



Our Lady's Catholic Primary School

Weekly Newsletter

"A place of learning – A community of Christ"

Faith . Hope . Love

14th June 2024

Dear Parents,

We have had an incredibly busy week. First of all I would like to congratulate all the children who received their First Holy Communion last weekend. They looked absolutely beautiful on their very special day.


The highlight in school was a visit from M&M theatre performing Alice in Wonderland. It was absolutely brilliant and the first time we've had them in school for over 10 years. The children really enjoyed it and it was especially good for Year 6 to see such a professional production as they prepare for their end of year show.

Also on Thursday, Year 5 were involved in an Art project with Amersham museum for their forthcoming Precious Objects exhibition. The project is in partnership with the Tate Modern and we have been specially chosen as we have done so much work with Amersham Museum over the year. Yesterday, we had an artist, Elaine Duigenan, facilitating our work. The inspiration for the project is Marie Louise Von Motesiczky who fled Nazi occupied Austria as a young Jewish woman who ended up settling in Amersham. All she could bring with her were a few precious objects. She became a world-renowned artist and we are looking forward to having some of our art used in the exhibition. This links really well to Year 5's new Literacy Tree book – The diary of Ann Frank

This week, we have also had Forest Schools, Sports Festivals and the start of the Chiltern Cricket League. Not a second of rest at Our Lady's

Have a lovely weekend,

God Bless

M. Hold 



Breaktime Snacks

Please can I remind parents that breaktime snacks should be fruit. Although I think that is what you provide, I think the children often take crisps or chocolate which is meant for lunch out at breaktime. I will remind them next week what they are allowed and will take any unsuitable snacks from them at breaktime. I don't want to start making rules around lunchboxes but I need to make sure the children don't take advantage of that.

Thank you for your support.

Curriculum – Spelling

How important is good spelling, really? Is it still vital in a world of typed documents, emails and autocorrect? Isn't it the quality of writing we should be worried about, rather than the spelling of the words themselves? Perhaps, as Mark Twain observed, 'anyone who can only think of one way to spell a word lacks imagination'.

The truth is that, in the current educational climate, good spelling matters a great deal. The 2014 National Curriculum places great emphasis on correct spelling and at the end of KS2 every child sits a spelling test. Good spelling is also a significant aspect of the writing curriculum at school.

That means every child spelling words such as 'receive', 'solemn', and 'conscience' correctly in their writing, and not mixing up words such as 'compliment' and 'complement' and 'stationery' and 'stationary'. This is certainly a challenge for many 11-year-olds (and plenty of grown-ups for that matter).

Aside from the statutory requirements, learning to spell well is extremely useful if we want our children to become confident writers. If they are constantly stopping to think about how words are spelled while they write, it can interrupt the flow of their thoughts, taking them away from what we want them to be thinking about: their choice of words and how they construct those words into sentences that communicate exactly what they want to say. If they're confident spellers, they're also more likely to make adventurous vocabulary choices, selecting the exact word to communicate their message, rather than playing it safe and using a word they already know how to spell.

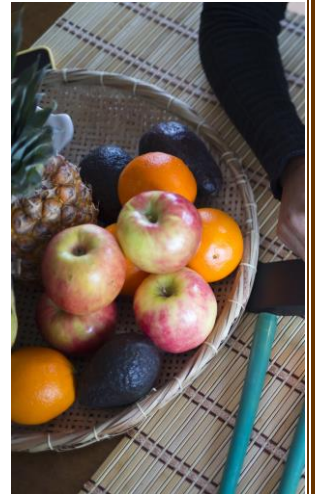
Obviously, there's a lot more to being a strong writer than spelling, but anything we can do to help our children develop in this area is going to help them as they move through their education. Here are some tips for helping children with their spelling at home:

1. Encourage children to 'have a go' at spelling a new word

Making a first attempt is good for confidence, and it can reinforce spelling patterns and help identify problem areas.

2. Make sure children remember to use their phonics as they try to spell a word

Encouraging children to break the word they want to spell into its individual sounds and then try to match those sounds to the letters of the alphabet is really important. The chances



are these have been painstakingly taught at school in KS1, and for older children it's about making sure they keep this skill fresh.

