



Newsletter 7

Friday 24th October 2025



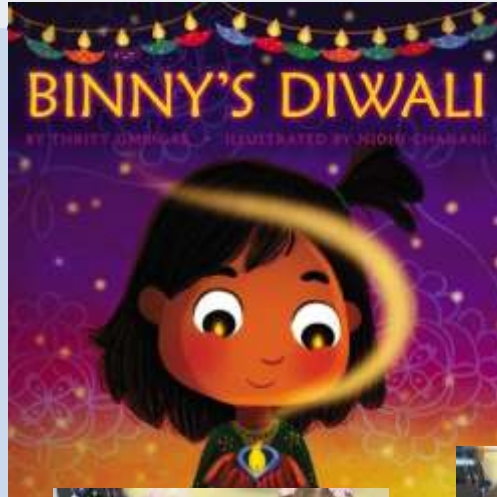
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admin2064@welearn365.com



Reception



In Reception this week, we have been learning all about Diwali, the Festival of Light!

We explored how and why Sikhs and Hindus celebrate Diwali and enjoyed listening to the story Binny's Diwali. The children talked about the beautiful clothes people might wear and the delicious foods they might eat during the celebrations.

The children had a wonderful time making their own diya lamps out of clay, then painting and decorating them in bright colours. We also created colourful Rangoli patterns using rice and designed our own henna-style patterns. The children loved showcasing their work to parents towards the end of the week and sharing their Diwali poem.



UN Convention on the Rights of the Child

Article 29: Goals of education

Music



This half term, Year 1 and Year 2 have been busy making music and discovering the difference between *long* and *short* sounds. The children have had great fun investigating and comparing different types of sounds, learning how to use their voices to create both long, sustained tones and short, snappy ones.



They've explored rhythm through clapping patterns and enjoyed playing a range of percussion instruments, including claves and shakers. Working together, the children composed their own short pieces of music, thinking carefully about how to combine sounds and rhythms.



The class finished their work by performing their compositions as a group, listening carefully to one another and following instructions beautifully. It has been wonderful to see their confidence and creativity shine through as they developed their musical skills!

The children have also applied their knowledge of long and short sounds to their phonics; recognising how some phonemes are longer than others.



UN Convention on the Rights of the Child

Article 29: Goals of education

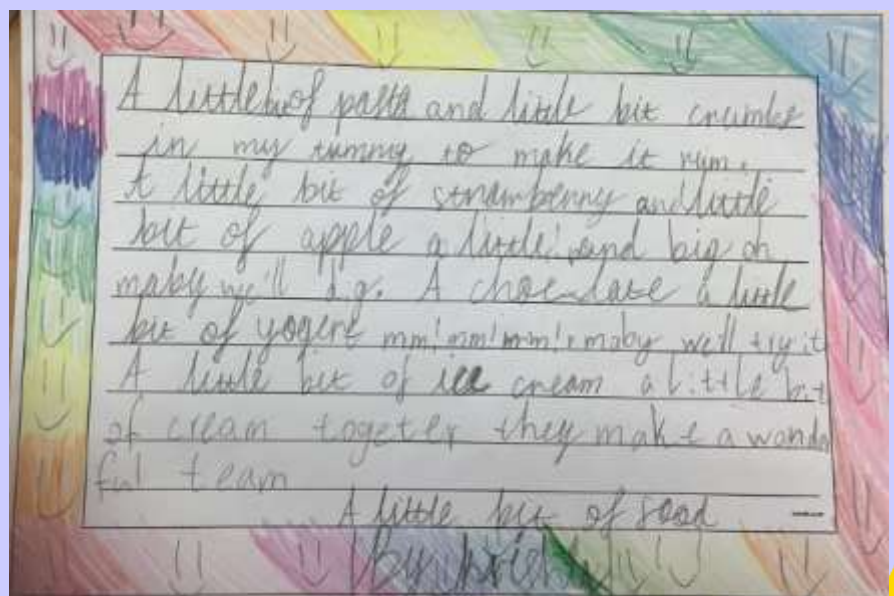
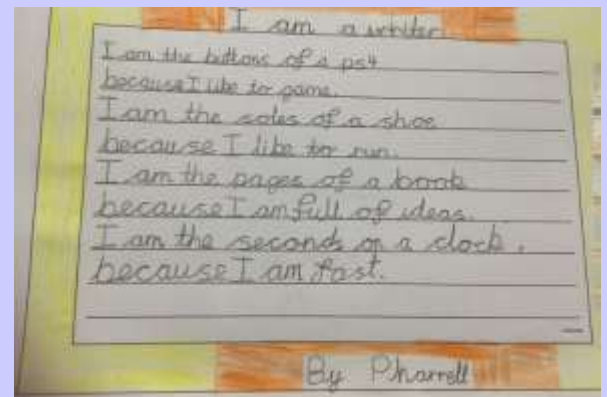
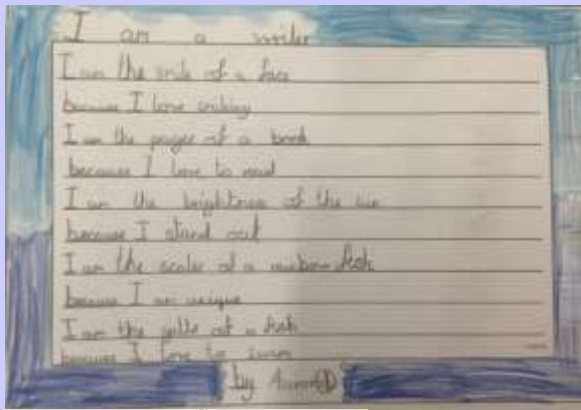




This week, Year 3 and Year 4 have been discovering the inspiring work of poet Joseph Coelho. They explored some of his well-known poems, including *"I Am a Writer"* and *"A Little Bit of food"*, identifying poetic features such as repetition, imagery, and rhythm.



Using these techniques, the children created their own poems, with creativity and confidence.



