-and-preschool/last-minute-easy-world-book-day-costumes/>



Year 5 Sleeping with Sharks

Early in February we took 77 year 5 children to Plymouth Aquarium to 'Sleep with Sharks' I know that they will be telling their parents more about it during their upcoming class assemblies, but I spoke with Helen and Brook who told me all about their experience.

'One of the best bits was learning all about gross facts. Do you know how lobsters communicate? They get really close to each other and one wees through their eyes and the other one drinks it! It's like a way of saying hello to each other. We also saw a shark that was 3 metres long and the most famous turtle, who is called Friday and we saw him on Friday.'



'He is 45 years old and is a rescue turtle. Since he is so old, he's not allowed to eat fish, but watches the sharks eat their food, then slaps them in the face and steals their fish. In the shark tank there was a replica WWII plane that the sharks swam in and out of. It was difficult to have much sleep with so many people but it was very exciting.'

Office News

Have you changed your phone number recently? Please check with us that we have the most up to date contact details, in case we need to contact you in an emergency.

If for some reason you are unable to attend Parent's Evening and have booked a slot, please speak to the office, so that they can cancel it and make it available for other parents.

Local Elections Polling Day - Thursday 7th May

All parents should have received an email last week, with details of local elections being held at Stoke Hill Junior School on May 7th. This is not something that we have had a choice about and have made it clear to the local council that it will present challenges for the school and parents. Year 3 children will be going on their school trip on this day, Year 4 and 5 will be at home and will be set work, whilst Year 6 children will be in school as normal. TreeTops will be closed on this day to all families, whilst Stoke Hill Nursery and Infants will be open and there is no impact.

Stoke Hill on Tour!



Here is just a selection of pictures from the Year 5 trip to Plymouth Aquarium early in February.



10 Top Tips for Parents and Educators

SUPPORTING SAFE USE OF AI

Artificial Intelligence (AI) is increasingly woven into young people's digital lives. It can offer some educational benefits and day-to-day assistance; however, it also raises concerns about misinformation, privacy, fairness, and safety. This guide provides parents and educators with practical strategies to support young people to navigate AI tools responsibly, and to use them safely and with discernment.

1 DEMYSTIFY WHAT AI REALLY IS

Children encounter AI in most online places, including games, streaming platforms, and school tools. Explain that AI uses patterns from past data to make decisions, but it doesn't think or feel like humans. Use age-appropriate examples, like how recommendations on YouTube or Netflix work, to build understanding and prevent false beliefs about AI being all-knowing or alive.

2 TALK ABOUT RISKS OF MISINFORMATION

AI can create convincing false information, including deepfake videos, photos, and fake 'facts'. Encourage children to think critically about what they see and read. Teach them to double-check information using reliable sources, to look at images and videos carefully, and to ask an adult if something doesn't seem right.

3 DISCUSS DATA AND PRIVACY

Explain that AI systems learn by analysing lots of data, sometimes including personal information. Help young people to be mindful of what they share online and why protecting personal data matters. Model good habits like reading app permissions together or reviewing what's collected by voice assistants like Alexa or Siri.

4 ENCOURAGE CREATIVE USE OF AI

Support children, when using AI tools, to explore ideas, make art, or build projects. This fosters confidence, imagination, and independent thinking. When children use AI creatively, rather than just passively consuming it, they are more likely to stay engaged and make thoughtful choices.

5 USE AGE-APPROPRIATE AI TOOLS

Not all AI platforms are suitable for children. Choose tools designed for education or creativity, with clear safety policies. Review terms of use and privacy settings, and help children use them in age-appropriate ways. For example, some chatbot tools mimic conversation but should only be used with guidance and boundaries in place.

6 USE AI TOGETHER

Exploring AI tools together can help adults understand how they work and spot potential issues. Try co-writing a story with an AI writing assistant or experimenting with an AI art tool. This encourages curiosity, helps you stay informed about the latest AI tools, and allows you to reinforce safe and respectful use while modelling critical thinking.

7 SET BOUNDARIES FOR AI USE

Establish when, where, and how AI tools can be used, just as you would with any digital technology. For example, you might agree not to use AI tools to complete school assignments without permission, or to avoid unsupervised use of voice assistants. Consistent boundaries help manage overuse and misuse.

8 WATCH FOR OVERRELIANCE

Some AI tools, like homework help apps, may be tempting shortcuts. Encourage children to use AI to support their thinking, not replace it. Celebrate effort and process over perfect answers. Reinforce that mistakes are part of learning and that relying too heavily on AI can limit real understanding.

9 TEACH DIGITAL ETHICS AND LITERACY

Help children explore how AI works, where it might be biased, and why ethical thinking matters. Building digital literacy alongside ethical awareness ensures children engage with AI critically, not just conveniently. Help young people to understand that not all people use AI for legitimate purposes; some use it for malicious reasons. Encourage questions about fairness, representation, and who benefits from certain tools; talk about algorithms, echo chambers, and the impact of automation on daily life.

10 STAY CURIOUS AND INVOLVED

AI is developing rapidly, and staying informed helps you support the young people in your care. Follow trusted sources for updates and keep the conversation going. If a child brings up a new AI trend or tool, take the opportunity to learn about it together. Showing interest builds trust and strengthens digital resilience.

Meet Our Expert

Home to the world's largest CPD library for educators, The National College has transformed the way education establishments go about developing their workforces and managing compliance. Our three memberships help all phases and types of setting raise standards, save time, reduce risk, and build a culture of improvement.

#WakeUpWednesday

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