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## Points to Remember No. 18 19.1.24



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### DATES

#### February

**Tue 6th**—Young Voices for those pupils in choir  
**Thur 15th**—After school, Y4 Parent Meeting regarding London residential  
**Fri 16th**—Break up for Half term holiday  
FoWs Valentine Disco (Details to follow)  
**Mon 26th**—Inset Day - School closed to Pupils  
**Tues 27th**—School reopens

#### March

**Fri 15th**—Classes 2 & 3 to World Museum  
**Wed 20th**—Reception & Y6 Parents and Carers Evening. Night 1  
**Thurs 21st**—Y4 visiting London (Mrs Broom, Mr David and Mrs Downey)  
Reception & Y6 Parents and Carers Evening. Night 2  
**Thurs 28th**—Last day of the Spring term

#### April

**Mon 15th**—First day of the Summer term

#### Residential Payment Deadlines

**Friday 1st March** —Y4 London Payment deadline  
Monday 20th May —Y6 Min-y-Don Payment deadline  
Monday 6th June —Y2 & Y3 Tattenhall Payment deadline

We are now taking bookings for our Summer Club and Easter Club.  
Bookings can be made via School Spider

## Bonus Ball Lottery

Results the last few weeks

13/01/2024	Di Buckley	7	£20
7/01/2024	Charlotte Mottram	35	£25

### Reminder KS 2 Statutory Testing Dates

The children at Whitley are always extremely well-prepared for their KS2 SATs. We have a gradual build up whilst maintaining a broad and balanced curriculum. It is vital that the children do not have any holidays booked during the school term or miss this week.

Date	Subject	Test paper
Monday 13th May	English: Grammar, Punctuation and Spelling	2 Papers
Tuesday 14th May	English: Reading	1 Paper
Wednesday 15th May	Mathematics	2 Papers: Arithmetic; Mathematical Reasoning
Thursday 16th May	Mathematics	1 Paper: Mathematical Reasoning

## External Safeguarding Audit

Every few years, Mrs. Broom extends a warm welcome to the Safeguarding Children in Education Team (SCiE Team) for a comprehensive safeguarding audit at Whitley School. During this recent visit, two members of the team engaged in insightful interviews with staff, meticulously examined our internal systems and environment, and ventured into the lively playground to gauge the children's sentiments about their experience at Whitley. These external audits are integral to our commitment to continual improvement and our aspiration to achieve excellence

Safeguarding Children & Schools

school site through this

## Breaktime Fun

When the snow blankets the Whitley School grounds, Children eagerly embrace the tradition of frolicking in the snow during breaks.

It's a simple joy, a break from routine, and a cherished tradition where the children revel in the winter fun. Hopefully all their hats and gloves have made it home and dried off!



# Top Tips for SETTING BOUNDARIES AROUND GAMING

If your child loves video games, then you'll probably be aware that how long they spend gaming – and what they're actually playing – can occasionally become a source of concern or conflict. The UK's trade body for interactive entertainment, Ukie, has recently launched a campaign to promote safer and more responsible gaming among young people – with parents and carers helping by setting sensible and fair boundaries. Our guide has tips on key areas where you could agree some healthy ground rules for your child's gaming activity.

## PROMOTE SAFER GAME CHOICES

Deciding which online games are OK – and which should be avoided – is tricky. Some titles allow children to cooperate or compete with strangers, which creates potential risks. Watching your child play online for a while could provide more insight into a particular game, while the parental controls on most consoles allow you to limit who can chat to your child or send them friend requests. Remind your child of the hazards around strangers online when you discuss this boundary with them.

## ENCOURAGE REGULAR BREAKS

Help your child understand the need to take regular breaks, playing in shorter bursts rather than marathon sessions. Bear in mind that some games (such as role-playing games) require time investment from the player, while others (online team games, for example) can't be stopped or paused at a moment's notice. A quick break every hour or so is good practice, and you could suggest some things to do in these breaks, such as having a drink of water or getting some fresh air.

## AGREE SPENDING LIMITS

There's no doubt that gaming can be expensive, and younger players often don't realise how much paying for digital items and subscriptions can add up to. Many young gamers love to buy new skins or upgrades for their character, so you could settle on a fixed amount that your child is allowed to spend on in-game items each week or month. This sort of boundary will not only help your child to manage their expectations but will also make you more aware of the price of these items.

## DISCUSS AGE RATINGS

Children often ignore the age ratings on games – or are unaware they even exist. If you're happy with your child playing a particular game even though it's rated above their age, then establish that as a boundary; emphasise that you've made an exception, and talk about what age ratings mean and why they're important. You could add context to this boundary by browsing games' boxes together while shopping, discussing why some games might have earned certain age ratings.

18  
CENSORED

## Meet Our Expert

Daniel Upscombe is a writer specialising in technology, video gaming, virtual reality and Web3. He has also written 15 guidebooks for children, covering games such as Fortnite, Apex Legends, Valorant, Roblox and Minecraft. With work published by the likes of PC Gamer, Kotaku, Pocket Gamer and VG247, he has reviewed more than 50 games and products over the past year.

Source: <https://hipal.app/about/privacy.html>

## FACTOR IN FRIENDS

If your child is a keen video gamer, the chances are that they'll have other gamers among their social circle, too. When friends visit, do they instantly dash to their console or computer? You could put boundaries in place before their guests arrive by agreeing on a length of gaming time. Bear in mind, though, that they may try to extend this once they're together. Try coming up with activities or challenges for them during screen breaks – if they join in, they earn a little extra time on their game.

## ENJOY GAMING TOGETHER

Setting time aside to play video games together can be an enjoyable bonding exercise. Undeniably, some young gamers may be less enthusiastic about a parent or carer joining in, but it can be a productive way of encouraging them to share their hobby with you. Setting goals or tasks might be useful; if they love Minecraft, choose something to build together; if Fortnite's their favourite, ask to try out some of the fun game modes, like Prop Hunt, which don't require high skill levels.

## TALK ABOUT EMOTIONS

Help your child to monitor their emotions as they play. Discuss what is (and isn't) an acceptable level of competitiveness to show while gaming. Are they allowed to trash talk other players, for example? Can they notice when they get angry if they lose? Do they think these emotions are healthy? Some games can provoke anger, but others can bring joy, humour and the thrill of overcoming a challenge. Try to steer your child towards games that tend to produce these more positive feelings.

## BE PREPARED FOR TROLLS

A frequent problem when gaming online is other players who are deliberately troublesome. Make sure your child knows how to report and block someone who makes their experience a negative one. Between you, decide if or how they should deal with these online trolls. Talk about where your child's boundaries are in terms of what they think is acceptable; what behaviour by other users is merely frustrating, and what crosses the line to become upsetting or abusive.

Ask me a question about what I have learnt this week!

**Reception**

What happens to water on a very cold night?

**Year 1**

What is plastic made from?

**Year 2**

What is a canopic jar?

**Year 3**

Can you tell me about two artifacts from the Egyptian period?

**Year 4 (Mrs Downey)**

What artifacts tell us about the ancient Egyptians ?

**Year 4 (Miss Baines)**

How do we solve 2 step problems in maths?

**Year 5**

How does the hardness of solids compare?

**Year 6**

What are prime, squared and cubed numbers?

