

# Wray Common Primary School Newsletter



Inspiring Lifelong Learning



## THIS WEEK...

### THINK SPACE

Children's wellbeing at Wray Common is a key priority, and this year it continues to form part of our School Development Plan objectives. To support this focus, pupils took part in THINK Space activities this week to help promote and strengthen their wellbeing. THINK spaces help schools to provide space for spiritual, moral, social and cultural development. They create time and space in a busy school day to slow down, reflect and wonder. Think! draws on the ideas of reflection in an open, inclusive and interactive way by creating a place for quiet, but not for stillness. It is set up with activities to engage minds and hearts with questions; about life's origins and meaning, about human values and relationships and about the self. Our THINK Space has been planned around the theme of resilience.



# WRAY COMMON MISSION STATEMENT

WRAY COMMON takes pride in:  
providing an education of such quality that every child leaves the school with better life chances than when they first entered.



## How do we define "*better life chances*"?

These are children who:

- have made **strong personal progress** across the broad curriculum from their starting points
- have **positive well-being** – enjoy school life; see themselves as successful learners; have a sense of belonging and influence; manage their emotions, and build strong, caring relationships
- consistently choose to demonstrate the Wray Common **Values, and positive behaviours**, in all aspects of their lives, impacting positively on the world around them
- and are knowledgeable, able and confident to make **safe choices**



## We achieve these "better life chances" through:

### a **culture** that:

- Sustains a **holistic approach** to the development of every child as represented by our Wray Common Way;
- Embraces a **nurturing ethos**, ensuring a safe, secure and caring environment in which every child can learn, develop and thrive
- Is **inclusive and adaptive**, ensuring every child can access our provision, feel visible and is successful
- Builds **strong partnerships with parents**, being both supportive of, and supported by, our families and community.

### a **curriculum** that is:

- **Ambitious**: ignites a passion for learning that challenges *every child* to "step into their greatness"; stretches thinking, nurtures curiosity and empowers learners to aim high, work hard and take pride in their success.
- **Connected**: clear, progressive and logical sequencing to secure precise knowledge and skills; links are made explicit - across subjects, experiences and the wider world; children make connections, think deeply and apply their knowledge with purpose
- **Immersive**; creative, hands-on and memorable; language-rich; utilises a range strategies and environments, stimulating deep and purposeful thinking

### **children** who:

- **CAPTURE** their own learning by
  - Collaborating
  - Asking
  - Persevering
  - Thinking
  - Using
  - Reflecting
  - Exploring
- are proud **Wray Common Citizens** by
  - Contributing to society
  - Looking after the environment
  - Aspiring to be the best they can be
  - Standing up for what is right
  - Seeking solutions, and demonstrating our **Wray Common Values**

### **staff** who:

- choose to be here because of their **shared passion** for the development of every child
- deliver learning with **expertise**, underpinned by our PACE framework
- relentlessly pursue progress for every child

# Progress Review – Year to date

## School Development Plan

	Objectives	Mission link	Progress
1.	<p><b>WELL-BEING</b></p> <p>To support children in understanding and managing their emotions so that they are able to develop resilience.</p>	<ul style="list-style-type: none"> <li>✓ Strong personal progress</li> <li>✓ Positive well-being</li> <li>✓ Values, &amp; positive behaviours</li> </ul>	<ul style="list-style-type: none"> <li>• Well-being Toolkit for children understood by children</li> <li>• Delivered series of Assemblies on resilience</li> <li>• Staff trained on nurturing principles and resilience</li> <li>• Staff utilising diagnostic assessment tool</li> </ul>
2.	<p><b>WRITING</b></p> <p>To refine the consistent and impactful delivery of Talk for Writing so that children develop strong foundations in spoken language, vocabulary, grammar and writing for a purpose</p>	<ul style="list-style-type: none"> <li>✓ Strong personal progress</li> </ul>	<ul style="list-style-type: none"> <li>• Increased targeted oral activities</li> <li>• More consistent approach to planning units of Writing</li> <li>• Improved Writing progress across the school, particularly for children with Special Educational Needs</li> </ul>
3.	<p><b>TEACHING</b></p> <p>To embed consistent and effective checking for understanding strategies so that teaching staff deploy them with precision and adapt to feedback to support pupil progress</p>	<ul style="list-style-type: none"> <li>✓ Strong personal progress</li> <li>✓ Positive well-being</li> </ul>	<ul style="list-style-type: none"> <li>• More consistent and impactful strategies in place, <i>ie.</i> Think Pair Share, <i>Show</i> me boards and Agree Build Challenge</li> <li>• High quality questioning prioritised in lesson plans</li> </ul>
4.	<p><b>LEADERSHIP</b></p> <p>To develop highly effective curriculum leadership so that leaders feel confident and make a positive impact</p>	<ul style="list-style-type: none"> <li>✓ Strong personal progress</li> <li>✓ Positive well-being</li> <li>✓ Values, &amp; positive behaviours</li> </ul>	<ul style="list-style-type: none"> <li>• INSETs used to train subject leaders on how to monitor their subject effectively</li> <li>• Systemic quality assurance in place supporting strong understanding of delivered curriculum</li> <li>• Redesigned subject intents aligning with the Wray Common Mission Statement</li> </ul>

