



SUMMER TERM 2025/2026

Friday 3rd July

Attendance

This week school attendance is **91.23%**. Please remember that all holidays will be unauthorised.

			
	Attendance	Lateness	Class Dojo
Nursery	78.95%	0	
Reception	83.13%	4	4.3
Year 1	94.07%	2	6.8
Year 2	93.85%	0	4.2
Year 3	92%	4	7.4
Year 4	85.66%	8	8.4
Year 5	96.84%	3	7.6
Year 6	93.14%	6	7.1

Well done to Y1 and Y4 who earned the bonus break this week 😊

St Martin's Stars

Well done to all our certificate winners this week!

			
	Shining Star	Purple Tie	Our Values
Nursery	Harlow T		Arlo L
Reception	WHOLE CLASS	Bobby T	Isla S
Year 1	Harry S	Daisy A	Riley J
			Kohnan B
Year 2	WHOLE CLASS	Connor M	.
Year 3	Ruby-Rae C	Teddy S	Anthony A

Clubs

There are no more clubs until September EXCEPT for the Y6 performance on Wednesday.

Message from Mrs Ming

This week we celebrated a very successful sports day which managed to stay dry and wasn't too hot!

We are coming into the final full two weeks so let's have a big push on attendance. I have promised the children that if we have one day where every single child is in we will have BIG reward. **Let's make it happen!** On Monday we are aware of the England Match but we would rather the children came in tired than not at all. Y4 and 5 have a space tech workshop, some children are going to watch battle of the bands in OBA and we have a performance of 'Saving Shakey' to round off our work on Shakespeare, so there are lots of fun things that the children don't want to miss.

Don't forget about the upcoming **own clothes day** on **Friday 10th July** for the rainbow hampers

Please see below for more details

Don't forget to send in any photos etc for the 50th Anniversary celebrations. We will return any physical photos, or you can email them in to admin@st-martins.halton.sch.uk
Have a lovely weekend.

Parent Notice Board

Friday 10th July

Y1 Assembly 9 am

Y5 Brass concert for parents 10am

Wednesday 15th July

PGL trip **Y6**

Friday 17th July

EYFS and **KS1** trip to Bewilderwood

Year 6 events

A reminder of the **year 6** event dates

Monday 13th July - Y6 production afternoon 2pm

Tuesday 14th July - Y6 production evening 5.30pm

Monday 20th July - Leavers assembly 2.30pm

Wednesday 22nd July - Leavers Mass 10am

School Lottery

CONGRATULATIONS to last week's winner

27/06/2026 Mrs H who won £8



You can buy [tickets here](#)

This month you can win a £1000 get-a-way and recently 2 schools have won the £25k Jackpot so it does happen!

Thank you to all who have bought tickets so far – school has raised £225.20 through ticket sales already.

The **more tickets bought the bigger the prize** so please share and you could win £200 for referring a friend.

Catholic Life and Reflection

The Wednesday Word is a resource for parents to use when discussing the [weekly Gospel](#) with their families.

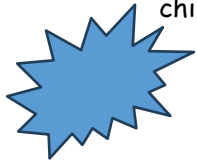
On Sunday the children who made their First Holy Communion are processing in Our Lady's Church at 11am Mass. Everyone is invited.

Summer Fayre

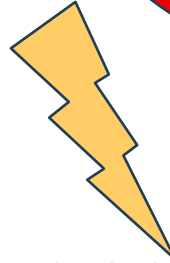
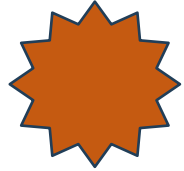
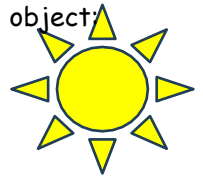
Just a reminder that if you would like to 'buy' a stall please let the office know.

Any donations for small unwanted soft toys/teddys would be welcome for the 'free the animals' stall.

We will once again be raffling off 'rainbow hampers' during the summer fayre. On **Friday 10th July** we will be allowing children to wear their **own clothes** in return for a donation of a specific-coloured object.



Pre-School - Red
Reception - Orange
Y1 - Yellow
Y2 - Green
Y3 - Blue
Y4 - Silver
Y5 - Gold
Y6 - Purple



For example, red objects could be a box of celebrations, a tube of ready salted pringles, a pack of Madri lager, a red soft toy

Orange could be tangfastic Haribo's, reeses' pieces, hairbands, fox teddy, Elvive dream lengths shampoo etc. This year the hampers will contain a selection of each colour 😊

Staff for Next year

On Tuesday 7th July the children will be meeting their new class teacher

Nursery - Miss Briggs

Reception - Mrs Monks and Miss Carter

Year 1 - Mrs Williams and Mrs Wilson

Year 2 - Miss Harrison

Year 3 - Mr Soctt

Year 4 - Mrs Parker

Year 5 - Miss Hayes

Year 6 - Mrs Moseley

Mrs Hayes will be supporting year 6 and delivering interventions

Mr P is remaining with us and will be covering Year 2 on Mondays and PPA cover

Free School Meals and preschool funding

Please see the separate message that has been sent out regarding the changes to free school meal entitlement. If you are in receipt of universal credit, you will now qualify!

Also if you are planning on using the preschool before December, please log in and get our code now so it can be funded.

Safety Advice

This guide gives practical tips to help neurodivergent children enjoy the [online world safely](#), from early guidance to understanding AI and building healthy digital habits.

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".



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