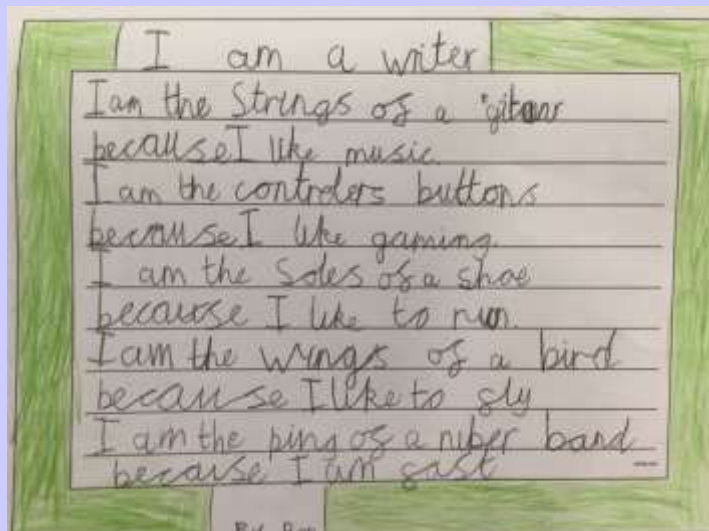
Looking at Learning

Little bit of food

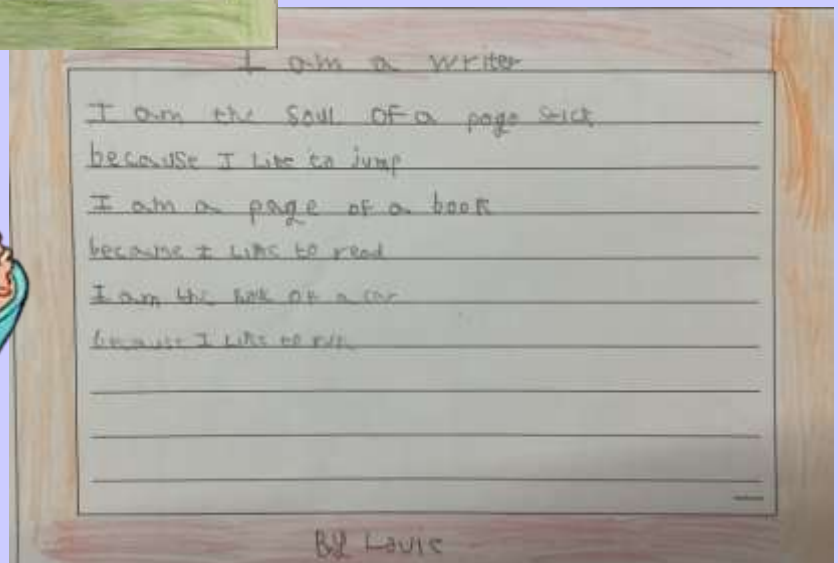
A little bit of rice,
a little bit of pea,
on my plate
for my tea.

A little bit of jam,
a little bit of toast,
in the mornings
when I love it most.

A little bit of banger,
a little bit of mash,
in my belly
for a tasty bash.



Follow the link to hear Joseph Coelho perform his poem, a Little Bit of Food.



UN Conven-

tion on the Rights of the Child

Article 29: Goals of education



During the last week of this half term, the children in Years 5 & 6 have been developing their creative writing skills. We have been focusing on suspense stories, exploring the key features that make a story exciting and engaging. The children examined elements such as building tension, creating atmosphere, and using descriptive language to draw the reader into a scary or mysterious world.

Starting with a picture prompt, we began by writing detailed setting descriptions, using sensory language to make the scene vivid and immersive. Next, we focused on character descriptions, thinking carefully about how characters' emotions, actions, and dialogue can add to the suspense. Finally, the children applied these skills to write their complete stories, integrating setting, character, and plot to create a cohesive and thrilling narrative.



Something was off. They felt it, batters stood whilst they crumbled & the bust opened their sticky mouths and SCREEED secrets of the past, clearing their co was trying with them. A twisted game to trap them in this endless labyrinth but there wasn't a captor. Right? Only him, could tell. The eyestalk no d them. It's chest as small, parano is worms crawled out. They tried to run, but forgot one thing. The doors close on themselves. Remember don't lose your step, YOU MAY NEVER FIND IT AGAIN... This tragic tale ends here. For now...

#labyrinth labyrinth labyrinth labyrinth
#Great Language choices

He WAS a nice teen... until he lost his arm and replaced it with a ^{corrupt} limb.

The boy was a tall but bony teenager who was a bit athletic and very smart. He was a little goofy but funny and selfless until... It happened.

His kindness slowly changes into snappy and short tempered his legs begin to wrinkle, starting to struggle to walk properly he was still smart but used in the wrong way. He started only defending himself, becoming selfish. His teeth began sharpening and he became blood thirsty. His shirt rips because his skin stretches and morphs.

Before



After



Online Safety



Our Online Safety Ambassadors did a fantastic job presenting important Online Safety tips during this week's assembly. They also launched our first Online Safety competition, inviting pupils to design an Online Safety mascot.

The ambassadors will be selecting one KS1 winner and one KS2 winner, and the winning mascots will be featured alongside our Online Safety newsletter information and on school display boards.

We can't wait to see the creative ideas pupils come up with!

ONLINE SAFETY MASCOT DESIGN COMPETITION

Please return your entry by 7th November

Name _____ Class _____



Get designing a new mascot for keeping children safe online.



Give their 3 top tips for staying safe online.



My mascot is called _____

Top Tips for staying safe online





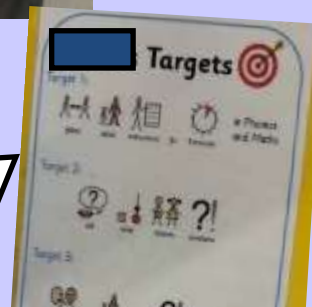
This week, our Learning Detectives visited classrooms to discover some of the thoughtful adaptations teachers make every day to support children with additional needs.

From colourful visuals, vocabulary mats, personalised timetables and regulation stations, to assistive technology and personalised learning resources, the detectives were fascinated to see the variety of ways our classrooms are designed to help every child thrive.

They asked insightful questions, observed lessons, and reflected on how these adaptations make learning accessible and enjoyable for everyone.

The visit helped our pupils understand that everyone learns differently and that small changes can make a big difference. It also gave them an opportunity to celebrate the hard work of our teachers, who plan carefully to ensure that all children feel included, supported, and empowered to succeed.

Children have their personal targets displayed on their desks so that they, and the adults, can see what they are working towards.



Some children have their own work station that might be in or outside the classroom, depending on their needs.



Visuals are used in lots of different ways.



