



## Ox Close Federation Newsletter Friday 2<sup>nd</sup> February 2024 – Volume 17

### Sharing the Love of Reading

This week's newsletter has reading as a theme, something which is a top priority to us at Ox Close. This Valentines Day, Wednesday 14<sup>th</sup> February, we will be sharing the love of reading in school through an exciting day of planned activities. Check out the information poster below for all of the information.

### *For the Love of Reading*

Love can mean so many different things to different people—loving a family member, loving a pet, loving your hobby, perhaps even loving time spent outside. As well as all of these, many of us have a love of reading too...and we want to know all about the books that you love!

This Valentines Day, we invite all children to bring a book that they love to school, in order to share this with a friend at various points throughout the day. We will be taking photographs of the children too to help make a brand new display, demonstrating our love for reading at Ox Close.

If you're unsure about sending a book into school, please don't worry! Why not simply take a photo of yourself with your favourite book and send it to us via SeeSaw. This applies to anyone at home who is willing to share their love of reading...Mams, Dads, Grans, Uncles...all are welcome to send us their pictures!

To help us keep track of what I am sure will be many, many books, please can we ask that these are named and placed in book bags or rucksacks to bring to school.

*We cannot wait to share the love with you all!*



### Phonics at Reading in Key Stage One

On Tuesday 27<sup>th</sup> February at 5pm, Year 1 parents are invited to attend a Phonics Screening Check Information session. We will discuss the key aspects of our phonics teaching, the assessment process and answer any questions you may have. We will also be inviting parents and carers of all children in Year 1 and Year 2 into school week commencing 11<sup>th</sup> March to participate in phonics and reading workshops with your children. More details will follow next week.

## Reading in Key Stage Two

As you will be aware, reading plays a huge role within our school, and we strive to ensure that all of our families are as engaged and enthusiastic about reading as possible. To give parents/carers more of an insight into how we teach reading in school, we invite you to join us for a short workshop after half term to explore this with your child.

To be able to accommodate as many people as possible, the dates for each of our KS2 groups are shown below. The sessions will run on the following dates and times:

3/4D – Miss Day	Monday 4 <sup>th</sup> March	9:05am – 10:05am
3/4P – Mrs Payne	Tuesday 5 <sup>th</sup> March	9:05am – 10:05am
3/4W – Mr Webb	Thursday 7 <sup>th</sup> March	9:05am – 10:05am
Year 5	Wednesday 6 <sup>th</sup> March	9:05am – 10:05am
Year 6	Wednesday 6 <sup>th</sup> March	9:05am – 10:05am

Within these workshops, there will be a carousel of activities going on at various points around the school, and we invite the children to move between these to give you all a true sense of how reading is embedded at Ox Close. Staff will be on hand to answer any questions and Mrs Shepherd will meet you all in the hall for a short introduction before the sessions begin.

We look forward to seeing as many of you there as possible. If you are unable to attend, please do not worry, as all children will still access the activities on offer.

## Online Safety Week

Next week, we will be raising awareness of the importance of Online Safety and celebrating Safer Internet Day on Tuesday 6<sup>th</sup> February. Mr Crowther, our Computing and Online Safety Lead, will be launching the week with a special assembly on Monday morning and has written a letter to you all to let you know about all of the exciting activities that are planned for the children.



## Change to Gate Opening Time

As mentioned in the newsletter last week, we have extended the period of time for children to arrive at school on a morning. Gates now open from 8:35am and children have until 8:45am to arrive at school. If any child arrives after 8:45am, they will be marked as late on the register. We hope that extending the opening period of the gate will reduce the number of children who are rushing and late for school.

## Meals – Tuesday 13<sup>th</sup> February – Pancake Day

We will be celebrating Pancake Day by offering pancakes as the dessert for the meal on Tuesday 13th February.

The meal choices on this day are:

- All Day Breakfast
- All Day Vegetarian breakfast
- Jacket Potato with a choice of topping
- Selection of sandwiches.

If you would like to book a meal for this day, please log onto Arbor and make the booking through the Meals section.

## Weekly Class Charts Top Scorers

<b>Reception</b>	Emmie C	<b>Year 4</b>	Elliott L
<b>Year 1</b>	Reece M	<b>Year 5</b>	Aria H
<b>Year 2</b>	Nevaeh N	<b>Year 6</b>	Emmie-Jay T
<b>Year 3</b>	Matthew B		

## Attendance

Overall attendance for the week is 93.8% and the Year Group with the highest attendance is Year 1 with 98.6%. The overall school attendance for the academic year is 95.2%.



## Punctuality

The Primary starts at 8:45am, with the gates opening from the new time of **8:35am**. Please ensure that your child is at school on time so that they do not miss out on any learning. This week, we have had 379 late minutes – this is a huge amount of lost learning time and we are really hoping to reduce this with the extended gate opening time.

## Dates for the Diary

Wednesday 14 <sup>th</sup> February	Share the Love of Reading Day
Wednesday 14 <sup>th</sup> February	2:15pm - Reception - Cuddle up with a Book
Thursday 15 <sup>th</sup> February 2024	AM and PM - Nursery - Butterflies Stay and Play
Friday 16 <sup>th</sup> February	3:15pm – Close for February Half Term
Monday 26 <sup>th</sup> February	8:40am – Children return to Nursery and School
Tuesday 27 <sup>th</sup> February	5pm – Year 1 Phonics Screening Check Parent Session
Monday 4 <sup>th</sup> March	9:05am – 10:05am – 3/4D Reading Workshop
Monday 4 <sup>th</sup> March	2pm - Reception - Mother's Day Crafts
Tuesday 5 <sup>th</sup> March	9:05am – 10:05am – 3/4P Reading Workshop
Wednesday 6 <sup>th</sup> March	9:05am – 10:05am – Y5 and Y6 Reading Workshop
Thursday 7 <sup>th</sup> March	9:05am – 10:05am – 3/4W Reading Workshop
Monday 18 <sup>th</sup> , Tuesday 19 <sup>th</sup> , Wednesday 20 <sup>th</sup> and Thursday 21 <sup>st</sup> March	Primary – Parent/Carer Consultations
Tuesday 19 <sup>th</sup> March	Year 4 Visit to Whitworth Park Academy
Monday 25 <sup>th</sup> March	2pm - Reception - Egg Decorating
Thursday 28 <sup>th</sup> March	2pm - Nursery Easter Bonnet Parade
Thursday 28 <sup>th</sup> March	3:15pm – Close for Easter Break
Monday 15 <sup>th</sup> April	8:40am – Children return to Nursery and School

