



Rush Common School Newsletter

Friday 11th September 2026



Dream, Aspire, Succeed

Dear Parents/Carers

It has been a fantastic start to the school year, with children utterly engrossed in their learning across the school. Our older Preschool children have been enjoying their play and learning all of this week, and have been very welcoming to the new Preschool children during their transition mornings. The children that have moved into Reception from our Preschool have hit the ground running (being so familiar to our school) and we have been impressed by those from other settings that have settled in very well. The behaviour and engagement of pupils across the whole school has been exemplary, and we know children are going to achieve so much in the year ahead.

It has been extremely exciting in Year 1 this week, as the children found that two giant eggs had appeared in the school grounds. The children had to try and predict which animal the eggs belonged to and the discovery led to some great writing. Yesterday, a dinosaur was spotted on the field and it became evident what the dinosaur was looking for! The children were very keen to tell me all about it in school and I hope they have shared their excitement at home.

Thank you to everyone that came to the 'Meet the Teachers' Information Evening on Wednesday. It was extremely well attended, and we hope you all found it really useful. As shared during the presentations, the slides will be sent out to all year groups in due course.

The next formal opportunity to meet with teachers will be the Parents evenings during week beginning 9th November 2026. The class teachers are very much looking forward to these individual meetings to share all the progress your children are making in school. Please keep an eye out for the letter that will explain how you can sign up for a time slot. These are important meetings and we aim for all children to have at least one parent that attends for them.

Children in Reception, Year 1 and 2 always start the day with a Read Write Inc. Phonics Session between 9.00am – 9.40am in a group that matches their phonics assessments. The children in Key Stage 1 are already well into their learning in these groups and this week you will have received their first book to read at home. Reading at home every night is critically important in these first years at school and we hope everyone can find time to do this in their busy lives. We have two RWI Phonics Information Evenings for parents (one for Reception on Monday 21st September and one for Year 1 on Monday 28th September) which aims to support your knowledge of phonics to help your child with their reading at home.

On Saturday 26th September and Saturday 10th October between 10 am and 12 midday, we have two Taster Sessions for prospective children and parents who will be starting Reception in September 2027. These are great sessions for children and families to spend time in the Reception classrooms, and talk to the Reception teachers or myself. This would apply to any of our Preschool children and families or any children and families from other settings. If you know someone who would be interested please spread the word. More information on these sessions and Open Mornings can be found on the school website.

Finally, the School Zone on Hendred Way and Norman Avenue is still planned to proceed, with some modifications from the original plan I sent to parents last year. The latest update from Oxfordshire County Council is that this may happen during the October half term. I will let you all know when I hear more and how this may impact drop off and pick up.

I would like to wish everyone a safe and enjoyable weekend ahead as we look towards the rest of this exciting Autumn Term.

Kind regards

Kristen Fawcett

Headteacher



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School Dinners

The cost of school dinners this term is **£3.00** per day. Payment for school dinners can be made via ParentMail. Meal choices must be made at least 3 days in advance.



Please see link below for latest school and ALT Trust job vacancies:

Vacancies - Rush Common School - Dream, Aspire, Succeed

Dates for your diary 2026 27

KS2 House Curriculum Competition	Friday 18 th September
Reception Parent Phonics Evening	Monday 21 st September
European Day of Languages	Friday 25 th September
Year 1 Parent Phonics Evening	Monday 28 th September
Inset Day (children Not in school)	Friday 2 nd October
Individual School Photos	Thursday 8 th October
World Mental Health Day	Monday 12 th October
Author Visit Years 2 - 6	Tuesday 13 th October
Show Racism The Red Card Day	Friday 16 th October
Walk to School Week	Week of the 19 th October
Road Safety Day	Monday 19 th October
Year 5 Museum Trip	Thursday 22 nd October
End of Term 1a	Friday 23 rd October
Start of Term 1b	Monday 2 nd November
Parents' Evening	Week of the 9 th November
Anti Bullying Week	Week of 16 th November
Odd Socks Day	Monday 16 th November
Children in Need Day	Friday 20 th November
Year 5 Cycle Training	Week of the 30 th November
Year 4 Ufton Court Residential	Monday 30 th November – Wednesday 2 nd December
KS1 Nativity Performance	Tuesday 8 th and Wednesday 9 th December at 2.15pm
Christmas Jumper Day	Thursday 10 th December

