



Create, Adapt and Learn Together
Manchester Road Primary Academy

NEWSLETTER 31ST JANUARY

ATTENDANCE 27/01/25 – 31/01/25

| CLASS | SCHOOL ATTENDANCE | LATES |
|------------|-------------------|-------|
| Bumblebee | 90.9% | 9 |
| Clover bee | 92.5% | 6 |
| Honeybee | 96.3% | 3 |
| 1A | 81.7% | 7 |
| 1B | 93.6% | 4 |
| 2A | 95.1% | 5 |
| 2B | 98.5% | 10 |
| 3A | 90.5% | 2 |
| 3B | 91.9% | 2 |
| 4A | 97% | 9 |
| 4B | 98% | 5 |
| 5A | 86.6% | 8 |
| 5B | 98.3% | 6 |
| 6A | 98.9% | 1 |
| 6B | 94.7% | 8 |

LATENESS THIS WEEK

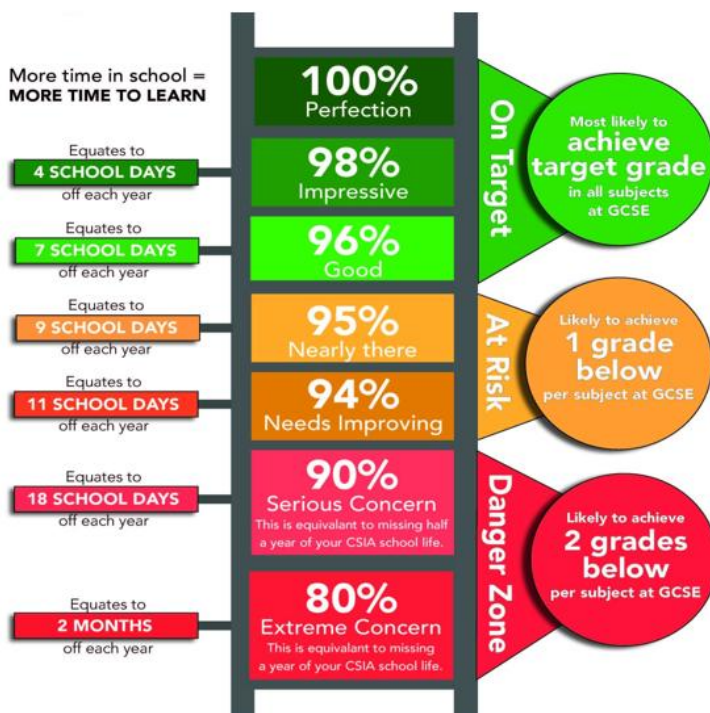
| Day | Lates |
|-----------------------|-------|
| Monday | 19 |
| Tuesday | 20 |
| Wednesday | 17 |
| Thursday | 16 |
| Friday | 13 |
| Total Lates This Week | 85 |

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) |

EARLY LEAVERS

| Day | Early Leavers |
|-----------------|---------------|
| Monday | 3 |
| Tuesday | 6 |
| Wednesday | 7 |
| Thursday | 3 |
| Friday | 2 |
| Total this week | 21 |



For every day your child is absent from school over 6 hours of instruction time is lost

THE SCHOOL DAY

8.35 – 8.50am – Arrive on the school playground

8.40am – Pupils enter school

8.50am – Gates shut & registration

11.45am – KS1 Lunch

11.50am – KS2 Lunch

12.35pm – Afternoon session begins KS1

1.05pm – Afternoon session begins KS2

3.15/3.20pm – End

UPCOMING EVENTS

Please note, dates could change for class assemblies. If they do, a message will go out to inform of the new details.

| Day | Event |
|--|----------------------------------|
| Friday 7 th February | Class 6A: Class Assembly |
| Wednesday 26 th February | Class 3A: Lowry Trip |
| Friday 28 th February | Class 3B: Lowry Trip |
| Friday 28 th February | Class 5B: Class Assembly |
| Tuesday 4 th March | Y6: Trip to War Museum |
| Thursday 6 th March | Parents Evening |
| Friday 7 th March | Y6: Safe Squad |
| Friday 7 th March | Class 4A: Class Assembly |
| Tuesday 11 th March | Class Pictures |
| Friday 14 th March | Class 3B: Class Assembly |
| Friday 21 st March | Class 2A: Class Assembly |
| Friday 28 th March | Class 1A: Class Assembly |
| Monday 31 st March | Individual & Sibling Pictures |

Droylsden Methodist Church

Dunkirk Street M43 7DZ

(Car Park in Albert Street M43 7BA)

Free Holiday Club for 5-11s!

