



St Pauls CE (C) Primary School

Learning and growing together in God's love



'There is one body, and one Spirit, just as there is one hope to which God has called you.'

Ephesians 4: 4-5

Weekly Newsletter - Autumn Term – Friday 22nd November 2024

Message from the Headteacher

Well the snow came! I know in Stafford we don't always get a lot...but with the direction our playground faces, any amount can stop play – literally! To keep the children safe the children have had quite a lot of indoor play this week, however the children remained positive and have tried their best to continue to focus in learning time, whilst still having fun during indoor playtime.

We have been focussing on our lunchtime club offer – Times Table Rockstars has been very popular this week! The competition is getting serious and the children are continuously challenging themselves to be as quick as they can. We aim for children to be able to answer a question in 6 seconds...however this week some children have been answering in less than 2 seconds – incredible! Practice really does make perfect – and at St Pauls we say that 'Practice makes maths easy!' Supporting at home daily with basic number skills really does make a huge difference.

We have passed the £200 mark in our Cashpot For Schools from Asda! What a brilliant total so far – and there is still time left. The cashpot closes on November 30th. If you are doing your weekly shop, popping in for some bread or being organised and starting your Christmas shopping this weekend, there is still time to sign up to the App if you haven't already and select our school for the cashpot. It doesn't cost you a thing – just simply scan at the till. Thank you to all of those who have used it so far, your support is very much appreciated. When the cashpot is closed and we receive our final amount we will keep you updated on what we spend the money on.

Our theme for Worship this half-term is Compassion – how Jesus showed this in many of his bible stories but also how we can link this to our school values and British Values. The children were amazing at sharing their ideas and taking part in sharing the reading of scriptures and poems. We will continue to explore this over the next few weeks as we head towards the importance of Jesus's birth at this special time of year.

As we approach the end of the first term for this academic year, we would like to hear your views and opinions about St Pauls and how we can positively move forward to support you and your children in school. We have had so many positive comments from yourselves at Parent's Evening, from daily conversations and from visitors in to school. Your views really do matter. Now is a chance to capture those so that we can respond and further improve going into the Spring Term. We have sent a parent questionnaire with the digital version of this letter which we would like you to respond to. If you click on the link it will take you to a questionnaire. Thankyou in anticipation.

Have a lovely weekend.

Miss Gaskell and the St. Paul's Team.

Class	%
Reception	100%
Year 1/2	96.3%
Year 3/4	95.3%
Year 5	96.2%
Year 6	96.8%

Whole School Weekly
Attendance

96.78%

OUR WEEKLY
WINNERS!

Reception

Being in school every day is so important to ensure children have the best chance possible of achieving well and reaching their potential.



This term our target as a school is 96%. To help children to achieve this we will be inviting parents into school to speak with Miss Gaskell to look at ways in which we can support to raise the attendance of your child. We will be launching attendance awards and leading assemblies with the children so that they understand the importance of being in school every day and on time.



Diary Dates



Tuesday 10th (pm) and Thursday 12th (am)
December

Reception and Year 1/2 Nativity

Friday 13th December

Whole school Christmas jumper day

Year 3,4,5,6 Pantomime

Tuesday 17th December

10:00am Church Service

Wednesday 18th December

Whole school Christmas dinner

After school Carol Service

Thursday 19th December

Reception and Year 1/2 trip to Amerton

- **The gates close at 8:45am – this is so that we are open for our statutory time of 32.5 hours. Please be on time as the morning session until 9:00am is target learning time for all children.**
- Our school equipment should not be used in the mornings before school. The children are not supervised at this time.
- We still have some children who are taking PE kits home and not bringing them back into school. It is really important that Forest School Kit is separate and PE kit is not used for this club

Class	Winner!
Reception	Blossom
Year 1	Eleanor
Year 2	Scarlett
Year 3	Robyn
Year 4	Elliot
Year 5	Dean
Year 6	Jessy



