



The Pen

Parc Eglos News

Message from Mrs Sanderson

Dear Parents and Carers,

As we have now reached the middle of the academic year, I wanted to share with you some updates which have been happening here at school in terms of our post-OFSTED action plan.

Safeguarding: We have a new digital safeguarding record-keeping programme. All staff have received training and use this programme with confidence. Records are up to date and monitored daily.

SEND: Pupils with additional needs have bespoke STAR plans to identify and support target areas. These plans are shared with parents 3x a year. Adaptations to lessons are in place for children who need additional help.

Subject development: We are in the process of updating and developing our curriculum offer. Already we have: Introduced Read Write Inc Phonics; developed our whole class reading programme; and adapted of math provision to ensure effective knowledge and skills progression. This term we are focussing on science, geography and history provision.

Communication: A communication strategy has been developed that ensures parents are given information in a timely manner. This strategy also ensures that leaders of the school are aware of all school communication. The Pen has been introduced.

Parc Eglos School is on an improvement journey; we continue to make the changes that positively impact upon our children and families - if you have any developmental feedback that can support us in this process, I would love to hear from you.

With thanks for your support this year

Have a super half term break and we look forward to seeing everyone on

TUESDAY 25th February.

Vicky Sanderson

The Pen - Update

After receiving feedback on the contents of The Pen, we would like to ask you for your thoughts regarding what is most useful/interesting for you within this weekly correspondence, and what could perhaps be celebrated/shared in a half termly 'bumper' edition. Please see <https://forms.office.com/e/1vCiXUXCbQ> to share your ideas.

Calendar

Additions in white

17.02.25 - 21.02.25 - Half Term

24.02.25 - INSET Day

25.02.25 - Cross Country Race 4*

28.2.25— Open Afternoon—come and look at your child's books 14:30—15:15

3.3.25—7.3.25 - Parents' Evenings

10.03.25 - Year 4 BF/MTC Meeting

29.04.25 - Cross Country Race 5*

30.4.25—Year 1 parents Phonics Screening Check information afternoon 2:45—3:15

13.05.25 - Cross Country Race 6 *

21.05.25 - 23.05.25 - Year 4 BF Adventure

2.6.25 - 4.6.25 - Year 6 Barton Hall

2.7.25 - 4.7.25 - Year 5 Porthpean Trip

* More information to follow

** More information overleaf

Mental Health and Wellbeing Grids

Our mental health and wellbeing is of the upmost importance to us at Parc Eglos. Therefore, we have decided to adapt the current way in which we support our children and families. Health and wellbeing days will continue twice a year; these are an opportunity for children to learn strategies to cope with different emotions and scenarios. The grids will no longer be sent home, but there will be a regular piece in the newsletter that will suggest activity ideas, techniques to support you and your child, and provide useful information. Look out for Mrs Endean's first instalment in the next half term. Our next health and wellbeing day is on [Tuesday 25th February](#).

Letters

Please check out our website: <https://parc-eglos.croftymat.org/parents/newsletter/> for a list of recent comms or alternatively ring the school office to speak to a member of the team.



The Pen

PUPIL OF THE WEEK CERTIFICATE OF ACHIEVEMENT

Proudly presented to

YR Poldhu	Xenia and Aria	Y3 Crantock	Ella and Daisy
YR Gunwalloe	Hugh and Zepharaime	Y4 Coverack	Elowen D and Harry C
Y1 Rinsey	Rose and Phillip	Y4 Gwithian	Jayden and Elena
Y1 Godrevy	Orla and Suzie	Y5 Sennen	Cisco and Isla
Y2 Maenporth	Indi and Esme	Y5 Zennor	Sidnie and Bella
Y2 Swanpool	Arran and Coby	Y6 Fistral	Levi and Theo
Y3 Portreath	Toby and Paisley	Y6 Holywell	Oliver J and Georgina