Classrooms have manipulatives and resources that children can access independently if they need them. They are taught to use these. We saw several children in Years 1 and 2 using cubes in their maths lesson.



We saw a child in Year 5 & 6, for whom English is an additional language, using an i-pad to translate



UN Convention on the Rights of the Child



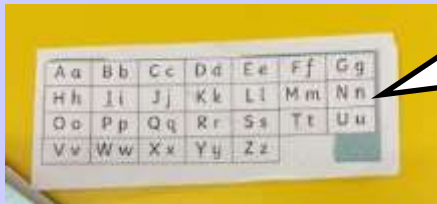
Article 29: Goals of education

Article 28: Right to education

Article 23: Children with a disability



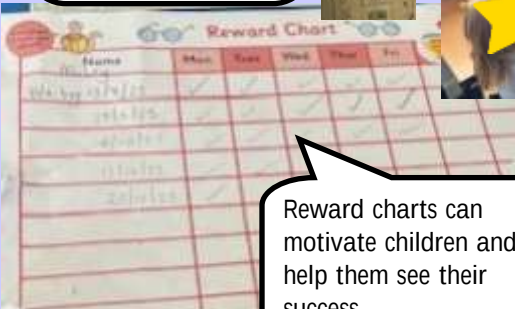
Every class has a Regulation Station that contains sensory supports, visuals and calm down tools. Anyone can access this if they need to calm, regulate or take a sensory break.



Letter and number mats can support children by providing visual and tactile references that help them recognise, form, and sequence.

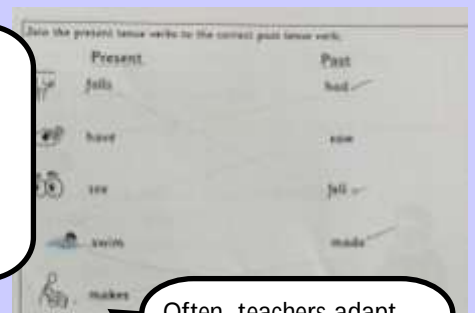
Some children have adaptations to furniture. We saw a standing desk, wobble cushions and therabands that are used for children to support focus.

Working walls help children by providing clear visual cues and step by step guidance, making learning more accessible. They also encourage independence, allowing children to check information and complete tasks.



Reward charts can motivate children and help them see their success.

Teachers and Teaching Assistants lead interventions to groups and individuals where specific personalised teaching is needed.



Often, teachers adapt the work and tasks that children complete to make learning achievable.

UN Convention on the Rights of the Child



Article 29: Goals of education

Article 28: Right to education

Article 23: Children with a disability

Eco-Science Selfies - Photography Competition

October 2025

Dear Parents/Carers,

Each year we love to offer a whole federation science competition which promotes 'super scientist' learning and discussion at home with families.

This year we are inviting you to join in our **Eco-science- selfies photography competition**. Simply get the family taking action to protect the environment and take a photo. It could be turning off lights, recycling, composting, planting a tree, creating a bee-friendly flower patch, litter picking, water saving, cycling to school, whatever your family decide. Then in one sentence explain how it shows you protecting the planet. Upload it to our special online **competition PADLET** (link below) to enter.

<https://padlet.com/gilesl3/eco-selfie-competition-tucpdh9pucsdz2p9>

The competition is being run with other local schools in our **Ogden Trust Science Partnership** and there will be prizes for each school as well as a certificate for every child who enters.

The Eco-science selfies **PowerPoint**, shared with the children this week, provides a super introduction to the competition and ideas for how be planet protectors both in school and at home

Please upload entries to the Lighthorne Heath's section of the **competition PADLET** with a sentence explaining the green action taken. Ensure you **state your child's first name and class**. (Without this we will be unable to issue certificates or prizes.) *Note: Entering means you are happy for the photograph and information to be seen by children and parents from all schools involved.*

★ The closing date has been extended to Monday 3rd November ★

Any questions, please contact me on the email below:
hill.k2@welearn365.com

Thanks for all your support with our budding STEM enthusiasts!



Questions to ask your child when reading fiction:

Predicting:

What do you think this book will be about based on the title and cover?

Have you read any books by this author before? What were they like?

What do you already know about this topic?

Understanding the Story:

What is happening in the story so far?

Who are the main characters? What do we know about them?

Where and when does the story take place?

Making Connections:

Does this story remind you of anything in your life?

Have you read another book like this before?

How do you think the character is feeling? Why?

Vocabulary and Language:

What does this word mean? Can you use it in a sentence?

Are there any words that you don't understand?

How do the illustrations help to tell the story?

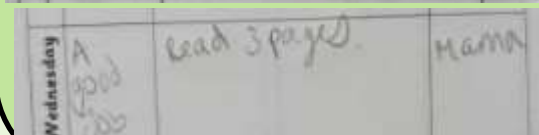
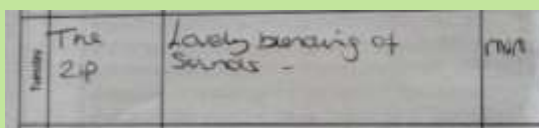
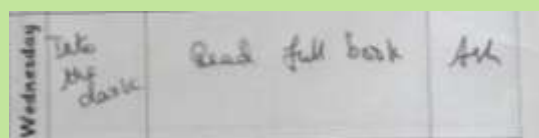
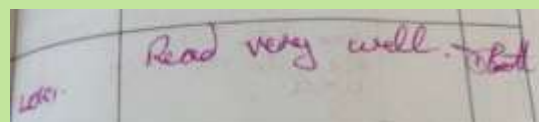
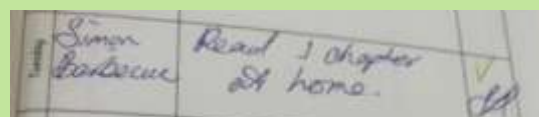
Encouraging Critical Thinking:

What do you think will happen next?

Filling in the reading record:

When signing your child's reading record, please include the date that your child read, the title of the book (or the material that they read) and your initials.

You are welcome to include additional information about your child's engagement, comprehension and confidence or some praise if you would (and this is useful) but you don't have to.



