



# Newsletter

Friday 13th October 2023

Issue 5



Twitter

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## Shaping Our Children's Futures, Together

### Messages from Mr Day

It was wonderful to welcome so many families into school this evening for our first work sharing event of the year. As co-educators, we want our families to be involved in the day-to-day life of the school as much as possible and to know exactly what your children are learning and how they are progressing. There are a number of ways that we do this:

**Work Sharing Evenings**—These evenings provide you with the opportunity to look through your child's books each half term, celebrate their learning and progress and you can even leave them (and their teachers) a note to celebrate their achievements.

**Termly Report Cards**—These go home each term the week before Parents' Evening Appointments. Report Cards highlight your children's strengths, areas for development, their current attainment in individual subjects, their attendance and their attitudes and behaviours.

**Termly Parents Evening Appointments**—You can book a ten minute meeting, in-person or online, to discuss their child's learning and progress.

**Termly Open Mornings**—Open mornings provide parents with the opportunity to work in class alongside children. If you are not able to attend, please feel free to send another family member.

**Curriculum Bulletin**—The Curriculum Bulletin is issued each week via email, MCAS and through our X (formerly Twitter) platform. It outlines what children will be learning in each subject and in each year group. This will help you to understand what your child is learning in school and how you can better support them at home.

**Parent Workshops**—Workshops provide you with the opportunity to learn about specific approaches to reading, maths, multiplication tables, phonics etc. At each session, you will be given a resource pack that can be used to support learning at home.

**Class Assemblies and Performance**—Each class will perform two assemblies per year that families members can come and watch. In addition, our school calendar includes Christmas performances and summer concerts so do check our Newsletter weekly to make sure you don't miss these events.

### Smoothwall Monitoring of iPads

We are now several weeks into the implementation of our 'Learning Futures,' 1:1 iPad initiative and it has been great to see how these are enhancing curriculum provision within school.

When devices go home in the evening, it is important to remind parents and children that these are still being monitored by our Smoothwall system. This system is designed to block access to inappropriate sites, helping to keep our children safe from online risks. Children should only be using these devices support their learning at home and these should not be used for other purposes, including web browsing, or as a family device. When these iPads are used to access inappropriate content in the home, a notification is sent to our designated safeguarding leads (Mr Day, Mrs Johnston and Mr Mills). Where there are repeat examples of children inappropriately using their iPads at home, their device will be blocked and not sent home. We would also ask that parents ensure children are being adequately supervised at home. If you'd like advice on how to keep your child safe online, sign up to the safer schools and National Online Safety apps for handy parent guides.

Mr Day

### Dates for your Diary

#### Mon 16th Oct

9.00-11.00—SATS Maths Parent Workshop led by Mr Mills and Miss Humphrey. Come along and find out how you can support your child to develop into a secure mathematician.

#### Tues 17th Oct

8.45-10.30am Year 1 and 2 parent workshop – Early Reading. Come along to gain a better understanding how you can support your child to develop into a fluent, confi-

#### Weds 18th Oct

8.45-10.30am Year 3 and 4 parent workshop – Early Reading. Come along to gain a better understanding how you can support your child to develop into a fluent, confident and competent reader.

11.00am – 4.00pm Mr Day hosting an open day for prospective parents with children due to start in Reception in September 2024. Please book an appointment by calling the school office.

#### Thurs 19th Oct

3.00-3.25pm PTFA meeting - Join our fantastic PTFA and Mr Day and find out how you can support the school. All families welcome.

6.00-8.00pm PTFA Outdoor Movie Night. Join us for a spooktacular evening watching the 1993 hit, 'Hocus Pocus'. Please note: this movie is a PG and parents must attend alongside children.

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# Brookvale Primary School Newsletter



## Attendance

Whole School  
(Years 1 to 6) ★ 96.39%

Reception 93.79%

Year 1 94.33%

Year 2 ★ 100%

Year 3 93.87%

Year 4 ★ 98.67%

Year 5 94.33%

Year 6 ★ 97.33%

Equates to:



## This week's Class

**Attendance Superstars  
Are:**

**Year 2**

The class with highest attendance each week will receive an additional 15 minute playtime.

