



Frodsham Primary Academy

Newsletter 35

23rd June 2023

Last week, I sent out a survey to ask parents about learning and management. I have received 19 responses to this survey and the results are as follows. 1 parent comment equates to 5.26%.

	Strongly Agree	Agree	Neither agree or disagree	Disagree	Strongly Disagree
My child is taught well at this school	47%	32%	11%	11%	
This school meets my child's particular needs	37%	37%	17%	5%	5%
I am kept well informed about my child's progress and targets	21%	32%	26%	21%	
The school provides regular and appropriate homework	22%	50%	11%	17%	
The school is led and managed well	50%	37%	11%	5%	5%
My school has benefited from being part of Warrington Primary Academy Trust	26%	32%	26%	11%	5%
Thinking about our learning offer, the homework we issue and feedback from children about their learning in school do you have any feedback or comments to make that would help us improve?	Comments listed below				

- 79% agree that their child is taught well at Frodsham Primary Academy. 2 people did not know and 2 people disagree. I delivered a curriculum session for parents last half term where I shared the whole school curriculum plan with parents and what is being taught each week. If you would like to know more about the curriculum that is taught to your child, please attend one of the parent coffee mornings where I would be more than happy to discuss this. Children's class books will also be available so that you can see the learning that takes place.
- 74% agree that the school meets their child's needs. 3 parents do not know, and 2 parents disagree. If you feel there is anything more we can be doing for your child, please come in and speak with us.
- 53% agree they are kept well informed about progress and targets. 26% do not know and 21% (4 people) disagree. We currently send home 2 interim reports and 1 full report. We also hold 2 parents' evenings each year to discuss your child at length. From September, we will be holding class teacher briefings at the start of each half term to discuss expectations for that half term and then an opportunity for you to come in at the end of the term to look at children's learning. I will put this on our agenda to discuss on the next coffee morning.
- 72% agree we provide regular and appropriate homework. 2 people do not know and 3 disagree. We sent a survey home at the start of the year to gather the views of parents about homework. If you feel homework is not appropriate for your child, please speak to your child's class teacher.

- 87% agree the school is led and managed well. 11% do not know and 2 people disagree. Please come along to the coffee mornings if you would like to share any ways in which we can improve our school.
- 58% agree the school has benefited from being a part of the Warrington Multi Academy Trust. 26% do not know and 3 people disagree. The Trust has provided a wealth of support; financial investment, environmental improvement, teacher CPD and curriculum support. All of this is having a positive impact on pupil outcomes.

Additional comments

'More online learning for home. My son loves it.'

There are a number of online apps that are recommended by class teachers.

In addition to this, pupils in EYFS and KS1 will be having the Read, Write Inc links sent home on a weekly basis from September.

Y3-6 have Times Tables Rockstars

Y4-6 have Reading plus- This is being extended to Y3 in September.

I agree, the online apps have been a big hit this year with children. We have seen rapid improvements with timetables and reading fluency with the children who are logging on frequently.

'More communication via messaging ref achievements, what are they for, for example off the phonics programme, dojo points etc as not all the kids will communicate that with parents.'

Thank you for this comment. As of September, we will be sending parents a 'secret message' on a Friday afternoon if your child has been chosen for star of the week, dojo champion or headteachers award.

You will then be invited to join our celebration assembly on a Monday morning.

'Not on this topic however, a safer playground environment would be advantageous and safer for example sponge flooring to limit accidents.' 'The playground needs attention for safety concerns'

We are constantly looking for ways to improve the play space for our children. You will notice the trim trail has been removed due to safety concerns. We have also removed one of the football nets that was in disrepair and a new one will be built over the summer. In addition to this, we are having a new fence built to separate the playground onto different levels and to try and discourage children from running from one level to the next. Unfortunately, flooring such as sponge flooring would cost tens of thousands of pounds.

We have trained play leaders who are available to support active play throughout the lunch and break time play. If there is anything in particular you are concerned about, please come and see me and I can share your feedback with our estates team.

'Encourage learning instead of inappropriate behaviour.'

