



## INSKIP ST. PETER'S C.E. PRIMARY SCHOOL NEWSLETTER

*Learning, Loving and Living with Jesus*

Keep your roots deep in Jesus Christ the Lord, build your lives on him

and always be thankful. *Colossians 2:7*

**Compassion Friendship Respect Forgiveness Trust Thankfulness**

**Week Beginning Monday 24th April 2023**

**School will be closed to pupils this Thursday 27th April and next Tuesday 2nd May due to NEU Industrial Action.**

The Friends will be holding a **non-uniform day** this **Friday 28th April**. In exchange for £1 your child can come to school in their own clothes for the day.

### Bags2School

**Thank  
You!**

Thank you to everyone who donated to our school fundraiser of Bags2School. **You raised £268**. This is a fantastic amount with all the money going towards the next Friends school project.

**Thank you for all your support.**



### See You Soon Mrs Kemp



Mrs Kemp is undergoing an operation today which will necessitate a recovery of up to six months, we will all miss her very much indeed, I know you will join with me in sending her our prayers and all our best wishes for a good operation and recovery. We are very lucky school in that our two part time teachers have both offered to step up to full time during Mrs Kemp's absence which we thank them both greatly for, therefore for this period Miss Langley will be the full time teacher in Lower School and Mrs Hurley the full time teacher in Upper School.

### Local News

Inskip-with-Sowerby **Parish Council Elections** will take place **Thursday 4th May 7am-10pm** at The YIPs Centre, Nelson Gardens. Please remember to take Photo ID. Please click the following link to see the candidates <http://inskip-with-sowerby.org.uk/2023/04/22/statement-of-persons-nominated-and-notice-of-poll/>

### School Website

Please take a look at our school blogs and see lots of the inspiring learning your children have been doing in class. Click on the title of the blog to open it in a new window. Please comment at the bottom of the blog posts your thoughts of encouragement for the children to read.

#### Lower School

[Teamwork](#)

[Outdoor Counting](#)

[Maps of our School Grounds](#)

[St George's Day](#)

#### Middle School

[The Mystery of Lindisfarne](#)

#### Upper School

[Creative Writing Project](#)

[Robot Animations](#)

[Angles in the Sunshine](#)

# Christian Values

Our Christian value theme this half term is '**Respect**'.

Here's a way of exploring this theme at home.



## READ TOGETHER...

### Moses and the Burning Bush

Moses led the sheep across the dry and dusty desert to Sinai, God's holy mountain. But in the stillness of the wilderness, while the sheep were grazing, Moses' thoughts were never far from the plight of his people the Israelites, who were suffering at the hand of the cruel Egyptian king. Moses had left Egypt years ago. He felt guilty and wished he could help his people, but what could he do? He was not brave, he was not a **respected** leader. Who would listen to him?

And then in the distance Moses noticed something very strange. A desert bush was on fire. The flames licked hungrily around the branches and yet, strangely, the bush did not burn up. He drew closer and as he did so, he clearly heard a voice call to him from the bush, "Moses, Moses!" "Yes, here I am" stammered Moses. "Take off your shoes", said the voice, "for you are standing on holy ground." Reverently, Moses untied his sandals and fell to his knees. "I am the Lord God of your ancestors and I have seen how my people suffer under Pharaoh. I have heard them call out to me to rescue them and now Moses, I am sending you to lead them to freedom." "But I am nobody, I am nothing. How can I go to the king and expect him to **respect** a simple shepherd? How can I ask him to let the people go?" But God replied, "Do not be frightened, I will be with you." "But what if the people will not listen to me?" said Moses. "What do you have in your hand?" "A stick." Moses replied. "Throw it on the ground." Moses did as he was asked. To his astonishment the stick turned into a writhing, angry snake. "Now bend down and pick it up by the tail." Nervously, Moses did as he was asked. Immediately, the snake once more became a stick. "When you perform this miracle," said God, "the people will believe that I have sent you. Take the stick with you for with it you will perform great miracles. Now go and do as I have commanded."

And so it was that on that ordinary day an extraordinary adventure began for Moses and for the people of Israel. It was a story that the world would never forget.



## QUIZ Tangled Strings

Which stick became the writhing snake?





## Online Activity

We all want our children to be safe online and with that in mind we will be providing you with information about online behaviours, apps and games which will be useful to you in supporting your child to stay safe. This will also support the daily teaching of online safety at school. Please also take a look on our website at [Our Safeguarding](#) page.

This week we inform parents and carers about 'Artificial Intelligence Solutions'. This guide explains what AI solutions are and ways parents and carers can support children to use the technology.

