

04 October 2024

GORDONBROCK WEEKLY

Dear Parents/Carers,

It's been another great week at school and I'm pleased to share with you some of the exciting things that have been happening.

On Monday, our **Secondary Transfer Meeting** was very well attended and I hope those of you who came found it useful and informative. It's a big step for our Year 6 pupils, and we're here to support you and your child through the process.

This week, we kicked off **Black History Month** with some inspiring assemblies led by Mrs Barber. These have sparked important conversations across the school about diversity, equality, and the incredible contributions made by Black individuals throughout history. We are looking forward to more activities throughout the month to celebrate this important theme, including next Friday, when we welcome **Bigfoot Theatre for an exciting KS1 and KS2 workshop, 'A Carnival of Heroes'**. Read more about Black History Month events in **The Arts Bulletin**, sent home earlier this week.



Today, we also celebrated **National Poetry Day**, with a special assembly linked to the work of Benjamin Zephaniah, including children sharing their own poems! A special thank you to Miss Crosbie for her wonderful work in bringing poetry to life for the children.

Next week, **Buddy Week** begins, where older pupils will be paired with younger ones for shared learning and fun activities. This is always a highlight each term, fostering a strong sense of community within the school.

There's a **Reception Learning Meeting** on Monday (9.15-9.45am), where the team will share insights into what your child will be learning this year and how you can support them at home. And we welcome **Year 2 parents at 9.10-10am on Thursday**, for their Parent Event.

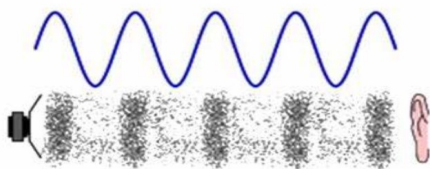
Our **School Council members are in for a special treat with a visit to our partner school, Eliot Bank**, on Tuesday, to meet an author. This is linked to one of their developments around making the very best use of our school library.

Thank you, as always, for your continued support. Have a lovely weekend, and we look forward to another fantastic week ahead!

Mrs Wright

Year 4

Year 4 explored how sound travels through both air and solid materials. Using a metronome, we conducted an experiment to see if distance affected how quickly sound was heard, observing whether someone standing farther away heard the sound later. Following this, we created string telephones to investigate how sound travels through a solid, gaining a deeper understanding of sound transmission.



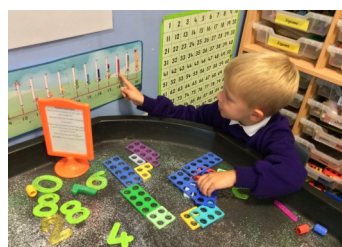
Nursery

In Nursery, we have been enjoying making lots of Autumn artwork! We have been using paint to create a hedgehog picture and sticking bits of Autumn coloured paper to make an Autumn leaf. We have also been learning to count and recognize numbers 1-10 and have been using conkers to support our learning on a tens frame. Additionally, we have started to use Numicon and have been placing pom poms and buttons to help us with our counting.



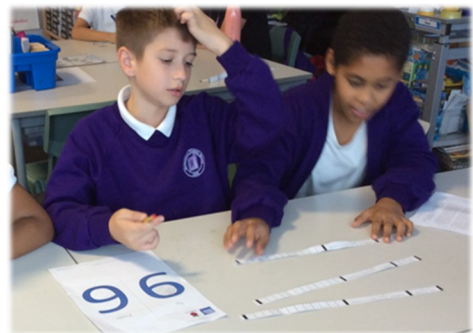
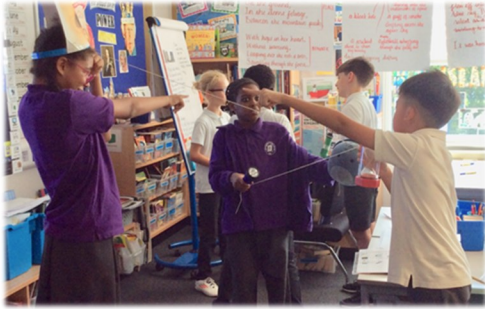
Reception

Our Reception children are continuing to settle in beautifully, exploring a range of activities both indoors and outdoors. We've also been diving into the season of Autumn, learning a fun Autumn-themed song, creating leaf prints, and using natural resources to express different emotions through Transient Art. It's been a wonderful mix of creativity and discovery as we explore the world around us!



