



13 March 2026

Headteacher's Message

Dear Parents and Carers,

It was lovely to see so many of you at the parent consultations last week and it is also great to see the children sharing their learning with you with pride in what they have achieved. There were lots of smiling faces as you were leaving after the consultations and I hope you feel well informed about how well your child is achieving socially and academically, and what the next steps are to progress their learning. The teachers were also very appreciative of the positive comments and feedback they got on the evenings.

It has been a busy few weeks with the different enrichment opportunities that have been happening across the school. The first week back gave the children the chance to celebrate Mental Health Week, with the focus being on 'This is My Place' which is based around belonging. We took time to discuss what it meant to 'belong' to different communities and why that is important for us. We also discussed how we can make others feel like they belong in our Summernote community and the children gave some excellent suggestions. I think this was modelled beautifully later in the week when we said goodbye to Mary who had been part of our community for 21 years and it was important for us to give her a good send-off. The children learnt Mary's favourite song and sang it to her beautifully as part of her final assembly. It wasn't a song many of the children knew or would choose to listen to but because it was for Mary they took time to learn it well, and I know many children found the song and lyrics at home to do some additional practice. I feel this is just one example of the ethos of care and mutual respect that makes Summernote a special community to be part of and a big part of understanding the importance of belonging to a community.



We also celebrated World Book Day and it was a comfy reading day which gave the opportunity for the children to read for pleasure and share some of their favourite stories, authors and illustrators. There were lots of entries for the story stones competition and it was a very hard decision to choose the winners but congratulations to Emily A (EYFS), Izzy Mc (KS1), Charlotte C (LKS2), Harper D (UKS2) and Henry M (overall competition) who won the different phases. Thanks to Mrs Purchase and the English Team for organising the day and the competition.



Last Friday was our Modern Foreign Language Day when the children got the opportunity to rotate around the four different classes in their phase and learn about a different language in each class. There were a range of art and craft activities linked with learning some new language from the different countries. It was a great opportunity for children to be immersed in the different languages and cultures and for our children who speak different languages to share their expertise. A fun day was had by all and thanks again to Mrs Purchase for organising the day!

We have also had our termly visit from our School Effectiveness Adviser, Matt Johnson, who spent a day with us conducting lesson visits, learning walks, talking to children and focusing on teaching and learning in line with the new Ofsted toolkit. It was a very positive day with lots of great feedback about how children are supported in class and how there is a renewed emphasis on the foundational skills, which are key for the children to acquire. Mr Johnson commented on how 'lucky the children are to have the provision that is in place for them here' and that 'Summernote is a caring school where children come first'. A very proud headteacher moment and we are still committed to developing in the areas we have already identified through our annual school development plan.

Looking ahead, we have an exciting PTA event coming up on Monday 23rd March with the Hop and Hunt, to be held during the school day. This will be a fun opportunity for all the children to be involved in an Easter-themed sponsored activity with the focus on raising funds to resurface our two netball/football pitches near the Green Suite. The children will really benefit from a better surface for their PE lessons and matches after school and hopefully we can get enough money to get the work done in the summer holidays. Thank you in advance for your support.

I hope you all have a lovely weekend,

Kind regards,
Stephen Jess



EYFS

Whatever Next!

Over the past two weeks, the children have had a wonderful time beginning our Space topic and have taken part in lots of exciting learning activities.

We started our learning by reading *Whatever Next!* by Jill Murphy. The children thoroughly enjoyed following Baby Bear's adventure to the moon, and did a fantastic job sequencing the main events of the story. This sparked lots of discussion about space and how people travel there. The children impressed us with their knowledge, confidently naming several planets and using technical vocabulary such as 'astronaut', 'rocket' and 'space shuttle'.

