



# Wrockwardine Wood C of E Junior School

## 'Wrockers' Weekly

'Love, Laugh and Learn'

This Half Terms Value — Friendship

Friday 17th November 2023

### RE Debate RE Debate at St George's CE Primary School

On Wednesday, a group of fantastic year 6 pupils took part in an RE debate with other local schools, at St George's CE Primary School. In front of a very large audience, they debated with Lightmoor Primary School, discussing whether happiness is more important than success. Because of their fantastic reasons for happiness being more important than success, they won over their tough audience and won their debate! A huge well done to the debating team. You represented our school wonderfully and we are very proud of you all. Charlie added a great point to the debate following audience feedback which helped the team win: "God will forgive anyone for their sins. When you are rich and successful and you don't give to others God will forgive you but it comes at the price of you feeling guilty. It is better to be happy than to have money and be successful. It is better to give and be compassionate. Then you won't need God's forgiveness. When you are happy you will have God's love and success all at once"



### Dates for your Diary

**Wednesday 22nd Nov**

School photographer in school during the day.

**Tuesday 12th Dec**

3:30pm-5pm Christmas craft fair and book fair

**Friday 15th Dec**

Santa Dash - come in PE Kit with Christmas headband/hat etc.

**18th & 19 Dec**

Christmas Performances 2pm and 5pm. Letters to follow with a slip to book tickets (tickets will be virtual and not a paper ticket)

**Wed 20th Dec**

Christmas lunch day. See letter sent home this week.

### Knowledge Organisers!

At the start of each half term we are going to send home the foundation subject knowledge organiser for the unit the children will be learning about so you're aware of what they're covering in some of their afternoon lessons. This half term's subject is Design Technology and we were hoping you could read the knowledge organiser with your children as one of their 4 reads please, thank you for your support with this .

Achievement Award	TA Award	Star of the Week		Headteacher Award
Millie H	Logan W	Beau M-D	5B	Andrew K
Hazel Y		Jemimah L	5H	
Nikita A		Avneet T	5/6S	
Penelope B		Ruben D	6J	
Elijah E		Daisy D	6S	
Lucy R				

### Katie's Kitchen Year 3

Today we took part in a biscuit making workshop with Katie from Katie's Kids' Kitchen. We worked together to create the dough, then kneaded and formed it into circles before using a cutter to shape our dough into a dove. Once baked, we prepared icing to decorate the biscuits. We learnt

about food hygiene and how to combine and knead ingredients. We can't wait to do another practical design and technology lesson soon!



### Cool Cricketers

This lovely bunch of year 3 and 4s went to Telford Tennis Centre for a kwik cricket competition against other schools in Telford. They represented our school beautifully and had lots of fun! Well done everyone



### Children in Need

This morning, the school council led an assembly all about Children in Need. We learnt all about the history of Children in Need and how over one billion pounds has been raised over the years. Well done to the School Council for organising such a great worship.



### Fantastic French Club!

These super year 6s did a great job leading French Club for the year 3s on Friday lunchtime! This week they taught them the colours and we all really enjoyed ourselves





## Delightful Dancers!

On Tuesday, Mrs Landa and Mrs Bishop took some wonderful dancers to Wrekin College to take part in a dance workshop. They performed brilliantly and represented our school fantastically – well done everyone!



## Whole School Singing Worship Workshop

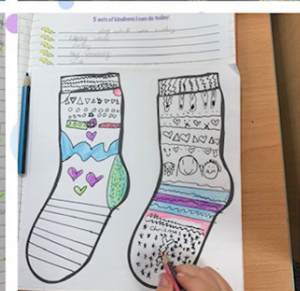
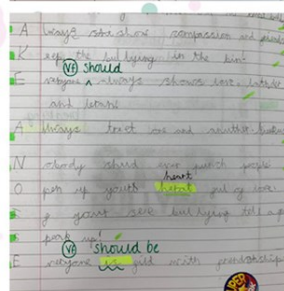
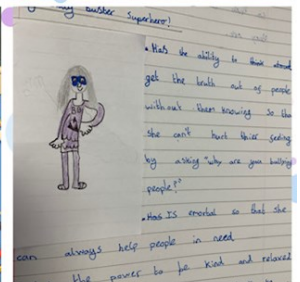
with Rev. Debbie & Rev. Lisa

We were joined by Reverend Debbie and Reverend Lisa on Thursday and took part in a fantastic singing workshop! They explained the power of singing in lifting our mood and making us feel more free. Throughout the session the children sang songs and expressed themselves through movements and actions. There were some amazing dance moves shared and the children really enjoyed expressing themselves. We finished our session with learning a new version of the first noel, which we will learn and sing at our Christmas concert at Holy Trinity and in our performance. We look forward to sharing this with everyone.



## Anti-Bullying Week! Monday 13<sup>th</sup> - Friday 17<sup>th</sup> November

We spent Monday raising awareness of Anti-Bullying Week. All classes spent the whole day focussing on this extremely important topic and completed some fantastic writing - from acrostic poems to bullying information leaflets! During the afternoon, classes created some beautiful art based around the idea that being different is amazing! Our special day made us realise the importance of living out our vision of love and laughter through our Christian values of compassion and friendship so that everyone feels loved and part of our school family.



## Attendance

Our attendance for last week was 96.42% - above national average. Well done to 3B (99.26%) and 5B (98.26%) who have earned whole class Dojo points for having the highest attendance in their phases.

## **School Matters!**



# Attendance Support

## Should I keep my child off school?



### Yes

#### Until...

Chickenpox	at least 5 days from the onset of the rash and until all blisters have crusted over
Diarrhoea and Vomiting	48 hours after their last episode
Cold and Flu-like illness (including COVID-19)	they no longer have a high temperature and feel well enough to attend. Follow the national guidance if they've tested positive for COVID-19.
Impetigo	their sores have crusted and healed, or 48 hours after they started antibiotics
Measles	4 days after the rash first appeared
Mumps	5 days after the swelling started
Scabies	they've had their first treatment
Scarlet Fever	24 hours after they started taking antibiotics
Whooping Cough	48 hours after they started taking antibiotics

### No

but make sure you let their school or nursery know about...

Hand, foot and mouth	Glandular fever
Head lice	Tonsillitis
Threadworms	Slapped cheek



#### Advice and guidance

To find out more, search for health protection in schools or scan the QR code or visit <https://qrco.de/minfec>.

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, tips and tips for adults.

## 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, so most humans would, it might therefore fail to respond appropriately. AI misinterpreting what it's being told or replying 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.

#### PRIVACY 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, emphasising 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's essential that we become more aware of the risks around technology, as well as the benefits.

