



Attendance: - Attendance target:

Our school...

We continue to miss seeing you all and it has been lovely to have emails and letters letting us know how you are doing. Please keep these coming, we love seeing what you are up to. Also, if you need to call us or get in touch with us then please do, I'm afraid we don't have any answers about when we may potentially open but we can help with any home learning questions.

Hello from St. Pancras!

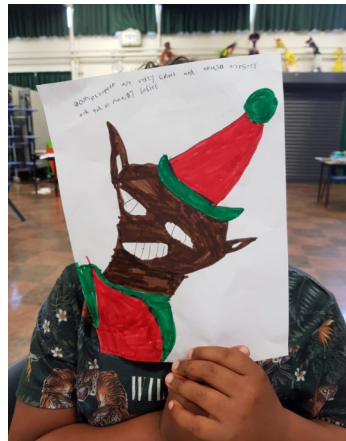
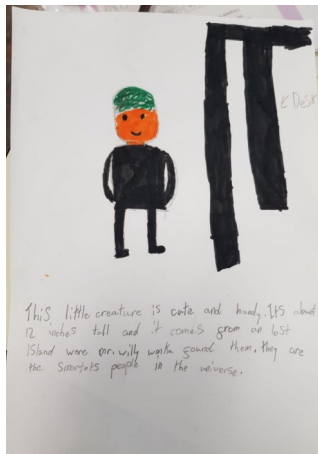
We hope you have been keeping well and enjoying the week and home learning.

Here at school we have been exploring the wonderful world of chocolate. Yum!

Our book for English is Charlie and the Chocolate Factory, where we have begun to find out about the strange and wonderful things happening behind those sweet factory gates and of the

Protagonist, Charlie Bucket and his poor yet loving family.

Mr. Wonka, the chocolate factory owner, appears to have mysterious little workers in his sweet factory and we imagined what they may look like. Then we drew them and wrote descriptions from our imagination and the few clues in the text. What do you think of them? They don't appear to be any ordinary sort of workers!



When studying the geography of chocolate, we discovered that chocolate beans grow in large pods on trees, in warm, wet, equatorial biomes of the world, on the equator and in particular, Brazil and Ghana. To celebrate this wonderful food stuff we made some very, very chocolatey fridge biscuit or tiffin... It was rich and delicious! Now we have to work hard with our daily PE to burn off all those calories! Phew!

Next we researched some of the first people to use chocolate, the Aztecs, and designed and made versions of their fancy ceremonial head dresses. The Aztecs lived in or near rainforests where they had access to exotic vibrantly brightly coloured birds. Sadly for the birds, the Aztecs were able to make such beautiful head dresses because the birds' feathers were so beautiful.

In other news we have also thought how to promote a product with words, pictures and colours, when designing posters and sweet wrappers for Mr. Willy Wonka's sweets. All in all another busy, fun and educational week. Thinking of you all. Stay Safe. From everyone at school.

Our Gospel Values

- Courage
- Creativity
- Forgiveness
- Generosity
- Humility
- Joy
- Perseverance
- Stewardship

Executive Headteacher

Mrs Sandvig

Head of School

Miss Southgate

Our Classes

Rainbows Miss Aldous
Mrs Iannelli
Mrs Abbott

Class 1 Mrs Thackeray
Ms Borley

Class 2 Mrs Jones &
Mrs Smith
Mrs Tella

Class 3 Mrs Rafferty &
Mrs Silke-Cooper
Mrs Durston

Class 4 Ms Hughes
Mrs Tooke

Class 5 Mr Grimwood
Mrs Dowsing
Miss Tooke

Class 6 Mr McGill
Mrs Catalanotto

FREE SCHOOL MEALS

Over the past month the school has been involved in the process of issuing Free School Meals Vouchers to all our families who are entitled to them. I am happy to report that the scheme is working extremely well, providing families with some additional support at this particularly difficult time.

