

Weekly Newsletter: **Friday 19th September**  
Current Topic: **'Hello'** Current Value: **Resilience**



Attendance Award— Classes with the highest attendance this week are:

EYFS— Chicks 96%  
KS1— Penguins 97%  
LKS2— Doves 99%  
UPKS2— Toucans 98%

End of Week House points totals:

Spitfire — 143  
Lancaster — 158  
Hurricane — 162  
Wellington — 177

Tea Party Guests

These children have attended this weeks value tea party:  
George F (Parrots) Matty (Peacocks) Joshua (Parrots) Piper (Penguins) Frederick (Parrots) Seren (Owls)

### Stars of the Week

#### EYFS

**Chicks:** Florence: For working really hard to practice writing her whole name.

**Ducklings:** Harrison: For working really hard to write his name and form his letters correctly.

#### Year 1 and 2

**Penguins:** Aoife: For always following the class and school rules, and being a fantastic role model. Litea: For her fantastic use of adjectives and conjunctions in her story.

**Robins:** Lucy: For her outstanding writing about a resilient snail! So proud of you! Nate: For being a wonderful class role model and demonstrating excellence in all his learning. What a super star!

**Parrots:** George F: For resilience in his writing about a snail's journey. Maia: For fantastic writing about a snail's journey.

#### Year 3 and 4

**Owls:** Lily: For her amazing pop art style self portrait. Gracie: For writing a great 'All About Me' profile.

**Kingfishers:** Emily B: For writing a fantastic, thoughtful profile all about herself using conjunctions and contractions to enhance her writing. Arwen: For an excellent start to Year 4, showing an increased independence and maturity in all of her work.

**Doves:** Daisy-May: For consistently demonstrating excellent effort across all of her learning. A super star! Vinayak: For showing excellent effort to improve his writing. Proud of you.

#### Year 5 and 6

**Eagles:** Caleb: For working hard in Maths, showing good concentration and producing some lovely Maths this week. Chloe: For demonstrating excellent focus and remarkable independence during Maths - well done!

**Peacocks:** Aleena: For writing a super descriptive paragraph in English. Ethan: For showing resilience with our maths lessons.

**Toucans:** Grace M: For thinking carefully about her expanded sentence for the 'Rules of Summer'. Alfie: For selecting powerful adjectives to describe a picture from the 'Rules of Summer'

## An update from Mrs Anstee

Our school is supported by a governing body, a team of people who work together to make sure the school is well run and focused on giving children the best possible education. Governors come from different walks of life: some are parents, some are staff members, and others are volunteers from the local community.



The governing body's main job is to set the school's vision, ensure high standards of teaching and learning, and make sure money is spent wisely. While the headteacher manages the day-to-day running of the school, the governors provide support and challenge, acting a little like "critical friends." They don't get involved in the daily classroom decisions but instead help shape long-term plans, check that policies are followed, and make sure every child has the opportunity to thrive.

By working closely with staff, families, and the wider community, the governing body helps guide the school's direction and ensures that pupils' interests are always at the heart of decisions.

If you'd like to find out more about our governing body, or even consider joining as a governor yourself, you can visit our school website for more information or contact our Chair of Governors, Kevin Moyes on [kmoyes@gateway.oxon.sch.uk](mailto:kmoyes@gateway.oxon.sch.uk)

## An update from Mrs Gardner

I would like to make you aware of our SEND Padlet page – a dedicated online resource to help you support children with additional needs. Whether your child has learning differences, communication challenges, sensory needs, or other individual requirements, this page is designed to provide helpful information, tools, and signposts for support.



### What You'll Find

- **Practical Strategies & Tips** – Things you can try at home to support learning, behaviour, and wellbeing.
- **Community & Local Services** – Links to local support groups, health services, and charities.
- **Resources & Guides** – Articles, videos, and downloadable materials on understanding specific needs and how best to help.
- **Updates & News** – Information on workshops, meetings, and opportunities in our area for families and children with SEND.

### How to Use the Padlet

1. **Access anytime:** The Padlet is online and can be viewed at any time.
2. **Browse by topic:** The content is organised so you can easily find what's most relevant.
3. **Stay informed:** We'll regularly update it with new resources or local events.
4. **Let us know:** If there's something you need more information about—whether a guide, tool, or service—we welcome suggestions!