As our learning continued, we focused on finding out more about the moon. We discovered that the moon is a dusty rock that does not make its own light but reflects the sun's rays, which is why it appears to shine brightly at night. The children learnt new vocabulary including 'crescent', 'craters' and 'rover', and were amazed to learn that people have actually walked on the moon! We also discussed how the moon may appear to change shape in the sky, even though it is always round.

Our provision has been full of space-themed exploration. The children built rockets using construction toys, investigated "moon rocks" in the tuff tray and, in Reception, carried out a fun investigation to discover how craters are formed. Using "moon dust", they dropped different shapes and sizes of pebbles to observe the size and depth of the craters created. They were fascinated to see the impact each pebble made.

The children have also been very creative. After learning about the different parts of a rocket, including the nose cone and fins, they identified 2D shapes within rocket designs and in Nursery stuck paper shapes down to make rockets, whilst in Reception they used these shapes to create printed rocket pictures with paint. All the children later made fantastic 3D rockets from card tubes, carefully adding flames as their rockets blasted into space. After discussing more about the moon and the fact the surface of the moon is not smooth but filled with craters, Nursery used 'puffy' paint to make pictures of the moon, whilst in Reception we continued our printing work, creating textured Moon surface pictures using materials such as bubble wrap and foil.

Our space theme has also supported our maths learning. The Reception children ordered rockets by size and explored the language of 'longer', 'shorter', 'longest' and 'shortest', before discussing how rockets and height can be described as 'short' or 'tall'. More recently, we have been focusing on quantities and identifying if they are more or less in Nursery, and the numbers 9 and 10 in Reception and different ways to represent these numbers.

It has been a busy and exciting start to our Space topic, and we look forward to continuing our learning and discoveries in the weeks ahead!





Year 1

Breaking News!

Year 1 have become crime reporters. A hat has gone missing that belonged to a bear. The children interviewed the victim of the crime to help find out exactly what happened! They used their questioning words, such as 'why', 'where', and 'how' to create questions. The children used the information from the bear to write a newspaper report about the incident. We are hoping that the bear's hat is found soon. We have played lots of games in English lessons which have involved a missing hat. The children have pretended not to have a hat and the investigators have looked for clues in body language to see if they are telling the truth. The children have also pretended to be characters in the book by using actions and voices. It has been a fun few weeks! We then investigated styles of hats so that we could really understand the bear's need for a hat. Finally, the children decided to create their own hat. We had a lot of fun designing them!

In maths, we have been learning about how to find the difference, using subtraction to help. The children used cubes to create two towers; this helped us to physically see the difference between the two numbers. They then used images to support them finding the difference, to see who had more or fewer items.

In science, the children have used their knowledge of animals to help categorise them into herbivores, omnivores or carnivores. Thinking about their teeth and what they eat, the children organised the animals into a Venn diagram to show their different diets.

The children really enjoyed World Book Day. It was lovely to see them sharing the joy of books with their classmates.

In geography, we have now started our new topic *Unity in the Community*. The children tried noodles from Sai Kung, which then opened up the discussion to the similarities and differences between Sai Kung and Bishop's Stortford. We then ventured out of Summercroft to Plaw Hatch Close, identifying the human and physical features in our local area. The children did a fantastic job spotting the different features and could explain what makes them human or physical features. Thank you to the parents who supported us on our first school trip.





Year 2

Forests

What a busy start to the half term!

The children have been really enjoying our new topic on *Forests*. We started the topic by exploring our school grounds, including the copse area, meadow and woodland walk at the back of the field. During our exploration, the children collected a variety of natural objects such as leaves, pinecones, feathers and other interesting things they discovered along the way.

In English, we have been reading *The Magic Finger* by Roald Dahl, which links nicely with our forest topic. The story features a family who enjoy hunting forest animals such as deer, which has sparked some thoughtful discussions in class. The children have been debating whether hunting is a cruel sport and have been using their oracy skills to share their opinions and listen to the views of others. These discussions have supported our writing, and the children have been working hard to write persuasive letters from a character's point of view.