I absolutely assure you that any form of negative behaviour is not tolerated and is absolutely not encouraged. Children's behaviour for learning in the classroom has improved considerably over the last year and this is always commented on a positively by school visitors or inspectors.

'Very happy, we love this school. Thank you to all of the staff for their hard work. They are all amazing.'

Thank you. Our staff work hard every day to ensure they provide the best care and education for your children.

Thank you to all of the parents who have taken the time to respond to our survey. Please do get in touch or book a meeting if you would like to discuss any concerns with any aspect of our school, or attend one of the parent coffee mornings.

Uniform reminders

In the summer term, pale blue gingham summer dresses may be worn in school

Here is a reminder of correct school uniform. If parents have any uniform that is now too small, we would like to start a uniform bank within school. If any items of uniform are too small, please wash them and send them into school and I will keep a running record of what we have available should there be any families in need.

Item of clothing	School agreed standard
Shirt	White buttoned cotton shirt
Bottoms	Mid or dark grey (not black) Trousers/skirt/shorts/pinafore dress Summer Term options: Shorts/light blue checked summer dress
Jumper	Navy blue with logo V Neck Jumper or cardigan
Tie	Navy and white diagonal striped Elasticated
Shoes	Sensible black flat school shoes or plain black trainers with no other colour/logo
Socks	White/grey/black Grey tights
Nursery	White polo top and grey or navy-blue joggers/leggings with Navy Blue school jumper or cardigan with Logo
PE	White plain t-shirt Navy blue shorts Black plimsolls Outdoor kit- Plain navy tracksuit bottoms/jumper and trainers.

Please note that trainers are permitted under our uniform policy, but these must be plain black. **PE kits should be in school every Wednesday** as all children will have PE on this day. Children will be asked to wear one of the spare kits if full kit is not in school.

This week in EYFS, following on from learning about doubles in Maths, we have looked at halving numbers to 10. We had to teach the pesky pirates how to share their treasure, also the animals in the zoo how to share their food so that they had the same amount each. We are learning a song about going to the zoo using Makaton signs, and will continue to practice until we are ready to show you! In English we have been looking at old and modern-day zoos, and having some very thoughtful discussions about if zoos are a good or bad thing. The children had lots of interesting points such as 'Zoos are good so they don't get endangered (the animals).' and 'Zoos are bad, they can't live in small enclosures.' We decided overall that zoos are a good thing if it keeps the endangered animals safe. What do you think?

Miss Curtis

This week Snowy Owls have been working hard on their stories, trying to include all the skills they have learnt throughout the year. Children have shown great independence over the last few days with this! We have had a focus on multiplication in maths and recapping the strategies we have learnt before. We have also been thinking about how counting in 2s can help us work out calculations and problems more efficiently. We have continued our artwork this week, making our designs using inspiration for Esther Mahlangu's artwork, ready to make our very own books. We also continued our work on Charles Macintosh this week, making a fact file about him and thinking about why he is significant to us today. In computing we have been editing pictures of ourselves to make them even better and even add in some extra design too!

Keep up the great work Snowy Owls

Miss Sands

This week Hawk Owls have been writing their transformation narrative. The children have set their stories at abandoned parks, theme park and warehouses. The children have been making sure they include the writers' knowledge we have looked at with our model write. In maths, the class have started to look at geometry and we have started the unit by recapping shapes and introducing some new vocabulary. Hawk Owls have been enjoying our science unit and have been looking at teeth. The children set up an experiment to look at the effects of different drinks on your teeth. Earlier in the unit we looked at a balanced diet and why this is important and when they were asked to make predictions about what would happen with each drink, the children linked it back to healthy diets and were looking to see how much sugar was in each drink! We finished the week with continuing with our scratch projects. The children have been making their own multiplication games.

