

# DOTHILL NEWS



Don't forget to check the school website for regular updates.

[www.dothillprimaryschool.co.uk](http://www.dothillprimaryschool.co.uk)

Check out our Facebook page: Dothill Primary School, Telford

17.03.25

Contact school on 01952 386870 or

by email on [dothill@taw.org.uk](mailto:dothill@taw.org.uk)

Dazzling Dotties Weekly Update Attendance Important Dates Reminders Mental Health SEND EYFS Internet Safety

## What have we been up to...?

On Friday the 7<sup>th</sup> March, we celebrated World Book Day here at Dothill. It was a wonderful day, celebrating "Read It Your Way". We read lots of different ways during the day: with our parents; in the hall on cushions and bean bags; with children from different classes and by ourselves. We also experienced many different types of reading materials from poetry to comic books and everything in between!



A huge thank you to the Friends for organising the Book Swap, which also took place on World Book Day. The number and quality of books donated by parents was amazing, and the children were delighted with being able to choose a book for themselves.

**Dothill Cup:** While we did not have an assembly last Friday due to the girls' football event, we still had a worthy nomination for the Dothill cup. Both Miss Brotherton and Miss Dawes asked to nominate 3B for the following reasons:

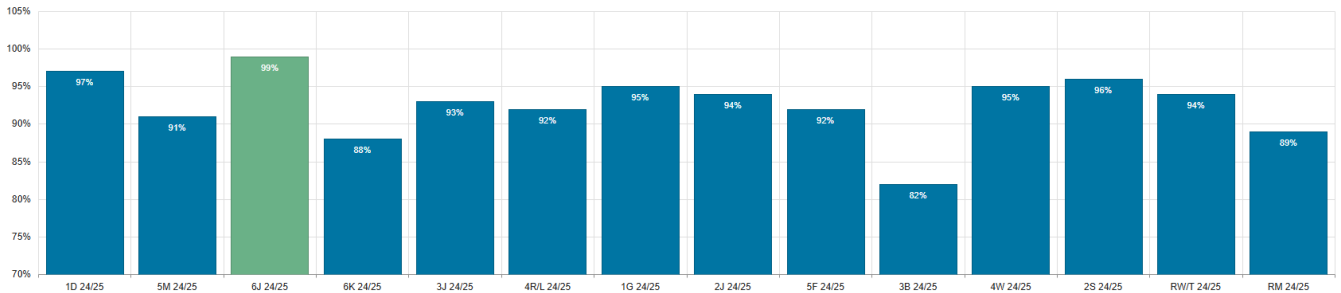
Miss Dawes commented the following: *This week I was wowed with Miss Brotherton's writing group when I taught her class. The work was by far the best I have ever seen them produce. We worked as a team to set it out in a neat, easy to follow format so that when they come to write up their assessed write it is straight forward. They were all so proud of how much work they produced including the quality. Even though I am not present in the celebration assembly each week, I would like to put them forward for the trophy. I am impressed and proud.*

Miss Brotherton replied: *I would like to reiterate just how proud they have made us this week. Every child has tried their absolute best, and the quality and presentation of their written work is astounding, particularly when compared with their starting points. I, too, would like to nominate them for the trophy this week.*

Praise indeed – how could I refuse! An extra playtime has been awarded to this wonderful class!

## Attendance

A big well done to 6J with a fantastic 99% attendance! It is important that children only have time off school when they really need to. We totally understand that everyone will suffer from illness from time to time. It would be great to see more classes achieving the school target of 96.5%.



## Attendance Warnings – what happens if attendance becomes a concern

### Lateness

Persistent lateness can have a huge impact on a child's education, mental health and wellbeing. Therefore, if school identifies a family with increased lates then the pastoral team will check in and offer support. If lateness does not improve, a letter will be sent home outlining concerns and remind parents of school expectations.

### SAL 1

When a child's attendance becomes a concern a 'School Attendance Letter'. This is to highlight the attendance concerns. Parents may be asked to come into school for a meeting. This meeting is to support families in improving attendance and discuss any difficulties you may be having that impacts on attendance.

### SAL 2

If attendance does not improve, a second letter will be sent to parents. This is called a SAL 2 (school attendance letter 2). This letter will outline parental legal responsibilities in ensuring regular and punctual attendance. School will continue to monitor attendance closely and when a child is absent from school, parents must provide evidence to avoid an unauthorised absence.

