



25th September 2026

Headteacher's Message

Dear Parents and Carers,

I'd like to start by welcoming our new families to their first term at Summercroft and I hope you and your children have settled in quickly. I'm always impressed by how well the children pick up the new routines and become part of our community and it has been lovely seeing new faces at the gate over the past few weeks.

It has been a really busy and productive start back to the new academic year. We have prioritised setting behaviour expectations of Ready, Respectful and Safe, delivering lessons from our behaviour curriculum and getting routines established during the first couple of weeks. I am really pleased with how well the children are modelling these expectations in class and during unstructured times like break and lunch. There is a purposeful learning buzz in the classrooms which has been recognised by visitors I have been showing around. We know how important it is to re-establish these expectations each term so we have a successful learning environment for the children to thrive for the year ahead.

The children have also been immersed in their first topics within their new year groups and I have loved seeing the early outcomes so far. Children have been enthusiastic and proud to show me what they have learnt so far and there is a desire to learn and find out more. First hand experiences of the Survival Day for Year 6, trips to the library for Year 5 and train journeys in Year 2 are just some of the exciting hooks we have had to engage and enthuse the children. I am looking forward to seeing these continue throughout the term.



I am also delighted to share that Summercroft was awarded the Platinum School Games Mark at the end of last term in recognition of the P.E. and sports delivered across the school. This has been overseen by Mr Eaton, as our PE lead, and is testament to the hard work and dedication from all staff to provide a range of sporting opportunities, both competitive and to enhance participation. We know the importance of keeping the children active and Mr Eaton will be continuing to find ways to enhance this further.



The start of term has brought back the parking issues of old and I have had a number of complaints from local residents about their driveways being blocked. Parents looking to use the Kiss-and-Go Zone are also unable to, due to other parents choosing to park there. This is meant to be a drop-off zone and cannot work effectively when it is blocked by cars parked in it. It is also illegal to park or drop-off on the yellow zig-zag lines to keep the immediate area outside of school safe. I strongly encourage everyone to park safely and legally at pick-up and drop-off times and consider the wider community when choosing where to park to keep our whole community safe.

Looking ahead, we have our Harvest Festival coming up on Monday 5th October at 2:00pm at All Saints Church for children in Year 2 to Year 6. Further details have been circulated separately and I look forward to seeing many of you for the celebration. We are using this celebration as a way to support the Bishop's Stortford Food Bank and would appreciate any donations to be brought to school on Monday 5th October ready for collection the following day. A representative from the food bank will be delivering an assembly to the children on Monday and we know what an important role the food bank plays in supporting local families.

Kind regards,

Stephen Jess
Headteacher





EYFS

Little Footsteps, Big Adventures

What an incredible and busy first couple of weeks we have had in Early Years! We are so proud of how our wonderful Nursery and Reception children have settled into school life. There have been so many big smiles, lots of excited chatter, and amazing discoveries learning through our play.

Starting school is a huge step and the children have taken it all in their stride! It has been heart-warming to watch new friendships blossom across the classrooms. From sharing toys in the construction area to holding hands during carpet time, the children are already learning what it means to be kind and caring friends.

We have been busy learning the routines of our school day. The children are doing a fantastic job learning where to hang their coats and bags, how to line up quietly, and how to help tidy away at the end of the day.

The children have had lots of fun exploring their new environments. The creative and sensory areas have been popular with the children. They have loved diving into playdough, building tall towers, creating masterpieces at the mark-making table, and getting lost in stories in our cosy reading nooks. The Nursery and Reception gardens have been full of energy, come rain or shine. The children have loved splashing, digging, riding, climbing, and making some delicious delights in the mud kitchen. Outdoor play is such a vital part of our day, helping everyone build physical confidence while exploring the natural world and our wellies have been well worn already!

We are looking forward to delving further into our new topic, *Amazing Me!*, over the coming weeks.





Year 1

Collaboration in Chestnut and Cherry classes

To launch our *Building Together* unit, we challenged the children to see which class could build the tallest tower. When their brick towers swayed, the children worked together to stabilise their constructions, with some even thinking to use chairs to help them reach higher. The children passed bricks collaboratively and showed great resilience when their towers fell down. The team spirit was brilliant! During ChIL, some children chose to hone their skills by practising with Jenga blocks, thinking carefully about the size of the tower's base.



Our class text is about a boy called Jabari who wants to construct a ramp to fly his machine. We have followed his example and planned our own towers using squared paper, just like real engineers! The children are looking forward to constructing their towers in Design and Technology using the joining techniques they have learnt.

