



VOLUME: NINE

ISSUE: ONE

# Larwood Lowdown

## BACK TO THE FUTURE

The main focus for us all is getting pupils back to routines, learning and dare I say it, having a bit of fun! The start of the term seemed to conspire against us. Not only did we have the continued complications of the pandemic to deal with, but also major building works have started on our approach road and surrounding land. Our pupils (your sons/daughters) have dealt with all of this superbly. As already communicated with you, it is so good to have them all back and our new pupils have all started to show signs of settling in well. It is always tricky being new, and some may take longer than others to understand the way that we work. However, I am confident that will get there soon.

I think this just about sums up where we all may be right now

All our classes are producing artwork which will be displayed in the dining hall. Mr Reid has designed the frames to include material that will help dampen the noise in that area. Of course, noise in that area is not an issue right now as all classes have lunch in their classrooms!

As you know the continuing issues around Covid 19, mean that there is a high chance classes will be effected by the virus, testing and self-isolation procedures. Therefore, in line with all other schools across England, we have developed a range of procedures that will be helpful for such situations. We are using Microsoft Teams as our platform for remote learning situations and would ask that you download the free app on your devices/your child's device just in case of the need to use it. It can be accessed here:

<https://www.microsoft.com/en-gb/microsoft-365/microsoft-teams/download-app>

Or

<https://teams.microsoft.com/uswe-01/downloads>

This will enable us to communicate and teach when the situations lead to some form of self-isolation scenario. This maybe:

- If a member of staff has a family member that may be going through the process of being tested for Covid 19, but is symptom free/well and able to teach
- If a pupil/family member is needing to get tested but is well enough to learn from home
- If there is a positive test result from a staff member or pupil in a class bubble, but some pupils are well enough to engage with learning.

Please note that none of the above applies when someone is unwell and has the symptoms of Coronavirus. If a pupil is unwell then all efforts should be on getting better and following appropriate medical advice.

Despite all the complications, we have had a great start to the year. That has only been possible with your support and help. Thank you and I hope you have a restful half term break.

Please note all pupils should return to school, at the usual time on Monday 2<sup>nd</sup> November.

*Mr Trimble*

Executive Headteacher



## Larwood School children are **NOT OLD ENOUGH** to use this social media platform!

### WHAT PARENTS NEED TO KNOW ABOUT TIKTOK

TikTok is a video-sharing social media app available on iOS and Android which lets users create, share, and view user created videos much in a similar manner to Facebook, Instagram and Snapchat. It's main draw, however, is that users can record and upload bite-sized looping videos of themselves lip-syncing and dancing to popular music or soundbites, often for comedic effect, which can then be further enhanced with filters, emoji's and stickers. TikTok has been designed with the young user in mind and has a very addictive appeal. At the beginning of 2019 it skyrocketed in popularity to become the iOS store's most downloaded app with over 33 million downloads. Estimates suggest that it now has anything between 500 million and over 1 billion monthly active users worldwide.

#### INAPPROPRIATE MUSIC

TikTok revolves around creating music videos through lip-syncing and dancing. Inevitably, some of the music featured by users will contain explicit or suggestive lyrics. Given the undeniably young user base, there is a risk that children may look to imitate the explicit language they hear or the suggestive actions they see when viewing others user's videos on the app.

#### MATURE CONTENT

On the iOS store, TikTok is listed as 12+. On the Google Play Store it is rated as 'Parental guidance recommended'. When signing up for the app, it's possible to lie about your age without any form of verification. As children scroll through their feed, most of the videos they're likely to come across are light hearted or funny takes on dance routines which are designed to make people laugh. However there has been a slew of videos which have been reported for featuring drug and alcohol abuse, self-harm and sexual content, including young teens dressing overtly sexually and behaving suggestively. Given the deluge of material uploaded to TikTok every day, it's impossible to moderate everything and it can be quite common to come across explicit content on the 'for you' feed when logging into the platform.

#### TIKTOK FAME

TikTok is very image focused and there is a notable preoccupation with appearing cool and attractive. Many teenagers now attempt to go viral and become what's known in-app as 'TikTok famous'. TikTok (and its predecessor musical.ly) has spawned its own celebrities – social media stars Loren Gray and Jacob Sartorius have been catapulted to fame through their initial exposure on the app. Obviously, most budding influencers looking to become the next big thing will be disappointed, but this may have the knock-on effect of making them go to more and more drastic lengths to get noticed.

