

WHAT'S COMING UP

February

4th - Y3 Saffron Walden
Museum Trip - Payment
Live

9th - School
Photographer in for
individual photos

12th - Open Door at 14:30

13th PTSA Bookmark Sale

15th - 20th - Half Term

23rd - Non Pupil Day

March

13th - Y5 Bocking Arts
Centre Trip - details to
follow

17th - TLC's - details via
arbor to follow

19th - TLC's details via
arbor to follow

Dear Parents and Carers,

If you walk through our school on any day, you'll see children learning, teachers guiding, and staff keeping everything running smoothly. But behind the scenes, there is another group quietly supporting the direction of our school—our governors.

This is a team of people who come together not because they have to, but because they genuinely want to help our school thrive. They bring with them a mix of skills— education, community knowledge, leadership, finance to name a few—and blend them into thoughtful conversations about the school's future. They ask challenging questions to senior leaders and then work with us to move the school forward.

Governors don't tell the school what to do; they listen carefully, ask important questions, and discuss long-term plans. They read reports about progress, talk about how well children are being supported, and make sure the school is ambitious for every learner. They want to understand what's working brilliantly and what could be improved, not to criticise, but to support growth.

This morning we welcomed our school governors in to the school for a whole morning. Our governors spoke to pupils about their leadership skills, observed the arrival of our pupils in the morning, joined in with early morning work in EYFS and spoke to our subject leaders about their curriculum plans and work. They got a full picture of what it was like to be a child at Bocking School and from their initial feedback I am looking forward to being able to share their positive views about the school with you next week.

If you'd like to know more about becoming a governor yourself, we'd love to hear from you. Please contact the school office to find out more.

Staffing Update:

We will be sadly saying goodbye to Mr Bain, our Site Manager, after the February half term as he begins his well-deserved retirement. He will be incredibly missed by staff, pupils, and families alike. It has truly been a privilege to work alongside someone who cares so deeply about the children — someone who knows every single child by name and greets them with a smile each and every morning. His dedication and genuine passion for our school community have made a lasting impact, and we wish him all the happiness in this next chapter of his life.

Have a lovely weekend,
Mrs Cagney

BEFORE SCHOOL ACTIVITIES

Fri - IRock

AFTER SCHOOL ACTIVITIES

Mon - CHOIR

Wed - SCS

Thu - SCS



STAR OF THE WEEK

EYFS - Eva

Year 1 - Billy

Year 2 - Jacob A

Year 3 - Ted

Year 4 - Alfie

Year 5 - Sonny

Year 6 - Aria

AR READERS

Year 3 - Ruby

Year 5 - Cleo

Now the weather has changed, please ensure your child has a water proof jacket.

All items of clothing should be named.

Water only in bottles please.

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

CLASSROOM NEWS...

YEAR 3

This week we learnt our 8 times table in maths and have been practicing at home on TTRS as well which is definitely helping and making it easier. We have learnt to multiply and divide, which has proved to be the hardest one we have learnt so far but we are persevering. In science we have been learning about forces and magnets, we have explored the two different poles on a magnet, the south magnetic pole and the north magnetic pole. We know that the poles repel if you place the same ones next to each other, but they attract the opposite. In English we have been writing a mystery narrative about a missing ankh in ancient Egypt. This is to help us when we write our own mystery narratives which we are sending to the Saffron Walden Museum where we are going on our school trip next week. Finally, in history we explored daily life in ancient Egypt looking at the different jobs such as priests, farmers, scribes, slaves and artists. Next week we are looking forward to our school trip! ***Written by class learning ambassadors: Theodore and Sienna***

YEAR 4

This has been an exciting week in Year 4! On Tuesday, we ventured out to Colchester Castle where we explored the museum and its interesting artefacts from the Romans. We explored the galleries, built a Roman villa, used shadow boxes to guess if artefacts were Roman or Stone Age, and roleplayed what it would be like to be a Roman. Then, we had a tour underground the castle, which we found out used to be a Roman Temple! We had to crawl through the small spaces and listened to stories about Boudicca and her rebellion against the Roman Army when they invaded Britain. On Wednesday, we began our shared write about the Mystery of the disappearing Etruscans, where we are using ambitious vocabulary and using all of our learning from our topic lessons to create a real image of what happened before the Romans took over. In maths we have been finishing our topic on fractions.



YEAR 5

Year 5 have been working incredibly hard in English, crafting imaginative stories about being trapped somewhere they shouldn't be. Their ideas have been so unique—some children imagined being stuck underwater, others found themselves trapped inside a painting, a clocktower, or even a museum! In maths, we have continued to persevere with multiplying 4-digit numbers by 2-digit numbers using the long multiplication method. This remains a challenging area for many, so please support your child by practising this at home. Here is a helpful video to guide you: [Long Multiplication Tutorial](#). Over the past two weeks in science, we have been exploring the effects of air resistance—do ask your child to share what they have discovered! On a lighter note, Year 5 have shown exceptional leadership and kindness by being role models during assembly, supporting the transition of our EYFS pupils into singing assemblies, and sitting with them and Year 1 to demonstrate the right behaviour. We are very proud of their brilliant example!

YEAR 6

In PSHE, we learned how to be responsible with money and the dangers of wasting money. In maths, we were learning about hundredths and tenths and how to add decimals. In English, we wrote a diary entry like Anne Frank during World War II. We were engaged and ambitious to make our writing as exciting as possible. It is really useful to learn about history in our English lessons and link our learning together. We have loved our PE lessons in fitness and we are learning lots of muscle names! ***By Year 6 Learning Ambassadors, Louis and James R***



ATTENDANCE & PUNCTUALITY

94% - EYFS

96% - Year 1

88% - Year 2

95% - Year 3

96% - Year 4

94% - Year 5

90% - 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.