In geography, the children worked in pairs, using an atlas, to identify the seven continents and five oceans. We discussed the northern and southern hemispheres as well as the equator. From this, we explored in detail the different types of forests: tropical, warm, temperate and cold. We located these on a world map and identified which animals you would find in these forests in the different continents.

We had a fantastic World Book Day and it was wonderful to see the children arriving in their cosy clothes, ready to enjoy some comfy reading time together. During the day, we visited the book fair where the children had the chance to browse, read and explore lots of exciting new books. It was great to see so many of you there after school to purchase books. This is such a good way for us to be able to update our reading areas and library with new books so thank you for your support.





Year 3

A Stone Age Discovery At Summercroft

To introduce our *Stone Age* topic, Year 3 became history detectives. Whilst walking through the wooded area, we happened upon some unfamiliar objects. We discovered the remnants of a fire with a spit above, flint, an animal's skull, a prehistoric animal tooth and coconut shell cups and bowls. We have since learnt that the Stone Age was a huge period of time from approximately 500,000 BCE to 2,500 BCE, which is split into the Paleolithic, Mesolithic and Neolithic periods.

In our next lesson we learnt that early Stone Age people were nomadic, hunter-gatherers and that their life was based on survival. We discussed the tools they would have used and type of food they would have hunted and found. We also discussed the significance of the discovery of Cheddar Man. Cheddar Man is the oldest complete skeleton to be found in the UK. The skeletal remains date back to the Mesolithic period, around 10,000 years ago. Using DNA, scientists have been able to say that he had dark skin, blue eyes and black curly hair. Until this discovery, people thought that the early residents of Britain were pale skinned.



A 'Novel' Way to Spend the Day

We traded school blazers for blankets this year! It was wonderful to see the children looking so relaxed in their comfy clothing as they dove head-first into their favourite stories. The atmosphere was incredibly peaceful as pupils found their perfect 'reading spots' whether curled up in a corner or lounging with a cushion, to share their most-loved tales with their classmates.

Czech-ing Out the World

Year 3 officially became globetrotters this week! Our LKS2 classrooms transformed into a mini-airport as the children 'visited' Portugal, Spain, the Czech Republic and Norway as part of our Languages Day. It wasn't just about the geography; the children fully immersed themselves in the cultures, trying their hand at the local languages and creating traditional art pieces (we hope these are currently taking pride of place on your fridge!). From practising their 'Hola' to discovering Norwegian traditions, it was a truly vibrant day. Be sure to ask your young traveller to teach you a new phrase or two tonight!





Year 4

All Aboard, Adventures Ahead!

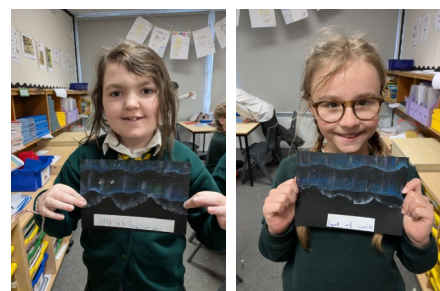
Buckle up and enjoy the ride as we set off on our next Year 4 adventure – a European tour! We researched European countries in atlases before embarking on our learning journey of this continent. As we discover more about the culture, food and landmarks of these destinations, we can't wait to find out which capital city will be our favourite. The children have already been keen to share stories of European countries where their families live and ones which they have visited for holidays.

Continuing the theme of travel, in science lessons the children have been introduced to forces for the first time, specifically investigating push and pull forces and their impact on stationary objects. They have found out that friction works in the opposite direction to a moving object. Using ramps and toy cars, the children are looking forward to working scientifically to answer the question, 'How does the material on the ramp affect the distance a car can travel?'

On Languages Day, we travelled to four different European destinations: Norway, Spain, Portugal and the Czech Republic. The children learnt some vocabulary from each country and created some beautiful crafts – Northern Lights postcards, Spanish flamenco fans, Portuguese roosters and cards with beautiful prints from the Czech Republic. All the children thoroughly enjoyed the day.

