



# NEWSLETTER

## FRIDAY 23RD JANUARY

### ISSUE NO.17

## EXCELLENCE IN EVERYTHING



### EXCELLENCE IN EVERYTHING-ACHIEVING GREATNESS THAT LASTS A LIFETIME

## Message from Mr Taylor

It was great to welcome parents and carers into school again this week for our weekly Stay and Read sessions and also for our Year 1 Phonics workshops delivered by Mrs Patrick. These sessions invite parents and carers in to school to read alongside their child, reinforcing the message that reading matters. Research shows that when children see reading modelled positively by adults, they are more motivated and engaged. Sharing reading together helps children understand that work ethic, motivation and attitude all play a role in success. This is why we value our weekly Stay and Read sessions so highly and your commitment to **Excellence in Everything** is clear to see through your continued attendance each week.

Research from the Department for Education (DfE) and the Education Endowment Foundation (EEF) consistently shows that strong reading skills underpin success across the whole curriculum. Children who read well develop richer vocabulary, stronger understanding and greater confidence - all of which contribute to a positive attitude to learning and a strong work ethic. The EEF highlights that reading aloud and talking about books supports language development, comprehension and one of our key character waypoints empathy. These shared experiences help children develop a positive attitude towards reading and learning more broadly.

With such a clear focus on reading in this week's newsletter, we remind families of the importance of regular reading at home with your children. We have made significant investment to our reading provision over the last 12 months: from our brand new library, alongside high quality reading resources, phonics provision and key stage 2 fluency programmes. This investment reflects our belief that every child deserves **Excellence in Everything** and that developing confident, enthusiastic readers is central to that vision.

Of course, the foundations of early reading are laid in Early Years and Key Stage 1. The EEF is clear that early reading is most effective when children are given the tools they need to decode words accurately and fluently through systematic synthetic phonics. When this approach is supported at home, children develop confidence, independence in their reading. We would therefore like to thank our Year 1 parents and carers for attending our recent phonics screening check workshops - your support is invaluable in ensuring our children achieve Excellence in Everything. If you need any further support, our talented Year 1 children have provided some phonics videos on our school instagram page to support you - make sure to show your support by watching and liking! Make it a great weekend.

Mr Taylor

## DATES FOR YOUR CALENDAR

Wk Beg: 26th January	Bikeability for Years 5 and 6
Tues 3rd February	Parents Evening all year groups 3:30pm - 6:00pm
Wed 4th February	Parents Evening all year groups 3:30pm - 6:00pm
Tues 10th February	RMH Valentines day workshop from 2:00 - 3:00
Wed 11th February	RAY Valentines day workshop from 2:00 - 3:00
Fri 13th February	Valentines Day Disco
Fri 13th February	Break up for half term

"Children are made readers on the laps of their parents."

Emilie Buchwald



Aylesbury Crescent  
Birmingham B44 ODT  
www.warrenfarm-primary.co.uk  
0121 373 3885



@warren\_farm\_pri





# NEWSLETTER

## FRIDAY 23RD JANUARY

### ISSUE NO.17

## EXCELLENCE IN EVERYTHING



### EARLY YEARS



This week has been full to the brim, learning all about capacity and mass in Reception. We have been using such as 'least, most, full, empty, more and less'. Nursery have been working hard on developing their work ethic by completing a series of 'try it again' challenges. Please can we remind everyone that snacks should be healthy - we have seen lots of sweets and chocolate this week, which we do not allow. Children will be offered fruit from the school instead. Finally, please ensure your child has a spare change of clothes in school at all times. Thank you.



### KEY STAGE 1

In Year 1 this week, the children followed instructions to make gingerbread! This was led by Miss Mansha, the new student teacher in 1/2DN. The children will write their own set of instructions next week, using imperative verbs and time adverbials. In Year 2, they have begun a new Maths unit: Money! You can support them at home by getting them to identify coins and make amounts. In Art, they decorated clay tiles using relief and impressions. In History, they listened to extracts from The Hobbit, rocked out to Black Sabbath and were inspired by poems by Benjamin Zephaniah, as they learnt about 20th Century local heroes. Finally, thank you to all Year 1 parents who attended the phonics workshops. Your support makes a big impact on the children's learning and progress.



