



# SSPP School News

28<sup>th</sup> April 2023 Issue 27



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**SPRING IS THE  
TIME OF PLANS  
AND PROJECTS**

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# SS Peter and Paul's Catholic Primary School

## The Good Shepherd Catholic Trust

Gordon Road, Ilford, Essex, IG1 1SA, UK

Tel: 020 8478 1267

[admin.sspeterandpauls@redbridge.gov.uk](mailto:admin.sspeterandpauls@redbridge.gov.uk)



*We show our love for God, in the way we treat each other.  
Together we follow Jesus, by learning, and sharing our gifts.*

Dear Parents and Carers,

What an exciting week this has been at SSPP! Ms Ionita launched a Rights Respecting week, during Monday's assembly. Many wonderful activities have taken place across the week, such as making recycling heroes, reading stories 'Every Child a Song' and 'Michael Recycle' and creating freedom birds. On Thursday the children concentrated on some of the Global Goals: reducing inequalities and climate action. Awareness of these goals is very important for our children, they are the future and need to learn about global issues. This very busy week ended with the amazing cultural afternoon, providing an opportunity for the classes to display their Rights Respecting learning, sharing it with parents. It was fantastic to see so many children and parents attending; proud to share their culture. Thank you to Ms Ionita for organising this event, bringing the community together and raising awareness of the articles of United Nations Convention for the Rights of a Child.

Thank you to Father Andrew for celebrating the start of term mass in church on Tuesday, thank you to the parents who helped chaperone the children on the walk. It was good to see so many parents at the Y2 SATS meeting and the Phonics catch-up meeting on Tuesday, I hope you found the meetings useful.

All the after school clubs are now up and running and are proving very popular. Some children have been placed on a waiting list, you will be notified by S4S when places become available. May I remind you that children must bring a change of clothes for the clubs, they are not to wear school uniform or their PE kit for after school clubs. The set PE days for individual classes may be subject to change, due to the teacher's strikes and Bank holidays, we have tried to avoid any classes missing out on their PE. Please check Google Classroom, rather than phoning the school office. The children MUST have a plain navy/black track suit over their red shorts and yellow polo shirt.

On Friday 5<sup>th</sup> May, we will be celebrating the Coronation of King Charles III with a Commonwealth Day in school. Each class has chosen a commonwealth country to research; the children may wear the colours of the flag along with their navy blue jogging bottoms and black trainers. A special coronation menu will be available on this day. Thank you for your continued support and cooperation with all the events taking place in school. We have sent a cheque for £555.30 to CAFOD to support the communities in Turkey and Syria affected by the devastating earthquakes and to provide support for families who have fled their homes to escape conflict.

I wish you all a lovely Bank Holiday weekend.

God bless,

Mrs S Johnson  
Headteacher

### Headteacher

Mrs Johnson

### Deputy Headteacher

Mrs Hull

### Assistant Headteacher

Mr Roca-Mas

### DATES FOR YOUR DIARY

#### Monday 1<sup>st</sup> May

Bank Holiday

#### Thursday 4<sup>th</sup> May

3W & 4B Joint Class Assembly

#### Monday 8<sup>th</sup> May

Bank Holiday

#### Tuesday 9<sup>th</sup> May

Y6 SATs Week begins

### LINKS

School Website:

<https://www.sspeterandpauls.redbridge.sch.uk/>

School Blogs:

<https://sspeterandpaulsblog.net/>

### UNICEF Article 38

*Governments must do everything they can to protect and care for children affected by war.*

*Governments must not allow children under the age of 15 to take part in war or join the armed forces.*



You should not have to join the army or fight in wars.  
UN Convention on the Rights of the Child Article 38

## Gospel Reflection (Luke 24:13-35)

This Sunday is traditionally known as 'Good Shepherd Sunday'. This is appropriate for our school as we are part of the Good Shepherd Trust. Jesus is the Good Shepherd who leads us into the joys of eternal life. Part of a shepherd's job is to look after the sheep and help them to stay safe. When we let Jesus lead us, just as a shepherd leads his sheep, he helps us to make the right choices and fills our lives with goodness and holiness; all we need to do is to follow him.

