

# KEEVIL CoFE ACADEMY NEWSLETTER

## Up-coming Dates:

- 9<sup>th</sup> Mar – Stay & Learn (2.30pm)
- 14<sup>th</sup> Mar - Spring Class Sharing Worship
- 17<sup>th</sup> Mar – Coffee Afternoon for Parents (2.30pm)
- 27<sup>th</sup> Mar – Acorn Multi Skills Festival – KS1
- 27<sup>th</sup> Mar – 29<sup>th</sup> Mar – Year 4 Residential Trip to Danywenallt

## Message from the Head

We are currently in the midst of gathering the thoughts and opinions of all our stakeholders. This forms a vital part of our self-evaluation process, as well as directly informing our action planning for next year. Staff complete a ‘Stop, Start, Carry-On’ exercise in which they identify things that would like us to end, begin and continue doing. Our children completed a pupil questionnaire before half term, the results of which are below. And we are asking you as parents and carers to complete our annual parent questionnaire. You can do this by following the link below:

[https://forms.office.com/Pages/ResponsePage.aspx?id=iC8pSSNzXUy-ony9UUbbMa\\_wp9T53H9KrUTkoc20A\\_xUNVo5TThZTFVFWFI2MkRaSDFGNTAwTjY4Ty4u](https://forms.office.com/Pages/ResponsePage.aspx?id=iC8pSSNzXUy-ony9UUbbMa_wp9T53H9KrUTkoc20A_xUNVo5TThZTFVFWFI2MkRaSDFGNTAwTjY4Ty4u)

It is primarily questions where you choose the most appropriate option so it does not take long to complete. This is your last chance to submit your views as we will be closing the survey on Monday 6<sup>th</sup> March. Many thanks to all of you who have (or will!) take part, you really do contribute to helping make the school a better place for all our children.

These are the outcomes from this year’s pupil questionnaire:

- 95% of children enjoy learning at school
- 92% feel the activities they do in the classroom help them learn and practice new knowledge and skills
- 90% feel they get help with their learning when they need it
- 91% think staff encourage them to do their best
- 83% feel staff and pupils treat them fairly and with respect
- 94% of children feel safe and cared for in school
- 97% think staff make sure pupils behave well
- 91% feel they have adults in school they can speak to if they are worried or upset
- 95% feel the school is helping them to become more confident
- 91% of children feel they are listened to and attention is paid to what they say
- 90% feel that they are able to help make the school a better place for others

We are pleased at such positive outcomes across the board. But we will be looking at how we can address children feeling that they are treated fairly and with respect through up-coming Wellbeing (PSHE) topics across the school.

The children were also asked what they felt were the best things about the school, and the overwhelming majority of children identified school trips and the teachers. As well, they were given the opportunity to tell us what we could do better, and the things that got mentioned most were more school trips, more play time and more golden time!

### In our Good Learning Book this week:

**Winter:** Well done to James and Erin for being our Stars of the Week. James for excellent maths and problem solving and Erin for great perseverance in her sentence writing! Also, well done to all the class for behaving beautifully on our spring time walk.

**Spring:** A big well done to Reggie and Skylan for some excellent maths work this week, showing and explaining what they knew. Well done to Georgia for some fantastic work on the Easter story.

**Summer:** Well done to Remy and Owen for having a great attitude to their learning over the past week.

**Autumn:** Well done to all of the class for their hard work during assessment week.

House points			
Kestrels	Ospreys	Buzzards	Harriers
713	871	828	827

Well done to our Y5/Y6 Netball Team for representing the school at the Acorn Tournament earlier this week. We are very proud of how well they played.



Our Music 'Piece of the Term' is the '*Flower Duet*' by Delibes. It is taken from the first act of the opera '*Lakme*' which was composed in 1881 and set in India during the time of British control. During this song, Lakme and her slave Mallika go to the river to collect flowers and they sing about everything they find. Whilst they are there Lakme meets an English officer and they fall in love. Their romance develops throughout the opera but ultimately the officer realises they can't be together and he leaves. This song was made famous in modern times by its use in the British Airways advert, 1989. It is also frequently referenced in many film and tv programmes.



