

Dear Parents and Carers,

Welcome to another Castilion Primary School Newsletter.

It is hard to believe we have reached the end of the first half of the Spring term already. This term has certainly been a busy one, as you will see and enjoy from the captured moments in the proceeding pages.

Whilst there is some time until the Summer term, I feel it is worth considering that we will be entering the assessment window for all primary schools in the UK at that time. Children from Year 1, Year 4 and Year 6, will be participating in externally reported assessments. Children from Year 2 will be participating in internally reported assessments.

If you have a child in Year 6, at the end of key stage 2 (KS2), they will take national curriculum assessments between **Monday 12 May to Thursday 15 May**.

Date	Activity
Monday 12 May 2025	English grammar, punctuation and
Tuesday 13 May 2025	English reading
Wednesday 14 May 2025	Mathematics papers 1 and 2
Thursday 15 May 2025	Mathematics paper 3

If you have a child in Year 2, at the end of key stage 1 (KS1), they will take national curriculum assessments **within the month of May**.

If you have a child in Year 1, your child will be participating in the Phonics Screening Check in June. If you have a child in Year 2 who did not meet the expected standard at the end of Year 1, your child will be participating in the Year 2 resits of the Phonics Screening Check in June. The Phonics Screening Check is a check of your child's phonics knowledge. The Phonics Screening Check will take place between **Monday 9<sup>th</sup> June to Friday 13<sup>th</sup> June**.

If you have a child in Year 4, your child will be participating in the Multiplication Tables Check (MTC) between **Monday 2nd June to Friday 13<sup>th</sup> June**.

The purpose of the check is to determine whether your child can fluently recall their times tables up to 12, which is essential for future success in mathematics. It will also help your child's school to identify if your child may need additional support.

You will receive more information about the above assessments closer to the time in which they take place.

We hope you and your family have a lovely break and take time to rest and enjoy memory making together.

We look forward to welcoming our children back to school Monday 24<sup>th</sup> February.

Yours sincerely,

Mrs. Y. Bishop

Principal Castilion Primary School



# Safeguarding



Miss Annansingh Lead DSL

## Grooming

Grooming is when someone builds an emotional connection with a child to gain their trust which can lead to sexual abuse or exploitation.

Children and young people can be groomed online or in the real world, by a stranger or by someone they know - for example a family member, friend or professional. Groomers may be male or female and they could be any age.

Many children and young people don't even know when they are being groomed, or that what is happening to them is abuse.

- The following link takes you to a video on the NSPCC website. Parents of Year 5 and 6 children may decide after watching this video to share it with their children to advise them of contacting strangers online.

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/grooming/>



Castilion  
Primary School

# Safeguarding



Miss Annansingh Lead DSL

## Offline

## NSPCC

## Online

### Parity of protection: keeping children safe online and offline

Childhood is a time to explore, play, and learn. During these formative years, children deserve to be safe, wherever they go. That's why the offline world has so many measures in place to protect them. But the same cannot be said for online. Think about this: the internet is like a playground to children – but is it a safe space?

#### Setting up the space

Manufacturers prioritise safety when they design things like swings. Standards and regulations mean they can be held to account for any injuries caused during play – a strong motivator for safe equipment.

#### Separating the space

There just aren't many barriers where there should be. When we spoke to over 1,000 young people, we found that over half had been exposed to online pornography.<sup>1</sup>

#### Supervising the space

Many activity groups, like Scouts and Girl Guides, are well supervised. Group leaders have to carry out criminal record checks, and must uphold a responsibility to prevent and address issues like bullying.

#### Setting up the space

Some websites and apps are designed with safety features, but many popular ones could do more. When we asked children, 60 per cent said social media sites need to do more to protect them from violent content.<sup>2</sup>

#### Supervising the space

While many websites do have moderators, we don't know how effective their training is to help spot things like cyber bullying. But more and more children are talking to us about this – up 88 per cent in the last five years.<sup>3</sup>

#### Separating the space

The law means that most playgrounds have a fence separating children from dangers like dogs and traffic. This allows children to freely explore the space, and reassures parents that the area is safe.

Children deserve the same protections online and offline, so that they can grow up safely. In the offline world there are standards of protection, many legally binding. This is simply not the case online. That's why we're calling for parity of protection for children, to keep them safe in the offline and online world.

EVERY CHILDHOOD IS WORTH FIGHTING FOR

<sup>1</sup> Middlesex University (2016) Research with 11-16 year-old commissioned by the NSPCC and the Children's Commissioner  
<sup>2</sup> NSPCC: Not Aware research (unpublished)  
<sup>3</sup> NSPCC (2016) What children are telling us about bullying  
©NSPCC 2016. Registered charity England and Wales 2164 Scotland SC037717. J20161320



# Safeguarding



## Is WhatsApp safe for my child?

### What is WhatsApp?

WhatsApp is one of the most popular instant messaging apps, used by over 2 billion people in 180 countries. It allows you to send and receive messages, as well as make voice and video calls. You can connect with people individually or join group chats where lots of people can contribute. All you need to set up a WhatsApp account is a phone number.

