



# Perryfields Junior School

## *The Friday Flyer*

Week 13 – December 2023

### Headteacher's Message

Dear Parents/Carers

It's beginning to look a bit like Christmas at PJS...

Our School Council did a brilliant job of decorating our Christmas tree which now stands proudly in our hall for all our community to admire - thank you Mrs Canty and School Council!

Lower school absolutely loved watching the Christmas Panto, Jack and the Beanstalk, at The Chelmsford Theatre on Wednesday...oh yes, they did! We also had some additional adventures as one of our coaches broke down in our car park just before we set off...oh yes it did! However, all was well in the end and we are very grateful that Ford coaches acted so swiftly to help us out and the Theatre delayed the start of the show – thank you both!

Also, a very special thank you to our lovely band of parent fundraisers (FIPs) who organised our Secret Stalls on Monday and Tuesday. The stalls raised over £720! In the current economic climate, we cannot thank you enough for your generosity. The monies raised will help towards the cost of a new Activall Compact Board which will be installed on the playground in January. The boards are a unique inclusive fitness tool, giving everyone access to exercise regardless of ability, age, or fitness. Consequently, we hope that lots of our current and future children will benefit from this, so once again, thank you all so much!

Don't forget its Christmas dinner, Christmas Jumper Day and the Year 4 Christmas Production next week, so even more festive fun to look forward to...we just can't wait!

Have a lovely weekend everyone - wrap up warm!

Jane Hasler

### Pupil of the Week

Cowell: Kai H-W  
Seuss: Isabelle B  
Walliams: Joshua T  
Lewis: Jessica D  
Dahl: Gabriela D  
Rowling: Joshua A  
Tolkien: Nakshatra T  
Morpurgo: Ellie L  
Pullman: Linh P

Award for  
Outstanding Manners  
*Jude – Dahl Class*  
*Jude – Tolkien Class*

*Spelling Award*  
*Seuss Class*

*Mrs Siddall's Attendance Award*  
*Lewis Class 98.4%*

## 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	98.2%
Year 4	97.1%
Year 5	94.7%
Year 6	95.1%



### ***Coming up this term:***

Tuesday 12 <sup>th</sup> December	Christmas Jumper Day (Save the Children) – Please donate £1 through your ScoPay account
Tuesday 12 <sup>th</sup> December	Year 4 Christmas Service – email sent 27 <sup>th</sup> November. Please join us at 9.15am
Tuesday 12 <sup>th</sup> December	Christmas Dinner – email sent 14 <sup>th</sup> November. All orders should now be in. Unfortunatley we cannot take late orders
Wednesday 13 <sup>th</sup> December	Panto Trip for Upper School – email sent 27 <sup>th</sup> 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 15<sup>th</sup> January 2024. Applications can be made online via [www.essex.gov.uk/admissions](http://www.essex.gov.uk/admissions).

**Please see our new dinner menu below.**

Please note that we can also provide a packed lunch if your child would prefer this. This will be either the baguette, wrap or soft roll and also includes a drink, fruit, cucumber sticks and the dessert of the day.

## Menu Autumn Term *starting w/c 30/10/23*

Week: One

		Monday	Tuesday	Wednesday	Thursday	Friday
Main course	Meat	Homemade Pizza Wheel	Mild Chilli Con Carne (contains Beef)	Chicken Pie	Pork Sausage	Omega 3 Fish Fingers
	Vegetarian	Homemade Cheese & Onion Rolls	Mild Quorn chilli	Quorn 'chicken' pie	Vegetarian Sausage	Homemade savoury Cheese muffins
	Gluten Free	Gluten Free Pizza Wheel	As above	Gluten Free Chicken Gravy Pie	Gluten Free Wrap (Tuna, Cheese or Ham)	Gluten Free Fish Fingers
	Jacket Potato	Tuna/Cheese	Tuna/Beans	Baked Beans/Cheese	Tuna/Cheese	Tuna/Cheese/Beans
	Side Dish	Coleslaw	Rice	Mashed potato	Hashbrown Baked Beans	Chips Baked Beans
	Vegetables	Sweetcorn Salad Bar	Salad Bar	Peas	Salad Bar	Salad Bar
	Packed Lunch	Wrap (Tuna, Cheese or Ham)	Baguette (Tuna, Cheese or Ham)	Soft Roll (Tuna, Cheese or Ham)	Baguette (Tuna, Cheese or Ham)	Wrap (Tuna, Cheese or Ham)
	Dessert	Fresh Fruit Yoghurt	Sponge Cake & Chocolate Custard	Oat Cookie	Fresh Fruit Yoghurt	Flapjack
	Drinks	Water/Milk	Water/Milk	Water/Milk	Water/Milk	Water/Milk

**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 cyber security, 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

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



[www.nationalonlinesafety.com](http://www.nationalonlinesafety.com)



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