

Headteacher message

Ofsted

We had our 2 day Ofsted inspection this week. Thank you to all parents/carers who completed the survey and spoke to the inspection team. It has been a slightly unusual week for our children with our 'special visitors' but they have managed incredibly well. The inspection report is unlikely to be published before the half term. You will receive notification when it is available.

Attendance



Classes with the highest attendance this week:

EYFS/KS1— Poppy : 98.5%

KS2— Lotus :99.3%

Whole School Attendance— 93.5%

Our whole school target is 96%

We have slipped back this week. Please ensure that your child attends school every day.

Book Fair

Annual Book Fair - Monday 14th to Friday 18th October
in main hall



Dates for your diary

Note date change: Wednesday 15th October
Lotus class assembly

Monday 14th October—Friday 18th October
Book Fair

Wednesday 16th October
Waterlily class assembly

Thursday 17th October
EYFS parent workshop—Phonics

Wednesday 23rd October
EYFS Parent workshop—Reading

Thursday 7th November
School photographs—individual and siblings

Friday 25th October
School closed Inset Day

Half term
Monday 28th October—Friday 1st November

Monday 4th November
School closed Inset Day

Tuesday 5th November
School reopens to children

Week commencing Monday 24th November
Parent's Evening

Community support

Merton's Community Fridge—a space where surplus food from local businesses and growers is shared with the community, helping to reduce food waste and support local residents.

All food is FREE, and everyone is welcome to collect or donate good quality, unwanted items. It's all about giving back, sharing, and building a sustainable future together!

Opening Times:

Mondays: 16:30 - 17:30

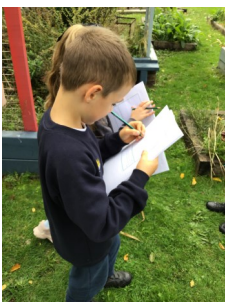
Wednesdays: 16:30 - 17:30

Thursdays: 13:30 - 14:30

Location: Morden Baptist Church, SM4 5BL (car park entrance on Grasmere Avenue)

Habitats

This week Lotus Class have been looking at habitats of the creatures we found in our school edible garden. We discussed how the habitats in our garden were suitable for the creatures. We found many slugs and spiders. Some children found the biggest slug that any of us had ever seen!



Online Safety

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 for further guides, hints and tips for adults.

What Parents & Carers Need to Know about SOCIAL MEDIA & MENTAL HEALTH

An estimated one-third of children have a social media account, so it's important that trusted adults know what content young people are consuming, what they're posting and the interactions they're having. On social media, it can be easy to go down 'rabbit holes' that aren't beneficial to our wellbeing. As platforms grapple with managing such 'legal but harmful' content, lives are being impacted – sometimes to tragic effect. We might be daunted by the scale of the tech giants and their content which so enthral young people, but we can still help children to be aware of their mental wellness: recognising when something isn't OK... and knowing what to do about content that upsets them.

1. UNDERSTAND THE ALGORITHM

Algorithms rank content by user interest: someone who regularly interacts with sports news, say, will see the latest results at the top of their feed. Likewise, if a user browses content that can cause harm, that's what will be recommended to them in future. Someone who's had a bad day and looks for posts which reflect their mood will find similar content being suggested to them more and more.

2. AVOID THE MAIN FEEDS

Avoiding the default feeds on social media platforms limits the amount of recommended content that's shown. Users can opt to only scroll through the accounts they follow, use restricted modes, or highlight posts that they don't want to see more of. Explore the platform safety settings to see how you can take control of what your child's phone shows them when they open the app.

3. DISCUSS WHAT THEY'VE SEEN

Chatting about what your child's seen online keeps you aware of the content they're interacting with. Don't assume that platforms are screening out inappropriate material, or even that your child would recognise content as being harmful. Discuss who they follow, what posts they like and what comes up in their feeds: if alarm bells ring, it could be time for a more in-depth talk or to seek support.

4. LEARN HOW TO HIDE CONTENT

If your child stumbles across unsuitable content on social media, there's the option to hide that post as well as indicating you'd prefer any similar material not to be suggested in future. On some platforms, you might also be able to block posts that contain specific words, which is an excellent way to start taking control of what your child sees online.

5. SET DAILY LIMITS

Phones and most apps can tell you how much they're being used. Spending too long online can mean a child misses out on other activities that are important to all-round wellbeing. You could set some family rules – for everyone to follow – around device use, such as screen time limits and tech-free spaces: involving your child in creating this agreement makes them more likely to stick to it.