As the current situation continues, this seems like an appropriate time to remind you all that if you know your current circumstances, particularly work wise, have changed, it may be worth checking to see if you are entitled to free school meals.

The process is simple and will not take you too long to complete. If your application is successful, the Free School Meals Team will contact the school to let us know and of course you will immediately qualify for the Free School Meals Voucher Scheme.

Please use the link below

<https://freeschoolmeals@suffolk.gov.uk>

Our Parish

I know many of you will be finding it strange not to be attending weekly Mass and I know some of you are watching the live streams from some of our Diocesan churches but it is important we stay in touch with our Parish churches, so I have included below the link to the latest newsletter from St Mary Magdalene.

<https://marymagdalens.org/expanse/uploads/marymagdalens/editor/files/SMM001-MD-MFL-305-A.pdf>



On the following few pages is the advice issued by the Government on helping primary school children to continue their education during Coronavirus. This can also be found at <https://www.gov.uk/guidance/help-primary-school-children-continue-their-education-during-coronavirus-covid-19>

DIARY DATES

THIS SPACE WILL BE LEFT
BLANK FOR THE TIMEBEING

TERM DATES 2019-20

Spring Term

6th January -3rd April

Half-Term

17th—21st February

Easter Holiday

4th April-19th April

Summer term

20th April—17th July

Half Term

25th May—29th May

HIGHEST CLASS ATTENDANCE

On hold until we return!



Mrs Reeves has decided to leave the academy with effect from 30th April 2020. We wish her the very best going forward.

Administrative Officer
Mrs Cork

Administrative Assistant
Mrs Ransom

Business Manager
Mrs Pettit

Caretaker
Mr Scopes

Midday Supervisor
Mrs Mikus

Government Guidance: Help primary school children continue their education during coronavirus (COVID-19)

While staying at home due to coronavirus (COVID-19), parents and carers may be concerned about their children's education and the effect of missing school. No one expects parents to act as teachers, or to provide the activities and feedback that a school would. Speak to your school, which will be planning work for your child to do. Parents and carers should do their best to help children and support their learning.

Alongside any work your child receives from school, try using these [online educational resources](#) which have been recommended by teachers and school leaders.

[Educational programmes to help primary school children learn at home](#) are available from the BBC.

Structuring the day

Do not worry about trying to keep your child to the full routine they had at school. However, children will feel more comfortable and learn better with a predictable routine to the day, even if this is difficult.

When schools provide your child with work they may give you advice on how to structure the day. However, you should try to make sure that they:

- get up and go to bed at the same time each day
- have regular meal times
- have regular breaks
- make time to be active – children are used to regular play at lunch and break times

Using digital devices

Your child's school may set them work to do on a digital device such as a laptop, desktop, tablet or smartphone.

Set age-appropriate parental controls on any devices your child uses and supervise their use of websites and apps. See [advice on keeping them safe online](#) and talk to your child about online safety.

Reducing screen time

Digital devices are not the only way to learn. Manage screen time with a timer and break up screen time by getting your child to:

- use books and other printed materials that their school has provided or that you have at home
- write by hand – try asking them to complete work by hand, write a diary, a summary of things they have done each day or 'to do' lists
- be active and get away from the screen regularly – see these [physical activity resources](#) for primary school children
- stop using digital devices at least an hour before bed

Contact us: Stratford Road, Ipswich. IP1 6EF. Tel. 01473 742074 admin@st-pancras.suffolk.sch.uk

Visit our website for more updates- www.stpancrasschool.co.uk

Reception, year 1 and year 2 children

The best way to help children aged 4 to 7 learn is to:

- sit with them as they work
- do active and practical things, rather than trying to make them sit and listen for long periods
- try to break down the work into shorter periods, based on how long they can concentrate
- take frequent breaks

praise or reward them when they do well

Talking

Talk with your child throughout the day and explain new words. For example, discuss the things you are doing and pick out words that might be new to them.