# What Parents & Carers Need to Know about ARTIFICIAL INTELLIGENCE (AI) SOLUTIONS

AI solutions are becoming increasingly popular. Trained on vast datasets of text (such as books, articles and websites) in order to learn patterns and relationships, AI solutions can generate text, images, audio, video, code or synthetic data, and can be used for things such as crafting poems or books, creating digital imagery or delivering video content. Recently there's been significant discussion in relation to the benefits and risks of AI solutions, with many undecided on whether it will be a force for good or potentially reduce the need for some job roles.

### WHAT ARE THE RISKS?

#### ROOM FOR INACCURACY

AI solutions, such as language models, generate their responses purely based on the data they've been trained on, which often comes from sources on the internet. Whilst questions will often illicit relevant responses, if some of the information they've been 'fed' is incorrect, it follows that the answers too may contain factual errors or inaccuracies.

#### REINFORCING BIAS

AI solutions, such as those generating content or images, can perpetuate existing biases present in the data they were trained, whether through the algorithms written by humans or the content taken from the web. This could easily lead to biased responses and potentially reinforce existing stereotypes, such as those around gender, race or disability.

#### IRRELEVANT INFORMATION

AI solutions don't have the ability to understand the context or meaning behind a question or a user request. Although highly advanced, the AI relies entirely on the data it's been exposed to and is devoid of independent thought or reasoning, which could lead to irrelevant or even nonsensical responses to queries.

#### LACK OF ACCOUNTABILITY

Fundamentally, AI solutions are machines or technology programmes that don't have the ability to take responsibility for the responses they generate. This could lead to confusion or misunderstandings in certain cases if the answers are taken as given. For instance, image-generative AIs can lead to output clearly derived from other peoples' content but without any attribution to the original source artist's work.

#### STIFLING CREATIVITY

One of the potential risks of children and young people continually using AI solutions for things (such as their homework) is that eventually, they might become reliant on it. In the long term, this could potentially impact their development and hamper their ability to think creatively or solve problems independently without the aid of an AI tool.

## Advice for Parents & Carers

### CREATE A SAFE ENVIRONMENT

If possible, try to be around when your child uses any type of AI solution and employ content filters to try and reduce the chance of profanity or age-inappropriate subjects appearing in responses. As with any kind of technology, it's important to ensure that children are using AI solutions responsibly and to be there to enable opportunities to discuss their use as part of a safe environment.

### PROMOTE CRITICAL THINKING

Explain to your child that AI solutions can be used as one of many tools to help them research and learn, but that they shouldn't simply accept the responses they receive as the truth. Encourage them to question, verify and think critically about the information they get back – all of which apply equally to any website or platform they use.

### DISCUSS BIAS

Talk to your child about the potential biases that may be present in the data that AI solutions are trained on, and how these viewpoints might find their way into the responses that AI generates. Again, with many things children might read online, it's healthy for them to consider whether the information is factual and presented fairly.

### ENCOURAGE HUMAN INTERACTION

Not only should children supplement any use of software like AI with additional resources such as books and reputable internet sites, but they also should remember what they can learn from interaction with other people. Discussing things with teachers, relatives and friends isn't just an important and often invaluable aspect of learning – it's an essential part of life, too.

### CHECK SCHOOL RULES

Make yourself aware of any rules or guidance your child's school might have about the use of AI solutions. Most software is still extremely new, so many schools may not yet have a policy, however, it's important to make sure your child is aware of how to use it appropriately and will be using it for the right reasons.

### Meet Our Expert

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 is essential that adults and children alike become more aware of the risks associated with technology, as well as the many benefits.

**NOS** National Online Safety®  
#WakeUpWednesday

## Dates for the diary:-

Wednesday 26th April	Borwick Parent Meeting Y5&6 3.30pm
Thursday 27th April	School Closed to pupils due to NEU action
Monday 1st May	Bank Holiday
Tuesday 2nd May	School Closed to pupils due to NEU action
Monday 8th May	Kings Coronation Bank Holiday
Tuesday 9th to Friday 12th May	Year 6 SATs
Monday 22nd to Wednesday 24th May	Year 5 and 6 Residential at Borwick Hall
Friday 26th May	School closes for May Half Term
Monday 5th June	Inset Day
Tuesday 6th June	School reopens to pupils

## This Week's Clubs:-

MONDAY 24th	8:00am Breakfast Club 3.30pm Sports Club with Corey
TUESDAY 25th	8:00am Breakfast Club 3.30pm Tennis with Simon
WEDNESDAY 26th	8:00am Breakfast Club 3.30pm Forest School with Claire
THURSDAY 27th	8:00am Breakfast Club 3.30pm Basketball Club with Corey
FRIDAY 28th	8:00am Breakfast Club 3.30pm Football Club with Corey



**Birthdays this week:**

**Ada on 25th April**