Jesus said, "I tell you most solemnly, anyone who does not enter the sheepfold through the gate, but gets in some other way is a thief and a brigand. The one who enters through the gate is the shepherd of the flock. When the shepherd has brought out his flock, he goes ahead of them, and the sheep follow because they know his voice. They never follow a stranger, but run away from him: they do not recognise the voice of strangers." The disciples failed to understand what Jesus meant. So Jesus spoke to them again: "I tell you most solemnly, I am the gate of the sheepfold. All others who have come are thieves and brigands; but the sheep took no notice of them. I am the gate. Anyone who enters through me will be safe: they will go freely in and out and be sure of finding pasture. The thief comes only to steal and kill and destroy. But I have come so that they may have life and have it to the full."

## Prayer for the week

God of all, you sent your son Jesus, so that we may have life to the full. Inspire us to do all that we can so all your children around the world may live free from poverty and hunger. Amen. *"Be passionate in teaching your children to know and to follow Jesus."* Pope Francis

## Star Pupil Awards

N	
RC	The Whole Class
RS	Aarav
1A	
1C	
2I	
2P	
3S	Jennifer
3W	
4B	
4M	The Whole Class
5C	
5S	Albert
6B	Nayla
6R	Emma

## Attendance w/e 28<sup>th</sup> April 95.85%

Class	% (Target 95.5%) Class attendance weekly percentages since the 5 <sup>th</sup> September 2022  Gold = Highest Green = Above 96% Red = Below 96%
RC	96.36%
RS	87.24%
1A	96.88%
1C	97.69%
2I	97.48%
2P	94.07%
3S	94.80%
3W	**100.00%**
4B	95.37%
4M	96.00%
5C	96.49%
5S	97.78%
6B	96.67%
6R	99.31%



It is important that we always have the most up-to-date contact details you can provide. Please let the school office know if your contact details have changed or if additional people are collecting your child.

## School Games Values Certificates

Look out for more certificates being issued in future newsletters.



## Upcoming Dates

**Monday 1<sup>st</sup> May**

Bank Holiday

**Thursday 4<sup>th</sup> May**

3W & 4B Joint Class Assembly

**Monday 8<sup>th</sup> May**

Bank Holiday

**Tuesday 9<sup>th</sup> May**

Y6 SATs Week begins



## House Points Totals

NEWMAN 

6928

MANNING 

9891

VAUGHAN 

9409

WISEMAN 

5661



**SCHOOL NEWS**

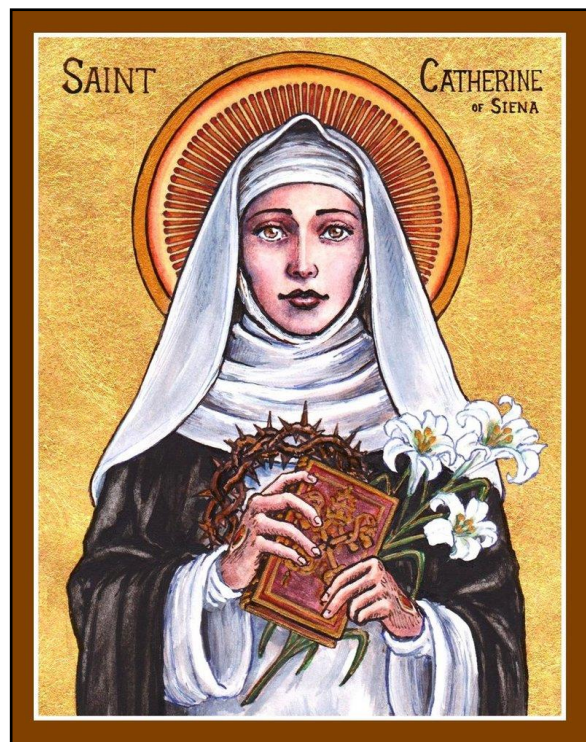
## Saint of the Week: St Catherine of Siena (1347-1380)

