18th September 2026

Trumpington Park Primary School

Newsletter

Dear Parents and Carers,

It has been another exciting and productive week across the school, with children immersing themselves in a range of enriching activities both inside and outside the classroom.

We are delighted that our wide range of extra-curricular clubs are now underway. From sports and creative arts to music and academic enrichment, we are so grateful to the teachers and volunteers who give their time to make these opportunities possible.

It has been a pleasure to listen to the musical talents of Year 5 this week, who have been exploring the fascinating world of blues music. The children have learned about the origins and characteristics of this influential musical genre and have been developing their singing skills through a range of blues-inspired songs. They thoroughly enjoyed experimenting with rhythm, expression and performance techniques, producing some fantastic musical performances along the way.

Year 6 have been undertaking thoughtful discussions as part of their World Views studies, examining the impact of religion during World War I. The children explored how faith provided comfort, hope and guidance to many people affected by the war, including soldiers and their families. They considered different perspectives and reflected maturely on the role that religion can play during challenging times.

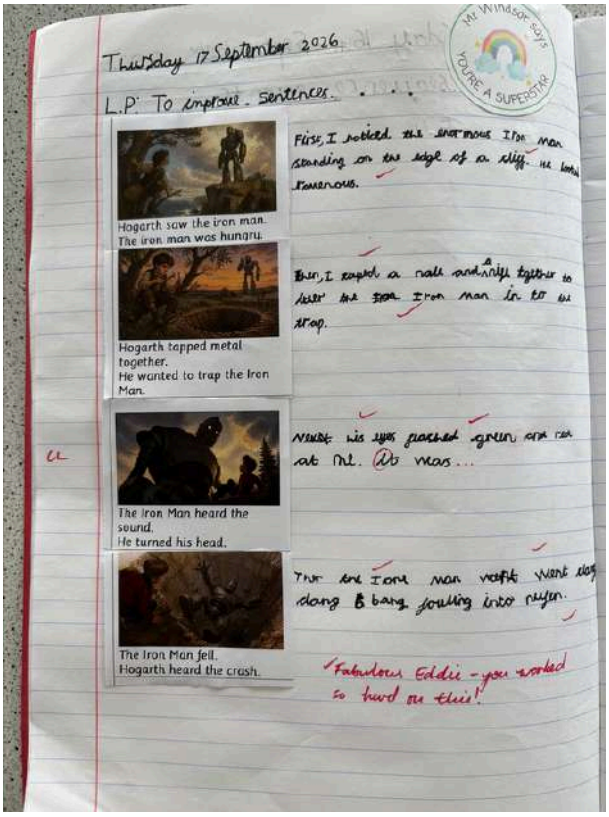
Collective reflection this week related to 'helping others'. Ask your child how they may have helped someone at school or at home this week and how helping others makes us feel.

Thank you for your continued support,

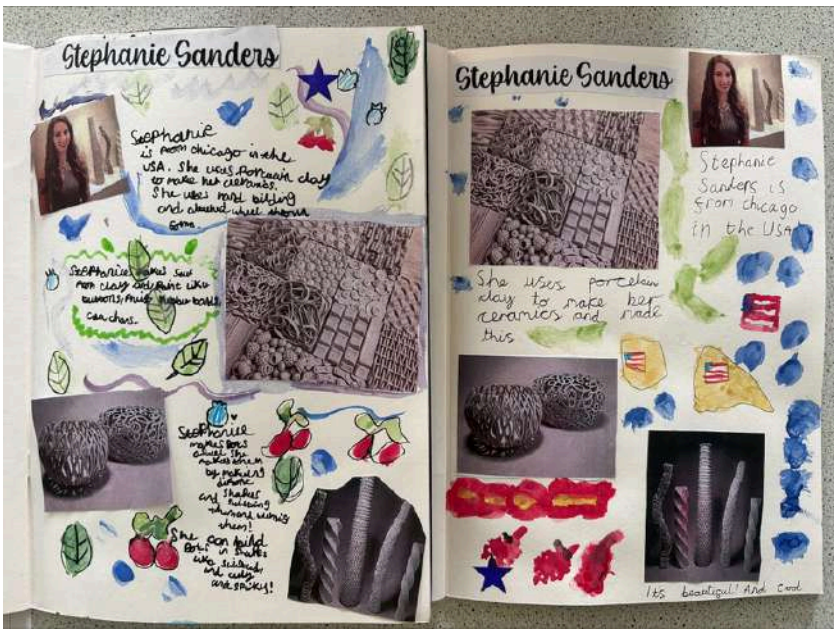
Mrs Shute Mrs Crisford Miss Lett

Proud and Positive

Year 3 have been getting to grips with writing in pen, and Mr. Windsor is delighted with Eddie's progress so far!