On World Book Day, we enjoyed some cosy reading of our favourite books, snuggled up in book corners or under tables with our blankets, pillows and cuddly toys. We also took part in the BBC Live Lesson where we discovered our individual 'reading vibes'. The entries to our Story Stones competition were absolutely brilliant. Thank you to all those who entered and to parents for your support with this. The children's creativity and love for their favourite books definitely shone through.

During the recent Children's Mental Health Week, Year 4 really enjoyed making their own maps to represent the places they belong to, where they feel happy, safe and ready to learn and play. The classrooms were buzzing with creativity and crafting and it was a really positive activity full of fun and positive reflection. The children continue to work hard to master their times tables and we had lots of examples of amazing progress on heat maps to share at our recent parent consultations. Well done Year 4 - keep practising!



Birthday List

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

Sai K (Hazel)
Oscar F (Cherry)
Lyla T (Sycamore)
Henry M (Birch)
Ryan W (Acorn)
Maxime B-M (Acorn)
Maisie B (Chestnut)
Reuben H (Lime)
Lauren L (Elm)
Miles B (Oak)

Charlie S (Hazel)
Alfie L (Willow)
Joseph G-D (Apple)
Finlay G-D (Maple)
Sophia O (Acorn)
Phelan S (Acorn)
Matteo M-W (Apple)
Hollie W (Holly)
Isabella P (Beech)
Olivia S (Hazel)

Lottie S (Elm)
Charlotte C (Apple)
Ella W (Lime)
Charlotte O (Willow)
Samuel C (Oak)
Miri T (Sycamore)
Dorcas C (Holly)
Khiara S-A (Elm)
Reuben B (Lime)





Year 5

Mining For Excellence

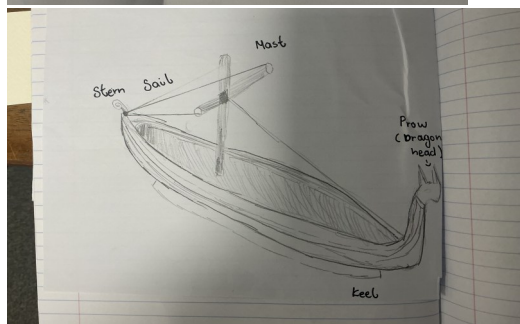
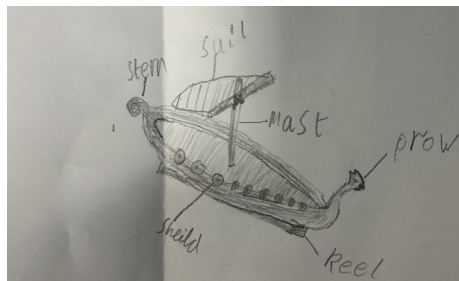
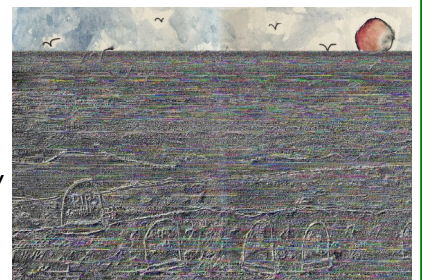
Year 5 have been engrossed in our new book, *Town is the by Sea*, centred around a small mining community on the East Coast of Canada. Over the past few weeks, children have embodied the life of a coal miner, contrasting that experience with the children who live in the mining towns, waiting for the fathers to come home from the dangerous mines. To help with this immersion, children dramatised a day at work in the mines, beginning with the experience of entering the coal mines with the rest of mining crew. They thought carefully about the contrast in outward and inward feelings that the miners would have, and the limited details that were communicated back to the miners' families after a long day at work. In our story, the father of the main character is trapped within a mine collapse, and the children no longer know whether he will survive. In response, the children wrote some truly emotive and empathetic letters from our main character to his dad. As this unit comes to a close, the children have begun writing their final non-fiction piece: a non-chronological report about mining. Make sure to ask them all about this controversial industry!