Caterina di Jacopo di Benincasa (Catherine) was the twenty-third or twenty-fourth child born to loving parents in the thriving city of Siena, Italy. Her twin, as well as half of her twenty-four siblings, did not survive infancy. As a child, Catherine stood out. She was given the nickname "Euphrosyne," which means "joy," because of her joyful disposition and deep devotion to God from an early age. At the age of five, she would climb the stairs in her home on her knees as she prayed the Hail Mary on each step. At the age of six, while she was out walking with her brother, she had the first of many visions. She saw Jesus, sitting on a throne, crowned as King, surrounded by Saints Peter, Paul, and John. This supernatural experience drew Catherine even more deeply into a life of childhood prayer, penance, and devotion. Within a year, she had made a personal vow to give her whole life to God. Her prayer life was so evident that her parents gave her a bedroom in the basement so that she could use it as her own personal place of prayer. This "cell" in which she lived and prayed was also in her soul. She would later relate to her spiritual director that when she was troubled or tempted, she would build a cell inside her mind, from which she could never flee. Her prayer life also increased her virtues, and she treated her father as Jesus, her mother as Mary, and her siblings as the Apostles.

In 1363, just three days after her sixteenth birthday, Catherine joined the Third Order of Saint Dominic. The Third Order was made up of lay people who wore a religious habit but lived at home and worked in the world rather than in a cloister.

Her last, and perhaps greatest, gift to the Church was her book entitled, The Dialogue of Divine Providence. It is believed that this book was dictated by Catherine while she remained in ecstasy. It is a conversation between a soul and the Father in Heaven.

*Saint Catherine of Siena, pray for me. Jesus, I trust in You.*



## Rights Respecting / Global Action – Miss Ionita's Weekly Information



### Rights Respecting Poster Competition



We are launching a poster competition to get the best examples of **showcasing children's rights in the playground**. The chosen ones have the opportunity to even be turned into larger posters for our playground!

Bring your posters **to your class teachers by Friday 12<sup>th</sup> May** and you could win a prize!

**To qualify for this competition, your poster must have at least one rights respecting article included, even in short form.** Think how you would like to show the importance of your chosen rights for other children to see and understand. Give examples of how these rights should be respected.

Choose from the following:

Disclaimer: some articles are missing as they are not as relevant for this competition theme.



## West Ham Corner

You start to get that feeling of safety when you climb a little away from the bottom three, and that happened after we beat Bournemouth 0-4 away from home last weekend.

Bournemouth were not at their best, but West Ham's football was free-flowing, attack-minded, and far similar to what we were seeing a year ago when we were riding high.

The goals came from Antonio, Paqueta, Rice and Fornals. A special mention should go to the Spaniard who added that fourth as it was a glorious scorpion kick moment, albeit the connection was not quite Giroud-standard.

The feeling of safety soon starts to disappear when teams around you pick up points and you don't. That happened on Wednesday night when Liverpool came to town and walked away 1-2 winners.

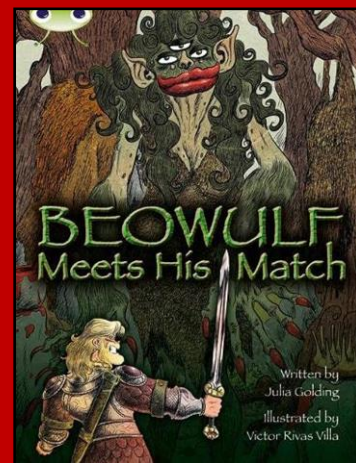
The visitors did dominate possession without looking too threatening, and the huge shouts for a home penalty in the final moments will take some time to quieten.

**Latest Result:** West Ham United 1 – 2 Liverpool

**League Position:** 14<sup>th</sup>



## Recommended Read Year 4



*Following Grendel's retelling of the Beowulf legend in Beowulf and the Beast, we now hear the story from the point of view of Grendel's mum - and she's not a happy beastie!*

If you liked this then try:  
+ 'The Tigers In The Tower' by Julia Golding  
+ 'Heroes and Villains' by Geraldine McCaughrean  
+ 'Sir Gawain and the Green Knight' by Michael Morpurgo



## Top Ten

These are the current SSPP top ten pupils:

Rank	Name	Year Group
1	Angeline	Year 5
2	Naomi	Year 5
3	Moriah	Year 6
4	Chinualum	Year 5
5	Harleen	Year 5
6	Bhavagnya	Year 4
7	Joab	Year 3
8	Jessica	Year 5
9	Timothy	Year 5
10	Nathaniel	Year 3

## Community News



What a turnout for our cultural celebration!