In maths, we have been focusing on counting objects accurately. We practised lining them up and counting as we touched them, discovering that if we count too fast, we become inaccurate! We also looked at groups of objects and worked out if we could compare them by matching. We found it much easier to move the objects together to match them up.



The children have been familiarising themselves with their new handwriting books. We have worked hard on the '4 Ps' in handwriting lessons: posture, correct pencil grip, positioning the paper at an angle, and pencil pressure.

Excitement was high when the children had their first computing lesson! Working in small groups, they learnt how to log onto Purple Mash and created their own avatars. PE was another exciting first and a great opportunity for teamwork. The children worked well to control the parachute, and had great fun trying to beat Medusa to get the treasure—if Medusa caught them moving, they were sent back to the beginning! Finally, we have been incredibly impressed by the children's independence when getting changed into their PE kits.



Birthday List

Happy Birthday to the following children who have celebrated their birthdays recently.

Michaela B	Elm	Orlanda S	Sycamore
Zack M	Maple	Thiabaut K	Willow
Haseeb Z	Acorn	Magnus L	Elm
Zoe S-C	Cherry	Jack F	Acorn
Nahla S-O'C	Oak	Lilly P	Holly
Holly H	Willow	Oliver B	Acorn
Ireoluwa O-S	Ash	Joel W	Chestnut
Emily Powell	Birch	Samuel H	Lime
Mae W	Lime	Blake J	Acorn





Year 2

All Aboard!

What a great start to Year 2 we have had! The children have settled so well into class and have already begun to develop their independence by taking on new responsibilities.

We started the year by reading the book *Odd Dog Out* by Rob Biddulph, which has a hidden meaning, celebrating how we are all different but unique in our own way. The children had a wonderful time creating their own unique and different dog, which are now proudly displayed in the KS1 corridor.

We began our new topic, *The UK*, by boarding the 'Summercroft Express' train to London. The children were shocked to find the classroom had transformed into our very own train. They enjoyed the journey, especially the onboard snacks and entertainment! They were a little disappointed there wasn't a return journey! Over the next few weeks, we will be learning about the similarities and differences between England, Wales, Scotland and Northern Ireland, with a focus on traditional food, dance, legends and famous landmarks.

In maths, we have been revising our numbers to 100, particularly, finding one more and less and counting in 10s. The children have been challenged to think about how they can flexibly partition numbers into tens and ones. It is lovely to see lots of children using Sumsdog at home to support their maths further – thank you for supporting this. Please do speak to us if you have any problems.

We enjoyed the story *Mrs Noah's Pockets* in English and the children enjoyed making their 'troublesome creatures'. We had creatures with multiple heads, sharp claws and many with a mermaid tail!

Our science topic this half term is *Animals Including Humans* and we have been looking at how all animals have the same basic needs of air, food, water and shelter. We then thought more closely about how these differ depending on whether the animal is a carnivore or herbivore.





Year 3

Tomb Raiders

Year 3 has got off to a flying start with a tomb raid!

Last week saw Maple and Apple Class become immersed in the world of the Ancient Egyptians. Our first topic started off with the children learning about Howard Carter's discovery of the previously undiscovered tomb of Tutankhamen. The children then undertook the role of an Egyptologist and went back in time to explore a dark, dusty and possibly cursed tomb! They had to explore the tomb with torches and look closely at the artefacts they found. Luckily, none of the children were overcome by poisonous gases whilst exploring the tomb, nor encountered a booby trap! The children continued their learning to focus on the gifts of the River Nile. We discovered that the Nile was important to Ancient Egyptians because when the river flooded each year it made the soil fertile that enabled the Egyptians to grow and make many things, such as flax for clothing and papyrus for paper. To draw together their learning, the children made 3D models of the Nile and all the gifts it gave Ancient Egyptians.

We are well underway with our first CLPE text, *The Three Billy Goats Gruff*, by Mac Barnett. The children have impressed us with their knowledge of traditional tales, confidently discussing the features they have in common. They have written some thoughtful sentences to describe the swamp, where the troll lives, focusing on how they want their reader to feel when reading their sentences. We read an original version of the story and in groups of four, the children created their own role plays of the story. It was great to see them all join in with enthusiasm.

Our first science topic is *Skeletons* (not *Forces* as per the Topic Web). We will be looking at both human and animal skeletons, learning the names of some of our bones and their functions. The children have impressed us with their knowledge. Did you know there are 206 bones in an adult human skeleton?

