

# NEWSLETTER

## 30<sup>th</sup> June 2023

### Attendance:

Overall school attendance this week is 88.3%.

Congratulations to Year 4 Snicket who are the attendance winners this week with **91.6%**. As this is below 98%, there will be no own clothes day next week.



For more information about our school, use our QR code to link to the website at any time.

### Reminders

#### **Tues 04.07.23**

Yr2 Forest School  
*Please ensure your child wears suitable clothing for the weather including sunscreen and a hat.*

#### **Wed 05.07.23**

Bikeability Yr 5 / 6  
*For pupils who have elected to take part. Please ensure you bring your own bike to school.*

Yr1 Forest School  
*Please ensure your child wears suitable clothing for the weather including sunscreen and a hat.*

#### **Thurs 06.07.23**

Yr 6 transition day at secondary schools (and 07.07)  
For pupils attending SKA and other settings holding transition on that day. Drop off and pick up to be at the new secondary setting not TGA.

Bikeability Yr 5 / 6  
*As above*

#### **Friday 07.07.23**

09.05 Celebration Assembly: *For selected parents notified by text.*

Year 5 Space Workshop: Please ensure forms are returned to school

Vocabulary Day  
Please refer to letter

### Message from the Senior Leadership Team

Dear Parents / Carers

Thank you for attending Sports Day – it was delightful to see so many parents / carers cheering on the children. The results are given below and we will be celebrating this with the children in Friday's Celebration assembly. Well done to everyone.

Thank you also for the effort which went into International Day in terms of costumes and food prepared for pupils to sample in school – the children thoroughly enjoyed the day and the range of costumes on show was fantastic. We will certainly aim to repeat the day next year.

The online safety poster this week relates to 'AI Virtual Friends' – a practice whereby artificial intelligence apps and platforms are used to generate messages which appear to use natural language but aren't from a real person known to the individual. We hope you continue to find these updates useful.

Please check back next week for a full list of Stars of the Week from this week, as well as next, as we were unable to award certificates in the usual way due to hall usage and other events taking place.

Lastly, Mrs Buckingham has secured a new teaching role for September 2023 and will be moving on from TGA. We would like to thank her for all her hard work and wish her well for the future.

Best wishes, The Senior Leadership Team

### Safeguarding:

If you are concerned about the safety or wellbeing of a child please contact the NSPCC on their helpline: **0808 800 5000**

or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

If you believe that a child is in immediate danger call 999. Our school safeguarding leaders can be contacted by emailing

[stillman@templegroveacademy.com](mailto:stillman@templegroveacademy.com)

or telephoning 07835946414 / 07943276854

### Sports Day Results!

1st place - **Ruby red** with 1365 points

2nd place - **Amber yellow** with 1325 points

3rd place - **Saphire blue** with 1315 points

4th place - **Emerald green** with 1305 points

### Early Years Foundation Stage

What a busy, fun-filled week we've had in Jeffers class. On Tuesday afternoon we had Sports Day and on Thursday we went around the world and visited Poland, Japan, South Africa, China, India and Spain. The children learnt lots of interesting facts including key phrases and enjoyed a range of activities including food tasting, dancing, decorating biscuits and painting numerals to 10 in Japanese. The children have continued writing their own summaries of the story of *The Rainbow Fish* by Marcus Pfister and have created their own water colour Rainbow Fish. In phonics we are continuing to review all phonemes taught to date and applying them to blending for reading and segmenting for spelling, as well as reviewing all tricky words taught to date. We have also explored alliteration – when closely connected words begin with the same sound or letter. They enjoyed playing an alliterative game, thinking of a word to describe themselves beginning with the same letter or sound as their name i.e., Singing Sydney. In maths we explored the concept of odd and even numbers and how models can be recreated using positional language to describe where objects are in relation to other items.





Year 1: Dahl

Creating a universe in a bottle delighted the children. They added stars, spheres and tiny balls that grow. A sprinkling of glitter was mixed in and their universes sparkled and spun. It was a time of wonderful vocabulary enhancement. Dahl class used various equipment to create craters and crevices in their moons. They can't wait to paint them and bring them home.



### Year 2: Anthony & Browne

During this International day, Browne Class had the most amazing day. Children learnt all about a range of different countries including India, Italy, China, Japan, Poland, Spain and South Africa. We participated in a wide selection of activities allowing us to gain an insight into other countries traditions, cuisine and values. Well done!





