



St Luke's News

A Christian school that serves a diverse community and works in partnership with parents to develop the whole child.



5th February 2021

Dear Parents & Carers

I said last week I would talk more about vaccinations this week. The concerns around whether to accept a Covid vaccination are not relevant to any specific ethnic, gender or age grouping. However, I am aware that there have been people circulating information online stating there is no such thing as Covid-19 and no crisis in our healthcare system. Likewise some of the information circulating around vaccinations is also at best ill-informed and propagated by people who simply do not understand what they are talking about.



Those of us living or working in Newham will probably understand this to be misinformation of the worst possible kind as many of us have either lost someone close to us or know a trusted friend who has lost someone to this virus. There are those of you who also work or know of friends and family who work in our health service that have seen first hand the tragic sufferings in our ICU wards.

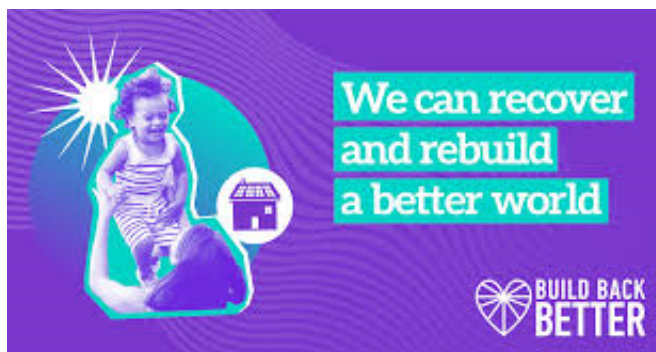
I am not going to tell you to have the vaccine – that is not the role of the school. But over the next few weeks I will try to give you factual information from the NHS – **not people's uninformed opinion** – so you can best make up your mind when you are offered the vaccine. It is important to state that if we want to come out of lockdown - and we surely want that - then something has to change and at the moment vaccination seems to be the only viable option. For this one time I will tell you my intention – my son has already had the vaccine as he is clinically extremely vulnerable, my wife is awaiting her vaccine as she is a nurse who will be administering the jab and when offered I will accept it as it will reduce my chances of catching the virus as I nudge into the vulnerable age group. This decision was not made without thought and was certainly not an 'Oh just stick it in me!' decision. We made our decision based on medical information and our hope of getting our normal life back – a decision we will all have to make over the next few months.

Covid Testing and your Child's Attendance: An Important Reminder

If you happen to feel unwell and decide or are advised to take a Covid test, you must keep your child off school until you have the result of the test. This is the only way we can keep people safe and avoid sending children home when they should be at school and vice versa. Thankyou

Moving Forward

The Senior Leadership Team (SLT) met this week to plot our path out of lockdown and Covid in general with the aim of enabling our children to make up for lost time. This involves us keeping some of the positive changes that have been made due to the crisis: the closer relationships with families we have developed; the increased lunchtime cleaning; the increased use of aerobic exercises; the use of technology (our children have gained many valuable skills); as well as regular opportunities to discuss how we are feeling emotionally. We are really excited about building back better and using this 'dark' experience to make a lighter more colourful world for our children.



And on the subject of our advancements in the use of technology, here are some of KS1 musicians at home



Monday 1st February. saw Candlemas (the official ending of the season of Epiphany) as the baby Jesus was presented to the Temple as recounted in Luke Chapter 2. The Candlemas story reminds us that God is not only faithful but that we, his people, sometimes have to wait patiently for God's revelation. Never before at Candlemas have I better understood the story of Simeon and Anna's longing for salvation. As we long for our communities to be liberated from the effects of the virus, we should take inspiration from Simeon and Anna's hope and patience and rejoice at how God's salvation was presented to them in the infant Christ. We do not know how much more lockdown we must endure, but when it is over I know that I will appreciate so much more those family and social events that I once took for granted. Like Simeon and Anna, I will rejoice, not only because I am free to socialise again, but because the whole experience will have reminded me that God provides salvation to those who wait faithfully. And this salvation is found in the infant Christ whose appearance in the temple caused Simeon and Anna to rejoice at last.

Please take some time to read the important information on 'Fake News' below and the flyers to help you in supporting your child's reading at home

Have a safe weekend

Matt Hipperson
Head Teacher

Fake News and Disinformation Online

What's the problem?

Fake news is false or misleading information presented as genuine news.

Fake news and disinformation have been linked to radicalisation by extremists and attempts to skew people's world views. Extremist narratives relating to coronavirus include:

- Antisemitic conspiracy theories blaming Jewish people for the spread of the virus or suggesting it's a 'Jewish plot'
- Claims that British Muslims have flouted social distancing rules
- Anti-Chinese hatred
- Isis-inspired narratives about how coronavirus is a divine punishment for the 'sinful behaviours' of the west
- Extreme right-wing conspiracies that society is collapsing and far-right groups can accelerate its end

Reading information like this can upset or worry your child unnecessarily. Fake news also helps create a culture of fear and uncertainty, with children trusting reputable news outlets less as a result of fake news.

How can I help my child spot fake news online?

Tell them to ask themselves:

- **What's the source?** Is it a reputable news source, and are mainstream news outlets reporting it too?
- **When was it published?** Check the date an article was published, as sometimes old stories are shared on social media. This could be an accident, or it might be to make it look like something happened recently
- **Have you seen anything similar elsewhere?** What happens if you search for it on Google or check it using a fact-checking website like Full Fact?
- **Do the pictures look real?** Images might have been edited. They might also be unrelated images that have been used with the story
- **Why might this have been created?** Could someone be trying to provoke a specific reaction, change your beliefs, or get you to click a link?

