

WHAT'S COMING UP

October

10th - Hello Yellow Day
14th - Parent workshop
Maths @ 9am
15th - EYFS 2026
Admissions Tours @ 9:30
16th - EYFS 2026
Admissions Tours @ 9:30
15th - Flu Immunisations
20th - Y1 Parents to class
20th - 22nd - Y6
Residential Trip
22nd - Open Door @ 2:30
23rd - Celebration
Assembly @ 9am
24th - **NON PUPIL DAY**
27th-31st - **Half Term**

November

3rd - Autumn Term
Begins
4th - EYFS 2026
Admissions Tours @ 9:30
6th - EYFS 2026
Admissions Tours @ 9:30
11th - TLC
13th - TLC
27th - Travelling Book
Fayre

December

11th - Christmas Jumper
Day
15th - EYFS/Y1 Nativity @
2pm
16th - EYFS/Y1 Nativity @
9:30
18th - Whole School
Carol Service @ 2pm
22nd - 5th Jan 2026 -
Christmas Holidays

January

6th - Spring Term

AFTER SCHOOL ACTIVITIES

Mon - NO CHOIR

Wed - SCS

Thu - SCS

Fri - Taekwondo

Dear Parents and Carers,

At Bocking, we are committed to continuous professional development of our staff, ensuring that our educational approach remains dynamic and innovative. This academic year, we are particularly excited about our science curriculum. Miss Collins is leading, in collaboration with the University of Hertfordshire, a year long project to elevate our science provision, with the ultimate goal of achieving a science quality mark. Our focus is on developing 'working scientifically' methods that will inspire our pupils to become curious, investigative scientific learners. I'd also like to congratulate Mrs Flack in competing her NPQH earlier this term. This is a national qualification for senior leaders and is an 18 month course which is all completed outside of normal school hours. Well done Mrs Flack!

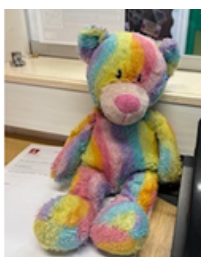
On Thursday we held a new type of training for our learners with practical, life-saving skills. We welcomed Mr Williams who works for the emergency services and dad to Poppy in Yr 3 and Mabel in EYFS, who generously provided Mini Medics training for our Year 5 and 6 pupils in CPR, defibrillator training, choking, and anaphylaxis awareness. This critical life skill is something we believe is essential for our pupils to learn. In a further commitment to pupil safety and wellbeing, both myself and Mrs Aldous are now CPR Champions and have been trained through the Essex & Herts air ambulance service charity CPR Smart. We are planning to extend this training to all Key Stage 2 pupils, ensuring they are equipped with potentially life-saving knowledge. We extend our sincere gratitude to Mini Medics for their professionalism and time..

Looking ahead, we have two important parent workshops planned. First, we will be hosting a Maths Workshop on 14th October at 0900 designed to provide insights into our mathematical teaching strategies and offer practical guidance on how parents can support mathematical skill development at home.

Additionally, Ms Morrish, our behaviour consultant, will be running a parent workshop specifically for Reception and Year 1 parents on Tuesday 21st October at 0900. This is an invaluable opportunity to connect with other parents, share experiences, and explore effective strategies for managing behavioural challenges both at school and home. Little siblings are welcome to come along!

Congratulations to Katy and Elliott who have become our Heads of School.

Have a lovely weekend
Mrs Cagney



Does this little lost bear belong to anyone in the school community. He has been sitting in the school office all week!



STAR OF THE WEEK

EYFS - Carter

Year 1 - Alexander

Year 2 - Julius

Year 3 - Bobbi

Year 4 - Daniel

Year 5 - Irene

Year 6 - Thea

AR READERS

Y2 - Theodore,
Abigail, Lily,

Y5 - Irene

**Please name all
items of clothing.
We have so much
lost property
already!**

**Water only in
bottles please.**

Polite Reminder:
The school toilets are
closed for cleaning
from 3:20.

CLASSROOM NEWS...

