

ISSUE 25

WEEK ENDING 03.05.2024

Longdon

Weekly Bulletin



LEADERSHIP MESSAGE

This is always an anxious time of year for the older students as we move towards the end of courses and public examinations. Our Year 11s are working very hard and have begun taking their final examinations for GCSE and Functional Skills and assessments for BTECs. We look forward to sharing their success with you after results are published in August. Just a reminder for current Y9 & Y10 parents to return their options choices for KS4 by Tuesday 7th May.

This weekend is a long one - remember there is no school on Monday! - and we do hope the warmer weather of this week continues into a peaceful and enjoyable weekend.

Peter, Charlotte, Rob, Steph and Siân

E-SAFETY TIP — SNAPCHAT



This guide focuses on Snapchat. It highlights a number of risks such as sexting, visible location and contact from strangers.

Snapchat is a photo- and video-sharing app through which users can chat with friends via text or audio. Images and videos can be shared with specific friends, or as a 'story' (documenting the previous 24 hours) which is visible to a person's entire friend list. Snapchat usage rose significantly during the lockdown periods, with many young people utilising it to stay connected with their peers. The app continues to develop features to engage an even larger audience and emulate current trends, rivalling platforms such as TikTok and Instagram.

In the guide, you'll find tips on avoiding potential risks such as sexting, visible location and contact from strangers.

Rachna

CURRICULUM UPDATE — OPTIONS

Today some of our KS3 students enjoyed having a walk around Cannock chase. As you can see they especially liked played at the park.



Bev

CURRICULUM UPDATE — ICT

Congratulations to Cameron who sat his Entry Level 3 Digital Functional Skills exam, he worked hard throughout and managed to complete all the tasks confidently and achieved a really good result.



Confirmation of this will be given during results day in the Summer – Well done Cameron! We wish the remaining KS4 pupils who will be completing theirs in the upcoming weeks, Good Luck!

Rachna

CURRICULUM UPDATE – PRIMARY

This week KTo class groomed and walked Bear, the Shetland pony.



Karen

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SMSC FOCUS



This week saw the start of Local Community and History month so we started off by looking at how we can investigate the history of where we live. Dave provided us with some information about the purpose of a census and we had a look at an original census from 1891 for Longdon Hall that he had managed to locate. We also celebrated international jazz day looking at the history of jazz and how it has influenced modern music that we listen to today.

Civil Parish: Longdon Ecclesiastical Parish: Longdon
 Folio: 19 Page: 17 Schedule: 31
 Address: Church Hill Longdon Hall

Surname	First name(s)	Rel	Status	Sex	Age	Occupation	Where Born	Remarks
CHEWYND	Arthur	Head	M	M	33	Wine Justice Of Peace(Em)	Staffordshire - Regley Longdon	
CHEWYND	Katharine	Wife	M	F	26	None	Oxfordshire - Oxford	
CHEWYND	Arthur H T	Son	S	M	3	None	Staffordshire - Beacon Pit Lichfield	Beacon Place
CHEWYND	William H T	Son	S	M	4a	None	Staffordshire - Regley Longdon Hall	
RESLEY PAGEY	Lady Frances	Sister	M	F	14	None	Staffordshire - Regley Longdon Hall	
PAGEY	Mrs H F	Wife	S	F	13	None	London --	
PAGEY	Frederick E	Nephew	S	M	11	None	Staffordshire - Whittington	
SMITH	Alice	Server	S	F	15	None(Mid(Est))	London --	
PETCH	Alice	Server	S	F	15	None(Mid(Est))	London --	
MEDDINGS	Frank	Server	S	F	32	Cook	Staffordshire - Walsinghampton	
NASH	Alfred	Server	S	F	24	Housemaid(Est)	Somerset - Cleve Mopse	
PESTING	Ada	Server	S	F	18	Under Housemaid(Est)	Boltonshire - Luton	
JACKSON	Ema	Server	S	F	27	Lady-Maid	North --	
HARKINS	Albert	Server	S	M	27	Butler(Est)	Wiltshire - Cringlton	CHR or NTH county
KEEVES	Frank	Server	S	M	19	Footman(Est)	Hertfordshire - Peter's Green(Orignally) - Unbown - Peter's Green	
BALDRE	Ardian	Server	S	M	19	General(Est)	Staffordshire - Longdon	
BOONE	Alice	Server	S	M	23	Kitchenmaid	Staffordshire - Sneyton(Orignally) - Staff-ridlow - Inverness	
STOCKLEY	Frederick	Server	S	M	26	Green	Staffordshire - Ekinast	