### **Pablo Picasso – Bouquet of Peace 1958**

Pablo Picasso was born in Spain in 1881, and was raised there before going on to spend most of his adult life working as an artist in France.

Picasso painted this simple picture and signed it in pencil, and it was printed as a poster to commemorate a Peace Rally in Stockholm in 1958. He was a strong supporter of Peace activism and supported a movement that was questioning the need for war and the use of nuclear weapons. Both hands are left hands to indicate the flowers are being given to another person perhaps as a gesture of peace or friendship.

There are lots of simple videos on line that can give you ideas on how to create your own picture similar to Picasso's it is even easy you do them on a tablet, computer, even a phone, we would love to see your pictures if you try one!



## Term 4 Times Table Inter-House Competition (KS2 only)



### Round 1

Written times table competition in each class.

Top 3 from each class go through.

### Round 2

Quick fire times table quiz.

Top 3 go through

### Round 3

Buzz in round

Winner is whoever answers most answers correctly.



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Keep up with the latest apps  
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are using, with the worlds  
most comprehensive online  
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- ✔ Hundreds of online safety guides on the topics you need to know about – from screen addiction, fake news and trolling to hacking, social media influencers and sexting;
- ✔ An online safety training course for parents – developed by our experts and delivered by online safety ambassador Mylene Klass;
- ✔ A user-friendly interface with increased functionality – find exactly what you need, when you need it;
- ✔ The option to get notifications to your phone as soon as new content becomes available – so you can stay up-to-date with the latest online crazes (and risks);
- ✔ An in-app voting system so you can help determine the subjects you'd like us to cover in future;
- ✔ The facility to personalise your content by favouriting key resources.

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# What Parents & Carers Need to Know about ARTIFICIAL INTELLIGENCE (AI) SOLUTIONS

AI solutions are becoming increasingly popular. Trained on vast datasets of text (such as books, articles and websites) in order to learn patterns and relationships, AI solutions can generate text, images, audio, video, code or synthetic data, and can be used for things such as crafting poems or books, creating digital imagery or delivering video content. Recently there's been significant discussion in relation to the benefits and risks of AI solutions, with many undecided on whether it will be a force for good or potentially reduce the need for some job roles.

## WHAT ARE THE RISKS?

### ROOM FOR INACCURACY

AI solutions, such as language models, generate their responses purely based on the data they've been trained on, which often comes from sources on the Internet. Whilst questions will often elicit relevant responses, if some of the information they've been 'fed' is incorrect, it follows that the answers too may contain factual errors or inaccuracies.

### REINFORCING BIAS

AI solutions, such as those generating content or images, can perpetuate existing biases present in the data they were trained, whether through the algorithms written by humans or the content taken from the web. This could easily lead to biased responses and potentially reinforce existing stereotypes, such as those around gender, race or disability.

### IRRELEVANT INFORMATION

AI solutions don't have the ability to understand the context or meaning behind a question or a user request. Although highly advanced, the AI relies entirely on the data it's been exposed to and is devoid of independent thought or reasoning, which could lead to irrelevant or even nonsensical responses to queries.

### LACK OF ACCOUNTABILITY

Fundamentally, AI solutions are machines or technology programmes that don't have the ability to take responsibility for the responses they generate. This could lead to confusion or misunderstandings in certain cases if the answers are taken as given. For instance, image-generative AI can lead to output directly derived from other people's content but without any attribution to the original source artist's work.

### STIFLING CREATIVITY

One of the potential risks of children and young people continually using AI solutions for things (such as their homework) is that eventually, they might become reliant on it. In the long term, this could potentially impact their development and hamper their ability to think creatively or solve problems independently without the aid of an AI tool.

## Advice for Parents & Carers

### CREATE A SAFE ENVIRONMENT

If possible, try to be around when your child uses any type of AI solution and employ content filters to try and reduce the chance of profanity or age-inappropriate subjects appearing in responses. As with any kind of technology, it's important to ensure that children are using AI solutions responsibly and to be there to enable opportunities to discuss their use as part of a safe environment.