Values Award

Congratulations

For being a shining rainbow in our learning community, showing the value

Respect of _____

Excellence

Perseverance

Belief and Courage

Equality

Honest

Friendship and Love



Swords of Success Award

Congratulations

Their excellence in building their knowledge and skills in

Respect

Excellence

Perseverance

Belief and Courage

Equality

Honest

Friendship and Love

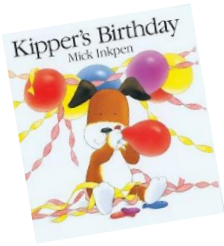


Class	Winner!
Reception	Robyn
Year 1	Joseph
Year 2	Cameron
Year 3	Ryan
Year 4	Aous
Year 5	Niamh
Year 6	George



LOOK what we're LEARNING!

Reception



This week may have been snowy and cold, but Reception have been planning a party to warm things up!

We have used the book 'Kipper's Birthday' to inspire our ideas making balloons, paper chains, party plates and other accessories. The attention to detail was simply phenomenal and the children made some really considered choices about the materials

they were going to use from the creative area! Just look at these – the gift bag was a fabulous idea!

Thank you to all families who have shared their birthday celebration stories so far, we look forward to sharing these during our learning on Monday afternoon.



During phonics sessions, Reception class have been learning about GCPs: 'sh' (share the shells), 'th' (thumbs up, we're having fun), 'ng' (bling on the ring) and 'nk' (I think I am pink). We have also been using magnetic tiles to segment words to spell. We did this by saying the word, counting the number of sounds we could hear in it and then matching the magnetic tiles to the sounds.



In Maths, we have continued to learn about the numbers 4 and 5 and ways to make these numbers (compositions). We have used cubes to build 4 and 5 shapes in different ways, threaded each numbers, used five frames to show the number and different colours to find different ways to make the amounts as well as show this as candles on our play dough birthday cakes. We even used cubes to form the digits!



Finally, we have continued our theme of 'Sparkle and Shine' and been painting and decorating our Daya lamps in addition to rescuing Sita from the Demon King. We designed and built bridges to cross the water. Could we make sure that we did not touch Sita or the water to rescue her?



Reception have really thought hard this week about how to solve challenges. What a lot of ways they have found!



Year 1 and Year 2



The children in Year 1 and 2 have had another amazing week!



The children were very excited at the start of the week when a letter to Santa accidentally got delivered to our classroom instead of the North Pole! I told the children that it reminded me of a story called The Jolly Christmas Postman, which we read on Monday. The children loved this story and have enjoyed looking at all the post that was delivered by the postman. Next week, we will be writing our very own letters to Santa and sending them off to the North Pole!



Year 2 children have begun their shape topic this week. They have been building and developing on their knowledge from Year 1 and they have been doing brilliantly with this. While the Year 1 children have been consolidating their knowledge of addition within 10 and their instant recall of number bonds to 10. Any extra practise at home with number bonds to 10 (without using their fingers to count!) will be extremely helpful to all the children.

Our topic for this term in PSHE is Staying and Keeping Healthy. We began this topic by discussing the importance of washing our hands properly. The children showed great understanding that washing our hands not only keeps ourselves safe but also keeps others safe as we are not spreading germs. The children enjoyed completing a small experiment with some glitter and soap. This experiment showed the children just how important it is to use soap when washing their hands.



Developing on their printing from last week, the children created leaf rubbings in our Art lesson. They used different shaped leaves to create a display of different textures in their sketchbooks. The children thoroughly enjoyed this lesson and the results were amazing! Another creative part of our week was in our Computing lesson. The children created digital paintings inspired by the Dutch artist Piet Mondrian, they used the shape and line tool to create their own versions of Mondrian's work. The children are now able to explain what tools they have used to create their paintings and why they are the best tools to use!

A great week for all the children, well done!



Year 3 and Year 4



Year 3 and 4 have had an exciting and engaging week filled with hands-on learning and creative exploration.

