



## News and Events

Friday 9th December

Dear Parents/Carers,



Today in our Celebration Collective Worship we celebrated Izzy (Voyagers) for the value of wisdom, George (Discoverers) for the value of wisdom, Harper (Explorers) for the value of agape and Seb (Shooting Stars) for the value of wisdom.

Congratulations to them all.



Congratulations to Alexandra who is now an Unsigned Act and to Skye who is a Rock Star!



Our Christmas jumper day will be raising money for The Acorn Appeal.

Please wear a Christmas jumper on Thursday 15th December and donate £1 to help this great, local cause.

### Reminders

The library is open after school on Tues and Fri.

### Important dates for your diary

13th Dec—Nativity 2pm

14th Dec—Nativity 9:30am

15th Dec—Christmas jumper day and Christmas lunch

16th Dec—Christmas Church Service 9:30am

16th Dec—Christmas sing-along 2:15pm

### Attendance

Highest attendance:

Explorers 95%

Lost learning: 142.5 hours



@WestAshtonCofE



[West Ashton C of E Primary School | Facebook](#)

We are on Facebook! Please like our page.



## A Christmas Carol Panto

I thought the pantomime was great and people liked it. It was fun and exciting, it made everyone laugh! Skye

The panto was amazing! I liked how it interacted with us all and we shouted things out, even the teachers joined in! Lexie



I thought it was really funny, especially when Jacob Marley appeared. Poppy

It was awesome! Alexandra

I thought it was funny, especially Scrooge's Turkey impression! George

I thought the pantomime was really good and funny! I liked that there was a bit of drama in it too! Holly

I thought Scrooge was the best! It was really funny when he was grumpy. Thalia



I enjoyed the story because it made me feel Christmassy. Cameron

I liked when the performers kept changing costumes and did funny dances. Abi

We had a lovely time in your school. Big Bubble Theatre





## Y3/4 Acorn Primary Schools Football

Played 7

Won 6

Drew 1

19 points

**2nd overall**



Thank you FOWAS for a great Christmas disco.



## SEND News – Term 2 2022



Dear parents and carers,

I hope your child has had a good term and is well settled into their class and making progress. The theme of this SEND News is dyslexia. Clarendon Academy have recently been awarded dyslexia-friendly schools status which is fantastic news and a testament to the hard work and dedication of all the staff at the school. The report commented on the "caring and sensitive ethos where SEND provision is a key priority for the school." Congratulations to Clarendon! We will be sharing good practice amongst all Acorn schools. It is important to remember that we don't need a label of dyslexia in order to act upon difficulties identified. What is more important is that we understand a child's needs and act to support.

Wishing you all a happy and peaceful Christmas break. Sue Fulbrook (Head of SEND)

### Dyslexia – some key facts

- Dyslexia is one of the most common types of learning difficulty, but it is thought that it might be one of the least understood.
- It is a "hidden disability" as sometimes the characteristics and symptoms are not obvious, and some children go through school without it being picked up.
- Dyslexia can range from mild to severe forms.
- Dyslexic people have many strengths and sometimes these compensate for their difficulties.
- Dyslexia is characterised by:
  - Literacy difficulties – reading, spelling and writing.
  - Difficulties with memory especially working memory and auditory processing.
  - Difficulties with coordination.
  - Difficulties with organisation.
- Early signs might include speech difficulties, problems with sequences (such as the alphabet), reversal of letters, family history of dyslexia, reluctance to concentrate for sustained periods, slow reactions to instructions, difficulties learning phonics, difficulties with copying or colouring and reluctance with reading.

How can we help? A few tips.

- Having inclusive classrooms where it is OK to ask for help.
- Using multisensory approaches – saying things aloud (e.g. the letters in a word when practising spelling), writing, tracing, visualising or creating a picture association, air writing, sand writing, tapping out letters or sounds, for example.
- Offering choices of how to demonstrate knowledge, e.g. mindmap, picture with labels, cloze.
- Using L shaped card to chunk up sections of text to help focus attention. Using reading rulers to keep their place.
- Explicit teaching – breaking things down into key steps. Modelling these.
- Giving opportunities to recap and review learning. Practice.
- Giving extra time for assessments.
- Using technology for recording, computer readers and for supporting working memory.
- Listening to audiobooks.

Follow us @AcornSEND on twitter

Look out for tweets about achievements for children and young people with SEND as well as links to useful information.