It helped bring to the end our Rights Respecting week, where the children have once again shown how aware they are of the plights of others.

Look out for photos in next week's newsletter.

## Recent Tweets – @SSPP\_Primary



**SSPPCatholicPrimary**  
@SSPP\_Primary

Our community got together after school on Wednesday to carry out our Big Walk for @CAFOD. We managed to raise over £400 through fantastic support, and walked collectively over 300km! #SSPP #SupportingOthers #Community #RightsRespecting



**SSPPCatholicPrimary**  
@SSPP\_Primary

To the parents/guardians of our pupils - don't forget we will be showcasing all of the work from our Rights Respecting Week during our cultural afternoon on Friday 28th April straight after school. See Google Classroom for further details. @Unicef\_uk @Unicef\_ukaction #GlobalGoals



# #BOOKMATCH

© The Reader Teacher

Books for fans of Wonder by R J Palacio



**IF YOU LIKE WONDER, READ THESE**

For more #BookMatch & similar suggested reads, visit [TheReaderTeacher.com](http://TheReaderTeacher.com)

## Author Book Match



**R J Palacio**

- + Wonder
- + The Julian Chapter
- + Auggie & Me
- + White Bird
- + Pluto



It's easy to feel lost in the flood of so many new children's books available. Each month, Books For Topics pick five recently published favourites.

Visit:

<https://www.booksfortopics.com/booklists/books-of-the-month-2022/>

to see reviews of this month's choices.

**April**

## Marian Procession

We will be holding our annual procession to Mary on Tuesday 16<sup>th</sup> May. We ask that children bring in flowers on this day to honour Mary. These will be displayed, like always, in our prayer garden.



## Girls' Football

Some pupils from Year 3 and Year 4 proudly represented the school in a football tournament on Tuesday that took place on our school football pitch. The team managed to play five 5-minute matches against other schools from the borough of Redbridge. We did not win the competition, but the team were very proud to receive medals for the best effort and attitude of the entire tournament. They all had great fun and are looking forward to the next opportunity to represent the school.



## EYFS Exploration Date

On **Tuesday 16<sup>th</sup> May** we will be holding a Parent's Exploration session across Nursery and Reception.

Reception from: 9.00am-10.00am

Nursery morning children: 9.00am-10.00am

Afternoon children: 12.30pm-1:30pm

The focus for this session will be Mathematics. We look forward to inviting you into our classrooms.



## Coronation Celebration

Children will be celebrating the King's Coronation on Friday 5<sup>th</sup> May. The children will be told by their class teacher which Commonwealth country they will be focussing on; they can then wear a t-shirt or top using a colour from that flag along with their navy blue jogging bottoms and black trainers.

- 1 The diameter of a 10p coin is 24.5 mm. The diameter of a 5p coin is 18 mm. Some coins are laid out end to end.



What is the distance marked *b* in the diagram?

- 2 Mrs Green bakes muffins. She sells them in her shop.



- On Monday she bakes 200 and sells 70% of the them.
- On Tuesday she bakes twice as many muffins but has the same amount left.

What percentage of the muffins did she sell on Tuesday?



- 1 Tim has two packs of pop. Each pack holds 24 cans.



Sally has five smaller packs. Each of her packs holds 6 cans.



How many more cans of pop does Tim have?

$$\begin{aligned} 24 \times 2 &= 48 \\ 5 \times 6 &= 30 \\ 48 - 30 &= 18 \end{aligned}$$

Tim has 18 more cans of pop.

- 2 Here is some money.



The money is shared between 5 girls and 2 boys.

Each girl receives £3

How much money does each boy receive?

$$\begin{aligned} 5 \times 3 &= 15 \\ 20 - 15 &= 5 \\ 5 \div 2 &= 2.5 \end{aligned}$$

Each boy receives £2.50



## Online Safety

As part of our continued drive to offer advice and support for all aspects of digital/online safety, we are going to showcase weekly information from the National Online Safety resources which can be found at: <https://nationalonlinesafety.com/>

We can access new music and movies in seconds. We can get products delivered to our door the very next day. We can chat or play games with people on the other side of the planet. For all of the remarkable benefits the digital age has brought us, however, it's also presented us with a whole new raft of pressures and anxieties that, in truth, we're all still learning to cope with.