Encourage them to **read beyond the headline** too. Many people share stories having just read the headline, then discover the actual story is quite different.

Point them to the government's SHARE checklist (<https://sharechecklist.gov.uk/>) and advice from Childline (<https://bit.ly/3oYfsgd>) too.

What signs of radicalisation should I be alert to?

It's worth knowing what signs to be alert to, just in case. If you do see these signs, it doesn't necessarily mean your child is being radicalised – it could be nothing at all, or it could be a sign that something else is wrong.

- Becoming more isolated from friends and family
- Not being willing or able to talk about their views
- Becoming more angry
- Talking as if from a script
- A sudden disrespectful attitude towards others
- Being more secretive, especially about their internet use

If you're worried about your child, contact St. Luke's HT on: ht@st-lukes.newham.sch.uk

7 Top Tips to Support Reading at Home

Shared reading is a great way to develop children's language and communication and to boost their reading skills. Regular reading routines can offer lots of opportunities for learning during school closures.

1 Concentrate on reading quality (it isn't all about reading lots!)



Don't worry too much about the 'what' and 'how' of reading each day. Books are great—but leaflets, comics, recipes and instructions on a webpage can all be great too. Following a recipe to make some cupcakes is valuable reading. Be on the lookout for reading, wherever it is!

2 Ask your child lots of questions



All reading matters. Shared reading is about 'reading with', not just 'reading to' (even for older children). So, ask lots of 'Wh' questions, such as Who? What? When? Where? Why? Try them when talking about books: for example, 'what do you think Harry is feeling?'

3 Ask your child to make predictions about what they have read



If it is a book, look at the front cover—or the last chapter—and talk about what might happen next. Look for clues in the book and be a reading detective! For example, 'can you see the bear on the front cover? Where do you think he will go?'

4 Ask your child to summarise what they have read



When you've finished reading, talk about what happened. Acting out the things that happened in the story or describing the big idea of a chapter is really fun and maximises learning. For example, 'can you remember all the things that happened on the bear hunt?'

5 Ask your child to write about what they have read



Write, or draw pictures, from anything you've read! Big writing and pictures are even more fun. For example, use an old roll of wallpaper to make a treasure map with clues from the stories you've read together.

6 Read and discuss reading with friends or family



Make books a part of the family. Encourage your child to share them with a relative or friend, over a video call. Laugh about them when you are making meals together. For example, 'I hope the tiger doesn't come to tea today!'

7 Maintain the motivation to read



Talk about the joy of reading whenever you can. Your child is on an amazing journey to becoming a reader. Put them in the driving seat and have fun on the way! For example, 'choose your favourite story for bedtime tonight.'

Education Endowment Foundation (2018)
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Available online: eef.li/literacy-early-years

Education Endowment Foundation (2019).
Improving Literacy in Secondary Schools. Education Endowment Foundation: London.
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Breadmore, H.L., Vardy, E.J., Cunningham, A.J., Kwok, R.K.W., & Carroll, J.M. (2019).
Literacy Development: Evidence Review. Education Endowment Foundation: London.
Available online: educationendowmentfoundation.org.uk/public/files/Literacy_Development_Evidence_Review.pdf

Enjoy reading with TRUST



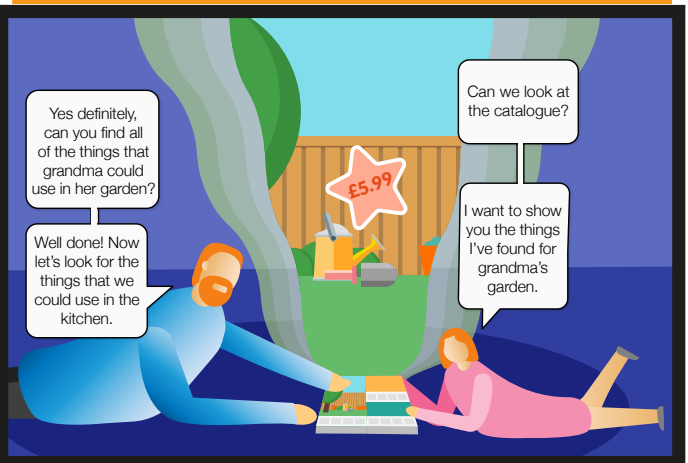
T Take turns to make predictions



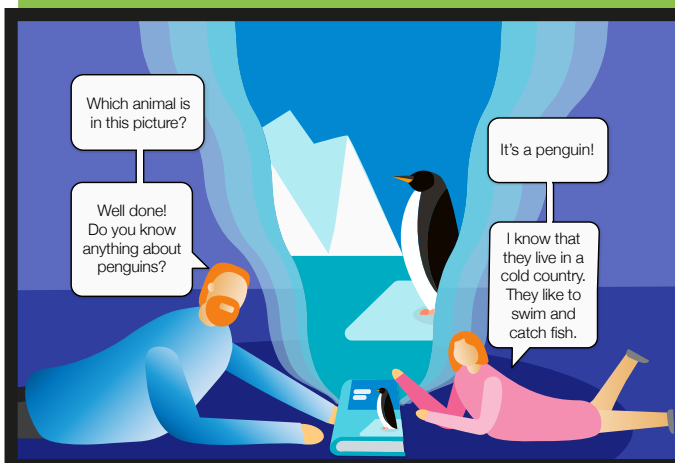
R Recap to check ideas & understanding



U Use encouragement and praise



S Share prior knowledge & past experiences



T Tune-in and listen. Be curious with your child



The TRUST framework was adapted from 'High Quality Interactions' in the EEF's guidance report [Preparing for Literacy](#) [p.9]