A huge well done to the Year 4 members of Hawk Owls, they completed their multiplication check set by the Department of Education and we are really proud of them all for their resilience and determination

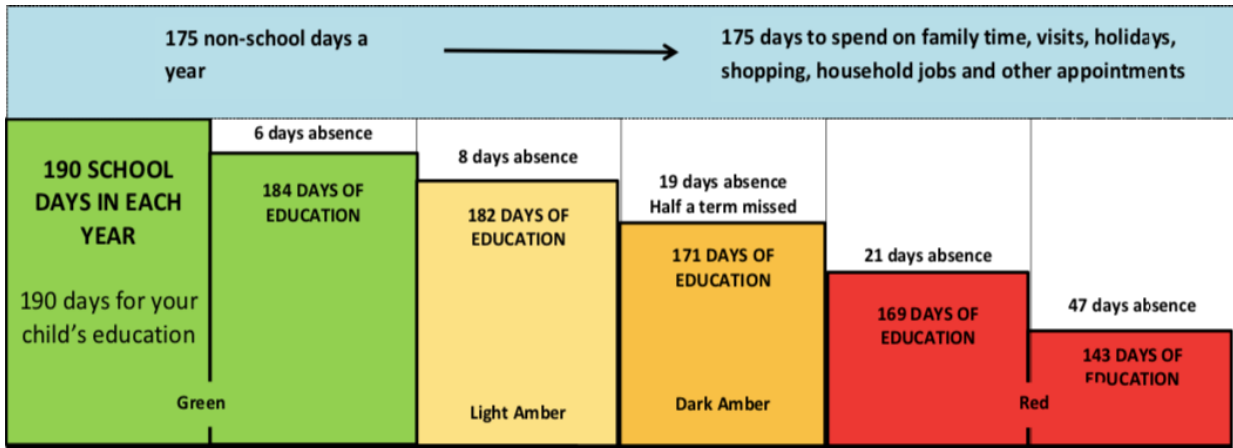
Mrs Price

Year 5 and 6 have had another busy week and have continued to work hard despite the heat. In English, we have been hot seating characters from Hansel and Gretel and building up an insight into each of the characters. In Maths, the Year 5 children have been completing their assessments while the Year 6 children have continued to work on their key skills, to really prepare them for Year 7! In Geography this week, we have worked with Mrs Turner to do our local area study, looking at the volume of traffic in the area. This links in to our study of Antarctica, to help the children understand one of the biggest impacts of climate change. In Music, the children have been building on their drumming skills and have really enjoyed going in to the hall for a drum circle. It was fantastic to watch the children swimming on Monday; it is really evident that their confidence is improving week on week during their time at the pool. In PSHE, our wellbeing lesson focused on different types of relationships and what constitutes a healthy or unhealthy relationship. The children had some fantastic ideas about this and really helped each other to explore and solve problems about friendship issues.

Mrs Hayes

Tawny Owls have been very busy this week. They have continued with their science topic and been able to sort different animals into their different habitats. Children have also been exploring our outdoor areas and exploring some of the habitats we have on site. Children made me so proud in their Bikeability session. Some children learnt to ride a bike for the very first time! Children learnt all about road safety and how to stay safe. Miss Pemberton

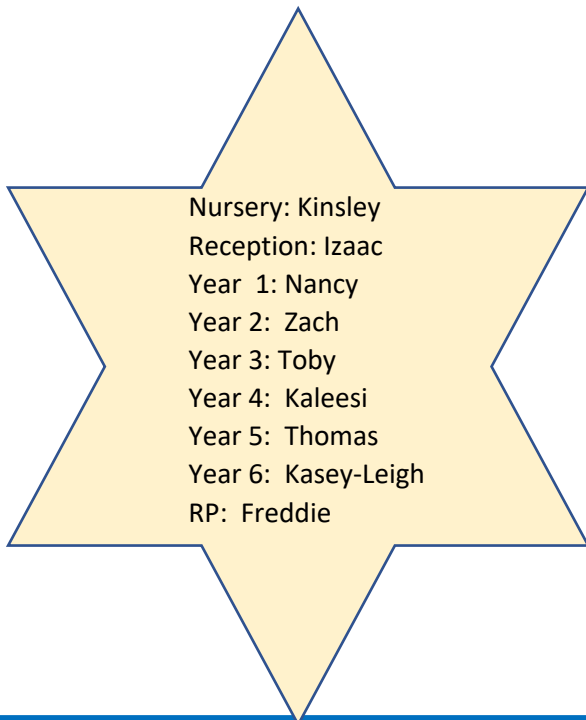
Attendance News



80% attendance over 5 years = 1 whole year of education lost.