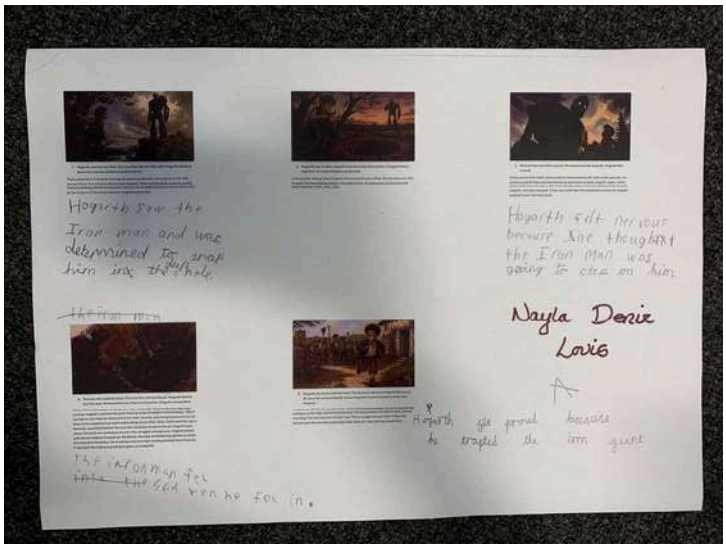


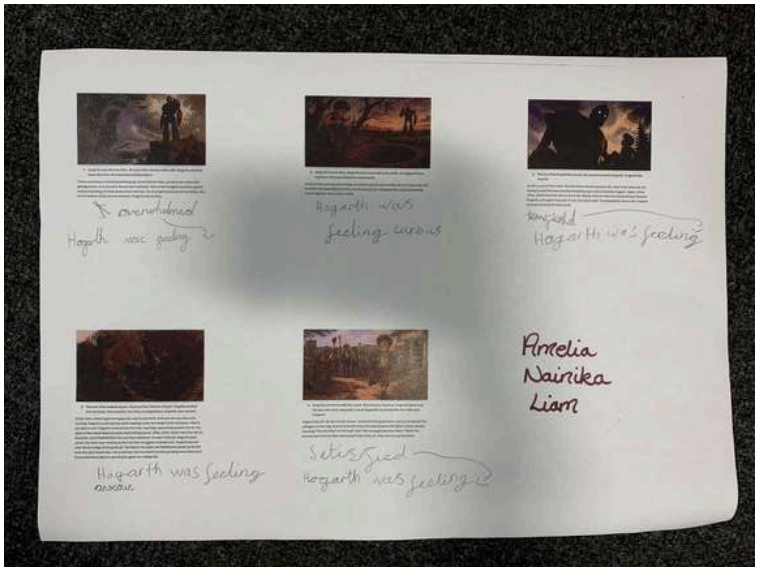
Meanwhile in Art, Aaliyah and Anna made these lovely visual notes about the brilliant ceramicist, Stephanie Sanders. Take a look!

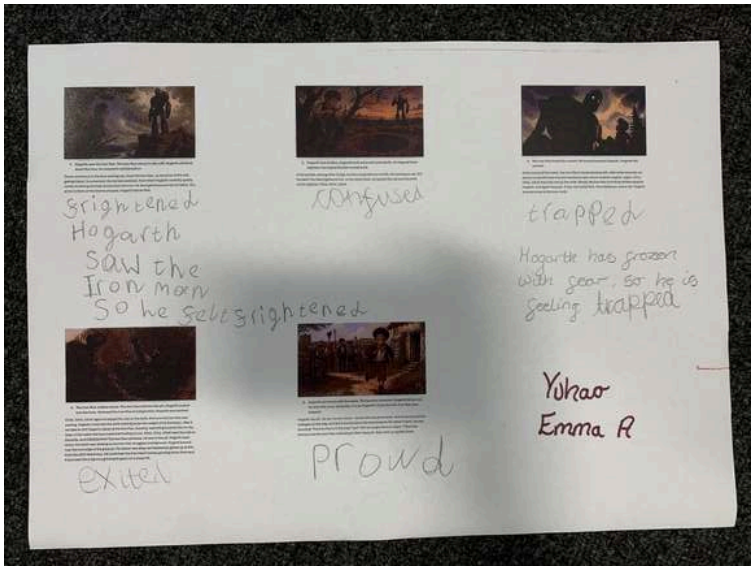


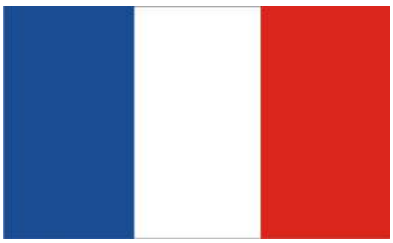
Proud and Positive

English work from Turner Class. They were asked to annotate the photos with adjectives to describe the emotions of a character throughout a chapter.









