



Cleves School
Learning Together

19th September 2025

Welcome Back!

We have really enjoyed seeing more of you at the Information Evenings this week. We hope that you found the information useful and enjoyed the opportunity to meet the staff that you will be working with. The slideshows for these evenings are available on the school website. If you have any questions, please feel free to contact your child's class teacher via email. Thank you especially to the Year 3 parents that attended our Welcome Service this afternoon, where we were able to formally welcome you all to Cleves.

Well done to all the children that have managed to come into school confidently, leaving parents and carers at the gate. We understand that this is a big school but have been so impressed with the confidence and maturity of the children shown this September.

Have a restful weekend.

Mrs Green





Monday 22nd September	School Photograph Day
Wednesday 24th, Thursday 25th and Friday 26th September	Y4 River Trips - 24.09 4R & 4M, 25.09 4E & 4H & 26.09 4J & 4L
Wednesday 1st October	Y6 Victorian Day (classes 6P, 6F & 6PD)
Wednesday 1st October	Outdoor Learning (classes 6B, 6S & 6T)
Tuesday 7th October	Y5 Science Trip
Friday 10th October	Y3 Outdoor Learning
Wednesday 15th October	Y6 Victorian Day (classes 6B, 6S & 6T)
Wednesday 15th October	Outdoor Learning (classes 6P, 6F & 6PD)
Friday 17th October	Flu Vaccinations
Tuesday 4th November	Prospective Parents Open Evening @ 6pm (change of date)

Photograph Day on Monday



- Hair longer than shoulder length must be tied up with a navy or Cleves hairband.
- No earrings.
- Grey, navy or white socks, but not sports socks.
- Suitable black shoes - not boots or trainers.

Thank you!

Last week we asked for contributions to support us in maintaining the excellent provision that we provide to the children at Cleves.

Our IT provision:

- Chromebooks 1 between 2 children
- Ipads
- Radio station
- Green screen
- Lego programming
- Sports screen for modelling
- And lots, lots more!

Links for this contribution, or whatever you can afford, is on your Scopay account. Please look carefully at whether you are able to Gift Aid your contribution so that we can benefit from more, without cost to you.

As of last week, we have raised £1,273.

Thank you!

Want to see the IT? Check out the next page!

[Request for Contributions](#)

Thank you!



Macs in the library to listen to ebooks!

Radio Ready!



Sports screen for modelling!

Partnership for Inclusion of Neurodivisity in Schools Programme

PINS Project

We are pleased to advise you that Cleves are participating in the **Partnership for Inclusion of Neurodiversity in Schools (PINS)**

programme, which aims to improve support for children with additional needs. Please watch this video <https://youtu.be/6Af4UQ6bp2Y> to find out more about the programme.

Supporting us in the PINS project will be Family Voice Surrey (the PCF for Surrey), who are looking forward to meeting and supporting you throughout the process. In the first instance to support the PINS Project, Family Voice Surrey have created a Parent Carer Survey. This is for all Parents to be able to share their thoughts and understand the project better. Please find below the link to that survey.

<https://www.surveymonkey.com/r/XH39QTP>

The deadline for the survey has been extended for another week and will now close on 26/09/25

We look forward to hearing your feedback from the survey.



Zones of Regulation

At Cleves, we use the zones of regulation and had a whole school assembly on Monday where these were discussed. Zones of regulation is a simple approach which helps children to develop an awareness of their emotions, to develop self-regulation and practise managing difficult emotions. Self-regulation refers to the best state of alertness or energy for a given situation. The zones of regulation aims to teach children strategies to help them acknowledge and cope with these feelings so they can get back to feeling calm and ready to learn. In school, staff have discussed the four different coloured zones and the emotions associated with these in class as well as discussing different strategies that could help when they are in each zone. Each class has a zones of regulation display and daily check-ins at the start of, and during, the day to encourage pupils to think about how they are currently feeling and what might help to move into the green zone (the best zone for learning) in a supportive, non-pressurised way. If you'd like to know more about the zones of regulation, this [short video](#) has more information. You might like to talk with your child at home and discuss when they feel they are in the different zones.

