PARENT VOICE

We would be grateful of feedback from our parents/carers. Please click on the link to access a parent survey, which closes for responses at 9pm on Sunday 1st March. **CLICK HERE**

KEY MESSAGES

Year 8 academic review evening Thursday 12th March 2026 3.15-6pm- A letter with booking details will be sent via email next week and appointment bookings will open at 4pm on Monday 2nd March.

FAO Year 11 parents/carers
We are really pleased with how Year 11s have conducted themselves during the recent mock exams and the hard work put into their revision.
There will be a Year 11 revision session for RE students with Mrs Dixon in her room for GCSE RS students on Monday 16th February 2.50-3.50pm to cover paper 2 content.
General Year 11 revision will begin again 2nd March and we follow the previous format, we hope more Y11s will access this brilliant support in their final months.

Parking - a reminder please to not park on the zebra crossing or zig-zag lines during drop-off and pick up. Please only park in the designated areas. Additionally, please do not wait in the bays for a prolonged period of time or stop at the roundabout near the main entrance gate as this is a clearly signposted 'no stopping' zone. Only vehicles with a valid permit can enter the main car park.

National Career Week: Monday 2nd – Friday 6th March – Years 7–10 will take part in form time activities and lunchtime drop-in sessions will offer careers advice. Students will hear from a range of employers and careers professionals, with a special Women in the World of Work session for selected Year 9 and 10. We encourage parents and carers to talk with their children about careers and future aspirations at home. For further information, please email careers@laurencejackson.org.

KS3 Core Home Learning - students will be reminded of the below in form time on Monday and key questions (right) to help reflect on the 3 key elements of effective kS3 core home learning.

The following Home Learning Tasks are due in this week:

- Sparx Reader (Today)
- Sparx Maths (Thursday)
- History (from the previous Wk B) (Thursday)

New Home Learning Tasks set this week:

1. **Sparx Reader** (set TODAY) will be due in on Monday
2. **MFL** (set TUESDAY) will be due in **Wk A** in specific lesson
3. **Sparx Maths** (set Wednesday) will be due in on Wednesday next week.
4. **History Seneca** (set Thursday) will be due in 2 weeks later.

ALL DETAILS OF WHAT YOU NEED TO DO WILL BE ON CLASS CHARTS

Key Questions to help you PLAN your Core Home Learning this week:

1. What things do you have on outside of school this week that you'll **need** to work around?
2. What times do you have 'spare'? (these need to be your 'Home Learning slots')
3. Where will you **write these times down**?
4. What Core H.L. are you going to do in these slots? (**write them down**) Remember to consider whether you have any outstanding work due in this week that you haven't yet completed.
5. **Where can you put your plan at home so that you'll see it everyday?**

Key Questions to help you PERSEVERE this week:

1. Which HL tasks this week do you think you'll find **trickiest** this week? (try and give yourself more times this week)
2. Have you tried '**chunking**' these tasks across the week (little and often) or do you prefer **to get them done and out of the way**?
3. What will you do when you get stuck that **will still allow you to complete the** tasks?

Key Questions to help you reflect on your PROGRESS:

1. How is your **accuracy rating** doing in Sparx Reader? What **new vocabulary** have you come across?
2. Can you think of a specific example of a **type of calculation** you have **improved** on from your work in Sparx Maths?
3. How is your work with **Educake** helping your recall in **Geography and Science** lessons?
4. How is your **flash card work** for MFL supporting you in your French lessons?
5. What do you want to get even **better at by February half term**?

Enrichment Project Opportunity for KS3 - Next week KS3 will learn about an enrichment project, 'We Wonder' being run by our Librarian Mrs Ross and involves exploring a range of excellent books themed around Nature, consider STEM related careers and designing a community green space. It starts on Wednesday 4th March at 2.50pm in the Library for any Year 7, 8 or 9 who is able to attend 4 after school sessions: 4th, 11th, 18th and 25th March. If your child is interested, they can sign up with Mrs Ross in the library by Friday 20th February.