TEAM POINTS

DAVY 691 TREVITHICK 795 KINGSLEY 805 TRENGROUSE 613

Boomerang Booking links

	Breakfast Club	After School Club
Week commencing 24th February	https://forms.gle/T5udwaiS4pg8w3BL9	https://forms.gle/iPS6NDDbd7Es3bEL7
Week commencing 3rd March	https://forms.gle/dDNULhVeTfq3TsXw5	https://forms.gle/4TM1pvh7GSYUzHrq5
Week commencing 10th March	https://forms.gle/9Skpn7TS6rq7NswR6	https://forms.gle/DYYk82EFXjsmscBKA
Week commencing 17th March	https://forms.gle/junLvz5GdJ8mFPaA	https://forms.gle/fV8bUiPchAHjtubz7



Attendance Reminder Holidays in term time



As a reminder to parents,

If you book a holiday in term time which is 5 days or more, and is not approved as an exceptional circumstance, our policy - in line with DFE guidance, is to refer this to the local authority for a fine to be issued. Please also be aware that schools need to consider fining if a child has **10 unauthorised sessions in a rolling 10 week period**. Please do contact me if you have any further questions regarding this. Mrs Sanderson

Safer Internet Day

On Tuesday this week, we celebrated Safer Internet Day! All year groups completed an activity throughout the day, with our KS2 classes completing a Live Lesson hosted by BBC Teach! The children loved the lesson and enjoyed taking part in the different activities. Mrs Williamson's class event got a shout out on the comments! It was brilliant for the children to continue their learning about how to stay safe online, with the theme focusing this year on scams and how to avoid them.



Nursery & Foundation Team

The Starfish and Tiddlers were incredibly sensible on their walk around the local area on Thursday. Wearing our high-vis jackets and holding onto the walking rope, we explored our surroundings while listening for different sounds—birds singing, cars passing by, and trees swaying in the wind. The children made us so proud with their excellent listening skills and awareness, ensuring everyone stayed safe on our adventure!

This week, the children have been exploring colour mixing. They experimented with blending different colours to recreate the vibrant characters from our focus story 'Brown Bear, Brown Bear, What do you see?', developing their creativity and fine motor skills. It's been wonderful to see their excitement as they discovered new colours and brought the story to life through art!

Year 1/2 Team

This week Year 2 had a fantastic time reviewing their Artwork. We laid out our mono prints and walked around the classroom pretending to be in a proper Art Gallery! We respectfully looked at our prints and talked to each other about why we liked them and how interesting they were. We discussed the process of mono printing and how we really enjoyed using the inks and rollers for the first time. We are looking forward to building on these skills again.



Year 3/4 Team

Year 3 have produced some amazing art working with 'Shape and Colour'.

The children used close looking and the "Show Me What You See" technique to explore artwork from a particular artist, movement or era. Children then explored how they could use shape and colour to simplify elements, inspired by the Cut-outs of Henri Matisse. Using collage, pupils played with positive and negative shapes and spaces to create meaningful compositions in response to the original artworks they looked at. The children were fully engaged and made excellent use of their sketch books to visually record their ideas.

Year 5/6 Team

Year 6 have worked extremely hard this week. They have tackled arithmetic and reading assessments, impressing us with the progress they are making. We have had a really exciting week in terms of our art project, as we have been tackling a unit called 'Exploring Identity'. Inspired by the work of Mike Barrett, we have created layered self portraits using mixed media. The idea is that, within the portraits, the children have hidden images/symbols/words that tell the story (narrative) of themselves - people and things that are important in their lives. The children have been 150% engaged in this work, totally absorbed in playing with techniques and exploring ways of communicating ideas about themselves in art. We are really proud of all of them and have shared a few of the finished pieces in this photograph.

Have a great half term, Year 6. You deserve it. Stay safe and come back refreshed and ready to fly.





Sports at Parc Eglos

Sporting news...

