



Newsletter

Any child at IHJS should be able to tell you that our main role is to keep them safe; that means teaching them to be safe online too. Online safety has to be a partnership between parents and school in order for it to be effective. Please see below a letter from The Children's Commissioner regarding a guide that she has written to support parents navigate this difficult space in their children's lives.

I am writing to inform you that I have recently published a new guide,

[What I wish my parents or carers knew: A guide for parents on managing children's digital lives.](#)

Supporting children's safety is a shared responsibility between families, schools and wider society. For parents and carers, this responsibility has become increasingly complex as children's lives are now deeply intertwined with the digital world. Many parents face difficult decisions about how to balance protecting children from online harm with enabling access to spaces that are now central to learning, socialising and play.

The last time I published a guide like this, 'The things I wish my parents had known: Young people's advice on talking to your child about online sexual harassment', in December 2021, it was to help parents and carers navigate difficult conversations about sexual harassment online. This guide is different in scope, in recognition of the complex, rapidly evolving landscape in which children – and parents – are navigating. It focuses on the challenge of managing children's everyday online habits.

This guide was written with the direct involvement of children in England. It is a reflection of their views. My office visited schools to speak to teenagers, and spoke to my Youth Ambassadors and Youth Special Educational Needs and Disabilities (SEND) Panel to get their expertise on what works and what doesn't work between parents or carers and children in the 21st Century.

When I speak to children about what they would do differently when it comes to being online, with the benefit of hindsight, I ask them: would they give a smartphone to their own teenager? Almost unanimously, they tell me no. They want to be protected from it as long as possible.

As educators and leaders, you play a vital role in supporting parents and carers to navigate these challenges. Responses to my recent school survey show just how concerned school leaders are about their children's safety online, despite most already taking steps to limit or ban devices from the classroom. Children are clear that they value firm, informed and protective boundaries when adults have concerns about the content they are accessing online.

As parents, carers, and educators, our job must begin and end with our children's care and safety. It's what they expect and what they want from you.

As one young person told me: "Don't be afraid to be firm... If you are worried [that] your child is seeing harmful content and you don't know what they're watching and it's affecting the behaviour, just take it that you know best – they don't."

I hope this guide will be a useful resource for your school community.

Yours sincerely,

Dame Rachel de Souza

Children's Commissioner



Please follow the link at the top of her letter to access the Children's Commissioner's guide for parents.

Stay and Learn Maths Morning

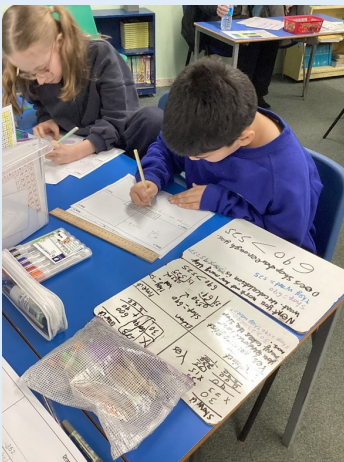
Thank you so much to all of the parents and carers who took the time to attend our Maths Stay and Learn morning on Thursday, which focused on Times Tables. It was wonderful to see so many of you engaging with the teaching, activities and work alongside your children. I know the children love these days and love sharing their work with you—I think we can all agree it was a little bit of an eye opener as to just how much our children have to know in Maths in 2026!

I hope the session highlighted just how important times tables are as a foundation for so much of the Maths learning that we teach in KS2. The confidence, self esteem and knowledge in so many areas of the curriculum children gain from knowing their times tables, really does make a huge difference to their progress and their positive attitudes to giving Maths more of 'a go.'

We truly appreciate all the help and encouragement you give at home with being on TTRS and learning times tables. Your support and consistency plays a vital role in your child's learning and we are very grateful to those families who do access TTRS, sing songs or simply quiz their children on their times tables.

P.S—Here is the link [Game Types on Times Tables Rock Stars](#) - [YouTube](#) to the video I had technical problems with!

Mrs Ruffell



Division

Divide

Divided by (÷)

Split

Share

Sharing equally

Equal groups

Grouping

Number sentence

Inverse (link to multiplication)

How many left over?