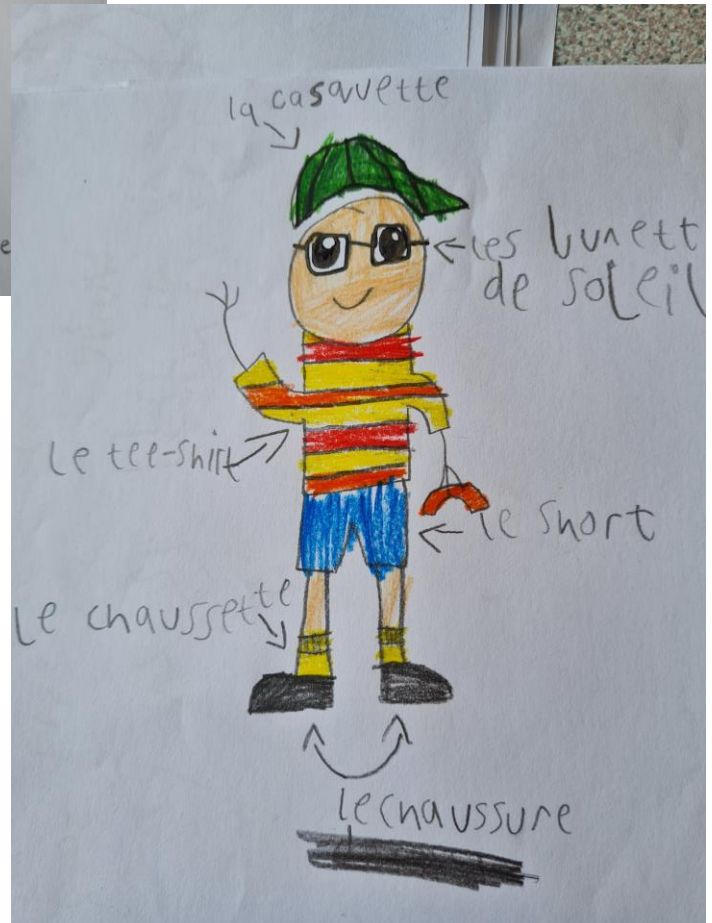
Year 3: Walliams

Year 3 enjoyed the fine weather outside in Forest School this week. They tended to the garden and fried some homemade doughnuts. They also took part in a very active History of Transport workshop. They journeyed through time and explored the developments that have shaped our transport today.



Year 4: Snicket

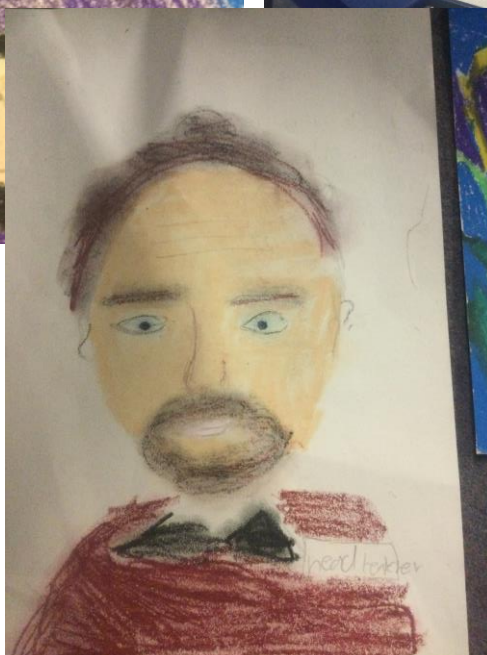
Year 4 have been learning how to talk about what they're wearing, in French lessons. They produced some wonderful labelled examples.





### Year 5: Blake

Last week, Year 5 took part in an exciting art project run by Trinity Creative Engagement. The children were asked to produce a portrait of someone elderly who they respect using oil pastels. The finished pieces will be displayed at the site of a new retirement village that is being built in the centre of Tunbridge Wells, alongside work from various other schools taking part in the project. The children should be really proud of their portraits and should keep a lookout for them if they are out and about in Tunbridge Wells!



### Year 6: Shakespeare

Another busy week! Year 6 engaged thoughtfully in two secondary transition workshops. One was led by our emotional well-being team and focused upon our feelings around moving up. The second was led by two members of the local police team and focused on keeping safe. Year 6 are certainly starting to feel more prepared for September! We also enjoyed sports day, forest school and international day!







## International Day

Year 3 enjoyed International Day very much. Here are some of them with their names written in Katakana.



As part of International Day we celebrated South Africa by learning a gum boot dance and eating South African crisps. The children were enthralled. Paisley dressed in South African clothing.

