



Year 11 Teacher Assessed Grades

On our website, parents and students can find the information below regarding the teacher assessed grades:

- A full list of all the evidence each subject is using to assign the grades.
- The Mossley Hollins Centre Policy which outlines the effective processes that we have in place to determine the grades.
- A student guide to awarding 2021 from OFQUAL.

If you have any questions regarding any of the above, please use the contact form on the website to get in touch.

Year 10 Pre-Public Examinations

Year 10 PPEs start from Monday 14th June and will last for two weeks. Please ensure that students come to school with the correct equipment for their exams- calculator, protractor, compass etc. Students should check their seat number prior to the exam and ensure that their phone is handed in at the start of the exam. Good luck to all our year 10 students!

Date	Session	Examination	Duration
Mon 14 th June	10.55	English Literature Paper 2 Modern Text and Poetry	1 hour 40 mins
Tues 15 th June	08:45	History- Paper one section B Conflict and tension between East and West, 1945-1972	1 hour
	08.45	Art, Craft and Design practical	2 hours in lesson
	11.45	GCSE PE Component 1	1 hour
Wed 16 th June	8.45	Spanish- Listening	Higher start at 8.45am – 45 mins Foundation start at 9.45am – 35 mins
	11.15	Food and Nutrition Practical Skills (10C/FN1)	2 hours 45 mins
Thurs 17 th June	8.45	Drama Component 1 Section B: 4 Live Theatre	40 mins
	8.45	Business Paper 1	1 hour 45 mins
	8.45	Statistics End of year paper	1 hour

	11.15	Fine Art A5 preparation piece	2 hours in lesson
Fri 18 th June	08:45	Maths Paper 1 Non- calculator	1 hour
Mon 21 st June	08.45	Biology Paper 1	Combined 1 hour 30 mins Separate 1 hour 45 mins
Tues 22 nd June	08:45	Geography- Paper 1 Our Natural World (Ecosystems and Global Hazards)	1 hour
	11:15	Maths- Paper 2 Calculator	1 hour
Wed 23 rd June	8.45	Music practical (by appointment)	
	11.15	Food and Nutrition Practical Skills (10C/FN2)	2 hours 45 mins
Thurs 24 th June	11.15	RS Paper 1 Issues (Life and Death, and Relationships)	1 hour
	11.15	Computer Science Paper 2	1 hour 30 mins
	11.15	Design & Technology Theory	1 hour
	11.15	Food and Nutrition	1 hour
Fri 25 th June	8.45	Further Maths Topic test	1 hour

Pupils in self isolation and PPE exams next week

Any Year 10 student who misses an exam due to self-isolating next week will re-sit them on their return to school. The first slot will be **English** on **Friday 18th June** at 11.15am. Any further exams missed will be re-arranged for the following week and a member of our exam team will inform each student concerned on their return.

KS3 End of Year Assessments

These will take place in classrooms during normal lesson time during

- Week beginning 21st June for Years 7 and 8
- Week beginning 28th June for Year 9

Students will be given information from their teachers on what they will be assessed on and how they should revise. Please help to support your child with their preparation for these tests and contact their subject teacher if you need further help or have any questions.

Redgrave College – Year 7

Gracie Naggs, Redgrave College, is hoping to be a successful goalkeeper. Currently she is recovering from a broken wrist. On Thursday last week, Gracie was thrilled to receive a call from Ellie Roebuck (Manchester City and England women's goalkeeper) to give her a boost with her recovery. Gracie explained that she only ended up being a goalkeeper because the boys wouldn't let her play in an outfield position, so they just put her in goal instead. Interestingly, Ellie said that is the exact same reason she ended up in goal too!