## News from the classes:

**Shooting Stars:** We have had lots of fun getting ready for Christmas. We have two class elves called Floss and Franky and they have set us up a gift-wrapping station and have helped us make some wonderful Christmas surprises for you. We have also been practicing our nativity lots and cannot wait to show it to all of you next week. Rhiannon

**Explorers:** This week we have been practicing our nativity and we got to do it with our costumes. We all looked really good. We were learning about our body parts and why they are important. We also started writing a letter to the WWF. We really enjoyed watching a pantomime in the hall. It was all about Scrooge and Christmas. Luca and Fynn

**Discoverers:** We have looked at the water cycle and made our own version of it using bags and hung it on the window to help us see the different stages! In English we have started to get festive and we have been looking at word play and puns, using the Kevin the Carrot Aldi Advert as our focus. In Geography we have been showcasing our learning with a letter to Mrs Blake-Thwaite. Brie and Lawson

**Voyagers:** This week, Voyagers finished reading Macbeth. We really enjoyed the play and had a great time performing parts of the story to each other at the end of the week. We also wrote a saga in history about Norse gods and their adventures as part of our topic on Vikings and also enjoyed painting a still life picture based on a composition of some of our favourite objects. Thalia and Abigail

With just a week left of Term 2, we are looking forward to a busy week next week. Don't forget the EYFS/KS1 nativity performances on Tuesday and Wednesday, Christmas jumper day and Christmas lunch on Thursday and our Christmas Church service and sing-along on Friday. We hope you can make some or all of these—families and friends always welcome too.

Best wishes,

Alex Blake-Thwaite



## What Parents & Carers Need to Know about

# HiPAL

AGE RESTRICTION  
**12+**

(with reduced functionality for under-12s)

### WHAT ARE THE RISKS?

HiPal is a trending social media app which turns phones into walkie-talkies, allowing people to have voice conversations with friends or strangers. There are two account options: one for users aged under-12 and one for those aged 12 or above. The former has fewer features and limits interaction with strangers, enabling use of the walkie-talkie feature or photo sharing with friends and family only. The 12+ accounts offer more options, including adding strangers as friends, sharing photos and videos publicly, sending private messages and holding voice chats with strangers as well as friends.

### CONNECTING WITH STRANGERS

HiPal's under-12 accounts don't allow direct connections with strangers (although children seeking more friends can share their 'friend code' on other platforms), but for older users, chatting with strangers seems to be the app's main appeal. The 'Public Squares' shows nine online users (hitting 'refresh' replaces these with another nine), and clicking on someone's profile starts a conversation.

### SEXING AND SUGGESTIVE PICS

Almost immediately after our expert downloaded the app, strangers began to message privately – asking for provocative images or sharing explicit photos of themselves. Likewise, in the 'Explore' feed, many of the pictures and videos are innocent – but some are far more salacious. There is always the risk of other users secretly saving a revealing photo and re-sharing it elsewhere.

### NEED FOR VALIDATION

Some users – particularly girls – post photos on apps of this type hoping for positive reactions and comments to boost their self-esteem. Suggestive images tend to attract more flattering feedback, encouraging the user to post more frequently and with more explicit content. Conversely, receiving unkind comments about their pictures can impact a young user's confidence and sense of self-worth.

### NO AGE GATES OR MODERATION

Although users are given an initial choice of the under- or over-12 profile, there is no verification method to confirm someone's age; it is quite clear that the 'older' option offers a more complete experience on the app, but there seems to be no content moderation in place. Likewise, there is a reporting button for users to make a complaint but these reports do not appear to be followed up.

### INTRUSIVE FEATURES

HiPal's walkie-talkie gimmick is no different from a normal phone call and seems rarely used; although it allows conversations to still be heard while a phone is locked, which could have awkward results. HiPal also offers 'boom' messages: unmissable large-text notifications which are highly distracting and briefly take over the phone – users can't access other apps until the message fades.

### LARGE GROUP CHATS

The app offers group chats with up to 100 people – both friends and unknown users. This not only means excessive 'boom' messages taking over your child's device, but near-constant notification alerts and – most worryingly – the potential for walkie-talkie chatting and sharing photos with strangers outside parental supervision and apparently with no moderation from the platform itself.

## Advice for Parents & Carers

### EMPHASISE CAUTION

Remind your child of the dangers of connecting with strangers online. Some may be using the app innocently; others may have more sinister intentions. Encourage your child to consider what information they disclose in private messages and emphasise that they should inform a trusted adult if someone on the internet ever attempts to persuade them to meet in person.

