

# RL Roundup

Dear Parents/ Carers,

As you will see from our newsletter there has been lots going on in school this half term. The children have been working hard and there have been lots of excellent opportunities on offer for them. As well as this our staff have been contributing to excellence beyond our own school. This half term Mrs Behan has supported teachers from other schools with Maths, we have hosted our cluster schools to come and learn more about PE and our behaviour provision, we have continued to work as part of the Inclusion Quality Mark Centre of Excellence and a number of leaders have been supporting leaders in other schools on professional qualifications. We are lucky to have such a wonderful staffing team.



As we reach the half term it is an opportunity for the children to rest and refresh ready for the next term. I would like to remind all parents about the importance of punctuality and that the school doors open at 8.40 with registration at 8.50. Arrival at 8.50 means your child will miss registration once they have been to the cloakroom and organised themselves for class. A few minutes of lateness each day adds up. In the next half term all parents will receive a letter detailing their child's attendance.

In the newsletter you will find a reminder of the term dates for the rest of this year. In addition we have attached the term dates for 2024/2025. Please note there is a slightly different pattern to the Easter break. I wish you all a lovely half term and I look forward to welcoming you into school for parent conferences, knowledge showcases and our famous Easter Bingo when we return.

Mrs Driver

Over the past few weeks, Year 4 have been attending Hedgehogs Woodland Adventures (Forest School). Whilst there, they have had fun exploring the often wet and muddy woodland, climbing nets, swinging on tyres and playing in the mud kitchen. They have also learnt to whittle wood and use a saw and hand drill. Last week, many children's parents joined us for the afternoon, where they showcased their axe-throwing and archery skills, before settling down by the camp fire to toast marshmallows and eat s'mores! Despite being wet and VERY muddy, we had a fantastic time!



Eco Councils Eco Tip:

"When shopping, remember to take your bags for life with you. This will help reduce plastic waste"





Our wonderful School Council have been working hard on their latest project  
**'Friendship Fridays'**

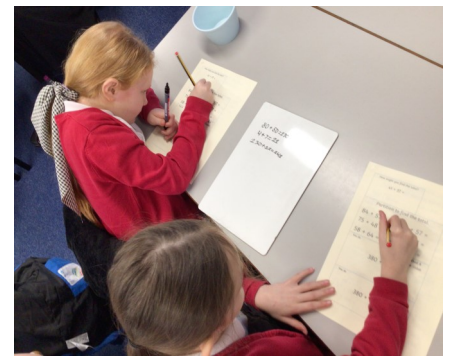
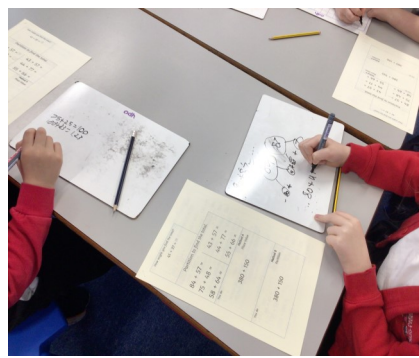
On a Friday lunchtime our school councillors will also become our Care Council.

Children will easily be able to spot their care councillors in high vis jackets on the playground during lunchtime. The Care Council are there to support children whilst playing games and to have a chat to anyone who would like to speak to them.

School Council are excited to inform you that they will soon be raising money for a Buddy Bench on our school playground. More information to follow.



On Wednesday, we opened our doors to a group of teachers from other schools around Bolton to observe a Maths lesson in Year 3. Mrs Behan works on behalf of Turing North West Maths Hub and runs Teacher Research Groups (TRGs). Teachers from other schools are invited to discuss how we can improve the teaching of maths for our pupils, to make sure all children do well. Our Year 3 volunteers were amazing (as always!) and shared their ways of adding in their heads (mental strategies).



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Exploring paper mache and creating our own sculptures. We can't wait to see the end result in 2F



Y6N working with BWFC in the community to write their own 'World Changing' quotes in support of Children's Mental Health Week 2024.



Year 3 have been learning about staying safe on line with AI.