## More to shout about

**New immersive Science curriculum.**

**Development of Arts provision, including performing, as part of largest choir in the world, in the O2.**

**Children loving Reading** – supported by high quality class texts, reading tickets and Christmas Reading challenge.

**Improved outcomes** across the school in Times Tables outcomes.

**Friends** successful transition to new team.

**Tall Trees Nursery** opened on site.

**Cultural diversity focus**, including whole school comparison of British and Indian values.

**Introduction of the Wellbeing toolkit.**

**Wellbeing Toolkit**

Be Healthy  
Be Kind  
Celebrate  
CAPTURE LEARNING  
Connect  
Manage your emotions

## PANATHLON

On Tuesday, children from Years 2 to 6 proudly represented our school at the Panathlon held at East Surrey College. The morning featured a range of activities designed to test skill, teamwork and cooperation, including football, curling and basketball, among others.

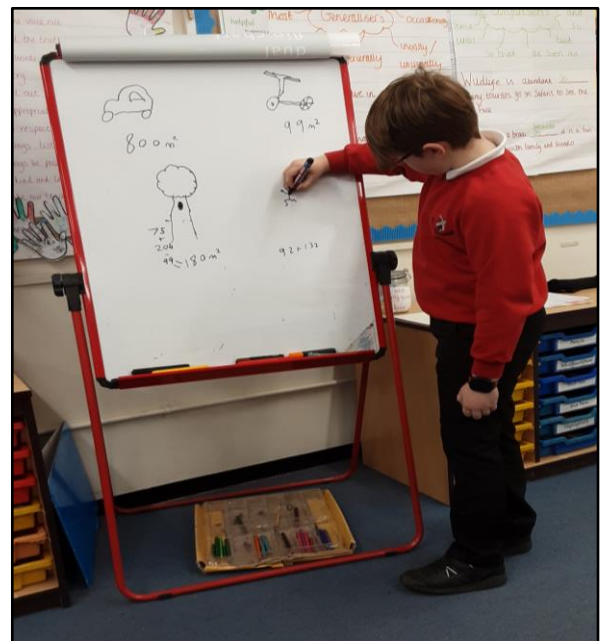
At the end of the event, the team waited excitedly as results were announced and were delighted to discover they had secured 1st place, earning gold medals and bringing home a trophy for the school. We are incredibly proud of their achievement.

The team has now qualified for the final in March - a fantastic accomplishment. Congratulations to all involved!