## This week's

**100% Attendance**

**Reward Winners are:**

**KS1: Olivia (Year 2)**

**KS2: Hooria (Year 6)**

Each week, children with 100% attendance will be placed in a draw. Two winners will be selected at random and awarded a brand new book for their effort.



**Ask your children about their Class Dojos!**



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## Reading Workshops

Next week, Mrs Johnston (Deputy Headteacher) will be hosting Parent Workshops for Reading.

**Tuesday 17th October**

Year 1 and 2 Reading Workshop



**Wednesday 18th October**

Year 3 and 4 Reading Workshop

The reading workshops will be 30 minutes in the hall followed by an hour of working with your child in class.

Come along to these workshop and find out how you can better support your child's reading at home.

## Operation 'Snow Ball' is a Go!



Thanks to the incredible generosity of the PTFA, we have now purchased all the material and lighting to transform our hall into a winter wonderland ready for our first ever 'Snow Ball' on



When the fabric arrives, we are looking for volunteers who can run a basic hem using a straight running stitch on a sewing machine (we have these in school).



If you have these skills, and would be willing to help, please contact Mrs Coulson by calling the office or emailing: [office@brkvale.bham.sch.uk](mailto:office@brkvale.bham.sch.uk)



## Birmingham's 'Dream Team' Project

Birmingham City Council (BCC) has partnered with Birmingham Voluntary Service Council (BVSC) & Barnardo's to support families suffering from Bed Poverty.

Bed poverty is affecting outcomes for children across the UK, it has a severe impact on their educational attainment, development, and family life. At the most fundamental level, a bed is a safe space for a child, it offers warmth, independence, privacy and comfort, and it is especially important in high stress households.

Bed Poverty is estimated to affect 30% of the UK population, with over a million children estimated to have to share a bed with parents or siblings, or sleep on a floor, sofa, or in the bath.

Sleep deprivation leads to tiredness in lessons, issues with school attendance, low self-esteem, anxiety, mental health issues, difficulty regulating emotions and can lead to wider family tension and distress.

Birmingham City Council is looking to end child Bed Poverty in Birmingham and is looking to schools to help support with the project.

### What will BCC do?

- Provide a suitable bedding bundle for the family consisting of:
- Bed (bunks, single beds, trundle beds, double beds, cots – as required)
- Mattress & Mattress Protector
- Bedding (4 Season duvet, pillows, bedding set – including themed bedding)
- PJ's (including character themed)
- Age/Gender appropriate Hygiene kit



### How do I access this support?

If you feel you need to speak to someone about potentially living in bed poverty or have any additional questions, come to the school office or arrange a private meeting with Mr Mills to discuss how we can help. We can refer you to this service.

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## Reading at Home

### Why is Reading An Important Life-Long Skill?

Reading matters because it can have a lifelong positive impact on a child, affecting their health and wellbeing, creativity and educational outcomes. A substantive body of research (Book Trust, 2023) highlights that, children who read:

Key statistics in reading (National Literacy Trust, 2023)

- Just **2 in 5** children said they enjoyed reading in 2023
- **Fewer than 3 in 10** said that they read daily
- **Only Half (52.9%)** of children told us they had been encouraged to read by their parents/carers.

Are more likely to overcome disadvantage caused by inequalities



They will experience better educational mobility and social mobility



Those growing up in poverty are less likely to remain in poverty as adults



They are more likely to overcome the barriers disadvantage presents throughout school



They have better brain development, attention, and cognitive ability



They have better language development and literacy skills



They have better knowledge about the world and are more ready for learning



They make more progress across the curriculum

Are more likely to do better at school and make more progress across the curriculum



Are more likely to be happier, healthier and experience better mental wellbeing and self-esteem



They feel more secure and develop deep bonds with parents and carers



They have better sleep and lead healthier lifestyles



They have a better foundation for healthy social-emotional development



They have better mental wellbeing and self-esteem



They have more empathy



They are more creative and imaginative



Are more likely to develop empathy and creativity



### How Can I Support My Child to Read at Home?

Reading with your child at home comes with a world of benefits for you and your children, and it's also perfect for quality family time. If you're not sure where to begin, we've got some tips to get you started.