From continual notifications inflaming a fear of missing out to the risk of public embarrassment or slanging matches on social media, today's children and young people have stresses to manage that previous generations simply never encountered. Our #WakeUpWednesday guide examines these uniquely modern worries, highlighting ways to reduce the anxiety that digital devices can bring.

You'll find tips on reducing push notifications from apps, avoiding social media arguments and spotting when a child's been upset by something online.

At National Online Safety, we believe in empowering parents, carers and trusted adults with the information to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one of many issues which we believe trusted adults should be aware of. Please visit [www.nationalonlinesafety.com](http://www.nationalonlinesafety.com) for further guides, hints and tips for adults.

## Helping children and young people with MANAGING DEVICE STRESS AND ANXIETY

The internet and advances in the capability of digital devices have afforded us arguably the fastest period of technological and social evolution in living memory: creating opportunities for us to interact with people anywhere in the world, 24 hours a day. It's also, however, blurred safety boundaries and added new stresses for young people, who are often less aware of the hidden hazards. With almost half of 10–15-year-olds experiencing bullying online and algorithms pushing content in front of our children every day, it's important to know how to address some of these challenges.

### WHAT ARE THE RISKS?

#### LIVING ONLINE

The internet is awash with sophisticated algorithms that learn from our online behaviour and try to predict our wants and needs. That's very helpful in some respects, but it can make the online world difficult for children and young people to negotiate. Content can be brought to them at any time – it may not always be appropriate, and children may not have the ability or the support to deal with it.

#### PUSHY NOTIFICATIONS

Content is also directed at us through notifications from our apps: letting us know we have a new message or social post to read, for example. While that's useful in some circumstances, it conditions us to keep going back online (and is designed to do so) and can be a near-constant demand on your child's attention. As such alerts become more common, are we experiencing an 'attack of the pings'?

#### BLURRED BOUNDARIES

There are now so many ways we can communicate online in real time (like instant messaging apps) or with a delay (such as on social media) that it's possible to be constantly in conversation. Young people often prefer quickfire exchanges of text – but using fewer words can cause distressing miscommunications through the lack of non-verbal cues like facial expressions or tone of voice.

#### DIGITAL DEPENDENCY

As devices allow access to immediate external help in challenging situations, it's a concern that children may not be developing the inner confidence to work things out for themselves. Likewise, group membership is hugely important to young people – both in digital and 'real life' – and being excluded from online conversations can cause damaging feelings of loneliness and isolation.

#### DISGUISED DISTRESS

Children often haven't yet developed the emotional resources to deal with many of the setbacks of everyday life, so identifying when it's specifically something online that's worried them can be tricky. A certain level of stress is a normal response to a problem; it spurs us into action to keep ourselves safe. If the stress is excessive, though, it can feel overwhelming and potentially lead to anxiety or depression.

#### ANTI-SOCIAL SOCIALS

Social media can bring people together in hugely positive ways. Sadly, it does also have a darker side, including 'flame war' arguments which can escalate quickly and have hurtful consequences. With so many people looking on, group shaming situations are also common – while there are continual opportunities for young people to compare themselves negatively with other social media users.

### Advice for Parents & Carers

#### LEARN THE BASICS

It's impossible to keep up with every online change or every new app. The best option is to make yourself aware of the fundamentals of how the internet operates, so you can help your child to grasp how – and why – content reaches them. Devices and the digital world can be confusing, so learning to understand them better will give you the confidence to talk to your child about them.

#### TALK IT OUT

If a child mentions a comment that's been directed at them in a text chat or on social media, it may sound minor but can actually have a much bigger effect than we realise. In our evolved brains, any perceived threat can get internalised while our body reacts as if we were in physical danger – raising stress levels. It's always worth encouraging your child to get any concerns out in the open.

#### MEET OUR EXPERT

Dr Carole Francis-Smith is an experienced counselling psychologist who specialises in promoting safe and ethical online communications. She consults with and offers bespoke advice to businesses and organisations, supporting positive and effective online communications – often by considering some of the more hidden aspects of the various mediums.

