



"Pupils' personal development, behaviour and welfare is OUTSTANDING" (Ofsted, 2019)

Stanley Crook Primary School Weekly Newsletter

Friday 3rd March 2023

Vol: 4 Issue: 1

Headteacher's Notices

Welcome Back!

Let me begin this week's newsletter by wishing every member of our community a warm welcome back to school, following the half-term break. I hope that everyone managed to enjoy some quality time with family and friends. As always, it was wonderful to see the children back in school on Monday and—as is always the case—to see just how quickly they all settled back into their normal routines. Although only five weeks long, this half-term is filled with lots of fun and exciting learning opportunities for the children. Everyone has much to look forward to and I know that the weeks are going to fly by!



World Book Day 2023

Everyone in school has enjoyed a fun filled day as part of World Book Day celebrations. Many children chose to come to school dressed as their favourite book/ story character and children also enjoyed sharing their favourite book with their friends and teachers! Great work, TEAM Stanley Crook!

National Education Union Strike Action

It is extremely pleasing that school has remained unaffected by the planned industrial action by the National Education Union. Being able to provide consistency to the children and keeping them attending school regularly is extremely important, particularly following the challenges of the past three years due to COVID and the urgent need for academic recovery.

However, the staff and I agree that the government and the Department for Education urgently need to look into real, tangible and sustainable solutions so that reforms can be made to support staff workload and wellbeing, reduce stress and pressure within the role, tackle retention and recruitment issues, and improve funding to both pay and wider school finances, so that teachers and support staff can better and more effectively discharge their role and responsibilities in securing the best outcomes for all of our children.

It is pleasing that school has been unaffected by the planned NEU strikes and that children can attend school as usual. However, my staff team and I will continue to voice our opinions and concerns regarding pay, conditions and school funding at every opportunity and I would like to take this opportunity to pay tribute to the dedication, commitment and tireless efforts of my outstanding staff team at Stanley Crook Primary School.

Weekly School Values—KINDNESS

In school this week, we have been focusing on the value, KINDNESS.

This week, it was the turn of Mrs Wilkinson to host our Monday morning 'Values Assembly' in which she provided the children with opportunities to explore the value of kindness and why it is important and how we can demonstrate it in our day-to-day lives.

In each Team, one child received a nomination from their teachers. This nomination was based on a child who has best demonstrated kindness in class during the week. The overall School Values Champion for 'Kindness' was chosen as Jacob B!

Well done to all children for demonstrating so many different acts of kindness this week!



Parent Governor Appointments

It is with great pleasure that I introduce to you our three Parent Governor representatives on the school governing body:

Mrs Glasper (mum of Harrison—Y6 and Piper—Reception), Mrs Katherine Cook (mum of Harry—Y4 and Heather—Y2) and Mr Walton (dad of Autumn—Y4 and Briar—Y2). On behalf of the Chair of Governors, Mrs Lawes, I wish a warm welcome to all three governors and I look forward to working closely with them, and having their support on aspects of current and future school improvement.

Stanley Crook does Strictly Come Dancing

Due to a power cut in the local area forcing the school to close on the last day before the half-term break, the planned Strictly dance competition was cancelled. The children have all worked so incredibly hard on their dance routines so the competition has been rescheduled to Tuesday 7th March. Who will win this year's Glitter Ball trophy? Updates on results will be provided on Tuesday. Good luck, everyone!

Comic Relief 2023

Everyone in school will be celebrating COMIC RELIEF on Friday 17th March. For the day, children are invited to come into school dressed in Red to enjoy a day filled of fun and laughter!

We all believe that a just world, free from poverty is possible and Comic Relief provides much needed funds to those organisations closest to the issues so that they can plan and deliver the best solutions. That is why by raising as much as we can in school to support this charity, we will also be supporting with amazing projects that are working to tackle some of the biggest challenges society faces today.

This year, school will not be selling Red Noses, as they are unsuitable for children under 7 years of age due to choking hazards. However, by coming to school on the 17th dressed in red and donating as much as possible (recommended £1 donation), we can all help in our small way!

Thank you for your continued support!

Mr D Christie

Headteacher



FRIDAY 17 MARCH

For the most up to date information about what is going on in our school including dates for your diaries, parental information and school performance information, please visit our website at:

<https://www.stanleycrook.durham.sch.uk>

Please scan your smartphone device over the QR code to be taken straight to our school website!



Headteacher's T.E.A.M. of the Week

Team of the Week this week is...Team Cowell!

WOW! Well done, Team Cowell!

You have all enjoyed an excellent week in school and I have been extremely impressed by your teamwork and resilience during your learning tasks.

It is wonderful to see the outstanding progress which you are making in your writing and I always enjoy meeting with members of your team to discuss your completed learning. It is clear that you all possess great enthusiasm for your learning!

Well done, Team Cowell.

Be proud!

Mr C



Weekly T.E.A.M.

Attendance Champions

Team Donaldson	98%
Team Dahl	99%
Team Cowell	97%
Team Walliams	93%
Team Morpurgo	95%



Congratulations to

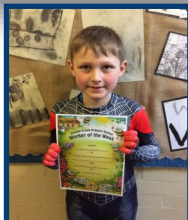
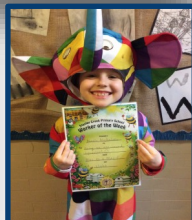
TEAM DAHL

This week's attendance trophy winners!



Children's Achievements in School!

Each week, one child is chosen as 'Headteacher's Star of the Week', 'School Values Champion' and 'Attendance Champion'. Staff also choose a pupil from each Team to be recognised for something special they have achieved during the week! This week's chosen children are:



Congratulations to all of our pupils for their outstanding effort and hard work in our school!

'Together Everyone Achieves More'

ONLINE SAFETY

What Parents and Carers Need to Know about Artificial Intelligence (AI) Solutions

Artificial intelligence is increasingly becoming a part of modern life and, for all intents and purposes, isn't something we can shy away from. The explosion of ChatGPT, for instance, has brought this kind of technology into a more purposeful context, with millions now using the language model to help solve problems, write computer code or even complete their homework.

So how do artificial intelligence solutions work exactly? What kind of risks do they bring? Will they eventually negate the need for certain job roles, particularly in the creative industries?

In the guide (below) you'll find tips on a number of potential risks such as inaccurate information, reinforcing stereotypes and what impact the technology might have on children's creativity and problem-solving skills.



SCHOOL
MEMBER



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

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 illicit 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 AIs can lead to output clearly derived from other peoples' 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

Gary Henderson is the Director of IT at a large boarding 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 adults and children alike become more aware of the risks associated with technology, as well as the many benefits.



National Online Safety

#WakeUpWednesday

Source: <https://openai.com/blog/chatgpt/> | <https://generativeai.net/> | <https://www.mckinsey.com/featured-insights/mckinsey-explainers/what-is-generative-ai>