### Access Details

You can view the SEND Padlet page here:  
Useful Information for Parents: Supporting Children with Additional Needs

## An update from Mrs Summers

Over the last week, many children have talked to me about potential house moves or postings, thinking about possible goodbyes. Sometimes they have their wires crossed or they aren't quite sure when things will happen. Which in turn leads to some anxiety and worry. As always I'm happy to support with these feelings.

As part of our leavers protocol, we have withdrawal forms that can be found in reception or I can send one electronically if that is easier. This information gives us an idea of timescales to prepare for their transition. Please feel free to Dojo/email me if you have any questions.



## EYFS

In Chicks and Ducklings this week we have been continuing to work on writing our own names and have been talking about some of the things that we like or don't like. We have played a game where we needed to listen to questions and answer them and have discussed our favourite fruits, vegetables and meals.



In our early Phonics sessions we have been using our listening skills to find the rhyming words in some of our favourite stories - ask us what rhymes with frog or cat and see what we can come up with!

We have played more games in PE, following routines and instructions, taking turns and working with our friends. We are thinking hard about how to be safe in the hall.

In class this week we have seen some lovely models and houses made out of Lego - some had moving parts and we have been sorting in maths, looking for the odd one out.

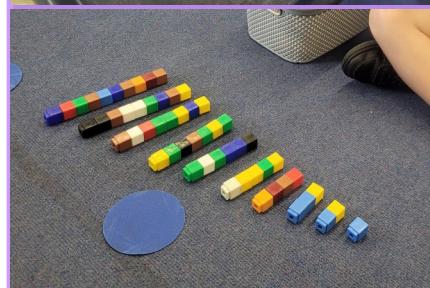
## Year 1 and 2

What a fantastic start to our term and our "Hello topic". We have now reached the end of our topic, with all the children writing lovely stories about how one little snail showed huge resilience while finding his way around his world.

Phonics groups are well underway with all children enjoying their new phonics groups and learning new sounds.

In maths the children are progressing rapidly, with children showing increasing confidence when working on games and challenges individually or in small groups. In science we have been thinking about how we have change over our lifetime. We have been looking at our baby photos and comparing our physical features and our abilities now and then.

It has also been great to see so many children enjoying and sharing their reading books. Have a lovely weekend and we will see you all on Monday.



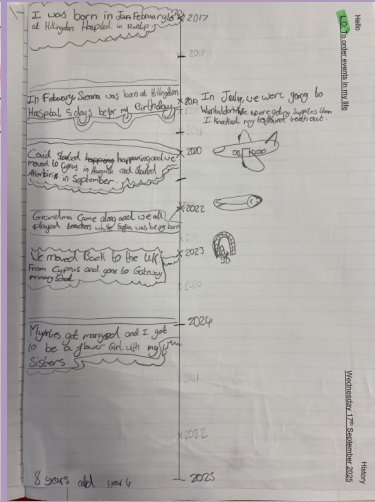
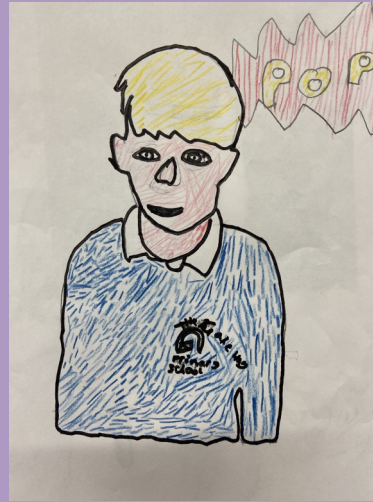
## Year 3 and 4

We have had a wonderful week in Year 3 and 4 completing our 'Hello' topic.

The children have worked really hard on their pop-art inspired portraits, first they had to carefully trace their facial features and then they coloured it in using the pop art style of lots of circles, dots or lines. In English, we have written and published our 'All About Me' profiles, these will go into a class book so children can learn more about each other. We have also made the timelines of ourselves in history, many thanks for your participation with this.

Next week, we will be starting our 'We are Invaders' topic and we will begin to answer our enquiry question 'What impact did the Vikings have on Britain?'

Have a good weekend.