### PROMOTE CRITICAL THINKING

Explain to your child that AI solutions can be used as one of many tools to help them research and learn, but that they shouldn't simply accept the responses they receive as the truth. Encourage them to question, verify and think critically about the information they get back – all of which apply equally to any website or platform they use.

### DISCUSS BIAS

Talk to your child about the potential biases that may be present in the data that AI solutions are trained on, and how these viewpoints might find their way into the responses that AI generates. Again, with many things children might read online, it's healthy for them to consider whether the information is factual and presented fairly.

### ENCOURAGE HUMAN INTERACTION

Not only should children supplement any use of software like AI with additional resources such as books and reputable internet sites, but they also should remember what they can learn from interaction with other people. Discussing things with teachers, relatives and friends isn't just an important and often invaluable aspect of learning – it's an essential part of life, too.

### CHECK SCHOOL RULES

Make yourself aware of any rules or guidance your child's school might have about the use of AI solutions. Most software is still extremely new, so many schools may not yet have a policy, however, it's important to make sure your child is aware of how to use it appropriately and will be using it for the right reasons.

## Meet Our Expert

Our featured expert is the Director of IT at a large secondary 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 schools and children alike become more aware of the risks associated with technology, as well as the many benefits.



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Source: <https://www.fox.com/ai-ai-ai/>, <https://openai.com/>, <https://www.mckinsey.com/featured-insights/artificial-intelligence/ai-solutions-what-to-expect-in-2023>

# Tips for Encouraging Open Discussions about DIGITAL LIVES

The online world is an entirely familiar and commonplace part of life for today's children and young people, far more so than for previous generations. There are many positives to children being able to access online materials, so it's important not to demonise the internet, games and apps, and limit the benefit of their positive aspects. At the same time, we do have a responsibility to educate children about the hazards they may encounter online (just as we would about real-world dangers) so it's essential that we don't shy away from talking to them about the complex – and often sensitive – subject of what they do and what they see when they're online.

Here are some suggestions for kicking off conversations with your child about their digital life...

## MAKE YOUR INTEREST CLEAR

Showing enthusiasm when you broach the subject signals to your child that you're keen to learn about the positives of their online world. Most children enjoy educating adults and will happily chat about what they use the internet for, or what games and apps they're into and how these work. Asking to see their favourite games and apps in action could help you spot any aspects that may need your attention – such as chat functions which might require a settings adjustment to limit contact with strangers. Keep listening even if your child pauses for a long time; they could be considering how to phrase something specific, or they may be gauging your reaction.

## BE OPEN AND HONEST, APPROPRIATE TO THEIR AGE

At various stages, children and young people become curious about puberty and how their body changes; about relationships; about how babies are made; and about sexual health. If your child knows that they can discuss these sensitive subjects with you, they tend to be less likely to go looking online for answers – which can often provide them with misleading information and, in some cases, lead to them consuming harmful content. Don't worry if you don't immediately know the answers to their questions – just find out for yourself and go back to them once you have the facts.

## REMIND YOUR CHILD THEY CAN ALWAYS TALK TO YOU

In my role I work with many children and young people who admit being reluctant to tell a trusted adult about harmful content they've viewed online, in case it leads to having their devices confiscated. Emphasise to your child that you're always there to listen and help; reassure them that if they do view harmful content, then they are not to blame – but talking about it openly will help. Children shouldn't be expected to be resilient against abuse or feel that it's their job to prevent it.

## KEEP TALKING!

The most valuable advice we can give is to keep talking with your child about their digital lives. You could try using everyday situations to ask questions about their online experiences.

## DISCUSS THAT NOT EVERYTHING WE SEE ONLINE IS REAL

Here, you could give examples from your own digital life of the online world versus reality – for example, those Instagram posts which show the perfect house, spotlessly clean, never messy and immaculately decorated. Explain to your child that there are many other aspects of the online world which are also deliberately presented in an unrealistic way for effect – such as someone's relationship, their body, having perfect skin and so on.