6. MONITOR THEIR ACTIVITY

Keeping a discreet eye on how your child is using social media can help ensure they're not entering potentially dangerous situations. As they grow up, of course, children need space to exercise their independence – but you can still occasionally ask to see what they're looking at. Be transparent about your own social media use and try not to sound judgemental about your child's.

7. TURN OFF PUSH NOTIFICATIONS

Even for adults, it's tempting to check an email or message as soon as the alert sound pings. Push notifications encourage people to open their apps and spend time on their device, so turning them off will help your child to practise mindful use of tech. Most of us have other things that we need to focus on as a priority – and those notifications will still be there later, when we have more time.

8. USE DEVICES TOGETHER

Giving children internet-enabled devices and complete freedom to explore platforms on their own can result in exposure to hugely damaging content. You could consider making a particular area at home a designated space to use phones, tablets and so on – making it much easier to monitor what content your child is viewing and (if necessary) steer them away from any potentially harmful paths.

9. ENCOURAGE OTHER ACTIVITIES

Mental health professionals often highlight the importance of exercise, quality time with loved ones, a balanced diet and restful sleep for our mental wellbeing. Spending hours on social media can cause us to sacrifice other activities that our brains need to feel well – so encouraging your child to put down their phone and enjoy something that doesn't involve a screen can be immensely beneficial.

10. TALK ABOUT PEER PRESSURE

Most platforms default children's accounts to private, so only people they've accepted as friends can see their posts. This reduces the risk of bullying or unkind comments, but – just like offline life – the digital world can still make children feel as if they need to act or look a certain way to fit in. Talk to your child about peer pressure, and listen to any concerns so you can provide the support they need.

Meet Our Expert

Shazia Sarwar-Azim is executive headteacher at a specialist primary school and, as an emotional therapy coach, works with school leaders to focus on the SEND, mental health and wellbeing agenda. A passionate advocate for vulnerable learners, Shazia is a Fellow of the Chartered College of Teaching and the author of *The Rainbow Within*, a book which supports children with SEMH needs.



Sources: <https://www.bbc.com/news/technology-53045035>
<https://www.nationalonlinesafety.com/what-is-social-media-addiction/>

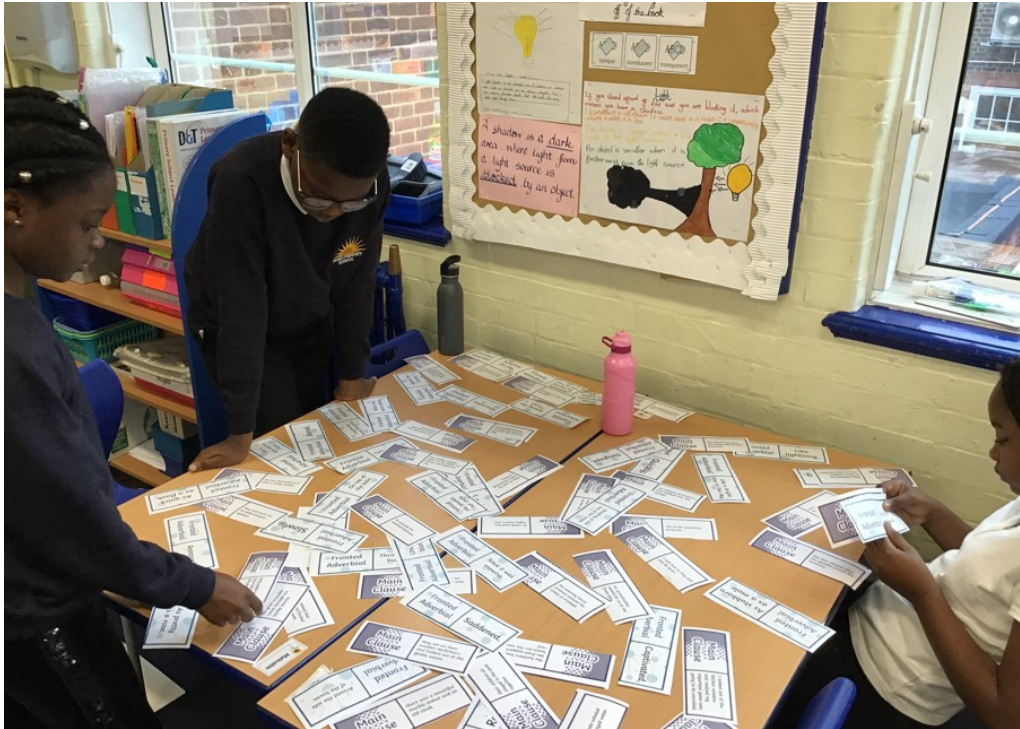
NOS
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#WakeUpWednesday

Year 2 Trip to London!

