

Claybrooke Primary School Newsletter 02.02.24

Be safe, Be ready, Be respectful.

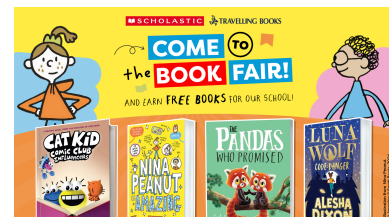
Welcome to the latest weekly newsletter.

Thank you to everyone who took the time to add your views to the homework questionnaire that was sent out last week. I really value your feedback and for taking the time to complete this survey. If you have not yet done so the questionnaire will still be live until the middle of next week. Click on the following link to access the questionnaire: <https://forms.gle/e1HSWbmdfPN72JsC9>

This week we welcomed a Commonwealth and Olympic athlete, Amy Smith to the school. The children took part in an assembly where Amy discussed how she became an athlete and showcased some of her career achievements. The children then took part in a range of different fitness challenges during the afternoon. Suffice to say, I'm thinking there may have been some very tired children on Wednesday evening! Thank you to Miss Blower for arranging the afternoon.



Next week we will be hosting our bi-annual book fair in the school hall. The books will be arriving at some point on Wednesday with the book fair opening after school from 3:15 for half an hour each day until Tuesday 13th February.. To find out more about the book fair and the books on offer, please visit their website: <https://bookfairs.scholastic.co.uk/travelling-books/parents>



Thank you for your continued support.

I hope you have a lovely weekend.



Mr P. Rock
Head of School



**CLAYBROOKE
PRIMARY SCHOOL**
Together we flourish | Est 1814

School attendance

| Last week | This week |
|----------------------|-----------|
| Willow Class: 84.98% | 84.63% |
| Maple Class: 85.35% | 85.44% |
| Oak Class: 85.83 % | 86.53% |

National average: 94.3% School overall: 85.4% (This week)

Weekly attendance by year group:

| |
|----------------|
| EYFS: 73.71% |
| Year 1: 83.82% |
| Year 2: 92.92% |
| Year 3: 88.06% |
| Year 4: 84.26% |
| Year 5: 93.00% |
| Year 6: 75.99% |

**MOMENTS
MATTER,
ATTENDANCE
COUNTS.**

Well done to those who received certificates this week:

Excellent Work



Quinn

Bodhi

Grace



Values

Aubrey

Emma

Nixon



Each week we will be focussing on a particular class to find out more about their learning.



This week: Maple Class

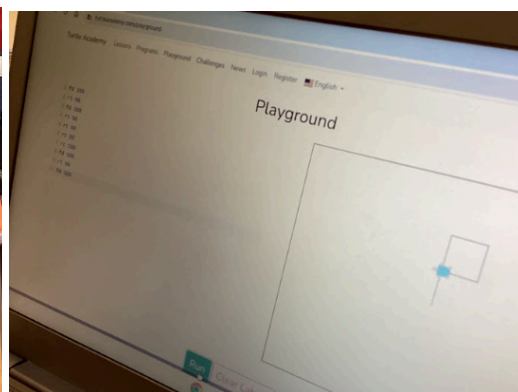


Maple Class have been busy over the last few weeks in class. In History we have completed our History unit on the Shang Dynasty. The children learnt all about who the Shang Dynasty were, what it was like for different people during this time, how religion was part of the Dynasty and comparing it with the stone age. It was a really informative unit. This week we have moved onto our new Science unit, learning all about forces and magnets.

In our English lessons the children have been finding out about stories from other cultures. They explored cultural references in texts, thinking about how vocabulary can be used for impact with a focus on metaphor. They then used this information to create their own narrative.

In maths the children have been further developing their understanding of multiplication and division. Looking at fluency in their skill and understanding, as well as using reasoning skills to answer questions.

In RE the children have been exploring a variety of festivals in Islam and in Computing they have been using the chromebooks to find out about repetition in shapes. This has involved using a programme called Turtle Academy to input commands and then creating a variety of different shapes and letters.



Forest School has also continued over the last few weeks. The children have all enjoyed their opportunity to develop their forest school skills further.



Perfect Presentation.

Here is this week's selection from those children who continue to improve their presentation. Well done.