#### ONLINE PREDATORS

As a social network, TikTok makes it easy to connect with other users. This includes the ability to comment on and react to other user's videos, follow their profile and download their content. Be aware that by default, any user can comment on your child's video if their account is set to public. Most interactions are harmless enough but as an app, TikTok is prone to predators because of the abundance of younger users.

#### ADDICTIVE NATURE

Social media is designed to be addictive and TikTok is no different. It can be fun and hugely entertaining. However, it is also because of this that it can be hard to put down. In addition to the short, punchy nature of the looping video format, the app's ability to keep you guessing what will come on screen next makes it easy to turn a five-minute visit into 45-minute visit.



#### IN-APP PURCHASES

Aside from the content, there's also the option to purchase in-app extras called 'TikTok coins'. Prices range from £0.99 for 100 coins to an eye-watering £93.99 for 10,000 coins. TikTok coins are used to purchase different emoji's to reward content creators that a user finds funny or entertaining. In the iOS version of the app you can disable the option to buy TikTok coins but this sadly doesn't seem to be a feature in the Android version.

# WE KNOW THAT SOME LARWOOD CHILDREN ARE ON TIKTOK!

*Get them off it!*

## TALK ABOUT ONLINE DANGERS

Assuming your child is above the age limit to use the app, make sure you also take the time to talk to them about what they are seeing on the app. Have a dialogue, get them to give you their opinion on what is appropriate and model the correct behaviour for them. Go over why they shouldn't give out private information or identifiable photos and be positive and understanding of them. In the long run, getting them to think critically about what they're seeing goes a long way to keeping them social media savvy.

## ENABLE RESTRICTED MODE

In the digital wellbeing section there's the ability to turn on restricted mode using a PIN. Restricted mode filters out content that is not age appropriate although it should be noted that this isn't always 100% fool proof. When enabling restricted mode, parents should still be vigilant to what their child is watching and take note that the algorithm moderating content is not infallible.

## MATURE CONTENT

With the proper privacy settings in place, TikTok can be a safe space for your child to express themselves. However, just in case something does manage to slip through, make sure your child knows how to recognise and report content that isn't appropriate and get them to come to you about what they have seen. TikTok allows users to report offenders and comments within the app. You can also block individual users by going on their profile.

## USE PRIVACY SETTINGS

Undoubtedly, the easiest way to safeguard your child on TikTok is to make sure their account is set to private. This means only those users your child approves can view, like, and follow their content. Setting the account to private may clash with your child's goal of social media superstardom, but it will keep their account secure from strangers. This setting can be enabled under the privacy and safety menu by pressing the ellipsis in the 'me' tab of the app. To be extra safe, there are additional controls available to toggle such as who can send comments and messages, among other options.

## EXPLORE & LEARN YOURSELF

Understanding and learning the app yourself is a great way to get to grips with TikTok. You could then even use the app with your child and watch some videos with them. If you are the parent of a teen, even if it does not make you popular, keep a close eye on what they're viewing and sharing. That said, it's a brilliant chance to turn it into a bonding opportunity with your child also. You could even unleash your inner performer and make videos with them while (more importantly) keeping them safe online.

## MODERATE SCREEN TIME

As entertaining as TikTok is, you can help your child moderate their time on the app by making use of the digital wellbeing section. Under the screen time management option, you can limit the daily allotted time allowed on the app in increments ranging from 40 to 120 minutes. You can also lock this preference behind a PIN number which has to be inputted in order to then exceed the daily time limit. This way your child can get their daily dose of memes without wasting away the day.



# SAFETY TIPS FOR PARENTS





# Achieve

## Miss Hanam

‘Be Kind!’

What an amazing first half term! The children in Miss Hanam’s class have settled in extremely well after finally being together and making new friends! Over the past 6 weeks, we have expanded from having four pupils in our class to now having seven pupils. ‘Kindness’ has been a consistent theme in our class and the children have been fantastic with helping newer pupils settle in and feel welcome in our colourful and newly renovated classroom.