#### Read regularly

Little and often is the best approach with young readers. Try setting aside 10 or 15 minutes of reading time each day. For some children, especially very young readers, four or five minutes of reading may be sufficient. This short time together should be enjoyable for you both.

#### Get comfortable

Find somewhere free from distractions. Giving your child your complete attention will help them learn how to focus and enjoy reading. Asking your child where they would like to read also helps. They may want to curl up on the floor or lounge on your lap in an armchair. Make the choice of where to read part of the reading for pleasure experience.

#### Be positive

While your child is reading, try not to interrupt them if they get things wrong. Let them finish a sentence or paragraph and then go back over anything you think is important. Always remember to first praise what your child did well, such as saying 'You sounded just like the tiger when you read this bit' or 'You looked really carefully at this word and used the sounds to help you work it out.'

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## Reading At Home Continued

### Work it out together

Help your child think about how they could work out the meaning of unfamiliar words. Choose just one or two errors to look at and what might be the best way to solve each one. For example, try saying 'You said "lion" here, but look at the first letter "t" – that word is "tiger".'

If it is clear a child is unable to solve a word, then tell them the word and point out how you would read it. For example, 'This word is "tiger". I looked at the first letter "t" to help me read it, and I can see a picture of a tiger on the page.' Showing what readers do when stuck is an effective way of helping young readers solve unfamiliar words.

### Take turns

With very young readers in particular, or for children who are finding the book challenging, it can be helpful to take turns in reading sentences, paragraphs and pages. This keeps the story flowing while making sure your child gets plenty of opportunities to practise. Show your child how reading can sound like talking. Reading sentences and phrases fluently supports understanding and the development of comprehension.

### Build confidence

Make sure the books you read with your child are not too difficult. When children lose the flow of a story, and find more than one in 10 words hard, they can become reluctant to read. If this happens it may be more beneficial to read the story to your child.

### Read favourites

Children love to read stories they have read before. Young children in particular will read and re-read their favourites many times. Re-reading something they can read quickly and easily is just as important as facing new challenges in reading. This helps to build confidence, speed and accuracy.

### Talk about the story

Talk to your child about the books you read together. Not only will this increase their enjoyment of reading, but it will also help to improve their comprehension skills. We suggest questions in the back of each.



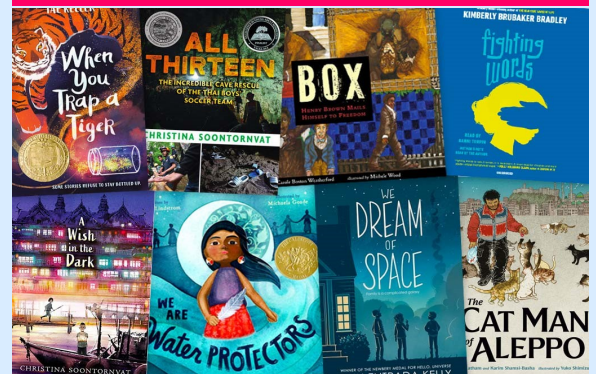
## Expectations for Parents/ Carers

1. Read with your child every day for 10 minutes.
2. Read your child's Rising Stars reading book and online Rising Stars eBook every day.
3. Complete the reading diary for each day by writing a comment and signing it (see the example below).
4. Ensure that your child brings their Reading Record and Rising Stars reading book to school every day.
5. Make storytime a part of your daily routine and bed-time.

Date	Book title and page number	Comments
18.11.2022	Superhero Sports Day Pages 2-10	Harry sounded out words that he didn't know. He could tell me the main events from the first part of the story. Great reading, Harry!

