

# Newsletter

Issue 19

4.2.2022

## Our School Blog...

A very busy few days here at BB this week!

On Monday, we welcomed our School Improvement Partner, Paul Hodson, into school to review the progress we are making as a school. He was pleased with the huge improvements we have made in reading, the leadership of our foundation subjects and the teaching of phonics. If you haven't already, do take a look at our new website to review our information about how we are teaching reading and to view the range of ideas about how you can support reading at home.

On Thursday afternoon, we welcomed parents into school for the first parent forum of the academic year. Thanks goes to those who attended and shared their points for discussion. We hope you felt this was worthwhile and that it was good to be back within our school building. We've included some of the items for discussion below with our responses.

This week's other highlights include Godly Play sessions in year three, Bikeability sessions in year six and some impressive writing outcomes from year one and two - great examples of our pupils working hard across the school in line with our Rules for Life.

We are working hard to ensure that our pupils wear our uniform proudly and politely remind parents about our policy around this. We ask that smart black shoes and navy blue cardigans or jumpers are worn. We do not permit hoodies, trainers or jewellery with the exception of small stud earrings. On days on which children have PE, we ask that children come into school wearing their PE kit. This should be a white t-shirt, school jumper, black shorts or joggers, trainers or plimsolls. We will be working together to ensure that these expectations are followed consistently.

Next week, we will be celebrating Safer Internet Day. Terri-Anne, our Parent Support Advisor, has put together some really useful advice below for ensuring your child is remaining safe online. Please ensure you take some time to read this through. Some recent training revealed that our children are spending on average 4.8 hours online per day, so it is essential we work together to ensure they are using their devices safely and understand the risks associated with this.

As always, if you have any worries or concerns, Terri-Anne is available to speak to on Tuesdays and Wednesdays 8.00-16.00 and Thursday 8.00-13:00 and you can also reach her via text on the PSA mobile **07903 6413074** or via email at [terri-anne.old@celticcross.education](mailto:terri-anne.old@celticcross.education).

Have a restful weekend.

Miss Jane and Mr Hobbs.



## This week's achievers

Well done to the children below for following our BB Rules for Life. This week, we are celebrating our achievements in Art

### Little Doves

Alice

For producing a brilliant story board of the Creation Story.

### Little Fish

Hannah

For using your artistic abilities to create a lovely representation of items needed in Shabbat during busy learning for RE.

### Little Lambs

Violet

For creating a wonderful representation of the Shabbat meal using loose parts in RE.

### Peacocks

Lainie-Mae

For showing your passion for art, both in school and out.  
What an amazing artist you are!

### Pelicans

Lara

For some excellent geometric Roman mosaic designs.

### Phoenix

Harlee

For fantastic work in art, experimenting with different mosaic style patterns.

### Angels

Mia and Elizah

For collaborating brilliantly when creating a poster for Geography, thinking carefully about their composition to ensure it was visually pleasing!

### Faith

Evie

For a brilliant climate change poster.

### Hope

Darcey

For a creative cross-curricular poster all about how we get day and night. You really thought about techniques to use to appeal to your reader - well done!

## This week's achievers...

This week, we learnt about and celebrated the Christian value respect. During Collective Worship, we learnt about how to be respectful in many ways both at school and at home. Jesus reminds us to show others respect at all times, just like it says in Luke 6:31 where it states "Treat others as you would like them to treat you."



### Little Doves

#### Riley and Thaddeus

For showing great respect towards each other during Wild Tribe.

### Little Fish

#### Charlie

For always being respectful to others.

### Little Lambs

#### Demelza

For always showing respect to adults, her peers and the classroom environment.

### Peacocks

#### Alex M

For showing respect by working hard to follow instructions with thought and care. We are impressed with how far you have come.

### Pelicans

#### Eddie

For always showing respect to others by encouraging his peers to be the best they can be, on the playground and the football pitch.

### Phoenix

#### Jaxon

For always being kind, well-mannered and respectful towards teachers and other children in the class.

### Angels

#### Cathryn

For epitomising our Rules for Life and continually showing great respect towards all adults and children she is with. You're a joy to have in the classroom and your respectful nature is admirable.

### Faith

#### Kaytlin

For respecting the feelings of her classmates and being an incredible example of a Super Six.