## Year 5 and 6

It's been another busy week for the pupils in UKS2. Year 6 took part in the Junior Citizen program at the Oxford Fire Station, which through a number of scenarios, teaches the children how to keep themselves safe. In English, the children continue to use the 'Rules of Summer' by Shaun Tan, to discuss and write rules and expand on the rules for year 5/6 to include in a class book. They have also used figurative language, to write a descriptive paragraph about one of the pictures - 'Never step on a snail.' In Maths, the children continue to use stories to construct models to represent problems. In our topic, children used the information they wrote for their Geography homework task, to write a postcard showcasing the area they were born.

Some children wrote about places as far away as Cyprus! In French, the children continue to learn French phonics. In Science, the children have discussed what Christians believe about Creation. They drew the six stages of the Creation Story, as told in the Bible of how God created the world. Eagles Class had their first guitar lesson.



We are so proud of Indy in Doves who has played his first ice hockey game for the U10s! Indy started playing ice hockey in January 2025 and then joined Swindon Wildcats Under 8s. He will soon play with the Under 10s in the ozon competition! What a great talent!



## Dates For The Diary

**Monday 29th September — Friday 3rd October — Year 6 Yenworthy Residential**

**Wednesday 8th October — Flu Vaccination**

**Friday 10th October — World Mental Health Day**

**Friday 17th October — Parent Book Looks 8:35am**

**Friday 24th October — End of Term 1**

**Monday 3rd November — Start of Term 2**

**Wednesday 5th November — EYFS Open Day**

**Friday 7th November — Halloween Disco EYFS/KS1 3:15-4:15pm,  
KS2 4:30-5:30pm**

**Tuesday 11th November — EYFS Walk To Memorial**

**Friday 14th November — EYFS Nursery Rhyme Event To Parents —  
2:30pm — 3:30pm**

**Friday 14th November — World Diabetes Day**

**Wednesday 19th November — Parent Meetings**

**Wednesday 26th November — Parent Meetings**

**Sunday 30th November — GSA Christmas Fair**

**Friday 5th December — Christmas Jumper and Christmas Lunch Day**

**Friday 5th December — GSA Christmas Bingo, Doors Open 7pm**

**Tuesday 16th December — Whole School Panto**





The

**Library**

Oxfordshire

# SHORT STORY COMPETITION

**2026**

Up to **3,000** words for adults & young adults  
and up to **1,000** words for children.

The winning story in each category will  
be published as an ebook for library  
members to borrow!

**ENTRIES OPEN: 8 SEPTEMBER**  
**CLOSING DATE: 9 NOVEMBER**

Adults: 18+  
YA: 12-17  
Children: 7-11

[www.oxfordshire.gov.uk/shortstorycompetition](http://www.oxfordshire.gov.uk/shortstorycompetition)



**OXFORDSHIRE  
COUNTY COUNCIL**

## Group Chats

Giving parents and carers everything they need to know about online issues, including insights and experiences direct from young people.

### What are group chats?

Group chats are private conversations happening using technology that include more than just two people. You might be familiar with group chats on messaging apps like WhatsApp, but they can also happen on games and social media. Like any conversation, group chats have different purposes including:

- chatting to friends
- messaging family
- planning activities
- asking questions
- passing on information
- sharing photos
- large chats for people with similar interests, such as for a concert or fan groups

#### Did you know?

In our work in schools, we hear a lot about group chats set up by children for their whole class or year group to use.

### Where are young people having group chats?

Young people use different apps for group chats but for many, their first group chats will be on games like Roblox. Often, WhatsApp is seen as for adults and 'work'. For example, family chats or revision groups. For fun, young people use Snapchat, Instagram and Discord.

"I've always found it's been very much Snapchat for, like, play and then WhatsApp for work." Anna, 17

### What do young people like about group chats?

- quick and easy communication
- a place to get help from others
- convenient
- don't have to arrange to meet up or all be free at the same time to hang out
- can dip in and out of conversations
- makes it easy to find links and information
- can help you get to know people before an event or working together. For example, before going to college

### What are young people's concerns about group chats?

- online bullying including mean messages or arguments breaking out
- subgroups where certain people are excluded and talked about
- memes, language and comments that are hateful like homophobia, misogyny and racism
- pressure to be active and involved in group chats
- FOMO (fear of missing out) when messages are exchanged when they are busy, including late at night
- sharing of personal information
- a pressure to be funny or controversial
- stigma against those who do not participate
- if you step away, the topic can change and move on leaving you behind
- can include distressing or harmful content such as pornography or non-consensual nude image sharing