Children are never too old to enjoy having a story read to them.

Our school library has over 3000 books for you to access and enjoy with your child to Pop in and find your next great read!



Reading at Home Continued

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## Parent Safeguarding – Online Safety From 'National Online Safety'

### What Parents & Carers Need to Know about AGE-INAPPROPRIATE CONTENT

"Inappropriate" means different things to different people. What's acceptable for one age group, for example, may be unsuitable for a slightly younger audience. Online, young people can chance upon inappropriate content in various ways – from pop-up ads to TikTok videos. The increasingly young age at which children become active in the digital world heightens the risk of them innocently running into something that they find upsetting or frightening. Trusted adults need to be able to help children be aware of what to do if they're exposed to age-inappropriate content.

#### WHERE IS IT FOUND?

##### SOCIAL MEDIA

Age-inappropriate content is easily accessible through many social media platforms. TikTok, for instance, is hugely popular with young people but is arguably best known for clips featuring sexualised dancing or profanity. Some social media users also express hate speech or promote eating disorders and self-harm, which could cause lasting damage to a child's emotional and mental health.

##### GAMING

Gaming is an enjoyable source of entertainment, but many popular titles can expose children to inappropriate material such as violence, horror, gambling or sexually explicit content. Playing games unsuitable for their age risks normalising to children what they are seeing. Some games also include in-game chat, where other (usually older) online players often use language that you probably wouldn't want your child to hear or repeat.

##### STREAMING

The range of video streaming services available online means that users can find almost anything they want to watch on demand. Children are therefore at risk of viewing TV shows and movies which contain nudity, drug and alcohol abuse, explicit language and extreme violence. Unfortunately, these streaming platforms can't always determine that it's not an adult who's watching.

##### ADVERTS

Online adverts frequently include age-inappropriate content: usually gambling and nudity or partial nudity, although adverts for alcohol or e-cigarettes are also common. Some search engines also feature adverts that are responsive to your search history: so if you've recently looked up a new horror movie, shopped for lingerie or ordered alcohol online, then the ads appearing on screen could reflect this the next time your child borrows your device.

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### Advice for Parents & Carers

#### TALK IT THROUGH

Embarrassment or fear of getting into trouble can make it difficult for children to talk openly about age-inappropriate content they've watched. Remind your child they can always come to you if they're troubled by something they've seen online, without worrying about consequences. Before offering advice, discuss what they saw, how they felt and how they came to find the content in question.

CAN WE HAVE A CHAT?

#### CONNECT, DON'T CORRECT

If your child's been particularly distressed by exposure to content that wasn't suitable for their age, it's important to offer guidance to prevent them from repeating the same mistake – but it's equally vital to help them deal with the emotions that the situation has raised. You could tell them about any similar experiences you might have had at their age, and how you dealt with it.

#### BLOCK, REPORT, CONTROL

After discussing the problem, you and your child can take action together. This could include blocking any inappropriate sites and reporting any content which violates a platform's rules. To further safeguard your child online, set up parental controls on internet-enabled devices that they use. This will significantly reduce the chances of your child being exposed to age-inappropriate content in future.

#### GET SPECIALIST HELP

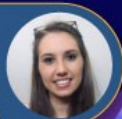
Age-inappropriate content can potentially have a negative impact on a child's mental health, which is sometimes displayed through changes in their behaviour. If the problem becomes more severe, you might consider reaching out to a mental health professional or an expert in this field who can provide you and your child with the proper support.

#### STAY CALM

Even though it is obviously difficult to stay rational in a situation where your child has been put at risk, it's essential to think before you react. Your child may well have hesitated to open up to you about watching inappropriate content for fear of the consequences, so being calm and supportive will reinforce the notion that it would be easy to talk to you about similar issues in the future.

