

08/05/2026



# The 'Knypersley News'

Learning together, learning for life!



## A message from Miss Leese...

Dear Parents and Carers,

We hope you all had a lovely Bank Holiday weekend and enjoyed the sunshine that finally appeared. It has been a busy and inspiring week in school as the children learnt about Climate Protection and Sir David Attenborough in celebration of his 100th birthday. Across the week, they explored a stimulus text, discussed his impact on the world, and created thoughtful writing and artwork that will be displayed as a reminder of the day and its importance.

This afternoon, the whole school joined a live Picture News assembly alongside thousands of other schools. It was a wonderful opportunity for our children to feel part of something much bigger than Knypersley First School. A huge thank you to Mrs Booth for organising such a meaningful experience and sparking real passion in our pupils. They were respectful, enthusiastic and incredibly proud of their learning.

Next week, we will be marking Mental Health Awareness Week. On **Monday, children are invited to wear yellow** as a symbol of hope and positivity. Throughout the week, they will take time to slow down, reflect on their thoughts and feelings, and take part in activities planned by Mrs Sigley. We look forward to sharing moments from the week with you on Facebook. You can read more about Mental Health Awareness Week if you'd like to explore the theme at home.

A reminder to Reception parents and carers that on **Friday 15th May**, you are warmly invited to join your child for their final Forest School session of the year.

Please also see the Spotlight page for our EYFS survey feedback, with KS1 and KS2 responses to follow next week. Information about our **Summer Disco on 21st May** is also available there.

Have a wonderful weekend!

Miss Leese and Team Knypersley x

### Important dates

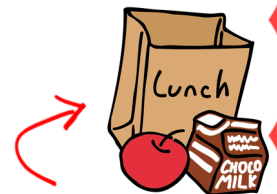
- 11.5.26** Mental Health Week whole school non-uniform Yellow theme
- 15.5.26** Reception Forest School Parent Engagement Busy Bees—9.30am Caterpillars—1.30pm
- 21.5.26** PTFA summer disco Reception 2.15-3.15 KS1 3.15-4.15 KS2 4.15-5.15
- 25.5.26-29.5.26** May Half Term
- 1.6.26** INSET day
- 2.6.26** Pupil return

Class	Attendance
Nursery	92.31%
Creative Caterpillars	97%
Busy Bees	84.5%
Class 2	94.27%
Class 3	98.56%
Class 4	89.58%
Class 5	99.15%
Class 6	94.64%
Class 7	99.54%
Class 8	98.71%
Class 9	99.17%



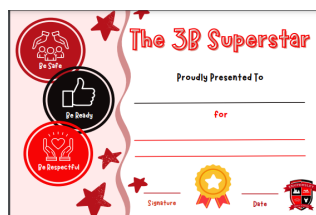
This Week's winner is: **Class 7**

**Our whole school attendance target is 96.5%**  
This week, our school attendance was: **95.2%**



Please follow the following link <https://www.knypersley.staffs.sch.uk/lunch-menu/> to find our school lunch menu.  
On our return we will be following **week 3** of the new **Feb-July** menu.

# Rewards and Celebrations



**Creative Caterpillars—  
Maisie**

**Busy Bees— Lexi**

**Class 2— Max**

**Class 3— Lola**

**Class 4— Charlie-Anne**

**Class 5— Aria**

**Class 6— Elizabeth**

**Class 7— Cleo**

**Class 8— Nova**

**Class 9— Oscar**

**Nursery— Noah**

**Creative Caterpillars— Ember**

**Busy Bees— Tommy-James**

**Class 2— Blessing**

**Class 3— Cody**

**Class 4— Isabelle**

**Class 5— Jaxon**

**Class 6— Harlan**

**Class 7— Jacob**

**Class 8— Rio**

**Class 9— Toby**

**Nursery— Zelda**

**Creative Caterpillars— Dexi**

**Busy Bees— Sophie**

**Class 2— Rory**

**Class 3— Asher**

**Class 4— Faye**

**Class 5— Bobby S**

**Class 6— Alfie**

**Class 7— Rowan**

**Class 8— Ben**

**Class 9— Lucas**



**Swimmer of the week**

**Cc: Myles**

**Bb: Myla**

**2:- Bank hol no swim**

**3: bank hol no swim**

**4: Faye**

**5: Alex**

**6: Poppy**

**7: Ava**

**8: Liam**

**9: Leila**

**Achievements Outside of School...**

**Celebration assembly  
took place in  
classrooms.**

**House Points**





## Knypersley in the Spotlight...



### Staffordshire Connects

Staffordshire Connects is a valuable resource that we use frequently in school for direction to agencies that can support both professionals but also families too!