Research suggests that pupils who have an average of 20 days absent per school year see negative effects throughout their educational journey – resulting in a whole GCSE grade deficit by the time they leave secondary education.

Stars of the week



Dojo Champions

Nursery: Charlie
 Reception: Suzannah
 Year 1: Jaxon
 Year 2: Aria
 Year 3: Jeff-James
 Year 4: Harley
 Year 5: McKenzie
 Year 6: John
 RP: Praveesh



Birthdays this week and last
 Indianna, Alfie (10), Roman (6)

★ HAPPY ★
 BIRTHDAY!



Events for Summer

Coffee morning every Wednesday 9-10am with Mrs Callaghan for the next 3 weeks.

These will be bi-weekly from September, and I will rotate the days.

Monday 5 th June	School reopens
Wednesday 7 th June	Class Photographs in school.
Monday 12 th June	Y6 transition days to Helsby High School
Thursday 22 nd June	Selection of Y3/4 children – Helsby Sports competition
Tuesday 27 th June	District sports event 6.00-8.00pm
Friday 30 th June	SCHOOL CLOSED- TEACHER INSET DAY
Tuesday 4 th and Wednesday 5 th July	Year 6 Helsby High open evening
Thursday 6 th July	School Nurse into school to speak to Y6 children
Friday 7 th July	Year 5/6 Young Enterprise day
Friday 7 th July	Year 3/4 Greek day
Friday 7 th July	Resource Provision trip to the farm
Monday and Tuesday 10 th and 11 th July	Year 6 Helsby Transition Day s Rest of school- 2 day transition into new classes
Wednesday 12 th July	EYFS trip to Chester Zoo
Thursday 13 th July	Whole school Careers day
Friday 14 th July	Year 5/6 Frodsham Hill Walk
Monday 17 th July	End of year reports go home
Tuesday 18 th July	Class drop in session 3.30-4.30 pm
Wednesday 19 th July	Whole school walk to finish our year for active travel with Sam from Sustrans
Thursday 20 th July	School closes for summer at 1.15pm



Login with Facebook

Our new Facebook page is now live. Please log on to see more.

JOIN US FOR OUR ANNUAL

SCHOOL FAIR

SATURDAY 15TH JULY 2023

FREE ENTRY
12:00pm - 2:30pm

11:30am ASD friendly for identified children.

BBQ | GAMES | PRIZES | MUSIC

FRODSHAM PRIMARY ACADEMY

SHIP STREET, FRODSHAM WA67PZ

www.frodshamprimaryacademy.co.uk/

What Parents & Carers Need to Know about AI VIRTUAL FRIENDS

Artificial intelligence – particularly in terms of how it generates natural language – has seen significant development over the last six months, with companies releasing new AI-based software or adding an AI element to existing apps (such as Snapchat, for example). One form of AI to become especially popular has been the ‘AI friend’ or chatbot, as children eagerly experiment with these new-found computer-generated companions. There are now numerous apps available with this ‘virtual friend’ functionality, with the likelihood of it being added to other successful platforms soon.

WHAT ARE THE RISKS?

CONTENT AND ACCOUNTABILITY

AI chatbots may not always be able to recognise when content is age inappropriate or harmful and should be filtered out. So there's a possibility that children could be exposed to offensive language or explicit material while conversing with their virtual friend. The companies producing such AI solutions are also unlikely to take responsibility for any content that their algorithms generate.



REDUCED SOCIAL CONTACT

An excessive reliance on chatbots for social interaction could potentially cause a child to begin reducing the amount of face-to-face communication they have, leading to social isolation. If young people become dependent on chatbots to provide companionship, it could very likely hinder the development of their real-life social skills.



LACK OF SENSITIVITY

Chatbot software isn't always sophisticated enough to pick up on subtle emotional cues or recognise signs of distress in children, as most humans would. It might therefore fail to respond appropriately. AI misinterpreting what it's being told or relying insensitively to a young user who's already struggling could potentially impact a child's emotional wellbeing or exacerbate any existing emotional issues.