We have done lots of fun learning and explored a range of different things. One thing we have thoroughly enjoyed is ‘Hands on Mondays’, we love getting messy and getting our hands stuck in all sorts of exciting adventures! I cannot wait to see what the year ahead brings for us!

## Stevenage Sporting Futures

Over the course of time that schools have been shut; Stevenage Sporting Futures Team have been highlighting different activities and tasks that children can complete from home during quarantine. We will be continuing to do this throughout the rest of the academic year giving children ideas of how they can stay physically active at home as well as activities that can be completed in school. Go check out some of the activities that we have posted online. We hope this is a useful resource for you all throughout the remainder of the academic year. Please find the links to our website and social media pages below:



Facebook: Stevenage Sporting Futures Team <https://www.facebook.com/stevenagesportingfuturesteam>

Twitter: @stevenageSFT

Website: <http://stevenagesportingfutures.co.uk/covid-19/>

Adam Baker - Stevenage Sporting Futures



“Don’t ‘sir’ me, I’m plain Harold, one - time coal miner and one - time professional cricketer.” - Harold Larwood





# Believe

## Mr Rooke

### 'Pupils by Numbers!'

What a fantastic half term we have had! It has been great to have everyone back in class, together again.

We have explored the topic of 'Rain forest' where we have looked at where they are, and what lies within them. We have started to debate issues surrounding the rainforest such as deforestation and looking at pros and cons as well as sustainable alternatives. The class have demonstrated a mature and caring side looking at such big topics and it has been fantastic to see how much they have grown as learners and they continue to make myself and the school proud.

We have had the pleasure of expanding our class by introducing three new students, they have fitted into our weird and wonderful way of learning and have created some amazing work and friendships.

Mr Rooke and Miss Gosnell are very excited for the year ahead. Well done to everyone in!

## Mrs Osborne

### 'Changes'

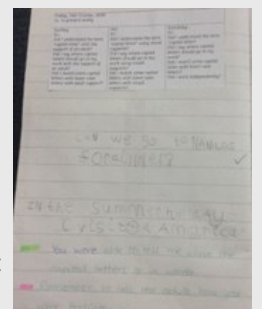
This term, the topic in KS1 is 'Changes'.

As part of our 'Stunning Starter', we changed Chocolate from one shape to another, made crystals from vinegar and salt and used recyclable materials to make something else.

We have been looking at materials and their properties. In Science, we tested materials to see which materials were suited to making umbrellas.

In History we have been looking at the differences between old and new toys. We have discovered that toys today are made from different materials to toys in the past. We have rewritten traditional tales and practiced sentence writing, using capital letters and full stops in the correct places.

In Art, we have been learning about Pointillism and an artist called Seurat. We have painted in a Pointillist style and mixed primary colours to make secondary colours.



*Lowdown*



# Expect

## Mrs Powell

### 'Settled'

This half term, Miss Hipkin and I have been impressed with how well our class have returned and settled back into the school routine. They have worked hard during lessons and produced some fabulous pieces of descriptive writing.

We had a magical stunning starter in which we did some cake decorating, potion making and followed some slimy recipes which were enjoyed by all.

We are looking forward to continuing our learning journey together next half term.

Wishing you all a safe and restful half term break.

Miss Powell

## Miss Trott

### 'Magic & Myths'

In Miss Trott's class we have been studying Magic & Myths. We have tried our hand at potion making- learning mixology and writing and creating our own magical spells. We have also created our own 'Mythical Beasts' (based on 'Fantastic Beasts and where to find them') and created a specialised habitat for them to live in to meet their requirements. In MAPS we have been studying the musical **WICKED** - and understanding the story view from Elphaba- The Wicked Witch of the West and we have even created our own 'melted witches'





# Enjoy

## AN OPPORTUNITY TO WIN £100 OF SUPER MARKET VOUCHERS SEPTEMBER 2019 TO JULY 2020

100% pupil attendance  
could win you £100 of  
supermarket vouchers

98% + pupil attendance  
could win you £50 of  
supermarket vouchers

95%+ pupil attendance  
could win you £25 of  
supermarket vouchers

All qualifying names will be put into a  
hat and picked by Mr Van.

#AttendanceIsImportant

Be an Attendance Hero!