#### Meet Our Expert

Caitley Jorgensen is a Registered Counsellor with The Health Professions Council of South Africa, and she runs a private practice offering counselling to children, teenagers and families. Her main focus is creating awareness and educating the community on the mental health pressures of today's world, as well as resources and techniques to understand and cope better.



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Sources: <https://www.nationalonlinesafety.gov.au/documents/about-programme/about-programme/inter-appropriate-content.pdf> <https://www.nationalonlinesafety.gov.au/documents/about-programme/about-programme/inter-appropriate-content.pdf> <https://www.nationalonlinesafety.gov.au/documents/about-programme/about-programme/inter-appropriate-content.pdf>



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## Parent Safeguarding – Online Safety From 'National Online Safety'

### Top Tips for Adopting **SAFE & HEALTHY ONLINE HABITS**

Everyone has so much going on in their lives, and that includes children: from exams and deadlines to anxiety and mental health struggles. It's quite easy to send memes, make jokes and vent online about the things that irritate us, but when was the last time you – or your child – took a moment to share something kind or positive instead? In fact, when did you last stop and think about your family's online activities? To help keep them safe and teach them healthy online habits, we need to develop our children's digital resilience. There are lots of ways that children can become more digitally resilient, and we've pulled together some popular strategies here ...

#### WHAT IS DIGITAL RESILIENCE?

Resilience doesn't mean being so tough that nothing gets to you, and it's not about "putting up with things" either. Instead, it's the ability to recover from setbacks. Everyone feels sad, worried, scared or upset at times: it's how we respond and adapt to those situations which is important. Digital resilience is about making choices that keep us safe and happy online, even when we're exposed to something negative or upsetting. Building your child's digital resilience will help reduce the impact of potential risks as they engage with and navigate around the online world.

#### REACH OUT FOR SUPPORT

- ✓ If you have a problem online, don't be afraid reach out to specialist people or organisations that could help.
- ✓ Follow people on socials who have the same values and morals as you.
- ✓ You could always talk to a friend, or a trusted adult like a teacher or family member for some advice.

#### MAKE POSITIVE LIFESTYLE CHOICES

- ✓ Make time for the people and things that make you happy.
- ✓ Monitor your screen time and stick to your limits.
- ✓ On social media, follow people that make you feel good about yourself – and unfollow the ones who don't.
- ✓ Spread some positivity: post good reviews, leave encouraging comments and share good news.

#### PUT SAFETY FIRST

- ✓ If you see something online that upsets or worries you, tell a trusted adult about it as soon as possible.
- ✓ You could also report the content that's making you feel uncomfortable to the site or app that you saw it on, so they can look into it.
- ✓ Another option is to block the person or the account that's causing you a problem – or you could go one step further by totally deleting the app you were using.

#### KEEP YOUR HEALTH IN MIND

- ✓ Try to factor in regular breaks offline and away from your screen – ideally, outdoors for some revitalising fresh air.
- ✓ Exercise is a brilliant stress-buster: even a walk around the block, a bike ride or a stroll to your local shop can really work wonders.
- ✓ Be strict with yourself about putting devices away in plenty of time before bed: they can interfere with a good night's sleep, which is essential for staying healthy.

#### GET THINGS CLEAR IN YOUR HEAD

- ✓ Ask yourself what kindness online actually looks like. Can you remember the last time someone was kind or supportive towards you online? What did they do?
- ✓ Think about how it makes you feel when someone sends you a positive or funny message online.
- ✓ What about the opposite: has someone ever been deliberately unkind to you online? What did they do and how did it make you feel?
- ✓ If someone's behaviour online is causing you stress, try to remind yourself of all the steps you can take if a person's being unkind online.

#### Meet Our Expert

Cayley Jorgensen is a registered counsellor with the Health Professions Council of South Africa, working in private practice to offer counselling to children, teenagers and young adults. She is the founder of Ingage Support, a mobile app focusing on mental health awareness with the goal of providing resources and solutions to schools worldwide.





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## Our Week in Pictures

Check out our X account (formerly Twitter) @BPS\_B23



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