



MBA Newsletter

Hello everyone,

It has been wonderful to see both our new and returning pupils settling into their routines so well this term. Across the school, pupils have been adapting positively to their new classes and staff teams.

In the Discover Pathway, pupils have settled quickly into school life, building positive routines and working hard on developing their communication skills through a range of engaging activities.

For the first time, our Sixth Form has two separate classes, and the year has got off to a fantastic start. Students have been taking part in travel training activities, either independently accessing the school site or developing their independence skills in the local community. We have also introduced shopping and cooking sessions, where students purchase ingredients before returning to school to prepare lunch together. This week, students harvested an impressive crop of potatoes from our allotment, which will be used in upcoming cooking sessions. A true example of "field to fork" learning in action at MBA!

In Buzzards Class, pupils have begun their BTEC qualification by exploring enterprise projects. They have also been thoroughly enjoying their science topic on body awareness, learning about the skeletal and muscular systems through practical and engaging activities.

We are also excited to be launching our new Student Leadership Group this year. Class teachers will be speaking with pupils who are interested in becoming their class representative, with elections taking place on 5 October. If your son or daughter would like to get involved, please let their class teacher know.

Finally, it was fantastic to see so many pupils taking part in Jeans for Genes Day today. Thank you for your support in helping us raise money for this important cause. We look forward to sharing more of our pupils' achievements and experiences throughout the term.

Mark Case, Assistant Principal



Wrens - Discover

Teacher's Note

It has been wonderful to welcome children back to school. They have returned happy, settled and ready to get back into their routines. It has also been lovely to welcome our new students into the class. They have all done amazingly well, and we are looking forward to watching them grow, develop and achieve.

Classroom Highlights

We are really looking forward to an exciting term ahead and seeing all of the children continue to develop, learn and shine like the superheroes they are!

What We're Learning

Literacy: Our focus is on the story 'There's a Superhero in Your Book'. This is being delivered as a sensory story, using a range of multisensory approaches to support the children's engagement, communication and understanding.

The children have really enjoyed taking part in creating the character Scribbler, and they particularly enjoy watching the superhero fly through the air!

Maths: We will be developing our understanding of numbers, counting, and the concepts of big and small.

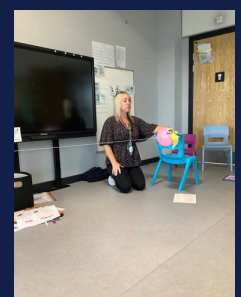
We have particularly enjoyed singing '10 Superheroes Wanting to Fly', with the superhero going Whoosh into the sky! The children loved watching the superhero fly and were excited to see what happened next.

Food Technology: We made superhero fruits! The children had the opportunity to use a knife to safely cut the fruit, as well as peeling oranges and bananas. These practical activities supported the development of fine motor skills, hand-eye coordination and independence.

Reminders

Swimming: Mondays and Wednesdays. This will be a gradual build-up, allowing us to observe each child's individual abilities, confidence and comfort in the pool.

Please send in your child's swimming kit, including swimming pull-ups if required.



Quails - Discover



Teacher's Note

Quails have been working hard this week developing number skills and practising recognising and engaging with sounds and words. It was lovely to see the children joining in, showing curiosity and enthusiasm, and enjoying the superhero theme.

Classroom Highlights

Well done to all the Quails learners who are settling well into their classroom.

What We're Learning

Phonics: We focused on the J sound - recognising the letter J, saying the sound and identifying words that begin with J. We also practised listening for the J sound and joined in with fun activities to help us remember the sound.

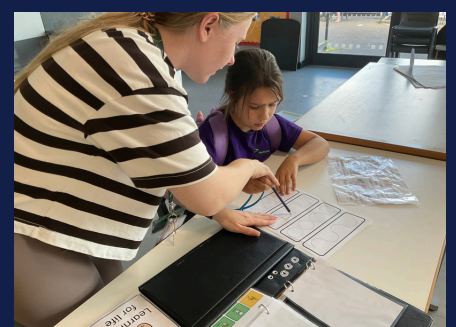
English: We explored 'There's a Superhero in Your Book' by Tom Fletcher and enjoyed listening to the story and taking part in a sensory story using different sounds, textures, movements and props. We developed our understanding of the story by identifying the 'who' using colourful semantics. We practised simple sentences, answering questions and communicating our ideas about the superhero. We had lots of fun joining in with the story and exploring the different sensory experiences.

