

# THE LISCARD BULLETIN

LISCARD PRIMARY, WITHENS LANE, WALLASEY, CH45 7NQ



## Wimbledon Trip



This year we have been successful in getting tickets for Wimbledon in the national ballot. Eight Year 5 children have tickets for Court one. They will be travelling to London to watch the tennis on July 5th. They will have a photograph taken by a statue of a famous ex pupil of Liscard, Fred Perry. A big thank you to Mr Maldon and Mr McNicholas who have organised the trip.

**FOLPS**  
**SHOW SOME LOVE DAY**

Made an incredible profit of

**£1117.75**

**TREAT YOUR HERO DAY**

Made an incredible profit of

**£1076.30**

**FOLPS team** ❤️

Thank you to Friends of Liscard for their amazing fundraising efforts. Thank you to all parents/carers who supported the events

## Summer Fair - Change of Date to July 14th

Please note that the summer fair has been moved to July 14th because of the NEU strike action.

**Engage - Enrich - Empower**



## Champion Sunflower Grower

Earlier in the year, the nursery children planted sunflower seeds in school, then took them home. Grayson has taken such good care of his sunflower that it is now taller than he is.

Well done Grayson.



## NEU Strike Action



The NEU has announced two strike dates, July 5th and July 7th. As was the case previously, it is highly likely that the school will be severely impacted.

**Parents/carers of the children in classes that will NOT be impacted by the strike action will see a message of the class dojo story next week.**

## Reminder Sports Day Dates & Timings

Monday 3 <sup>rd</sup> July		Tuesday 4 <sup>th</sup> July	Thursday 6 <sup>th</sup> July
9:30	Yr4	Yr 3	F2
10:45	Yr1	Yr 5	
13:30	Yr2	Yr 6	



## PE Kit Reminder



Please make sure your child wears the correct PE kit on PE days. There are a number of children wearing designer clothing and football tops.

For health & safety reasons, children should wear trainers or pumps **NOT** sandals or school shoes for PE. Thank you for your support.





## Year 5



### ☆☆ Refugee Week ☆☆

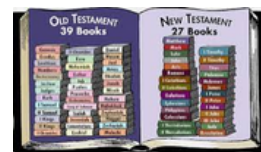
The children took part in some lovely activities to celebrate Refugee Week. They began by reading 'When the Stars are Scattered' which tells the story of Omar Mohammed's time in a Kenyan refugee camp.

The children had the opportunity to ask questions to Omar. The children also had a visit from Sayeed on Wednesday who told them all about his life as a refugee from Afghanistan. The children created a welcome wreath for their class which was full of ideas of how we would welcome some new students to our school. The children were amazing and truly embodied our school values of integrity, kindness and respect

## Year 4



In their lessons on Religious Education and World Views the children have been learning about the Old Testament and the New Testament and how the two books are both made up.



## Year 6

Some of the Year 6 children were fortunate to visit the Eureka museum in Seacombe on Clean Air day.



## Year 6



Year 6 joined a webinar event which was run by the authors of a book they had been reading in English. Afterwards, the children reflected on what we could do to make a refugee feel welcome at our school.

BRILLIANT

## ATTENDANCE AWARDS

4VB 99.2%  
1AS 96.9%  
FJP 96.7%

Let's see which classes have the highest attendance this week!



## WALL OF RECOGNITION

Well done to the following children who have consistently followed the school rules of being kind, working hard and never giving up.

F1 YASMIN  
F2 VAIBHAV  
Y1 ISLA-ROSE  
Y2 JASON  
Y3 OLIVER  
Y4 JAXON  
Y5 JAKE  
Y6 RACHEL



## Attendance

Well done to Miss Stanley's class who were winners of the attendance trophy for Key Stage 1!



Congratulations to Miss Barrett's class who were winners of the attendance trophy for Key Stage 2 for the second week running.

Mrs Pinnington's class had the highest attendance across Foundation 2 for the sixth week running.

The overall attendance was 94.2%.






There were fifteen classes that had attendance above the national average. Seventeen classes improved their attendance from last week.



## Every Day Counts



## School Lunches

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>Curry Day</b> Choose from a homemade creamy chicken curry or a vegetable curry served with Rice, Naan bread and Vegetables 	 <b>Hotdogs</b> Choose from a butcher's quality sausage or a Quorn sausage served in a finger roll with homemade potato wedges and corn on the cob	<b>Roast Dinner</b> Choose from either home roasted meat of the week or a Quorn fillet served with roast potatoes, carrots, cauliflower, Yorkshire pudding and gravy 	 <b>Meatball Pasta Bake</b> Choose from beef meatballs or Quorn balls, cooked in a homemade tomato sauce, mixed with pasta spirals, topped with cheese and baked in the oven, served with sweetcorn	<b>Fish &amp; Chips</b> Choose from either cod fillet fish fingers, battered cod fillet or Quorn nuggets baked in the oven and served with chips and peas or baked beans 
<i>Jacket Potatoes are also available daily as a hot alternative</i> Or A selection of sandwiches, served on sliced bread, wraps and assorted batch with a choice filling will be available daily - ham, cheese, tuna and finally finish with a choice of salad - carrot sticks, cucumber, cherry tomatoes, iceberg lettuce, sweetcorn, coleslaw, and peppers.				
<b>Dessert</b> A selection of homemade desserts will be available every day as well as Fresh Fruit, Fruit Salad, Yogurts and Cheese and Crackers				
<b>Drink</b> A selection of drinks will be available daily				

## National Online Safety

The latest guide from the National Online Safety below provides parents/carers with information they need to know about AI friends..