### What age rating is WhatsApp?

The app is rated 13+.

### Features of WhatsApp

To connect you with others, WhatsApp checks your phone's address book for other users and automatically suggests these as your WhatsApp contacts. It also updates your WhatsApp contact list whenever your phone contacts sign up to the app. This is an optional feature, and you can switch it off, but this puts limits on the app's functionality.

When you are using WhatsApp, certain information is shared with your contacts:

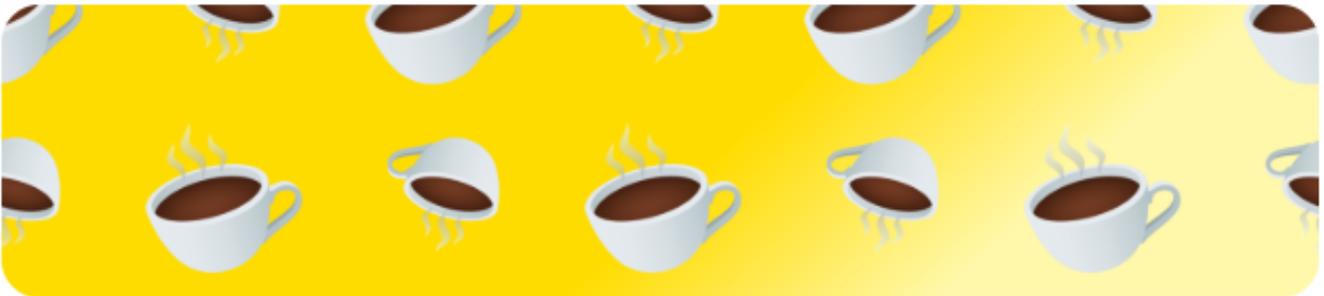
- Status – this allows you to share updates on your profile in the form of text, photo, video, or GIF that disappears after 24 hours.
- Last seen – this tells your contacts what time you last used the app.
- Online – this tells your contacts if you are currently using the app.
- Read receipts – this allows users to see if the message has been sent, delivered, and read.





**Castilion**  
Primary School

## A message from our SENDCO, Mrs Whittaker



Friday 7 March

### **Mrs Whittaker's Coffee Morning**

10:00 - 11:00

Come along to Mrs Whittaker's coffee morning.

In attendance:

\*Bexley Moorings: provide a range of services that are designed to support families and young people. Includes social skills, empowerment, practical advice, training, befriending and more.

\*Bexley Voice: signpost, support and empower families to obtain the best possible care and services for children and young people (age 0-25) with special educational needs and disabilities (SEND).

\*The Joint Communication Team: support children and young people with specific speech, language and communication problems who have difficulties communicating, eating, drinking or swallowing.

\*The Advisory Service for children on the autism spectrum: support children and young people with ASD to achieve social inclusion, meet their educational potential and go on to make a positive contribution to the wider community.

Looking forward to seeing you all.



**Castilion**  
Primary School

## A message from our PE lead, Mr Cummins



This term, we've enjoyed successful after-school sports clubs alongside a wide range of engaging indoor and outdoor PE lessons. We've also purchased new equipment and replaced older items to improve activities during lessons, as well as at break and lunchtime.

Next term, we look forward to welcoming external visitors to deliver specialist sports sessions and taster days across the school. There will also be plenty of opportunities for pupils to take part in both in-school and external sports competitions.