European Languages Day

For our exciting European Language Day, we learned about the countries of Hungary and Denmark. After learning some key words and phrases from each country and diving into the lively culture of each country, the children worked hard to complete two art tasks which related to important events in individual histories of Denmark and Hungary.

Hungary: during our learning, we touched on the historical events of WW2, discussing some details about the Holocaust. Linking to our empathy and understanding, promoted during our WW1 topic, the children thought deeply about what 'commemoration' means. This allowed us to introduce *Shoes on the Danube Bank*. After learning about the significance and importance of this art piece, children sculpted their own shoes using clay. The care and empathy can truly be seen in their final outcomes.

Denmark: Using the opportunity to tie our learning into our Viking history topic, children looked more closely at the Viking origins within Denmark. We learned about the impact, development and progression of Viking longships over time, before learning how to sketch our very own Viking ship. Following this, the children put their concentration and patience to the test and used a complex net to craft their own longships. All in all, it was a very enjoyable and interesting day!





Year 6

Languages, Leadership And Lots Of Team Spirit!

It has been another busy and exciting time in Year 6, with plenty of learning, teamwork and thoughtful discussions taking place across the curriculum.

European Day of Languages

We celebrated European Day of Languages by going back to our roots- *Latin* roots, that is! Pupils explored how many European languages have developed from Latin and how these root words still influence the vocabulary we use today. By spotting familiar roots, the class discovered they could often work out the meanings of words in a range of languages, including English. It was fantastic to see the children making connections and realising just how linked our languages really are.

Sporting Success

Sport has been keeping many of our Year 6 pupils very busy. 30 children went to Birchwood for the Quicksticks tournament, where they demonstrated fantastic teamwork and represented the school brilliantly. Their enthusiasm, effort and sportsmanship were a real credit to them.

Our netball squad has also been impressive, currently enjoying a winning streak! The team has shown a brilliant attitude and determination in every match. A big thank you goes to Mrs Kirkby for all her hard work training the teams and organising the fixtures.

Science Fair

Away from sport, Year 6 have also had the opportunity to represent the school at the Science Fair held at Herts and Essex. Ten children spent several weeks preparing for the event, giving up their lunch times to plan, test and refine their investigations. Their hard work and commitment really paid off, and they represented the school brilliantly on the day. We were especially delighted that one of the groups won a prize for most creative project, which was a fantastic achievement in a very competitive event. A huge thank you to Mr Wilson for generously giving up so many of his lunch times to support the pupils and for accompanying the group to the fair.



Suffragettes Topic in Full Swing

Our study of the Suffragettes in English and history is well underway. We have been learning about the origins of the Women's Suffrage movement and the key figures who fought for the right for women to vote. Pupils have also been tackling some challenging moral questions, such as whether it is ever right to break the law for something you believe in. By exploring the different approaches of the NUWSS and the WSPU, the children have shown impressive maturity and thoughtful discussion. We are very much looking forward to reading the biographies they are writing about their chosen suffrage figures.

SATs Practice

Year 6 have made a fantastic start to their SATs practice. The children have approached it with a brilliant attitude and a real growth mindset, showing resilience and determination. Thank you for the continued support at home- it makes a real difference.

We are incredibly proud of the effort, maturity and enthusiasm the children are showing in all areas of school life. Thank you for the support.

Sensory Garden

Mrs Willis and Miss Cowie are very grateful to the Sustainable Hertfordshire project team, led by Emma Cantu. Their biodiversity project for schools has donated pollinator-friendly plants, a planter and a solar irrigation system to Summercroft. This is an amazing start to our longer term project of turning the Buttercups garden into a relaxing, sensory space.