In **English**, we wrapped up reading the fascinating book *Shackleton's Journey* and are now working towards writing our very own newspaper articles based on the story. To bring the narrative to life, we role-played as both Shackleton and reporters, diving into interviews to gather information and better understand the thoughts, feelings, and motivations of the characters.

In **Computing**, we began planning for our stop-motion animation projects by creating detailed storyboards. We explored the key elements of what makes an effective animation, such as smooth transitions and realistic movements, and discussed how to use the available resources to bring our ideas to life. We're excited to begin filming next week!

In **Science**, we investigated the process of turning solids into liquids, focusing on the most efficient ways to melt chocolate. Building on last year's work on fair testing, we extended our knowledge by designing and conducting a fair investigation to analyse our results scientifically.

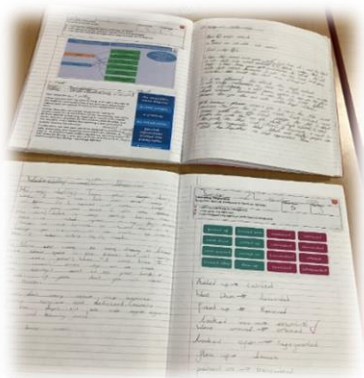
In **Geography**, we practiced persuasive writing by drafting emails to a local developer, advocating for specific uses of local land. We presented well-reasoned arguments based on the advantages and disadvantages of the different land-use options, considering their impact on the community and environment.

Well done to all the pupils for their hard work and enthusiasm this week—we are proud of your creativity and dedication!

A Fantastic Week for Year 3 and 4!

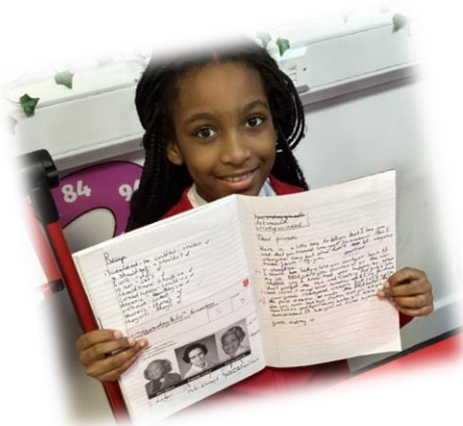
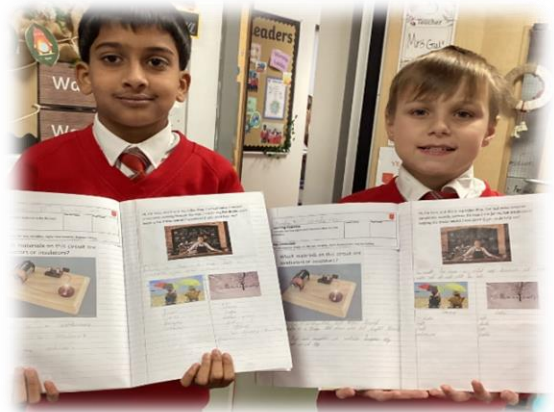


Year 5 and Year 6 ★

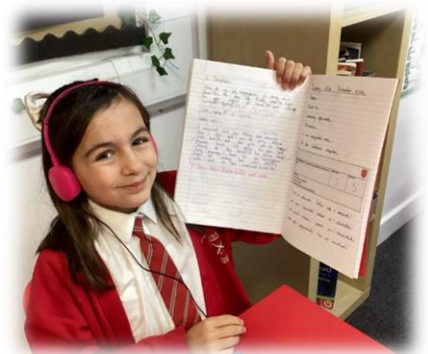
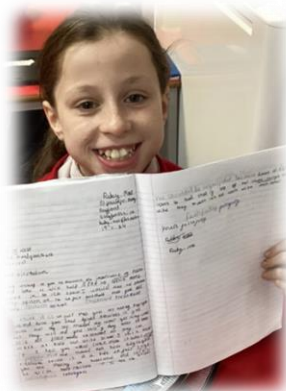


This week in English Year 5 have been writing informal letters. They wrote their letters as Katherine Johnson to her daughters. Children used informal greetings and sign offs. They also understood that informal writing uses shortened words and contractions. They also identified that some of the sentences were very short. They also used brackets to add extra information.