We have been very impressed with how well the children have settled into Year 3 and thank you for support with this.





Year 4

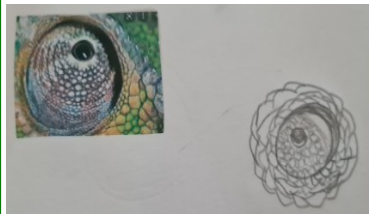
Mamma Mia! Here We Go Again...

The children have made an excellent start to the new school year – they have settled back into school life quickly and we have enjoyed getting to know them all.

Year 4 have been exploring the sights and sounds of the Amazon Rainforest as our new topic was introduced. The children listened to sounds of the jungle and investigated a range of creatures as they discovered that we would be studying the tropical rainforests of the world, specifically the Amazon. We began a close study of animal eyes, practising our sketching and watercolour skills in preparation for our first piece of art work. The children have also been learning all about the different layers of the rainforest – the emergent layer, the canopy, the understorey and the forest floor – and what creatures might be found in each one. Their challenge is to become experts on the Amazon and prepare a presentation all about this vital rainforest and how we can protect it.

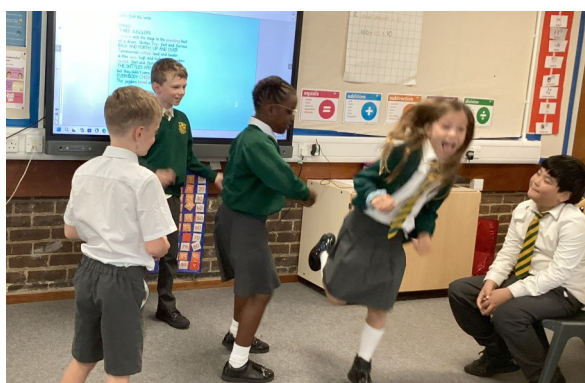


We have continued the theme of the natural environment by starting our topic of grouping and classifying living things in science lessons. The children started by identifying and sorting animals based on their features and then moved on to identify and name familiar animals from insect, spider and soft-bodied invertebrate groups.



In English, we have ventured into a magical circus visited by a young boy called Leon. We have performed parts of the text, experimenting with how we can use our voices and actions to tell the story. The children have described daring trapeze artists, breath-taking aerial silk acts and magnificent magicians. They have advised Leon about the reasons why he should or shouldn't step into the magic as a volunteer and discovered an abandoned rabbit who will become central to our own stories...

Music lessons have provided a joyous start to our term. 'Mamma Mia' is our first song to learn and both Elm and Beech have put 100% effort into our music lessons. We look forward to accompanying the song with glockenspiels and performing it by the end of this half term.





Year 5

Breaking The Ice In Year 5

Pupils have made a fantastic start to life in Year 5, taking on new routines and expectations well, even with new staff members. It has been great to see everyone building relationships within their new classes while consistently demonstrating our core school powers: Ready, Respectful and Safe.



There's No Business Like Snow Business

In English, we have kicked off our new unit reading *Shackleton's Journey* by William Grill, diving straight into the study of Antarctica. As part of the adventure, pupils are joining the crew of the historic expedition. They researched the exact skills and experience needed for various roles, then put their persuasion skills to the test in interviews with "Mr. Shackleton" and "Mr. Wild." We are thrilled to report that everyone passed with flying colours and got the job! Please ask your child which crew member they are playing and what vital role they hold onboard the *Endurance*.

Warm Welcomes On A Cold Expedition

We would like to give a warm welcome to Miss. Ricci, a teacher trainee who will be joining Hazel Class this year alongside Mr. Webb. She has already been introduced to the pupils and is looking forward to helping them make great progress and working closely with parents throughout the year.





Year 6

Stranded Savages Survive September Start...

What a busy and exciting few weeks it has been in Year 6! The children have settled in brilliantly and have thrown themselves into our new topic, Survivors, with enthusiasm.

Stranded!

Our topic began with an imaginary disaster: we have been cast away on a deserted island! The children had to think carefully about what would be essential for survival and created their own survival plans using the rule of three to inform their priorities on the island. Since then, we have been learning the practical skills we might need to make it through our time on the island and, ultimately, find our way home.

This week brought one of our first big adventures as Duncan from Let's Get Out joined us for a full day of survival skills. The children learned how to construct shelters, build fires and navigate using maps and natural features. We have also started a food preservation investigation, exploring how we might keep food safe to eat when stranded. There is plenty more survival training still to come, including our First Aid workshop!