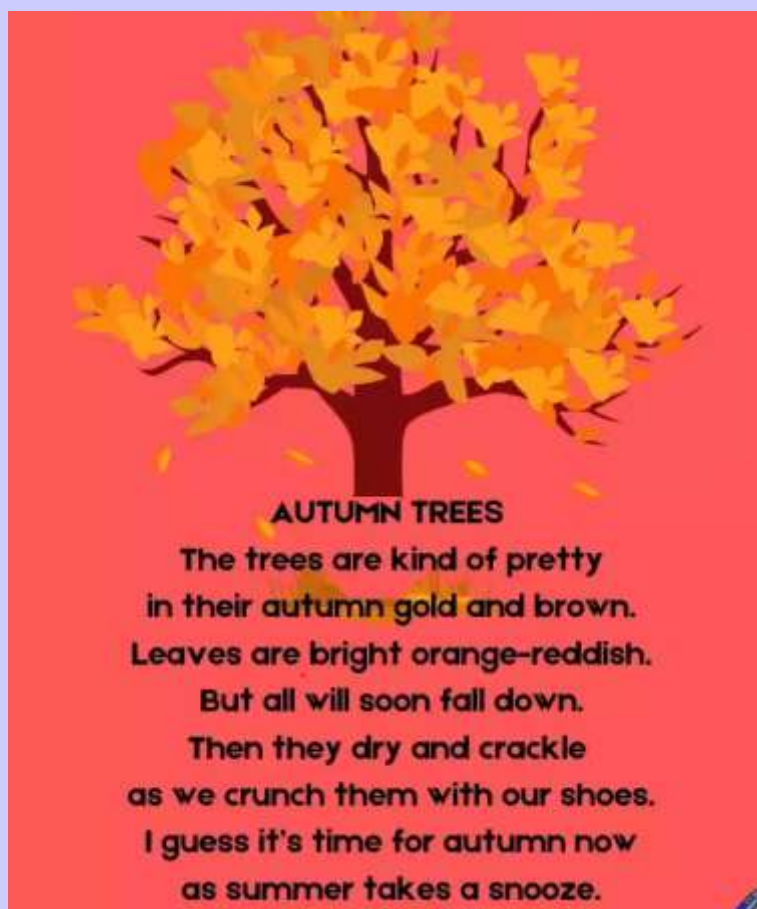
REMEMBER... YOU'VE GOT TO BE IN IT TO WIN IT!

1. Share a book with an adult at home at least 3 times each week (you can read your school reading book or any other reading material).
2. Ask the adult to sign your reading diary each time they share a book with you.
3. Make sure that your reading diary is in school each day. On Friday, bring this to the office and show the Learning Detectives. If your diary is signed 3 times or more for that week, you will receive a raffle ticket.
4. The raffle tickets will go to celebration assembly and prizes will be given each week for raffle tickets drawn.

Diary Dates



Monday 27th October—Friday 31st October is half term. We look forward to welcoming the children back to school for Autumn 2 on Monday 3rd November.



INSET Days 2025-26

Monday 1st December 2025

Monday 1st June 2026

Monday 20th July 2026

With best wishes from Mrs Westwood, Mrs Manley and all the staff at Lighthorne Heath Primary School.



UN Convention on the Rights of the Child

Article 29: Goals of education

Article 5, Parental Guidance, Article 18, Parental responsibility

Diary Dates



Spring Term	
November	
Monday 3 rd November	Autumn 2 begins
Tuesday 4th November	Change makers programme begins (children and parents). Flyer to follow
Friday 7th November	Individual photos (siblings welcome– more details to follow)
Friday 28 th November	Non uniform day. We request that children bring a donation to school fund. Suggested donation £1
December	
Monday 1st December	INSET Day– school is closed
Tuesday 2nd December	EYFS, Year 1 and Year 2 to visit Warwick Arts Centre to watch The Tiger Who Came To Tea.
Wednesday 3rd December	Years 3 & 4 to visit Coventry's Belgrade Theatre to watch Sleeping Beauty
Thursday 11th December	Years 5 and 6 to visit the RSC to watch The BFG
Tuesday 16th December	Christmas Lunch
Wednesday 17th December	Christmas Jumper Day
Monday 22nd December 2025 to Friday 2nd January 2026	Christmas Holiday School returns on Monday 5th January

INSET Days 2025-26

Friday 10th October 2025
Monday 1st December 2025
Monday 1st June 2026
Monday 20th July 2026

With best wishes from Mrs Westwood, Mrs Manley and all the staff at Lighthorne Heath Primary School.



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Article 29: Goals of education

Article 5, Parental Guidance, Article 18, Parental responsibility

We love reading!

At Lighthorne Heath Primary School, we believe that reading with your child regularly is the most valuable thing you can do with your child to help support their progress.

Giving a child time and full attention when reading them a story tells them they matter. It builds self-esteem, vocabulary, feeds imagination and even improves their sleeping patterns.

We expect all children to be heard reading a minimum of four times a week by an adult at home. This ideally should be daily.



“Reading aloud everyday is the single most important thing you can do to prepare your child to learn.”

Please record reading in your child's reading diary. Staff will regularly monitor these diaries. Please note that reading in school may take place in a variety of ways and may not always be recorded in your child's diary. For example, teachers keep central records of guided reading sessions.

Your child's reading diary will contain a star sticker on the front. If they can look after their diary and show still have it at the end of the academic year then there will be a small reward.



All children who read four times a week, or more, between Monday 22nd September and Thursday 9th October will be entered into a prize draw to win one of five £5 book tokens to be spent at the Scholastic Book Fair in October.



UN Convention on the Rights of the Child
Article 31: Leisure, play and culture



7 Top Tips to Support Reading at Home

Shared reading is a great way to develop children's language and communication and to boost their reading skills. Regular reading routines can offer lots of opportunities for learning during school closures.

