



# NEWSLETTER

13<sup>th</sup> October 2023

## Science activity

As you know from our key dates in each newsletter, on Friday, we are giving parents a chance to experience a science activity with your child. If you would like to join us from 2-3pm to take part in our science activities, we would be delighted to see you. If you have children in more than one class, you will need to be able to drop into each class separately for part of the lesson (not take all your children to one class).

## Morning Drop Offs:

A kind reminder to parents to be mindful when dropping their children off at school in the morning.

As the road is one way and parking is limited, we understand parking may not always be an option, however when there are several cars in this area, build-up of congestion can be unsafe for children to navigate through to enter school grounds.

## Contacting School:

If you wish to contact school regarding things such as collection messages, requesting a phone call or meeting with a member of staff etc., we ask that you send a message through to our Gateway app as this is our most efficient method of communication as multiple staff have access to this. We ask that parent/careers pass on messages regarding collection/after school club **before 2pm** as this allows time for staff to pass the message onto the appropriate staff.

Any general queries can be sent through to our email at 'Enquiries@birleyspaacademy.co.uk' and any urgent matters can be handled by calling the school office on 0114 239 9106.

## Building work update:

We are happy to announce that the IR construction work that has taken place over the last term has now finished!

We really want to thank you for your patience during the building work and we are delighted with the finished result.

**We so are excited for you to see the improvement made when the IR children create a leaflet about the changes over the next half term.**

Weekly Attendance  
Reward:  
Well done to this week's  
100% attendance  
reward winner:  
Poppy from Class G





## Pupil Voice:

Our wonderful CREATE Collaborate team met with pupil voice representatives across LEAD Academy Trust and discussed all the things that makes each academy fantastic. They are creating their own leaflet about Birley Spa to share, but please see our current Top 10 list here:

[Pupil Voice — Birley Spa Primary Academy \(birleyspaacademy.co.uk\)](http://birleyspaacademy.co.uk)

## How we shine:

Our Pupil Voice leads the Whole School Assembly each week!

We update the House Point totals and announce the winners to everyone.

We present the attendance trophies to the winning classes.

We meet with our Governors every term to talk about our amazing school and to show our work in different subjects.

We work with local groups, such as councillors, catering companies and PCSOs.

We meet with other children in LEAD Academy Trust to develop our ideas back in school.

We chose the colour for our lovely, bright uniform.

We create action plans for Safeguarding, Curriculum and the Eco Council and work towards them each term.

We are part of interviews with new staff who are interested in joining the Birley Spa family.



## Lifestyle opportunity clubs:

We are happy to announce that our Lifestyle opportunity clubs have had an amazing start, Feedback from our children has been super positive!

We still have a few places left the clubs below, If you wish to book your child onto these clubs, please contact the school office.

Year group	Club	Adult	Day/time	Collect from
Year 1/2	Problem solving through Board games.	Miss <del>Camm</del>	Wednesday 3:10 – 3:40	Class C
<del>Year 1/2</del>	<del>Making Fresh Food</del>	<del>Mrs. Peak</del>	<del>Tuesday 3:10- 3:40</del>	<del>Class C</del>
Year 1/2	Design Club	Mrs. Kay	Thursday 3:10-3:40	Class A
Year 1/2	Art using story characters	Mrs. Myers	Thursday 3:10-3:40	Class A
Year 1/2	Creative club	Mrs Williams	Monday 3:10-3:40	Class A

Full!

Year group	Club	Adult	Day/time	Collect from
<del>Year 3-6</del>	<del>Art club</del>	<del>Mrs. Finn</del>	<del>Monday 3:10- 3:40</del>	<del>Class J</del>
Year 3-6	Gardening club	Mrs <del>Borrett</del>	Monday 3:10-3:40	Class L
Year 3-6	Mindfulness	Mrs. <del>Keamer</del>	Tuesday 3:10-3:40	Class M
Year 3-6	Making Fresh Food	Ms. Stott & Miss Ibbotson	Tuesday 3:10-3:40	Class L
Year 3-6	Makaton (sign language)	Mrs. <del>Horsfield</del>	Tuesday 3:10-3:40	Class L
Year 3-6	Design Club	Mrs. Bradley	Tuesday 3:10-3:40	Class J
Year 3-6	Sensory play club	Miss Calvert	Thursday 3:10-3:40	Class K

Full!