YEAR 3

This week in art we planned some charcoal drawings to use in our final pieces which are cave paintings. We drew some handprints, stone age men and mammoths. In science we were making posters about Mary Anning. Mary Anning is a famous palaeontologist who discovered the plesiosaur, pterosaurs and ichthyosaurus. She is a significant figure because she discovered fossils. Did you know Mary and her brother Joseph discovered the ichthyosaurus together, Mary found the body and Joseph found the skull. In maths we have been learning about hundreds, tens and ones, and using addition and subtraction. It has been easy because we have already learnt our place value and used this to help us. In history we learnt how to be historians, we had to write in our books what we thought the random pre-historic objects were and why they were used in the stone age. Next week we are looking forward to art. *Written by class learning ambassadors; Pearl and Livia*



YEAR 4

We started off this week in Year 4 by having Empower come into our classroom, to talk about the Bible and where it came from! In English, we have been writing instructions on "How to Build a Raft" for Ocean Explorers! We have written some fantastic pieces! We have finished learning place value in maths and are practising our times tables (this would be great to do at home too!) We can also now read Ordnance Survey maps and their symbols in geography.

YEAR 5

This week in Year 5, we have persevered in art, not only refining our drawing techniques but also honing our evaluation skills to critically appreciate our work. In writing, we truly shone by creating our own unique literary devices during a shared write inspired by Beowulf and the Sea Hag. Science lessons saw us exploring materials to discover which are good insulators and conductors, and we impressively recorded our findings using a detailed line graph. Our teamwork and collaboration skills were put to the test on the netball court, where we worked together effectively. The highlight of the week was undoubtedly our mini-medical course, where we learned essential life-saving skills such as defibrillation and CPR—an invaluable experience for all!

YEAR 6

We had a brilliant visitor who helped us learn about DR ABC which could help us save somebody's life. It was exciting and fun, thank you, Ben! Many children in the class were brave and stood up in an assembly to read their prepared speeches for Heads of School. We have been innovating our model text in English and next week, we will be writing our own mystery narrative. In maths, we have been exploring the world of prime, square and cube numbers. We also learned about common factors and multiples. We have been practising our netball skills and are also getting ready for a rugby tournament. In history, we learned about 4 different people who have helped changed Braintree at some point. In RE, we debated whether religion causes peace or conflict.

By Learning Ambassadors, Aria and James Q



ONLINE SAFETY..

As National Online Safety we believe in empowering parents, carers and trusted adults with the information they need to hold an informed conversation about online safety with their children, should they find it is needed. This guide focuses on one platform of many which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guides, facts and tips for adults.

National Online Safety
#WakeUpWednesday

Conversation starters for parents and carers: ONLINE CONTENT

Trying to start a conversation about online safety with children can be a daunting task. There are many reasons why children may not want to talk to adults about it. One might be that they don't think you'll understand or that you won't know how to help if they came to you with an online problem. It can also be hard to start a conversation about something that you might have limited knowledge about. However, with screen time increasing during the lockdown, it's important now more than ever, to be talking to children about what they are accessing online.