The Adventures Of The Savage!

In English, we have begun exploring David Almond's *The Savage*. Through the story, we have been getting to know Blue and considering how his experiences and emotions influence the stories he creates about the Savage. The children have already produced some thoughtful ideas and shown real empathy when discussing the character and his experiences.



A Strong Start!

The beginning of Year 6 is also an important opportunity to reset and reinforce the expectations that help everyone learn and feel safe at school. We have revisited our three key behaviours: Ready, Respectful and Safe. It has been wonderful to see the children putting these into practice and making such a positive impression around school.

Our wellbeing learning has also begun, with the children exploring different aspects of mental health. We have been learning about ways to manage our emotions and have also explored the different types of distractions we experience. The children have considered how distractions can be internal or external, and how they can be either helpful or unhelpful. We have begun thinking about strategies for managing unhelpful distractions, including setting goals to help us stay focused on what we want to achieve.

The children have made a fantastic start to Year 6, showing maturity, enthusiasm and a willingness to take on new challenges. We are looking forward to everything still to come this term!





SEND Updates

We would like to make you aware of some of the local support available for parents of children with SEND.

You can find lots of articles to support children's wellbeing and emotional health [here](#).



Please access the Developing Special Provision Locally, Area 3 (DSPL3) website and Facebook page linked below. There you will find a range of helpful information, advice, courses and further SEN support.

DSPL3 Website- [Developing Special Provision Locally \(DSPL\) 3 - Home](#)

DSPL3 Facebook page- [Delivering Special Provision Locally Area 3 - East Herts | Facebook](#)

There are also a range of other support groups, including:

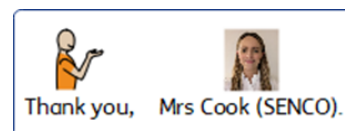
[SPACE Hertfordshire – Supporting families in Hertfordshire | Autism | ADHD | Neurodiversity](#)

[ADD-vance](#)- The ADHD and Autism Trust- courses include 'Understanding my ADHD'.

[Families in Focus | Courses for Parents, Hertfordshire](#)

[Families Feeling Safe](#) • Protective Behaviours training, courses and workshops.

SENDIASS- [Home](#)- Info, advice and support with the SEN systems.



New SEN Signposts:

- 'Understanding My Autism' & 'Understanding My ADHD' courses for children starting in January 2026
- Neurodiversity support Hub- for children with a diagnosis or awaiting an assessment



Punctuality Matters!

Did you know?

The early work in our classes helps the children to embed and practise the skills that they have learnt previously.

Our registers close at 8:55am.

Missed minutes = missed learning = missed opportunities!

Being frequently late for school means lost learning:

- o Arriving 5 minutes late every day adds up to over 3 days lost each year.
- o Arriving 15 minutes late every day is the same as being absent for 2 weeks a year.
- o Arriving 30 minutes late every day is the same as being absent for 19 days a year.

Our school attendance policy can be found [here](#).

If you need advice or support regarding attendance or punctuality please contact our Pastoral Lead, Mrs Willis, at jo.willis@summercroft.herts.sch.uk.



Young Carers

Many young people qualify to be classed as a young carer. A young carer is a young person who, due to the needs of another family member (including siblings), has adaptations to their general childhood.

If you feel that your child may be eligible to be classed as a young carer, or has been identified and you think that we may be unaware, please contact Mrs Willis via the school office.

For more information, please see the link below, plus details of how the service is changing.

[Young carers in Hertfordshire | Hertfordshire County Council](#)

From 1 April 2026, Hertfordshire County Council will be bringing support for young carers in-house, when the young carer contract with Carers in Hertfordshire comes to an end, integrating it fully within the council's services.

The existing Carers in Hertfordshire contract for adult carers will remain in place.

Work has been ongoing with young carers, families and professionals to make sure the change is smooth, and the support will continue and stay very similar. This includes assessments, help with managing caring responsibilities, regular reviews, ensuring the voices of young carers inform the support they receive, and support in preparing for adulthood.

School Uniform

Mapac is our school uniform provider. You can order uniform on the app (see below), or the online shop via this link: [Mapac - Schoolwear, Workwear, Sportswear, Promotional Products or Art Supplies. Quality, innovation and value since 1955.](#)



Online ordering for parents

With over 500 schools now using our Parent Online Service we are the leading supplier of badged school uniform and school bags in the UK.

