

Collective Worship Theme = Responsibility & Justice

Attendance this week is: **Explorers: 99.3% Adventurers: 99.3% Navigators: 98.9% (Overall: 99.1% Target is 96%)**

26 April 2023



*First the blade, then the ear,
then the full grain.*

Gillamoor C of E Primary
School



School News and Message from the Headteacher

Thank you to all the parents and grandparents who joined us for the class assemblies around our Learning Means the World Conservation unit. It is such a valuable opportunity for the children to share their learning and be 'experts' sharing their knowledge. Assemblies also offer valuable opportunities for developing confidence around public speaking and it's great for us to welcome parents in to school.

Our Explorers had their last swimming session this week, and the staff have been amazed and proud of the progress our youngest pupils have made, both in terms of confidence in the water and ability. Many children have swum without floats for the first time and some of our Year 2s swum a full 25m length for the first time. Well done to our Explorers!

As we move further in to the summer term, we have a number of assessment points for some year groups. Year 6 will take their SATs, Year 4 will take the Multiplication Check, Year 2 will also take SATs, (although these are now optional we have decided to take them this year) and our Year 1 have their Phonics Screening Check. Statutory tests like these are a crucial benchmark for progress and for ensuring our learners have the tools they need for the next steps in their learning. We always approach these tests with age-appropriate conversations with the children, aiming to avoid unnecessary stress and anxiety. Your class teachers will be in touch with any relevant information as and when they deem necessary, but the key message for all our children is always and easy one; to do their best, and we will be proud of them for their effort.

Scholastic Book Club—Spring Order

We have created a school account for the Scholastic Book Club—they have a fabulous range of new books, as well as some classics. All books are delivered to the school.

<https://schools.scholastic.co.uk/gillamoor-ce/digital-book-club>

School receives money from every purchase which we can put towards our own school-book purchases. This week, we were very excited to receive deliveries of our next texts, half of which were purchased from the Scholastic Book Club fundraising! **Closing date 10 May.**

Mrs Elsey



This week's winning House is:

OAK

Last week's winning House was :

ASH

DATES FOR YOUR DIARY

1st May—Reception session about Little Wandle

3rd May—Y5/6 Girls Cricket (Ryedale)

6th May—School closed

10 May-Scholastic Book Deadline

13th-17th May—SATs Week

14 May-Governing Body Meeting

22 May-Y6 Literacy, Ryedale

22 May-Bags2School

24 May-BREAK UP

3 June-RETURN TO SCHOOL

PLEASE BE REMINDED THAT WE ARE A NUT AWARE SCHOOL. WE KINDLY REQUEST NO NUTS OR NUT DERIVATIVES ARE BROUGHT INTO SCHOOL IN PACKED LUNCHES OR AS SNACKS. .



We had a very good meeting the other night and it was nice to see those that came to it. There is still time to come and help with the Kirkby 10K, either on the water stand during the race or in town on the morning from 8am.

Our next meeting will be an EGM on Wednesday 8th May, followed by a general meeting to discuss the summer draw, the summer cake stall and the summer fayre.

Bags 2 School is coming on 22nd May so if you are having a sort out your bags can be brought to school to go on the van. We normally raise a nice amount from this.

You may have seen on our facebook page that the shed that stores all the signs and some other equipment for the Kirkby 10k is falling down. It's based at Kirkby school and a go fund me has been set up to help raise funds for a new storage shed to keep everything stored safely and not damaged.

Attendance

Our Governors have expressed their concern that we have received a large number of requests for holidays within school time. There are thirteen weeks for pupils to have a holiday so we will be unable to authorise any requests. All attendance data is also sent to secondary school for Y6 pupils.



ATTENDANCE MATTERS!
Everyday. On-time.

PE Shorts:

Following a clear-out, we have unearthed a box of navy PE shorts in a variety of sizes from 22/24 up to 30/32. These are in excellent condition having been used only once or twice for a school competition some time back. Moving in to the summer, if you find you need replacement school PE shorts, please contact the office who are selling them for £2 per pair.



Finances:

We have had a meeting with our Financial Consultant regarding our year-end budget and three year forecast. Despite us being incredibly careful with our spending in school, the lack of funding for schools continues to be a huge concern and the year ahead unfortunately sees no reprieve. We continue to be as frugal as we can

be, whilst still providing a quality education to our pupils; but now - more than ever - your donations for visits, transport, swimming etc are crucial, to enable them to continue, and much appreciated. We feel very fortunate to work with such a supportive community.

Timetable for the half-term

As always, our termly events can be found on the newsletter and the webpage, if you prefer a visual timetable, A sample is shown here—do keep an eye out for updates, as these will be mentioned in the newsletter ONLY

Week	Monday	Tuesday	Wednesday	Thursday	Friday
08/04/24			KS2 Game of Actual Life	Infant Swim (a.m.)	KS1 Multi-Skills (p.m.)
15/04/24		Navigators Waste/Recycling Workshop		Infant Swim (a.m.)	Y5/6 Boys Cricket (postponed)
22/04/24	Learning Means the World: Class Assemblies (p.m.)			Infant Swim (a.m.)	PE special - Golf
29/04/24			Little Wandle Phonics Info Session (3pm)	Junior Swim (a.m.)	Y5/6 Girls Cricket
06/05/24				Junior Swim (a.m.)	
13/05/24	SATs (Y6)	SATs (Y6)	SATs (Y6)	SATs (Y6)	Y3/4 Mixed Cricket (p.m.)
20/05/24	Dot-Day (Art Day)		Y6 Literacy at Ryedale Bags2School	Junior Swim (a.m.)	

Staff Training/meetings

GDPR

School Lunches

Week beginning 29 April is Week 3 of our new Spring/Summer menu



Online Safety is a serious subject and as teachers, we are keen to help parents understand ways they can act to keep their children safe online. Each week, I will share a link to materials from the National Online Safety organisation. This week's topic aims to dispel some of the mystery of artificial intelligence (AI) solutions.

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 apps which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guides, hints and tips for adults.

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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#WakeUpWednesday

Source: <https://openai.com/blog/chatgpt/> | <https://generativeai.net/> | <https://www.mckinsey.com/featured-insights/mckinsey-explainers/what-is-generative-ai>

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