### LISTENING, SUPPORTING AND NON- JUDGEMENTAL

Family Lives operates a free 24/7 telephone helpline offering advice, information and support on any aspect of parenting and family life as well as extended support for complex and difficult issues. There is also an option to chat online with a parent support worker. **HELPLINE: 0808 800 2222** **WEBSITE: [www.familylives.org.uk](http://www.familylives.org.uk)**  
The website provides advice and a range of resources that aim to ensure that families get the support they need.

## STAY CONNECTED

# Larwood



# Home

#LARWOODLIFE #STAYUPTODATE #CONNECTED



School Website: [www.larwood.herts.sch.uk](http://www.larwood.herts.sch.uk)

Telephone Number: 01438 236 333



Email: [admin@larwood.herts.sch.uk](mailto:admin@larwood.herts.sch.uk)

School App: App Store - e4Education



Facebook: Larwood School Academy

YouTube: Channel - Larwood School



The Larwood Lowdown

**effective**  
communication



## SPACE HUB

### 'Camp Building'

Space hub have settled back into school life excellently despite the changes.

They have continued to enjoy our Outdoor topic and have made our bush camp even better with some great improvements. You can see two of the boys enjoying the hammock/seat that they have created. They have loved learning these outdoor skills, as well as cooking on an open fire. The favourite so far was the campfire pizza.

We have also been learning about inventors and inventions, our local area, maths, and we have been concentrating on writing exciting stories.



## Mrs Wood

### 'Parent Feedback'



The start of the new school year and we have slowly been getting more pupils into our class. We are now full with eight wonderful boys.

This half term we studying 'The Seaside' and the class have enjoyed doing Maths outside and looking at plants in our Science lessons. In Arts and Crafts we have made Punch and Judy sets, while during English we have looked at instructions and the boys all made their own sandwiches and wrote their instructions.

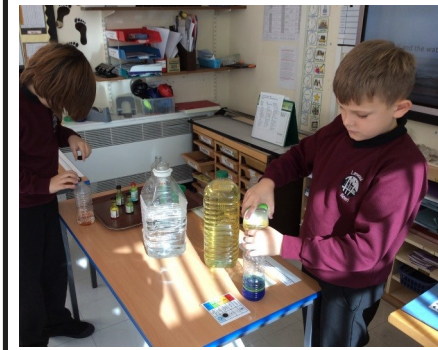
During skills on a Thursday afternoon we have covered different activities from Cooking, Music, creating our own small dens and Astro Games. We had our stunning starter where we made different sea creatures and played seaside games. The class enjoy enjoyed the old fashion stick of rock from the seaside.

## Mr Jacobs - 'Camp Building'

The boys have really started the new school term in a positive frame of mind and have made positive strides to develop friendships within the 'class bubble'. This half term the boys have started their topic titled "Welcome to the Jungle". They have looked at plant and animal life as part of Science, global locations of rainforests and jungles, and designed newspaper front covers, and writing articles that look to highlight the effect of deforestation. In History they have taken a closer look at Ancient Egypt and already learned to write their names in Hieroglyphics, compared various Ancient Gods and created their own Mummy models, Sarcophagus and learned about the ancient Egyptian burial process and the value of the river Nile. In Geography the boys have been learning about continents, major cities across Europe and how to read the coordinates on a global map. In Science the boys enjoyed taking a closer look at pond life when they spent some of their stunning starter activities pond dipping and learning more about newts, pond skaters and pond dippers. They have also taken an active role in challenging their skills to build the strongest bridge using just A4 paper and some tape. They very quickly realised by creating triangles by folding the paper, they can create strong structures that were able to support a high number of counting blocks. This STEM Science activity followed their Raft creations when they used scrap paper, boxes, glue, tape and Foil to make rafts that floated and supported various weights depending on their chosen design.



# School



## Mrs Kamene

### 'Lava Lamp'

During one of their skills sessions, the children in Mrs Kamene's class did a lava lamp experiment. They learnt that water sinks to the bottom because it is more dense than oil; and the alkaline-seltzer reacts with the water to produce carbon dioxide gas bubbles.



## Miss Kimpton

### 'Be Kind!'

Our topic this half term has been The Seaside. In Design Technology this half term we have looked at Punch and Judy shows. We have investigated the history of the shows and where they were performed.