Siân

SAFEGUARDING UPDATE

Snapchat MyAI - A Guide for Parents

You may remember a few newsletters ago; we shared information about AI . As we all know Snapchat is one of the main social apps used by children from approx. Y3 upwards. Snapchat introduced MyAI as a new feature which can't be removed within Snapchat and this is why, over the last few months, experts have been speaking to lots of children who are experimenting with this chatbot. Wayne Denner, an online safety consultant, has put together a really handy article explaining all about MyAI, the features, issues and some tips for parents. You can find the link to the article below (it was written and shared a few months ago but has since been updated).

<https://www.waynedenner.com/blog/snapchat-my-ai-chatbot/>

Steph

LUNCH MENU



The schools lunch menu for next week will be the usual offering of Jacket Potatoes, hot/cold Baguettes and Salad Bar alongside:

Monday – Pasta Bolognese

Tuesday – Chicken Burger & Wedges

Wednesday – Roast Pork, Roast Potatoes & Veg

Thursday – Pie and mash & Veg

Friday – Scampi and Chips

CURRICULUM UPDATE — FOOD

In food options this week, KS3 have been looking at how the food choices we make during the different seasons can impact the environment, in particular food miles.

In KS4 we have continued to complete our written work towards our qualification and we have had another round of practical assessments. I am really proud to say huge congratulations to Skye, Ewen, Mason, Evan, Tom and Luca for passing their assessments. I am sure you'll agree these dishes look fantastic and they all enjoyed eating them afterwards!!



Siân

CURRICULUM UPDATE — PE

Class LWA took part in their final dodgeball lesson of the term, recapping on their sending/receiving skills and their tactical play.



Matt

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CLINICAL UPDATE

A sensory activity to try at home Sand Foam

How to make Sand Foam?

Sand Foam is perfect for sensory exploration. It is made up using only two ingredients, sand and shaving foam.

You will love running your hands and fingers through the fluffy, textured mixture. You will need clean sand, shaving cream and a large tray or tub.

There is no real defined amounts for the ingredients, the sand and shaving cream amounts can be adjusted until you are happy with the consistency. To start off try 3 cups of sand and 200ml of shaving cream, however, you can add another 3 cups of sand to the mixture to explore what would happen.

Instructions:

Add 3 cups of sand to the tray.

Gradually add the shaving cream and combine using hands. Add more shaving cream until desired consistency is made.



Add dinosaurs, shells and toy cars to extend the play and encourage imaginative play stories. The shells would make a great beach theme activity, the dinosaurs to create a sandy dinosaur world and the toy cars creating roads or moving sand construction site.

- Hide plastic alphabet letters, numbers or other items to create a hide and seek game.
- Use descriptive language to describe the experience, how does the sand foam feel? It feels soft, fluffy and gritty.
- Draw and write in the sand foam tray. You can write your name, letters, numbers, draw shapes and pictures.

Learning Opportunities

- Creativity
- Fine Motor Development – Pre-writing skills
- Hand-Eye Coordination
- Sensory- Development of the sense of touch. Feeling and manipulating objects.
- Oral language development- using descriptive language.

The Clinical Team



What Parents & Carers Need to Know about SNAPCHAT

AGE RESTRICTION 13+

Snapchat is an instant messaging app which allows users to send images, videos and texts to people in their friends list. One of Snapchat's unique features is that pictures and messages 'disappear' 24 hours after they've been viewed; however, this content isn't as temporary as many believe - with some users saving screenshots or using another device to take a photo of their screen. This year, Snapchat added 'My AI': a customisable chatbot with which people can chat and share secrets, as well as asking for advice and suggestions of places to visit.

WHAT ARE THE RISKS?

CONNECTING WITH STRANGERS

Even if your child only connects with people they know, they may still get friend requests from strangers. The Quick Add option lets users befriend people the app recommends - but these 'friends' are merely a username, which could have anyone behind it. Accepting such requests reveals children's personal information through the Story, SnapMap and Spotlight features, potentially putting them at risk from predators.