Advancing

Week 1, Lesson 2: Retrieve

Explain: Relative to means

Example: "There is no colour bar on British Railways." Who made this statement?

Attempt: Who supported Asquith Xavier when he challenged the decision not to appoint him as a guard at Euston Station?

Apply: Draw a timeline from 1948 to 2016. Annotate it with the key dates and events outlined in Extract 1. Try to map out a scale so that the events are spaced correctly relative to each other. One has been done for you.

British Nationality Act

1948 ————— 2016

Challenge: (3ag) Who would you commemorate with a plaque if you were able to? Give reasons why this person deserves this form of recognition.

A spokesperson for the British Railways

A union official

Dates:

1948 - British Nationality Act

1956 - "there is no colour bar on British Railways"

1966 - Black people are now allowed to work at Euston station.

2016 - a plaque of Asquith Xavier fighting for a job - being the first black person to work at the Station was put up.

My mother, because she has always been there and looked after me.

Nombre: _____ Instructions: Listen carefully and decide which word is missing in the following:

- 1) Madre se llama Sofia.
- 2) Mi padre llama Juan.
- 3) Mi se llama Isabela.
- 4) Mi abuelo se llama.
- 5) Mi hermana se Maya.

1) Mi madre se llama Sofia.
 2) Mi Padre se llama Juan.
 3) Mi se llama se Isabela.
 4) Mi abuelo se llama Francisco.
 5) Mi hermana se llama Maya.

Oak : Flo

Maple: Bodhi

Willow: William & Zion

Part 1, Lesson 2 focus: choose language that will interest the reader

Explain: Language for impact involves choosing language that would interest and get a reaction from the reader.

Example: wonderful opportunity, cheerful company and delightful singing

Connect: Sort these words into the categories below.

adjectives: cheerful, selfless, delightful

adverbs: selflessly, cheerfully, selflessly, cheerfully, selflessly, cheerfully

adverbs: selflessly, cheerfully, selflessly, cheerfully

ROY garden parties are a splendid way to get to get a splendid opportunity for the King to meet members of the public.

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His Majesty King Charles III requests your company at his Royal Garden Party there will be loads of delicious scones.

Snow closures

In the case of snow or icy weather, the Senior Leadership Team, supported by our Premises Officer services, will make every effort to keep the school open.

However, there may be times when we are not able to open the school without putting pupils or staff at risk and we may need, reluctantly, to close for the day or to send pupils home early.



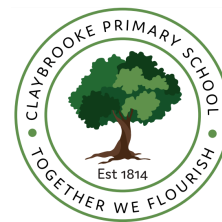
We will make every effort to keep the schools open. **If the school is going to close, we will send you an email message by 7am.**

On snowy or icy days when the school is open, we may close early or allow transport to leave the site early so that everyone can get home safely and in good time. For more information please see our cold weather plan here:

<https://www.claybrooke.leics.sch.uk/snow-closures/>



Claybrooke School Calendar 2023- 24



Spring Term 2024

| Date | Event |
|-----------|---|
| Mon 05/02 | Maple Forest School (Green and Blue teams) |
| Tue 06/02 | Safer Internet Day 2024 |
| Wed 07/02 | Claybrooke Book Fair 2024 (Until 14th Feb) |
| Mon 12/02 | Forest School: All Maple. |
| w/c 19/02 | Spring Half-Term Week |
| Mon 26/02 | School re-opens |
| Wed 28-02 | Class Photos |
| | Topic Showcase 2.30-3.00 * |
| Fri 01/03 | Author visit |
| w/c 04/03 | Reading Festival Week |
| Mon 04/03 | Y4 parents multiplication presentation. 3:30-4pm in Maple Classroom |
| Wed 06/03 | Warning Zone trip. Y6 only |
| Thu 07/03 | World Book Day: Stay & Read 8.45-9.15 * |
| w/c 11/03 | Parent Consultations taking place this week |
| | Mothers Day craft? |
| Fri 17/03 | Red Nose Day |
| Wed 20/03 | Maple Class production TBC |
| | PTA Easter Egg Hunt |
| Fri 22/-3 | Break up for Easter |
| w/c 25/03 | Easter Holidays |
| w/c 01/04 | Easter Holidays |
| Mon 08/04 | School re-opens |

At National Online Safety, we believe in empowering parents, carers and trusted adults with the information to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one of many issues which we believe trusted adults should be aware of. Please visit nationalcollege.com for further guides, hints and tips for adults.

