



Perryfields Junior School

The Friday Flyer

Week 12 – December 2023

Headteacher's Message

Dear Parents/Carers

Firstly, a huge thank you to all the children who participated in our Name the Snowman competition. The Snowman's name is Thomas, the winner is Olivia O (Y3) and we raised £64.50 for new school books. Super!

Also, well done to all those children who attended sports events outside of Perryfields this week; the 5 children who attended the All in Festival tried really hard and were magnificent ambassadors for our school. Similarly, the 6 children who attended the PE Masterclass at Boswells were also in fine form - so much perseverance, great sportsmanship and determination. Well done everyone!

Thank you to all those who contributed unwanted coats and jackets towards the recent Wrap Up appeal. We have received a lovely thank you note from the organisers which emphasises how the coats we no longer need can make a real difference to the homeless and vulnerable during winter time.

Throughout the week, I have been checking in on different classes and have been overwhelmed by their brilliant work - please check our class blogs to view the children's amazing work <https://www.perryfields-jun.essex.sch.uk/classes>.

I hope you have a lovely weekend!

Jane Hasler

Pupil of the Week

Cowell: Emily
Seuss: Alisa
Walliams: Kai
Lewis: Mahroush
Dahl: Lylah
Rowling: Minnie
Tolkien: Daniel
Morpurgo: Alishba
Pullman: Edward

Award for
Outstanding Manners
Mason – Seuss Class
Joshua – Tolkien Class

PE Award
George – Cowell Class

Spelling Award
Dahl Class

Mrs Siddall's Attendance Award
Walliams Class – 99%

ATTENDANCE

The national expectation for attendance is 96%. The government has clarified the position regarding the term 'regular' attendance. It means children must be in school **EVERY DAY**. Every second counts at Perryfields. We **must** work together to improve attendance and punctuality even more.

Year 3	94.9%
Year 4	98.5%
Year 5	96.4%
Year 6	94.4%



Coming up this term:

Monday 4 th December	Secret Stalls Yrs 3&4 – Volunteers needed, email sent 27 th November
Tuesday 5 th December	Secret Stalls Yrs 5&6 – Volunteers needed email sent 27 th November
Wednesday 6 th December	Panto Trip for Lower School
Tuesday 12 th December	Christmas Jumper Day (Save the Children) – Please donate £1 through your ScoPay account
Tuesday 12 th December	Year 4 Christmas Service – email sent 27 th November. Please join us at 9.15am
Tuesday 12 th December	Christmas Dinner – email sent 14 th November. All orders should now be in. Unfortunatley we cannot take late orders
Wednesday 13 th December	Panto Trip for Upper School – email sent 27 th September

Reminders/Notices

Christmas Raffle

Tickets are now available to buy through ScoPay or the school office. Tickets are priced at £2.50 per strip.

Year 2 – 3 Admissions for September 2024

The junior admission round has now opened for parents in year 2. The closing date is 15th January 2024. Applications can be made online via www.essex.gov.uk/admissions.

Please see our new dinner menu below.

		Week: Two				
		Monday	Tuesday	Wednesday	Thursday	Friday
Main course	Meat	Fishwich	Sticky Chicken Fillet	Shepherds pie (contains Beef)	Macaroni & Cheese	Chicken Chunks
	Vegetarian	Spicy Bean Burger	Quorn Fillet	Quorn Shepherds pie	Macaroni & Cheese	Cheese Pinwheel
	Jacket Potato	Baked Beans/Cheese	Baked Beans/Tuna	Tuna/Cheese	Tuna/Cheese	Baked Beans, Cheese or Tuna Mayo
	Side Dish	Potato Wedges	Rice	Gravy	Crusty Bread	Chips
	Vegetables	Salad Bar Sweetcorn	Sweetcorn & Pea mix Salad Bar	Mixed Vegetables	Sweetcorn Salad Bar	Baked Beans Salad Bar
	Packed Lunch	Baguette (Tuna, Cheese or Ham)	Wrap (Tuna, Cheese or Ham)	Soft Roll (Tuna, Cheese or Ham)	Baguette (Tuna, Cheese or Ham)	Wrap (Tuna, Cheese or Ham)
	Dessert	Fresh Fruit Yoghurt	Marble Cake	Toffee Crispy Bar	Fresh Fruit Yoghurt	Apple Crumble and Custard
	Drinks	Water/Milk	Water/Milk	Water/Milk	Water/Milk	Water/Milk

You are very warmly invited to join the Essex Symphony Orchestra and special guest narrator for a **FREE FAMILY CONCERT** on Saturday 9th December, 2pm-3pm at Christ Church, New London Road, Chelmsford. The concert will present musical settings of some of Roald Dahl's much loved 'Revolting Rhymes' and it's sure to be a thoroughly enjoyable afternoon as well as being a great way to introduce children to the sounds of a live orchestra!

TICKETS ARE FREE BUT MUST BE RESERVED IN ADVANCE FROM OUR WEBSITE THROUGH THIS LINK:

<https://www.ticketsource.co.uk/booking/t-yapkgjq>

Please note that the concert will run for one hour, without interval. No food or drink allowed in the church. Children must be accompanied by a responsible adult. Thanks to the Essex Community Foundation for their support.

OH NO!

**WE DON'T HAVE ENOUGH
BAUBLES! WHERE HAVE THEY
GONE?!**



**Design your own bauble at home to
feature on our school Christmas tree!**

**The best design from each class will
win 30 house points and will be put
up on display on the tree for everyone
to see!**

School Council

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

WHAT ARE THE RISKS?

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.

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 cybersecurity, he believes it's 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-explains/what-is-generative-ai>



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