EXCESSIVE USE

Snapchat works hard on user engagement, with features like streaks (messaging the same person every day to build up a high score), Spotlight Challenges tempt users into spending time producing content in search of cash prizes and online fame, while it's easy for children to pass hours watching Spotlight's endless scroll of videos.

INAPPROPRIATE CONTENT

Some videos and posts on Snapchat aren't suitable for children. The hashtags used to group content are determined by the poster, so even an innocent search term could still yield age-inappropriate results. The app's 'disappearing messages' feature also makes it easy for young people (teens in particular) to share explicit images on impulse - so sexting continues to be a risk associated with Snapchat.

ARTIFICIAL INTELLIGENCE

My AI is Snapchat's new chatbot, which replies to questions in a human-like manner. However, the software is still in its infancy and has significant drawbacks, such as biased, incorrect or misleading responses. There have already been numerous reports of young users turning to AI for medical help and diagnoses, which could be inaccurate and therefore potentially dangerous.

ONLINE PRESSURES

Although many of Snapchat's filters are designed to entertain or amuse, the 'beautify' effects on photos can set unrealistic body-image expectations - creating feelings of inadequacy if a young person compares themselves unfavourably with other users. Snapchat now also has 'priority' notifications (which still get displayed even if a device is in 'do not disturb' mode), increasing the pressure on users to log back in and interact.

VISIBLE LOCATION

Snap Map highlights a device's exact position on a virtual map which is visible to other users. There are options to restrict who can see this information: all friends, only you (Ghost Mode) or selected friends. Snapchat also has real-time location sharing, which is intended as a buddy system to ensure friends have reached home safely - but which could also be used to track a young person for more sinister reasons.

Advice for Parents & Carers

TURN OFF QUICK ADD

The Quick Add feature helps people find each other on the app. This function works based on mutual friends or whether someone's number is in your child's contacts list. Explain to your child that this could potentially make their profile visible to strangers. We recommend that your child turns off Quick Add, which can be done in the settings (accessed via the cog icon).



CHOOSE GOOD CONNECTIONS

In 2021, Snapchat rolled out a new safety feature: users can now receive notifications reminding them of the importance of maintaining connections with people they actually know well, as opposed to strangers. This 'Friend Check Up' encourages users to delete connections with users that they rarely communicate with, to maintain their online safety and privacy.



DISCUSS AI

Although My AI's responses can often give the impression that it's a real person, it's essential that young people remember this certainly isn't the case. Encourage your child to think critically about My AI's replies to their questions: are they accurate and reliable? Remind them that My AI shouldn't replace chatting with their real friends, and that it's always better to talk to an actual person in relation to medical matters.



CHAT ABOUT CONTENT

It may feel like an awkward conversation (and one that young people can be reluctant to have) but it's important to talk openly and non-judgementally about sexting. Remind your child that once something's online, the creator loses control over where it ends up - and who else sees it. Likewise, it's vital that children understand that some challenges which become popular on the platform may have potentially harmful consequences.



KEEP ACCOUNTS PRIVATE

Profiles are private by default, but children may make them public to gain more followers. Snap Stories are visible to everyone your child adds, unless they change the settings. On SnapMaps, their location is visible unless Ghost Mode is enabled (again via settings). It's safest not to add people your child doesn't know in real life - especially since the addition of My Places, which allows other Snapchat users to see where your child regularly visits and checks in.



BE READY TO BLOCK AND REPORT

If a stranger does connect with your child on Snapchat and begins to make them feel uncomfortable through bullying, pressure to send explicit images or by sending sexual images to them, your child can select the three dots on that person's profile and report or block them. There are options to state why they're reporting that user (annoying or malicious messages, spam, or masquerading as someone else, for example).



Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.



Sources: <https://help.snapchat.com/hc/en-gb/articles/000578036682-What-is-My-AI-on-Snapchat-and-how-do-I-use-it> | <https://www.snap.com/en-GB/health/safety-features-for-teens-and-new-safety-enhancements> | <https://support.snapchat.com/hc/en-gb/articles/0005498664>