Year 6

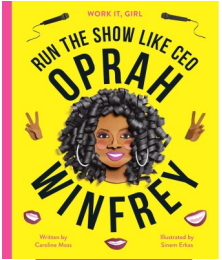
In Year 6, it has, as ever, been a busy week. We have been continuing our writing inspired by the picture book "Journey" as well as analysing the techniques great authors use to inform our own setting and character descriptions. In Science, we have learned about the parts of the eye and how we see. In Maths, we have looking at place value and the four operations. In History, we have been learning about King John and Magna Carta creating a comic strip to show the timeline of events.



Mrs Wright's Recommended Reads



Work It, Girl: Oprah Winfrey: Run the show like CEO: by Caroline Moss

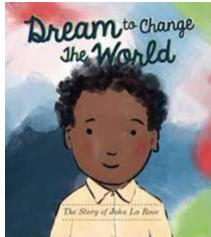


When Oprah Winfrey was a little girl, she watched her grandma hang clothes out on the line. Oprah adored her grandma, but she knew in that moment her life was going to be different... And she was right.

Work It, Girl is an empowering series of biographies featuring modern women in the world of work, from designers and musicians to CEOs and scientists. Learn how to work it as you lay the foundations for your own successful career.

Age 9-12

Dream to Change the World: The Story of John La Rose By Ken Wilson-Max



The book is the story of John La Rose's early life in Trinidad. He was a child that wanted to learn everything, go everywhere – and always asked loads of questions. He also loved to dance! Little John started to keep his dreams and ideas in notebooks, and it was these notebooks that have helped to form the story in this book...

It's a beautiful book to make us think about how all great people start life as little children, and therefore that all little children can become great people, whatever their background. It's a great introduction to a really interesting part of our history, which will hopefully lead to children asking more questions themselves.

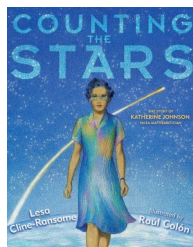
Age 5-8

Counting the Stars: The Story of Katherine Johnson, NASA Mathematician

Written by Lesa Cline-Ransome

A group of dedicated female mathematicians known as "human computers" used their knowledge, pencils, adding machines, and writing paper to calculate the orbital mechanics needed to launch spacecraft. Katherine Johnson was one of these mathematicians who used trajectories and complex equations to chart the space program. Even as Virginia's Jim Crow laws were in place in the early 1950s, Katherine worked analyzing data at the NACA (later NASA) Langley laboratory.

Katherine Johnson helped to run the numbers by hand to chart the complexity of the orbital flight with her unique skills.



Age 2-7

UN Convention on the Right of the Child

Article of the Week

We are very proud to be a Unicef Rights Respecting School, having achieved the **Unicef UK Silver - Rights Aware Award**.

To help children carry on the discussion at home, we will be focusing different articles of the convention in each newsletter so that our families can explore the rights and meanings together.

Black History Month aligns with UNICEF's Rights of the Child by emphasising the need for racial equality and justice to ensure all children, including Black children, have equal opportunities and protections.



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NO DISCRIMINATION

All children have all these rights, no matter who they are, where they live, what language they speak, what their religion is, what they think, what they look like, if they are a boy or girl, if they have a disability, if they are rich or poor, and no matter who their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any



12

RESPECT FOR CHILDREN'S VIEWS



28

ACCESS TO EDUCATION



30

MINORITY CULTURE, LANGUAGE AND RELIGION

As we celebrate Black History Month throughout October, we look forward to various events that highlight the rich history, achievements, and contributions of Black people, while also reinforcing the importance of UNICEF's Rights of the Child, including the right to non-discrimination, education, and protection for all children. Read our The Arts Bulletin for more information.