- 1 Concentrate on reading quality (it isn't all about reading lots!)**

Don't worry too much about the 'what' and 'how' of reading each day. Books are great—but leaflets, comics, recipes and instructions on a webpage can all be great too. Following a recipe to make some cupcakes is valuable reading. Be on the lookout for reading, wherever it is!
- 2 Ask your child lots of questions**

All reading matters. Shared reading is about 'reading with', not just 'reading to' (even for older children). So, ask lots of 'Wh' questions, such as Who? What? When? Where? Why? Try them when talking about books: for example, 'what do you think Harry is feeling?'
- 3 Ask your child to make predictions about what they have read**

If it is a book, look at the front cover—or the last chapter—and talk about what might happen next. Look for clues in the book and be a reading detective! For example, 'can you see the bear on the front cover? Where do you think he will go?'
- 4 Ask your child to summarise what they have read**

When you've finished reading, talk about what happened. Acting out the things that happened in the story or describing the big idea of a chapter is really fun and maximises learning. For example, 'can you remember all the things that happened on the bear hunt?'
- 5 Ask your child to write about what they have read**

Write, or draw pictures, from anything you've read! Big writing and pictures are even more fun. For example, use an old roll of wallpaper to make a treasure map with clues from the stories you've read together.
- 6 Read and discuss reading with friends or family**

Make books a part of the family. Encourage your child to share them with a relative or friend, over a video call. Laugh about them when you are making meals together. For example, 'I hope the tiger doesn't come to tea today!'
- 7 Maintain the motivation to read**

Talk about the joy of reading whenever you can. Your child is on an amazing journey to becoming a reader. Put them in the driving seat and have fun on the way! For example, 'choose your favourite story for bedtime tonight.'

Education Endowment Foundation (2018)
Preparing for Literacy: Improving Communication, Language and Literacy in the Early Years. Education Endowment Foundation: London.
 Available online: eef.org.uk/literacy-early-years

Education Endowment Foundation (2019).
Improving Literacy in Secondary Schools. Education Endowment Foundation: London.
 Available online: eef.org.uk/literacy-s23-ks4

Breadmore, H.L., Vardy, E.J., Cunningham, A.J., Kwok, R.K.W., & Carroll, J.M. (2019).
Literacy Development: Evidence Review. Education Endowment Foundation: London.
 Available online: educationendowmentfoundation.org.uk/public/files/Literacy_Development_Evidence_Review.pdf





We want to provide the healthiest possible environment for all our children to thrive.

Please remember that we are a water only school and children are not permitted to bring juice or squash to drink during the day. This is in line with NHS advice.

We have a water cooler in school and children are welcome to fill up their bottles when they need.



The NHS states that the best drinks to give children are water and milk.

Children should avoid sugary fizzy drinks, squash and juice drinks completely. Children who drink a lot of sugary drinks are more likely to become overweight. The added sugar in these drinks can also damage teeth.



- UN Convention on the Rights of the Child
- Article 29: Goals of education
- Article 18: Parental responsibilities
- Article 24: Health and health services

Monday	
	or
Beef Bolognese (G.D)	(vg) Vegetarian Bolognese (G.S)
Tuesday	
	or
(v) Rustic Pizza (G.D.SB)	(v) Cheese D.
Wednesday	
	or
Roast Chicken Fillet (G)	(v) Classic Quorn Roast (G)
Thursday	
	or
Pork Meatballs in Tomato Sauce (G)	(v) Tomato Pasta Bake (G.D)
Friday	
	or
Fish Fillet Fingers F.G	(vg) Garden Vegetable Fingers (G)

Educaterers' New Menu

Next week is Week 3
Jacket potato and choice
of fillings available daily

Free School Meals

If you think that you may
be eligible for free school
meals applications can be
made online at [https://
www.warwickshire.gov.uk/
education-learning/apply-
free-school-meals](https://www.warwickshire.gov.uk/education-learning/apply-free-school-meals)



Mrs. Manley and Mrs
Hendriksen are happy to
help with FSM
applications, please ask if
you require assistance.

YN/R/1/2 Theatre Trip

On Tuesday 2nd December, Years N/R/1/2 will be visiting Warwick Arts Centre to watch a performance of "The Tiger Who Came to Tea." The cost of the trip is £12.37—please make payment via your ParentPay account. For more information, see the letter sent to you or speak to a member of our office staff.

Direct from the West End, the Olivier Award nominated smash hit show, The Tiger Who Came to Tea returns.

The doorbell rings just as Sophie and her mummy are sitting down to tea. Who could it possibly be? What they certainly don't expect to see at the door is a big, stripy tiger!

Join the tea-guzzling tiger in this delightful family show; packed with oodles of magic, sing-a-long songs and clumsy chaos. Don't miss this stunning stage adaptation of the classic tale of teatime mayhem... expect to be surprised!

A musical play adapted and directed by David Wood, based on the book by Judith Kerr.

The Tiger Who Came to Tea





Y3/4 Theatre Trip

When Princess Aurora pricks her finger on an enchanted spinning wheel she's cursed to fall asleep for 100 years, unless she's kissed by her one true love. Enter the dashing Prince (and his two rather calamitous sidekicks) who embark on a brave adventure to save the Princess from her terrible fate. But with the wicked Fairy Carabosse determined to ruin their plans, will our trusty trio be triumphant or is the Princess doomed to a century of snoozing? You'll have to come along to find out!

Sleeping Beauty will be full to the brim with all of the wonderful elements that make a trip to the Belgrade such a well-loved Christmas tradition for thousands of families every year.

On Wednesday 3rd December, Years 3/4 will be visiting The Belgrade Theatre to watch a performance of "Sleeping Beauty." The cost of the trip is £15.10 —please make payment via your ParentPay account. For more information, see the letter sent to you or speak to a member of our office staff.

The ROALD DAHL'S BFG

ADAPTED BY TOM WELLS

One extraordinary night, a young orphan named Sophie is snatched by a giant and taken far away to Giant Country. There she learns that human-eating giants are guzzling 'norphans' the world over. But she soon discovers that her new friend, the BFG, is different – he's a dream-catching, snozzcumber-munching gentle soul who refuses to eat humans.

While other giants terrorise the world, the BFG ignites Sophie's imagination, and they devise a daring plan to save children everywhere. In the end, the smallest human bean and the gentlest giant prove that a dream can change the world.

Gather your chiddlers to see Roald Dahl's unforgettable story come to life this winter. Tom Wells' magical new adaptation is directed by RSC Co-Artistic Director Daniel Evans.