Reminding children to segment 'catch' into its three sounds – 'c' 'a' 'tch' – sounds like such a basic way of supporting spelling, but practising it is so important.

3. Ask children to write down the words that they need to remember how to spell

The physical act of writing the words by hand helps to anchor the spelling in children's memories and encourages them to think about the letters that represent the sounds in the word. You just don't get the same benefits if children type the words into a PC or tablet.

4. Hidden words is a game that you can prepare yourself

Write the words on your child's spelling list, hidden in a series of letters. Now that they are hidden, ask your child to find them. For example:

sfhplayknc – play
qrubitpdh – bit
nvzbikejfa – bike

Your child could circle the hidden words with coloured pens. To raise the challenge, you could set a time limit on the game. For example, how many words can you find in one minute?

5. Making silly sentences can be great fun

Challenge your child to write a silly sentence, including as many of the words on their spelling list as possible. For example, your child may have to learn 'room, took, hoop, foot, book'. They could make up a silly sentence such as 'The boy took his book across the room but got his foot caught in a hoop'. Again they could draw illustrations to go with the sentences.

6. Remind children to read through their writing and check for spelling errors

They need to develop a feel for whether a word looks right. They could underline words they are not sure of and then you could both check with a dictionary.

7. 'Over-pronunciation' is a great spelling strategy

So for 'Wednesday' encourage children to say 'Wed-nes-day' as they write. There are lots of words which feature sounds that aren't always pronounced clearly (such as words ending in -ed), so asking children to over-pronounce these when spelling can also be useful (for example, teaching children to say 'hopped' or 'skipped' instead of 'jump' can be a huge help).

8. Few resources are more motivating than a highlighter pen for primary-aged children

You can focus children's attention on the tricky bits in a word by asking them to highlight them. For example, show them that receive has 'ei' in the middle and ask them to write the word, and then highlight or underline this part to help them remember.

Finally, remember that learning to spell is a gradual process and children need to go through this at their own pace. Children learn best at home when they enjoy what they are doing so try to keep spelling activities fun and lively.

Prayer and Liturgy

Congratulations to these wonderful children who received their First Holy Communion last weekend:



News From The Parishes

ST COLUMBA'S (Chesham):

Website: <https://stcolumbas.church/>

Priests: Fr Dave & Fr Giacomo

Mass times: on SUNDAYS only

@ 9am (traditional choir)

@ 6pm (Youth Band)

IMMACULATE HEART OF MARY (IHM) in Great Missenden:

Website: <https://www.ihmissenden.org.uk/>

Priests: Fr Dave & Fr Giacomo

Mass times:

Every SATURDAY @ 6pm

Every SUNDAY @ 11am

St Aidan's Church

Priest: Father Roy

Mass times:

Every SATURDAY @ 6.15 pm

Every SUNDAY @ 11 am

@ 9 am (Polish Mass)

Our Lady's Church

Priest: Father Roy

Mass times:

Every SATURDAY @ 5 pm

Every SUNDAY @ 9 am (including children's liturgy, including during the holidays)

OLOPS toddler group is every Friday of term time, 9:15-10:30. All parents/carers with children aged from birth to school age are welcome. We have playtime, singing and a snack, and if you have an older child at OLS, you are welcome to come as soon as you have dropped them off at school. We request a voluntary donation of £1-£2.

Please remember in your prayers those of our children from St Aidan's and Our Lady's parishes who will be making their First Holy Communion at Our Lady's Church tomorrow afternoon.

We have recently started a children's choir to help lead the singing during the 9:00 Mass. If your child is in Year 3 or above and enjoys singing, please encourage them to join Michael and Lucy for a rehearsal of next week's hymns in the church after Mass."

The children making their First Communion on Saturday are Klara, Annie, Hanna, Renske, Isabelle, Aoife, Mason and Victoria from Year 3 and Shanaya from Year 4. There will be cake and other refreshments in the guild room after Mass before the children go off for their own family celebrations, to which all are invited.

56

What Parents & Educators Need to Know about

GROUP CHATS

64

On messaging apps, social media and online games, group chats are among the most popular ways that young people engage with their peers online. Involving three or more individuals, these groups allow users to send messages, images and videos to everyone in one place. While they can be great for connecting with others, there are several risks posed by these tools.