Science: We explored forces and enjoyed practical and sensory activities, including pushing and pulling toys, boxes and wheeled objects, rolling balls, and playing tug of war and 'Row Your Boat'. Pupils were encouraged to predict what might happen and develop their communication skills by using words, signs and communication boards such as push, pull, stop, strong, more and finished.

Reminders

Swimming:
Tuesdays and
Fridays; please
send learners
swimming kits.

Please send a
change of clothing
for your child.





Parrots - Discover

Teacher's Note

This term our topic is about Superheroes. We are so proud of how the children settled into their routine, show good engagement and welcomed our new children into class.

Classroom Highlights

Parrots explored different apparatus like superheroe! Well done Parrots!

What We're Learning

Maths: We are focusing on counting skills, showing our understanding about the value of numbers through practical ways such as matching the number of objects or holding the correct number of fingers up to match the numeral.

Literacy: We focused on role-playing the story 'There's a superhero in your book'. We enjoyed opening the umbrella to save 'The Scribbler' from being wiped out by superhero who threw water over the umbrella. We made the characters from playdough and used communication boards to describe them using key words. We drew things in the book that the Scribbler drew tracing the black outline of the picture and we explored making a sentence using Colourful Semantics to match a picture.

We are busy learning our new routines and following our timetable. Music is fun. We are learning to say hello to our friends and new friends in class whilst exploring loud and quiet, fast and slow or feeling the vibrations of the drum to the song.

Reminders

Please send swimming and PE kits in on your child's day (Tuesday or Thursday). Please check the email sent from your child's class teacher. Please include swimming nappies. Kings Hedges swimming trip is on Fridays.

**Thanks for
your
continued
support!
The Parrots
Team**



Parent Information

Dates for your diary

Monday 28th
September: Flu
vaccinations
(MBA/Link)

Monday 12th October:
Flu vaccinations
(MBA/Link)

Tuesday 20th October:
Halloween Disco (MBA
only, during school)

Reminders

If your child is unwell,
please contact the school
office by 8.30am by:

Phone: 01223 340800
pressing option 1 and
leaving a voicemail

Email:
[office@martinbacon.acade
my](mailto:office@martinbacon.academy)

We will update teachers
and the kitchen. If we do
not hear from you, your
child's absence will be
unauthorised.

FOMBA

Friends of Martin Bacon Academy Community WhatsApp Group

Scan this QR code using the WhatsApp camera to
join this community



[https://chat.whatsapp.com/
FqcQsvfiwcO0geDZ8bAARJ?mode=wwt](https://chat.whatsapp.com/FqcQsvfiwcO0geDZ8bAARJ?mode=wwt)

Upcoming Events

The Link Open Evening:
Thursday 24th September,
4pm

The Link Year 7 & 9
School Photos:
Wednesday 23rd
September

Makaton of the week

Please check out our
Makaton page on our
website
[https://www.martinbacon.
academy/category/makaton
-of-the-week/](https://www.martinbacon.academy/category/makaton-of-the-week/)





Parent information

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. For further guides, hints and tips, please visit nationalcollege.com.

What Parents & Educators Need to Know about WHAT'S REAL ONLINE

WHAT ARE THE RISKS?

Children are growing up in a digital world where seeing and hearing no longer mean they can always believe. One major emerging concern is what UNESCO describes as 'synthetic media': AI-generated audio, images or video, including deepfakes, that can convincingly imitate a person's voice or likeness. As these tools become easier to access, children may encounter manipulated content, cloned voices, and fabricated messages that appear or sound real. Parents and educators therefore need to help them question what they experience online, which can often feel harder when we're experiencing it for the first time, too.

AI-GENERATED CONTENT

Artificial intelligence can now create realistic images, audio, video, and text in a very short time. Online, children may encounter fabricated news clips, AI 'influencers', fake screenshots, or entirely invented events without ever realising they are fake. The real challenge is that this content often looks polished and convincing. Parents and educators need to help children understand that professional-looking content is not automatically reliable and that all digital material should be questioned before it is trusted or shared.

DEEPAKES LOOK CONVINCING

'Deepfakes' use AI to alter or create images and videos that appear to show a real person doing or saying something that never happened. They are sometimes used to spread false information, embarrass someone, or target people through bullying and image-based abuse. Even when others know the content is fake, the emotional and reputational impact can still be significant – and, in some cases, potentially life threatening. Deepfakes therefore need to be treated as both a digital literacy and safeguarding concern.