- 1 ASK THEIR MOTIVATION**
Sometimes it's easy to assume we know why children choose certain games to play. If a game is obvious, like the first one listed in the list, it will be enthusiastic about the new FIFA game. But sometimes it can be more subtle than that. It could be that it's an outlet for their creativity or a way to be that they like the look of the main character. Learning their motivation and knowing why they like it can help adults then on how to use it safely and help you discuss the pros and cons.
- 2 CULTIVATE A BLAME FREE CULTURE**
Children sometimes blame themselves if they come across something that scares them or makes them feel uncomfortable. There will be times when your child has gone against something that you have facilitated. However, most children do not intend to put themselves at risk. Therefore, it's important that your child is able to come to you with a problem and won't be blamed for it. Try to understand what's happened and why and learn from the dangers once more. Engaging in a 'what you do' dialogue or suggesting they are to blame for not listening may drive them from reporting any future concerns.
- 3 SHARE PERSONAL EXPERIENCE**
Sharing is an important part of sharing something that you've seen or that has made you feel uncomfortable. Talking about your own feelings can help children realise that it isn't just them - adults can be affected too. You can give your own experience with it therefore indirectly giving children advice on how they can also cope in uncomfortable situations. You can also explain that the reason that you're chosen to talk to them about it is because talking helps. Children will hopefully be able to see the positives in the experiences and view your behaviour in future.
- 4 TALK ABOUT THE NEWS**
Asking children what their response to news stories around online safety can be revealing. For example, there has been a recent warning issued by the BBC, who are currently campaigning for the application of age ratings and content warnings on online sharing at schools. What do they think about this? Can they think of a time when this would have helped themselves or someone they know? Are they against the idea of it or, why? Could they be accessing something they shouldn't be?
- 5 ASK FOR ADVICE**
It could be that you really do have a friend at work who is debating whether or not to let their child do something online, or it could be that you're handling the truth slightly, but hopefully the outcome would be the same. Don't be afraid to ask others for advice. Not only why they should let the child use it, but also what would they tell the child to be aware of what are the risks? This will help you understand the risks yourself and what to look out for in future.
- 6 MAKE TIME TO LISTEN**
When your child can't wait to tell you about their new game, always try to listen to what they say. The chance to talk to you is a chance to let you know what they are up to. It's important to let them know that you are listening to them and that you are not just listening to them to tell you what they are up to. It's important to let them know that you are listening to them and that you are not just listening to them to tell you what they are up to.
- 7 ASK THEM TO BE THE TEACHER**
Showing an interest in what children are accessing online is a great opportunity for you to learn something new as well. Children on the whole have shared their experiences so by asking them to teach you how to use an app or play a game is not only a great way to bond, but you will also find more empowered to talk about it. It is easy to be away from conversations when the child perhaps knows more about the subject matter than you do. This can help to turn the tables.
- 8 USE SCHOOL MESSAGING**
It might be that your child's school has sent out a message about the Children's number or to remind children to use the CCEP button to report online issues. But the children don't think that's enough. What would they say if they saw the Children's number? What would they say if they saw the CCEP button? What would they say if they saw the CCEP button? What would they say if they saw the CCEP button?
- 9 ASK ABOUT THE RISKS**
Many children may know what online risks are and will happily explain the potential dangers. Listen and try not to be overly shocked if they tell you something that disturbs you. This can then lead directly into you asking the questions about what steps they are taking to look after themselves or what help they could seek if something goes wrong. Sometimes it's just nice to know that your children know the dangers and have taken steps to help reduce the risk for themselves - this is the ultimate goal.
- 10 ASK ABOUT RESPONSIBILITIES**
Try asking open ended questions about rules and responsibilities when you are online. Who decides what is appropriate for children to use? This can reveal a lot about a child's perspective about who is responsible for their online safety. If they believe that it is up to everyone else to keep them safe, then you know you need to have a conversation about how they can reduce their own risk.
- 11 ASK ABOUT SCHOOL ADVICE**
Sometimes it's hard to know what to warn children about. If there is a new app or game that your child has come across recently, and then what they think their teacher would say about it. What advice would school give them? What have they been told about keeping private online or about being careful? It would be a good way to hear what advice they were given at school and help you reinforce the same message. Children sometimes don't want to do it if something makes them feel uncomfortable or who their trusted adults are can make all the difference.

Meet our expert
Hazel Carroll is a parenting Online Safety Lead and senior school leader who's passionate about supporting children online and educating them around online risks. She has over 10 years as a Computing Lead and has recently developed and implemented a whole school approach to online safety to schools, delivering online safety training to both school staff and parents and helping to roll-out a bespoke online safety policy across her local network of education settings.

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ATTENDANCE & PUNCTUALITY

97% - Year EYFS

94% - Year 1

94% - Year 2

98% - Year 3

96% - Year 4

93% - Year 5

98% - Year 6

Attendance target 95%

Please be aware that the gates open at 8:35, and your child is marked late, affecting their attendance from 8:50am. Punctuality is a valuable lifelong skill.

Late arrival affects not only the pupil who is late but disrupts the whole class. Where a pupil arrives after the registers close, with no justifiable reason, a U code will be entered into the register. The U code amounts to an unauthorised absence for the whole session. We must warn you, a penalty notice may be issued where there have been at least ten sessions of unauthorised absence during a rolling 10 school week period.