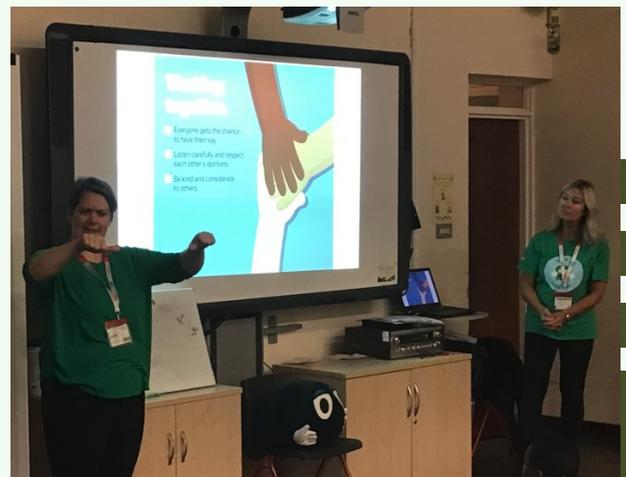


# NSPCC

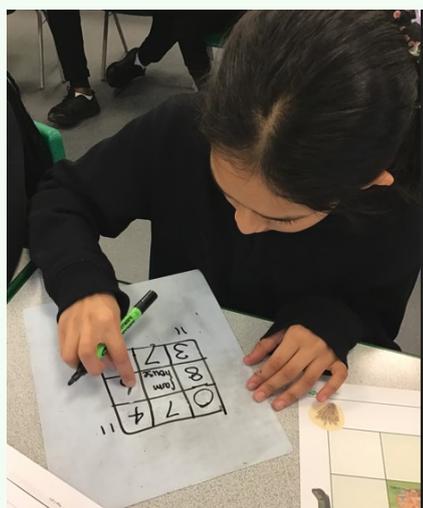
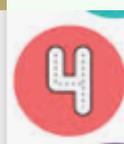
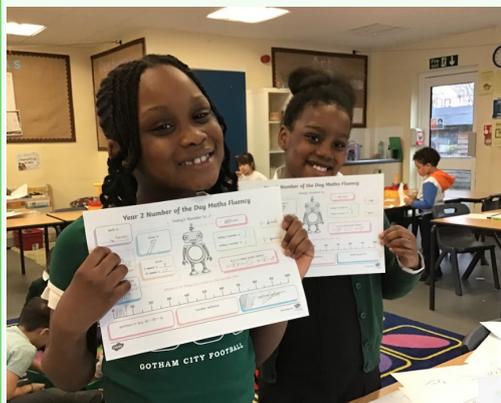


With the help of our mascot Buddy, Volunteers from NSPCC spoke to children in Y1/2 and y5/6 about bullying and abuse - **without using any scary words or adult language.**

Children learnt about the different types of abuse in a child-friendly and age appropriate way, so they can get help if or when they need it. We help them identify safe adults they can talk to if they're ever worried about themselves or a friend. And they learn about Childline, and how it can support them.



# NSPCC Number Day

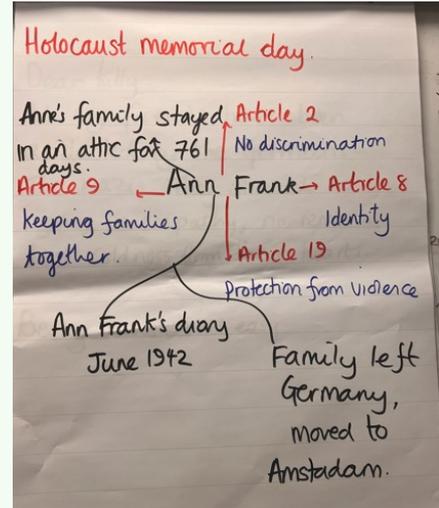


We managed to raise  
£104,76 for NSPCC.  
Thank you for your gen-  
erosity



# Rights Respecting School

This half term, the children have been exploring the articles below and have produced some fantastic outcomes generated from class discussions.



Dear Kitty,

There's no where to go, no where to sleep and no one to talk to. All my friends have been imprisoned and killed by the Nazis, who gave no remorse. My family and I moved to Amsterdam looking for a fresh start - little did we know the Germans would soon follow.

Who knew being a Jew would lead to execution. One day you're reading a book, laying in bed the next day you're held hostage in a prison starved and at the edge of life.

I've been isolated in this compact room, living off canned goods and bottled water. The 761 days I've lived here feels like a lifetime. The time is ticking and my life is slipping.

<p>2</p> <p>NO DISCRIMINATION</p>	<p>19</p> <p>PROTECTION FROM VIOLENCE</p>	<p>37</p> <p>CHILDREN IN DETENTION</p>	<p>38</p> <p>PROTECTION IN WAR</p>
-----------------------------------	---	--	------------------------------------

Play a game of 'stand up/sit down' using criteria such as the following: Stand up if you have brown eyes, stand up if you have curly hair, stand up if you have a pet, sit down if you like football, sit down if you like swimming, sit down if you celebrate Christmas etc. You can see from this game that some things about us are different, and some things are the same - would it be fair to treat people unkindly because of these differences?

In Year 5/6 Bomsu, the children took part in this activity and discussed why it was not okay to treat someone unfairly. Children wrote responses to the following questions:

- Identify differences people have.
- Would it be fair to treat people unkindly, because of these differences?