## TRY TO REMAIN CALM

As much as possible, try to stay calm even if your child tells you about an online experience that makes you feel angry or fearful. Our immediate emotions frequently influence the way we talk, so it's possible that your initial reaction as a parent or carer could deter a child from speaking openly about what they've seen. Give yourself time to consider the right approach, and perhaps speak with other family members or school staff while you are considering your next steps.

## CREATE A 'FAMILY AGREEMENT'

Involving your whole household in coming up with a family agreement about device use can be immensely beneficial. You could discuss when (and for how long) it's OK to use phones, tablets, consoles and so on at home; what parental controls are for and why they're important; and why it's good to talk to each other about things we've seen or experienced online (both good and bad). Explaining your reasoning will help children to understand that, as trusted adults, we want to make sure they are well informed and kept safe. Allowing children to have their say when coming up with your family agreement also makes them far more likely to stick to it in the long term.

## Meet Our Expert

Rebecca Jennings of NIOS (National Institute of Online Safety) has almost 25 years' experience delivering relationships and sex education and training to schools, colleges and other education providers. A qualified author on the subject, she also advises the Department of Education on the sex education element of the KS2 curriculum.



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Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 01.02.2023

## What Parents & Carers Need to Know about

# FIFA 23

FIFA 23, like its many predecessors, is a massively popular football simulator featuring lifelike recreations of thousands of real-world players, drawn from teams around the globe. While the gameplay is subtly improved year on year, the publisher EA Sports' tweaks tend to focus on FIFA Ultimate Team mode, which can tempt gamers of all ages to spend real money recruiting better players for their side. With each new release of FIFA comes a host of new players to unlock – meaning that youngsters can feel pressured to keep buying to compete with their friends.



### WHAT ARE THE RISKS?

#### RELEASE RAZZAMATAZZ

FIFA 23 will be the last in the blockbuster series, before EA goes solo with its own football title next season. This 'end of an era' vibe – coupled with a huge advertising budget making the new release almost impossible to miss – will drive FIFA 23 into even more of a 'must have' for football-mad young gamers, no matter how minor the updates are on last year's version.

#### AGE-INAPPROPRIATE CHAT

Based on a popular sport which appeals to people of all ages, the FIFA franchise draws a huge audience of both children and adults. Communication is a key element, with many players enjoying in-game audio chat via headsets. With the mixed age range of players and a lack of regulation, however, chats can often turn offensive or toxic – especially in the heat of competitive matches.

#### IN-GAME PROMOTIONS

Unless precautions are taken, dedicated FIFA fans can spend significant sums when attempting to improve their Ultimate Team. Most top-level players can be unlocked by simply participating in matches, but some sought-after stars can be obtained more quickly in limited-time promotions which cost a large amount of FIFA points (the in-game currency, often paid for with real money).



#### CIRCLING SCAMMERS

The popularity of FIFA Ultimate Team (FUT) mode has led to online scammers convincing many impressionable gamers to pay real money for non-existent FUT coins and player cards, or directing unwary FIFA fans to phishing sites. If your child gives these individuals their login details, the scammers can access not only their carefully built team but potentially your payment information.

#### ADDICTIVE NATURE

One match on FIFA (usually around 15 minutes, but often lengthened by extra time and penalties) almost invariably leads to another. It can be a powerful temptation for young players, regardless of unfinished homework or an approaching bedtime. If the 'just one more game' mindset starts to impact a child's daily routine, it could be a sign of gaming disorder, a recognised mental health issue.

#### GAMBLING-ADJACENT BEHAVIOUR

Ultimate Team has become a major feature in FIFA due to the revenues it generates. It can also be addictive, with children striving to earn coins and level up while swapping, selling and buying players. Spending FUT coins to open a player pack (which many experts have likened to gambling) is designed to be an exciting act – with bright lights, fanfare and attention-grabbing prizes.