We have designed and made our own theatres and created puppets on a stick. To complete the topic, we have made and performed our own shows to each other

based upon the Punch and Judy shows we have watched.  
We have reviewed our work and shared our thoughts.

#### Project Read.

As part of the regeneration of the library space our unwanted books have been donated to New Hope school in Cameroon. They will be shipped to them soon. The regeneration has been taking place since February 2020. Due to Covid the project is taking longer than planned. The new books we have ordered have arrived and we have 12 new kindles for audio books and interactive research. The library space will become a child friendly, interactive space. I look forward to sharing more information about this project as it progresses.



## Online Safety

It can be hard to know how to talk to your child about online safety. From setting up parental controls to advice on sexting, online games and video apps, we can help you to understand the risks and keep your child safe.






[www.nspcc.org.uk/keeping-children-safe/online-safety](http://www.nspcc.org.uk/keeping-children-safe/online-safety)

Whether you're puzzled by parental controls or would like to get knowledgeable about gaming, Childnet can help. We all know that it can sometimes be challenging to keep up to speed with what children and young people are doing online. On this page you'll find a whole host of useful ways to help keep your child safe.

[www.childnet.com/parents-and-carers](http://www.childnet.com/parents-and-carers)



Miss Gwynne, did an assembly about keeping safe online. The power point presentation that was used, is on the Larwood School website : [www.larwood.herts.sch.uk](http://www.larwood.herts.sch.uk)

<h1 style="color: green; text-align: center;">S</h1> <h2 style="text-align: center;">Stay Safe</h2> <p>Don't give out your personal information to people / places you don't know.</p> 	<h1 style="color: yellow; text-align: center;">M</h1> <h2 style="text-align: center;">Don't Meet Up</h2> <p>Meeting someone you have only been in touch with online can be dangerous. Always check with an adult you trust.</p> 	<h1 style="color: red; text-align: center;">A</h1> <h2 style="text-align: center;">Accepting Files</h2> <p>Accepting emails, files, pictures or texts from people you don't know can cause problems.</p> 	<h1 style="color: blue; text-align: center;">R</h1> <h2 style="text-align: center;">Reliable?</h2> <p>Check information before you believe it. Is the person or website telling the truth?</p> 	<h1 style="color: blue; text-align: center;">T</h1> <h2 style="text-align: center;">Tell Someone</h2> <p>Tell an adult if someone or something makes you feel worried or uncomfortable.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>Follow these SMART tips to keep yourself safe online!</p> </div> 
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# #AttendanceIsImportant



**PLEASE GO TO: [www.larwood.herts.sch.uk](http://www.larwood.herts.sch.uk)**

- ▶ Click on the menu (top right of the screen)
- ▶ Click Parent Zone
- ▶ Read our updated eSafety section called: **KEEPING YOUR CHILD SAFE ONLINE!**



In this section you will find instructions for 'Parental Controls' for most devices and gadgets: SKY, VIRGIN, Google Home, Alexa, Mobile phone operators; O2, EE. We have tried to cover all platforms, but if there are controls you would like and cannot find, please contact the school and we will try and get the information you need.

**PLEASE KEEP YOUR CHILDREN SAFE ONLINE!**

## VIP Information

As part of the #WakeUpWednesday campaign, National Online Safety has teamed up with Music Alternative to launch a Fortnite online safety song for us to share with our whole school community! Check out the YouTube video @

YouTube link: <https://www.youtube.com/watch?v=j150BqInjY>







Government legislation introduced in 2014 led to an increased emphasis on promoting British values to all pupils, as part of our spiritual, moral, social and cultural development program. Having placed a strong emphasis on moral values and being a responsible member of the Larwood school community, we had already established a strong base in this area. During the 2014-15, we have reviewed where we believe our strengths and weaknesses are within this program and this has helped to clarify what we need to do next, alongside what we need to continue to maintain. Such provision may be via the formal curriculum or via more informal opportunities such as play, lunchtimes, additional events including charity based days and trips and visits.