WHAT ARE THE RISKS?

BULLYING

Teens are often trying to find their place in their social group. Unfortunately, group chats can sometimes lend themselves to unkind comments being shared freely, putting people down to make their peers laugh – often creating a vicious circle that encourages others to join in. Being bullied so publicly – in front of friends and acquaintances – can also amplify the hurt, embarrassment and anxiety that the victim feels.

EXCLUSION AND ISOLATION

This common issue with group chats can happen in several ways: for instance, starting a new group, but deliberately excluding a certain child. Likewise, the chat may take place on an app which one person doesn't have access to, meaning they can't be involved. A child can also feel isolated when a group chat is used to discuss events that exclude them – for example, sharing photos from a day out that they didn't attend.

INAPPROPRIATE CONTENT

Some discussions in group chats may include inappropriate words, swearing and unsuitable images or videos. These could be viewed by a child if they are part of that group, whether they actively engage in it or not. Some apps have features that cause messages to disappear after they're viewed, so children may be unable to report something they've seen, as it can only be viewed once or for a short time.

SHARING GROUP CONTENT

Group chats can feel more private and protected, allowing children to share inside jokes and video calls with a smaller group of friends. It's important to remember that while the chat's content is private between those in the group, individual users can easily share material with others outside of the group, or screenshot what's been posted. The risk of something a child intended as private becoming public is higher if there are strangers in the chat.

UNKNOWN MEMBERS

Within larger group chats, it's more likely for children to communicate with people they don't know. These strangers may be friends of the host, but not necessarily friendly towards everyone present. It's wise for young people to avoid sharing personal details and remember that they have no control over what others do with the material they send into the chat.

NOTIFICATIONS AND FOMO

A drawback of large group chats is the sheer number of notifications they tend to generate. Every time someone sends a message, each member's device will be 'pinged' with an alert. This could result in hundreds of notifications a day. This is often highly distracting, and young people's fear of missing out (FOMO) can cause increased screen time as they try to keep up with the conversation.

74

Advice for Parents & Carers

CONSIDER OTHERS' FEELINGS

Group chats can become an arena for young people to compete for social status. This could cause them to do or say things on impulse which could upset others. Help children consider how people might feel if they behave in this way. If the child does upset someone, encourage them to reach out, show empathy and apologise for their mistake.

PRACTISE SAFE SHARING

In any online communication, it's vital for young people to be aware of what they're sharing and who might potentially see it. Ensure children understand the importance of not revealing identifiable details like their address, their school, or photos that they wouldn't like to be seen widely. Remind them that once something is shared in a group, they can't be certain where it might end up and how it might be used.

GIVE SUPPORT, NOT JUDGEMENT

Group chats are an excellent way for children to connect and feel like they belong. However, remind them that they can confide in you if they feel bullied or excluded, instead of responding to the person who's upset them. Validate their feelings and empower them by discussing how they'd like to handle the situation. You can also encourage children to speak up if they witness others being picked on.

AVOID INVITING STRANGERS

Sadly, many individuals online hide their identity to gain a child's trust and serve their own ends – for example, to gather information on them, to exchange inappropriate content or to coax them into doing things they aren't comfortable with. Ensure the child understands why they shouldn't add people they don't know to a group chat – and why they should never accept a group chat invitation from a stranger.

BLOCK, REPORT AND LEAVE

If a child is in a chat where inappropriate content is being shared, advise them to block whoever sent the material, report that person to the host app or platform and exit the group. If any of this content could put a minor at risk, contact the police. Emphasise that it's OK for children to simply leave any group chat that makes them feel uncomfortable.

SILENCE NOTIFICATIONS

Having a device bombarded with notifications from a group chat can be an irritating distraction – especially if it's happening late in the evening. Explain to children that they can still be part of the group chat while disabling notifications – and that it would be healthier for them to do so, avoiding a situation where they could feel pressured to respond.

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 setting behaviour of young people in the UK, USA and Australia.



