



Friday Flyer

21st April

Head of School Update

Welcome back to the summer term after what I hope was a restful break and one in which you were able to spend quality time with family and friends.

This term has got off to a flying start with lots of enthusiasm for the new learning taking place in each class and the new core books which have been introduced this week.

This has been an important week for the future of Belsay School. Yesterday the process of appointing a new headteacher began on site. The candidates spent the full day at Belsay School undertaking a range of activities which included teaching years 5 and 6 and a pupil panel made up of pupils from years 3 and 4. The feedback from the children was taken into account when candidates were selected for the second day. Thank you to all of the children who were directly involved in the process. They undertook their role with great respect for each candidate and gave carefully considered constructive comments. I would also like to thank the staff who were welcoming and made accommodations to the usual school routines and to the members of the academy committee who took timeout of their busy working schedules to be involved. The sun shone throughout the day, the children were exemplary at all times and all of the candidates had the opportunity to see the great opportunity that Belsay School has to offer to the successful person.

The interview process concludes today and I hope that Mr McGrane will be in a position to confirm the new headteacher appointment early next week.

Best wishes

Mrs Blain



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.

Helping children and young people with MANAGING DEVICE STRESS AND ANXIETY

WHAT ARE THE RISKS?

The internet and advances in the capability of digital devices have afforded us arguably the fastest period of technological and social evolution in living memory: creating opportunities for us to interact with people anywhere in the world, 24 hours a day. It's also, however, blurred safety boundaries and added new stresses for young people, who are often less aware of the hidden hazards. With almost half of 10–15-year-olds experiencing bullying online and algorithms pushing content in front of our children every day, it's important to know how to address some of these challenges.

LIVING ONLINE

The internet is awash with sophisticated algorithms that learn from our online behaviour and try to predict our wants and needs. That's very helpful in some respects, but it can make the online world difficult for children and young people to negotiate. Content can be brought to them at any time – it may not always be appropriate, and children may not have the ability or the support to deal with it.

PUSHY NOTIFICATIONS

Content is also directed at us through notifications from our apps: letting us know we have a new message or social post to read, for example. While that's useful in some circumstances, it conditions us to keep going back online (and is designed to do so) and can be a near-constant demand on your child's attention. As such alerts become more common, are we experiencing an 'attack of the pings'?

BLURRED BOUNDARIES

There are now so many ways we can communicate online in real time (like instant messaging apps) or with a delay (such as on social media) that it's possible to be constantly in conversation. Young people often prefer quickfire exchanges of text – but using fewer words can cause distressing miscommunications through the lack of non-verbal cues like facial expressions or tone of voice.

DIGITAL DEPENDENCY

As devices allow access to immediate external help in challenging situations, it's a concern that children may not be developing the inner confidence to work things out for themselves. Likewise, group membership is hugely important to young people – both in digital and 'real' life – and being excluded from online conversations can cause damaging feelings of loneliness and isolation.

DISGUISED DISTRESS

Children often haven't yet developed the emotional resources to deal with many of the setbacks of everyday life, so identifying when it's specifically something online that's worried them can be tricky. A certain level of stress is a normal response to a problem: it spurs us into action to keep ourselves safe. If the stress is excessive, though, it can feel overwhelming and potentially lead to anxiety or depression.

ANTI-SOCIAL SOCIALS

Social media can bring people together in hugely positive ways. Sadly, it does also have a darker side, including 'flame war' arguments which can escalate quickly and have hurtful consequences. With so many people looking on, 'group shaming' situations are also common – while there are continual opportunities for young people to compare themselves negatively with other social media users.

Advice for Parents & Carers

LEARN THE BASICS

It's impossible to keep up with every online change or every new app. The best option is to make yourself aware of the fundamentals of how the internet operates, so you can help your child to grasp how – and why – content reaches them. Devices and the digital world can be confusing, so learning to understand them better will give you the confidence to talk to your child about them.

PUSH DISTRACTIONS AWAY

Notifications to our phones and tablets can be helpful, but they sometimes make one wonder who's really in charge: the person or the device? Checking our phone as soon as it goes off is an easy habit to fall into – especially for young people. Try switching off non-essential alerts on your devices and encourage your child to do the same: you should both feel less triggered and more in control.

KEEP CHECKING IN

Healthy emotional regulation balances three systems: threat, drive and grounding. Down the various rabbit holes of the internet, however, that balance can easily slip away – so it's important to help your child manage their emotions when they're online. Check in with them regularly when they're on their device, and remember that 'distraction' and 'relaxation' aren't always the same thing.