#### PUSH DISTRACTIONS AWAY

Notifications to our phones and tablets can be helpful, but they sometimes make one wonder who's really in charge: the person or the device? Checking our phone as soon as it goes off is an easy habit to fall into – especially for young people. Try switching off non-essential alerts on your devices and encourage your child to do the same; you should both feel less triggered and more in control.

#### LOOK FOR THE SIGNS

This is tricky – and may depend on the child's age – but any sudden change in behaviour is worth looking out for. If your child seems to be checking their phone or tablet more, doesn't want to be parted from them, or appears unusually secretive, anxious or withdrawn, it could be a sign that something is amiss in relation to their device – and, possibly, that they're in need of extra support.

#### BE KIND: UNWIND

Be kind to yourselves as parents and carers. Remember that we're all in the same boat, trying to safely guide our children through this complex, fast-moving digital environment. Getting into the habit of having natural, relaxed conversations with your child about their online life (and yours) can level the playing field and make it far easier for them to open up to you about any concerns.

#### KEEP CHECKING IN

Healthy emotional regulation balances three systems: threat, drive and grounding. Down the various rabbit holes of the internet, however, that balance can easily slip away – so it's important to help your child manage their emotions when they're online. Check in with them regularly when they're on their device, and remember that 'distraction' and 'relaxation' aren't always the same thing.

**NOS National Online Safety**  
#WakeUpWednesday

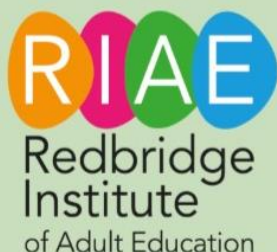
Source: <https://www.childrenscommissioner.gov.uk/report/the-big-ask-big-answers/>  
<https://www.ons.gov.uk/peoplepopulationandcommunity/inequalityandjustice/bulletins/childrensonlinebehaviourandonlineviolence/year-ending-march-2020>

@natonlinesafety /NationalOnlineSafety @nationalonlinesafety @national\_online\_safety

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## Family Learning Course

This is bespoke to SSPP Parents and requires you to sign up using the contact details below.



# Family Learning courses



Help your  
child with  
their  
learning

### Keeping Up with Children- Maths 5 Weeks Course

Understand National curriculum and learn tips and tricks to improve your child's Math skills !!

Start Date: Friday 28th April 2023

End Date : Friday 26th May 2023

Time: 1.10pm-3.10pm

To Book please contact: Reception at SS Peter & Paul's Catholic Primary School

[www.redbridge-iae.ac.uk](http://www.redbridge-iae.ac.uk)  
Call us on 020 8550 2398

Gaysham Avenue  
Gants Hill, IG2 6TD  
[enquiries@redbridge-iae.ac.uk](mailto:enquiries@redbridge-iae.ac.uk)



## Parenting Courses



We would like to draw your attention to some free online parenting courses, which enable parents/carers to develop parenting skills in their own time. The Solihull courses are short modules on a range of subjects from 'Understanding Pregnancy/ Labour, Birth and Your Baby' right through to 'Mental Health and Well Being for Parents and Teenagers Only'. The courses are excellent, available in several different languages and FREE to Redbridge residents.

**To access the range of courses go to <https://inourplace.co.uk/> and apply the 'access' code 'BRIDGE'.**

## Cost of Living Crisis

Please see below important links providing information, which may help you with the cost of living crisis.

- Household Support Fund (HSF): [hsf@redbridge.gov.uk](mailto:hsf@redbridge.gov.uk)
- <https://www.redbridge.gov.uk/benefits/cost-of-living-payments> Cost of Living Payments / Low-income benefits
- <https://www.gov.uk/browse/benefits> Includes eligibility, appeals, tax credits and Universal Credit
- List of food banks in Redbridge:  
<https://search3.openobjects.com/mediamanager/redbridge/fsd/files/foodsupportlocationsredbridge.pdf>