As part of our R.E topic on Judaism, 1S have learnt all about Shabbat. We know it is the Jewish day of rest and we talked about what Jewish people can do on this day. Miss Spencer then gave us some challah bread and grape juice to try like they do during Shabbat.



Playtime fun! We are revamping our already fabulous playtimes - watch this space!

2G are loving drumming with Miss Hudson in their music lessons





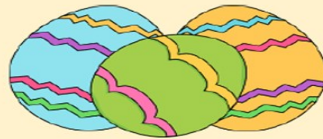
## Parent conferences

- Week beginning 6<sup>th</sup> November 2023
- Week beginning 18<sup>th</sup> March 2024
- Monday 15<sup>th</sup> July 2024 (optional)

## Easter Bingo

Non uniform – egg donations Friday 22<sup>nd</sup> March

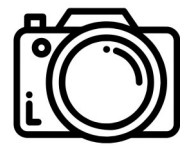
Wednesday 27<sup>th</sup> March  
3.45pm & 5.00pm



## Photo Day

Monday 25<sup>th</sup> & Tuesday 26<sup>th</sup> March

More information to follow



## Sports Day

*We plan to hold our sports day on the following days. In the event of bad weather we will look at the weather forecast and schedule a new date.*

Tuesday 18<sup>th</sup> June 9.15am – Rec D & 2.30- Rec J  
Wednesday 19<sup>th</sup> June - KS1@ 9.15am KS2 @10.30am

## Class Assemblies Thursdays @3pm

1<sup>st</sup> February – 1S  
8<sup>th</sup> February – 3P  
7<sup>th</sup> March – 1M  
21<sup>st</sup> March – 2B  
25<sup>th</sup> April – Rec J  
9<sup>th</sup> May – Rec D  
23<sup>rd</sup> May – 5M  
13<sup>th</sup> June – 5T  
4<sup>th</sup> July – 2F

Fri 19<sup>th</sup> July – Y6 leavers

## Knowledge Showcase

*Parents are invited into class between 3.00 and 4.00 so that we can show you our books and talk to you about everything that we have learnt.*

Thursday 28<sup>th</sup> March 3.00- 4.00pm  
Thursday 23<sup>rd</sup> May 3.30- 4.15pm

\*EYFS will receive 'Stay & Play Sessions' separately

## Bike Ability

Year 5 & 6 - 26th & 27th February

# School Holidays 24/25

September 2024							
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October 2024							
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November 2024							
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December 2024							
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January 2025							
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February 2025							
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March 2025							
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April 2025							
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May 2025							
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June 2025							
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July 2025							
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August 2025							
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# Good time keeping means...

...making sure your child is at school and ready to learn, before the school bell rings!

**Did you know?** - being 15 minutes late each day is the same as missing **two weeks** of school!



**Lost minutes =  
Lost learning!**



**Every Schoolday Counts**

but every **minute** is equally important! \* Over one full academic year



## Do I need to keep my child off school?



<b>Chicken Pox</b> Until all spots have crusted over	<b>Conjunctivitis</b> No need to stay off but school or nursery should be informed	<b>Diarrhoea &amp; Vomiting</b> 48 hours from last episode	<b>Glandular Fever</b> No need to stay off but school or nursery should be informed	<b>Hand, foot &amp; mouth</b> No need to stay off but school or nursery should be informed	<b>Impetigo</b> Until lesions are crusted & healed or 48 Hours after commencing antibiotics
<b>Measles or German Measles</b> 4 days from onset of rash	<b>Mumps</b> 5 days from onset of swelling	<b>Scabies</b> Until after first treatment	<b>Scarlet Fever</b> 24 hours after commencing antibiotics	<b>Slapped Cheek</b> No need to stay off but school or nursery should be informed	<b>Whooping Cough</b> 48 Hours after commencing antibiotics
<b>Flu</b> Until recovered	<b>Head Lice</b> No need to stay off but school or nursery should be informed	<b>Threadworms</b> No need to stay off but school or nursery should be informed	<b>Tonsillitis</b> No need to stay off but school or nursery should be informed		

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# What Parents & Carers Need to Know about PERSUASIVE DESIGN ONLINE

'Persuasive design' refers to the techniques that companies employ to influence our thoughts and behaviours when we're on the internet. These approaches can be spotted on websites, in apps and even as part of some video games. Persuasive design means that this content has been deliberately presented in a way that's intended to encourage you to spend your time or money (or both). These methods often prove highly effective at keeping people engaged and invested for longer than we might expect.