Reading together

When you read with your child try to:

- express the emotion in the story
- give colour to the characters using voices, tone and pace
- discuss the things you are reading
- explain any new words and ask your child to say them out loud

You can make a story more interesting and help your child develop their understanding of a book by linking what you are reading to real life. For example, while reading about Cinderella going to the ball, talk about how a ball is similar to a birthday party.

Ask your child questions about what you are reading as you go. For example:

- ask some questions that only need a short answer, such as what colour something is, or the name of a character
- ask some questions that need a longer answer, such as how a character is feeling
- ask them to tell you what has happened in the story so far and what might happen next

Libraries are currently closed, but you can find digital services they are providing at [Libraries Connected](#).

Phonics

Phonics is a method schools use to teach children how to read quickly and skilfully.

Contact your school, which will be working on ways to help you with this. Try to sit with your child and practise with them, following the advice you get from their school.

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Visit our website for more updates- www.stpancrasschool.co.uk

Writing

Help your child to practise their writing. For younger children this might include forming letters and being familiar with pens and pencils, while for older children it could include writing stories. Ask your child to write about their day-to-day experiences of being at home, or to write letters to send to family members.

Numbers

Practise counting and numbers with your child. This does not always have to be a planned activity. For example, count things around the house while you are doing other things like cooking or cleaning. For older children learning sums, ask your school for help.

See a [list of resources to help with maths](#) recommended by teachers and school leaders.

Year 3 to 6 children

The best way to help children aged 7 to 11 learn is to:

- give them support and direction, but encourage them to do work independently too
- include active and practical things, rather than trying to make them sit and work for long periods
- try to break down the work into shorter periods, based on how long they can concentrate
- take frequent breaks
- praise or reward them when they do well

To check if they are learning try to:

- ask them questions as they go talk about things they learned

Reading

Talk to your child about what they are reading. This will help them understand what they have read. Try to encourage them to read for fun, as well as reading for school. Ask your child questions about what they are reading. For example:

- ask questions that make them think about the story, such as how a character is feeling
- ask them to tell you what has happened in the story so far

Libraries are currently closed, however, you can find digital services they are providing at [Libraries Connected](#).

Writing

Try to help your child practise their writing. They may be set work by their school to do on a digital device, but using pen and paper as well will help them be ready for when they return to the classroom.

ATTENDANCE

WHY IS IT IMPORTANT?

ABSENCE FROM SCHOOL

Children are required by law to attend school 190 days per year. The Government states that every pupil's attendance should be at least 95%.

How do YOU measure up?

Attendance	Days Absent	Weeks Absent	Lessons Missed
95%	9 Days	2 Weeks	50 Lessons
90%	19 Days	4 Weeks	100 Lessons
85%	29 Days	6 Weeks	150 Lessons
80%	38 Days	8 Weeks	200 Lessons
75%	48 Days	10 Weeks	250 Lessons
70%	57 Days	11.5 Weeks	290 Lessons
65%	67 Days	13.5 Weeks	340 Lessons

89% & Below
Drastic effect on
academic achievement

95% - 90%
Cause for
concern

100% - 96%
Excellent



What parents need to know about

NETFLIX

18+

The account holder must be 18 or older.



Launched in 1997, Netflix is now one of the world's leading online streaming services, providing users with unlimited access to a huge selection of TV shows and films. It's available on any internet-connected device that supports the Netflix app, from smart TVs and games consoles to tablets and smartphones, and is becoming increasingly popular with a younger audience. This is unsurprising given consumer attitudes are changing more towards video-on-demand (VoD) services. That's why we've created this guide to help parents and carers understand exactly what Netflix is about.

Inappropriate content

Netflix hosts and produces content for all ages. It has a wide variety of films and TV programmes for young children, teens and adults and its extensive catalogue can provide hours of entertainment. Children can search for almost anything but if they share the same account as an adult, it can also open them up to viewing material that is adult themed or inappropriate. Netflix doesn't check who's watching so children could access films or TV shows that contain violence, nudity or foul language.