FRENCH

YEAR 3: WATCH BLABBERBEASTS - HANG OUT AT THE PARK WITH MONSTER JEAN GREETING HIS MONSTER FRIENDS!

GREETINGS IN FRENCH: LES SALUTATIONS 👋 | BLABBER BEASTS

YEAR 4: SING ALONG TO THIS SONG TO PRACTISE YOUR NUMBERS

French Numbers Song 🔢 1–20 | Les chiffres | Learn Elementary French with Lingobox | Free Trial

YEAR 5: WATCH THIS BBC VIDEO ABOUT FRENCH SCHOOL LIFE

KS2 French: Going to primary school in France:
A day at a primary school in Marseilles, including lessons and games.

YEAR 6: SING ALONG TO THIS SONG ABOUT THE FAMILY

VOICI MA FAMILLE! #2



TERM DATES 2026 -27

Meridian Trust

For Parents / Websites

Meridian Trust Primary Term dates 2026– 2027

Autumn term

Training day: Tuesday 1st September 2026

Training day: Wednesday 2nd September 2026

Start of term: Thursday 3rd September 2026

Training Day: Friday 23rd October 2026

Half term: Monday 26th October to Friday 30th October 2026

Training day: Monday 2nd November 2026

Training Day: Friday 27th November 2026

Last day of term: Friday 18th December 2026

Spring term

Start of term: Monday 4th January 2027

Half term: Monday 15th February to Friday 19th' February 2027

Last day of term: Thursday 25th March 2027

Summer Term

Start of term: Monday 12th April 2027

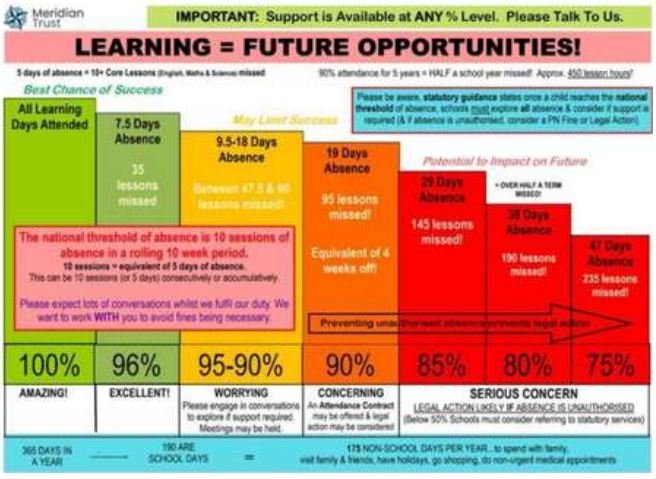
May day bank holiday: Monday 3rd May 2027

Training Day: Friday 28th May 2027

Half term: Monday 31st May to Friday 4th June 2027

Training day: Friday 25th June 2027

Last day of term: Wednesday 21st July 2027



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

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.

WHAT ARE THE RISKS?

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 convinced. 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.

DEEPFAKES 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.

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.

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.

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 EdRuption and works with schools, organisations and policymakers to help create safer, more ethical and more effective digital learning environments for children and young people.



See full reference list on our website

#WakeUpWednesday®

The National College®

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 19.08.2026

Polite Reminders

Lunch orders

Please pre-order your child's lunch on MCAS.

Start of Day

It is greatly beneficial for your child to be at school for as close to 8.30am as possible. Although the gates don't close until 8.45, those extra 10 minutes or so in the classroom each day can really support your child's progress!

Road Safety and Parking

Please adhere to the parking restrictions detailed on the signs in the local area. It is important that we do all we can to ensure the safety of our pupils and other road users.

Dates for the diary

22nd September – Y4 Fitzwilliam Trip

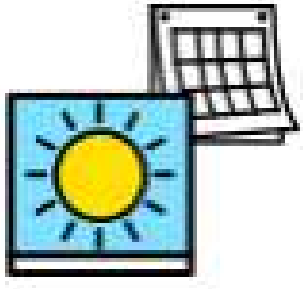
29th Sept at 4.15pm – Y1 Curriculum Evening

30th Sept at 3.30pm – EYFS Curriculum Evening

30th Sept - Individual and Sibling Photos

1st Oct at 3.30pm – Y2 Curriculum Evening

6th October – Y3 Fitzwilliam Trip



LOCAL INFORMATION

JOB VACANCY - CHURCHILL SERVICES - CLEANING TEAM

We are looking for a hard working person to join our Cleaning Team

Monday to Friday
3 hours per day: 4 pm - 7 pm
£14.20 per hour

Please contact Gosia to apply :

Please email your CV - gosia.bielawska-dabrowska@churchillservices.com

