



"Together in God's grace, may we give our children the roots to grow and the wings to fly"

Loughborough CofE Primary School, William Street, LE11 3BY
 Tel: 01509 263430
 Email: office@lceps.risemat.co.uk
 Website: <https://www.loughborough-primary.co.uk/>



Weekly Attendance

EYFS	100 %
Year 1	98.7 %
Year 2	100 %
Year 3	98.9 %
Year 4	98.5 %
Year 5	89.5 %
Year 6	91.3 %

Year to date Attendance

EYFS	98.9 %
Year 1	95.4 %
Year 2	96.3 %
Year 3	95.9 %
Year 4	94.7 %
Year 5	94.7 %
Year 6	92.1 %

Newsletter

8th May 2026

It has been another lovely week in school, with pupils continuing to show enthusiasm, kindness and a real commitment to their learning. Thank you, as always, for your ongoing support.

A reminder that next week our Year 6 pupils will be taking their SATs. The tests will take place in the school hall each morning. To help everything run smoothly and to ensure a calm environment for the children, we kindly ask all families to arrive on time and keep noise and distraction in the main reception area to a minimum.

To our Year 6 pupils and families: while we very much hope the children all do well, it is important not to feel stressed or anxious over the weekend. These tests are designed to measure attainment in English and Maths, but they do not capture everything that makes our pupils so special.

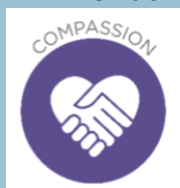
Within our fantastic Year 6 cohort, we have talented musicians, curious scientists, gifted artists, and accomplished sportspeople. These strengths and achievements are just as important and equally worthy of celebration, even though they are not measured in the tests.

We are incredibly proud of each and every one of our pupils and all that they bring to our school community.

Mrs Ferey

Values Award

Well done to the pupils receiving our Values Award this week



EYFS: James

Year 1: Ivreet

Year 3: Emma

Year 5: Sohei

Year 2: Omar

Year 4: Zain

Year 6: David

Summer 2026

11/05—14/05	Y6	SATs Week
20/05	All	Class Photos
21/05	All	School Disco
22/05	All	School Closes for Half Term break
01/06	All	School Opens
23/06	EYFS/Y1/Y2	Sports Day pm
24/06	Y3/Y4/Y5/Y6	Sports Day pm
26/06	EYFS	EYFS Class Assembly 2.45pm
02/07 & 03/07	Y6	Transition Days (most schools)
07/07	All	Y6 Leavers Service @ Emmanuel Church
09/07	All	School Closes for Summer
24/08	All	School Opens Autumn Term 2026



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FORGIVENESS



RESPECT



PERSEVERANCE



PEACE



COMPASSION



JUSTICE



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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Our value this half term is...



'When Jesus saw the crowd, his heart was filled with compassion, because they were like sheep without a shepherd.' Mark 6:34

Compassion is

- * Noticing when someone is sad, hurt, or struggling
- * Caring about how others feel
- * Offering help, kindness, and support
- * Listening and showing you're truly interested in others

PARENT GOVERNOR VACANCY

Make a Difference at Our School for the next academic year. You can make a difference!

ABOUT THE ROLE



The Local Governing Committee helps ensure every child receives the best possible education.



Parent Governors are elected by parents. The role carries a four-year term of office.



You will help shape the direction of the school.

EXPRESS YOUR INTEREST

Contact Linda Stainsby (Rise Governance Officer) for an informal conversation to express your interest: lstainsby@risemat.co.uk or contact school

THANK YOU!