UNINTENTIONAL BIAS

AI companions are only as reliable as the information they've been programmed with. The algorithms they use, therefore, may unintentionally promote bias, stereotypes or discriminatory behaviour (as many originate from the USA or the UK, for instance, they can display a distinctly western-centric worldview). This could lead to children developing skewed attitudes and behaviours.



COGNITIVE LIMITATIONS

Although many are now undeniably advanced, AI-powered chatbots still have limitations in terms of understanding complex concepts, context and nuance. Depending heavily on chatbots to help with learning or solving problems may stunt the development of a child's own powers of critical thinking, creativity and ability to engage in open-ended discussions with other people.



PRNACY CONCERNS

Chatbots typically collect data about users, including personal information and conversations. This is ostensibly to improve their performance as they gradually learn about our behaviour – but many experts are warning that there may be significant risks associated with how this information is stored and used (the possibility of potential breaches or misuse by third parties, for instance).



Advice for Parents & Carers

CHAT ABOUT CHATBOTS

If your child is already expressing an interest in AI apps, a relaxed, natural chat should help you to discover which ones they're aware of and how they're using them (or are planning to). Discuss these options with your child and perhaps do your own research to ensure you think they're suitable. Once you're totally happy, you could sit with your young one and begin exploring AI chatbots together.



CREATE A SAFE ENVIRONMENT

If your child is keen to engage with AI chatbots, encourage them to do so in a safe environment: ideally in a shared space at home, so you can easily keep an eye and ear on their progress. Set up appropriate content filtering measures in advance – and gently remind them that you'll be close by and ready to help with any questions or concerns that may arise.



FIND A BALANCE

Work alongside your child to establish the right balance in terms of how they might use AI-powered chatbots – and when it's appropriate. It's important to make sure that children are still getting plenty of opportunities to learn to solve problems for themselves, as well as building their interpersonal skills through face-to-face conversations with friends, family members and teachers.



TAKE CONTROL

As with any form of app or game, when it comes to AI chatbots we'd strongly recommend that you consider employing parental controls (either on the device being used or within the software itself) to manage which apps your child can download and use. This is particularly important for younger children, who may be more at risk of being upset or frightened by inappropriate content.



RECOGNISE THE RISKS

It's unlikely that most children will have even considered the potential risks attached to having a virtual companion. So it's probably wise to explain some of the possible hazards and challenges of AI chatbots to your child. In particular, emphasise that AI isn't a real person (however much it might sound like one) and may occasionally tell them something that isn't entirely impartial or accurate.



Meet Our Expert

A Certified Information Systems Security Professional (CISSP), Gary Henderson is the Director of IT at a large boarding school in the UK, having previously taught in schools and colleges in Britain and the Middle East. With a particular interest in digital citizenship and cyber security, he believes it is essential that we become more aware of the risks around technology, as well as the benefits.



NOS National Online Safety®
#WakeUpWednesday

@natonlinesafety

/NationalOnlineSafety

@nationalonlinesafety

@national_online_safety

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 21.06.2023

10 WAYS TO HELP YOUR CHILD LOOK AFTER THEIR MENTAL HEALTH

WWW.BELIEVEPERFORM.COM



@BELIEVEPHQ



ROLE MODEL

Be a positive mental health role model. Demonstrate positive behaviours which your child can learn from you



TALKING

Support your child to talk about their problems and how they are feeling

COPING SKILLS

Work with your child to develop coping skills. Support your child to learn skills such as problem solving and thought challenging

SLEEP

Support your child to build positive sleep habits. Develop a good sleep environment with your child



WELLBEING

Promote healthy eating and physical activity. Exercise is a great tool to boost mood and reduce stress and anxiety



PLAY

Promote play and creativity among your child. Allow them to explore



SELF CARE

Make sure your child has time and space to look after themselves. Involve yourself in their hobbies



AUTONOMY

Allow your child to make their own decisions. This will help to build resilience

RELAXATION

Help your child to relax. Teach them relaxation skills such as deep breathing



RELATIONSHIPS

Support your child to build positive relationships with friends and family