## Advice for Parents & Carers

#### BE SELECTIVE WITH CHATS

It's enormous fun for FIFA players to chat online with friends, even as their teams do battle in the game. It's probably the safest idea, though, to restrict contact with strangers, by turning off voice chat in FIFA and allowing cross-party chat in their device's settings, your child can speak to people who are already on their friends list but won't be able to talk to (or hear) strangers online.

#### STAY ALERT FOR SCAMS

There are some key things to remember about potential FIFA scams. Firstly, EA never contacts users via any method other than emails to the account holder (which may well be you). Neither will they ever ask for a player's username or password outside the game itself. EA's terms and conditions outlaw the buying of FUT coins, so anyone selling them should be treated as suspicious.

#### CONTROL SPENDING

If your child plays Ultimate Team mode on FIFA, ensure their account isn't linked to your payment methods – so they'll need your permission to make in-game purchases. Alternatively, you could use parental controls to limit spending – or set up a pre-paid 'allowance'. When excitedly clicking options on screen, it's easy for a young person to forget the real-world repercussions of online purchases.

#### AVOID 'EXTRA TIME'

If your child's spending a lot of time on FIFA 23 and seems less enthusiastic about other activities in their life, you could consider restricting how long they can play for each day with the parental controls in their device's settings, even if they're not playing on their console or computer, there's a FIFA companion app for smartphones – but that can be limited through parental controls, too.

### Meet Our Expert

Kyle Coombe is Games Editor of technology and entertainment website Dextero and has been working in the gaming media for three years. A long-time fan of the FIFA franchise, he is also a parent and therefore a keen advocate of online safety. Writing mainly about tech and fitness, his articles have also been published on influential sites including IGN and Techradar, among others.



10

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**LOVE TO PLAY!**  
*Wind & Brass*



*Presents...*

# **POP MUSIC PARTY**

For beginner wind, brass and percussion players

If you play a **woodwind, brass or percussion** instrument then dress up as your favourite pop star and join Wiltshire Young Musicians for a "Pop Music Party"!

- **14:30** - *come and join us to learn a selection of pop songs*
- **16:00** - *Tea - bring a packed tea and relax before the performance*
- **17:00** - *Concert - we'll perform the pieces we have learnt and it will include performances by WYM Junior Wind Bands and staff members!*

It costs **£7** to take part in the day and tickets for the performance can be bought from Wiltshire Music Centre box office (online or on 01225 860100) for **£7** and **£4** (under 18s)

If you want to book a place or need more information talk to your instrumental teacher or email: [info@wiltshireyoungmusicians.org.uk](mailto:info@wiltshireyoungmusicians.org.uk)

## **Sunday 26th March 2023**

Wiltshire Music Centre, Bradford on Avon



**WILTSHIRE**  
*Live*  
**MUSIC**  
**CENTRE**







LOVE TO PLAY!

Strings

Presents...

# MAGICAL CLASSICAL

For beginner string players

If you play the **violin, viola, cello** or **double bass** then come and join Wiltshire Young Musicians for "Magical Classical"!

- **14:30** - *come and join us to learn a selection of magical classical hits*
- **16:00** - *Tea - bring a packed tea and relax before the performance*
- **17:00** - *Concert - we'll perform the pieces we have learnt and it will include performances by WYM Junior String Groups and staff members!*

It costs **£7** to take part in the day and tickets for the performance can be bought from Wiltshire Music Centre box office (online or on 01225 860100) for **£7** and **£4** (under 18s).

If you want to book a place or need more information talk to your string teacher or email: [info@wiltshireyoungmusicians.org.uk](mailto:info@wiltshireyoungmusicians.org.uk)

## Saturday 25th March 2023

Wiltshire Music Centre, Bradford on Avon



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# FAMILY HELP SURVEY



- ?** Are you a parent or parent to be?
- ?** Are you a young person who needs help and advice?
- ?** Do you know how you can find out information on help available for you and your family?



We want to hear your views on family services and how you'd best like to access them. Please take this short survey and help us shape services for the future.

Web link:

[survey.wiltshire.gov.uk/snapwebhost/s.asp?k=167422754798](https://survey.wiltshire.gov.uk/snapwebhost/s.asp?k=167422754798)

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