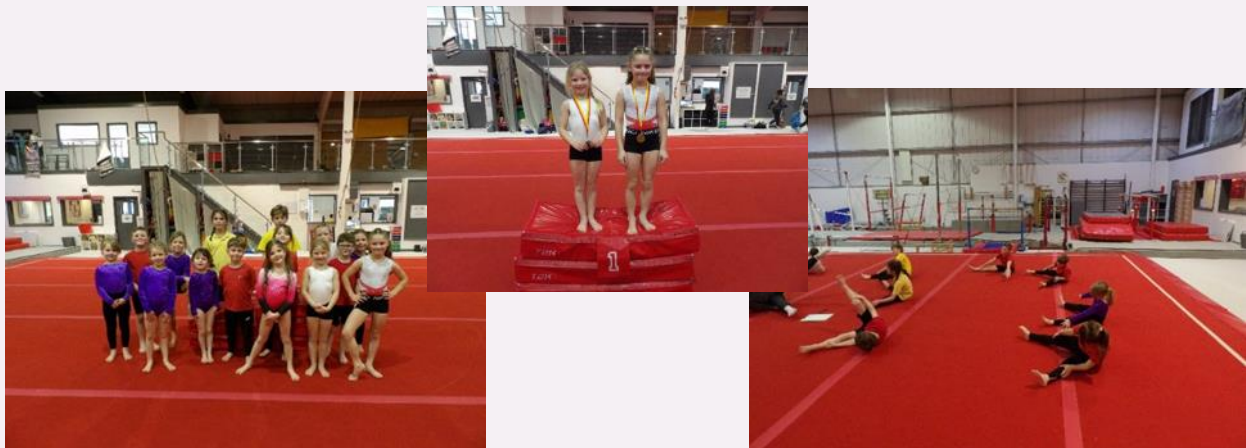
On Monday afternoon our Year 3/ 4 Stripes and Reds Teams played in the League at Helston 3G. The first match of the fixtures was the much-anticipated Reds v Stripes! All the children played very well but the Stripes managed to have their first win of the evening. The teams were so sporting and supportive of each other after the final whistle.

The Stripes went on to win both their matches. Some fantastic football was played and some great goals scored.

The Reds drew their next match against Boskenwyn and won their final match against Garras. The whole team showed great resilience and team spirit throughout in some tough games and very cold weather.

Well done to everyone and as always thank you to the parent volunteers who run the teams for us, Mrs Ralph for providing the first aid and all of the parents for their support.

This week it was the Key Stage 1 children's turn to attend the Gymnastics Festival at Penryn Gymnastics centre. The children competed in a floor and vault event and then had some free time at the end of the session. All the children represented our school really well and we are so proud of them. Harva and Kiana both placed in the top three in the individual event - well done.





































Thank you to everyone that has already returned their reading books, if you haven't done so yet, please can we remind you to bring books back into school next week. These books are a vital resource and are not cheap to replace. Thank you.

Please use the links below to support your children with their Set 1 sound recognition and Word Time reading.

Set 1 Sounds

m 	a 	s 	d 	t 
i 	n 	p 	g 	o 
c 	k 	u 	b 	f 
e 	l 	h 	r 	j 
v 	y 	w 	z 	x 
sh 	qu 	th 	ng  <small>thing on a string</small>	ch 
nk  <small>I think I snail</small>	ck  <small>tick tock clock</small>			

Word Time



Word Time 1.1



Word Time 1.2



Word Time 1.3



Word Time 1.4



Word Time 1.5



Please use the links below
to support your children
with their Set 2 and Set 3
sound recognition and
speedy reading.

Set 2 sounds



Set 3 sounds



Speeding Up Word Reading Videos (updated weekly)



Read Write Inc. Set 1
Green Storybooks
Colour



Read Write Inc. Set 2
Purple Storybooks
Colour



Read Write Inc. Set 3
Pink Colour Storybooks



Read Write Inc. Set 4
Orange Storybooks
Colour



Read Write Inc. Set 5
Yellow Storybooks
Colour



Read Write Inc. Set 6
Blue Storybooks
Colour



Read Write Inc. Set 7
Grey Storybooks
Colour

DISCO!

Tickets available
from the school
office **now!**

FRIENDS OF
pe

LET'S
GLOW
CRAZY!

GLOW IN THE DARK DISCO

FRIDAY 28th FEB

Foundation & Y1 @ 3.15PM-4PM

(Children can come into school in their disco outfits)

Y2 & Y3 @ 4.15pm- 5.15pm

Y4, Y5 & Y6 @ 5.30pm-6.30pm

Please let us know if
you can volunteer to help.