As part of our Geography topic, Poppy Class went on a fantastic class trip up to London! We went on a boat along the River Thames and spotted many of London's incredible landmarks along the way, including the London Eye, Big Ben, Tower Bridge, The Shard, The Gherkin and many more!



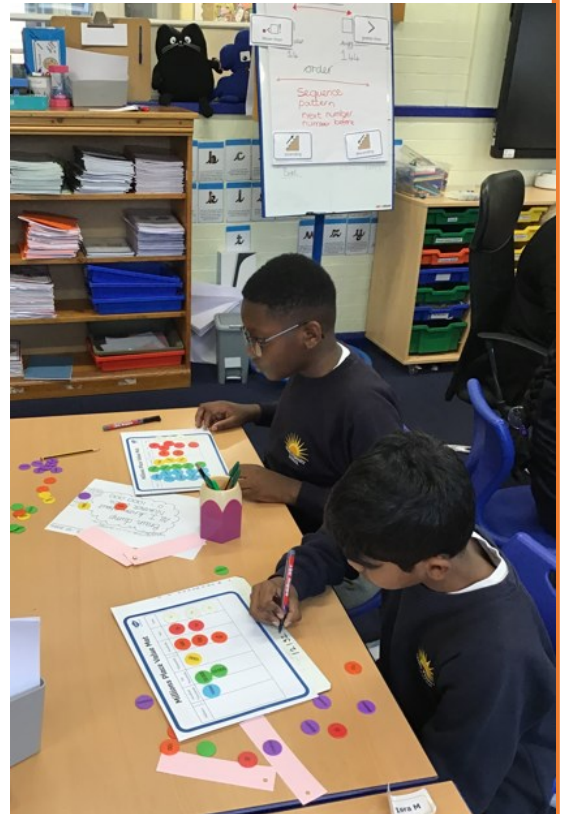
Year 5 English



The year 5s have been learning to write and use fronted adverbials of time (when), manner (how) and place (where) in their writing. They have worked very hard at creating interesting sentences and we will be using these in our stories in the coming weeks. Here, we are playing a fronted adverbial + main clause game.



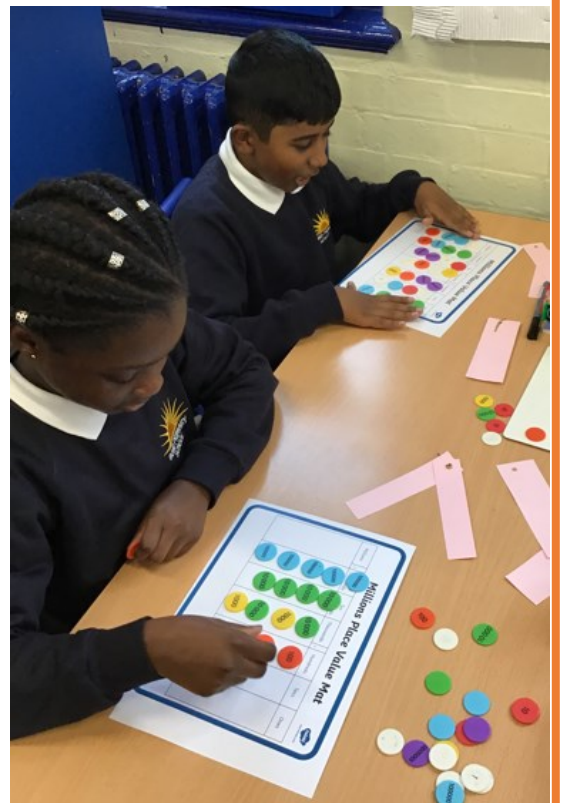
Year 5 maths



In maths, we have been learning about number. We have learnt about number lines up to 1 million, creating large numbers and being able to compare and order these.

We have learnt vocabulary, including intervals, the difference between, greater than, less than, ascending and descending.

Here, we are creating 6-digit numbers and comparing them using the greater than, or lesser than signs.



Year 5 & 6 Computing / Geography



We are currently learning about the Caribbean in Geography. We are linking this unit to our learning in computing. We are creating websites, which will contain information we have learnt. Keep an eye out for our websites to going 'live' in the near future.