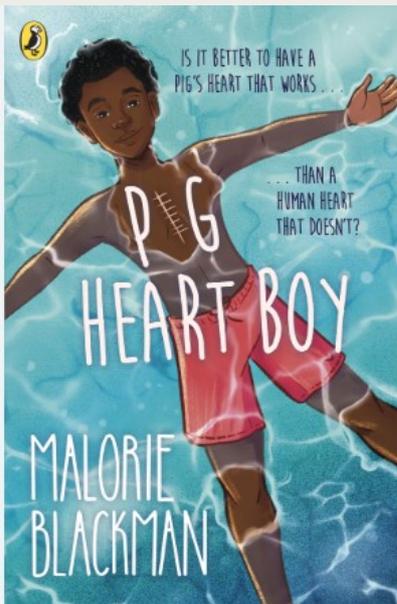




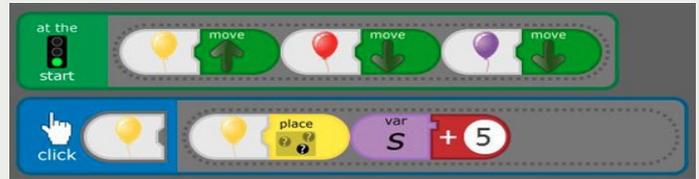
Castilion  
Primary School

# Y5/6 Trip to the Unicorn Theatre

Children in Y5/6 visited the Unicorn Theatre to watch the production of Pig Heart Boy. What an amazing time they had. Due t being so close to Tower Bridge, that also had the chance to take in some of London's sights

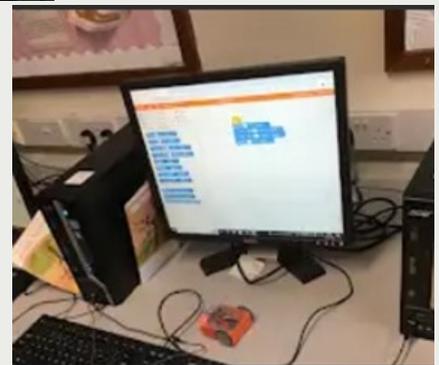
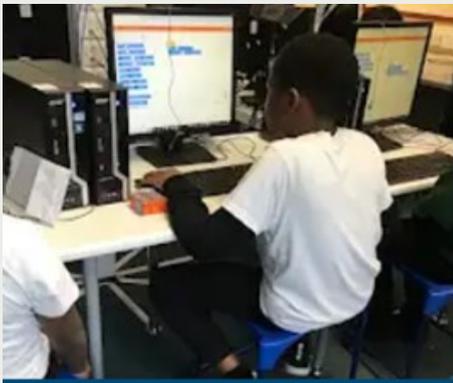


Amadeus  
Primary Academies Trust



## Whole School assembly on Coding

On the 21<sup>st</sup> January the children in years 2,3 and 4 took part in a robotics workshop. The day started with a whole school assembly introducing the children to robotics, their uses and coding as the language of computers. The instructor demonstrated coding a min drone to perform a few stunts. During the workshops, the children explored coding further and used code to programme their own mini robots to perform a series of actions.





Castilion  
Primary School

# Learning at Castilion this term

## Reception

Reception have been enjoying our Chinese New Year celebrations. We found out how people might celebrate. We made lanterns and dragon puppets and we tasted some Chinese foods. We also read the story of the great race, where 12 animals all wanted the year to be named after them.



Primary Academies Trust



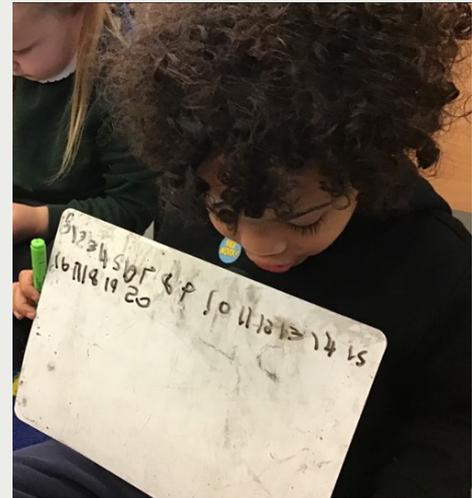
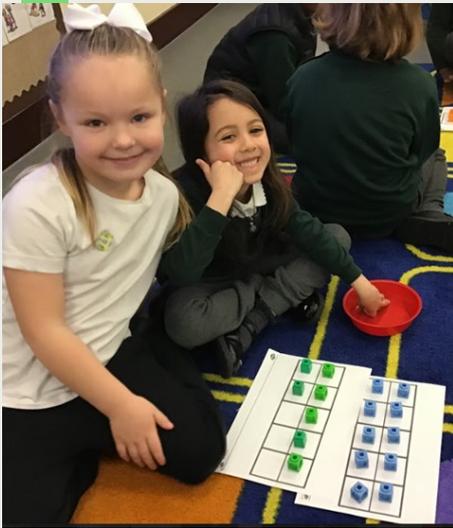


Castilion  
Primary School

# Learning at Castilion this term

## Year 1/2

In Maths, the children used ten frames to add. They added 1-digit numbers to add to the multiples of 10 and 20. They wrote an addition number sentence to record their answers on whiteboards, as well as practising writing number accurately up to 20.