This week I would like to direct you to the ['Place to Go, Things to Do'](#) section of the webpage.

This page will direct you to advice and support around places to go, days out and things to do, either with the family or for children to do.

If you would like support accessing any of the offered support within the page please contact a [DSL listed on our school webpage](#).

### Makaton Sign of the Week

We are working to become a communication friendly school. Some of the children that attend our school use Makaton as a way of communicating. To aid whole school communication we will be teaching the whole school a sign a week in partnership with

Makaton.org.

Please see the below link to join in with our learning to aid communication across our school/ community.

[Baby](#)



### Arbor Support

Please could we also ask that you check the information that we have on Arbor is correct and up to date; phone numbers, three emergency contacts, address, medical information, permissions etc.

Thank you



### Reminders for Class Drop-Ins Sessions

A reminder that staff are available each week for drop in sessions, either in person or over the phone. This is a chance to catch up on your child's progress, share important information, or have a more in depth conversation beyond parents' evenings and school reports. If you feel a drop in would be helpful, please speak to your child's class teacher to arrange a suitable time.

Please see below for the drop-in days for each class, where staff are available weekly for in person or phone conversations.

- **Nursery** Wednesday
- **Reception** Thursday
- **Year 1** Wednesday
- **Year 2** Wednesday
- **Year 3** Monday
- **Year 4** Thursday
- **SENDco Drop-in** Wednesday

We ask that you communicate with your class teacher to reserve a slot on their drop-in sessions.

Thank you.

A huge thank you to those who completed our recent EYFS survey. Over this week and next we will share key stage responses and school actions.

# EYFS Survey Responses

Survey Area	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Overall Picture
Well-informed before starting	10	9	3	0	0	Very strong – majority felt well-prepared
Child settled happily	15	5	0	1	0	Extremely positive settling picture
Positive relationships with staff	18	3	0	0	0	A major strength across EYFS
Staff know my child well	14	6	1	0	0	Strong confidence in staff knowledge
Child feels safe & cared for	15	5	1	0	0	Very strong sense of safety
Parents feel comfortable approaching staff	15	5	1	0	0	High trust in staff
Helpful information via Evidence Me/Reports	11	7	2	1	0	Mostly positive, some desire for more communication
Child making good progress	16	4	1	0	0	Very strong progress picture
Child enjoys learning	18	3	0	0	0	Exceptionally high enjoyment and engagement

**Comment Below...**

**"The nursery staff are so nurturing and welcoming."  
"She has made some really close friendships and enjoys coming every day."**

**"Her reading and writing has come on so well."  
"His reading ability is absolutely incredible."**

**"He has become more outgoing with his friends and staff." "Brought her out of her shell."**

**"I love the progress reports on Evidence Me with photographs."**

**"She talks really positively about the staff and seems that they genuinely care for her and when she is off school will say she misses the teachers"**

**"He talks fondly of his teachers and lunchtime assistants. Making relationships with other familiar adults is a huge success for him."**

**"My child could be shy around other children in social situations but I feel their speech and confidence have grown - thank you ladies!"**

# Early Years Survey Feedback and School Responses

Thank you for your responses and engagement in the recent EYFS Spring survey. Over this week (EYFS) and next week (KS1 and KS2), we will be sharing all feedback along with our school responses so that you are fully informed about the actions taken and the information you requested.

## Parent Responses and Development Suggestions

## School Responses

### More acknowledgement in reading diaries / tricky word checks

*We appreciate this feedback and have reviewed home school links books. Teacher currently write every 6 weeks a detailed review of your child's progress and next steps. In Reception children are sent home with weekly phonics focus sheets. The sheets sent home detail the sounds and words focused on that week so that you can continue to support to embed new knowledge at home.*

### More regular communication about weekly learning objectives

We publish our medium term plans on the school website. These outline the core texts, weekly learning objectives and key vocabulary your child will be taught, and can be used to track learning week by week. You can find them at: <https://knypersley.staffs.sch.uk/curriculum/> under the relevant year group.

Early Years

Within the Early Years our selected curriculum is Development Matters. Please see the below progression document to gain a clear insight into our teaching and learning sequence plan developed in order to ensure all pupils are taught in a way in which learning is built upon to deepen, scaffold and revisit knowledge and skills right from the earliest years.