Life Skills in Form Time



Life Skills in Form Time

Please see below the timetable for Life Skills during form time next week:

<u>Year group</u>	<u>Theme</u>	<u>Topic during w/c Monday 14th June</u>
Year 7	Staying Safe	<i>Alcohol</i>
Year 8	Managing Money	<i>Payment Cards (1)</i>
Year 9	Sexuality and Pride	<i>Inclusivity (1)</i>
Year 10	Sexual Bullying and Equality	<i>Sexual Harassment</i>

If you have any queries regarding our Life Skills curriculum or our Pastoral Programme please contact Miss R Hodgkins at r.hodgkins@mossleyhollins.com

Chewing Gum

We would like to remind all parents/carers and students that chewing gum is a banned item at Mossley Hollins High School. Any student found to be chewing gum in the building will serve internal exclusion for a day. Including the mess that it leaves behind, there are a number of reasons behind this: the difficulty of removing it from our carpets, chairs, desks and tarmac outside and more importantly, the distraction to learning and the negative impact it can have in the classroom. After feedback from our student council and teaching staff, we did adapt our behaviour policy and made the decision to reduce the sanction for chewing gum at Mossley Hollins High School from a fixed term exclusion to an internal exclusion. We have the highest of expectations of students at Mossley Hollins High School and as always we really appreciate the support from parents and carers with this matter.

Year 8 Technology Drop-down Days: The Missed National Curriculum

The Technology faculty will be delivering two Drop Down days for our Year 8 students on Wednesday June 30th and Wednesday 7th July. These activity days are for targeted students who missed all of the National Curriculum in either Food and Nutrition, Design Technology or Art when they were in Year 7 due to the national lockdown.

We have clearly identified each student and planned 5 hours of practical learning in the discipline they have missed. We are excited to be able to offer this opportunity to cover as many skills and as much knowledge and understanding as we can.

Keeping our school community safe

You will be aware of the new variant of the Covid virus, which is currently being transmitted. This is a highly contagious variant and could have direct impact on the lockdown restrictions in our area if the cases continue to rise.

It is vital that all students continue to undertake the lateral flow tests twice per week and to register the results with the school **and** the NHS websites. Whilst many members of our school and wider community have had at least one vaccination, some have had both, there are still many people who have not had any vaccinations. It is important that we do everything that we can to keep ourselves and others safe.

Please help keep our school community safe by ensuring that your child takes a lateral flow test each Sunday and Wednesday and ensure that the results are registered both with school and with the NHS.

Year 7 Cookery Club Week 4

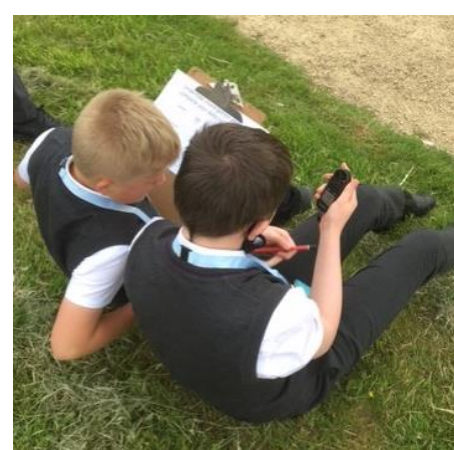
This week, our Year 11 students (now on study leave), George, Eloisa, and Rickie returned to teach our Year 7 chefs as they made this week's delight: pasta with a tomato sauce. Making pasta from scratch is a tricky business and our chefs demonstrated excellent skills working at a level above their current 'working at' level in class. Well done Year 7.



Geography News



This week, Year 7 Geography students have been carrying out a microclimate investigation around the school grounds. Students have been learning how to use equipment such as anemometers and compasses accurately and developing their research and investigation skills.



Are you interested in a career in medicine?



DoctorsLive have created a **brand new, interactive virtual course** to give students a real glimpse of what it's like to be a **surgeon** in an operating theatre, delivered by practising NHS surgeons. The day course includes:

- A glimpse into the day to day life of a surgeon.
- Solving real life surgical cases including history taking and anonymised scans.
- Live virtual operations – showing (step by step) how common surgeries are carried out.
- Learning how to suture with a live follow-along demo (students will be sent their own suturing kit, the same ones used by medical students and doctors.)
- A chance for students to interact with practising NHS surgeons and doctors.

The course is aimed to be as interactive as possible to give students a real taste of what it is like to be a surgeon and to be in the operating room using the latest innovative virtual technology. Students will also get a chance to learn how to suture with their own suturing kit.