How many in each group?

How many groups?

Check with multiplication

Show it

Draw it

Explain it

Prove it

What's master

Division means sharing equally

A remainder is what is left over

We can check division using

Because I know that Sofia has multiplied a number by 7 to get to 294, I need to do the inverse in order to work it out. I need to do the calculation $294 \div 7$

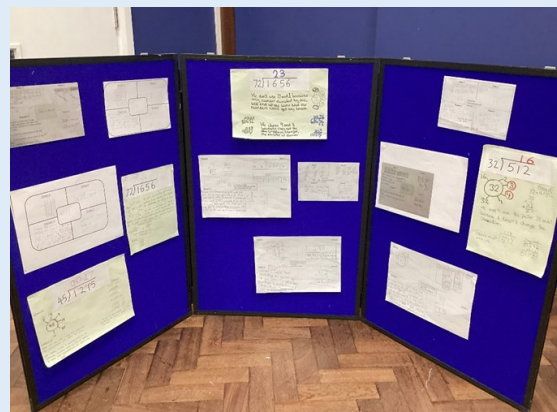
To check my answer, I can do the inverse of my division using multiplication:

$$\begin{array}{r} 42 \\ \times 7 \\ \hline 294 \\ \hline \end{array}$$

42 into 294

23 into 21656

32 into 512



As part of Our Climate Action Plan and to help us towards our target of achieving a Green Flag for being an Eco-School, we have signed up to do the Big School Bird Watch. The Eco-Committee will be heading outdoors to carry out ours next week.



Why not get involved at home by signing up to the Big Garden Birdwatch which is taking place this weekend, 23-25th January, and send in photos of your 'bird-spotters' in action?

There will be eco-certificates for everyone who does so: please email your photos to office@iverheath-jun.bucks.sch.uk.

I'm looking forward to hearing about what birds you find in your gardens or at the local parks.

Mrs H de Charmant, Sustainability Lead.



Our thanks go out to our wonderful PTA for organising this amazing opportunity for our children: we can't wait!

Don't forget your children's sunglasses and hats!!



WB: 26th January. There will be a visiting book fair here at IHJS. For most families, this will be held in the hall from 3.15pm. Children who travel to school on the school bus will be able to purchase their books at lunchtimes.

Wednesday 28th January: MC Grammar will be visiting IHJS.

Thursday 29th January: 5I class assembly

Thursday 12th February: 5H class assembly.

Friday 13th February: last day of half-term: School finishes at 3.15pm.

Dates for your Diary





We are **ACHIEVERS!**

We are a **COMMUNITY!**

We are **PROUD!**

We are **INCLUSIVE!**

Celebration Page

3I—Shaun—you are such a considerate, calm member of our class. This week your confidence in your English and Maths have shone through.

Bobby—what a week you have had! I am so proud of how hard you have worked!

3H—Zac—I do not know how you haven't had star of the week already. You are an asset to our class and I am so lucky to have you. Your subject knowledge is amazing and the flags that you have made in your free time in regards to your Geography work are amazing!

4I—George and Zach—in every lesson you follow our three golden rules and always bring your best selves to every lesson. I am always proud of you both every day! Well done!

4H—Aarya—you are so helpful and kind, thoughtful and hard working. You are such a role model and I love having you in my class!

5I—Harvin—for being an absolute star in class. You are always following the golden rules. This week you have been amazing at learning your lines for our class assembly and your multiplication and division skills during stay and learn.

5H—Lila Rose—for showing amazing resilience and perseverance when concepts get tough and a real keenness to succeed. Keep going you are an amazing girl!

6I—Harriet—for trying hard in all lessons and making so many valuable contributions in class discussions.

6H—Megan—for outstanding effort in Maths. You maybe quiet but you always try your hardest. You are such a role model—~Thank you

PE—Coach Kightley

Thomas Yr3 and Henri-Bella Yr6

For their constant contribution and engagement in PE. Well done!

TIMES TABLES ROCK STARS

Y3

Harper

Y4

Guy

Y5

Alisha

Y6

Robin

Weekly House Points

Beech

1861

Cherry

2560

Oak

2409

Pine

2090