#WakeUpWednesday®

The National College

Sources: <https://www.theguardian.com/technology/2019/sep/11/group-chats>, <https://www.nspcc.org.uk/keeping-children-safe/online-safety/social-media/chat-apps/>

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Attendance



There are new DFE guidelines for attendance being introduced in September with even higher expectations. We are adopting the STCAT Attendance Policy which will have the following trigger.

Stage 1 Universal Support (No Concerns)	95%-100%
Stage 2 Initial Targeted Support	92%-95%
Stage 3 Enhanced Targeted Support	90%-92%
Stage 4 Intensive Support for Persistent Absentees	Below 90%

As you can see the bar is very high so you need to hit the ground running right from the word go.

As you know, I cannot emphasise enough the important of attendance. It is about their learning and good habits, which are two essential things in the workplace as an adult.

I will share the full policy with you before the end of term.

Gratitude Assembly Certificates

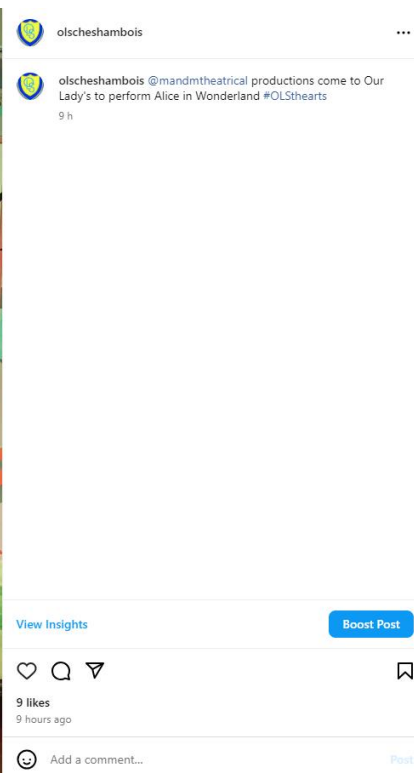
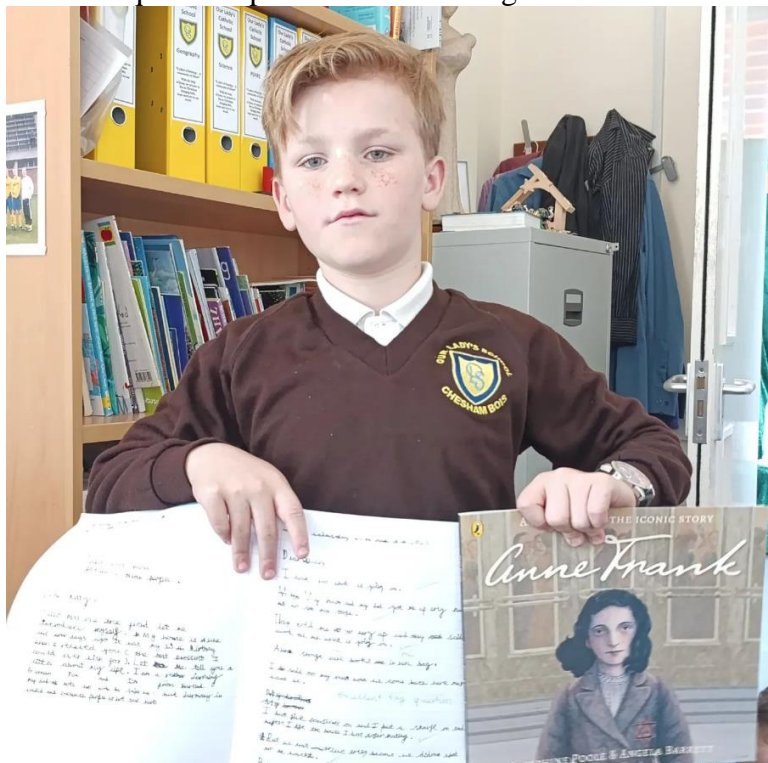


Last week's Gratitude Assembly certificates were awarded to:

Year 1	Rex, Rory
Year 2	Olivia, Zac
Year 3	Amelie, Victoria
Year 4	Hansika, Dominic
Year 5	Emily, Bethin
Year 6	Whole Class

#OLScheshambois

Here is a quick snapshot of our learning this week:





 **olscheshambois** ...

 **olscheshambois** There is a new lectionary coming soon
#OLSprayerandliturgy
1 d

[View Insights](#) [Boost Post](#)

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 **olscheshambois** ...