Staff were thrilled to see the range of costumes and inventiveness on display – here are Mario and Luigi representing Italy of course!



## Smoothie Bike Day!

You will have received an email to let you know about an exciting end-of-term event we have arranged for all pupils. Everyone will have the chance to pedal a 'smoothie bike' and sample some delicious (and healthy!) smoothies. Please refer to the recent email sent to you about this as it contains some important information about allergies and notifying us if your child cannot take part for any reason.



You can find out more by visiting: <http://www.thesmoothiebikecompany.co.uk/>



We are able to provide this due to the kind generosity of **Sarah's Little Stars** who are an Ofsted Outstanding Nursery, based on the grounds of Temple Grove (Greggs Wood Road side). Sarah's Little Stars have provided a donation towards the event as a kind gesture of thanks to everyone in the Temple Grove Academy community for supporting and helping their business grow over the last year. If you would like to know more about Sarah's Little Stars, please visit:

<https://www.sarahslittlestars.co.uk/>



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 issues which we believe trusted adults should be aware of. Please visit [www.nationalonlinesafety.com](http://www.nationalonlinesafety.com) for further guides, hints and tips for adults.

# What Parents & Carers Need to Know about AI VIRTUAL FRIENDS

Artificial Intelligence – particularly in terms of how it generates natural language – has seen significant development over the last six months, with companies releasing new AI-based software or adding an AI element to existing apps (such as Snapchat, for example). One form of AI to become especially popular has been the 'AI friend' or chatbot, as children eagerly experiment with these new-found computer-generated companions. There are now numerous apps available with this 'virtual friend' functionality, with the likelihood of it being added to other successful platforms soon.

## WHAT ARE THE RISKS?

### CONTENT AND ACCOUNTABILITY

AI chatbots may not always be able to recognise when content is age inappropriate or harmful and should be filtered out. So there's a possibility that children could be exposed to offensive language or explicit material while conversing with their virtual friend. The companies producing such AI solutions are also unlikely to take responsibility for any content that their algorithms generate.

### REDUCED SOCIAL CONTACT

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

### LACK OF SENSITIVITY

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

### UNINTENTIONAL BIAS

AI companions are only as reliable as the information they've been programmed with. The algorithms they use, therefore, may unintentionally promote bias, stereotypes or discriminatory behaviour (as many originate from the USA or the UK, for instance, they can display a distinctly western-centric worldview). This could lead to children developing skewed attitudes and behaviours.

### COGNITIVE LIMITATIONS

Although many are now undeniably advanced, AI-powered chatbots still have limitations in terms of understanding complex concepts, context and nuance. Depending heavily on chatbots to help with learning or solving problems may stunt the development of a child's own powers of critical thinking, creativity and ability to engage in open-ended discussions with other people.

### PRIVACY CONCERNS

Chatbots typically collect data about users, including personal information and conversations. This is ostensibly to improve their performance as they gradually learn about our behaviour – but many experts are warning that there may be significant risks associated with how this information is stored and used (the possibility of potential breaches or misuse by third parties, for instance).

## Advice for Parents & Carers

### CHAT ABOUT CHATBOTS

If your child is already expressing an interest in AI apps, a relaxed, natural chat should help you to discover which ones they're aware of and how they're using them (or are planning to). Discuss these options with your child and perhaps do your own research to ensure you think they're suitable. Once you're totally happy, you could sit with your young one and begin exploring AI chatbots together.

### CREATE A SAFE ENVIRONMENT

If your child is keen to engage with AI chatbots, encourage them to do so in a safe environment: ideally in a shared space at home, so you can easily keep an eye and ear on their progress. Set up appropriate content filtering measures in advance – and gently remind them that you'll be close by and ready to help with any questions or concerns that may arise.

### FIND A BALANCE

Work alongside your child to establish the right balance in terms of how they might use AI-powered chatbots – and when it's appropriate. It's important to make sure that children are still getting plenty of opportunities to learn to solve problems for themselves, as well as building their interpersonal skills through face-to-face conversations with friends, family members and teachers.

### TAKE CONTROL

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

### RECOGNISE THE RISKS

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

## Meet Our Expert

A Certified Information Systems Security Professional (CISSP), Gary Henderson is the Director of IT 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 we become more aware of the risks around technology, as well as the benefits.



 **National Online Safety**  
#WakeUpWednesday

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Summer holidays – Parents guide to help keep children safe online

# School's out for summer!

It's always best to be prepared

During the summer holidays, without the distraction of school, internet usage for many young people can increase all the way up to September. This guide is designed to help parents with a realistic approach to help keep their children safe when using the internet, social media and playing online games. Please click on each image below for more information.