Here the children used base 10 to add. They added 1-digit numbers to add to the multiples of 10 up to 100. They used a number line to work out answers. They wrote addition number sentences to record their answers on whiteboards.



Castilion  
Primary School

# Learning at Castilion this term

## Year 1/2

In Science this term we have been learning about plants and which conditions would be the best for a plant to grow. To investigate this, the children got into groups of 2s. In pairs, they planted one bean in each of the two plastic cups and labelled them. One cup was placed on the classroom window sill (light area) and the other in the cupboard (dark area). They made predictions of what would happen to the beans, which one would grow better and why. Over the next weeks, the children are going to observe the changes, record them and see if their predictions were correct.



How a plant grows from a seed



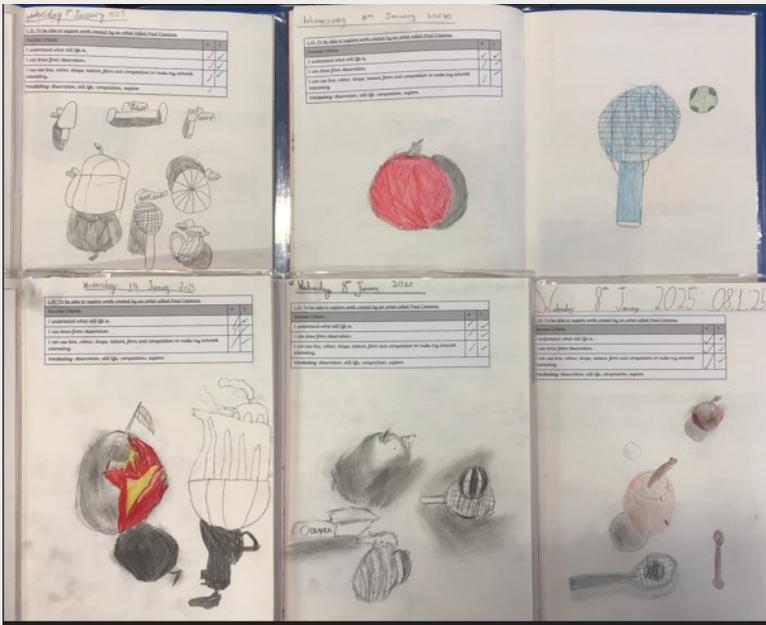
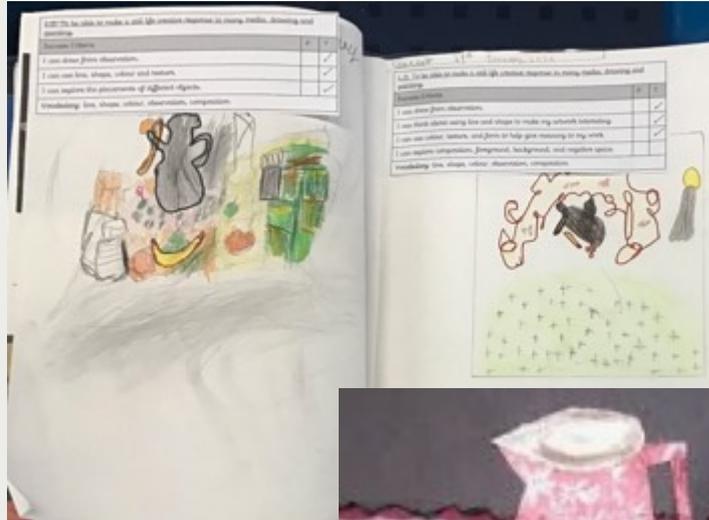


Castilion Primary School

# Learning at Castilion this term

## Year 3/4

In Art, Year 3/4 have been studying still life. They explored the works of various artists, including Paul Cézanne, Hillary Pecis, Nicole Dyer, Hirasho Sato, and Bas Meeuws, making visual notes about their styles. The children focused primarily on Cézanne's

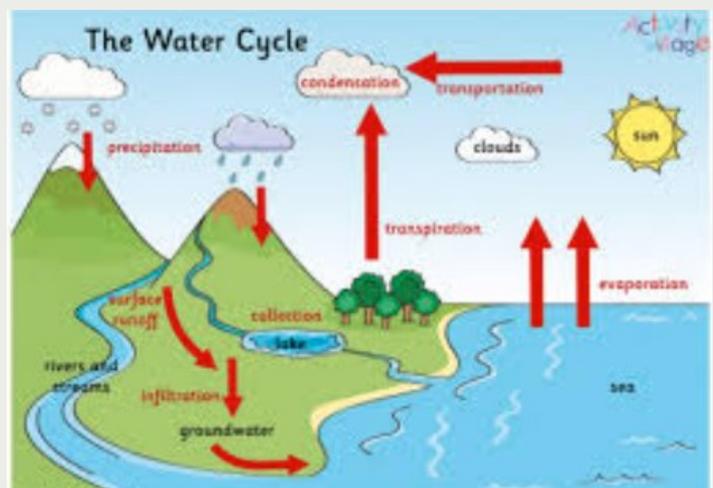




# Learning at Castilion this term

## Year 3/4

In Geography, Year 3/4 have been studying the water cycle. They visited the playground with watering cans to observe how water behaves under various conditions. To expand their knowledge, they also examined the features of the River Thames and discovered how rivers slowly wear down mountains.