FALSE INFORMATION SPREADS

Misinformation is false or misleading information shared without necessarily intending harm, while disinformation is deliberately created to deceive others. Both types can spread quickly through social media, messaging apps, and video platforms. Their popularity, repetition, and confident presentation can make these false claims feel true. Children may also be more likely to trust content shared by friends, influencers, or familiar accounts, making source-checking and verification essential parts of developing their digital literacy.

VOICES CAN BE CLONED

AI tools can copy someone's voice using only a short audio sample. A child may receive a call or voice note that appears to come from a parent, friend, teacher, or trusted adult, but the audio is not genuine. These messages can be used to create panic, request money, obtain information, or pressure a child into secrecy. Hearing a familiar voice is no longer enough to confirm someone's identity, especially when a message is urgent or unusual.

ACCOUNTS MAY BE FAKE

Not every online profile represents the person it claims to be. Fake accounts may impersonate another pupil, a teacher, a family member, or someone connected to the school. They can be used for acts such as bullying, scams, grooming, or manipulation. A convincing photograph, username, or message history does not prove that an account is genuine. Children should be cautious when someone asks for their or someone else's personal information, images, passwords, money, or access to private conversations.

ALGORITHMS INFLUENCE REALITY

Many online platforms, such as social media, are shaped by algorithms that recommend content based on what users view, like, search for, and share. This means children do not see a neutral or balanced version of the world. They may repeatedly encounter similar opinions, misleading claims, or increasingly extreme content. Over time, this repetition can make an opinion feel more common or credible than it really is, because the child may never see this opinion opposed or countered.

Advice for Parents & Educators

PAUSE, CHECK, COMPARE

Teach children not to accept content as true simply because it looks professional, sounds confident, or has been widely shared. Encourage them to pause, identify the original source, check the date, and compare the claim with another reliable source. Ask questions such as: Who created this? What evidence is provided? Could anything have been altered? What is the real motive? Regular, age-appropriate practice helps children develop the critical thinking needed to navigate their online worlds.

VERIFY ANOTHER WAY

A familiar face, voice, or account is no longer enough to confirm someone's identity. If a message is unusual, urgent, or asks for secrecy, money, personal information, or immediate action, children should verify it through a separate route. They should be encouraged to call the person directly using a known number, speak to them face to face, or check with another trusted adult. Families can also agree a private 'code' phrase to help them authenticate genuine emergency messages from each other. This should be something random, non-personal, and known only to the family.

KEEP TALKING OPENLY

Create regular, non-judgemental conversations about what children see, hear, and experience online. Make sure you use parental controls where appropriate and understand each platform's age restrictions. Asking children about new platforms, influencers, unusual messages, or content they are unsure about can help open up valuable conversations. Avoid immediately blaming the child or removing their device, as this may discourage them from disclosing their concerns in the future.

SAVE, REPORT, SUPPORT

When fake content, impersonation, or manipulation targets a child, take it seriously, even if the material is fabricated. Save relevant messages, usernames, links, and screenshots without sharing the content any further. Report it through the platform, follow safeguarding procedures, and escalate concerns involving threats, grooming, sexual content, coercion, or extortion. Remind children that creating or sharing this content, even as a so-called 'joke', can have serious consequences for them and others, and may be difficult to remove once shared online.

Meet Our Expert

Philippa Wraithmell is an educator, author and digital transformation specialist with expertise in digital safeguarding, online safety, AI in education and whole-school digital strategy. She is the Founder and CEO of EdRupture and works with schools, organisations and policymakers to help create safer, more ethical and more effective digital learning environments for children and young people.