## Dates for your diary

27.3.25	Telford Sing (Choir Event)
2.4.25	Year 4 Easter Workshop (All Saints)
2-4.4.25	EYFS Bikeability
11.4.25	Break up for Easter
28.4.25	Summer Term begins

**Ready**  
**Respectful**  
**Safe**

**BE YOUR BEST**

## Reminders

### Reading - 4 times a week

Reading at home remains the single most effective way of improving children's reading fluency. And, of course, reading unlocks learning in almost all other areas, so is the single most important skill to master.

Because of this, we expect all pupils to read at home at least 4 times a week. Each time they read, they should record it in their reading record. Please make sure the date is completed accurately, to make sure we can check reading frequency!

### NumBots – 5 to 10 minutes a day (Key stage 1)

Each child has a NumBots log-in. NumBots helps to develop mental arithmetic skills. Children are expected to know their times tables at speed. We recommend spending 5-10 minutes a day on NumBots, rather than completing the homework all in one go.

The login for your account should be stuck inside the cover of your reading record. If you have lost it, then please ask your teacher for a new one!

### Times Tables Rockstars - 15 minutes on Garage, 2 minutes on Studio each week (Key stage 2)

Times tables are the fundamental skill to develop fluency and confidence in maths. Little and often is the most effective way to memorise facts and increase the speed of recall. Because of this, we recommend spending 5 minutes a day on TTRockstars, rather than completing the homework all in one go.

The login for your account should be stuck inside the cover of your reading record. If you have lost it, then please ask your teacher for a new one!

### Spelling - choose 2 activities to practise each week (Not children who are in RWInc groups)

Each week a list of spellings will be stuck in your spelling books. By the list, record the name of the activity and the date you completed it. This needs to be signed by an adult as evidence. You do not need to complete the practise in the book, or bring the actual practice into school.

### Project Homework - once a half term

Each half term we will send home an optional piece of project homework. This will usually be linked to our foundation subjects (history, geography etc) and will provide an opportunity for more extended research into a subject and a creative approach to completing the assignment. Children can respond with written, digital or 3D responses - the more ambitious the better!

## Mental Health

The NHS has lots of advice around supporting the mental health of children.

[Children's mental health - Every Mind Matters - NHS](#)

# Ways to support a child or young person



## Be there to listen

Regularly ask your child how they're doing, to help them get used to talking about their feelings, and know there's always someone there to listen. You can get tips on [Young Minds: How to talk to your child about mental health](#).



## Support them through difficulties

Pay attention to how your child is feeling or behaving and try to help them work through difficulties. It may not be easy facing challenging behaviour, but try to help them understand what they're feeling and why. Learn more from [the Maudsley Charity on difficult behaviour](#).



## Stay involved in their life

Show interest in their life and what's important to them. It not only helps them value who they are but also makes it easier for you to spot problems and support them.



## Encourage their interests

Support and encourage your child to explore their interests. Being active or creative, learning new things and being a part of a team helps connect us and boost our mental wellbeing.



## Take what they say seriously

Listening to and valuing what they say makes them feel valued. Consider how to help them work through their emotions in constructive ways. [Anna Freud Centre's guide on ways to support children and young people](#) has more on this.



## Build positive routines

Try to have structure around regular routines, especially around healthy eating and exercise. A good night's sleep is also important, so have a fixed time for going to bed and getting up. The [Sleep Charity has relaxation sleep tips for children](#).

## SEND

Learning that your child has Special Educational Needs can be daunting. There can be so many worries and questions. Telford and Wrekin Council's Parent Carer Zone is a great place to find groups and resources to help you navigate the world of SEND. You can find it at

[https://www.telfordsend.org.uk/homepage/22/working\\_together\\_parent\\_zone](https://www.telfordsend.org.uk/homepage/22/working_together_parent_zone) or by scanning the QR code below:



Telford SEND Parent Carer Zone



Telford PODS



SENDIASS

In many cases, it is helpful to talk to others with lived experience of having a child with SEND. The charity PODS (Parents Opening Doors) is here to help. They have an active parent and carer forum where you can

talk to other families about their own experiences of SEND. They also run coffee mornings in schools (watch this space for our own Dohill PODS coffee morning), offer a sensory room and run after-school clubs. Talk to a team member on 01952 458047 or email them at [support@podstelford.org](mailto:support@podstelford.org) for support. PODS even have apps available on Google Play and the Apple App Store to help you stay up-to-date with any events. You can also visit PODS online via <https://www.podstelford.org/> or by scanning the QR code above.

Our final link today is to SENDIASS, the SEND Information, Advice and Support Service. Telford SENDIASS provides free and confidential advice to families who have a child with SEND. You can access this at <https://www.telfordsendiass.org.uk/> or scan the QR code above.

