

17/10/25

As we reach the end of a busy and rewarding first term, I want to take a moment to celebrate the incredible achievements of our pupils. One of the standout moments was our Project Based Learning (PBL) Showcase, where children proudly presented the amazing work they've been doing over the past few weeks. It was truly inspiring to see how confidently they recalled their learning journeys, demonstrating not only their knowledge but also their creativity, collaboration, and problem-solving skills. The showcase was a testament to the dedication and enthusiasm of both pupils and staff, and it was wonderful to see families engaging with the brilliant outcomes.

As we prepare to break up for half-term on **Wednesday 22nd October**, I'd like to thank everyone—students, staff, and families—for their hard work and support throughout Term 1. We hope you all enjoy a restful and well-deserved break. School will reopen for Term 2 on **Tuesday 4th November**, and we look forward to welcoming everyone back refreshed and ready for another exciting term of learning.

Warm regards,

Mr Byrne, Acting Headteacher

As we wrap up Term 1, I want to take a moment to celebrate the incredible efforts of our whole school community. Our pupils have shown tremendous commitment to their learning, with excellent attendance, impressive progress across subjects, and countless personal achievements that reflect their resilience, curiosity, and kindness. It's been a joy to see them grow in confidence and take pride in their work.

A heartfelt thank you goes out to all our parents, carers, and guardians for your continued support. Your encouragement at home, involvement in school life, and partnership with us make a real difference. Together, we've built a strong foundation for a successful year ahead, and we're excited to see what Term 2 will bring!

We're excited to share that we are expanding our school outreach provision to offer additional support to families. Whether you need help with letter or form writing, guidance around behaviour and attendance, or simply someone to talk to about challenges at home or school, we're here to help. Our aim is to work in partnership with families to ensure every child has the best possible chance to thrive. If any parent, carer or guardian would like more information or support, please don't hesitate to contact Mr Marsh at **tom.marsh@northstar-academy.co.uk**.

Thank you,

Mr Marsh, Assistant Headteacher



Our Mission

We Navigate Success Together with Ambition and Relevance

Mr Lawrence's Engagement Page

This week has seen some excellent interventions taking place across the school.

During social games, the engagement team focused on developing turn-taking skills and enhancing affective communication. In one group, pupils participated in a new game unfamiliar to most, and it was wonderful to see the child who already knew the rules confidently take the lead in explaining them to others. Another group enjoyed a lively game of giant Snakes and Ladders, concentrating on the importance of patience and waiting for their turn.

Throughout the school, we have been impressed by how respectfully the children are moving through the corridors and showing consideration for the learning taking place in other classrooms. It has been fantastic to see so many pupils engaging positively in lessons and earning top points this week.

As a reward for their positive behaviour, a group of children enjoyed a special trip to Almondsbury Garden Centre, where they were treated to hot chocolate and cake, along with an exciting skeleton treasure hunt!



What have we done this week?



Falcons class have been learning about writing instructions. We managed to make some cheesecake. We did this by following a recipe. We were very happy with what we managed to make.



Eagles Class Update This week, Eagles have soared through history as we explored Anglo-Saxon Britain!

Our budding historians finalised their creative, vibrant shields showcasing why Alfred the Great truly earned his title. In English, we swapped pens for spoons and whipped up delicious cheesecakes—tasty treats and terrific writing combined! Meanwhile, in maths, we've been mastering place value and confidently ordering numbers all the way up to 10,000. What a fantastic week of learning and creativity!



In forest school this week, Sparrow class got into the Halloween spirit. They worked together to carve their pumpkin and named it 'Sparrow'.



This week Owls class have spent time with Mrs. Thomas in the Forest School area and have carved a beautiful pumpkin. Other highlights of the week include making clay pots and 8th Century scrolls in Project Based Learning and travelling to Blaise Castle for a positive behaviour rewards trip - Owls loved playing on the adventure equipment and playing tag with other classes. A big thank you to Mrs. Knight who has developed the Sensory Room into a welcoming environ-



Project Based Learning



The Gold Book



This week's winner of the Gold Book is Robin's Class for showing incredible pride in their Maths work. All of you were able to explain and teach Mr Marsh how you displayed your data about Smarties. Well Done!

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Primary

Boys

- ◇ Black tailored trousers
- ◇ White school or plain polo shirt (with collar)
- ◇ Navy school jumper with logo
- ◇ Black, plain, sensible shoes
- ◇ Hijab – Navy Blue or Black



Girls

- ◇ Black school skirt
- ◇ Sensible black tights to be worn with school skirt
- ◇ Black tailored trousers
- ◇ White school or plain polo shirt (with collar)
- ◇ Navy jumper
- ◇ Black, plain, sensible shoes (open-toed or backless sandals are not appropriate)
- ◇ For safety reasons, high heels are not acceptable

Free school Meals/Pupil premium: Your child could be entitled to receive free school meals as well as pupil premium funding for the school. Please read this important letter for more information about how to claim. You can apply to see if you are eligible for Free School Meals here: [Apply for free school meals - GOV.UK](#)

If you are not entitled to free school meals a hot meal can be purchased for £2.90. Payments can be made over the phone or by sending in cash or cheque, payable to North Star Academy Trust and via Arbor app. Payments for meals are needed in advance.