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 [www.nationalonlinesafety.com](http://www.nationalonlinesafety.com) for further guides, hints and tips for adults.

# What Parents & Carers Need to Know about SOCIAL MEDIA & MENTAL HEALTH

An estimated one-third of children have a social media account, so it's important that trusted adults know what content young people are consuming, what they're posting and the interactions they're having. On social media, it can be easy to go down 'rabbit holes' that aren't beneficial to our wellbeing. As platforms grapple with managing such 'legal but harmful' content, lives are being impacted – sometimes to tragic effect. We might be daunted by the scale of the tech giants and their content which so enthral young people, but we can still help children to be aware of their mental wellness: recognising when something isn't OK... and knowing what to do about content that upsets them.

## 1. UNDERSTAND THE ALGORITHM

Algorithms rank content by user interest: someone who regularly interacts with sports news, say, will see the latest results at the top of their feed. Likewise, if a user browses content that can cause harm, that's what will be recommended to them in future. Someone who's had a bad day and looks for posts which reflect their mood will find similar content being suggested to them more and more.

## 2. AVOID THE MAIN FEEDS

Avoiding the default feeds on social media platforms limits the amount of recommended content that's shown. Users can opt to only scroll through the accounts they follow, use restricted modes, or highlight posts that they don't want to see more of. Explore the platform safety settings to see how you can take control of what your child's phone shows them when they open the app.

## 3. DISCUSS WHAT THEY'VE SEEN

Chatting about what your child's seen online keeps you aware of the content they're interacting with. Don't assume that platforms are screening out inappropriate material, or even that your child would recognise content as being harmful. Discuss who they follow, what posts they like and what comes up in their feeds: if alarm bells ring, it could be time for a more in-depth talk or to seek support.

## 4. LEARN HOW TO HIDE CONTENT

If your child stumbles across unsuitable content on social media, there's the option to hide that post as well as indicating you'd prefer any similar material not to be suggested in future. On some platforms, you might also be able to block posts that contain specific words, which is an excellent way to start taking control of what your child sees online.

## 5. SET DAILY LIMITS

Phones and most apps can tell you how much they're being used. Spending too long online can mean a child misses out on other activities that are important to all-round wellbeing. You could set some family rules – for everyone to follow – around device use, such as screen time limits and tech-free spaces: involving your child in creating this agreement makes them more likely to stick to it.

## 6. MONITOR THEIR ACTIVITY

Keeping a discreet eye on how your child is using social media can help ensure they're not entering potentially dangerous situations. As they grow up, of course, children need space to exercise their independence – but you can still occasionally ask to see what they're looking at. Be transparent about your own social media use and try not to sound judgemental about your child's.

## 7. TURN OFF PUSH NOTIFICATIONS

Even for adults, it's tempting to check an email or message as soon as the alert sound pings. Push notifications encourage people to open their apps and spend time on their devices, so turning them off will help your child to practise mindful use of tech. Most of us have other things that we need to focus on as a priority – and those notifications will still be there later, when we have more time.

## 8. USE DEVICES TOGETHER

Giving children internet-enabled devices and complete freedom to explore platforms on their own can result in exposure to hugely damaging content. You could consider making a particular area at home a designated space to use phones, tablets and so on – making it much easier to monitor what content your child is viewing and (if necessary) steer them away from any potentially harmful paths.

## 9. ENCOURAGE OTHER ACTIVITIES

Mental health professionals often highlight the importance of exercise, quality time with loved ones, a balanced diet and restful sleep for our mental wellbeing. Spending hours on social media can cause us to sacrifice other activities that our brains need to feel well – so encouraging your child to put down their phone and enjoy something that doesn't involve a screen can be immensely beneficial.

## 10. TALK ABOUT PEER PRESSURE

Most platforms default children's accounts to private, so only people they've accepted as friends can see their posts. This reduces the risk of bullying or unkind comments, but – just like offline life – the digital world can still make children feel as if they need to act or look a certain way to fit in. Talk to your child about peer pressure, and listen to any concerns so you can provide the support they need.

## Meet Our Expert

Shazia Sarwar-Azim is executive headteacher at a specialist primary school and, as an emotional therapy coach, works with school leaders to focus on the SEND, mental health and wellbeing agenda. A passionate advocate for vulnerable learners, Shazia is a Fellow of the Chartered College of Teaching and the author of *The Rainbow Within*, a book which supports children with SEMH needs.



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[rtb@iprs.nos.com](mailto:rtb@iprs.nos.com) / [help@nationalonlinesafety.com](mailto:help@nationalonlinesafety.com)



# This week in 1/2J



In Art, we have been exploring colour mixing and have used our knowledge to make visual notes about paintings by Van Gogh and Cezanne.



In PE we practiced aiming at a stationary or moving target. Our other unit is dance, and we made a pirate dance.



In Computing, we have been programming beebots using directional language. This also links to our Y1 English work on explanation texts. We will use our computing knowledge to write the process of programming a beebot.