**A Parent's Guide to Social Media**



**A Parent's Guide to Sharing Pictures**



**A Parent's Guide to Gaming**



**A Parent's Guide to Live Streaming**



**A Parent's Guide to Online Grooming**



**A Parent's Guide to Online Influencers**



**A Parent's Guide to Fake News**



**A Parent's Guide to Privacy Settings**

**Online safety is when young people know who they can tell if they feel upset by something that has happened online.**

**Parents** please contact your school if you would like to attend a parents internet safety workshop or have any concerns.

**Schools** please [contact us](#) if you would like a SKIPS Safety Net session delivered to your parent groups or staff.

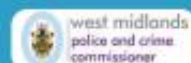
## Skips Educational

Web: [www.skipssafetynet.org](http://www.skipssafetynet.org)  
Email: [info@skips.com](mailto:info@skips.com)  
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Great Barr  
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Working with Home Office 'PREVENT', The Police and Crime Commissioner and Children's Safeguarding Partnerships to help keep children safe online.

Developed in partnership with



**Skips**

Keeping children safe online

[www.skipssafetynet.org](http://www.skipssafetynet.org)



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## What Parents & Carers Need to Know about

# WHATSAPP

WhatsApp is the world's most popular messaging service, with around two billion users exchanging texts, photos, videos and documents, as well as making voice and video calls. Its end-to-end encryption means messages can only be viewed by the sender and any recipients: not even WhatsApp can read them. Updates to its privacy policy in 2021 (involving sharing data with parent company Facebook) caused millions to leave the app, but the new policy was widely misinterpreted – it only related to WhatsApp's business features, not to personal messages.

UK AND EUROPE  
**16+**  
12+ REST OF THE WORLD

### WHAT ARE THE RISKS?

#### SCAMS

Fraudsters occasionally send WhatsApp messages pretending to offer prizes – encouraging the user to click on a link to win. Other common scams involve warning someone that their WhatsApp subscription has run out (aiming to dupe them into disclosing payment details) or impersonating a friend or relative and asking for money to be transferred to help with an emergency.

#### DISAPPEARING MESSAGES

Users can set WhatsApp messages to disappear in 24 hours, 7 days or 90 days by default. Photos and videos can also be instructed to disappear after the recipient has viewed them. These files can't be saved or forwarded – so if your child was sent an inappropriate message, it would be difficult to prove any wrongdoing. However, the receiver can take a screenshot and save that as evidence.

#### ENABLING FAKE NEWS

WhatsApp has unfortunately been linked to accelerating the spread of dangerous rumours. In India in 2018, some outbreaks of mob violence appear to have been sparked by false allegations being shared on the app. WhatsApp itself took steps to prevent its users circulating hazardous theories and speculation in the early weeks of the Covid-19 pandemic.

NEWS

...TYPING...

PRIZE

ONLINE

#### POTENTIAL CYBERBULLYING

Group chat and video calls are great for connecting with multiple people in WhatsApp, but there is always the potential for someone's feelings to be hurt by an unkind comment or joke. The 'only admins' feature gives the admin(s) of a group control over who can send messages. They can, for example, block people from posting in a chat, which could make a child feel excluded and upset.

#### CONTACT FROM STRANGERS

To start a WhatsApp chat, you only need the mobile number of the person you want to message (the other person also needs to have the app). WhatsApp can access the address book on someone's device and recognise which of their contacts also use the app. So if your child has ever given their phone number to someone they don't know, that person could use it to contact them via WhatsApp.

#### LOCATION SHARING

The 'live location' feature lets users share their current whereabouts, allowing friends to see their movements. WhatsApp describes it as a "simple and secure way to let people know where you are." It is a useful method for a young person to let loved ones know they're safe – but if they used it in a chat with people they don't know, they would be exposing their location to them, too.

## Advice for Parents & Carers

CLICK HERE

#### CREATE A SAFE PROFILE

Even though someone would need a child's phone number to add them as a contact, it's also worth altering a young person's profile settings to restrict who can see their photo and status. The options are 'everyone', 'my contacts' and 'no one' – choosing one of the latter two ensures that your child's profile is better protected.

#### EXPLAIN ABOUT BLOCKING

If your child receives spam or offensive messages, calls or files from a contact, they should block them using 'settings' in the chat. Communication from a blocked contact won't show up on their device and stays undelivered. Blocking someone does not remove them from your child's contact list – so they also need to be deleted from the address book.