On Thursday 11th December 2025, Years 5/6 will be visiting The Royal Shakespeare Theatre in Stratford to watch a performance of "The BFG." The cost of the trip is £9.90—please make payment via your ParentPay



Christmas Lunch 2025

**Roast Turkey
Cocktail Sausage, Stuffing Ball with Gravy
(G.SU)**

or

**(vg) Roast Quorn Fillet, Veggie Sausage,
Stuffing Ball with Gravy (G)**

**Served with Crispy Roast Potatoes,
Garden Peas, and Sliced Carrots**

(vg.h) Iced Christmas Cookie (G)

or

(v,h) Festive Cupcake(G.E)

Allergen Key
V - Vegetarian
VG - Vegan
G - Gluten
E - Egg
SU - Sulphites
H - Homemade

Allergen Free alternatives are also available

Seasons Greetings from The
Nutrigang & everyone at
Educaterers

educaterers®
caring is our secret ingredient

Emotional Wellbeing and Mental Health



Mental Health in Schools Team
Tips For Wellness



Digital Detox

Taking a digital detox is important to give our minds and bodies a break from screens and technology. Too much screen time can lead to tired eyes, difficulty sleeping, and feeling stressed or distracted. Stepping away from devices helps us to recharge, focus better, improve our mood, and spend more quality time with family and friends. It also encourages healthier habits like playing outside, reading, and being creative, all of which support overall wellbeing!

Our tips for taking a digital detox:

1. **Set yourself clear limits for screen time** - Set specific time limits for screen time, such as an hour after school or 30 minutes of games or social media. Try setting limits on your device, or a visual reminder.
2. **Create Scree-Free Zones** - When you are eating meals with your family or friends, leave your phone or devices in a different room. This allows you to talk and enjoy your food without distractions and improves your quality of connections with others.
3. **Avoid screens at night** - Try to avoid using devices in your bedroom, most importantly for at least 30 minutes before bed. Keeping your bedroom a peaceful space can help you to fall asleep more easily.
4. **Do fun activities without screens** - Try drawing, playing a game with your family, playing a musical instrument or reading instead of your usual device. Spend time outdoors if you can!
5. **Take small breaks from screens** - After playing video games or watching TV for a while, get up and move around. Try to take short breaks where you move between rooms, stretch or walk around.
6. **Turn off notifications** - This can reduce the number of distractions and help you focus on what is important to you. You might even discover a new activity you enjoy!
7. **Find mindful alternatives** - Try meditating or doing breathing exercises to reduce feelings of stress, rather than screen use.

In Coventry and Warwickshire, for any urgent mental health concerns, contact the RISE Crisis Helpline available 24/7, by calling NHS 111. Alternatively, call 999 or visit A&E in an emergency, for example if medical attention is required.

MHST are available to support you and your school throughout the school year including term time and school holidays.

Please contact your school's Mental Health Lead for information and advice.



Join the fun with **Change Makers**

The **FREE** healthy lifestyles programme
for Warwickshire families.

An afterschool programme for families with
children of all ages, who want to improve their
lifestyle and make healthier decisions.

The chance to take part in fun games and
activities together, whilst having access to
expert information and support.

Discover how small changes can make a
big difference to your families health
and wellbeing.

Lighthorne Heath Primary School

Starts Tuesday November 4th, 2025
And runs every Tuesday after school

Please note that parents are expected to attend the Change Makers Club with their children.
Please complete the application form on the next page— paper copies available from the
school office.





Places are limited to first come, first served.

To book a place please fill out the form below.

Please note that a parent or carer must also attend the session.

Parent's name:

Address:

Postcode:

Mobile number:

Email address:

Please outline the family members you would like to attend.

Children that would be attending	DOB	Gender	School

Lighthorne Heath Learning Heroes

Reception

This week Mrs Gill has chosen Charlie as her hero. Charlie has worked super hard with his phonics and has made excellent progress with his reading. Charlie always has a positive attitude towards his learning and has blown me away by writing cvc words this week. Well done for never giving up and always trying your best.



Co-

Years 1 & 2

Our hero for this week is going to be Ariella. Ariella has had a fabulous first half term in Year 1. She always comes into school with a big bright smile on her face, ready to learn and take on the day. Ariella is a wonderful role model to others and always puts all of her effort into her learning and tries hard in everything that she does. Well done Ariella - Keep it up!



Persevere

Have a go



Concentrate

Years 3 & 4

Mrs Madahar is delighted to nominate Isla as this week's Class Hero! Isla has shown incredible motivation to read regularly at home, which has been wonderful to see. In English lessons, she has worked exceptionally hard to include poetic features in her own writing, creating a thoughtful and expressive poem. Great work Isla!



Keep improving



Be curious!

Years 5 & 6

Mrs Cox's hero this week is Jessica. She has contributed some amazing ideas to our suspense story writing sessions and surprised us all with her imagination and vocabulary. Keep up the great work, Jessica



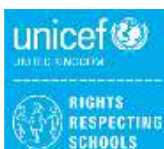
Use your imagination



Enjoy learning

UN Convention on the Rights of the Child

Article 29: Goals of education





Fussy Eating Workshop

Change Makers are running workshops supporting parents with children who display fussy eating behaviours'. The workshop will cover the Eatwell Guide, top tips and practical advice on reducing fussy eating behaviour's.



Sessions are 1 hour long



Held in school & over zoom



Sessions are FREE

If you would like to join, please contact us via email or phone.

Hollie.Williams@rugby.gov.uk

07353006925



UN Convention on the Rights of the Child
Article 29: Goals of education
Article 5, Parental Guidance, Article 18, Parental responsibility



Family Support Drop In Sessions



Would you like the opportunity to speak to a Family Support Worker?

Family Support Workers can offer support with

- Developing Routines and Boundaries
- Understanding your child's behaviour
- Behaviour Management
- Health and Wellbeing
- Childrens Mental Health

Join us for a consultation with a Family Support Worker at

Lighthorne Heath Children and Family Centre

2nd and 4th Wednesday of every month
1pm - 3pm



Phone: 01926 414 144
Option 1, then 2 for Family Support
Available Monday to Friday 9am to 5pm



UN Convention on the Rights of the Child
Article 29: Goals of education
Article 5, Parental Guidance, Article 18, Parental responsibility

