

Narborough Newsletter for week ending 10th January 2025

The Nar Valley Federation of Church Academies

Executive Headteacher: Mrs Anne Neary
Web: www.narvalleyfederation.co.uk

Dear Parents and Carers,

Welcome back to the new year, we hope you all had a good Christmas and Happy New Year. We are really excited to welcome 2025.

Hedgehogs: Have enjoyed learning all about space. We made our own control panel and drew planets with chalk. We have started reading 'Whatever Next'.

Squirrels: We have been writing non-chronological reports about bears and wolves in English. In Maths we have been solving missing number problems.

Foxes: Have enjoyed making Fox masks. They have also been writing about their goals and ambitions and researching about their name meanings.

Otters: We have enjoyed conducting our investigations in Science to discover if the length of wires in a circuit affects the brightness of a bulb.

Upcoming Events next week

See Diary Dates for details.....

- ICS Clubs - Tuesdays Football and Thursday Multi-sports including Dodgeball
- Tamion's Super Challenge for Yrs 1/2 on Mondays - link has been sent to parents.
- Premier Education - Fridays Gymnastics.



Attendance Awards -w/e 20/12/24

| Class | % |
|--------------|--------|
| Hedgehogs | 82.58% |
| Squirrels | 81.73% |
| Foxes | 90.56% |
| Otters | 92.96% |
| Whole School | 89% |

Well done to:

We know how ill everyone was are sure attendance will improve this term.



Reminders and Information.....

We are pleased to welcome the following members of staff who have joined us this term: we welcome Mrs Gathercole from Castle Acre who has joined us to teach in Foxes class Monday to Thursday and Miss Sandford, who is a teacher of much experience, who will be teaching in Foxes on Fridays.

Dates to remember:

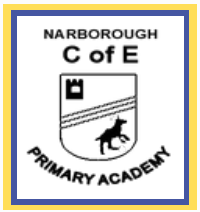
20th January - Active Fit Festival for selected children in Yrs 1 and 2.

29th to 31st January - Year 6 Residential at Horstead Centre.

6th February - Federation day for Rec to Year 2 - details to follow soon.



AWARDS



The Nar Valley Federation of Church Academies

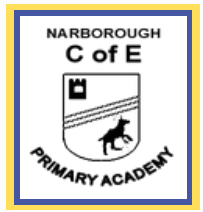


Hedgehogs Class

| Award | Goes to... | For.....  |
|---|------------|---|
| Reader of the week | Esmee | Great recall of tricky words of I and the |
| Writer of the week | Paige | A super recall of your Christmas holiday writing key words |
| Mathematician of the week  | Charley | For fantastic subitising in numbers up to 5 |
| Shining Light  | Quinn | Following instructions and communicating well with peers and adults  |
| Reads at home | Well done: | 50 reads: Charley |

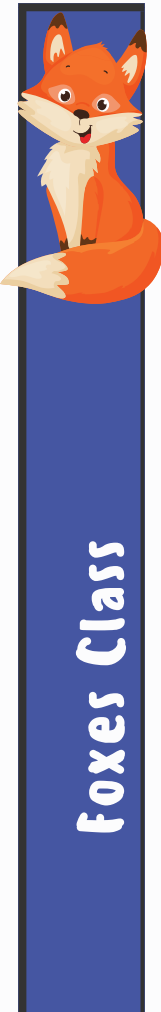
Squirrels Class

| Award | Goes to... | For..... |
|---|------------|---|
| Reader of the week | Arthur | reading beautifully in front of the class. |
| Writer of the week  | Joey | scanning the text and finding some FANTASTIC vocabulary about polar bears. |
| Mathematician of the week  | Ethan | giving brilliant explanations when comparing number sentences. |
| Shining Light  | Kitt | completing all his work and listening to all adult instructions! You have had a fantastic week! |
| Tackling Tables  | | None this week |
| Reads at home | Well done: | 25: Jaxson, 75: Lizzie and Ronnie |



AWARDS

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Foxes Class



Otters Class

| Award | Goes to... | For..... |
|---------------------------|---------------------|--|
| Reader of the week | Reggie | a thorough explanation of Trixie Pickle's character and the impression that he got. |
| Writer of the week | Arthur | an excellent sentence using personification. |
| Mathematician of the week | Leo | super speedy recall of his timestables. |
| Shining Light | Esme | always putting her best effort in to her learning. |
| Tackling Tables | Keep trying, Foxes! | Sadly no certificates for tackling tables this week.  |
| Reads at home | Well done to | Charlotte for earning 100 reads |
| Award | Goes to... | For..... |
| Reader of the week | Theo T | excellent recall of key events from the class text |
| Writer of the week | Isabelle | Excellent presentation and handwriting in Science this week. |
| Mathematician of the week | Logan G | Remembering to make exchanges when subtracting. |
| Shining Light | Libby | being helpful to others, always trying her best and being an excellent role-model. |
| Tackling Tables | Well done to | None this week |
| Reads at home | Well done to | Khloe for achieving 75 reads at home Sophie T for achieving 100 reads at home |



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Help with online safety::



The CEOP website, run by the National Crime Prevention agency, gives helpful advice about when and how to report your concern.

<https://www.thinkuknow.co.uk/parents/Get-help/Reporting-an-incident/>



See these links for further information, games and tips:

https://www.thinkuknow.co.uk/4_7/
https://www.thinkuknow.co.uk/8_10/
<https://www.thinkuknow.co.uk/parents/>

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Safeguarding

A recent article in the safeguarding press that you may find interesting: it is impossible not to notice that children are accessing devices and going online for more time, and from a younger age - especially since the Covid-19 pandemic. Recent research from Ofcom (2023) highlighted that 87% of 3-4-year-olds go online (an increase from previous years' data), with 92% of children in this cohort watching videos on streaming sites such as YouTube. When children go online, they are most likely to be using a tablet (75%), but in this report, parents suggest that 25% of 3-4-year-olds own a mobile phone.