Year group	Club	Adult	Day/time	Drop off
Year 1-6	First Aid for beginners	Mrs. Clayton	Thursday <b>8:10am</b>	Bring children to Class A (Nursery <b>AM</b> )



## Year Group Contributions: EYFS

In EYFS this week we have been noticing changes around us that tell us Autumn is on the way. The children in class B have been on an Autumn walk around the school grounds and looked at the colours of the leaves. Class A were planning a walk but the rainy Autumn weather has meant we will explore next week instead! We painted some beautiful Autumn leaves using spices instead of paint. They smelt amazing too.

We learnt an Autumn poem called 'Leaves are Falling'. **Can you practice it at home?**

*'Leaves are falling, leaves are falling. One fell on my nose!*

*Leaves are falling, leaves are falling. One fell on my toes!*

*Leaves are falling, leaves are falling. One fell on my head!*

*Leaves are falling, leaves are falling. Yellow, orange, red.'*



## Year Group Contributions: Key Stage 1:

In Year 1 and 2 in English we have been making books about our class story Claude. We have also made books about our own characters that have adventures in Sheffield City. The children are currently writing letters to the Lord Mayor of Sheffield to ask him to put the children's books on display in the museums and libraries.

In Science children have designed their own small animal habitat investigating what animals and plants need to survive.





## Year Group Contributions: Year 3

Both year 3 classes did some acting today in English for our new book 'the Stone Age boy' where our main character met a girl who didn't look like him and so she was looking at his clothes, shoes and glasses. The children loved re-enacting this meeting scene with each other, especially swapping glasses!



## Year Group Contributions: Year 4

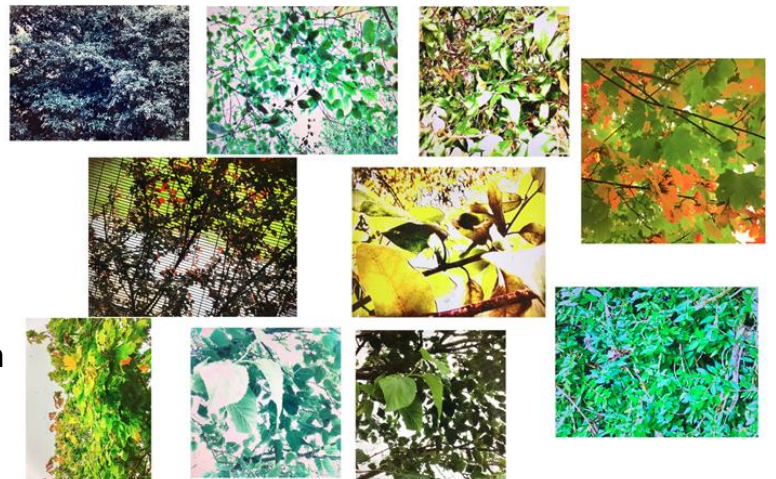
In Year 4 the children have enjoyed learning about Sutton Hoo during their history and writing sequence. They have produced some incredible work that they have been very proud of. During computing, the Y4's have been extremely creative in creating digital art as well as using the iPads to edit images that they had been out and taken pictures of! During science, we have been learning about 'Living Things', this week we have been enjoying learning about the life cycle of Bees!

We have begun working hard on our timetables in preparation for the multiplication tables check in the summer term. It is fantastic to see how aspirational the children are on T.T Rockstars at both school and home.

Children have also been enthusiastic about their reading; it is great to see so many children bringing in their reading record books.