In Science this week children are continuing their learning on Properties of materials. Children have today stated learning about how to perform a fair test. They have learnt about the different variables of a fair test such as controlled, independent and dependent variable. Next week they will carry out their experiment and reach a conclusion.



Year 6 have done an amazing job in their writing journey of a non-chronological report about the history of NASA and the hidden figures. We had a brilliant discussion about them in our P4C session and answered the question 'are black women still making history?'. This helps to push the impact of our writing, which is to inform the reader of these incredible women in history. We have written lots of different types of texts this week including formal letters, informal letters and biographies to turn fact into opinions.



What's on in the Autumn Term?

Extra-curricular enrichment clubs

Monday

Multi-skills/Netball

Y3, 4, 5 & 6

Tuesday

PALS Dance Club

Y1, 2, 3, 4, 5 & 6

Wednesday

Football

Y1, 2 & 3

Thursday

Lunchtime Choir

Football

Y4, 5 & 6

Friday

Forest School

Y3, 4, 5 & 6



We would be so grateful if you could download the Asda Rewards App and join our Cashpot for St Pauls.

We already have **£203.96** in the pot which is amazing, and this money will come straight back into school!

Please ask at the office if you need any help in how to support us.



Please click on the links below to watch a video about the Flu Vaccination – sent through from our local NHS Team.

Student information: <https://youtu.be/JepMe0BkDil>

Parent information: <https://youtu.be/dnqfhcdLZvs>



WhatsApp safety guide for parents

internet matters.org

16+

WhatsApp's minimum age in the UK*

58%

Kids aged 3-17 who use WhatsApp

37%

Kids under 13 who use WhatsApp



*those who register from 16 February 2024 must be 13 or older. This will apply to all users from April 2024.

5 tips to keep kids safe on WhatsApp



1 Review privacy settings WhatsApp has a range of privacy and security settings to keep users safe. Customise groups, app access, live location and more.



2 Customise contacts Show your child how to report and block unwanted contacts. Then, work with them to add their friends and family. Review and talk about their contacts regularly.



3 Talk about personal information Make sure your child understands what personal information is. Talk about the importance of keeping that information private on WhatsApp.



4 Show them where to get support If something goes wrong or they see something worrying on WhatsApp, make sure they know to come to you, and talk about other sources of support.



5 Check in regularly Once you've done all of the above, check in with them regularly to review settings and how they use WhatsApp.

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What Parents & Carers Need to Know about GROUP CHATS

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WHAT ARE THE RISKS?

BULLYING

Unkind comments or images which are purposely aimed at an individual can be shared freely in a group chat – allowing and often encouraging others to join in the bullying behaviour. If this content is shared in a group of their peers (especially a larger group), it serves to amplify the hurt, embarrassment, anxiety and isolation that the victim feels.

EXCLUSION AND ISOLATION

This common issue with group chats can happen in several ways: starting a new group, for instance, but deliberately excluding a certain child. Likewise, the chat may take place on an app which one child doesn't have access to, meaning they can't be involved. A child can also feel isolated when a group chat is used to discuss or share images from an event that everyone else but them attended.

INAPPROPRIATE CONTENT

Some discussions in group chats may include inappropriate words, swearing and unsuitable images or videos. These could be viewed by your child if they are part of that group, whether they actively engage in it or not. Some chat apps have a disappearing message function, so your child may be unable to report something they've seen because it can only be viewed once or for a short time.

SHARING GROUP CONTENT

It's important to remember that – while the content of the chat is private between those in the group – individual users can easily share a message, photo or video with others outside of the group or screenshot what's been posted. The risk of something your child intended as private becoming public (and potentially going viral) is higher if there are people they don't know well in the group.