Monday/Tuesday

17th/18th February

10.00 am - 12.30 pm

(Registration 9.45 a.m.)



Crafts, stories, games, songs, snacks

and lots of fun! Contact Liz to book a place
(by Monday, 10th February, please)

email: lizstuartlp@aol.com/Phone: 07821 190322

Don't miss out on a great time!

STAR OF THE WEEK

| CLASS | NAME |
|-----------|---|
| Bumblebee | Alfie for resilience with his maths and his super attitude towards learning. |
| Cloverbee | Kwame for having a super week - listening, lovely writing and beautiful singing. |
| 1A | Eva for being an absolute superstar. She is trying so hard and making lots of progress. Well done, Eva! |
| 2A | Ellie for amazing sewing and helping others with their sewing. |
| 4A | Keegan for a fantastic attitude to learning and continued focus on his progress through Year 4. |
| 5A | Angel for being a determined and resilient learner, who always tries her best. |
| 6B | Zak for consistently managing learning behaviours and focus in and out of class. |

DINNER MENU

Here is the dinner menu for next week.

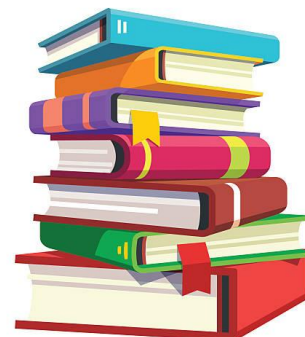


| WEEK 1 | GREEN MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|------------------------|--|--|---|---|---|
| Main Meal | Pizza Wrap served with Potato Wedges (GLUTEN, MILK, SO2) | Sausage & Creamy Mash Potato with Gravy (GLUTEN, SO2) | Roast Turkey, Stuffing, Roast Pots, & Gravy (GLUTEN, SO2) | Chicken Pizza Style Pasta & Garlic Bread (GLUTEN, CELERY, EGGS, MILK, SOYA) | Fish Cake or Salmon Fish Cake & Chips (GLUTEN, FISH) |
| Vegetarian Main Course | Southern Style Vegetarian Burger served with Potato Wedges (GLUTEN, EGGS, MILK, SESAME, SO2) | Sweet Potato & Vegetable Pie with Gravy (GLUTEN) | Linda McCartney Sausage, Stuffing, Roast Potatoes & Gravy (GLUTEN, SOYA, SO2) | Spanish Vegetable One Pot (MILK, EGG, SO2) | Homemade Cheese Omelette & Chips (EGGS, MILK, SOYA) |
| Vegetables | Baked Beans & Sweetcorn | Savoy Cabbage & Mashed Swede | Broccoli & Diced Carrots | Cauliflower & Broccoli | Sweetcorn & Baked Beans |
| Dessert | Chocolate Vanilla Biscuit (GLUTEN, MILK, SOYA) Or Fruit Pot | Orange Shortbread (GLUTEN, SOYA) Or Fruit Kebabs | Ice Cream (MILK) Or Fruit Boat | Strawberry Flapjack (GLUTEN) Or Fruit Pot | Viennese Whirls (GLUTEN, SOYA) Or Fruit boat |
| Selector 1 | Pasta Kitchen (GLUTEN) | Pasta Kitchen (GLUTEN) | Pasta Kitchen (GLUTEN) | Pasta Kitchen (GLUTEN) | Pasta Kitchen (GLUTEN) |
| Grab 'n 'Go | Cheese Layered Pasta Salad (CHEESE, EGG, MILK) | | Tomato and Basil Layered Salad (GLUTEN, MILK) | | Tuna Mayonnaise Layered Pasta Pot (GLUTEN, FISH, EGG) |



BOOKS WANTED.

We are asking for donations of books for our new outdoor library. If you have any loved books which are looking for a new home, can these please be brought to the school office. Any books will be appreciated.