These sessions are aimed at students aged 14+ whom are interested in a career in Healthcare. Also certificates will be provided for participation as virtual work experience.

The next **SurgeryLive** date is **Saturday 24th July 2021**. For more information, please visit the website [here](#). Please note places are limited and are allocated on a first come first served basis.

Maths Revision List

Below are the revision lists for the Maths KS3 End of Year exams including details on the best Maths Watch clip to aid revision. The Year 7 and 8 exams are the week beginning 21st June and the Year 9 exam is on the 28th June.

In Year 7:

Classes: 7X1, 7Y1, 7Z1 and 7Z2	
Core Depth	M/W Clip
Non Calculator	
Ordering Decimals	N2b
Percentage of a quantity	N24b
Reflection	G4a
Comparing fractions	N43
Probability	59
Division	N16
Converting metric units	R2
Simplifying ratios	R5a
Mixed numbers and improper	N35

Classes: 7X2, 7Y2 and 7Z3	
Support/Core	M/W Clip
Non Calculator	
Ordering Integers	N2a
Multiplying with decimals	N15b
Finding the median	S6
Order of operations - BIDMAS	N20
Types of triangle	G16
Expanding brackets	A8
Reading scales	N8
Generating a sequence	A11a,b
Ordering Decimals	N2b

fractions	
Comparing fractions and percentages	N32
Co-ordinates and shapes	A1b
Midpoints of co-ordinates	133
Expanding and simplifying expressions	A18
Interpreting bar charts	S2a
Calculator topics	
Rounding to decimal places	N27b
calculating the mean	S7
Substitution in to a formula	A10
Plotting linear graphs	A14
Identifying congruent shapes	G31
Enlargements	G28
Writing algebraic expressions	137
Rotational Symmetry	G7
Angle calculations with reasons	G13
Generating geometric sequences	A11b
Probability	59

Percentage of a quantity	N24b
Reflection	G4a
Comparing fractions	N43
Probability	59
Division	N16
Converting metric units	R2
Simplifying ratios	R5a
Calculator topics	
Simplifying algebraic expressions	A7a,b
Proportion - Recipe questions	39
Angles in triangles	G17
Probability	59
Rounding to decimal places	N27b
calculating the mean	S7
Substitution in to a formula	A10
Plotting linear graphs	A14
Identifying congruent shapes	G31
Enlargements	G28
Writing algebraic expressions	137
Rotational Symmetry	G7

In Year 8:

Classes: 8X1, 8X2, 8Y1 and 8Y2	
Core Depth	M/W Clip
Non Calculator	
Expanding Brackets	A8
Estimating square roots	N25 N46
Percentage decrease (multipliers)	R9b
Proportion	R8
Division	N16
Volume of cuboids	G21a
Graphs of direct proportion	R8
Plotting Linear Graphs	A14a
Gradients	A14b
Area of a trapezium - algebra	G20d
Plans and elevations	51
Difference between fractions	70
Order of operations - BIDMAS	N20
Calculator	

Classes: 8Z1, 8Z2 and 8Z3	
Support/Core	M/W Clip
Non Calculator	
Conversion Graphs	A21b
Fractions to decimals	N32
Stem and leaf diagrams	128b
Decimal multiplication	N15b
calculations with negative numbers	N19a
Angles in parallel lines	G18
Substitution	A10
Factorising expressions	A9
Expanding Brackets	A8
Estimating square roots	N25 N46
Percentage decrease (multipliers)	R9b
Proportion	R8
Division	N16
Volume of cuboids	G21a
Graphs of direct proportion	R8

Interpreting time series graphs	153
Angles in Quadrilaterals	123
Solving Equations	135a,b
Percentage increase	R9a
Prime Factors	N30b
Equation of a straight line	A14c
Plotting Line Graphs	96
Area of triangles	G20c
Congruency	G31
Percentages	N24b