Thursday 5th October 2023

LO: To take and edit photographs to create art



# Year Group Contributions: Year 5



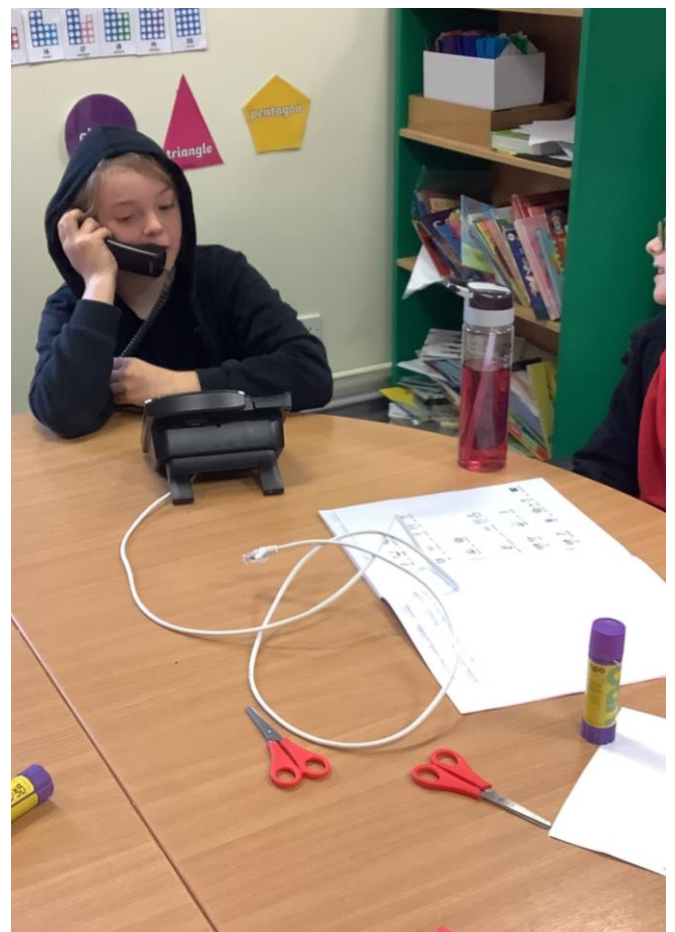
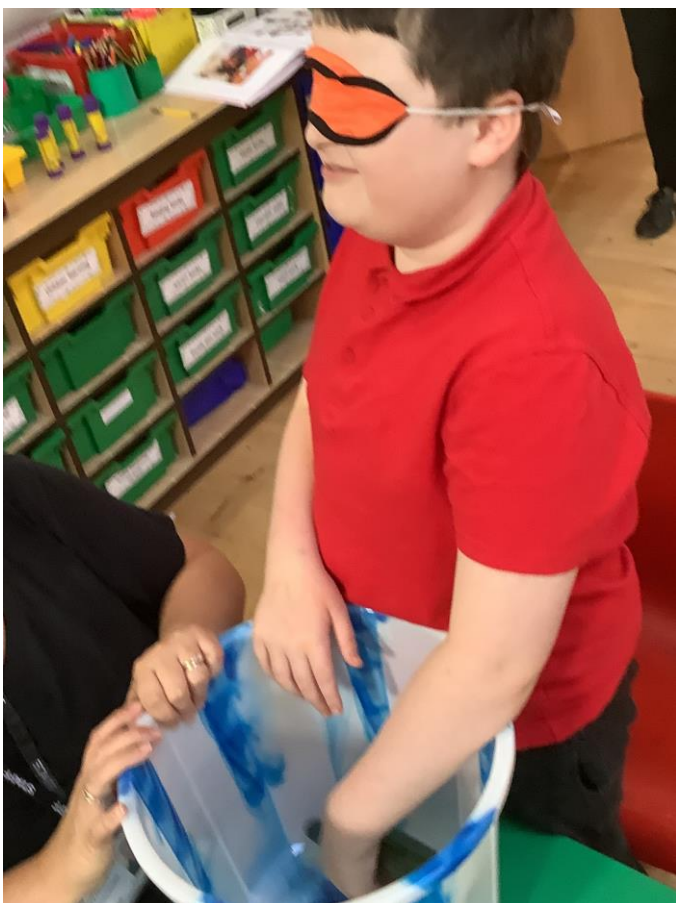
# Year Group Contributions: Year 6:

Year 6 have made a very productive start and have had a brilliant first term! In maths, they have been recapping their place value knowledge and have started to look at numbers up to 10,000,000. We have also started looking at how to use our addition and subtraction knowledge to answer a variety of multi-step questions. After this, we will apply our mathematical knowledge in order to answer problem-solving and reasoning questions. In English, children have really enjoyed reading 'Goodnight Mister Tom' and using it as a stimulus to think of ideas to use in their writing. We have recently written an historical narrative based around how Tom and William communicate and how we show their different personalities in writing. For History this term, we have been learning about how people were affected during WWI and WWII. In Design and Technology, the children have been practising different joining techniques and reflecting on whether paper, white card or cardboard is a suitable material for when we come to build our Anderson shelters. We have now completed our first lot of mock SATs! We could not be prouder of how resilient and determined everyone was during this week. Please remember to read over the half term, well done!