## How we do this, what are our strengths and what needs more development?

### Influencing decisions making through democratic processes.

This is promoted via the school structure that enables pupils to have a voice and make choices as part of the day to running of the school, as well as long term change and decisions that may affect them. We do this by:

- Promoting class debate around subjects and choices
- Electing school council members and having pupils speak to members of the Leadership Team/Chair of the Governing Body about ideas and choices
- Pupil opinion is sought regularly and in a variety of ways. This includes how they are taught, what food is available, play equipment, where trips may go to and how they are helped to improve their work and behaviour
- The school curriculum looks at how some people and countries replicate our beliefs and how some don't

We know that we need to continue to develop the idea that although many aspects of change can be managed via opinion, sometimes, a decision has to be made on the evidence available and that lots of people may have differing opinions. This can cause anxiety and confusion during periods of change.

### The law and how this protects people, with clear reference to well being and safety

We make it clear that there are laws (rules) that work at school, in the community and across the country. Alongside these there are also consequences and rewards. Again this is embedded via our day to day interactions, as well as assemblies, PSHE, and curriculum. We promote this by:

- Having clear behaviour management policies for staff/parents etc. and ensuring that pupils are clear about our rules and sanctions. The behaviour ladders and reward ladders are displayed throughout the school and referred to regularly.
- Assemblies promote and remind pupils about such values and our points system and consequences are applied fairly and consistently.

- The curriculum enhances reference to laws where relevant and helps pupils to understand the rules that they have to follow whilst not at school.
- Assemblies promote and remind pupils about such values and our points system and consequences are applied fairly and consistently.
- We have an excellent relationship with our local Police and Fire service colleagues. They visit to speak to pupils both during the day and in boarding about general and specific issues.
- The curriculum enhances reference to laws where relevant and helps pupils to understand the rules that they have to follow whilst not at school.

The curriculum enhances reference to laws where relevant and helps pupils to understand the rules that they have to follow whilst not at school.

### Individual liberty and mutual respect

This is closely related to law and our ethos and values are driven by the idea of mutual respect that allows us to have the freedom of choice when following rules and laws. We do this by:

- Promotion of rules and laws alongside consequences, that allow schools, communities, families and countries to work, play and enjoy various environments.
- Actions have consequences. Assemblies, lessons, play. Trios and everything that we do is underpinned by a points system that is supported by a culture of working together to get things right.
- Making the right choice can be difficult but rewarding in many ways.

We will maintain our day to day interaction with pupils to reinforce the idea that all people should be respected, that laws are there to serve us all and we all have the right to be safe.

### Tolerance of those with different faiths and beliefs

As our intake varies greatly, both during the year, and from year to year, we ensure that curriculum provision, assemblies, PSHE and a range of activities support and extend knowledge and understanding this area. Views are discussed from a historical (For example, World War 2) and topical context. Where views are expressed that need deeper discussion, they take place with support and guidance and visits are arranged to different faiths that help to break down perceived barriers and perceptions.

We continue to be very aware of perceptions that exist with regards to different cultures that may not be particularly prevalent within the Stevenage and North Herts area, as well as maintaining a close eye of the political climate and some view that may be generated via such debates.



## BE AN ATTENDANCE HERO!

ATTENDING SCHOOL IS IMPORTANT & YOU COULD WIN UPTO £100 IN SHOPPING VOUCHERS!  
#ATTENDANCEHERO

100% pupil attendance could win you £100 of supermarket vouchers

98% + pupil attendance could win you £50 of supermarket vouchers

95%+ pupil attendance could win you £25 of supermarket vouchers

**ALL QUALIFYING NAMES WILL BE PUT INTO A HAT AND PICKED BY MR VAN.**

**Keeping our Children Safe**

**our Children Safe**

**Keeping our Children Safe**  
**Keeping our Children Safe**

**Keeping**

Larwood School recognises that the welfare of the child is paramount. The school takes its responsibility to safeguard and promote the welfare of the young people in its care seriously, and is proactive in ensuring this. Governors, staff and volunteers at Larwood understand the importance of working in partnership with children, their parents/carers and other agencies in order to promote children's welfare. We constantly review the way that we work and look to improve upon this whenever we can.

Our Designated Senior Person (DSP) for child protection is Mrs Bianca Osobu: Assistant Headteacher

Supported by our other DSP's:

Mr Sean Trimble: Executive Headteacher

Mrs Sian Ford: Family Support Worker

Marcus McKechnie: LASA - Lead Behaviour Support

Our Safeguarding Governor is Mrs Sandra Barr - Chair of Governors.

The End!