## EYFS

During your child's first year in school, there are lots of things you could do at home to support their learning and development. This week we would like to share some modelling dough exercises with you. Manipulating the dough in these ways will build muscle and strength in the hands, enabling your child to improve their pencil grip, and their ability to use all sorts of tools more effectively. It's lots of fun too!

## Modelling Dough Skills



flatten



spiral



cylinder roll



indent



cut out



pierce



push



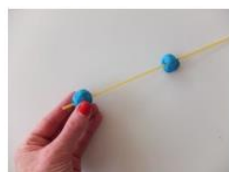
twist



plait



squeeze



thread



roll (into a ball)



imprint



roll (with a rolling pin)



cut

## Internet Safety

As part of Safer Internet Day, KS2 children took part in a survey about their use of the internet. One of the most popular apps was Roblox. Because of this, we recognise the need for parents to be aware of the potential risks, which includes online encounters, inappropriate content, scams, and in-game purchases.

[What Parents and Educators Need to Know About Roblox](#)

[What You Need to Know: Roblox | Free Online Safety Guide](#)

# What Parents & Educators Need to Know about ROBLOX



## WHAT ARE THE RISKS?

Roblox is one of the most popular video games among children. In 2020, the game's developers claimed that more than half of the USA's children had played it. As a 'sandbox' title, the game lets players create their own gaming experiences with Roblox Studio to build custom levels, which can then be shared online.

### ONLINE PLAY RISKS

Because Roblox connects random players across the world, it can put younger players into an environment with anonymous users who could use the platform for malicious reasons. For example, some role-play games are used for online dates and mature role play, which could expose youngsters to inappropriate messages in the public chat box.

### MATURE CONTENT

Content is difficult to moderate throughout Roblox, due to the number of games available. This is particularly notable on smaller games and experiences, but as a warning, some of the games and experiences offered on the platform contain age-inappropriate content that could easily be seen by young players.

### IN-GAME SPENDING

The majority of games within Roblox have extensive monetisation options, usually through virtual currencies or in-game purchases, which can range in value from a few pennies up to much larger sums of money. While some games offer a lot of content via purchases, others can offer very little for real world money, causing younger players to end up out of pocket.

### ANONYMOUS PLAYERS

The anonymity of users can leave players vulnerable to bullying, harassment, and predatory behaviour. Without the right parental controls or monitoring, users can connect with each other via personal messages or friend requests, and it is very difficult to know who's behind a username in this vast online world.

### RISK OF ADDICTION

Roblox games can feature rewarding or satisfying mechanics that keep players coming back – or persuade them to stay logged-in for much longer. Like most games, they focus on interactivity, with constant rewards via in-game unlocks and currencies, which can sometimes lead to an addictive need to remain online for long periods of time.

### SCAMS

Many of the games on Roblox feature collectible items, pets, or characters. These objects, while digital, are worth a lot of real money on certain online markets. Scammers will attempt to trade with younger users in the hopes of getting rare items that can be sold for real money, manipulating the child into handing them over, usually via misleading information.

## Advice for Parents & Educators

### MONITOR THE CONTENT

While Roblox does implement plenty of moderation tools and parental controls, it's up to parents and guardians to monitor the types of games a child or impressionable player is experiencing. If a youngster wants to play Roblox, be sure to check out which specific games they want to play within it, and get a good idea of their content.

### TAKE ADVANTAGE OF TOOLS

Use the parental controls within the game itself and teach youngsters how to report and block other players. Knowing the powers within their reach will make Roblox a safer, happier experience. You can set age ranges for who's allowed to connect to you, close public chat boxes, block spending, and even make your Roblox profile completely private. All these options are helpful in cutting off bad actors from engaging with children.

### PLAY TOGETHER

Consider playing Roblox with the children in your care. There are a few more effective ways to see how monetisation works, gauge whether the game could lead to addictive behaviours, or even witness how interaction between players works, than sitting down and trying the game for yourself. This should help you figure out whether it's suitable for particular children.

### TEACH ONLINE BEHAVIOURS

Have an open conversation about the risks of online play and how to spend money safely. By being honest and giving tips on how a younger user can protect themselves, you can empower them to not only take care of themselves, but others too. Any user can be reported to Roblox moderators by other players for behaving inappropriately. With this knowledge, younger players can be aware of what to look for and help prevent it.

### Meet Our Expert

Dan Lipscombe is a videogame journalist and author of over 20 books on gaming, including books on Minecraft, Fortnite, Roblox, and more. For 15 years he has been writing about his passion for gaming. When he's not playing games, he's talking about them at [04411908186](https://04411908186).