## Year Group Contributions: Integrated Resource

Well, it's been a bumpy journey so far this year, with our temporary move to the hall. However, the children have done so well and we are VERY proud of them all. We have continued to split the class into two groups and used Rivelin to help support lessons such as Lifeskills, Sensory play, Construction and sessions based on interactive educational applications – Reading Eggs, Lexia and TT Rockstars. The children have loved our story, Beowulf and have learned lots about the Anglo-Saxons, including how they buried important people and looking at the timeline of historical events. Whilst learning about Beowulf, the children have enjoyed making masks and acting out key scenes, ordering images and are now working hard on completing their individual comic strips from Grendel's perspective. Once complete we will definitely be sharing these with you. We have focused on 'opposites' during Food Technology lessons, which has meant we have learned about hot/cold, sweet/sour and rough/smooth. The children have shown they understand what heat does to different foods, and have confidently shared their preferences for different food types. We are excited to get back in the new, spacious IR, and cannot wait to share it with everyone!





## Useful Link for Parents:

### 6. **Better Health Start for Life**

Ideas to help children aged 0-5 years to develop speech and communication.

<https://www.nhs.uk/start4life/baby/learning-to-talk/1-to-2-years/#anchor-tabs>



## Links from previous weeks:

### 4. **South Yorkshire Talking Together**

This is a website for parents and carers living in South Yorkshire to help develop vital communication skills in children.

<https://sy-talkingtogether.co.uk/>



### 3. **Sheffield Parent Carer Forum**

They are an independent group of parents and carers of children and young people with special educational needs and disabilities. Their main aim is to ensure the needs of our children are met. We bring together parent carers from across Sheffield to provide mutual support, exchange information, and influence policy and practice.

The SPCF have a dedicated Speech and Language groups for parents/carers which runs once every two months. There will be dedicated topics to discuss and support parents.

<http://sheffieldparentcarerforum.org.uk>



### 2. **Sheffield Children's Speech and Language Therapy website**

This is a website where you can find videos and information about developing your child's communication skills at home.

<https://www.sheffieldchildrens.nhs.uk/services/speech-and-language-therapy-new-homepage/communicating-kids/>



### 1. **Sheffield Children's Speech and Language Therapy Patient Information Library.**

This is a website where you can find information about activities, resources and therapy techniques to help your child's communication at home





# Staying Safe Online!

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 apps 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

# SNAPCHAT

AGE RESTRICTION  
**13+**

### WHAT ARE THE RISKS?

Snapchat is an instant messaging app which allows users to send images, videos and texts to people in their friends list. One of Snapchat's unique features is that pictures and messages 'disappear' 24 hours after they've been viewed; however, this content isn't as temporary as many believe - with some users saving screenshots or using another device to take a photo of their screen. This year, Snapchat added 'My AI': a customisable chatbot with which people can chat and share secrets, as well as asking for advice and suggestions of places to visit.

### CONNECTING WITH STRANGERS

Even if your child only connects with people they know, they may still get friend requests from strangers. The Quick Add option lets users befriend people the app recommends - but these 'friends' are merely a username, which could have anyone behind it. Accepting such requests reveals children's personal information through the Story, SnapMap and Spotlight features, potentially putting them at risk from predators.

### EXCESSIVE USE

Snapchat works hard on user engagement, with features like streaks (messaging the same person every day to build up a high score). Spotlight Challenges tempt users into spending time producing content in search of cash prizes and online fame, while it's easy for children to pass hours watching Spotlight's endless scroll of videos.

### INAPPROPRIATE CONTENT

Some videos and posts on Snapchat aren't suitable for children. The hashtags used to group content are determined by the poster, so even an innocent search term could still yield age-inappropriate results. The app's 'disappearing messages' feature also makes it easy for young people (teens in particular) to share explicit images on impulse - so sexting continues to be a risk associated with Snapchat.

### ARTIFICIAL INTELLIGENCE

My AI is Snapchat's new chatbot, which replies to questions in a human-like manner. However, the software is still in its infancy and has significant drawbacks, such as biased, incorrect or misleading responses. There have already been numerous reports of young users turning to AI for medical help and diagnoses, which could be inaccurate and therefore potentially dangerous.

### ONLINE PRESSURES

Although many of Snapchat's filters are designed to entertain or amuse, the 'beautify' effects on photos can set unrealistic body-image expectations - creating feelings of inadequacy if a young person compares themselves unfavourably with other users. Snapchat now also has 'priority' notifications (which still get displayed even if a device is in 'do not disturb' mode), increasing the pressure on users to log back in and interact.