TALK IT OUT

If a child mentions a comment that's been directed at them in a text chat or on social media, it may sound minor but can actually have a much bigger effect than we realise. In our evolved brains, any perceived threat can get internalised while our body reacts as if we were in physical danger – raising stress levels. It's always worth encouraging your child to get any concerns out in the open.

LOOK FOR THE SIGNS

This is tricky – and may depend on the child's age – but any sudden change in behaviour is worth looking out for. If your child seems to be checking their phone or tablet more, doesn't want to be parted from them, or appears unusually secretive, anxious or withdrawn, it could be a sign that something is amiss in relation to their device – and, possibly, that they're in need of extra support.

BE KIND: UNWIND

Be kind to yourselves as parents and carers. Remember that we're all in the same boat, trying to safely guide our children through this complex, fast-moving digital environment. Getting into the habit of having natural, relaxed conversations with your child about their online life (and yours) can level the playing field and make it far easier for them to open up to you about any concerns.

Meet Our Expert

Dr Coralee Francis-Smith is an experienced counselling psychologist who specialises in promoting safe and ethical online communications. She consults with and offers bespoke training to businesses and organisations, supporting positive and effective online communications – often by considering some of the more hidden aspects of the various mediums.



Source: <https://www.childrenscommission.gov.uk/report/the-big-ask-big-answers/>
<https://www.kang.gov.uk/pele/pelepopularonlinecommunity/forparentsandcarers/childrensonlinebehaviourinenglandandwales/yearendingmarch2020>

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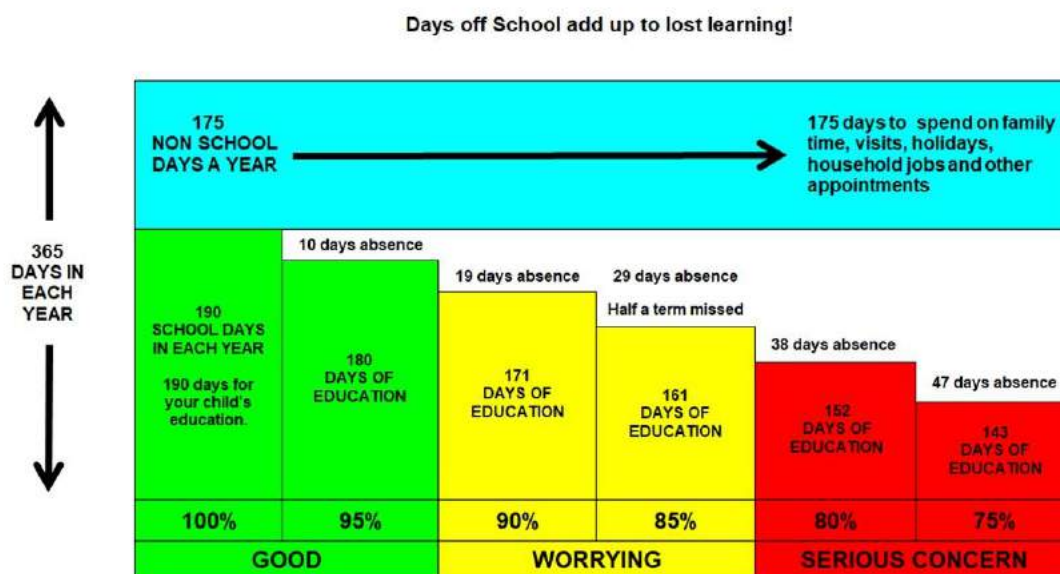
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Class	Attendance
Reception	100
Y1/2	100
Y3/4	98.40
Y5/6	96.82

Please refer to the graphic below which shows the significant impact of absence over time.




Upcoming events:

Monday 24th April	Whole class photos
Monday 1 May	Bank Holiday
Monday 8 May	Bank Holiday (King's Coronation)
Tuesday 9 May - Friday 12 May	Y6 Sats
Friday 26 May	End of Summer 1
Monday 5 June	Summer 2 begins
Week beginning 12 June	Year 1 phonics screening
Week beginning 26 June	Y6 France trip
All dates may be subject to change.	



The week in Reception

It has been lovely to be back together again after a long break. Everyone has come back very refreshed and with lots of family memories. It has been lovely hearing all of the wonderful things everyone has been up to in the holidays.

This week we have focused on the story Supertato. In this story an evil pea is on the loose. Supertato has to try and stop him before he causes mayhem in the kitchen! We love this story in Reception. We have thought about what makes us superheroes, we thought about how we are kind, helpful, fast and polite. All of these are qualities that real life superheroes have. We have completed lots of estimation work this week. We measured the different fruits and vegetables using cubes. Before we did this we estimated how long we thought each one would be. It was lovely to see the children having a sensible guess.