UNKNOWN MEMBERS

Within larger group chats, it's more likely your child will be communicating with people they don't really know. These strangers may be friends of the host, but not necessarily friendly toward your child. It's wise for young people not to share personal details and stay aware that they have no control over the messages and images they share after they've put them online.

NOTIFICATIONS AND FOMO

A drawback of large group chats is the sheer number of notifications. Every time someone in the group messages, your child's device will be 'pinged' with an alert: potentially, this could mean hundreds of notifications a day. Not only is this highly distracting, but young people's fear of missing out on the latest conversation results in increased screen time as they try to keep up with the chat.

Advice for Parents & Carers

CONSIDER OTHERS' FEELINGS

Group chats are often an arena for young people to gain social status. This could cause them to do or say things on impulse, which could upset others in the group. Encourage your child to consider how other people might feel if they engaged in this behaviour. If your child does upset a member of their group chat, support them to reach out, show empathy and apologise for their mistake.

PRACTISE SAFE SHARING

In any online communication, it's vital for young people to be aware of what they're sharing and who might potentially see it. Discuss the importance of not revealing identifiable details like their address, their school or photos that they wouldn't like to be seen widely. Remind them that once something is shared in a group, they lose control of where it may end up and how it might be used.

GIVE SUPPORT, NOT JUDGEMENT

Remind your child that they can confide in you if they feel bullied or excluded in a group chat, instead of responding to the person who's upset them. Validate their hurt feelings and help to put them back in control by discussing how they'd like to handle the situation. On a related note, you could also empower your child to speak up if they're in a chat where others are being picked on.

AVOID INVITING STRANGERS

Sadly, many individuals online hide their true identity to gain a child's trust – for example, to gather information on them, to exchange inappropriate content or to coax them into doing things they aren't comfortable with. Ensure your child understands why they shouldn't add people they don't know to a group chat – and, especially, to never accept a group chat invitation from a stranger.

BLOCK, REPORT AND LEAVE

If your child is in a chat where inappropriate content is being shared, advise them to block the users sending the material, report them to the host app or platform and exit the group. If any of this content could be putting a minor at risk, contact the police. Emphasise to your child that it's OK for them to simply leave any group chat that they don't feel comfortable being a part of.

SILENCE NOTIFICATIONS

Having a phone or tablet bombarded with notifications from a group chat can be a massive irritation and distraction – especially if it's happening late in the evening. Explain to your child that they can still be part of the group chat, but that it would be healthier for them to turn off or mute the notifications and catch up with the conversation at a time which better suits them.

Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian government comparing Internet use and sexting behaviour of young people in the UK, USA and Australia.



NOS National Online Safety®
#WakeUpWednesday

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Phone Safety Tips (from UK Safer Internet Centre). Further information <https://saferinternet.org.uk/guide-and->



Talk with your child about responsible use of their phone

Discuss what is okay and not okay to use their phone for. Talk about time limits and expectations of where the device can and cannot be used, this could include things like the phone being charged outside their bedroom overnight.



Discuss what to do if something upsetting or worrying happens

Give them the strategies they need in case something concerning happens whilst they are using their device. This could be to lock the screen and tell an adult, to make a report to the platform they are using, or to block the user.



Explore parental controls

Take a look at the controls available both on the phone itself and on your home Wi-Fi. Talk these through with your child too. Parental controls are a helpful tool, but an open conversation with your child is the most important thing.

[resource/parents-and-carers/phones](https://saferinternet.org.uk/guide-and-)

SAFEGUARDING CONCERNS

If you have any Safeguarding concerns, please contact Miss Gaskell (DSL) 01785 337436 Or Staffordshire Safeguarding Board 0300 1118007



**Staffordshire
Safeguarding
Children Board**

**Keeping
children safe
is everyone's
responsibility**



SEND Questions

If you have any questions about your child regarding Special Educational Needs, please contact Mrs Nevins-Stanford (SENDCo) 01785 337436