Plotting Linear Graphs	A14a
Gradients	A14b
Calculator	
Nets of shapes	G12c
Writing equations	A17
Names of polygons	G11
Rounding to decimal places	N27b
Interpreting time series graphs	153
Angles in Quadrilaterals	123
Solving Equations	135a,b
Percentage increase	R9a
Prime Factors	N30b
Equation of a straight line	A14c

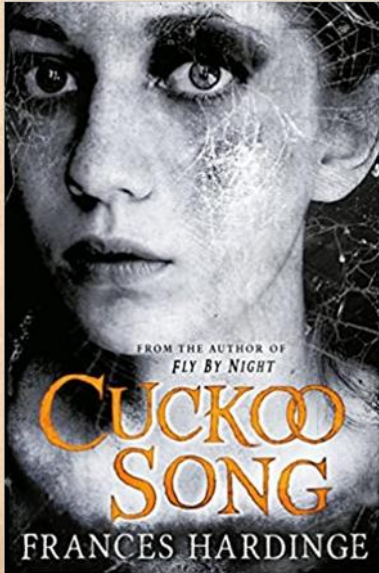
In Year 9:

Classes: 9X1, 9X2, 9Y1 and 9Y2	
Core Depth	M/W Clip
Non Calculator	
Inverse proportion	R13
Constructions	G26a
Avoiding biased questions	
Probability - Relative frequency	125
Equation of a straight line	159a
Area of circles	G22b
Expanding double brackets	134b
Standard form	N45a,b
Area of a Trapezium	G20d
Scale (maps)	R6
Venn Diagrams	P6
Calculations with indices	82
Enlargement	G34
Calculator	
Nth term of a sequence	A11c
Pythagoras' Theorem	G30
Trigonometry	G35a,b
Estimating the mean	S10b
Writing formulae	A17
Conversion graphs	A21b

Classes: 9Z1, 9Z2 and 9Z3	
Support/Core	M/W Clip
Non Calculator	
Congruence	G31
Similar shapes	R10
Rules of indices	82
Substitution	A10
Inequalities	A20
Square roots	N25
Scale drawings	G15
Inverse proportion	R13
Constructions	G26a
Avoiding biased questions	
Probability - Relative frequency	125
Equation of a straight line	159a
Area of circles	G22b
Expanding double brackets	134b
Standard form	N45a,b
Area of a Trapezium	G20d
Calculator	
Dual bar charts	S2a
Percentage change	109
Enlargement	G28
Nth term of a sequence	A11c
Pythagoras' Theorem	G30
Trigonometry	G35a,b
Estimating the mean	S10b

Reading for Pleasure

Reading for Pleasure *Cuckoo Song* By Frances Hardinge



The first things to shift were the doll's eyes, the beautiful grey-green glass eyes. Slowly they swivelled, until their gaze was resting on Triss's face. Then the tiny mouth moved, opened to speak.

'What are you doing here?' It was uttered in tones of outrage and surprise, and in a voice as cold and musical as the clinking of cups. 'Who do you think you are? This is my family.'

When Triss wakes up after an accident, she knows that something is very wrong. She is insatiably hungry; her sister seems scared of her and her parents whisper behind closed doors. She looks through her diary to try to remember, but the pages have been ripped out.

Soon Triss discovers that what happened to her is more strange and terrible than she could ever have imagined, and that she is quite literally not herself. In a quest find the truth she must travel into the terrifying Underbelly of the city to meet a twisted architect who has dark designs on her family - before it's too late . . .

Cartoon Drawing Competition

Our Art department currently have a cartoon drawing competition and there are prizes to be won! The cost of entry is £1. To enter, all you need to do is draw the childhood cartoon character of your choice.

Rules

1. It must be from a Cartoon/Anime and not a film.
2. Only physical art can be submitted.
3. Nothing inappropriate.

Try to make your entry as bright and colourful as possible. We will feature as many entries as possible in the Newsflash with the winner receiving a prize.

For more information or to submit your entry please see Mrs Adams in 4.01 or find either Charlie Davies or Oliver Davies in Year 8.

Good Luck!



This week's Athletics' Challenge

This week's Athletics' Challenge is the 'Sprinter Workout' to complete at home. The challenge involves six exercises which all develop power and speed in the leg muscles. Complete the workout three times and work at your maximum capacity to complete the number of reps of each exercise.