Detentions next week - due to the Academic Review Evening, there will be no after school detentions on 19th February. Any detentions issued on Wednesday 18th February will be carried over to Friday 20th February.

Lost property – this will all be displayed next week as we do at the end of each half term. Any unclaimed items at the end of next week will be either disposed of or washed and donated to charity. Please can we ask that you label your child's clothing and also that your child takes care of their belongings.

Free CPR Training - February is Heart Month. Please follow the link below, which will take you to a 15 minute free tutorial on how to do CPR. Once you are in the site just select 'Start training now'. You will also need a cushion and a mobile phone to practice and record your CPR on.
RevivR link

UPCOMING DATES:-

Date	Event
Friday 20th February	Y11 ice skating trip (PM)
	Last day of term
23-27 February	Half term holiday
Monday 3 March	Students return
Thursday 12 March	Y8 parents evening

Term dates 26/27 - Please see below the term dates and PD Days for next academic year. Please note the staggered return for students in September 2026.

	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
Monday	3 10 17 24 31	7 14 21 28	5 12 19 26	2 9 16 23 30	7 14 21 28	4 11 18 25
Tuesday	4 11 18 25	1 8 15 22 29	6 13 20 27	3 10 17 24	1 8 15 22 29	5 12 19 26
Wednesday	5 12 19 26	2 9 16 23 30	7 14 21 28	4 11 18 25	2 9 16 23 30	6 13 20 27
Thursday	6 13 20 27	3 10 17 24	1 8 15 22 29	5 12 19 26	3 10 17 24 31	7 14 21 28
Friday	7 14 21 28	4 11 18 25	2 9 16 23 30	6 13 20 27	4 11 18 25	1 8 15 22 29
Saturday	1 8 15 22 29	5 12 19 26	3 10 17 24 31	7 14 21 28	5 12 19 26	2 9 16 23 30
Sunday	2 9 16 23 30	6 13 20 27	4 11 18 25	1 8 15 22 29	6 13 20 27	3 10 17 24 31

	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY
Monday	1 8 15 22	1 8 15 22 29	5 12 19 26	3 10 17 24 31	7 14 21 28	5 12 19 26
Tuesday	2 9 16 23	2 9 16 23 30	6 13 20 27	4 11 18 25	1 8 15 22 29	6 13 20 27
Wednesday	3 10 17 24	3 10 17 24 31	7 14 21 28	5 12 19 26	2 9 16 23 30	7 14 21 28
Thursday	4 11 18 25	4 11 18 25	1 8 15 22 29	6 13 20 27	3 10 17 24	1 8 15 22 29
Friday	5 12 19 26	5 12 19 26	2 9 16 23 30	7 14 21 28	4 11 18 25	2 9 16 23 30
Saturday	6 13 20 27	6 13 20 27	3 10 17 24	1 8 15 22 29	5 12 19 26	3 10 17 24 31
Sunday	7 14 21 28	7 14 21 28	4 11 18 25	2 9 16 23 30	6 13 20 27	4 11 18 25

- Bank Holidays
- School Holidays
- PD Days (x5)

Staggered return September 2026:

- Tuesday 1 September   Year 7 only
- Wednesday 2 September   Year 7, Year 10 and Year 11 only
- Thursday 3 September   All year groups

SAFEGUARDING SPOTLIGHT

As mentioned, this week is Children's Mental Health week and Tuesday was Safer Internet Day. It's great to take these opportunities and start the conversations around mental health and the online world with our young people to help reduce the possible stigma about talking about our worries. The theme of safer internet day was "Smart tech, Safe choices - Exploring the safe and responsible use of AI". AI can be confusing and misleading if not used appropriately. Please see below a guide around supporting safe use of AI. A reminder that we would be grateful if you could complete the following survey which can help shape our future mental health support offer. Closing date for feedback is Friday 20th February. Link here.

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 from 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.

ALL THE ANSWERS
12+12 = 1212