## Diary Dates

June 26th - 30th

Wheelchair sports week

Wednesday June 28th-

Year 6 trip to London

Friday June 30th

W/B July 3rd July

Sports Day (Mon-Wed)

July 5th & 7th

NEU Strike Action

Thursday 13th July

Year 6 Leavers Party

Friday 14th July

Summer Fair

Wednesday 19th July

Year 6 Leavers Assembly

9.30am

Thursday 20th July

School closes for summer

1.30 pm



Mrs. Sue Talbot

Headteacher

B.Ed(Hons) M.Ed NPQH LPQSH



# What Parents & Carers Need to Know about AI VIRTUAL FRIENDS

## WHAT ARE THE RISKS?

Artificial intelligence – particularly in terms of how it generates natural language – has seen significant development over the last six months, with companies releasing new AI-based software or adding an AI element to existing apps (such as Snapchat, for example). One form of AI to become especially popular has been the 'AI friend' or chatbot, as children eagerly experiment with these new-found computer-generated companions. There are now numerous apps available with this 'virtual friend' functionality, with the likelihood of it being added to other successful platforms soon.

## CONTENT AND ACCOUNTABILITY

AI chatbots may not always be able to recognise when content is age inappropriate or harmful and should be filtered out. So there's a possibility that children could be exposed to offensive language or explicit material while conversing with their virtual friend. The companies producing such AI solutions are also unlikely to take responsibility for any content that their algorithms generate.

## REDUCED SOCIAL CONTACT

An excessive reliance on chatbots for social interaction could potentially cause a child to begin reducing the amount of face-to-face communication they have, leading to social isolation. If young people become dependent on chatbots to provide companionship, it could very likely hinder the development of their real-life social skills.

## LACK OF SENSITIVITY

Chatbot software isn't always sophisticated enough to pick up on subtle emotional cues or recognise signs of distress in children, as most humans would. It might therefore fail to respond appropriately. AI misinterpreting what it's being told or replying insensitively to a young user who's already struggling could potentially impact a child's emotional wellbeing or exacerbate any existing emotional issues.

## UNINTENTIONAL BIAS

AI companions are only as reliable as the information they've been programmed with. The algorithms they use, therefore, may unintentionally promote bias, stereotypes or discriminatory behaviour (as many originate from the USA or the UK, for instance, they can display a distinctly western-centric worldview). This could lead to children developing skewed attitudes and behaviours.

## COGNITIVE LIMITATIONS

Although many are now undeniably advanced, AI-powered chatbots still have limitations in terms of understanding complex concepts, context and nuance. Depending heavily on chatbots to help with learning or solving problems may stunt the development of a child's own powers of critical thinking, creativity and ability to engage in open-ended discussions with other people.

## PRIVACY CONCERNS

Chatbots typically collect data about users, including personal information and conversations. This is ostensibly to improve their performance as they gradually learn about our behaviour – but many experts are warning that there may be significant risks associated with how this information is stored and used (the possibility of potential breaches or misuse by third parties, for instance).

## Advice for Parents & Carers

### CHAT ABOUT CHATBOTS

If your child is already expressing an interest in AI apps, a relaxed, natural chat should help you to discover which ones they're aware of and how they're using them (or are planning to). Discuss these options with your child and perhaps do your own research to ensure you think they're suitable. Once you're totally happy, you could sit with your young one and begin exploring AI chatbots together.

### CREATE A SAFE ENVIRONMENT

If your child is keen to engage with AI chatbots, encourage them to do so in a safe environment: ideally in a shared space at home, so you can easily keep an eye and ear on their progress. Set up appropriate content filtering measures in advance – and gently remind them that you'll be close by and ready to help with any questions or concerns that may arise.

### FIND A BALANCE

Work alongside your child to establish the right balance in terms of how they might use AI-powered chatbots – and when it's appropriate. It's important to make sure that children are still getting plenty of opportunities to learn to solve problems for themselves, as well as building their interpersonal skills through face-to-face conversations with friends, family members and teachers.

### TAKE CONTROL

As with any form of app or game, when it comes to AI chatbots we'd strongly recommend that you consider employing parental controls (either on the device being used or within the software itself) to manage which apps your child can download and use. This is particularly important for younger children, who may be more at risk of being upset or frightened by inappropriate content.

### RECOGNISE THE RISKS

It's unlikely that most children will have even considered the potential risks attached to having a virtual companion. So it's probably wise to explain some of the possible hazards and challenges of AI chatbots to your child. In particular, emphasise that AI isn't a real person (however much it might sound like one) and may occasionally tell them something that isn't entirely impartial or accurate.

## Meet Our Expert

A Certified Information Systems Security Professional (CISSP), Gary Henderson is the Director of IT at a large boarding school in the UK, having previously taught in schools and colleges in Britain and the Middle East. With a particular interest in digital citizenship and cyber security, he believes it is essential that we become more aware of the risks around technology, as well as the benefits.



**NOS** National Online Safety®  
#WakeUpWednesday