What Parents & Carers Need to Know about PERSUASIVE DESIGN ONLINE

'Persuasive design' refers to the techniques that companies employ to influence our thoughts and behaviours when we're on the internet. These approaches can be spotted on websites, in apps and even as part of some video games. Persuasive design means that this content has been deliberately presented in a way that's intended to encourage you to spend your time or money (or both). These methods often prove highly effective at keeping people engaged and invested for longer than we might expect.

WHAT ARE THE RISKS?

POTENTIAL ADDICTION

In the digital world, persuasive design can make certain activities more addictive and harder to walk away from: some people may begin to feel anxious or irritated without access to their device or their favourite app, for example. It can also often leave users feeling isolated, as - if they spend most of their time on social media - they may start to find it difficult to talk to other people in real life.

MENTAL HEALTH CONCERNS

Scrolling online or gaming without regular breaks is proven to be harmful to our mental health. The constant bombardment of news stories (many of them negative), images and influencers' posts can create sensations of unease, uncertainty and FOMO (fear of missing out). Young people can get so immersed in this environment that they become less likely to spot misleading posts.

PROLONGED SCROLLING

Social media can draw any of us - regardless of age - into a continuous pattern of refreshing our screen, following posts and links down rabbit holes or reading countless comments made by others. This aimless scrolling can eat up time which could have been spent on more productive activities. It could also lead younger users into areas of the online world which aren't age appropriate.

SENSORY OVERLOAD

Repetitively scrolling, clicking on links or playing games can create an unending stream of new information and visual stimuli. Put it this way: social media isn't exactly renowned as a carefree, chilled-out environment. Such overstimulation can become too much for young people to handle, resulting in sensory overload and causing them to feel stressed, overwhelmed and exhausted.

COSTLY ADDITIONS

Video games sometimes display offers for downloadable content or loot boxes which can be bought with real money. While these 'microtransactions' temptingly promise to improve a player's gaming experience, most of the time they are money sinks. Young people in particular, excited by the chance of enhancing their game, could spend quite a sizeable sum very quickly indeed.

PHYSICAL CONSEQUENCES

Hours spent sitting and scrolling means far less time moving around and getting exercise: hardly ideal for a young person's physical health. Additionally, prolonged exposure to the light given off by a phone's screen can lead to eye fatigue and discomfort, especially if viewing it in the dark. Extended phone use before bed can also impact on sleep quality, affecting mood and energy levels over the following days.

Advice for Parents & Carers

ESTABLISH LIMITS

Talk to your child about setting some time limits on how long they can use their phone, tablet or console in the evenings or at weekends - or perhaps how often they can go on a specific app, game or website. You could also decide to involve the whole family in creating this shared screen time agreement, making things fair (and healthier) for everyone.

NIX NOTIFICATIONS

Stop knee-jerk responses at the source by turning off push notifications and alerts. Whether it's a gaming notification or a social media update, these not-so-gentle reminders are designed to catch our attention and lure us back to our device. Switching them off - or even deleting any particularly intrusive apps - can help prevent your child from being reeled back into the online world.

ENCOURAGE MINDFULNESS

Acknowledging any addiction is key in overcoming it - and compulsive scrolling is no different. If anything mentioned in this guide sounds familiar, it could help to have an honest, open chat with your child about how much time they spend online. Get them to think about how often they scroll through social media aimlessly or habitually open it up whenever they have a spare moment.

MAKE A CHECKLIST

Considering a list of relevant questions can be an effective way of helping children figure out why they're scrolling on certain sites or consuming particular pieces of content. A checklist can prompt young people to ask themselves if they're learning anything or benefiting from this activity - or if they're wasting their time. Taking a step back can sometimes help us to see things more clearly.

Meet Our Expert

Rebecca Jennings has more than 20 years' experience in the field of relationships, sex and health education (RSHE). As well as delivering workshops and training for young people, parents and schools, she is also a subject matter expert on RSHE for the Department of Education.



The National College

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#WakeUpWednesday

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