Year 3

We've had an action-packed week in Year 3! Children have been working hard in their Literacy examining how sentences are made and exploring the short film, Piper. Our Place Value Learning has continued in Maths and we have started to explore larger numbers and move onto flexible partitioning. Our Science unit started by looking at what 'forces and magnets' are, moving on to using a toy car to investigate the amount of friction on different surfaces. In Art we have begun to experiment with different mediums to show pattern and texture - we have some very talented artists in our year group! Changing for our PE and Games lessons is getting quicker, and we can see that children have been practising fastening their buttons and tying their ties at home - 5 house points will be awarded to any pupil who can demonstrate they are able to tie their own tie. We enjoyed our visit to St Mary's Church today where we attended our first 'Welcome Service'. It was lovely to see some of you at the service and at our Year 3 Curriculum Evening yesterday.

Year 4

It's been another busy and exciting week in Year 4! In Literacy, we've been putting our acting skills to the test as we began our new unit on playscripts by acting out some well-known stories with such enthusiasm - we may have a few future Oscar winners in our midst! In Maths, we continued our work on place value, focusing on plotting numbers up to 10,000 on number lines with increasing accuracy. Our Science lessons have explored how materials change state, through hands-on investigations into melting and freezing. Over in Art, we've been deepening our understanding of Impressionism by experimenting with different mediums to create a sense of movement in our pieces. We also put on our cartographer hats in Geography, learning how to use four-figure grid references to locate places on a map. The children have worked incredibly hard this week and should feel very proud of all they've achieved. We hope they enjoy a well-earned rest over the weekend – ready for our exciting river trips next week!

Year 5

We've had a truly fantastic week here in Year 5! Here are some of the highlights: This week, we tackled place value with numbers up to 1,000,000. Children have been reading and writing numbers as well as progressing their rounding skills with 7 digits. In Literacy, we've been writing our narrative on contrasting settings. The children have been describing the action and feelings of the character as well as including fronted adverbials and conjunctions to extend their sentences. In Science, we are continuing with materials and this week we studied the absorbency of different materials. Meanwhile, in our Reading sessions, we've delved into Tudor crime and punishment, uncovering some rather intriguing historical tales. In History, we've been discussing the Battle of Bosworth; the key events and players. Our Computing lessons have focused on digital citizenship, teaching the students about their online responsibilities. Elsewhere in Games, we have begun our athletics sessions, where everyone has been exploring pace judgement and tackling interval training. Some of our Year 5 pupils started their Swimming lessons this week and had an amazing time by all accounts!

Year 6

Year 6 have had another wonderfully busy and productive week of learning! In Maths, we have continued exploring our *Place Value* unit, focusing on rounding and negative numbers. The children have shown great confidence in applying these new skills. In Literacy, we've been delving deeper into *Street Child*. This week, the children completed their very first HOT TASK. They used impressive vocabulary and powerful phrases to bring the workhouse to life, weaving in emotive language and "show not tell" techniques to capture how our main character might have felt. Their writing was very impressive – we're very proud of their efforts! As part of our Year 6 reading challenge, the 'World Cup of Books', each class has been busy reading and voting for their favourites. We're excited to announce the winning book from each class next week! Linking to our fascinating Victorian topic, we began learning about *The British Empire*. We started by reflecting on last year's learning about Tudor exploration and then explored how trade and expansion led to colonisation and the creation of the British Empire. Finally, in PE, Year 6 are enjoying their new badminton sessions and developing their skills with great enthusiasm and sportsmanship. Thank you, as always, for your continued support. We hope you all have a wonderful weekend!

What Parents & Educators Need to Know about

SNAP STREAK

97

WHAT ARE THE RISKS?