### VISIBLE LOCATION

Snap Map highlights a device's exact position on a virtual map which is visible to other users. There are options to restrict who can see this information: all friends, only you (Ghost Mode) or selected friends. Snapchat also has real-time location sharing, which is intended as a buddy system to ensure friends have reached home safely - but which could also be used to track a young person for more sinister reasons.

## Advice for Parents & Carers

### TURN OFF QUICK ADD

The Quick Add feature helps people find each other on the app. This function works based on mutual friends or whether someone's number is in your child's contacts list. Explain to your child that this could potentially make their profile visible to strangers. We recommend that your child turns off Quick Add, which can be done in the settings (accessed via the cog icon).

### CHAT ABOUT CONTENT

It may feel like an awkward conversation (and one that young people can be reluctant to have) but it's important to talk openly and non-judgementally about sexting. Remind your child that once something's online, the creator loses control over where it ends up - and who else sees it. Likewise, it's vital that children understand that some challenges which become popular on the platform may have potentially harmful consequences.

### CHOOSE GOOD CONNECTIONS

In 2021, Snapchat rolled out a new safety feature: users can now receive notifications reminding them of the importance of maintaining connections with people they actually know well, as opposed to strangers. This 'Friend Check Up' encourages users to delete connections with users that they rarely communicate with, to maintain their online safety and privacy.

### KEEP ACCOUNTS PRIVATE

Profiles are private by default, but children may make them public to gain more followers. Snap Stories are visible to everyone your child adds, unless they change the settings. On SnapMaps, their location is visible unless Ghost Mode is enabled (again via settings). It's safest not to add people your child doesn't know in real life - especially since the addition of My Places, which allows other Snapchat users to see where your child regularly visits and checks in.

### DISCUSS AI

Although My AI's responses can often give the impression that it's a real person, it's essential that young people remember this certainly isn't the case. Encourage your child to think critically about My AI's replies to their questions: are they accurate and reliable? Remind them that My AI shouldn't replace chatting with their real friends, and that it's always better to talk to an actual person in relation to medical matters.

### BE READY TO BLOCK AND REPORT

If a stranger does connect with your child on Snapchat and begins to make them feel uncomfortable through bullying, pressure to send explicit images or by sending sexual images to them, your child can select the three dots on that person's profile and report or block them. There are options to state why they're reporting that user (annoying or malicious messages, spam, or masquerading as someone else, for example).

### 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

Sources: <https://help.snapchat.com/hc/en-gb/articles/3269388388932-what-is-my-ai-for-snapchat-and-how-does-it-work>; <https://www.snap.com/en-GB/news/early-learning-for-snapchat-and-online-safety-researchers>; <https://www.mca.com/2023/04/09/snapchat-ai-features-creating-prosperity/>; <https://help.snapchat.com/hc/en-gb/articles/70039434644>

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# Weekly Attendance

## 9<sup>th</sup> – 13<sup>th</sup> October 2023

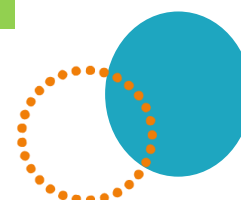


EYFS	A	79%
EYFS	B	81%
Y1/Y2	C	94.3%
Y1/Y2	D	89.9%
Y1/Y2	E	92.6%
Y3	F	92.2%
Y3	G	90.5%
Y4	H	95.7%
Y4	I	90%
Y5	J	90.7%
Y5	K	95.2%
Y6	L	89.2%
Y6	M	91.1%
Y3/Y6	N	97.5%
<b>Whole School Attendance</b>		<b>90%</b>

### Well done to class N: for achieving over 96%!

At Birley Spa Primary Academy we are committed to helping all pupils to achieve their full potential. Good attendance is a key factor in raising pupils' attainment and supporting their personal development. Whilst it is appreciated that children are ill from time to time, please think carefully before allowing your child to be absent from school. The chart below provides an indication of how just a few days absence can significantly impact a child's overall attendance percentage and impede their learning:

Description	Attendance	Whole Days Lost	Lost Hours of Learning
Excellent	100 – 99%	0 – 2	0 – 10
Good	98 – 96%	4 – 7.5	20 – 37.5
Requires Improvement	95 – 91%	9.5 – 17	47.5 – 85
Persistent Absentee	90 – 86%	19 – 27	95 – 135
Critical	85 – 80%	28.5 – 38	142.5 – 190