### ATTENDANCE

This week, we have seen a really positive response to our renewed focus on attendance. Overall attendance across the school has improved, and several classes achieved 'No Days Off', which is encouraging to see. What this shows us is something important: good attendance is achievable when we work together and prioritise it. **This week has not been about going above and beyond, but about meeting the basic expectation that children attend school every day unless they are genuinely unwell.** Regular attendance is not a 'nice to have'. It is a requirement that underpins children's learning, routines, wellbeing and sense of belonging. When attendance is inconsistent, it impacts not only individual children but the wider school community. We are incredibly proud of our school, our families and our children. Consistent attendance is the final piece that allows everything else we value to flourish. This week should be seen as a platform for sustained improvement, not a one-off effort. Thank you for your support in helping us make good, consistent attendance the norm at Warren Farm.

**This week's House attendance winners are... South**



### HEALTHY SNACKS

A reminder that children should bring healthy snacks for break time. Nutritious options such as fruit, vegetables, yoghurt or plain crackers help maintain energy levels, concentration and wellbeing throughout the school day. Please avoid sweets, chocolate, crisps and fizzy drinks. Thank you for your continued support in helping children develop positive, lifelong healthy eating habits.





# NEWSLETTER

## FRIDAY 23RD JANUARY

### ISSUE NO.17

#### EXCELLENCE IN EVERYTHING



### SAFEGUARDING

This weeks safeguarding focus is Early Help. We use the Birmingham model of 'right help, right time'. This is a threshold document that helps all stakeholders for safeguarding in identifying the support needed for that family. The document has detailed descriptors that can be used to identify the correct agency that can be contacted for supported. Early help can range from school giving support to trained specialist family support workers that can be involved with the family. Early help is the step before a child is put on a child protection or child in need plan and is about preventing this step taking place. The school already engages in Early Help through the support that we offer our parents which includes; signposting to different agencies, applying for funding that may help them and support regarding their wellbeing and mental health.

### INCLUSION

This week's focus is on Communication and Interaction. Particularly with a emphasis on Social Skills.

Social skills are essential for young children to build positive relationships, emotional regulation, and academic success by fostering communication, empathy and cooperation. Developing these skills early - such as sharing, listening, and resolving conflicts - improves mental health, increases confidence and prepares children for future academic successes. Development of this skill is something that can be done at home through asking about your child's day, playing games with them and building on their self-esteem.

### CHILD OF THE WEEK

NAH	Lailah Raybould
RMH	Liyana Bulale
RAY	Kimyah Dacosta
1CP	Anfal Meer
1/2DN	Reggie Willis
2AB	Luca Voinea
3AS	Kaiden Povey
3/4LM	Keziah Ndikum
4SM	Aaliya Williams
5LM	Mumeen Balogun
5/6NW	Justin Li
6BP	Noah Brandt

### LOWER KEY STAGE 2



Some of our girls recently attended the KS2 Inspire Girls Festival on Thursday this week, where they took part in a wide variety of fun games and activities, developing their skills, confidence and teamwork. The girls thoroughly enjoyed themselves whilst being active with pupils from other schools. It was fantastic to see their enthusiasm and positive attitudes throughout the afternoon. We are also looking forward to a busy half term ahead, with many more sporting competitions and festivals planned, including archery, handball and dance. Our aim is to ensure that every child has the opportunity to attend at least one external sporting event each year, helping to promote a lifelong love of sport and physical activity.

### UPPER KEY STAGE 2

In Science this week, pupils have been investigating refraction, observing how light bends and behaves in different materials. In Art, they have been practising their drawing skills by carefully sketching apples, focusing on shape, shading and detail. In History, children have been learning about Tudor punishments and, true to form, have been fascinated by the gory details, which have sparked lively discussions and lots of curiosity about life in the past. We also have a new mentor, Dexter, from Foundations for the Future. He's been getting to know the children and is already starting to build positive relationships with them.

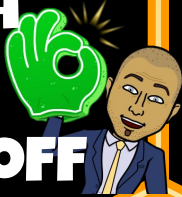




**NEWSLETTER**  
**FRIDAY 23RD JANUARY**  
**ISSUE NO.17**  
**EXCELLENCE IN EVERYTHING**



**NAH**  
**4**  
**DAYS OFF**



**RMH**  
**6**  
**DAYS OFF**

**RAY**  
**6**  
**DAYS OFF**

**1CP**  
**7**  
**DAYS OFF**

**1/2DN**  
**6**  
**DAYS OFF**

**2AB**  
**8**  
**DAYS OFF**

**6NOV**  
**DAYS OFF**

**3AS**  
**5**  
**DAYS OFF**

**3/4LM**  
**3**  
**DAYS OFF**



**4SM**  
**4**  
**DAYS OFF**

**5LM**  
**12**  
**DAYS OFF**

**5/6NW**  
**7**  
**DAYS OFF**

**6BP**  
**10**  
**DAYS OFF**





# NEWSLETTER

## FRIDAY 23RD JANUARY

### ISSUE NO.17

#### EXCELLENCE IN EVERYTHING



At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit [nationalcollege.com](http://nationalcollege.com).