# Redbridge Emotional Welling Mental Health Services



## Anna Freud Centre Resources

- Lingo booklet: provides insight into the experiences of young people when talking to adults/professionals about their mental health <https://www.annafreud.org/mental-health-professionals/improving-help/resources/lingo/>
- Talking mental health with young people in primary school: <https://www.annafreud.org/schools-and-colleges/resources/advice-for-parents-and-carers-talking-mental-health-with-young-people-at-primary-school/>
- Talking mental health with young people in secondary school: <https://www.annafreud.org/schools-and-colleges/resources/advice-for-parents-and-carers-talking-mental-health-with-young-people-at-secondary-school/>
- Supporting children's transition into secondary school: Guidance for parents/carers: evidence-based guidance package for parents that was written with input from clinicians at the AFC and teachers. <https://www.annafreud.org/schools-and-colleges/resources/supporting-childrens-transition-to-secondary-school-guidance-for-parents-and-carers/>



## Child Psychotherapy

- Understanding childhood: contains a series of leaflets written by experienced Child and Adolescent Psychotherapists to give parents, grandparents, carers and professionals additional insight into children's feelings and view of the world and to help make sense of their behavior. <https://childpsychotherapy.org.uk/resources-families/understanding-childhood>



## Redbridge EWMHS/CAMHS

- ADHD Resources for parents: with information on organizations that parents can refer to for extra support for their child, including support in the education section, parenting programs, and online courses for parents/carers. (attached)
- Official Redbridge EWMHS/CAMHS Resource Booklets <https://www.nelft.nhs.uk/redbridge-camhs>



## YoungMinds

- Apart from having great resources for parents/carers regarding young people's mental health, they also have a parenting support helpline that you are able to call.
  - Offer advice to parents/carers concerned about their child's mental health up to the age of 25.
  - Helpline: 0808 802 5544 (9:30am-4pm Monday to Friday) FREE
  - Webchat service (9:30am-4pm Monday to Friday) – on bottom right hand corner, click the webchat icon
  - Email service (temporarily closed)
  - [Parents Helpline | Mental Health Help for Your Child | YoungMinds](#)



## Gov.Uk

- UK Government website also has a section called the Education Hub where they provide lists of resources for children, students, parents, school staff that you can access for free.
- [Mental health resources for children, students, parents, carers and school/college staff - The Education Hub \(blog.gov.uk\)](#)

# Google Classrooms – Help Sheet



Google Classroom

## What is Google Classroom?

Google Classroom is a class-organisation platform that incorporates Google's core G Suite (Google Docs, Sheets, Slides, Drive) and other Google products so students can access everything they need for a class, including homework assignments, group projects and files. Google Classroom is designed for organisation and collaboration. We will be using Google Classroom to assign homework as well as within school to improve children's digital literacy.

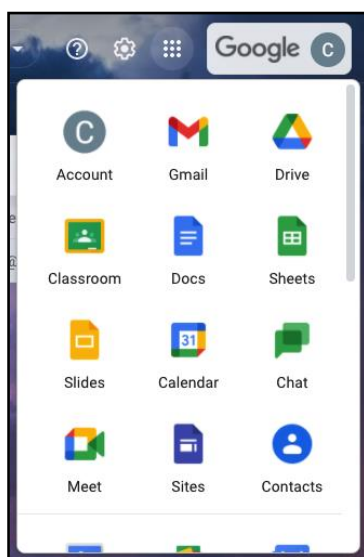
## How do you log into a Google Classroom?

Your child has been given a username (email address) and a password, these should be stuck inside their communication or homework books. You have also received an email and/or text with the information. To access it you can search 'Google login', once you have logged in using the username and password you have access to email, classroom and Google drive (a storage system that uses the Google version of Word, Excel and PowerPoint).

When you log in look for the 'waffle' (the nine dots).



You will then see these options and you select 'Classroom'



Each class is private to the people the teacher has personally invited, including the students enrolled in that class and other teachers. Once your child has accessed a class, they can use all the features the teacher has enabled for that class, including class schedules, assignments and announcements.

## Can you use Google Classroom at home?

Children can access Google Classroom from anywhere, including from their phones or tablets, when they download the Google Classroom app.

## How does my child find out about new stuff posted in Google Classroom?

Your child will receive an email when the teacher posts an announcement. These emails come through your child's email account, not solely in the Classroom. Classrooms do not alert you when an assignment is due; to keep track of deadlines, kids need to check the class calendar.