With children accessing online devices earlier, it should be unsurprising that they are now also being exposed to risks from a younger age. Risks such as struggles with emotional regulation, overstimulation, being overweight due to increases in sedentary activity, experiencing bullying, accessing inappropriate content and taking sexual images. With regards to the latter, a 2023 report from the Internet Watch Foundation, found that the biggest increase in concerns of children being coerced into taking sexual imagery of themselves, is within the 7-10-year-old group, where there has been a 360% increase of such concerns compared to the previous year's data. Most of this imagery (78%) is created without an abuser physically present, meaning children are usually using a device alone in their bedroom - a place where parents would consider children to be safest. Frightening statistics. But this post isn't about creating fear and panic. We are NOT urging you to lock away all your devices. Accessing the internet can be beneficial for children in many ways and is a consistent part of all of our adult lives. Instead, we think knowledge is power, and that both early years professionals and parents should be proactive in understanding the risks and putting in place measures that protect children, and promote safe, healthy and fun online activity. Adults should manage and curate children's first online experiences, rather than leaving this to chance.

When should children start going online and using devices?

Ultimately this is for parents to decide, however we know that in the first 5 years of a child's life the focus should be on developing their communication, language, physical skills and emotional development. As such, the World Health Organisation recommends children should "sit less and play more". They recommend no sedentary screen time for under 2-year-olds. For children aged 2 - 4 years, a maximum of 1 hour per day sedentary screen time is recommended (but less is better). The main reason for this is that there is much more developmental benefit when children spend their time engaging in things like physical activity, social interactions and exploring literature with an adult, compared to being passive and sedentary in front of a screen. Having said this, we are also realistic and acknowledge that many parents do allow their young children access to online devices, and so we hope the guidance below will help you to support the child and their parents as best as possible.

What do I need to know if young children are going online?

Apps, games, devices, sites - It can all feel quite overwhelming and intimidating. But there are some very basic and key principles outlined below that will help you to create a positive culture around online activity:

1. **Not all content/tech is equal.** Decide what devices/apps/games/websites you want children to use and when is the right time to start accessing them in your setting/home. What are the benefits of children using these? Try and offer a varied digital diet (i.e. not all sedentary and passive consumption) including things that promote physical movement and other key areas of child development. Use of devices should not replace activities that promote healthy child development. In Early Years settings, ensure that you share your approach with colleagues via your policies and procedures so there is a consistent approach.

2. **Learn about the tech you want children to use before allowing them access.** You don't have to be an expert, but it is important to know about any age restrictions and also about any parental settings that you can put in place to protect children. Controls can be put in place on individual sites, games and apps as well as on devices themselves for things like the amount of time spent online. The following LGfL webpage may help, <https://parentsafelgfl.net/>. On this page you will find links to great information from Internet Matters and Common Sense Media. Consider what training you and your colleagues may want to access to improve your understanding on online safety.

3. **Talk to children about their online activity** as you would about other areas of their lives. Find out what they enjoy. Talk to them about how it makes them feel. These initial conversations will help to create open and honest dialogue with children, so that as they get older, they will hopefully feel comfortable talking to and confiding in adults, if things go wrong.

4. **Where possible engage with children** when they are using technology, to make it an active rather than passive process. Talk to them about what they are doing/watching/playing. Talk about any skills they are using. Be interested. Ask them to show you what they are doing. Extend their online interests and learning when they are not on the device.

5. **Monitor children's activity and role model positive and safe use of technology.** Recognise the learning opportunities that arise when using technology e.g. if an advert pops up, or if you have to enter a password. Talk to children about what these things are. Monitoring is essential in both the home and early years settings.

6. **Agree ground rules.** How long will they spend on the device? When will devices be used in the day? Where should devices be used in the home/setting? What happens at the end of the screen time? What should they do if something makes the child feel worried or sad?

7. **Support and engage with parents.** With so many children in the early years accessing online devices at home, it is important that early years professionals help parents to understand the key principles above about facilitating safe use of technology. What resources can you provide and signpost to? How can you be proactive with this?

Take a look at our advice for EYFS settings about digital media use and online safety here.

Message from the Executive Headteacher....

Please see the attached Welcome back Spring term letter.

Further Info

If you are interested in finding out more about keeping children safe online, have a look at the following links:

- Our dedicated page about online safety in the early years - <https://eysafe.lgfl.net>
- SafeResources, LGfL - <https://saferesources.lgfl.net>
- "Safeguarding children and protecting professionals in early years settings: online safety guidance for practitioners", DfE - <https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-guidance-for-practitioners>
- "Internet Safety", DfE - <https://help-for-early-years-providers.education.gov.uk/safeguarding-and-welfare/internet-safety>
- ParentSafe, LGfL - a portal with resources specifically for parents about online safety, <https://parentsafelgfl.net>
- Keeping your under 5 safe online, CEOP - <https://www.thinkuknow.co.uk/parents/articles/keeping-your-under-five-safe-online/>

London grid for Learning article.

Narborough Parent/Teacher/Friend Association (PTFA)

We need new members - please pop into school if you are interested.



Prayer for the Week

Dear God

Please help us to make the world a better place by stopping global warming. Also, thank you for all of your wonderful creations.

Amen

from farne



Thank you as always for your support and partnership,

Christina Maskell

Miss Christina Maskell
Narborough C of E Primary Academy

ANeary

Executive Headteacher
Nar Valley Federation of Church Academies
Castle Acre, Narborough and Sporle C of E Primary
Academy