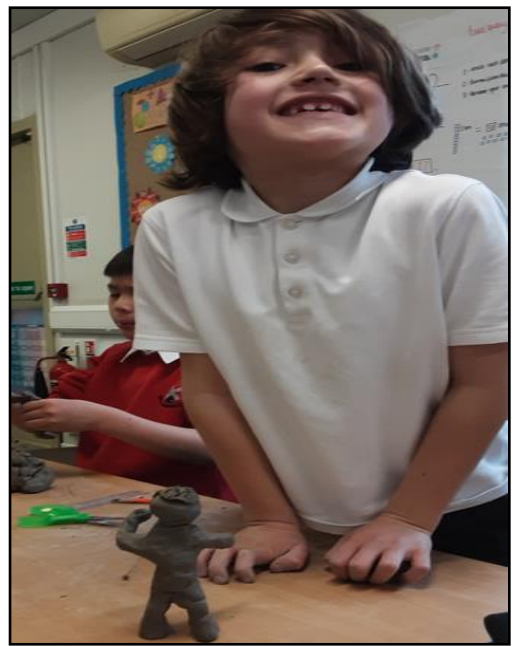
## STREET DESIGNER VISIT

This week, Year 4 were very excited to welcome Mr Davey, a street designer, into our classroom. The children explored why the design of everyday places—like streets, towns and school entrances—can have such a big impact on our lives. They then put a range of skills to work, including calculating area, presenting data using bar graphs and tally charts, and applying their understanding of human geography. Inspired by all they had learned, the children took on a fantastic challenge: re-imagining the parking and drop-off area at the front of Wray Common to reflect our Wray Common Values. Their ideas were creative, thoughtful and full of community spirit!



## SCULPTURES

Year 3 have been busy exploring sculpture, creating dynamic 3D artworks inspired by the famous artist Barbara Hepworth. The children chose a sporting pose of their choice and used wire and clay to bring movement and balance to their sculptures. They experimented with a range of techniques, including rolling, twisting, smoothing and indenting, to shape and refine their ideas.



## CHARITY DAY - REMINDER

This half term, the Charity Champions have voted to raise money for a local charitable fund, George and the Giant Pledge.

You can find out more information about this amazing fundraising campaign by researching George and the Giant Pledge at home.

Children are invited to come into school wearing **blue**, linking to the colours of the fundraising logo, in exchange for a 3-coin donation of their choosing. During the school day, the children are going to collaborate by discussing a personal pledge they would like to make and we will piece this together to create a whole school Giant Pledge Wall. Keep an eye out in future newsletters for this!



To Help Beat Childhood Cancer



## UPCOMING EVENTS

Mon - Junior Citizen (Y6)

Tues - Cultural Day (Y4)

Thu - Charity Day

Fri - Break up for half term at normal time



## LUNCHES

If your child wishes to change the days they have a school dinner/packed lunch after February half term, please can you ensure you complete [this form](#) and return to the office by next Thursday 12<sup>th</sup> February.

Please also ensure that the school dinners for the next half term are paid for in advance, for example if your child has a school dinner everyday this equates to £69.60 for the next half term.

## HONOUR BOOK

RH	Lily Lo	For collaborating with her friends to create amazing crafts - like the Little Red Hen!
RP	Oscar	For always demonstrating such creativity during Discover and Learn time and for explaining his creations in detail.
1LP	Rishitha	For her enthusiastic contributions during maths this week. You really shone!
1P	Ava	For having the confidence to answer questions during lesson inputs.
2T	Ophelia	For always being a polite, kind member of the class and making the right choices.
2F	Alex	For always being willing to share his ideas in class discussions and always looking for moments to Agree, Build and Challenge.
3EM	Rocco	For having a positive attitude to his maths work and being confident sharing his ideas and thought process with his partner.
3F	Oscar	For always being helpful in the classroom and sharing equipment with others.
4B	Sofia	For having a positive outlook on her learning and continuing to always try her best in every lesson.
4S	Archie	For showing kindness by giving up one of his reading books to a child who did not have theirs.
5A	Max	For aspiring to be the best he can be by challenging himself to use amazing vocabulary in his writing.
5J	Jack	For asking thoughtful questions to deepen his understanding during lessons.
6C	Aryan	For aspiring to be the best he can be by putting effort into all the learning across the week.
6F	Albie	For having such a hardworking and conscientious attitude to his learning all week.

# 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®

Hello, you may have already visited my shop - **Curated by Emilia Hunt** at 17 Bell St, Reigate.

I am a fabric designer and together with my products I sell those I have selected from other UK designers and makers - cards, beading and sewing kits, candles, ceramics, jewellery and much more.

Until the end of February I am offering **10% off** the products in my shop (excluding jewellery and leather goods) with proof of this invitation.

I look forward to meeting you.

Emilia



Emilia  
Hunt



Made  
in the  
UK

17 Bell Street