## WHAT ARE THE RISKS?

### POTENTIAL ADDICTION

In the digital world, persuasive design can make certain activities more addictive and harder to walk away from: some people may begin to feel anxious or irritated without access to their device or their favourite app, for example. It can also often leave users feeling isolated, as – if they spend most of their time on social media – they may start to find it difficult to talk to other people in real life.

### MENTAL HEALTH CONCERNS

Scrolling online or gaming without regular breaks is proven to be harmful to our mental health. The constant bombardment of news stories (many of them negative), images and influencers' posts can create sensations of unease, uncertainty and FOMO (fear of missing out). Young people can get so immersed in this environment that they become less likely to spot misleading posts.

### PROLONGED SCROLLING

Social media can draw any of us – regardless of age – into a continuous pattern of refreshing our screen, following posts and links down rabbit holes or reading countless comments made by others. This aimless scrolling can eat up time which could have been spent on more productive activities. It could also lead younger users into areas of the online world which aren't age appropriate.

### SENSORY OVERLOAD

Repetitively scrolling, clicking on links or playing games can create an unending stream of new information and visual stimuli. Put it this way: social media isn't exactly renowned as a carefree, chilled-out environment. Such overstimulation can become too much for young people to handle, resulting in sensory overload and causing them to feel stressed, overwhelmed and exhausted.

### COSTLY ADDITIONS

Video games sometimes display offers for downloadable content or loot boxes which can be bought with real money. While these 'microtransactions' temptingly promise to improve a player's gaming experience, most of the time they are money sinks. Young people in particular, excited by the chance of enhancing their game, could spend quite a sizeable sum very quickly indeed.

### PHYSICAL CONSEQUENCES

Hours spent sitting and scrolling around and getting exercise: hardly ideal for a young person's physical health. Additionally, prolonged exposure to the light given off by a phone's screen can lead to eye fatigue and discomfort, especially if viewing it in the dark. Extended phone use before bed can also impact on sleep quality, affecting mood and energy levels over the following days.

# KEEP SCROLLING



## Advice for Parents & Carers

### ESTABLISH LIMITS

Talk to your child about setting some time limits on how long they can use their phone, tablet or console in the evenings or at weekends – or perhaps how often they can go on a specific app, game or website. You could also decide to involve the whole family in creating this shared screen time agreement, making things fair (and healthier) for everyone.

### NIX NOTIFICATIONS

Stop knee-jerk responses at the source by turning off push notifications and alerts. Whether it's a gaming notification or a social media update, these not-so-gentle reminders are designed to catch our attention and lure us back to our device. Switching them off – or even deleting any particularly intrusive apps – can help prevent your child from being reeled back into the online world.

### ENCOURAGE MINDFULNESS

Acknowledging any addiction is key in overcoming it – and compulsive scrolling is no different. If anything mentioned in this guide sounds familiar, it could help to have an honest, open chat with your child about how much time they spend online. Get them to think about how often they scroll through social media aimlessly or habitually open it up whenever they have a spare moment.

### MAKE A CHECKLIST

Considering a list of relevant questions can be an effective way of helping children figure out why they're scrolling on certain sites or consuming particular pieces of content. A checklist can prompt young people to ask themselves if they're learning anything or benefiting from this activity – or if they're wasting their time. Taking a step back can sometimes help us to see things more clearly.

### Meet Our Expert

Rebecca Jennings has more than 20 years' experience in the field of relationships, sex and health education (RSHE). As well as delivering workshops and training for young people, parents and schools, she is also a subject matter expert on RSHE for the Department of Education.



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