Risk of hacking

With millions of users in over 190 countries, Netflix is often targeted by hackers and phishing scams which try to illicit usernames and passwords to gain access to accounts. If successful, hackers can steal payment details or try to sell your data on the dark web, providing others with the opportunity to profit. Given Netflix doesn't provide 2-factor authentication, it's important to ensure your login details remain secure.



Binge-watching

With the ability to access Netflix on almost any device, it can be easy to fall into 'binge-watching' TV series, with users finding it difficult to turn it off without knowing what happens next. The autoplay function also means that the next episode usually plays within seconds of the last ending and the Netflix algorithms mean that recommended programmes are very often similar to those you've just watched. This can easily lead to spending hours in front of the TV through the day or staying up through the night, potentially affecting sleep, mood and the ability to concentrate the next day.



Screen addiction

In addition to binge-watching, the fact that Netflix is available on almost any device with an internet connection means that parents may find it difficult to prize children away from a screen. With a huge collection of children's TV programmes and the latest film titles, children could start watching on the TV, continue on the tablet and finish on their games console. Increased screen time means that they may spend less time learning, playing outside, find it difficult to sleep or communicate less with family and friends.



Netflix party

Netflix Party is a free extension on Google Chrome that gives users the ability to watch a film or TV show online simultaneously with friends or family in different locations. It also provides the ability to chat to each other during the stream. Users can create a party and send a link to people they want to invite however the link can be copied and distributed further, meaning children could potentially be open to a group chat with people they don't know. It should be noted that Netflix Party isn't an official Netflix product and needs to be downloaded separately to the app.



Safety tips for parents & carers

Create a Netflix Kids experience profile

One of the biggest advantages of Netflix is the ability to control what content your children can watch. Setting up a Netflix Kids experience profile means that children only have access to TV shows and movies which have been carefully selected for kids. The look and feel of the app is simpler and children can't access any account settings.



Set maturity ratings & block content



If your child is a little older, parents can create a separate profile to their own and set a maturity rating that means children will see only TV shows and movies that fit that rating. The three categories of rating for the UK are kids (all, U, PG), teens (12, Guidance, Teen) and adult (15, 18, mature, adult). You can also block specific TV shows and movies from individual profiles which means they don't show up in the browse or search results.

Have an open & honest conversation



Parents can review the TV shows and films that have been watched on each profile under their account. If your child seems upset or shocked by something they have seen or if you are concerned about anything they've viewed, try to talk to them about it and have an open and honest conversation to help understand any concerns.

Switch off autoplay



Netflix has two autoplay features that can be switched on and off across different accounts and takes effect across all devices. Parents can disable the ability for consecutive episodes to play automatically and for previews to play when browsing. Both can help to limit the amount of time children spend on the app.

Lock your profile



It's important to keep your own account secure so that children can't freely switch between profiles and potentially access more adult-themed content or change access levels. Parents can set-up a Profile Lock PIN which means only they can access their own Netflix account.

Set screen time limits



Although switching off autoplay will help to stem programmes playing continuously, children can just as easily choose to play the next episode themselves. Whilst Netflix has no options to help limit viewing time, many devices now allow parents to set screen time restrictions, so you can switch off the app automatically when you think they've had enough.

Meet our expert

Pete Badh is a writer with over 10+ years in research and analysis. Working within a specialist area for West Yorkshire Police, Pete has contributed work which has been pivotal in successfully winning high profile cases in court as well as writing as a subject matter expert for industry handbooks.



Create a strong password & always log out.

Given that Netflix doesn't use 2-factor authentication, the need for a unique username and strong password is even more important. Try to use a different password to ones you've used before and use a mixture of numbers, letters (uppercase and lowercase) and symbols, with a minimum of 8 characters. Always log out when not using your account so that if your device is lost or stolen, your account remains inaccessible.



SOURCES: <https://www.netflix.com> | <https://help.netflix.com/en/node/264> | https://www.ofcom.org.uk/_data/assets/pdf_file/0023/190616/children-media-use-attitudes-2019-report.pdf