## What Parents & Educators Need to Know about

# ROBLOX

### WHAT ARE THE RISKS?

Roblox is an online platform where users can play and create games known as 'experiences' made by other users. Roblox has a large UK audience. ITV News has reported that millions of people in Britain use the platform regularly, with children forming a significant proportion of its users. The sheer scale of it makes it extremely difficult to moderate effectively, creating risks for unsupervised children.

### A PLATFORM RATHER THAN A GAME

Roblox differs from traditional video games in that it hosts millions of user-created experiences rather than a fixed set of developer-produced content. Each experience is self-rated by its creator rather than independently age-rated in advance, as is the case with PEGI-rated games. With millions of user-created experiences, moderation is largely automated which means that inappropriate content may reach younger players and have a harmful effect.

### MATURE CONTENT

With much of Roblox's moderation automated through AI and creators self-certifying suitability, inappropriate content frequently appears on the platform. Some experiences may include content intended for older players. While Roblox has tools to restrict access based on age settings, these systems are not always perfect. Younger players are likely to encounter content you may deem unsuitable.

### IN-GAME SPENDING

Roblox is free to play, but many experiences and cosmetics include optional purchases using Robux, the platform's virtual currency, to get advantages in games. This business model is common across online games, but reporting has highlighted cases where children have spent large amounts of money unintentionally or without understanding the real-world cost.

### RISK OF ADDICTION

Roblox encourages repeated and extended play. Many experiences are made of short tasks, rewards, and progression systems that can prompt users to keep playing for longer periods of time. Some games also use reminders, daily rewards, or timed events to encourage frequent logins. These designs can make it difficult to stop playing. Spending long periods online may affect sleep, schoolwork, or other activities if boundaries are not in place.

### COMMUNICATION WITH OTHER USERS

Roblox includes text and voice features that allow players to chat in shared game spaces. While the platform uses automated filters and moderation tools, media investigations have found that inappropriate and potentially harmful messages can still get through. There are risks that children could be targeted by groomers. In response, Roblox has announced changes to how chat works. The platform plans to use facial age-estimation technology to restrict chat access between adults and children they do not know.

## Advice for Parents & Educators

### USE PARENTAL CONTROLS

Roblox's parental controls provide an important starting point. Linking a child's account to an adult account allows parents to apply spending controls, limit communication features, and review recent activity. Regular supervision, use of parental controls, and conversations with children about what they see online can help reduce the risk of exposure to inappropriate content.

### CONSIDER LIMITING OR DISABLING CHAT

Although Roblox is introducing tighter age-based chat restrictions, some parents and educators may prefer to disable chat entirely for younger children. Children can still play games while communicating with friends they know through other supervised platforms.

### PLAY TOGETHER WHERE POSSIBLE

Playing Roblox with a child can help adults understand the types of experiences available, how monetisation works, and how children interact online. This shared engagement can also make it easier for children to raise concerns if something feels wrong. Parents and educators should monitor all games played on Roblox due to its self-rating nature.

### ENCOURAGE OPEN CONVERSATIONS

Many Roblox experiences are creative and age appropriate, and for many children, the platform is an important way to socialise with friends. Rather than banning it outright, parents and educators should talk openly with children about online safety, spending, and how to respond to inappropriate behaviour.

### Meet Our Expert

Alan Martin is a technology journalist who has written for publications including Wired, TechRadar, The Telegraph, The Evening Standard, The Guardian and The New Statesman.



See full reference list on our website

@wake\_up\_weds

/www.thenationalcollege

@wake.up.wednesday

@wake.up.weds

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 21.01.2026



Aylesbury Crescent  
Birmingham B44 0DT  
[www.warrenfarm-primary.co.uk](http://www.warrenfarm-primary.co.uk)  
0121 373 3885



@warren\_farm\_pri



Good Provider