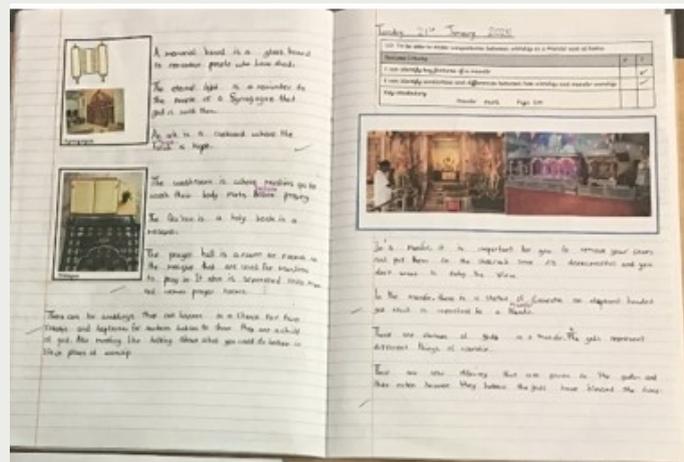
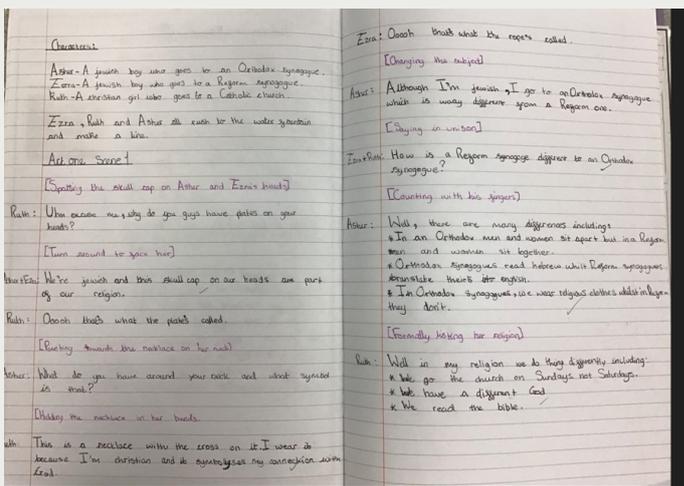
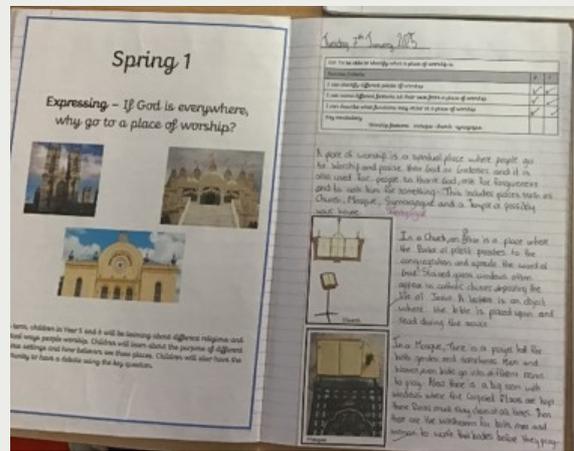
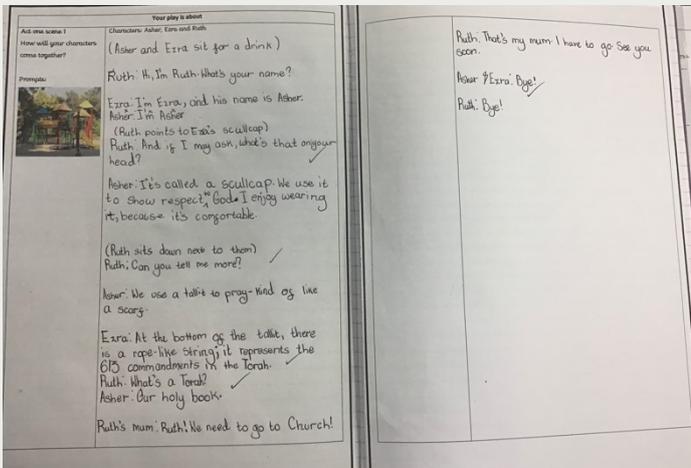




