



NEWSLETTER

5th May 2023

Life at Wootton seems to fly by—it’s hard to believe that we are already in May.

Next week our Year 6 children will be taking their SATs. The children have worked very hard and we wish them the best of luck.

BEECH HUT

We are pleased to report that Mrs Lodge has now fully recovered from her operation and we welcome her back to the Beech Hut .

I would like to thank Ms Barnett and Mrs Hartwright for all their hard work in the last four months. The children have completed some wonderful work at the Beech Hut recently. Below are examples from the Earth week and Superheroes theme weeks.



FIRE SERVICE

Last Thursday, Warwickshire Fire Service visited Wootton to talk to the children in Year 1 and Year 5.

Children in Year 1 learned about how fires are caused and the equipment they use. They also found out about smoke alarms and practised the stop, drop and roll response, used if someone’s clothes catch fire.

In Year 5 the children were asked to spot fire hazards around the home and then learned about fire escape plans and why it is important not to make hoax emergency calls.

Oak and Willow class also enjoyed a visit to see the fire engine .



CURRICULUM NEWS FROM

CHESTNUT CLASS

From Mrs Khawaja

The children are really enjoying their new topic about the Stone Age. They have already created a timeline of the key events of Prehistoric Britain and have learned how humans evolved. They were fascinated to discover that millions of years ago, people living in the UK could walk to Africa! The children have been learning how the work of geneticists, archaeologists and palaeontologist enable us to learn about the Stone Age.

In English the children started their unit on Instruction writing by using written instructions to construct a woolly mammoth. The end results were very impressive.



In DT they have been applying their knowledge of forces to design and make a toy that moved using a pneumatic system.



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FOREST SCHOOL

Willow class have been enjoying Forest School with Mrs Cooke this term. Some of the activities completed include: painting stones, den building and mini beast hunting. They have also enjoyed creating their own pictures from natural materials. It has been wonderful to see the children enjoying the willow tunnel and long grass area.





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CORONATION DAY



Today the children celebrated the Coronation of King Charles III. A huge well done to both children and staff who dressed patriotically in red, white and blue. We had an array of hair colours and colourful clothes. During the day the children had the opportunity to learn about the Coronation ceremony and the history of St Edward's Crown. Willow class enjoyed playing Coronation bingo and Chestnut wrote a letter to King Charles wishing him luck and Oak class made their own crowns. Year 5 and 6 created portraits of the King. We enjoyed a Coronation picnic in the hall and a great time was had by all. Many thanks to Mrs Cooke and Mr Hopper for the bunting donations.

To mark the occasion, the school have given each child a commemorative book mark, which we hope will get plenty of use.





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STARS OF THE WEEK

Friday 28th April

Theme – Reading

Well done to: Thomas, Freddie, Zach, Ann-Marie, Dougie, Louis, Lilly, Cora, Edward, Harry, Poppy, Alys and Jack.



Friday 5th May

Theme—resilience

Well done to: Thea, Arthur, Archie, Harry, Ava, Poppy, Ollie, Jacob, Max and Gabriel.

We congratulated Gabriel in today's Celebration Assembly as he is now a three millionaire reader. He has read an incredible 3, 772,855 words.

ONLINE SAFETY

The use of Artificial intelligence is becoming part of modern life and the introduction of ChatGPT has seen many children use the language model to help solve problems, write computer code or even complete their homework. I thought the guide at the end of the newsletter would be useful for parents of pupils in Sycamore class, as their children may have come across this technology.

GRAMMAR SCHOOL

APPLICATIONS

Parents and carers of children currently in Year 5 who are interested in applying for a Warwickshire grammar school place are invited to join the WCC school admissions team at an online webinar on Tuesday 9 May at 7pm.

Called "Applying for a Warwickshire Grammar School Place", it will give you the opportunity to hear about the process for registering your child for the 11+ test and the test arrangements themselves, as well as what to do next when submitting an application for a secondary school place. There will also be an opportunity for parents and carers to ask questions during the event.

Anyone wanting to join the webinar should book a place online at: <https://bit.ly/40zCpsl>

Anyone not able to join us on the evening will be able to watch a recording shortly after, when it will be shared on the Warwickshire County Council school YouTube channel: <http://bit.ly/3H13ddk>

ATTENDANCE

Our attendance target is 96%. Last week our attendance was 97.3% with Sycamore leading the way with 98%.

Can I politely ask again that parents do not book holidays during term time.

I hope you all have a great weekend and enjoy the Coronation celebrations.

The next newsletter will be on Friday 19th May.

Dates

08/05/23—Bank holiday

09/05/23—KS 2 SATS

w/c 15/05/23—KS 1 SATs

19/05/23—Chestnut Visit to Compton Verney

22/05/23—Sycamore Bikeability

25/05/23—Sycamore Parents Meeting—Pioneer Residential

26/5/23—Celebration assembly at 2.40pm

HALF TERM—29/05/23—2/6/23

5/06/23—Teacher Training Day

6/06/23—Children return to school

w/c 12/06/23—Phonics Screening (Year 1) and Multiplication Check (Year 4)



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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.



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