If any families have plants, compost, children's garden tools or other resources that may help with our project, please do message Mrs Willis and Miss Cowie via the office. (Please message to check if it is needed before bringing into school).





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:

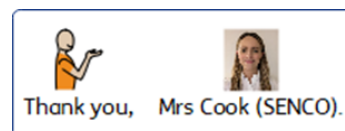
[SPACE Hertfordshire – Supporting families in Hertfordshire | Autism | ADHD | Neurodiversity](#)

[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.



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

ROBLOX

WHAT ARE THE RISKS?

Roblox is an online platform where users can play and create games known as 'experiences' made by other users. Roblox has a large UK audience. ITV News has reported that millions of people in Britain use the platform regularly, with children forming a significant proportion of its users. The sheer scale of it makes it extremely difficult to moderate effectively, creating risks for unsupervised children.

A PLATFORM RATHER THAN A GAME

Roblox differs from traditional video games in that it hosts millions of user-created experiences rather than a fixed set of developer-produced content. Each experience is self-rated by its creator rather than independently age-rated in advance, as is the case with PEGI-rated games. With millions of user-created experiences, moderation is largely automated which means that inappropriate content may reach younger players and have a harmful effect.

MATURE CONTENT

With much of Roblox's moderation automated through AI and creators self-certifying suitability, inappropriate content frequently appears on the platform. Some experiences may include content intended for older players. While Roblox has tools to restrict access based on age settings, these systems are not always perfect. Younger players are likely to encounter content you may deem unsuitable.

IN-GAME SPENDING

Roblox is free to play, but many experiences and cosmetics include optional purchases using Robux, the platform's virtual currency, to get advantages in games. This business model is common across online games, but reporting has highlighted cases where children have spent large amounts of money unintentionally or without understanding the real-world cost.

RISK OF ADDICTION

Roblox encourages repeated and extended play. Many experiences are made of short tasks, rewards, and progression systems that can prompt users to keep playing for longer periods of time. Some games also use reminders, daily rewards, or timed events to encourage frequent logins. These designs can make it difficult to stop playing. Spending long periods online may affect sleep, schoolwork, or other activities if boundaries are not in place.

COMMUNICATION WITH OTHER USERS

Roblox includes text and voice features that allow players to chat in shared game spaces. While the platform uses automated filters and moderation tools, media investigations have found that inappropriate and potentially harmful messages can still get through. There are risks that children could be targeted by groomers. In response, Roblox has announced changes to how chat works. The platform plans to use facial age-estimation technology to restrict chat access between adults and children they do not know.

Advice for Parents & Educators

USE PARENTAL CONTROLS

Roblox's parental controls provide an important starting point. Linking a child's account to an adult account allows parents to apply spending controls, limit communication features, and review recent activity. Regular supervision, use of parental controls, and conversations with children about what they see online can help reduce the risk of exposure to inappropriate content.

CONSIDER LIMITING OR DISABLING CHAT

Although Roblox is introducing tighter age-based chat restrictions, some parents and educators may prefer to disable chat entirely for younger children. Children can still play games while communicating with friends they know through other supervised platforms.

PLAY TOGETHER WHERE POSSIBLE

Playing Roblox with a child can help adults understand the types of experiences available, how monetisation works, and how children interact online. This shared engagement can also make it easier for children to raise concerns if something feels wrong. Parents and educators should monitor all games played on Roblox due to its self-rating nature.

ENCOURAGE OPEN CONVERSATIONS

Many Roblox experiences are creative and age appropriate, and for many children, the platform is an important way to socialise with friends. Rather than banning it outright, parents and educators should talk openly with children about online safety, spending, and how to respond to inappropriate behaviour.

Meet Our Expert

Alan Martin is a technology journalist who has written for publications including Wired, TechRadar, The Telegraph, The Evening Standard, The Guardian and The New Statesman.



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See full reference list on our website

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