Our online service gives parents the option to order their child's uniform 24 hours a day, 7 days a week. Our quick & simple online ordering platform enables parents to place orders at their own convenience. We can also arrange, with your permission, for orders to be delivered to school (during term time) fortnightly or once a month.

A unique online page is created for every school we supply. We are dedicated to working with you to ensure parents receive a stress-free service. Our dedicated customer service team are always available to guide & help both parents and schools every step of the way.

We understand the importance of ease & convenience, so our online ordering system is completely responsive, giving a streamlined view on mobiles and tablets.

Pupil News

Elsie, Rory and Edward have featured in the new John Lewis advert, 'Ready for the New Term?' Click on the link to check it out! [Instagram](#)





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. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

What Parents & Educators Need to Know about YOUTUBE

WHAT ARE THE RISKS?

Almost anyone with an internet connection knows about YouTube. The Google-owned platform allows users to upload and share videos globally, making it a readily accessible resource with free content on almost any topic. However, with over 20 million videos uploaded each day, not all material is suitable for younger audiences.

INAPPROPRIATE CONTENT

YouTube is free and can be accessed across multiple device types, even without an account. While some videos are marked as 'age restricted', this relies on uploader honesty and automated moderation, meaning children and young people may still encounter unsuitable content if these measures aren't taken.



TRENDS AND CHALLENGES

Popular trends and challenges can be entertaining and widely shared. While many are harmless, some can be risky or harmful if copied. For example, the 'salt and ice challenge' has caused injuries when imitated.



EXPOSURE TO EXTREME CONTENT

The platform's algorithm often promotes content that attracts high engagement, which can sometimes include videos containing extreme viewpoints, misinformation, or risky behaviour. As children and young people watch more of this content, similar videos are likely to be recommended by YouTube's algorithm, therefore reinforcing the exposure.



CONNECTING WITH STRANGERS

YouTube includes social features such as comments and direct messaging. This means young users can interact with people they don't know, potentially exposing them to inappropriate language, cyberbullying, or unwanted contact. Young content creators may be especially vulnerable.



SUGGESTED CONTENT

YouTube recommends videos based on what a user has previously watched. While this can enhance the experience, it may also encourage binge-watching and excessive screen time, particularly when Autoplay is enabled. Without an account, users are shown trending videos, which are not always age appropriate.



SHORT-FORM CONTENT IMPACT

YouTube Shorts – short, fast-paced videos – are designed for continuous viewing. This style of content can be highly engaging but may also contribute to increased screen time and difficulties with maintaining focus over longer periods.



Advice for Parents & Educators

CONSIDER YOUTUBE KIDS

YouTube Kids can help reduce young users' exposure to unsuitable content by filtering videos into age groups, such as preschool, younger, and older children. However, as moderation is automated, it should be used alongside active supervision.



CHECK PRIVACY SETTINGS

If a child in your care uploads content, consider setting videos to Private or Unlisted so they are only shared with trusted viewers. Disabling comments can also help reduce unwanted interaction from strangers.



USE PARENTAL CONTROLS

Google Family Link allows adults to filter content, monitor usage, and manage younger users' screen time. Supervised Accounts offer a gradual step up from YouTube Kids, enabling children to explore the platform with appropriate safeguards.



WATCH TOGETHER

Spending time watching YouTube with the children and young people in your care can help you understand what they enjoy and guide your conversations about content. Tools like Downtime in Family Link can also help limit unsupervised viewing.



Meet Our Expert

Alan Martin is an experienced technology journalist who has written for publications including Wired, TechRadar, Tom's Guide, The Evening Standard and The New Statesman.



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See full reference list on our website



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BISHOP'S STORTFORD

Food Bank

Helping local people in need

HARVEST APPEAL 2026

MOST NEEDED ITEMS:

- TINNED SOUP
- TINNED MEAT
- UHT MILK
- PASTA SAUCE
- FRUIT JUICE
- TINNED VEG
- TINNED FRUIT
- PEANUT BUTTER
- CRACKERS
- TOILET ROLLS
- LONG LIFE SPONGE PUDDINGS
- TEA/COFFEE/HOT CHOCOLATE
- JAM/HONEY ETC
- TINNED TOMATOES
- CRISPS
- BISCUITS
- TINNED FISH
- FREE FROM ITEMS

**WE ALSO ACCEPT
TOILETRIES AND
CLEANING
PRODUCTS**

THANK YOU!!

Give Help Get Help

www.bishopstortfordfoodbank.com