Development Matters Progression Document



### Parents' Evening felt rushed

We acknowledge that parents' evenings can feel short. In response to feedback a few years ago, we introduced weekly class teacher drop ins so that families have regular opportunities to check in, discuss progress in more depth and have a more private conversation whenever needed. Please see the Spotlight page for details of your child's class teacher's drop-in time.

### Support with toileting routines at home

Toileting routines at home are best supported through the School Nursing Team, who are able to offer personalised guidance and strategies for families. There is currently a school nurse drop in held fortnightly at our local Family Hub. Please see the Staffordshire Moorlands Family Hub for key dates. We also share these dates regularly on our school Facebook page so families can access support when needed.

### Support with explaining routines to children who need more processing time

If you feel your child needs extra support with routines at home, please speak to your child's class teacher. Throughout the year we have offered visual timetables, weekly overviews and day to day check ins before home time to help children prepare for the school day. We are always happy to work with you to provide additional strategies if needed.

### More advanced reading options for children who need challenge

Reading fluency can be strengthened at home by using the key words at the front of your child's book within simple games or everyday activities. This could be spotting words in shops, around the local community, or through word hunts at home. Embedding these words in real-life contexts helps children build confidence, recall and fluency.

*Based on your feedback we will build into our 2026-2027 Home Link Books ideas to challenge and embed reading at home.*

### Clarification around opportunities for children protected from social media (e.g. productions)

We plan with all family preferences in mind. Children still take part in activities, but those who cannot appear online are hidden in the final image so they can be included safely. For productions, we check recording preferences in advance and seat children accordingly so they can participate while remaining protected.

*We will look for a way to explain this process more frequently throughout the school year.*



Knypersley in the Spotlight...

We will be taking part in **'No Pens Day'** on 20th March. Alongside the intent outlined below, our school focus will be to launch our consistent pre verbal visual supports, PECS and Makaton.

We hope that having an agreed set of pre verbal supports in school will ensure that children can communicate not only with adults, but with one another too.

# NO PEN DAY

## 20TH MAY 2026



**TO RAISE AWARENESS FOR  
ORACY AND OTHER  
COMMUNICATION-FRIENDLY  
APPROACHES**



Knypersley in the Spotlight...

YOU ARE INVITED TO

# SUMMER DISCO

21.5.2026

**NURSERY: WITHIN THE  
SCHOOL DAY**

**RECEPTION: 2:15PM-3:15PM**

**KS1: 3:15PM-4:15PM**

**KS2: 4:15PM - 5:15PM**

*Included:  
Disco  
Hotdog/ drink  
Sweets  
Glow Stick  
Non-uniform Day*

*Entry £4  
Please send in  
your child's  
entry fee in a  
named  
envelope.*

Please enter the disco via the main office, Collection will be through your child's normal dismissal door





# 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 Lawri 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 28 – How Supporting Your Neurodivergent Learner Can Improve Teaching and Learning for the Whole Class'.



## **CFLP School Term and Holiday Dates 2026/2027**

### **Autumn Term 2026**

**INSET DAYS 1** : Tuesday 1st September 2026 (Staff only)

**Pupils:** Wednesday 2nd September - Friday 23rd October

**October Half Term Holiday:** Monday 26th October - Friday 30<sup>th</sup> October

**INSET DAY 2** Monday 2nd November (Staff only)

**Staff and Pupils:** Tuesday 3rd November - Friday 18th December

**Christmas Holiday:** Monday 21st December - Friday 1st January 2027

### **Spring Term 2027**

**Staff and Pupils:** Monday 4th January 2027 - Friday 12th February

**February Half Term:** Monday 15th February - Friday 19th February

**INSET DAY 3** Monday 22nd February (Staff only)

**Pupils:** Tuesday 23rd February - Thursday 25<sup>th</sup> March

**Easter Holiday:** Monday 29th March - Friday 9th April

### **Summer Term 2027**

**Staff and Pupils:** Monday 12th April - Friday 28th May

**May Bank Holiday - School Closed:** Monday 3rd May

**Half term:** Monday 31st May - Friday 4<sup>th</sup> June

**INSET DAY 4:** Monday 7th June (Staff only)

**Pupils:** Tuesday 8th June - Tuesday 20th July

**INSET DAY 5-** Wednesday 21<sup>st</sup> July (Staff only)

**Summer Holiday for pupils:** Wednesday 21<sup>st</sup> July -Wednesday 1st September 2027

# Our Summer Bookshelf!



## Nursery



## Reception



## Year 1



## Year 2



## Year 3



## Year 4