

The weather has started to show the signs that Spring is here! We have had Red Nose Day, a Stone Age Workshop and a trip to Sherwood for Year 2. Some of the photos for the above are included in this newsletter. There is a lot to look forward to still, Parents' Evening is next week- please look on your child's MCAS account to book an appointment. Look out for Easter Posters that will be around school from next week. After Easter we will be holding phonics information sessions for Year 1 parents as well as inviting parents in to share in reading activities with the children.

We have continued to look at our values and since returning after half term, we have focused on 'Independence'. Pupils are desperately trying to show how they can be independent. This might be as simple as skipping outside or being able to blend to read a word.

As always please catch me on the school gate, pop to the school office if you would like to ask me something or email us at enquiries@bingham-cit.co.uk.

Mrs Pask- 21.03.25

1.



RED NOSE DAY

As always, you have been so supportive of our fundraising. Here are some of the competition entries. I love that on one of them, Mrs Pask has her eyes shut on the scary ride at Alton Towers. It is as good as the original photo!!!! You helped to raise £146. Thank you!!!

INDEPENDENCE STICKER

2.

This half term, we are focusing on another one of our Values, 'Independence.' We have worked incredibly hard to teach and model what this means and looks like.. If your child has come home with a sticker- we are so proud of them!!! See if they can be independent at home too! After Easter we will look at 'Success'.

**I've been caught
being 'independent'**



3.

School Trips

Although we ask for a voluntary donation for trips, we will always subsidise this as a school so we can offer you the lowest cost. Where possible Mrs Pask drives the mini bus to again keep the cost to you at a minimum. However, if we don't have enough contributions then we will have to cancel future trips. This is having a huge impact on our budget as a school.

EYFS (ROBIN CLASS)

4.



Robin Class have shared a story about 'Pantosaurus' and learned all about Road Safety.

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5

SWAN CLASS (YEAR 1)



In Year 1 they have been following instructions, reading them and also using them to plant sunflowers and make a pirate.

6

BARN OWL (YEAR 2)



The Barn owl class have been writing a recount, using an IPAD to make a sequence in Music as well as trying to be independent learners.

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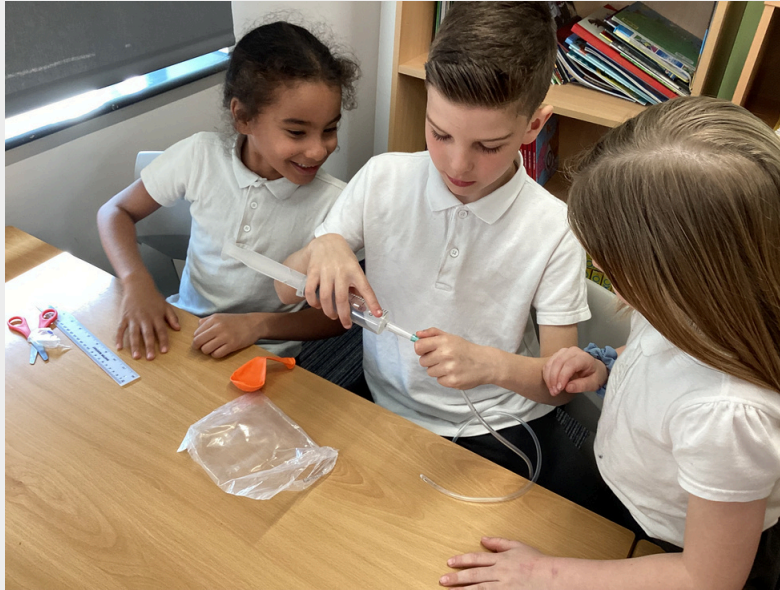
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7

KINGFISHER CLASS (YEAR 3&4)

This week, Y3 and 4 have been exploring pneumatic toys.



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MORE RED NOSE DAY PHOTOS



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Your paragraph text

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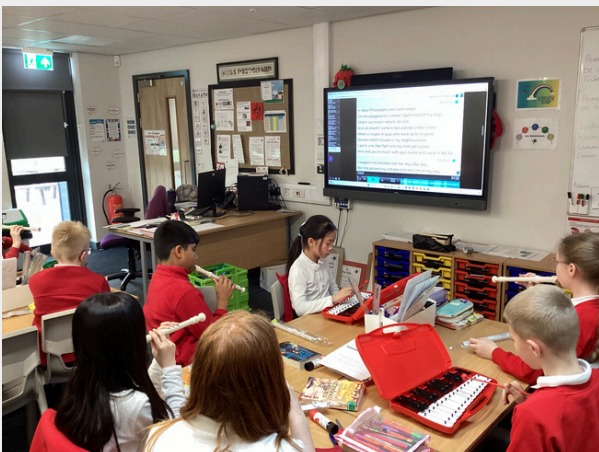
ATTENDANCE

We are continuing to work really hard on attendance at school. It is really close between the class for best attendance this half term. At the moment girls attendance is better than boys!!!