### Hope

#### Paige

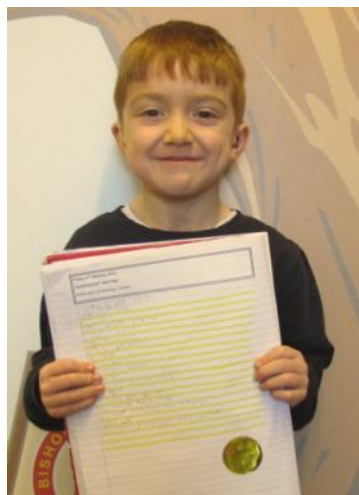
For always following our Rules for Life—you are such a fantastic role model!

Dear God,

Thank you for rules to help us live and grow.  
Teach us to do what is right, whether people see what we do or not. Help us to be respectful to one another.

Amen.

# Amazing Work



## Awesome News

Over the past few weeks, lots of our Year 6 children have been taking part in their level 1 and level 2 Bikeability course. During this course, the children have developed their cycling handling skills including making good and frequent observations, choosing and maintaining the most suitable riding position, communicating intentions clearly to others as well as understanding priorities when negotiating shared spaces.



Emma—the instructor— was so impressed with the determination and resilience you all showed.

A huge well done! :)

## Dates for your diary...

Tuesday 8th February - Safer Internet Day

Monday 7th February - Friday 11th February - Children's Mental Health Week

Friday 11th February - YR/Y1 Fluoride Varnish Application

Monday 21st February - Half term

2022 Inset Days: Mon 6th June 2022 / Mon 25th Jul 2022 / Tues 26th Jul 2022

# Parent Support Bulletin

This week let's talk about 'being safe online'

## About Safer Internet Day

Safer Internet Day is celebrated globally in February each year to promote the safe and positive use of digital technology for children and young people, and to inspire a national conversation about using technology responsibly, respectfully, critically, and creatively. Safer Internet Day 2022 is on 8th February and will be celebrated with the theme 'All fun and games? Exploring respect and relationships online'. Safer Internet Day 2022 celebrates young people's role in creating a safer internet, whether that is whilst gaming and creating content, or interacting with their friends and peers.

**Parents and Carers** play a vital role in helping children to remain safe when online. For top tips and considerations for those aged 11 and under please click [here](#)

For practical guides on ways to have helpful conversations with your children about their activities online please view Headstart Kernow's support which is grouped into aged categories. I have provided links for [0 - 5 yrs](#), [6 - 8 yrs](#) and [9 - 12 yrs](#) but there are guides for parents of older children available too. An example of the types of activities that these guides point out can be seen to the left.

There is also a helpful tool to help parents determine whether their child's activity is safe or whether it represents a risk. [The Online Resilience Tool](#)



Age	OK	Find Out More	Cause for Concern
6-8 y/o	Age-appropriate gaming with adult supervision	Being left with a tablet/smartphone unsupervised for 30 minutes or more	Use of digital devices after bedtime
	Filming themselves/friends playing age appropriate games	Preoccupation with digital devices	Contact with strangers online
	Guided research/learning	Gaming alone	Sexual or violent language
	Supervised schoolwork using online technology	Multi-player online gaming (find out who they are playing with and how they interact)	Accessing pornography
	Messaging friends on shared devices	Secretive use of online device	Sexualised posing
	Watching online content on a device with parental controls	Ownership of their own devices	Requesting images to be airbrushed
	Taking but not sending selfies	Accidental access of sexual content	Sharing indecent or distressing images with peers
	Playing with filters on selfies and other digital photography	Mimicking online behaviour	
	Sharing images with peers with parent/guardian oversight	Being obsessed with taking selfies	
		Posing all the time	
		Being obsessed with celebrities/wanting to be a celebrity	
		Ganging up on or isolating others online	
		Accidentally sending selfies	
		Knowing passwords to parental devices	



### How to contact me:

It's never too soon to make contact if you have any concerns. You can reach me via text on the PSA mobile

07903 6413074 or via email,

[terri-anne.old@celticcross.education](mailto:terri-anne.old@celticcross.education)

Normal working days are Tuesday and Wednesday 8.00-16.00 and Thursday 8.00-13:00



# Parent Forum

Our Parent Forum was held on Thursday 3rd February.

Thank you to those that submitted items for the agenda and were able to attend.

Below is a summary of our discussions.

1. **Where possible, could KS1 and KS2 clubs be coordinated to similar days as children are getting very tired doing their clubs, then on their day off, returning to school to collect siblings?**

The extra curricular clubs are run voluntarily by our staff (they are not contracted to do so) and have to fit in around their other commitments. We strive to offer a varied selection of activities for the children and encourage them to access as many as possible, which may mean siblings clubs fall on different days.