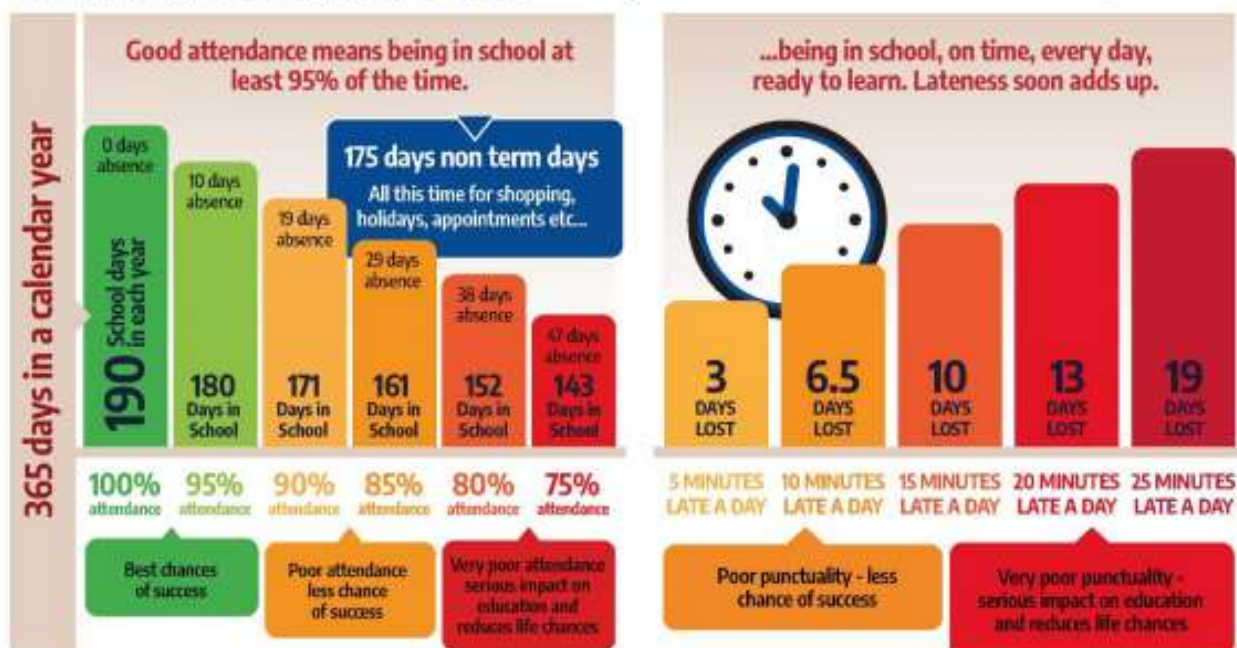
Attendance and Punctuality



Thank you to the many parents who ensure that their children attend regularly and arrive on time. Attendance is incredibly important to the education of our children and makes a big difference to a child's ability to do well at school.

DID YOU KNOW? A two-week holiday in term time means that the highest attendance you can achieve is **94.7%**

DID YOU KNOW? A child who is 15 minutes late each day, will have missed a full 2 weeks of school in one year.



In addition to attending school, it is also important that your child has what they need each day. Parents should be aware of the days in which their child has PE and-/ or swimming and ensure that children have the correct kit on the relevant day.



At this time of year it is important that children have a warm coat in school so that they can safely and comfortably play outside and complete learning activities outside the classroom.



UN Convention on the Rights of the Child

Article 29: Goals of education

Article 5, Parental Guidance, Article 18, Parental responsibility

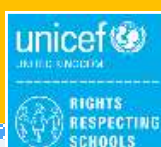


We want everyone to enjoy a safe and happy Halloween, but we also recognise this time of year can be stressful for some residents and result in nuisance callers.

If you would prefer people not to visit your home you can download our 'sorry no trick or treat' poster to display in your window, as well as one with general Halloween advice, which can also be read below:

- Adults should always accompany children when trick or treating. Young people should never go trick or treating alone.
- Do not knock on the doors of strangers - only go to people you know. Never go into a stranger's house.
- Always keep to well-lit areas. Wear bright clothing and always carry a torch. Remember road safety.
- Unless pre-arranged, do not visit elderly members of the community. Be careful not to frighten vulnerable people.
- Keep your tricks within the law - anything that results in damage is an offence and will be dealt with as such.

You can download a 'no trick or treat' window poster here:



UN Convention on the Rights of the Child

Article 31: Leisure, play and culture

What Parents & Carers Need to Know about LIVE STREAMING

Live streaming involves broadcasting and watching videos online in real time, often on social media or via platforms like YouTube and Twitch. Viewers can interact through comments, chats and reactions during the broadcast; such instant engagement makes this an exciting way to share experiences, learn from others and build digital communities. Despite the many positives, live streaming also creates a potential platform for unsuitable content and poses some risks to children: it's essential to keep privacy and safety in mind and comply with each site or app's age restrictions.

WHAT ARE THE RISKS?

LACK OF AGE VERIFICATION

Despite their age restrictions, some platforms don't require proof of age at sign-up – meaning that anyone can register for an account (and potentially pretend to be older or younger than they actually are). In many cases, this means that young live streamers can never be totally certain exactly who they are broadcasting to and who is interacting with their live stream.

DISCLOSING PERSONAL INFO

A characteristic of live streaming is the ability for videos to be instantly shared worldwide. Without the correct privacy settings enabled, a child could inadvertently reveal personal information or their location, making them vulnerable to online predators or identity theft. It's wise to regularly check the privacy settings (and what data is being shared) on any apps your child has access to or for.

ANYTHING COULD HAPPEN

As the video streams are live, children might encounter (or inadvertently share) inappropriate content. Most live-streaming apps have rules to prevent this and monitor their services, also providing report buttons where content can be flagged for review. It may not be dealt with instantly, however, meaning that your child could be further exposed to harmful content during a live stream.

UNAUTHORISED
RECORDINGS

Each live streaming platform stores completed videos for different periods (Twitch stores broadcasts for 60 days, for example, while Facebook and YouTube remove them only at the creator's request). Deleting a video, though, doesn't always stop it from being stored. In some cases, streams have been illegally recorded (or screenshots taken) by certain viewers and redistributed on other sites.

ROGUE CONTENT CREATORS

Children can also watch other people's live streams, which could potentially contain anything at any time (such as nudity, drug use or profanity). Most apps claim to monitor live streams and will stop any that don't adhere to their guidelines - but with millions of streams per day, it's complicated to regulate them all, so children could be exposed to inappropriate content without parents knowing.

DANGER OF GROOMING

There are increasing reports of children being coerced into performing "suggestive acts" by strangers on some live-streaming apps. Due to the lack of verification required for certain apps, almost anyone can sign up to these services (including anonymously or under a fake identity). It's vital, therefore, to ensure the correct safety measures are in place before your child begins live streaming.

