



Create, Adapt and Learn Together
Manchester Road Primary Academy

NEWSLETTER 10TH FEBRUARY

ATTENDANCE 06/02/23 – 10/02/23

CLASS	SCHOOL ATTENDANCE	LATES
Owls	92.6%	2
Hedgehogs	89.6%	3
Rabbits	94.4%	2
1A	89.5%	0 😊
1B	94%	2
2A	96%	6
2B	92.5%	5
3A	96.2%	8
3B	96.8%	2
4A	99%	9
4B	92%	1
5A	97%	7
5B	90.8%	5
6A	94.1%	4
6B	97.8%	9

Lateness has a massive impact on children's learning. Not only on the children that are late, but also on the children in the classes being disrupted. Please ensure your child arrives at school on time each day.

97% and above Excellent
95% to 96% Attendance is slipping and will be closely monitored
95% or below Poor (high numbers of children are persistently absent)

THE SCHOOL DAY

8.35 – 8.50am - Arrive on the school playground
8.40am - Pupils enter school
8.55am - Registration
11.45am - Lunch KS1
11.50am - Lunch KS2
12.35pm - Afternoon session begins KS1
1.05pm - Afternoon session begins KS2
3.15/3.20pm - End of school day.

ANNOUNCEMENTS

UPCOMING EVENTS

- Half Term – Monday 20th February – Friday 24th February

CLASS ASSEMBLIES

Class assemblies begin at 9am. We hope you can make them.

- Rabbits (Miss Thomson) – Friday 3rd March
- 2A (Miss Lewis) – Friday 10th March
- 1B (Mrs Simpson) – Friday 17th March
- 3B (Miss Farrington) – Friday 24th March

UPCOMING TRIPS/WORKSHOPS

- Thursday 16th February: Parents Evening for Year 6
- Thursday 16th February: Year 6 going to watch Hamlet.
- Thursday 2nd March: World Book Day (More information will go out soon)
- Wednesday 8th March: Parents Evening Years EY-Year 5 (Letters will go out after half term)
- Thursday 16th March: Year 3 Quarry Bank Mill
- Tuesday 21st March: EY Blackpool Zoo
- Thursday 23rd March: Year 1 Manchester Airport Runway Visitor Park
- Monday 27th March: Year 5 Viking Workshop
- Thursday 20th April: Year 4 Chester
- Thursday 22nd June: Year 4 Llandudno
- Tuesday 27th June: EY Formby Beach
- Wednesday 18th October – Friday 20th October 2023: Robin Wood (Current Year 5)

STAR OF THE WEEK

Owls	Emma
Hedgehogs	Lyal for her resilience in her reading and writing and her lovely enthusiasm.
Rabbits	Isobelle-Rose for making great choices and being a kind friend this week.
1A	
1B	David for super work in small group writing sessions.
2A	Azmaan for always producing great work.
2B	Leonie for becoming a confident class member ready to learn.
3A	Raife for his consistent positive attitude to learning and great behaviours for learning.
3B	Oliver for his enthusiasm in music and DT this week.
4A	
4B	Eesa for his determination and resilience.
5A	Kourtney for working so hard and challenging herself.
5B	Seren for always trying her best and making great progress.
6A	Lusiya for showing amazing resilience in Maths.
6B	Lucy for excellent efforts in Maths.
The Hive	Lottie for beautiful writing.

FREE PORRIDGE

Throughout Half Term (February 9-22), children will be able to get a free bowl of porridge at all ASDA cafes seven days a week with no minimum adult spend. This can be claimed from 8am-12pm. This will run alongside the Kids Eat for £1 offer.



CONGRATULATIONS

Manchester Road Primary Academy

Thank you for pulling on your most Christmassy jumper and making it the best. Day. EVER!



You've raised



£

172



Save the Children Fund is a charity registered in England & Wales (213890), Scotland (SC039570) and Isle of Man (199). Registered office: 1 St John's Lane, London, EC3M 4AB.

**Coach Christmas
Jumper HQ,
Save the Children**

SENDCO SURGERY

SENDCO Surgery for parents/carers is on 13/3/23 please come along between 9am and 4pm to speak with the Sendco regarding any concerns or updates to do with your child. Parents can also call in during this time for an update.

It is vital that parents begin to use the SendCo surgery drop in dates, as time will not allow for the high demand for spontaneous meetings being requested by parents.

THE SCHOOL PLAYGROUND IS NOW COMPLETE!

Thank you to all the parents who supported us during the last two weeks and made arrangements to collect their child at the adjusted times. **Collection will now return to the normal time of 3.15.**

However, for safeguarding reasons we have made the decision to continue to keep the EYFS gate permanently locked. This means children will **continue to line up on the main playground in the morning** and parents/carers will wait outside the classroom door for collection at the normal time but there will be **no access through the EYFS gate.**

Thank you in advance for continuing to support us keeping the children safe when we are located so closely to a busy main road. The children have enjoyed lining up and meeting their teachers in the morning too!

Tameside Autism Network



**Stalybridge Community Hub,
Stalybridge, Grosvenor Street, SK15 2JN.**

**Every 4th Thursday of the
month from 5.30pm – 7pm**

A community led accessible space for autistic adults, family or friends to meet, share a brew and exchange ideas.

The meetings will have an outside space for people to break out to if indoors becomes over stimulating.

For more information on Tameside Autism Network (TAN) and Tameside Autism Panel (TAP) please visit

www.tameside.gov.uk/AdultServices/Tameside-Autism-Network-and-how-it-can-help-you.

You can also email tan@tameside.gov.uk or tap@tameside.gov.uk



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 entrains 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 interests: someone who regularly interacts with sports news, say, will see the latest results at the top of their feed. Likewise, if a user follows content that can cause harm, that's what will be recommended to them in future. Sometimes who a feed is based on and looks for posts which reflect that 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. Make it a habit to check 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're following, 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 stumble 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

Knowing a trusted one 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 next device ping. Push notifications encourage people to check their phone and spend time on their device, so turning them off will help your child to practice 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 highly disturbing 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 good diet and mental time for our mental wellbeing. Spending hours on social media can mean up 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 public, so any posts they're 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 on 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 Barwar-Ahm 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 SEND needs.



National Online Safety

#WakeUpWednesday



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