#### REPORT POTENTIAL SCAMS

Young people shouldn't engage with any message that looks suspicious or too good to be true. When your child receives a message from an unknown number for the first time, they'll be given the option to report it as spam. If the sender claims to be a friend or relative, call that person on their usual number to verify it really is them, or if it's someone trying to trick your child.

#### LEAVE A GROUP

If your child is in a group chat that is making them feel uncomfortable, or has been added to a group that they don't want to be part of, they can use WhatsApp's group settings to leave. If someone exits a group, the admin can add them back in once; if they leave a second time, it is permanent.

#### THINK ABOUT LOCATION

If your child needs to use the 'live location' function to show you or one of their friends where they are, advise them to share their location only for as long as they need to. WhatsApp gives a range of 'live location' options, and your child should manually stop sharing their position as soon as it is no longer needed.

#### DELETE ACCIDENTAL MESSAGES

If your child posts a message they want to delete, WhatsApp allows the user seven minutes to erase a message. Tap and hold on the message, choose 'delete' and then 'delete for everyone.' However, it's important to remember that recipients may have seen (and taken a screenshot of) a message before it was deleted.

#### CHECK THE FACTS

You can now fact-check WhatsApp messages that have been forwarded at least five times, by double-tapping the magnifying glass icon to the right of the message. From there, your child can launch a Google search and decide for themselves whether the message was true or not.

### Meet Our Expert

Parveen Kaur is a social media expert and digital media consultant who is passionate about improving digital literacy for parents and children. She has extensive experience in the social media arena and is the founder of Kids N Click: a web resource that helps parents and children thrive in a digital world.



**National Online Safety**

#WakeUpWednesday



[www.nationalonlinesafety.com](http://www.nationalonlinesafety.com)



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## Sun Safety – advice for families & schools

Please go to <https://soltansunready.com/for-families> for advice and guidance about sun safety. Pupils should attend school with a sun hat, sunglasses, sunscreen and a refillable water bottle.



**Soltan Sun Ready Schools**

SHOP SOLTAN

### For families

< For families For schools >

**Helping you stay sun safe!**  
Our helpful family articles and ideas will teach you and your children about sun safety, helping you to enjoy the great outdoors and summer sun as a family.

**Follow these five sun ready tips to stay safe in the sun**  
As recommended by MACMILLAN CANCER SUPPORT

- 1. Use a broad-spectrum, water-resistant sunscreen.
- 2. Wear plenty of water.
- 3. Cover up with a hat, long sleeves, and long pants.
- 4. Seek shade between 10am and 4pm.
- 5. Stay hydrated.

**Soltan & Macmillan's Top Tips to keep your little ones Sun Ready**  
Soltan and Macmillan Cancer Support are working together to help you and your family stay safe in the summer sun. Here are some helpful hints, tips and information about sun protection.

**Bring Out The Sun Cream song**  
4-11 | Film | Quick activity  
Dance your way to a sun-ready summer!

**How to apply sun cream on children – from Soltan and Macmillan**  
Getting your kids to stay still for long enough to apply sun cream can be challenging! Here are a few tips on how you can ensure the sun cream is applied effectively and that you're providing the best protection for your children.

**Summer sun life hacks - keeping the kids entertained**  
Every kid looks forward to summer, but it can be hard to think of ways to keep them amused.

**Sun Ready Poster Project**  
Inspire children to share what they've learnt about sun safety with their family and friends using the Sun Ready Poster Project!

**Soltan Sun Ready has educated over half a million young people about sun safety!**  
Hear more about the work Soltan Sun Ready is doing in schools to help educate children about the importance of sun safety.

**Lifelong sun damage: Why we need to care about UVA**  
We all know that going into the sun without protection can be harmful to our skin, but many of us don't realise the importance of also protecting skin against the sun's harmful UVA rays.

**Action Poem: Big Blob**  
Use this action poem to help your child remember how to apply their sun cream.

**Tana's Story**  
Watch Tana's story about her favourite football team.





 **Temple Grove  
Academy**

# Steps for absence reporting

1.

If your child is unwell, telephone the school on the first day of absence **and** on each and every day that they remain unwell.

2.

Provide a reason for the absence.

3.

Contact us before **9:00am** where possible.



**You may also email us to notify an absence using this email address:  
[absence@templegroveacademy.com](mailto:absence@templegroveacademy.com)**

When contacting us by email, we also require you to get in touch daily until your child returns to school.

**Thank you for your support.**