TICKETS £2.50
AVAILABLE FROM THE OFFICE

parceglosfriends@gmail.com

What Parents & Carers Need to Know about MINECRAFT

AGE RATING

7+

WHAT ARE THE RISKS?

Minecraft is a beloved classic of modern gaming. First released in 2011, this open-ended 'sandbox' game of building and exploration still has over 140 million players who happily return to play it at least once every month. Minecraft has also been utilised for much more than just entertainment: it's sometimes used in schools to teach children coding, and it's also employed as a tool for computer-aided design, which is another valuable skill. Encouraging creativity and problem solving, Minecraft has plenty to offer gamers of all ages, and it's available on almost all video game platforms.

PUBLIC SERVERS

Joining a public network (called a server) lets your child potentially interact with strangers through text chat. Some servers focus on building, while others are dedicated to role-playing – encouraging direct player interaction. Anyone can join public servers and connecting to one is relatively simple. Public server IP addresses (and therefore someone's location) are easy to find with search engines.

GRIEFING

Some people in Minecraft delight in purposefully damaging or destroying another player's creation. This is called 'griefing' and is a form of bullying: it intentionally spoils someone else's experience in the game by deleting hours of their work and forcing them to start from scratch. Many public servers treat griefing as a severe offence and frequently ban offenders.

ADDICTIVENESS

Minecraft's gameplay is relatively simple, and the outcome (when a child has built something new, for instance) can be extremely gratifying. This can make the game highly addictive. It's easy to lose track of time while playing Minecraft, causing committed young players to forget about other activities like homework or enjoying family time.

SCARY ELEMENTS

The visual design and gameplay of Minecraft is purposefully child friendly, so there's nothing too untoward in the game. However, some of the 'baddies' that can be encountered might prove a little too scary for very young players. In the game, certain enemies come out at night and are accompanied by audio – such as zombie moans and skeleton bone rattles – that may unnerve young ones.

ADDITIONAL PURCHASES

After initially buying the game, players can make optional extra purchases for cosmetic items and other bonuses. Minecraft Realms is an optional online subscription (requiring regular payments) that lets users run a multiplayer server to play with their friends. Most games consoles also need an active subscription to enable online play – so online gaming can quickly become an expensive hobby.

Advice for Parents & Carers

RESEARCH CONTENT CREATORS

There are a lots of Minecraft content creators who release helpful videos about the game on YouTube and Twitch. Not all of these, however, are suitable for children. Watching these content creators' channels yourself first is a safe way to find appropriate Minecraft videos to share with your children. This also helps you learn more about the game itself, and how your child plays it.

CHOOSE THE RIGHT MODE

Selecting 'Creative' or 'Peaceful' mode allows children to play Minecraft without having to contend with enemies. It's also a great way for you to get used to playing the game with them, since the difficulty level is lower. This allows you to work together on a long-term project, creating something special without the threat of moaning zombies or creepers damaging your build.

HOST A PRIVATE SERVER

The easiest way to find a safe server for your child to play on is to make one yourself. Hosting a server prevents strangers from finding it, unless they've been given the necessary joining details. A private server also lets you control who's allowed to enter and – if necessary – to ban someone who shouldn't be there. This is the closest equivalent to parental controls in Minecraft.

ENCOURAGE BREAKS

It's easy for the hours to fly by while your child is playing Minecraft, so reminding them to take regular breaks is essential. This is a useful way for them to learn good time management, which they'll benefit from as they get older. It will also teach them to play their favourite games in moderation – limiting addictive behaviour and allowing them to manage their day better.

TALK ABOUT STRANGERS

At some point in their lives, almost everyone needs to have contact with a stranger online. Talking to your child about online safety, therefore, is essential – as is having a plan in place for dealing with any hostile or difficult strangers. Ensure that your child knows never to tell a stranger about themselves online, and that they should come to you straight away if they do encounter a problem.

Meet Our Expert

Clare Godwin (a.k.a. Lunawolf) has worked as an editor and journalist in the gaming industry since 2015, providing websites with event coverage, reviews and gaming guides. She is the owner of Lunawolf Gaming and is currently working on various gaming-related projects including game development and writing non-fiction books.



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