Beat the world record

The female world record for the 100m sprint is 10.49 seconds held by Florence Griffiths Joyner.

The male world record for the 100m sprint is 9.58 seconds held by Usain Bolt.

Challenge – See how far you can sprint in 10 seconds and complete it 5 times, try to increase the distance every time.



100m Sprint in PE lessons this week

Year 7, 8 and 9 pupils have completed the 100m sprint in their PE lessons this week. Our pupils have demonstrated outstanding levels of athleticism and resilience when competing against their peers, which resulted in some outstanding races across all year groups. A number of pupils deserve recognition for their excellent times, congratulations and well done to:

Year 7 – Isabella Byers, Ava Hanson, Emily Warrington, Michael Alcock, Lucas Mason, Connor Brough, Daniel Higson, Alfie Ainsworth, Jonathon Vincent, Noah Hartley, Henry Wood, Abi Gregory and Isla Jewitt.

Year 8 – Alex Favario, Layton Charlton, James Gibbon, Alfie Jones, Reuben Bolton, Joe McGrath, Lucas Adams, Tracey Ojeaburu, Heather Ryan, Lilia Clegg, Leo Moreland, Charlie Mayall and Ben Warburton.

Year 9 – Keano Wassall, Daniel Curran, Ben Rudol, Harvey Merrills, Chloe Oldham, Maisie Knott, Amy Starkey, Chloe Ormerod, Millie Wright and Lilly Cheetham.

Year 7 Outstanding achievement - Emma Catherall

Emma Catherall, in Year 7, decided to complete the 'Run a Marathon in May' Challenge to raise money for a special charity. She set out to run the 26 mile distance throughout the month of May and raise as much money as possible. By the end of May she had completed 33 miles and managed to raise an impressive £205 for the Blue Cross Animal Charity.

This is an outstanding achievement that Emma should be very proud of and she is an inspiration to all Mossley Hollins High School pupils.



Year 7 Outstanding achievement - Megan English

Megan English, in Year 7, is a very enthusiastic horse rider and took part in her first ever riding competition last week with her horse 'Jigsaw'. In her first performance they came in 5th place. Megan was determined to improve on this and she demonstrated excellent resilience and determination to come in 3rd place in her next performance. Congratulations to Megan and her horse 'Jigsaw'. This is an outstanding achievement that you should be very proud of.



Year 7 Football Tameside Trials.

On the Friday before half term, a group of Year 7 boys attended the Tameside under 12 football trials. The boys demonstrated outstanding levels of enthusiasm throughout the session and after speaking with their parents it was clear that they all enjoyed the experience and performed to a very high standard. The PE department are looking forward to seeing these boys represent Mossley Hollins in the school football team as soon as the school fixtures begin.



Congratulations and well done to:

Ace Norton, Oliver Loughman, Henry Wood, Harrison Mayall and Thomas Pritchard.

Sport Performer of the Week



Year 7 – Michael Alcock and Ava Hanson for achieving the best times in their class in the 100m sprint.

Year 8 – Heather Ryan for an outstanding performance in the 100m to finish in 1st position with a time of 16.40 seconds

Year 9 – Max Whitwam for an outstanding performance in the 100m sprint with a time of 15.40 seconds.

Message to Parents - Celebrating sporting success and achievement outside of school.

In the PE department, we are producing a display that celebrates the sporting success and achievements of our pupils outside of school. Despite the lockdown limiting the opportunities for our pupils to take part in their sports, we know that a number of pupils will still be excelling and performing at the highest level outside of school.

Please could you email Mr Doodson or Mrs Dodd (a.doodson@mossleyhollins.com or v.dodd@mossleyhollins.com.) with information and pictures (if possible) of your son/daughter so we can celebrate and recognise their outstanding talent in sport. We look forward to hearing from you. Thank you!