# Learning at Castilion this term

## Year 5/6

In R.E, the children have been learning about different places of worship and what features can be found there. When looking at a Hindu Mandir, children were able to identify the similarities and differences between worshipping there and at home. The children also used their English to write a playscript linking to a religious scene



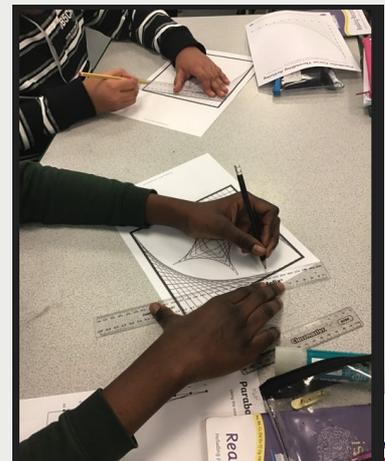
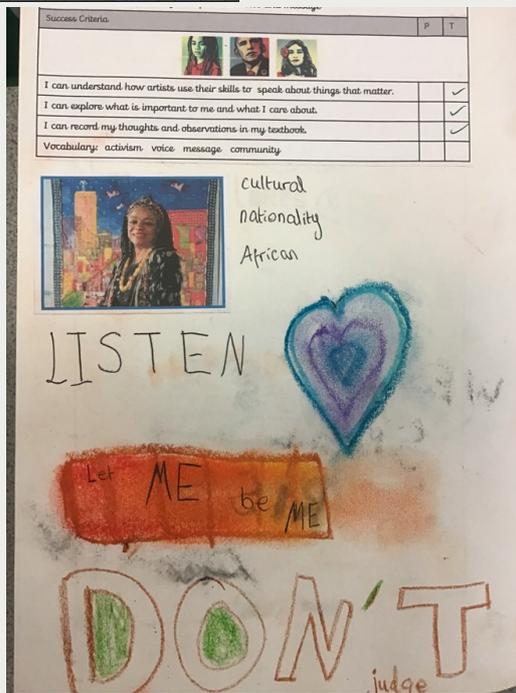
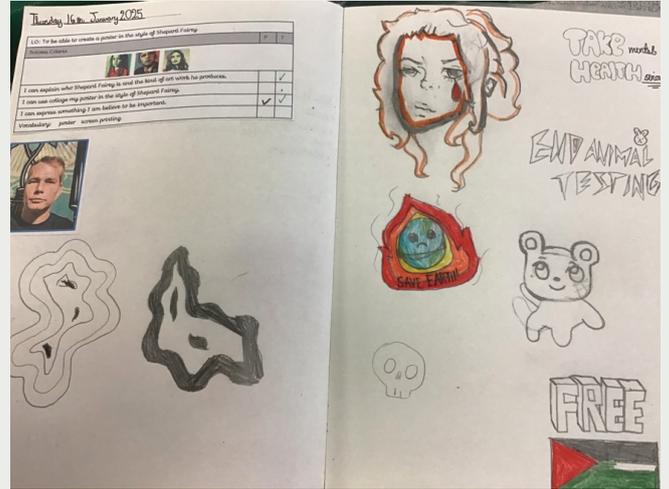


Castilion Primary School

Y5/6

# Learning at Castilion this term

In Art, the children in Y5/6 have been looking at the work of contemporary street artist and activist Shepard Fairey. They have begun creating a poster in the style of his work





Castilion  
Primary School

# Rights Respecting Award

## Reception



Congratulations to our Rights Respecting Citizens for Spring 1



**Amadeus**  
Primary Academies Trust



Castilion  
Primary School

# Rights Respecting Award

Year 1/2



Congratulations to our Rights Respecting Citizens for Spring 1



**Amadeus**  
Primary Academies Trust



Castilion  
Primary School

# Rights Respecting Award

Year 3/4



Congratulations to our Rights Respecting Citizens for Spring 1



**Amadeus**  
Primary Academies Trust



Castilion  
Primary School

# Rights Respecting Award

Year 5/6



Congratulations to our Rights Respecting Citizens for Spring 1



**Amadeus**  
Primary Academies Trust



**Castilion**  
Primary School

# Uniform

At Castilion, we encourage our children to wear their school uniform with pride.  
Here is a reminder of the Castilion uniform:

- ◆ White polo shirt
- ◆ Green jumper, cardigan or fleece (if you wish to purchase a top with the school logo, these can be purchased at [www.mapac.com](http://www.mapac.com))
- ◆ Grey trousers, skirt, pinafore or shorts
- ◆ Grey or white socks



Our full uniform policy can be found on our website;  
<https://www.castilion.apat.org.uk/uniform>