### What strategies are young people using to manage group chats?

Lots of the young people we speak to recognise the challenges of using group chats and are already finding ways to make their experiences more positive. For example:

- using the 'mute' tool to prevent active groups becoming a distraction
- leaving groups they don't want to be part of
- starting new groups if existing ones no longer felt safe
- using settings to prevent people adding them to group chats without permission
- working together to moderate behaviour in chats, for example by having a group admin or issuing warnings to members

#### Did you know?

Group chats can be of varying sizes and some have hundreds of participants. Young people may be added to group chats with people they know and people they don't.





### How can you help?

- Talk to your child about group chats. Start with the positives, but set clear expectations about being kind, respectful and responsible while in group chats.
- Look out for signs that your child's use of technology is impacting their wellbeing. Group chats can be overwhelming, so check in with your child and make sure they know they can always come to you if something is worrying or upsetting them online.
- Discuss how to manage 'online friendships' and contact with people they do not know in person. Strategies like leaving group chats that make them feel uncomfortable, always keeping personal information private, and avoiding chats with unfamiliar 'friends of friends' or 'randomers' are key.
- Familiarise yourself with key settings and support your child to use these too. These could be reporting and blocking tools, muting chats or turning off read receipts.
- Search online for the platforms your child is using with search terms 'privacy settings', 'group chat settings' or 'parental controls' to find the relevant settings available.

### Supporting Under 11s

- If your child shows an interest in group chats, remember that most social media apps have an age rating of 13+.
- If your child tells you that all their friends are using group chats, talk to other parents to confirm this, and make a decision that works for you and your family.
- If it's a no, you're not on your own. Many parents prefer to wait until their child is older.
- If it's a yes, supervise and monitor your child's use. Set clear expectations and check in regularly.



### Supporting older children and teens

- Spend time with your child ensuring you both know how to use the block and report features, and how to take screenshots (this can help them show you something that may have gone wrong).
- Work together to find a balance that allows you to support and monitor their use of group chats, whilst still giving them some privacy. Expecting to access all their private chats may push your child away or lead to them keeping secrets.

### Supporting a 16+ year old

- Remind your child that they do not have guaranteed privacy in group chats. Conversations can easily be saved or shared, and thoughtless messages can impact their reputation with friends and wider, like professionally.
- If your child is using group chats to get to know new people, discuss strategies they can use to keep themselves safe if they choose to meet (meet in a public space, never go alone, share location).



### Glossary

<b>admin</b>	a member of a chat who can perform certain actions such as adding or removing other members.
<b>block</b>	a tool available on many platforms to stop a user from interacting with you.
<b>e2e encryption</b>	(end to end encryption) technology that means messages are only visible to the sender and recipient.
<b>left on read</b>	slang referring to someone reading a message that requires a response, but not sending a reply.
<b>moderator</b>	a member of a chat or community who tries to ensure that others are behaving safely or respectfully.
<b>PM (or DM)</b>	a private message (or direct message) that is sent between two people separate from a group chat.
<b>read receipts</b>	a feature of some apps that allows users to see when a message they have sent has been opened or read.
<b>report</b>	a tool available on many platforms that allows a user to escalate an issue to the platform's safety team, usually because it breaks the terms and conditions or community guidelines.
<b>side chat</b>	a separate chat between two or more members of a larger 'main' chat. Often used to discuss or comment on activity in the 'main' chat.