#WakeUpWednesday

The National College

See full reference list on our website



@wake_up_weds



/www.thenationalcollege



@wake.up.wednesday



@wake.up.weds

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 18.08.2025



Northstowe
Martin Bacon Academy



Parent information





Northstowe
Martin Bacon Academy



Parent Information

SPRING SUMMER MENU 2026						caterlink feeding the imagination	MENU KEY:
		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
WEEK ONE	Option One	Macaroni Cheese	Phat Pasty Pork Sausage Roll with Potato Wedges	Roast Chicken, Stuffing, Roast Potatoes & Gravy	Spaghetti Bolognese	Fishfingers or Salmon Fishfingers with Chips & Tomato Sauce	Whole grain Plant based Added plant protein Chef's special
	Option Two	Chickpea Curry with Rice	Mild Mexican Chili with Rice	Roasted Quorn, Roast Potatoes & Gravy	Smokey Bean Burger with Wedges & Tomato Sauce	Cheese & Bean Pasty with Chips & Tomato Sauce	
	Sides	Vegetables of the Day	Vegetables of the Day	Vegetables of the Day	Vegetables of the Day	Vegetables of the Day	
	Dessert	NEW Banana Mousse	Orange Dazzle Cake	Fruit Platter	Apple Flapjack	Strawberry Jelly with Mandarins	
WEEK TWO	Option One	Cheese & Tomato Piza with Summer Mixed Salad	Beef Chili with Rice & Sweetcorn & Cucumber Salsa	Roasted Pork or Chicken Sausage, Roast Potatoes & Gravy	Greek Chicken Pita with Herby Rice, Tzatziki & Salad	Battered Fish with Chips & Tomato Sauce	Whole grain Plant based Added plant protein Chef's special
	Option Two	Lentil & Sweet Potato Curry with Rice	Spaghetti & Meatballs in a Tomato Sauce	Veg Wellington, Roast Potatoes & Gravy	Greek Spinach & Cheese Whirl with Herby Rice, Tzatziki & Salad	NEW Cheesy Broccoli Frittata with Chips	
	Sides	Vegetables of the Day	Vegetables of the Day	Vegetables of the Day	Vegetables of the Day	Vegetables of the Day	
	Dessert	Iced Vanilla Sponge	Peaches & Ice Cream	Freshly Chopped Fruit Salad	Jam & Coconut Sponge with Custard	Oaty Cookie	
WEEK THREE	Option One	Tomato Pasta	Beef Burger with Potato Wedges & Rainbow Slaw	Roast of the Day, Mashed Potatoes & Gravy	Chef Shipa's Chicken Korma with Rice	Fishfingers with Chips & Tomato Sauce	Whole grain Plant based Added plant protein Chef's special
	Option Two	NEW Chinese Vegetable Noodles	Mexican Bean Roll with New Potatoes & Rainbow Slaw	Vegetable Loaf with Stuffing, Mashed Potatoes & Gravy	All Day Vegetarian Breakfast	Cowboy Sausage and Bean Hotpot	
	Sides	Vegetables of the Day	Vegetables of the Day	Vegetables of the Day	Vegetables of the Day	Vegetables of the Day	
	Dessert	Pineapple Upside Down Cake	Cheese & Crockers	Fruit Medley	Strawberry and Apple Crumble with Custard	Vanilla Shortbread	
AVAILABLE DAILY:		Jacket Potatoes with a choice of fillings, Salad Bar, Freshly Baked Bread, Fresh Fruit, Yoghurt					

If you would like to know about particular allergens in foods, please ask a member of the catering team for information. If your child has a school lunch and has a food allergy or intolerance you will be asked to complete a form to ensure we have the necessary information to cater for your child. We use a large variety of ingredients in the preparation of our meals and due to the nature of our kitchens it is not possible to completely remove the risk of allergen cross contact.

Lunch options are put through daily by the teachers. If you have preferences on what your child should eat for lunch, please send it in an email to the office and we will pass on to the kitchen for you.

If your child has any food intolerances or allergies, please complete the following form:

<https://rosmith.plumsail.io/75952965-23e0-4386-996e-24acfff97359?layout=beb774d6-bfc9-40c5-82cf-c394eb9e89f1>



Term Dates 2026-2027

Autumn Term

Training Day – 1st September 2026

Training Day – 2nd September 2026

First day of term: Thursday 3rd September 2026

Training day (Disaggregated) Friday 23rd October 2026

Half term: Monday 26th October – 30th October 2026

Training Day – Monday 2nd November 2026

Training Day (Disaggregated) Friday 27th November 2026

Last day of term: Friday 18th December 2026 (close at 1pm)

Spring Term

Training day – Monday 4th January 2027

First day of term: Tuesday 5th January 2027

Half term: Monday 15th February 2027 – Friday 19th February 2027

Last day of term: Friday 26th March 2027 (close at 1pm)

Summer Term

First day of term: Monday 12th April 2027

May Day Bank Holiday: Monday 3rd May 2027

Half term: Monday 31st May – 4th June 2027

Training Day Friday 9th July 2027

Last day of term: Wednesday 21st July 2027 (close at 1pm)