# Attendance

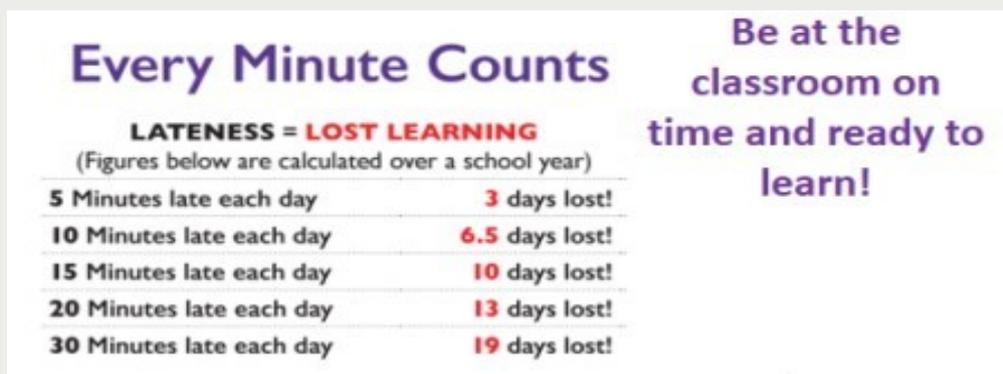


Under the new national framework, all schools will be required to consider a fine when a child has missed 10 or more sessions (5 days) for unauthorised reasons. From August 2024, the fine for school absences across the country will be £80 if paid within 21 days, or £160 if paid within 28 days.

<https://educationhub.blog.gov.uk/2024/02/29/fines-for-parents-for-taking-children-out-of-school-what-you-need-to-know/>

Attendance below 90% is classed as persistent absence and this means **your child missing 19 or more days during the academic year**. This is roughly equivalent to your child missing 1 day or more every 2 weeks, or around 6 days each term.

Arriving a couple of minutes late we might be tempted to think “well it’s just a couple of minutes” but over an academic year regular late arrival can look like this:





# Attendance

## Attendance explained:

When schools talk about attendance they tend to do this in terms of percentages. This can be really confusing as, for instance, if someone scored 80% in a test that would be a great score. However, these percentages look very different when we talk about attendance:

	<b>100%</b>	<b>OUTSTANDING</b>
<b>4</b> SCHOOL DAYS MISSED	<b>98%</b>	<b>VERY GOOD</b>
<b>7</b> SCHOOL DAYS MISSED	<b>96%</b>	<b>GOOD</b>
<b>10</b> SCHOOL DAYS MISSED	<b>95%</b>	<b>ALMOST THERE</b>
<b>11</b> SCHOOL DAYS MISSED	<b>94%</b>	<b>IMPROVEMENT NEEDED</b>
<b>20</b> SCHOOL DAYS MISSED	<b>90%</b>	<b>CONCERNED</b>
<b>29</b> SCHOOL DAYS MISSED	<b>85%</b>	<b>VERY CONCERNED</b>
<b>38</b> SCHOOL DAYS MISSED	<b>80%</b>	<b>SERIOUSLY CONCERNED</b>
<b>48</b> SCHOOL DAYS MISSED	<b>75%</b>	<b>EXTREMELY CONCERNED</b>
<b>67</b> SCHOOL DAYS MISSED	<b>65%</b>	<b>EXTREMELY CONCERNED</b>
<b>95</b> SCHOOL DAYS MISSED	<b>50%</b>	<b>EXTREMELY CONCERNED</b>

The same can be said about punctuality and lateness, when we arrive a couple of minutes late we might be tempted to think "well it's just a couple of minutes" but over an academic year regular late arrival can look like this:



We always understand that there are some situations that are outside of your control, and in these circumstances, we always advise parents/carers to contact the school to discuss.

We ask for your continued support with regards to attendance and punctuality and that you discuss the importance of good attendance and punctuality with your children to enable them to make the most of every opportunity to reach their personal and academic potential.



# Attendance

Please do see the percentage of overall attendance by class for the SECOND half of the autumn term

Class	Attendance %
Y1/2H	96.44
Y1/2K	96.88
Y1/2T	95.38
Y3/4Ca	95.93
Y3/4C	96.44
Y3/4I	95.44
Y5/6AO	96.24
Y5/6B	98.15
Y5/6J	97.83
YRDH	94.52



We are so proud of each and every one of the children who have achieved a good record of attendance during the months of November and December. AWESOME JOB! KEEP UP THE GOOD WORK!



We would like to remind all parents and carers that it is important that all children come to school every day and on time. As a school, we take attendance very seriously, and regularly monitor this.



**Castilion**  
Primary School

# Packed lunches

If you provide your child with a packed lunch please remember we are a nut free school due to severe nut allergies. This includes products such as peanut butter and hazelnut spreads.

As the weather gets warmer you may wish to consider using an insulated lunch bag and where possible adding a frozen cold pack to prevent food going off.

If you wish to change your child to school dinners please contact the school office.

Our full packed lunch policy can be found on our website;

<https://www.castilion.apat.org.uk/catering>