**Freestyle  
Disco**



**Comp squad  
Opportunities**

**Witney**  
**Dance class**  
**6-14 year olds**

**Free Trial Class**

**Every Friday 6.15-7.15pm**

**Madley Park Hall**

**Witney**

**6-14 year olds class**

**Contact Becky For Info**

More info & to book your child's space Text Becky 07776140009 or

FB message Becky Kershaw Academy

ADFP/IDTA Over 25 years teaching experience



# Lunch box shopping list



Date: \_\_\_\_\_



**Choose one or two items from each food group below or an alternative to create your own healthy lunch box**







## Protein

-  Chicken
-  Hummus
-  Eggs
-  Tofu




## Fruit & Vegetables

-  Banana
-  Carrot
-  Blueberries
-  Cucumber

## Carbohydrate

-  Bread
-  Chapati
-  Crackers
-  Pasta

## Dairy or alternative

-  Cheese/soft cheese
-  Plain yoghurt
-  Plant based alternative



# CHILDREN'S MENTAL HEALTH AND ORAL HEALTH

## STRESS/ANXIETY/LOW MOOD IN CHILDREN CAN NEGATIVELY AFFECT ORAL HEALTH



### OVEREATING

Stress can trigger unhealthy behaviours such as overeating or consuming sugary or acidic foods which can lead to tooth decay



### POOR ORAL HYGIENE

If children have low mood they are less likely to brush their teeth twice a day which can lead to gum disease and tooth decay

## DENTAL CONDITIONS AFFECTING CHILDREN WITH STRESS/ANXIETY/LOW MOOD



### Tooth decay

Caused by a lack of oral hygiene and an increase in sugary foods/drinks



### Dry mouth

Caused by stress, which can slow saliva production and anti-anxiety medication



### Teeth grinding

Caused by stress and anxiety  
Can occur during sleep



### Gum Disease

Caused by poor oral hygiene and an increase in sugary foods/drinks

Stress and anxiety can decrease the immune response leading to an increased risk of infections



## HOW TO REDUCE STRESS/ANXIETY/LOW MOOD

Exercise

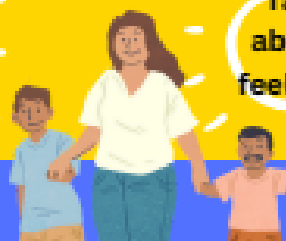
Healthy eating

Bedtime routine

Talk about feelings

Do enjoyable activities

Limit stressful situations





## After school snacks/drinks

To keep your child's teeth healthy, encourage them to snack on sugar free foods/drinks after school.



Many snacks marketed for children contain high amounts of sugar – always check the label before you buy.

label	Amount of sugar (per 100g)	What it means
 Low Sugar	5g or less	Best choice - low sugar snack
 Medium Sugar	Between 5g and 22.5g	Okay in moderation- keep to meal times
 High Sugar	More than 22.5g	Avoid or keep for occasional treats

Drinks: Low sugar = 2.5g or less per 100ml  
High Sugar = more than 11.25g per 100ml



Tip: Always check the per 100g/ml column on the label, not just the portion size

### Healthy snack & drink ideas for after school

- |   |  |
|---|--|
| <input type="checkbox"/> <u>Veg sticks &amp; Hummus</u>           | <input type="checkbox"/> <u>Nuts &amp; Seeds</u> |
| <input type="checkbox"/> <u>Rice Cakes &amp; Breadsticks</u>      | <input type="checkbox"/> <u>Whole Fruit</u>      |
| <input type="checkbox"/> <u>Vegan/Cheese &amp; Crackers</u>       | <input type="checkbox"/> <u>Natural Yogurt</u>   |
| <input type="checkbox"/> <u>Oat/Nut/Cows Milk</u><br>(sugar free) | <input type="checkbox"/> <u>Water</u>            |






# The **B**ounce Park Didcot

Oxfordshire's **BIGGEST** Inflatable Park

**We're Back!**  
**Have You Missed Us?**

 Willowbrook Leisure Centre, Didcot

[www.thebouncepark.com/didcot](http://www.thebouncepark.com/didcot)

## School Travel and Mobility Patterns Survey (STAMPS)



**Dear Oxfordshire Primary and Nursery School Parents and Guardians,**

Joining this study about school journeys will help us understand how children and carers travel around Oxfordshire. **By sharing your experiences, you can help councilors, planners, schools and advocates find better ways to support families on their daily commutes.**

Parents and guardians are invited to complete a Survey and optionally attend a Follow-Up Interview (scheduled at your convenience). Children are welcomed to contribute with the approval and in the presence of their guardians.

*This study is undertaken for an Oxford Brookes master's dissertation.*

### **How to Participate**

- [Click here](#) or scan the QR code to review the Information Sheet and sign the Consent Form. Alternatively, send an email to Adam!
- You will receive a confirmation email with a link to the Survey and a Unique Identification Code.



**Adam Ovian**

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