Advice for Parents & Carers

PUT PRIVACY FIRST

Through the streaming app's settings, switch your child's account to "private," so only their friends and followers can see their broadcasts. You could also turn off the live chat, shielding your child from any upsetting comments – although viewers' feedback is often seen as an integral part of the fun. Identify any nearby risks (such as school uniforms or visible landmarks) that could give away your child's location.

MANAGE MULTISTREAMING

Some apps and sites let users stream their content through multiple social media platforms at once. A broadcast on SteamVR, for example, can be shared on YouTube, Twitch, X and Facebook if the accounts are linked. The privacy settings can differ on each of these, so we'd suggest only streaming via one platform at a time to maintain greater control over who's watching your child's videos.

GET INVOLVED YOURSELF

Research suggests a significant number of streams show a child on their own, often in a supposed safe space like their bedroom. If your child wants to live stream, ask if you could be present because you're interested in how it works. You could even set up your own account to gain a more detailed knowledge of what your child talks about in their live streams – and who they're broadcasting to.

TALK ABOUT LIVE STREAMING

Try to start with positives before discussing potential risks. You could ask which live streaming apps your child likes and how they use them. Do they just watch streams or create their own? Explain why it's unwise to reveal personal information while streaming (even to friends). If you feel your child's too young for live streams, explain your reasoning to them and perhaps agree to review this decision in the future.

CONSIDER THEIR ONLINE REPUTATION

As the broadcasts are live, it often causes the misconception among young people that whatever happens in their video simply 'vanishes' once the stream ends. However, videos can stay online indefinitely or be recorded by other users. It's important that your child understands what they do and say in a live stream could potentially damage their online reputation and, quite possibly, be seen by prospective future employers, colleges or universities.

Meet Our Expert

David Smith is Head of Learning Support at Walsley Community Learning Centre, Birmingham. He will teach on the Advanced Diploma in Learning Support at the College of Education, Birmingham. He will also teach on the Diploma in Learning Support at the College of Education, Birmingham. He will also teach on the Diploma in Learning Support at the College of Education, Birmingham.



Source: <http://www.bfrcan.org/2013/03/20/10-ways-to-use-a-bottle-of-bottle/>

 National
Online
Safety®
#WakeUpWednesday

 @notonlinesafety

[f /NationalOnlineSafety](#)

national online safety

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 06/03/2019



Some useful information for parents and carers, including online webinars can be accessed via The National College (formerly National Online Safety). At school, we teach the children about safe online behaviours but it is important that these messages are reinforced at home at that parents and carers are aware of hoe to support their children if issues arise.

School admissions



Warwickshire County Council

If you have a child who is due to start Reception or Year 7 next September, you need to apply for their school place. Applications can be made via the Warwickshire School Admissions Service. Visit their website for more information <https://www.warwickshire.gov.uk/school-admissions-appeals>

Applying for a primary school place

**1
November**

Application opens

15 January

Closing date for
applications

1 February

Extended closing
date for house
moves

16 April

National offer day

14 May

Deadline for
submitting appeals

Applying for a Secondary School Place

**1
September**

Application opens

31 October

Closing date for
applications

31

December

Extended closing date
for house moves

2 March

National Offer Day

27 March

Deadline for
submitting appeals



Please remember to
cancel your place if you
are unable to attend



**Barnardo's Warwickshire
Children and Family Centres**
A coordination of services for children, young people
and families - aged 0-19 and up to 25 with SEND

NATURE EXPLORERS

A fun and friendly session for families
with children (5 - 10 years)
Children must be accompanied
by an adult
Join us at the Lighthorne Heath
Children & Family Centre
for outdoor Nature activities

Thursday 30th October
10:00 to 11:00am



**Lighthorne Heath Children &
Family Centre**
Stratford Rd, Lighthorne Heath. CV33 9TW
Telephone number 01926 691105



WELLESBOURNE WANDERERS FC

CALLING ALL UNDER 10'S YEAR 5



We're on the lookout for enthusiastic players to join our age group,
competing in our league and cup games.

Whether you're looking to develop your skills or just enjoy the game in a
supportive environment — we'd love to hear from you!

Match Day: Saturday Mornings
Training: Wednesday Evenings 6-7 - CV35 9RU

**CALL OR MESSAGE NICK ON 07786 162706 TO
FIND OUT MORE!**



BRITISH MOTOR MUSEUM



25 OCT - 2 NOV

October Half-Term

Beep-Beep, Build!

START TIME:	25 October 2025
END TIME:	2 November 2025
LOCATION:	British Motor Museum
TICKETS	Normal Museum Entry*

+ ADD TO CALENDAR

BOOK NOW

Ready to get creative? Jump in on The Big Build where you can help us make LEGO® car models for local community pantries for Christmas. Build, snap a photo with your creation, and contribute to an exciting community project that brings joy to kids who've never had the excitement of owning their own LEGO® before.

If you visit between 28 and 31 October, join the scientists in the not-so-secret lab for Beep-Beep, Boom!, through a series of **mini blowing experiments**, of course! Elsewhere, things are getting spooky, as Black Cats are hiding in the Museum! You'll have to gear up with your trusty torches and **search high and low** to find them all, whilst noting down the colour of their eyes as you go.

And that's not all – explore the 'Driven by your Senses' Family Trail and take a deep dive into our world of **sound, sight, and touch**. Plus, make sure you check out our Beep-Beep Family Tour across the weekends, where we'll uncover the many different sounds of our incredible car collection.

All of these activities are **included in the price of admission**, making it the perfect, value-packed day out for the whole family. Click the button below to book your visit now and make this October Half-Term one to remember!

Halloween Car Rides!*

31 October

This Halloween come along to the British Motor Museum for no tricks but a super magical treat as you hop in the Ford Anglia from Harry Potter and the Chamber of Secrets for an unforgettable ride around the Museum!

Tap [here](#) to find out more!

Black Cat Trail

Every Day

Back for one week only by popular demand!

Search around the Museum for the hidden black cats and, with a torch, discover the colour of each cat's eyes!

Available every day, just pick up a trail sheet from our Welcome Gallery by the main entrance and remember to return for your sticker!

"Driven by Your Senses " Family Trail

Every Day

The 'Driven by your Senses' Family Trail will lead visitors on a journey of discovery around the Museum using touch, sight, hearing & smell!

When you've completed the trail speed back to the Family Activity Station to check your answers and collect a reward sticker.