### TALK ABOUT SEXING

It can be an awkward conversation (which young people are often reluctant to have), but it's vital to talk openly and non-judgementally about sexting. Discuss the legal implications of sharing explicit images, as well as the emotional impact. Make it clear your child should never feel pressured into sexting – and that they should tell a trusted adult if they receive any unwanted explicit images.

### BUILD RESILIENCE

With HiPal's lack of moderation, it's imperative that children are prepared for comments they might receive after uploading an image. You can build their resilience and equip them to manage these situations by having them show you any comments they've received. Together, discuss how the nice ones make them feel – and what they could do if someone posted a comment that upset them.

### AVOID OVER-SHARING

Young people should think carefully about what they share in their profile, bio and posts. Talk to your child about not disclosing personal details such as phone numbers, other social media accounts or images which could reveal where they live or go to school. It's essential for children to recognise that strangers can assemble a detailed profile of someone based on things they can find online.

### CONSIDER MENTAL WELLBEING

Many users on HiPal publicly share photos that are intended to be alluring in the hope of gaining more likes, friends and positive feedback – boosting their self-esteem and making them feel more self-assured. When young people regularly engage with social media platforms, it's important that parents and carers keep in mind the potential impact such platforms can have on mental wellbeing.

### 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.



<https://hipal.app/about/privacy.html>

## National Online Safety Update



# FREE and subsidised school milk

Register your child today!

## Is your child entitled to FREE milk?



Every child under the age of five is entitled to FREE school milk.

Every child over the age of five is entitled to milk at a subsidised price of around £18 per term.



Register your child online for FREE school milk today.



Register online now and you can pay straight away!

Register your child for school milk today.

Sign them up in a few clicks...



Go online and quickly register your child for school milk at [www.coolmilk.com](http://www.coolmilk.com)



Need help? Contact our Customer Service team on 0800 321 3248 or via email at [registrations@coolmilk.com](mailto:registrations@coolmilk.com)

*Cool Milk*  
[www.coolmilk.com](http://www.coolmilk.com)

The UK government continues to support school milk. Milk for under-5s is fully funded by DHSC via the Nursery Milk Scheme. Milk for over-5s is subsidised by Defra via the School Milk Scheme.

Company registration no. 3603430 England

*Cool Milk*  
[www.coolmilk.com](http://www.coolmilk.com)



# MY SCIENCE FAIR

SUNDAY 12<sup>th</sup> MARCH 2023

## CALLING ALL YOUNG SCIENTISTS!

Join us for a free, fun-packed day of workshops and activities exploring the worlds of music and science at Wiltshire Music Centre!



## TAKE PART IN THE MSF23 PROJECT COMPETITION!

- **DESIGN** your very own investigation about ocean sounds, planets, atoms or light!
- **GET ADVICE** from real scientists from the University of Bath
- **PRESENT** your findings at MY SCIENCE FAIR 2023



Sign up by **MONDAY 20TH FEBRUARY 2023 — PLACES ARE LIMITED**

**You do not need to know your project before you sign up!**  
Our team of scientists can help you design and create your investigations at our Drop-in sessions

Learn more at: [www.wiltshiremusic.org.uk/msf](http://www.wiltshiremusic.org.uk/msf)



# Kids Inflatables Christmas Party

14 DEC 2022

5:00PM - 7:00PM

THE CIVIC, TROWBRIDGE

TICKETS £8.50

[WWW.THECIVICTROWBRIDGE.CO.UK](http://WWW.THECIVICTROWBRIDGE.CO.UK)





# Does your child suffer with sleep issues?

Do you struggle with your child's bedtime?

Will your child not sleep in their own bed?

WE CAN HELP

**03303 530 541**

Sunday - Tuesday & Thursday 7pm - 9pm  
Wednesday 9am - 11am



**Around 50% of children will have a sleep issue at some point\***

## WHAT IS THE NATIONAL SLEEP HELPLINE?

In partnership with Furniture Village, The Sleep Charity has launched a brand new National Sleep Helpline to ensure that everyone has access to high quality, evidence-based advice.

## HOW CAN THE NATIONAL SLEEP HELPLINE HELP YOU?

- Run by a team of specialist trained sleep advisors
- Offer you some practical strategies and recommend services that could help
- Ensuring you understand how sleep plays an important part in your child's mental health and wellbeing
- Listen without judgement and help you decide what next steps are right for you
- Empower you with sleep knowledge so you can understand why your child might not be sleeping well and how that can change

**03303 530 541**

Sunday - Tuesday & Thursday 7pm - 9pm  
Wednesday 9am - 11am



IN PARTNERSHIP WITH

Furniture Village

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\*Survey of 2,000 adults by OnePoll, Aug 2021