2. **Does 'Fish and Chip Friday' represent a Christian ceremony?**

No, this does not represent a Christian ceremony. It is a popular menu option provided by Chartwells, our current caterers. Whilst they endeavour to maintain consistency, they are experiencing supply chain issues and are having to offer alternatives (such as chicken and chips) on some weeks. They do analyse uptake and may adapt menu options accordingly. Mr Hobbs and Miss Jane are meeting with Chartwells next week where supply issues will be addressed.

3. **Can the homework policy be revisited as some parents feel it is not working for them?**

The homework policy was reviewed in September, to focus on retention of key knowledge within the curriculum. The policy enables us to streamline homework and prioritise on specific areas of the children's knowledge and skills e.g. their quick recall of number facts.

The knowledge organisers for their topic learning can be found on the class pages on the website. We plan to add retrieval techniques for these resources to further aid any additional home learning you may wish to complete.

Accelerated Reader - helps teachers monitor reading levels and abilities and offers children immediate feedback in the form of a quiz when they finish a book. The children have 15 minutes independent reading time a day, of an AR book at their current level. This enables teachers to have a view of their results and gauge improvements. Whilst we encourage reading at home, we do understand it may be disappointing if your child picks a book that is not on AR. There are however over 100,000 books in it's ever expanding library. We will soon be launching Home Connect so parents will have an improved understanding of reading progress.

TT Rockstars - all children should have their TT Rockstars logins in their reading records. We have found this platform valuable to develop mental arithmetic.

Spelling Shed - this was introduced as we felt we needed to raise the bar in terms of spelling ability. It offers a fun, less intrusive way of learning than the previously used weekly spelling test exercise, and means the children can be tested on words with similar patterns, rather than being given a list of 10 specific words to be tested on weekly. For those that would prefer to see a physical list of words your child will learn, we will look to share the long term plan and patterns if you feel this would be beneficial.

A parent survey for preference of homework styles will be published after half term.

## Parent Forum continued..

### 4. Reading books in Reception class -

- Can the children be encouraged to change their books more frequently?
- Can the children have more autonomy over book choices?
- Can more feedback be provided after children are heard reading in class?

The book system in Early Years consists of a fluency book, a reading for pleasure book and a challenge book. Further details about the purpose of these books and the frequency of which these will be changed will be communicated via a letter from Mrs Hawk-Vango next week. We will ensure pupils in reception have further autonomy over the books they choose and hope that the introduction of the family library will encourage this. Children's next steps in reading are produced and shared in reading records following assessments.

### 5. Are there any plans to introduce an extra adult in to the Reception class?

There has been an increased member of staff in Rainbows/Stars for certain periods of the day for the last few weeks. As a school, we are waiting for 3 new support staff to start their contracts, which will mean a change in the headcount throughout various parts of the day in class.

### 6. What impact does being part of an Academy have on the running of the school?

Being part of a MAT (Multi Academy Trust) is similar to being a county run school, but on a smaller, more personal scale. It means schools can share, for example, resources, staff and training - all of which mean a financial saving for us. Support is readily available from the Trust, as opposed to county.

### 7. Residential update

We are planning a Y6 residential at the end of this year and will expand this to include other year groups in the next academic year. We are eager to offer school trips again too!

### 8. Swimming update

One week intensive courses are booked for Y5/6 children this term and Y3/4 children in the summer term.

### 9. New Head update

The vacancy will be advertised externally with a view to the post starting in September. As post applicants would need to give one terms notice, Mr Hobbs and Miss Jane have been contracted as Acting Co-Heads until the end of August.

### 10. Equality and Sexual Discrimination - there seems to be a lot of girls being favourites and the old favourite, girls go first (everywhere not just BB). This is learned behaviour for most of us but this is old school behaviour not 2020 where we constantly state everyone is equal. Having 2 boys and a girl I have really noticed it. Is there anything the school can do to help break this old fashioned way of life and make boys and girls feel more equal?

This is not something that has been noticed within the school, however it will now be monitored.

### 11. How do the school Football teams work? Why are children that don't go to training and trials picked over children that do?

Mr Hobbs will obtain information to clarify the selection process for the football team, look at the potential of BB having 2 teams and arranging friendlies against bigger schools.





# 7 questions to help you start a conversation with your child about online safety

#WakeUpWednesday



1



Which apps/games are you using at the moment?