What Parents & Care Need to Know about AI VIRTUAL FRIENDS

Artificial Intelligence – particularly in terms of how it generates natural language – has seen significant development over the last six months, with companies releasing new AI-based software capable of an AI element to existing apps (such as Snapchat) or a new app (Kimi) and AI to become a regular topic in popular culture. It has been the AI friend or chatbot, as children eagerly experiment with these new, fun, computer-generated companions. There are now numerous apps available with this 'virtual friend' functionality, with the likelihood of it being added to the success of platforms soon.

WHAT ARE THE RISKS?

CONTENT AND ACCOUNTABILITY
AI chatbots may not always be able to recognise when content is inappropriate or harmful and should be filtered out. As there is a possibility that children could be exposed to offensive language and explicit material while conversing with their virtual friend, the companies producing such AI solutions are often unable to take responsibility for any content that their algorithms generate.

REDUCED SOCIAL CONTACT
An excessive reliance on chatbots for social interaction could potentially cause a child to begin reducing the amount of face-to-face communication they have, leading to social isolation. If young people become dependent on chatbots to provide companionship, it could vary likely hinder the development of their real-life social skills.

LACK OF SENSITIVITY
Chatbot software isn't always sophisticated enough to pick up on subtle emotional cues or recognise signs of distress in children, as most humans would. It might therefore fail to respond appropriately. AI misinterpreting what is being said or responding insensitively to a young user who is already struggling could potentially impact a child's emotional wellbeing or exacerbate any existing emotional issues.

UNINTENTIONAL BIAS
AI companions are only as reliable as the information they've been programmed with. The algorithms used to train them may have unintentional or discriminatory bias, which could affect their behaviour (as many originate from the USA or UK). For instance, they can display a distinctly negative or judging perspective, which could lead to children developing skewed attitudes and behaviours.

COGNITIVE LIMITATIONS
Although many are now undeniably advanced, AI-powered chatbots still have limitations. Depending on the complexity of the concepts, context and nuance, they may struggle to help with heavily nuanced or complex tasks. This could stunt the development of a child's own powers of critical thinking, creativity and ability to engage in open-ended discussions with other people.

PRIVACY CONCERNS
Chatbots typically collect data about users, including personal information and conversations. This is essential to improve their performance as they gradually learn about our behaviour – but many require the warning that they may be storing personal information and using it (the possibility of potential breaches or misuse by third parties, for instance).

Advice for Parents & Carers

CHAT ABOUT CHATBOTS
If your child is already expressing an interest in AI apps, to respond, reduce or channel that should help you to discuss these options with your child and perhaps do your own research to evaluate if you think they're suitable. Once you're both happy, you can start with your young one and begin exploring AI chatbots together.

CREATE A SAFE ENVIRONMENT
If your child is keen to engage with AI chatbots, encourage them to do so in a safe environment. Set up appropriate content filtering measures in advance – and gently remind them that you'll be close by and ready to help with any questions or concerns that may arise.

FIND A BALANCE
Work alongside your child to establish the right balance in terms of how they might use AI-powered chatbots – and when it's appropriate. It's important to make sure that children use and get plenty of opportunities to learn to solve problems themselves, to have open conversations with friends, family members and teachers.

TAKE CONTROL
As with any form of app or game, when it comes to AI chatbots we'd strongly recommend that you consider employing parental controls (either on the device being used or within the software itself) to manage which apps your child can download and use. This is particularly important for younger children, who may be more at risk of being upset or frightened by inappropriate content.

RECOGNISE THE RISKS
It's unlikely that most children will have even considered the potential risks attached to having a virtual companion. So it's probably wise to explain some of the possible risks and challenges of AI chatbots to your child. In particular, emphasise that AI isn't real (however much it might sound like it) and isn't occasionally tell them something that isn't entirely impartial or accurate.

Meet Our Expert
A Certified Information Systems Security Professional (CISSP), Gary Henderson is the Director of IT and a long-standing member of the Learning Technology Group in schools and colleges in Britain and the Middle East. With a particular interest in digital citizenship and cyber security, Henderson is a respected thought leader in more ways of the risks around technology, as well as the benefits.