Reception Nativity Performance	Monday 14th December at 2.15pm and Tuesday 15th December at 9.15am
Christmas Dinner Day	Wednesday 16th December
End of Term 1b	Friday 18th December at 1.30pm
Start of Term 2a	Monday 4th January 2027
Internet Safety Day	Tuesday 9th February 2027
End of Term 2a	Friday 12th February 2027
Start of Term 2b	Monday 22nd February 2027
World Book Day	Thursday 4th March 2027
Parents' Evening	Week of the 15th March (Days and times tbc)
End of Term 2b	Thursday 25th March 2027 at 1.30pm
Start of Term 3a	Monday 12th April 2027
Year 5 Liddington Residential	Wednesday 14th – Friday 16th April 2027
May Bank Holiday (children not in school)	Monday 3rd May 2027
KS2 SATs Week	Week of the 10th May 2027
End of Term 3a	Friday 28th May 2027
Inset Day (Children Not in School)	Monday 7th June 2027
Start of Term 3b	Tuesday 8th June 2027
Class Photos	Thursday 10th June 2027
Phonics Screening	Week of the 14th June 2027
End of Term 3b	Tuesday 20th July 2027 at 1.30pm



Rush Common School

Dream, Aspire, Succeed

Visits, Tours and Taster Sessions - Autumn 2026

Taster Sessions

Saturday 26th September and Saturday 10th October 10.00 – 12.00

Your children will experience our Reception classrooms and outdoor area with a wide range of fun, educational activities led by our brilliant Reception teachers.



'Pupils thrive at this warm, ambitious and highly inclusive school'

Ofsted Jan 2026

Open Mornings

Tuesday 29th September, Wednesday 14th October and Thursday 19th November 9.00-10.15

'Pupils are deeply engaged in their learning and show kindness and respect towards one another'

Ofsted Jan 2026

See children learning across the school, meet our school staff and ask plenty of questions.



Individual School Visits



Arrange a time to meet with the Headteacher, before a tour of the school. Plenty of opportunities for questions.

'Pupils benefit from a rich range of opportunities beyond the classroom'

Ofsted Jan 2026

To register your interest, email: office@rushcommon.school or phone: 01235 533 583

Follow us on Facebook, or visit our website to find out more. www.rushcommonschoo.org

What Parents & Educators Need to Know about WHAT'S REAL ONLINE

WHAT ARE THE RISKS?

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.

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 convincing. 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.

DEEPAKES 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, frequency, and confident presentation can make these false claims feel true. Children may also be more likely to trust content shared by friends, influencers, or family 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. Few 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.

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 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.

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.

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



#WakeUpWednesday

The National College

See full references list on our website



@wake_up_weds



/www.thenationalcollege



@wake.up.wednesday



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This poster and others can also be viewed on the link below:
<https://www.rushcommonschoool.org/information-for-parents/other-useful-information-2/online-safety-information/>

Local Community News

Please note items and events detailed below are for information purposes only. Rush Common School do not endorse or make recommendation



THE MUSE
ART SCHOOL



Rush Common School

After School

SCULPTURE Club

A space for children to explore, experiment and create through sculpture.
Working with clay, paper and mixed materials, they develop confidence, curiosity and their own way of thinking through making.



by Sculptor and Art Teacher Maisa Stolz
www.maisastolz.com

FRIDAY 3.00 - 4.15PM
Term 1a: 11st Sept - 23rd Oct
1b: 6th Nov - 11th Dec

Only 12 spaces available
£11 per week
All materials included



Scan the QR code to
Book for the term and pay online or access:
www.themuseartschool.com





John Mason School
OPPORTUNITY | RESPECT | DETERMINATION

OPEN EVENING

Thursday 24th September 2026
5.00pm - 8.00pm (No booking required)
With an address from the Headteacher at 5.15pm, 6.15pm & 7.15pm

Open Mornings Wednesday 7th October - Tuesday 13th October from 9.15am
To book an appointment for Open Mornings email: events@johnmason.school





Committed to improving the life chances of every learner we serve

**CLAIM YOUR FREE
MF MARTIAL ARTS CLASS &
EXPERIENCE THESE GREAT BENEFITS:**

-  **FOCUS**
-  **ANTI-BULLYING**
-  **CONFIDENCE**
-  **RESPECT**
-  **GREAT FUN**



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YOUR **FREE CLASS**,
OR VISIT
WWW.MATTFIDDES.COM

Please bring this postcard with you to **redeem your free class**. Please make sure to **fill in your school name** before handing it over.

LEARN KEYBOARD

With Oxfordshire County Music Service

Families on certain benefits can apply for free music lessons by completing the 'help with payment' section of the sign-up form.

From
£7.20
per lesson
(dependent on
group size)



Sign up or find more information at
www.oxfordshire.gov.uk/musicinterest



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