



Parents and Carers,

Our first few weeks back at school have flown by, here at Bingham Primary School. The children have settled into their new classes and are now used to the routines in school. I have been extremely impressed with all the children's behaviour and their attitude to their learning. They are a credit to you!

For parents and carers that are new to school, the newsletter is available to read every two weeks and will have key information and show you what your children have been learning. Please remember we communicate with you via MCAS and Class Dojo so make sure you are signed up to these so that you don't miss anything.

As always if you need so speak to me, I am on the school gate at the beginning and end of the day. You can message me on dojo and by email.

Have a lovely weekend all!

Mrs Pask- 18.09.26

1.

SAFEGUARDING TEAM



Mr B is our deputy headteacher and safeguarding lead. He has set up a school team for the pupils and they lead an assembly for the whole school this week.

ATTENDANCE

A letter will be sent out next week regarding attendance. Please can you ensure your child is in school by 8.55am at the latest. Assembly will start promptly at 9am. We are working closely with the local authority this year. We have ensured that the two weeks off school for October half term remain, so that holidays might be less expensive for families. We will have to follow the process set by the local authority and fine for those who are taking pupils out for holidays during term time.

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KESTREL CLASS (EYFS)



Mrs Adiamah and the EYFS team have loved their time in EYFS so far. The children have worked incredibly hard and settled in so well. They have been focusing in Maths on number formation.

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MERLIN CLASS(YEAR 1)



Year 1 have been writing sentences that were so good, I thought they were written by the Year 2 children. Their inspiration is from one of my favourite books- Peace at Last

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SPARROW HAWK CLASS (YEAR 2)

Miss Allenby has been blown away by the art produced in her class. This young lady brought her work to me and was incredibly proud of her efforts.

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TAWNY OWN CLASS (YEAR 3)



Everytime I have popped into Year 3 they have been busy learning and had smiles on their faces. They have looked at emotions and feelings in PSHE.

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PEREGRINE FALCON CLASS (YEAR 4)

Year 4 have been enjoying their PSHE unit which is about grow, go and glow foods.



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BUZZARD CLASS (YEAR 5&6)

Year 5 and 6 have been busy learning about what makes a mixture in Science this week as well as learning about databases in Computing.



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DIARY DATES FOR AUTUMN 1

Dates for your Diaries Autumn Term 1

Macmillan Coffee Afternoon- After school in the Hall- Friday 25th September

This is a cause close to lots of our hearts! You will see posters up around school. Please stop by the Hall after collection to enjoy cake and coffee/tea/juice to donate for a great cause!

Harvest Festival Assembly for Year 5& 6- Whole class and parents invited to watch – Wednesday 14th October 2.50pm

Throughout the year, we will do one class assembly that parents are invited to watch. We are starting with Year 5 & 6. The theme will be Harvest.

Halloween Disco- Wednesday 14th October

This is hugely popular. Pay £2 per child to get a ticket. This is only for pupils who attend our school. Tickets will be available via MCAS from 28th September. Children will be provided with a drink. Please think carefully about whether your child will like the noise of a disco before purchasing a ticket.

End of term

The last day of term is Friday 16th October. Pupils return on Monday 2nd November.

Allergy and Asthma

Please ensure that if your child has an inhaler it is in school. If it is out of date, please request a new one asap. Teachers should be reaching out to you to complete your child's health care plan if they have an allergy or asthma.

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.



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.



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.



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

Bréndan 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, Bréndan guides parents and educators in creating safe digital learning environments.



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