SNAPCHAT

AGE RESTRICTION
13+

With over 900 million active monthly users and billions of 'Snaps' sent each month, Snapchat is a popular messaging app among children and young people. It allows users to share fun, spontaneous pictures and videos with friends and family while using playful filters. One of Snapchat's unique features is that pictures, videos and messages are only viewable for a short period of time.

ARTIFICIAL INTELLIGENCE

Snapchat's use of artificial intelligence (AI) includes features like the 'My AI' chatbot and AI-powered filters, offering interactive experiences that can be fun but also pose risks. These tools may share unfiltered or inaccurate responses, promote unrealistic beauty standards, and collect personal data. Advanced filters and deepfake-style lenses can distort reality, potentially leading to manipulation, impersonation, or inappropriate content.



SCREEN ADDICTION

Snapchat boosts user engagement and daily use with features like streaks (daily Snapchat exchanges between you and a friend). When a streak's been going for a few days, users will see a 🌟 emoji. The number alongside it shows the number of days, but if users miss a day and break the streak, the only way to restore it is to pay. This encourages daily use habits, and frequent notifications can keep users returning to the app even more often.



SEXTORTION

Because Snapchat's disappearing messages feature may foster a sense of safety, users may become targets of sextortion. For example, a predator may pressure someone into sending nude images, then somehow capture those images to threaten and intimidate the victim. This might involve claiming they will share the images with friends or family unless money is paid.



SNAPCHAT+

Snapchat+ is the platform's premium subscription service, offering early access to new and exclusive features. In June 2025, Snapchat introduced a new tier called Lens+, giving subscribers access to hundreds of lenses and AR experiences for playing, creating, and sharing Snaps. These paid features may encourage young users to spend money to access exclusive content, increasing the risk of overspending or feeling pressured to make in-app purchases.



ACCESSIBILITY

Snapchat is now accessible from a web browser, meaning children can use it on a laptop or tablet without downloading the app. This can make activity harder to monitor, reduce the effectiveness of parental controls, and increase the risk of unsupervised communication or exposure to inappropriate content.



INAPPROPRIATE CONTENT

Some content on Snapchat isn't suitable for children. The hashtags used to group content are determined by the poster, so even an innocent search term could still yield age-inappropriate results. The app's disappearing messages feature also makes it easy for young people to share explicit images on impulse – so sexting continues to be a risk associated with Snapchat.



Advice for Parents & Educators

ACCESS THE SNAPCHAT FAMILY SAFETY HUB

Created with guidance from Common Sense Media, Snapchat has developed a Family Safety Hub that explains how the app works and how to use its in-app protections for teens. It's recommended that you review this guidance before allowing a child to download Snapchat. Remember, the app is only intended for children aged 13 and over.



BLOCK AND REPORT

If a stranger connects with a child on Snapchat and makes them feel uncomfortable by pressuring them to send or receive unwanted or inappropriate images, the child can tap the three dots on that person's profile to report or block them. There are options to state why they're reporting that user, with a tailored reporting section under the 'Nudity and Sexual Content' category. In this category, there's the option to report somebody for threatening to leak sexually explicit images, or 'nudes'.



ENCOURAGE OPEN DISCUSSIONS

Snapchat's risks can be easier to handle if you nurture an open dialogue. Talk about scams and blackmail before letting children sign up. If they're lured into a scam, encourage them to tell you immediately. Talk openly and non-judgementally about sexting, emphasising its inherent risks. Furthermore, explain how popular 'challenges' on the platform can have harmful consequences.



USE PRIVACY SETTINGS TOGETHER

Sit down with the children in your care and explore Snapchat's privacy settings as a shared activity. You can help them adjust who can contact them, view their stories, or see their location on Snap Map. It's a good opportunity to explain why some settings are safer than others, reinforcing their understanding of online boundaries. Encourage them to regularly review these settings, especially after app updates or changes in their friendship groups.



Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian Government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.