We have also started our new PE focus on Dance and Gymnastics. We are lucky enough to have a specialist teacher who comes in to teach this to us. We had a great time practising our stretches and rolls. We also worked on our balance. It was difficult to balance sometimes but we tried our best. There are more photos on tapestry.



Miss Houghton

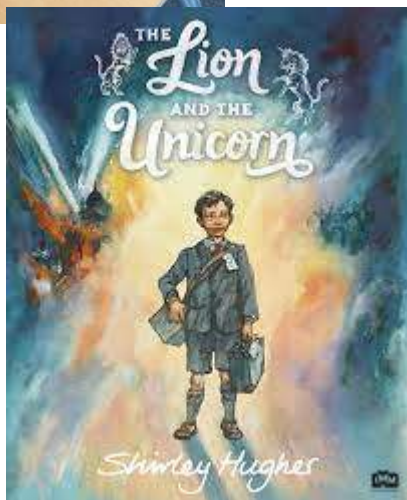


The week in Key Stage 1

Year 1 and 2 had a busily brilliant start to the Summer term! In English we began our study of the new class text *The Lion and the Unicorn* by Shirley Hughes, we made predictions and inferences from the opening of the story. We studied the language within the passage closely and discussed the role of nouns, verbs and adjectives in fiction. We thought carefully about the picture that language creates within a reader's mind before creating our own illustrations of the text.

We studied position, direction and movement in Maths and had lots of fun giving our friends instructions to follow to get to a specific location. We worked hard to solve mastery problems and discussed the importance of understanding and giving directions in day to day life.

In Rainbow time we practised joining materials using glue, safety pins and staples. We experimented with each type of joining to see which method would be best to create finger puppets in the coming weeks.





The week in Year 3 and 4

This week in Year 3 and 4 we have been exploring our new English text 'So you think you've got it bad? A kid's life in Ancient Egypt'. We began by making predictions using just the front cover and exploring new vocabulary that we might find in our book. This allowed us to plan and create our own adverts about houses in Ancient Egypt and apply all our persuasive language to try to sell our house. This then supported us during History where we were thinking about what it takes to be a good historian and how we can apply it to this half term when learning about Ancient Egypt.

We have also had a busy week working on the Flow Project. Some students have been preparing and performing dances and everyone has been creating gorgeous paintings in Art.

In maths year 4 have begun learning about decimals whilst also pushing our times table practise and trying to improve each time whilst year 3 have started looking at mass and capacity.

Well done for an amazing week!



Miss Cruse

The week in Year 5 and 6

It's been an incredibly busy week back after the Easter break and it's been wonderful to hear all about the activities that children have been up to during their time away from school. We particularly enjoyed Ralph's story of the lady on the aeroplane who couldn't fit her Gucci bag into the overhead compartment and decided to scream in front of all the other passengers. What made it even more surreal, is she did the same on the return journey!



We have launched our new book, *'The Accidental Prime Minister'* by Tom McLaughlin this week in English. The main character, Joe, suddenly finds he's Prime Minister and makes some interesting decisions. Our book links in with our global curriculum themes this term which focus on Globalisation, Power and Governance. We are really looking forward to



exploring what happens and to use this new book as a stimulus for our writing over the next term.

There are a number of characters who we have been introduced to so far this week and some real-life 'BIG issues' to consider and debate as a whole class.

On Thursday, our class took part in helping the school to decide on its new Headteacher. The candidates delivered PSHE lessons to our class and we are so proud of the children for their maturity, hard work and focus as it was a long day - thank you everyone.

Young people have the power to change the world.
We're passionate about empowering Young Leaders to transform society and to inspire others to do the same.

The Young Leaders Award (YLA) is a fully resourced leadership and character education programme designed to be delivered by teaching staff within the classroom.



We also launched our new PSHE project, The Young Leaders' Award, through the Archbishop of York Youth Project. Our children will be completing a number of projects over the next term and we look forward to sharing our exciting developments.

Mr Harvey and Miss Thomas



"Northumberland"



recipes



In celebration of Refugee Week 2023, we are proud to launch our multilingual, community e-cookbook.

Get involved!

In a Word document or an email, send us your favourite international **recipe in any language** by **Friday, 19th May** 2023. Make sure there's an **English translation** too! Finally, top it off with some **pictures**.

What next?

Your recipe will join many others to create a multilingual e-cookbook. This will be shared [online](#).

Email: eal@northumberland.gov.uk





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Belsay School