NOS National Online Safety
#WakeUpWednesday

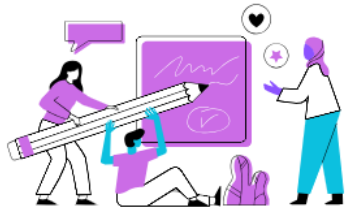
Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 21.06.2023

Parenting is a tough job, and it can be overwhelming at times. However, with the rise of technology, parenting has become easier. Artificial Intelligence is changing the way parents raise their kids. AI is not just about robots taking over the world; it's also about empowering parents to be better caregivers

Artificial intelligence is probably the hot topic in technology circles right now, with questions being raised worldwide about how AI might conceivably affect the very future of the human race. In the short term, however – definitely as far as its impact on young people is concerned – the clearest risk is almost certainly the AI-powered 'virtual friends' which are springing up all over the internet.

Choosing **quality time** over screen time with the help of these cutting-edge tools ensures your child remains safe while enjoying the benefits of technology. There's Replika and Kuki, for instance, while Snapchat has recently got in on the act with My AI – and search engines like Bing and Google have developed their own versions. Are these machine intelligences suitable online companions for young people? What are their limitations and weak spots? Our #WakeUpWednesday guide profiles the emergence of AI 'virtual friends'.

GB ATTENDANCE WEEKLY CHALLENGE



In GB our minimum attendance aim is 97%, let's work together to achieve this next week! The data about attendance shows that in 2019, primary school children in Key Stage 2 who didn't achieve the expected standard in reading, writing and maths missed on average four more days per school year than those whose performance exceeded the expected standard.

WEEK 23-27 OF SEPTEMBER

T3	96.43%	S1	97.59%	E1	97.86%	A1	95.71%
T4	99.33%	S2	98.33%	E2	98.52%	A2	98.52%
T5	99.33%	S3	98.62%	E3	93.45%	A3	93.7%
		S4	97%	E4	96.55%	A4	99.64%
		S5	98.33%	E5	99%	A5	95.33%
		S6	99%	E6	99%	A6	92.33%
Whole School			96.7%				

IMPORTANT DATES

10/10/24	Y2 Parent Event
11/10/2024	Y1– Bigfoot Theatre
14/10/24	Y2 Great Fire of London Workshop
17/10/24	Y5 Science Museum Trip
21-23/10/24	Book Fair
21/10/24	Y4 Virtual Workshop
23/10/24	Open Moring
24/10/2024	Parents Evening
25/10/2024	Cake and Fruit Day
4-8/11/2024	Y4 Swimming (Week 1)
07/11/2024	Y1 Parent Event
08/11/2024	Y3 World War 2 Day– Local walk-AM Autumn Disco
11-15/11/2024	Y4 Swimming (week 2)
11/11/2024	Remembrance Day/ Anti–Bulling week
14/11/2024	Y5 Assembly
15/11/2024	Children in Need
18-22/11/2024	Y5 Bikeability Cycle Confident

IMPORTANT REQUEST



If you drive to school, we request that you please **do not park** on road markings at or near to the **junction of Amyruth Road and Brockley Grove.**

Parking near to this junction impairs visibility and makes it unsafe for families crossing.

Cake and Fruit Day!

Friday 25th October 2024



£1 Suggested donation on the day

CAKE AND FRUIT DONATIONS NEEDED!

Please label with your child's name and class and drop off on the day to either playground.

Please bring a Tupperware or reusable bag to carry cakes and fruit home.

IMPORTANT
NO NUTS,
PEANUT BUTTER,
NUT FLOURS,
SESAME AND NO
BAKEWELLS!

Any cakes brought in specifically for children with allergies should be taken directly to the child's classroom.

IF YOU'RE ABLE TO HELP IN ADVANCE OR ON THE DAY, PLEASE EMAIL:
FRIENDSOFGORDONBROCK@GMAIL.COM