#WakeUpWednesday

The National College

Source: See full reference list on guide page at: <https://nationalcollege.com/guides/snapchat>

@wake_up_weds

/www.thenationalcollege

@wake.up.wednesday

@wake.up.weds

#wakeupwednesday

Cleves Hub Video Guide

We have put together a short video guide on how to navigate and sign into our Cleves Hub. This may be particularly useful for our new Y3 parents. The guide can be viewed by clicking the following link:

<https://www.youtube.com/watch?v=7f6BHaEtfP0>



EMAIL



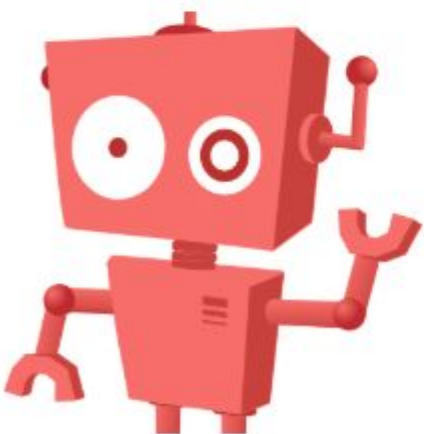
DRIVE



PUPILS' ROOM



CALENDAR



KIDDLE



CLASSROOM



TYPING WEB



CLASS

SEESAW

Sports News

Cleves Swimming Squad 2025/26

Once again, I am looking for a swimming squad for this academic year to represent the school in a range of galas and events. If your child is a capable swimmer and is interested in representing the school, Please can I ask that you submit their 50m times by [clicking here](#). The deadline for doing so is Friday 17th October 2025, which hopefully gives you enough time to collect times. If you have any questions, please don't hesitate to contact me via email - csmith@cleves.co.uk

Eco News

Would you like to help improve and protect the environment? And would you like to contribute towards Cleves receiving the Eco Award this year?

If so, then please take photos of yourselves helping the environment and send them to Miss Pisano at apisano@cleves.co.uk. This could be a photo of you recycling, completing some litter picking around the local area or even participating in a beach clean up.

If you are interested in joining a litter picking team, check out the local groups here:

<https://elmbridge.gov.uk/leisure-and-culture/green-spaces/litter-parks-and-open-spaces/litter-picking>



House Points

Windsor	Arundel
2009	1494
York	Warwick
1536	2303

Celebration Awards

Best Uniform



4E



Best Lunchtime Behaviour



6P



Best Values and Learning Behaviours



Year 3, 4L,
5N, 6F



This week's



Class of the Week

is

4L

Absence Penalties

Just to remind parents/carers that if they take their children out of school without authority for 5 or more days (which do not have to be consecutive), then the following will apply:

- If you have not incurred a penalty notice relating to this child/children in a rolling 3 year period since 19 August 2024, then the penalty notice will be charged at the rate of £160.00, per parent/carer per child, if paid within 28 days. This will be reduced to £80.00 if paid within 21 days of receipt of the notice. Failure to pay the Penalty Notice will result in Surrey County Council considering legal proceedings against you in the Magistrates Court.
- If you have incurred a penalty notice relating to this child/children since 19 August 2024, the rolling 3 year period will be activated from the date of the first penalty notice and the second penalty notice will be charged at the flat rate of £160.00, per parent/carer per child, if paid within 28 days. There will be no reduction for payment within 21 days. Failure to pay the Penalty Notice will result in Surrey County Council considering legal proceedings against you in the Magistrates Court.

Absence Penalties (cont'd)

- If you have incurred 2 penalty notices relating to this child/children in the rolling 3 year period since the first penalty notice was issued, then you will NOT receive a third penalty notice – Surrey County Council will have no option but to consider a prosecution, per parent/carer per child, in the Magistrates Court under s 444 Education Act 1996.

Surrey County Council is not responsible for authorising pupil absence and therefore cannot withdraw any Penalty Notice requests without the written permission of the Headteacher.