

6th February 2026



CLAYBROOKE
PRIMARY SCHOOL

Together we flourish | Est 1814

www.claybrooke.leics.sch.uk

Claybrooke Primary School
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Head of School: Mr P. Rock

Message from Mr Rock

This week at Claybrooke each class took part in National Storytelling week, part of the National Year of Reading 2026.

Willow Class spent time exploring Rhyme, rhythm and wriggles singalong and storytime with poet Simon Mole and musician Gecko as well as building stories through sound with Annemarie Anang. In KS2 our classes were exploring storytelling through rap with Alim Kamara.

Our Year 6 pupils have begun their latest round of assessments this week as part of their preparation for their upcoming SATs in May. This is a fantastic opportunity for them to show us how much they have learned. Best of luck everyone.

Next week is the last week of this half term! Alongside their normal curriculum learning the children will be spending time reflecting Internet Safety as Wednesday is Internet Safety Day. Next week is also Children's National Health Week and as part of that the children will be doing a range of activities in school. Please take a look at the official website if you would like some ideas to support your children at home.

<https://www.childrensmentalhealthweek.org.uk/families/>

Be safe,
Be ready,
Be respectful.



Our Sports Ambassadors completed part 2 of their training this week. They shared ideas with other schools, worked on how to motivate children for Move it March and came up with some ideas for sports themed days coming in the summer term! Well done to both children who work hard and dedicate their own time throughout the year to this role.



Thank you for your continued support.

I hope you have a lovely weekend.

Mr Rock



**Congratulations to our
certificate winners this week.**

Excellent Work:

Chester, Hope & Isla

Values:

Peyton, Sophia & Lillie



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Accredited School
ROUTE TO RESILIENCE





Go above and beyond!

Upcoming dates

5th - 10th February: Book Fair

w/c 9th February: Children's Mental Health Week

Wednesday 10th February: Internet Safety Day

Half term w/c 16th February

Wednesday 25th February. Class photos

Monday 2nd March: Reading Festival starts

Thursday 5th March. World Book Day

w/c 9th March: Spring parent consultation meeting

Monday 23rd March: Forest School begins for Willow Class

Congratulations to Sophia for her awards outside of school.



Team points this week:

Red: 60

Green: 55

Blue: 53

Yellow: 37



WHOLE SCHOOL ATTENDANCE w/e 06.02.26

Oak: 80.47%

Maple: 85.26%

Willow: 86.16%

School 84.14%

MOMENTS MATTER. ATTENDANCE COUNTS.

SCHOLASTIC TRAVELLING BOOKS

COME TO OUR BOOK FAIR

and earn
FREE BOOKS
for our school!

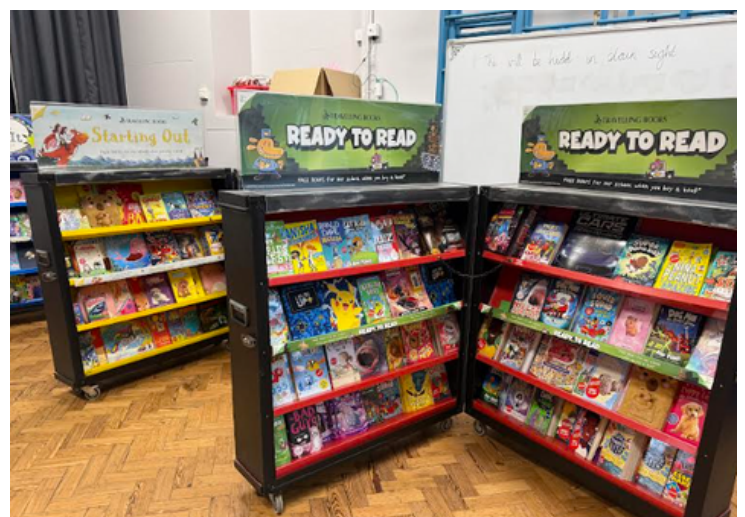
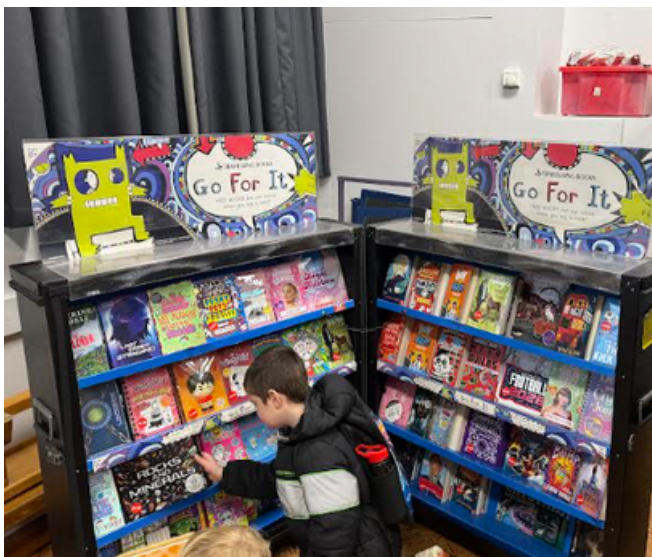
**GO
ALL
IN.**

National
Year of
Reading
2026

Claybrooke Primary School

Thursday 5th – Tuesday 10th February

Book Fair open after school each day. 3:20 – 3:50 approx.