 **olscheshambois** Year 6 productions well on its way. Designing props, making costumes and creating scenery this afternoon.
#OLSYear6 #OLSdrama
1 d

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olscheshambois...


olscheshambois

Year Two are helping our local environment by litter picking in Chesham Bois woods!

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June 2024

You may or may not know that June is the month of the Sacred Heart of Jesus. This focus on a popular image representing Jesus with His heart pierced, reminds Catholics of the incredible love of God shown through His Son, Jesus.

June's resources, in a similar way, point children to the heart of who Jesus is, and His power, presence, and love.

This newsletter shares some of the content children will experience in school throughout June and suggests ways for you to engage with them about it. We hope it is a useful resource for your family prayer time.

Corpus Christi

June begins with the Feast of Corpus Christi meaning 'The Body of Christ'. This celebrates the real presence of Jesus in the Eucharist. (Catholics believe that the bread and wine used for Holy Communion at Mass become the Body and Blood of Jesus).

Children will spend time in prayer remembering the Last Supper and reflect on what this means for them today. You might wish to use the following video to inspire a reflective time of prayer at home.

<https://www.tentenresources.co.uk/parent-portal/>

With your child, you might also like to...

- *Use journalling or drawing to reflect on the video. You might like to use prompts to help, such as, 'what do you want to thank Jesus for?'*
- *Talk about special meals you enjoy sharing with your family including the time and preparations. Then discuss how you might put the same preparation and care into spending time with Jesus.*

Family of Followers

The Gospel for the week beginning 10th June reminds children how those who follow Jesus are united as family in their faith. Through Jesus' words about God's family, made up of those who follow God's will, children will reflect on how they can be loving brothers and sisters to everyone and be inspired by the example of the saints who also loved God and followed His will.

Throughout the Year of Prayer, our prayer resources highlight different styles of prayer through real people's experiences and reflections.

This video, from Fr Lee, speaks about praying with the Saints.

<https://www.tentenresources.co.uk/parent-portal/>

With your child, you might like to...

- *Discuss Fr Lee's questions to encourage them to try praying with the Saints:*
 - *Ask God, who could be your spiritual brother or sister?*
 - *Which saint in Heaven could pray for you?*
- *Explore the stories of some different saints and how they showed their love for God and His family through their words or actions. You might like to start with some of the saints whose feast days fall during the week of the 10th June like [Saint Barnabas](#) or [Saint Anthony of Padua](#).*

Peace in the Storms

Jesus' power and presence is amazing! He is the one who can calm the wind and waves with His voice! Children will reflect on this great truth in prayer, by bringing their own intentions to Jesus about the 'storms' or difficulties that they or others face.

Children will invite the Holy Spirit to help them to trust Jesus and know His peace in every situation.

You might like to use this short prayer to conclude your personal or family prayer time.

**Holy Spirit,
When things are good or when things are difficult,
remind me that Jesus is always there.
Help me to trust in Him.
Amen**

Accelerated Reader

The children who are already above their target and are higher than 85% in their quizzes are:

Year 2	Year 3	Year 4	Year 5	Year 6
Sofia	Alvin	Tamsin	Archie	Pierce
Arthur	Alyssa	Sienna-Rose	Ivor	Nathan
Rory	James	Donnie	Charlie K	Shuan
Josephine	Szymon	Dominik	Michael	Marieke
Francesca	Renske	Elizabeth	Finn	Ellie
Olivia	Mason	Simeon	Robert	Eliza
Alex	Misha	Andrew	Hannah	Kome
	Hansini	Eleanor	Joseph	Lena
	Xavier	Jude	Curtis	Matylda
	Sharvil	Arthur		Luna
	Klara	Lorcan		Hannah
		Aliza		Franek
		Hansika		
		Florence		
		Erin		
		Chanuga		
		Olive		

Millionaire Readers

Sherlyn – Year 6
Arthur – Year 4
Matilda – Year 6
Dominik – Year 5

Triple Millionaire Readers

Harry – Year 6