THIS WILL GIVE YOU A GOOD OVERVIEW OF THE TYPES OF THINGS YOUR CHILDREN ARE DOING ON THEIR DEVICES, ALONG WITH THEIR INTERESTS. REMEMBER THAT THEY MIGHT NOT TELL YOU EVERYTHING THEY ARE USING, SO IT IS A GOOD IDEA TO ASK THEM TO SHOW YOU THEIR DEVICE. BECAUSE NEW APPS AND GAMES ARE RELEASED REGULARLY, IT IS IMPORTANT TO HAVE THIS CONVERSATION OFTEN TO ENSURE YOU ARE UP TO DATE WITH WHAT THEY ARE DOING.

Which websites do you enjoy using and why?

AS IN THE TIP ABOVE, ASKING THIS QUESTION WILL ALLOW YOU TO FIND OUT WHAT YOUR CHILD IS DOING ONLINE, AND ENCOURAGE POSITIVE CONVERSATIONS ABOUT THEIR ONLINE ACTIVITY. ASK THEM HOW THEY USE THE WEBSITES, AND TAKE AN INTEREST IN HOW THEY CAN USE THEM IN A POSITIVE WAY. ALSO ASKING THEM TO SHOW YOU IF POSSIBLE.



2

3

PLAY AGAIN?  
YES NO

How does this game/app work?  
Can I play?

SHOW A GENUINE INTEREST IN WHAT THEY ARE DOING. WHILST YOU ARE PLAYING A GAME OR USING AN APP WITH THEM, IT MIGHT HIGHLIGHT SOMETHING THAT THEY DON'T NECESSARILY THINK IS A DANGER TO THEM. IF THEY ACT LIKE THEY DON'T WANT TO SHARE THEIR ACTIVITIES WITH YOU, QUESTION WHY.



Do you have any online friends?

CHILDREN CAN FORM POSITIVE RELATIONSHIPS WITH PEOPLE ONLINE, AND THIS HAS BECOME MORE COMMON THANKS TO ONLINE MULTI-PLAYER OPTIONS, BUT THEY MAY NOT FULLY UNDERSTAND THE DIFFERENCE BETWEEN A FRIEND AND A STRANGER. YOU COULD MAKE THE QUESTION MORE SPECIFIC TO YOUR CHILD. FOR EXAMPLE: "HAVE YOU MET ANYONE ONLINE THAT YOU LIKE TO PLAY GAMES WITH?" THEY MAY NOT WANT TO SHARE THIS INFORMATION WITH YOU, SO ENSURE YOU TEACH THEM ABOUT HEALTHY RELATIONSHIPS.



4

5

Do you know where to go for help?

ALTHOUGH YOU MAY BE THE ADULT THEY TRUST THE MOST, SOME CHILDREN STRUGGLE TO TALK ABOUT WHAT HAPPENS ONLINE DUE TO CONFUSION OR EMBARRASSMENT. BECAUSE OF THIS THEY MAY STRUGGLE TO APPROACH THE NORMAL PEOPLE WHO WOULD HELP, SUCH AS YOURSELF OR A TEACHER. HAVE A CHAT TO YOUR CHILD ABOUT EXACTLY WHERE THEY CAN GO FOR HELP, AND HOW THEY CAN REPORT ANY ACTIVITY THAT THEY BELIEVE IS INAPPROPRIATE ONLINE.



Do you know what your personal information is?

YOUR CHILD MAY ALREADY KNOW WHAT THEIR PERSONAL INFORMATION IS BUT THEY MIGHT NOT THINK ABOUT HOW IT CAN BE SHARED. HAVE A CONVERSATION ABOUT WHAT PERSONAL INFORMATION IS AND HOW THIS CAN AFFECT THEM IF IT IS SHARED BEYOND THE INTENDED RECIPIENT. IT IS IMPORTANT THAT YOUR CHILD UNDERSTANDS THE DANGERS OF SHARING CONTACT DETAILS OR PHOTOS, AS INFORMATION SUCH AS THIS CAN SPREAD QUICKLY ONLINE.



6

7

Do you know your limits?

CHILDREN MAY NOT UNDERSTAND THE NEGATIVE IMPACTS OF DEVICE OR GAME ADDICTION. TALK TO THEM OPENLY ABOUT HEALTHY HABITS AND ASK WHETHER OR NOT THEM SPENDING TIME ONLINE OR PLAYING A GAME IS AFFECTING THEIR SLEEP, PERFORMANCE AT SCHOOL OR IF THEY ARE GENERALLY LOSING INTEREST IN OTHER ACTIVITIES. YOU MAY LEAD ON TO ENCOURAGING ALTERNATIVE ACTIVITIES AND DISCUSSING THE INTRODUCTION OF TIME LIMITS WHEN AT HOME.