SUPPORTING CHILDREN TO DEAL WITH UPSETTING CONTENT

A Guide for Parents and Carers

Raising children in the digital age seems to be getting tougher, with the world currently experiencing so many uncertainties. From the continuing impact of COVID-19 to the war in Ukraine, right now children across the globe can scarcely go online without being exposed to unsettling stories, images and ideas. Reassuring a concerned child can be difficult, especially when bad news feels omnipresent. We've put together some advice to help you in discussing upsetting events with young ones.

1 FIND OUT WHAT YOUR CHILD KNOWS

There are many ways that children are exposed to upsetting content in the media, both online and offline. Before swamping your child with information, find out what they know already. Show them you're interested in what they have to say, practice active listening and try to gauge how much your child has been impacted by what they have seen.



2 RIGHT TIME, RIGHT PLACE

Starting a conversation about upsetting content probably isn't the best idea when your child is studying for an exam or about to go to bed. Choose a time when they're relaxed and open to talking, to make sure you have their full attention. Remember, these conversations can become emotional, so choose somewhere your child feels safe and comfortable.



3 KEEP IT AGE APPROPRIATE

With younger children, try and keep the conversation more general and avoid leading questions and complex detail. You can go slightly deeper into the specifics with young teenagers but keep monitoring their emotional response. With older teens, you can be more open about the realities and consequences of what is happening – but again, do stay aware of their emotional state.



4 EMPHASISE HOPE

Upsetting content can make us feel angry, scared, overwhelmed. Upsetting content can make anyone feel angry, scared, sad or overwhelmed. Try to find stories of hope, generosity and strength related to the content you're discussing. Children often feel reassured when they know they can do something to help, so encourage your child's sense of control through activities which make them feel they're positively impacting the events they're concerned about.



5 MONITOR REACTIONS

All children react differently, of course, and young people might not directly say that they're scared, angry, anxious, confused or uncomfortable. Emotional reactions are natural when discussing upsetting topics, so take note of your child's body language and reactions. Allow them to express their feelings in a non-judgmental space and try to stay mindful of how they might be feeling.



6 CONSIDER YOUR EMOTIONS

It's not only young people who find upsetting news difficult to process; adults also have to deal with strong emotions in moments of stress. Children develop coping strategies by mirroring those around them, so staying on top of how you appear to be regulating your emotion on the outside is important for supporting your child through worrying times.



7 SET LIMITS

Managing screentime and content can be difficult at the best of times, but especially in unusual or stressful periods (at the start of the pandemic, for example). It's virtually impossible to keep children away from upsetting content completely, but it's important to try and at least limit exposure by using parental controls, talking about the dangers of harmful content and enforcing screentime limits.



8 TAKE THINGS SLOWLY

Try not to overwhelm your child with information all at once; instead, take the discussion one step at a time. You could make the first conversation a simple introduction to a potentially upsetting subject and then wait until your child is ready to talk again. Opening the door to the conversation and demonstrating that your child can talk to you about this type of issue is a vital first step.



9 ENCOURAGE QUESTIONS

Online, troubling images, posts, videos and stories are shared across multiple platforms, many of which your child might access. Even if the content is actually inappropriate, encourage your child to discuss what they saw instead of being angry at them for seeing it. Children are still learning that not everything online is accurate – you want to be their ultimate source of information, not their device.



10 FIND A BALANCE

There's often a tremendous compulsion to stay right up to date with events. Our phones frequently send us push notifications urging us to read the latest article or view the most recent video on social media. It's essential to remind your child that it's healthy to take regular breaks, and to focus on positive events instead of 'doomscrolling' and risking becoming overwhelmed by bad news.



11 BUILD RESILIENCE

News has never been more accessible. While our instinct may be to shield children from upsetting stories, it's important that they're equipped with the tools to manage this content when they are exposed to it. Talk about upsetting content more generally with your child and emphasise that they can always tell you or a trusted adult if something they see makes them feel uneasy.



12 IDENTIFY HELP

It's hugely important that children know where to find support if they encounter upsetting content online. Encourage them to open up to an adult that they trust, and make sure they're aware of who their trusted adults are. It is essential that children understand that they're not alone, and that help is available if and when they need it.



Meet Our Expert

Carley Jorgensen is the director of FaceUp South Africa, which is a reporting system that is currently being used by schools and companies to fight bullying around the world. FaceUp helps give a voice to bystanders by encouraging them to speak up and get the help they not only want but need.



National Online Safety

#WakeUpWednesday



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