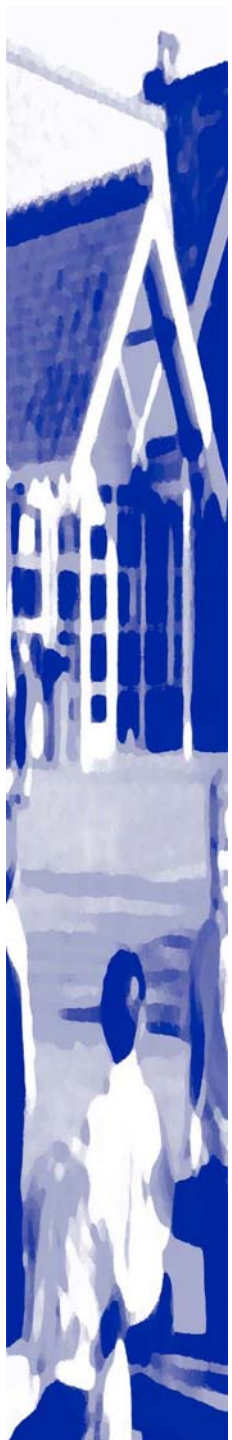


# NEWSLETTER - October 2009



**Bransgore**  
Church of England  
Primary School



Dear Parent/Carer,

Again I am writing to thank you for all your interest in the school and for supporting your child's learning. All the latest research shows that when parents and family demonstrate to their child a **positive** attitude to school, talk together over meals as a family and have high expectations of their child's engagement with learning, the child makes better progress.

Here are some ideas how you can help based upon that research:  
Beyond the Classroom ....

- Obviously welcome and foster your child's questioning spirit, as much as you can.
- Give young children interesting things to figure out, or, preferably encourage them to learn about what spontaneously interests them. **Don't rush to protect them too soon from difficulty.** (Do just enough to get them going again when they are stuck; don't take it as an opportunity to finish the jigsaw puzzle yourself, or to explain at great length your pet theory about why the sky is blue.)
- Notice, and help them to notice, when they are operating (even if only for a moment) at the leading edge of their resilience, resourcefulness and so on. (But don't fall into the trap of praising them too lavishly, or they may become hooked on the praise rather than the joy of learning for its own sake.)
- Start a scrapbook of your child's learning moments, and look over it occasionally with them to remind them how much they have progressed.
- Involve them in your own learning activities, even if only as interested observers, and try to 'think aloud' as you try a new recipe or struggle with a bit of DIY.

Children, especially young children, learn a great deal from eavesdropping on adults and observing them as they go about their learning and problem solving. Children are designed to be little apprentices, and they will happily apprentice themselves to anyone they like who is doing something interesting - whether that be arguing, looking for something they have lost, reacting to bad news, or making a curry.

Even watching you struggle a bit is good learning. Parents are not omniscient or omnipotent, and it helps children grow if they can be privy to some of their elders' uncertainties:

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**'An Environment Where Your Child Can Flourish'**

not when they are falling apart, but when they are floundering just a little.

(Source : Building Learning Power, Professor Guy Claxton)

I will be sending out an information pack after half term for parents explaining our philosophy and Building Learning Power. It is very exciting!

## READING

We have purchased thousands of pounds of new library books and home readers. Please help your child to adopt a healthy reading habit (reading out of school everyday).

I'm disappointed when I talk with some children and they tell me they never read at home. Reading is the key skill that unlocks all other areas of knowledge and future learning.

## KEEPING CHILDREN E-SAFE

At a recent Child Protection Officer training course, we're encouraged by Hampshire to warn parents regarding the increasing risk to children of internet grooming by predators. When I was a child (I know, a very long time ago!) we were told by parents and teachers to beware of stranger danger. Today the greatest threat is from online sources.

The clear message from Child Protection Agencies is that internet/computers are safest in a shared room and not in bedrooms. Parents need to regularly check on their child's online activity.



### The internet revolution

Rapid advances in digital technology have created new and exciting ways for children and young people to learn. The internet revolution has also transformed the way in which young people communicate through interactive services such as chat, messaging and online games.

But unlike previous generations of internet users, today's children are no longer passive recipients of online information. The new digital technologies have enabled them to become creators of digital content, using social software tools to communicate, collaborate and socialise with others. Bebo, YouTube, MSN, iTunes and MySpace are examples of technologies that play a significant role in the daily lives of children and young people.

At the same time, advances in technology have resulted in a much greater accessibility to these services from fixed and mobile devices, such as phones, laptops, MP3 players and PCs. The new generation of mobile phones enables young people to access a wide range of increasingly sophisticated digital services through a single handset.

## E-safety

Alongside the huge legitimate benefits the internet offers however, there is the potential for young people to be exposed to situations and risks that may compromise their personal safety.



One of the most powerful features of the internet - the capacity to search for information - also represents one of the most significant safety issues. Children can easily be exposed to material that is offensive or illegal. Young people who enjoy playing games online may also be viewing content that is inappropriate to their age, frequently without the knowledge of their parents.

The advances in social networking technologies present opportunities for cyberbullying or harassment and, most seriously, for sexual predators to make approaches in chat rooms or via instant messaging, with the intention of grooming children for sexual abuse.



As internet users become increasingly dependent on services such as online shopping and banking, this creates opportunities for criminal activities such as fraud and identity theft. Phishing - a fraudulent attempt to acquire personal information such as user names, passwords and bank details - represents a growing and serious threat to the security of internet users.

Research shows that young people are frequently unable to differentiate between what is genuine advertising and what is not. Junk email or spam may provide offers that sound too good to be missed, while many children find premium-rate services on the mobile phones difficult to resist, sometimes with serious financial consequences.

Cyber plagiarism and breaches of intellectual copyright are also growing issues. The emergence of sophisticated file sharing technologies has enabled internet users to download music, films and games, and such activities can have serious moral, legal and financial consequences.

**Finally there is a growing risk that some children become obsessed with new technology and spend so much time online, that the quality and frequency of contact with friends and family diminishes.**

### **E-safety education**

As a School we have a duty to help children and young people remain safe when online, whether inside or outside school. We have a vital role in helping children to become informed users of online services, so that they can develop their own set of safe and discriminating behaviours.

By developing knowledge and skills that enable them to use and enjoy the internet safely, young people are better protected, regardless of how digital technologies and their associated risk might evolve in the future. This is covered in depth during the Year 5/6 programme of study.

The issues/themes covered Keeping Myself e-safe at school are as follows:

- Internet forums and chat rooms
- Online grooming
- Social networking
- Instant messaging and chat
- Peer pressure and risky behaviours
- Flame wars
- Cyberbullying
- Happy slapping
- Distribution of inappropriate images
- Peer-to-peer networks and file sharing systems
- Cyber plagiarism and cyber cheating
- Premium telephone services
- Phishing, identity theft and online fraud
- Spam and adware
- Viruses, malware, and data mining
- Addictive behaviours
- Security of personal information, user IDs and passwords

**SCHOOL IS CLOSED FOR HALF TERM ON THURSDAY 22<sup>ND</sup> OCTOBER - REOPENED ON MONDAY 2<sup>ND</sup> NOVEMBER**

Finally, one point of my own - bedtimes!

So many children are tired and spend their first lesson yawning. Blame me, early to bed please with no TV or computer on.

Thank You!  
Best Wishes



Peter Pretlove  
Headteacher