Remember that your child's classroom door is open from 8.45am. Please contact school if your child is poorly so we can code this correctly on the register.

10

STARLING CLASS (YEAR 5&6)



Year 5 and 6 have been singing and playing musical instruments in their music lessons. They have also interviewed children for their DT project as well as writing some amazing poems in English.

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10 Top Tips for Parents and Educators

SAFETY ON SOCIAL MEDIA

Currently, children are growing up in an immediate and throwaway culture when it comes to content that's consumed online. So much material is now deliberately created to be shorter in nature – and may often contain hidden elements such as advertising, or extreme political and cultural views. With complex algorithms built to keep people on their phones and engaging with social media content, it's becoming increasingly difficult to reduce time spent on these platforms.

1 REDUCE DOOMSCROLLING

It's concerning how common for young people to spend hours 'doomscrolling': trawling through social media and aimlessly viewing every post they see, many of which might make them feel sad or anxious. Social media can be useful for keeping in touch with friends and family, as well as staying up to date on current events. However, it's important to use it with a clear purpose, instead of endlessly scrolling through content, which could lead to young people accidentally discovering harmful material.

2 TALK ABOUT THE CONTENT

It's important to keep apprised of the kind of content that a young person is being exposed to. Discussing what they're watching online can help you understand why they're using social media in the first place. Furthermore, ensure that children are aware of hidden content, such as advertising of a product – and that they know how to spot that the creator is being paid to talk about it.

3 FIND POSITIVE ASPECTS

Despite all the concerns, there's plenty of wholesome content on social media. It's worth spending time with children to help them find something suitable and enjoyable. Perhaps you'll even discover a joint interest, and you can enjoy the content alongside the child. As part of this, you should also point out why certain things shouldn't be given attention, explaining why it isn't suitable and why it's been created in the first place.

4 REDUCE SCREENTIME

Young people can sometimes be unaware of the exact amount of time they spend looking at social media. Smart phones don't just have the capacity to monitor screentime; they also record how much time is spent on each app. Consider setting targets to reduce this and support children to meet these goals, gradually reducing the amount of time spent on different apps.

5 FILL THE VOID

Monitoring and reducing screentime can create a lot of free time to fill, and young people can even face withdrawal symptoms when made to step away from their phones. To mitigate this, consider what offline activities you could introduce the child to, and what they would enjoy. This can ensure that young users will permanently cut down on their screentime, rather than temporarily doing so while they know it's being monitored.

6 REDUCE NOTIFICATIONS

One way in which social media platforms keep people coming back is through notifications. The algorithms behind these apps track people's daily habits, including the times of the day where they're most likely to engage with the platform. This data is then used to deliver specifically timed notifications to draw them back in. To avoid young users being exposed to this tactic, simply turn off notifications for the app in their phone's settings.

7 LIVE IN THE REAL WORLD

Overexposure to social media can distort someone's perception of the real world – from body norms to social conventions. This filtered environment can make it hard for young people to distinguish reality from online content, which is now becoming even more difficult with the rise of AI. To mitigate this concern, take time to teach young people how to discern truth from fiction, both on and off social media.

8 DIGITAL DETOX

Encouraging young people to take a 'digital detox', from even just a couple of the apps that they use, can result in an overall reduction of screentime and less exposure to potentially harmful content. Alternatively, rather than avoiding the app entirely, encourage children to take a 'digital detox' from content creators and influencers, and instead, keep in touch with friends and family – which is generally a far healthier use of these platforms.

9 MODEL GOOD BEHAVIOUR

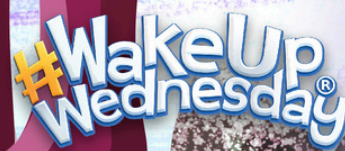
Consider the habits that you're demonstrating to your children. How much time do you spend on your phone? How much do you 'doomscroll'? Comparing your own usage with the child's could put things into perspective for them – or if it turns out that you're also overusing social media, it can turn screentime reduction into a joint mission, which you and the child can work on together.

10 BE CLEAR ON THE "WHY"

Research shows that young people can become addicted to social media. There are many schools that are moving towards being 'phone free' due to the negative impacts of using social media and phones continuously. It's important to explain to young people why managing screentime is important. Set out the benefits and ensure they have all the relevant information, so it's not just seen as a punishment.

Meet Our Expert

John Insley is a senior leader in a Birmingham secondary school and has vast experience in leading schools over the past 15 years – including the development of computing curriculums across primary and secondary schools, writing e-safety policies and supporting schools with computing and e-safety advice.



Source: See full reference list on guide page at <https://nationalcollege.com/guides/top-tips-for-safety-on-social-media>