Our new supplier Aspens will be taking over the catering in our school In term 2. We will keep you updated with any menu changes in due course.

A message from the office;

In the event your child is ill please contact the school office on **01173772175**. Choosing option 2 to report the absence.

If you need to update any information we hold for your child such as contact numbers or address changes you are now able to do this via the Arbor app. If you have yet to log in please visit <https://login.arbor.sc> and click **Forgot your password?** to finish setting up your account.

Year 6 Parents – Secondary School Applications

If your child was born between 1 Sept 2014 and 31 Aug 2015, they are due to start Year 7 in Sept 2026. Applications open from 12 Sept 2025 and must be submitted by 31 Oct 2025.

☐ Apply via your local council:

☐ Bristol: bristol.gov.uk/school-admissions

☐ North Somerset: n-somerset.gov.uk/school-admissions

☐ South Glos: southglos.gov.uk/school-admission [Apply for...ty Council] [School adm...y - GOV.UK]

Late applications may miss out on preferred schools. Apply early!

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What Parents & Educators Need to Know about MEMES

WHAT ARE THE RISKS?

Memes may look like simple jokes, but, for many teenagers, they form a shared cultural language. Quickly created and reworked, they spread across social media platforms as images with text or short videos. Nearly eight in ten teenagers share memes (79%, YPulse), making them part of daily life. While memes encourage creativity and participation, they can also spread misinformation or reinforce harmful stereotypes.

SPREADING MISINFORMATION

While memes help to communicate complex topics, they can also spread misinformation. Memes may sometimes include content presenting false facts or biased viewpoints, especially around health, politics, or current events and, as they're designed to be shared quickly, young people may not question their accuracy.

EXPOSURE TO INAPPROPRIATE CONTENT

Memes are widely circulated, and not always age-appropriate, meaning young people may encounter explicit language, sexual content, or graphic imagery, even without searching for it. As memes spread fast on platforms like Instagram, TikTok, or WhatsApp, it's nearly impossible to filter them completely.

MASKED MESSAGES

Some memes are designed to be confusing or layered with hidden meanings, making them hard for parents, and sometimes, other young people to understand. Online groups often create these memes to look like inside jokes, but they can sometimes conceal offensive, harmful, or misleading content.

HIDDEN HARMS & LOSING SENSITIVITY

When serious topics like violence, racism, or mental health are turned into jokes, children and young people may become less sensitive to these issues over time. While a funny meme may seem light-hearted, it can carry messages that belittle certain groups, encourage risky behaviour, or mock personal struggles. Repeated exposure through memes can make harmful behaviour seem normal or less important. Over time, this can blur their understanding of what is funny versus what is discriminatory, harmful, or damaging to themselves and others.

PERMANENT DIGITAL FOOTPRINT

Unlike spoken jokes, memes leave a trail. Created or shared memes can resurface later and be misunderstood, even if intended as harmless. Once online, memes may be copied, saved, or spread beyond a young person's control - digital actions can follow them into their future, shaping how they are perceived by peers, teachers, or even employers long after the original meme has been shared.

Advice for Parents & Educators

ENCOURAGE OPEN CONVERSATIONS

Talk regularly with young people and try to understand their online world - discuss what they find funny about the memes, and why. By listening without judgement, you build trust, making it easier for them to come to you if they see something harmful. Open conversations also help children and teens think critically about the messages behind memes rather than simply accepting them at face value.

MODEL HEALTHY BOUNDARIES

Show children and teens positive online behaviours, such as taking breaks from screens, avoiding late-night scrolling, and engaging in offline activities. Setting clear routines around screen time at home can help to reinforce healthy boundaries and reduce the risks of overuse. By modelling balanced technology use, adults can help children and young people see that digital entertainment, including memes, should be just one part of life.

TEACH DIGITAL LITERACY

Help children and young people learn to question where information comes from and whether it's reliable - developing media literacy skills prepares young people to understand and navigate through their future online lives. Show them how memes can sometimes exaggerate or misrepresent facts for laughs, and encourage them to check credible sources when memes claim to present truth.

FOSTER EMPATHY ONLINE

Remind children and young people that memes should never come at someone else's expense. Encourage them to think about how a meme might make another person feel before sharing or creating it. Highlight examples of positive memes that celebrate creativity without hurting others. Fostering empathy, respect, and kindness in digital spaces will help them become more aware of promoting a safer, more supportive online culture.

Meet Our Expert

Dr Cristina Moreno-Almeida is a Senior Lecturer in Digital Culture at Queen Mary University of London. She specialises in memes, online networks, and youth culture, examining how digital spaces shape identity and everyday life.



See full reference list on our website



The National College