ONLINE SAFETY..

Online Safety for Parents - Set Up Safe Guide

Once again Internet Matters have put together a brilliant new resource for parents and carers. This time it's a Set Up Safe guide which simplifies all the confusing tech/device settings advising that online safety works best when it's shaped around how children actually use their devices, it's all about 'layering'.

Download and read the [Internet Matters Layer Up for Online Safety Guide](#).

National Online Safety

7 questions to help you start a conversation with your child about online safety

#WakeUpWednesday

- 1 Which apps/games are you using at the moment?**

THIS WILL GIVE YOU A GOOD OVERVIEW OF THE TYPES OF THINGS YOUR CHILDREN ARE DOING ON THEIR DEVICES, ALONG WITH THEIR INTERESTS. REMEMBER THAT THEY MIGHT NOT TELL YOU EVERYTHING THEY ARE USING, SO IT IS A GOOD IDEA TO ASK THEM TO SHOW YOU THE DEVICE, BECAUSE NEW APPS AND GAMES ARE RELEASED REGULARLY, IT IS IMPORTANT TO HAVE THIS CONVERSATION OFTEN TO ENSURE YOU ARE UP TO DATE WITH WHAT THEY ARE DOING.
- 2 Which websites do you enjoy using and why?**

AS IN THE TIP ABOVE, ASKING THIS QUESTION WILL ALLOW YOU TO FIND OUT WHAT YOUR CHILD IS DOING ONLINE, AND ENCOURAGE POSITIVE CONVERSATIONS ABOUT THEIR ONLINE ACTIVITY. ASK THEM HOW THEY USE THE WEBSITES, AND TAKE AN INTEREST IN HOW THEY CAN USE THEM IN A POSITIVE WAY. ALSO ASKING THEM TO SHOW YOU IF POSSIBLE.
- 3 How does this game/app work? Can I play?**

SHOW A GENUINE INTEREST IN WHAT THEY ARE DOING. WHILST YOU ARE PLAYING A GAME OR USING AN APP WITH THEM, IT MIGHT HIGHLIGHT SOMETHING THAT THEY DON'T NECESSARILY THINK IS A DANGER TO THEM. IF THEY ACT LIKE THEY DON'T WANT TO SHARE THEIR ACTIVITIES WITH YOU, QUESTION WHY.
- 4 Do you have any online friends?**

CHILDREN CAN FORM POSITIVE RELATIONSHIPS WITH PEOPLE ONLINE, AND THIS HAS BECOME MORE COMMON THANKS TO ONLINE MULTI-PLAYER OPTIONS, BUT THEY MAY NOT FULLY UNDERSTAND THE DIFFERENCE BETWEEN A FRIEND AND A STRANGER. YOU COULD MAKE THE QUESTION MORE SPECIFIC TO YOUR CHILD. FOR EXAMPLE: "HAVE YOU MET ANYONE ONLINE THAT YOU LIKE TO PLAY GAMES WITH?" THEY MAY NOT WANT TO SHARE THIS INFORMATION WITH YOU, SO ENSURE YOU TEACH THEM ABOUT HEALTHY RELATIONSHIPS.
- 5 Do you know where to go for help?**

ALTHOUGH YOU MAY BE THE ADULT THEY TRUST THE MOST, SOME CHILDREN STRUGGLE TO TALK ABOUT WHAT HAPPENS ONLINE DUE TO CONFUSION OR EMBARRASSMENT. BECAUSE OF THIS THEY MAY STRUGGLE TO APPROACH THE NORMAL PEOPLE WHO WOULD HELP, SUCH AS YOURSELF OR A TEACHER. HAVE A CHAT TO YOUR CHILD ABOUT EXACTLY WHERE THEY CAN GO FOR HELP, AND HOW THEY CAN REPORT ANY ACTIVITY THAT THEY BELIEVE IS INAPPROPRIATE ONLINE.
- 6 Do you know what your personal information is?**

YOUR CHILD MAY ALREADY KNOW WHAT THEIR PERSONAL INFORMATION IS BUT THEY MIGHT NOT THINK ABOUT HOW IT CAN BE SHARED. HAVE A CONVERSATION ABOUT WHAT PERSONAL INFORMATION IS AND HOW THIS CAN AFFECT THEM IF IT IS SHARED BEYOND THE INTENDED RECIPIENT. IT IS IMPORTANT THAT YOUR CHILD UNDERSTANDS THE DANGERS OF SHARING CONTACT DETAILS OR PHOTOS, AS INFORMATION SUCH AS THIS CAN SPREAD QUICKLY ONLINE.
- 7 Do you know your limits?**

CHILDREN MAY NOT UNDERSTAND THE NEGATIVE IMPACTS OF DEVICE OR GAME ADDICTION. TALK TO THEM OPENLY ABOUT HEALTHY HABITS AND ASK WHETHER OR NOT THEM SPENDING TIME ONLINE OR PLAYING A GAME IS AFFECTING THEIR SLEEP, PERFORMANCE AT SCHOOL OR IF THEY ARE GENERALLY LOSING INTEREST IN OTHER ACTIVITIES. YOU MAY LEAD ON TO ENCOURAGING ALTERNATIVE ACTIVITIES AND DISCUSSING THE INTRODUCTION OF TIME LIMITS WHEN AT HOME.