# STAR OF THE WEEK

## 9<sup>th</sup> – 13<sup>th</sup> October 2023

Class:		
A	River – Her Empathy and care for her friends.	Brooke – Showing Resilience and always following routines in Nursery
B	Jenson – Showing great Resilience following instructions and achieving new learning.	Olisaka – Showing great Aspiration in all the work he completes.
C	Trisha – Showing Creativity and Aspiration when working independently in class.	Paisley – Showing Resilience and Aspiration in Literacy when writing a letter to the lord Mayor.
D		
E	Henry – His Creativity and care in drawing the cover of his story book.	Madison – Being a team player by staying focused on her work and engaging in all her lessons.
F	Zac – Showing excellent Teamwork skills to help himself and his classmates.	Tiffany – Being so Resilient and proving to me and herself that she is an amazing learner.
G	Charlotte – Always being the most Aspirational student, striving for the best and helping everybody else do that too.	Reggie – Always being so Resilient and bringing his positive attitude to every lesson.
H	Caelen - Being Aspirational - Caelen has tried his best to make good choices which has resulted in great work being created.	Jayden B - Showing Empathy to his classmates by going the extra mile to make sure they feel included.
I	Jenson - Showing a positive attitude to his learning and joining in class discussions.	Imogen - Showing a positive attitude to her learning and joining in class discussions.
J	Jason – For showing Creativity in all his work and earning many learner codes.	Emaleigh – Being so Resilient with her tasks and powering through and achieving her best.
K	Charlie – Endeavour – Charlie has been trying really hard this week to impress me with his work and it has not gone unnoticed. Striving for excellence.	Kian – Empathy, Tolerance and Teamwork – Kian has been an exceptional person in our class this week, always helping the teacher and his classmates.
L	Mason – Having a really positive attitude to learning. Mason is developing good Resilience skills and working hard in all lessons.	Evie – Showing high Aspiration to achieve in all lessons. I am particularly impressed with your positive attitude in reading.
M	Gabriel – Your hard work and determination this week. Well done for showing Aspiration. We enjoyed your show and tell.	Darcie-Rose – Being a great Role model. You show all the school values in and out of the classroom.
N	Oscar - Endeavour. He has worked extremely hard on creating his grendel comic strip.	

# Dates for the Diary

<u>Date:</u>	<u>Event:</u>
20 <sup>th</sup> October 2:00 – 3:00pm	Exploring Curriculums – Science Experiments
23 <sup>rd</sup> – 27 <sup>th</sup> October 30 <sup>th</sup> October	Half term Holiday INSET day – school closed
31 <sup>st</sup> October	School Reopens to children
31 <sup>st</sup> October 3:10pm – 3:25pm	Meet the teacher
1 <sup>st</sup> November 3:10pm – 3:25pm	Meet the teacher
13 <sup>th</sup> November 3:30 - 6:00pm	Parents Evening
15 <sup>th</sup> November 3:30 – 6:00pm	Parents Evening
15 <sup>th</sup> November	Individual School Photos
23 <sup>rd</sup> November	Reading with Parents
4 <sup>th</sup> December	Student Flu Vaccinations
25 <sup>th</sup> December – 5 <sup>th</sup> January 2024 8 <sup>th</sup> January	Christmas Holidays INSET day – school closed
9 <sup>th</sup> January 2024	School Reopens to children
12 <sup>th</sup> – 16 <sup>th</sup> February 2024	Half term Holiday
19 <sup>th</sup> February 2024	School Reopens for children
<b>19<sup>th</sup> February 2024</b>	<b>Young Voices Trip for Year 5</b>
29 <sup>th</sup> March – 12 <sup>th</sup> April 2024	Easter Holidays
1 <sup>st</sup> May 2024	School Reopens to children
6 <sup>th</sup> May 2024	<b>Bank Holiday – School Closed</b>
27 <sup>th</sup> May – 31 <sup>st</sup> May 2024 3 <sup>rd</sup> June	Half term Holiday INSET day – School closed
4 <sup>th</sup> June 2024	School Reopens for children
23 <sup>rd</sup> July 2024	Last day of the Academic Year
2 <sup>nd</sup> /3 <sup>rd</sup> September 2024	INSET Days – School closed