Willow Class Newsletter

It has been a super busy term in Willow class.

As part of the Art Festival last week we studied the book 'Luna loves Art' and created collages using different materials. The focus has been on the word illumination. We have also investigated colours including primary and secondary colours as well as experimented with printing using different objects (fruits and potato printing!).

Our EYFS children have been learning about materials through sharing and retelling the traditional tale 'the three little pigs' this week. The children have had a great time drawing story maps and rebuilding different houses using the construction. We have used puppets to help us be story tellers!

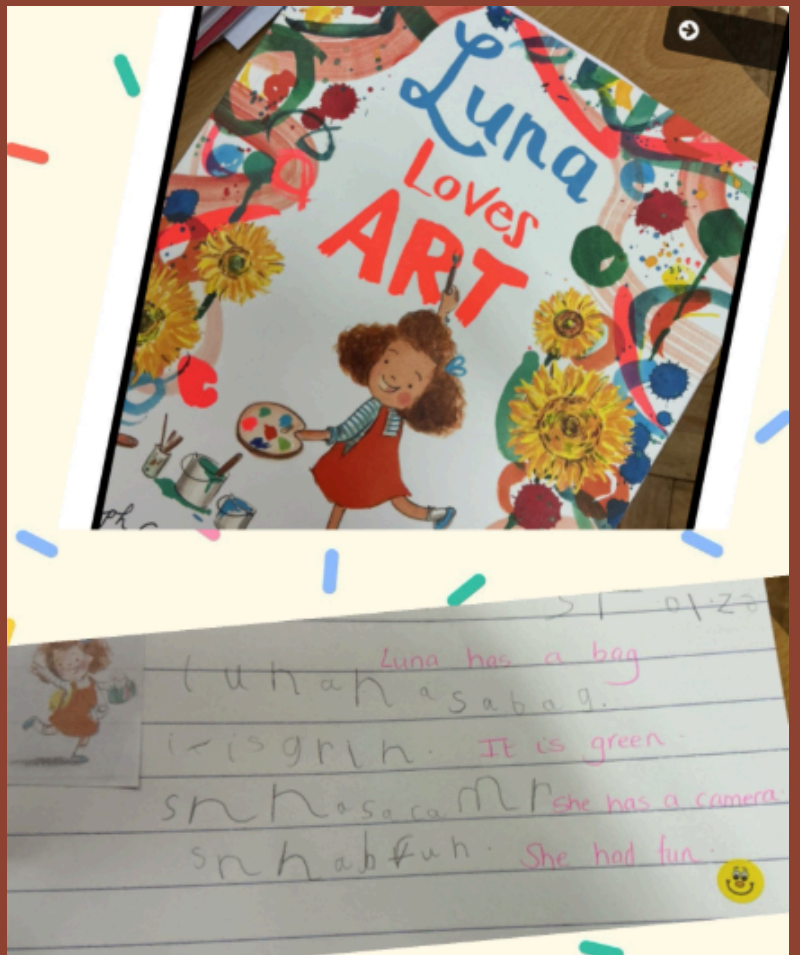
Our focus in maths for our Year 1s and 2s has been addition and subtraction whilst our EYFS children are delving deeper into numbers 1-10. They have also been using language such as more or fewer to compare two groups.

Our focus in writing for Year 1s and 2s have been non chronological reports, where the information from our history topic 'The Great Fire of London' has been used. Children worked really hard with their subheadings and writing factually. We loved sharing them in the style of a news reporter.

PSHE has been discussing keeping ourselves safe through understanding that medicines can sometimes make people feel better when they're ill but we should only be taken if guardians say it is safe for us. We have also learnt how to keep their bodies healthy and safe outdoors and indoors. We have also started to explore online safety.

In computing our focus on programming beebots has been fun for all, where children have been experimenting with algorithms using bee bot mats. Our Geography topic has been all about comparing London to Nairobi - which has been insightful for all. Children have been fascinated by different cultures.

We look forward to celebrating Chinese New Year next week. We are going to be sharing the text 'Shu lin's Grandpa' as a class.



A group of diverse young people, including a girl with glasses and a boy with glasses, are looking intently at a comic book. The background is dark with blue and purple lighting, suggesting an indoor setting like a library or a reading room. The overall mood is focused and engaged.

If you're into it, read into it.

Discover more at goallin.org.uk

**GO
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National
Year of
Reading
2026

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

The National College