Job Vacancies

Teaching Assistant (Identified Student)

27 hrs per week (worked over 4 days)

Term time only

Salary – Grade E (Point 11-16)

Actual Salary at Grade E, Point 11 – £13,656.79

Fixed Term in the first instance (until 31.8.22)

(subject to further funding thereafter)

Required – as soon as possible

Closing date for completed applications – Monday 14th June 2021 – 12 noon

Application forms and further details from the school website www.mossleyhollins.com/vacancies

Teaching Assistant (Numeracy+)

Permanent

30 hrs per week (term time only)

Salary – Grade E (Point 11 – 16)

Actual Salary at Point 11 - £15,174.21

Required – As soon as possible

Closing date for completed applications – Monday 14th June 2021 – 12 noon

Application forms and further details from the school website www.mossleyhollins.com/vacancies

Reminder from Previous Newsflash

RED LINE MEETINGS/RETURN FROM FIXED TERM EXCLUSION MEETINGS: Notice to all parents and carers

In the unlikely event that your child receives one of the above from the headteacher, deputy headteacher or assistant headteacher at Mossley Hollins, the meetings with the parent or carer will now again **be in school**. These will be done safely, in line with C-19 restrictions. The letter or phone call will ask you about your current C-19 status as an extra precaution. The meetings are designed to ensure that the parent or carer makes sure that their child does not transgress seriously in the future and are very, very important.

A Reminder of our Red Line System to guarantee reasonable treatment of students and high standards of conduct and learning

In class, where a child is refusing to comply with a reasonable instruction from a teacher, the teacher will ask if the student is prepared to cross the red line. This is serious. The student is very likely to make the sensible choice to comply at this point and the headteacher, deputy or assistant headteacher will NOT be called to the room and there will be no need for the red line to be crossed, so long as the student behaves properly thereafter.

In the rare cases where the student does not comply with this reasonable instruction, they are now **damaging the education of others and wasting valuable teaching and learning time**. The Red Line will be used and the student will be taken out of class and isolated for the remainder of the day. The student will bring a letter home to you as we need your help as the responsible adult to sort the problem and ensure for us that your child does not repeat this behaviour. **It is absolutely essential that you phone us at school by 9.30am the next morning** so that an appointment can be made immediately for you to accompany your child back to school. We know this is a serious inconvenience for working parents and so it is vital that you work at home with your child from now to make sure they do not get into this kind of trouble. We are grateful for your support in this matter. This is not an exclusion at this point but if the student does not immediately improve then the school is left with no choice but to exclude.

A Fixed Term Exclusion

Other than Permanent Exclusion (expulsion) this is the **most serious sanction** a school can give. It goes onto the official record of the child and is a legally enforceable sanction for all schools in England. We use this sanction rarely. It is used in cases such as: repeat refusal to comply; bad language; acts or threatened acts of aggression; serious bullying; racism, homophobia or overt sexism; possession or use of inappropriate substances or equipment. **It should be taken very seriously, indeed, at home**, as it is in school.

At this point the Exclusion from school is for a fixed period of time and it will not lead to a permanent exclusion so long as the student learns the lesson quickly and puts their mistake right. **This cannot be done without the skilful support of the parent or carer, at home**. Whilst on fixed term exclusion the law is clear: the parent or carer must arrange for the child to remain at home and undertake work provided. The parent or carer should initiate their own proportionate and reasonable sanction to support the school as – in these cases – the student has often interrupted teaching and the education of others and this is unacceptable. By law, the student is not allowed to be in the vicinity of the school grounds during the day or evening or the sanction they receive will become worse.

Meetings with Parents and Carers in School

In line with the safe easing of C-19 restrictions, if you are informed of a Red Line or a FTE we need your support as responsible parents, in the form of a meeting with us in school which we will arrange according to our timetable. Together, at the meeting, the Senior Leader and Parent/Carer will work together to guarantee that the student can return and behave. This is to get your support and is not a reflection on you in any way. You must consider the adults and other children and not just your own child; if they are ever to learn to do well, which we know you will. The inconvenience has been caused by the student's behaviour and not by the school.

As you know, the vast majority of our children are never excluded or red-lined and we are proud of them and the standards they uphold for their families and our school community. In cases, where a student slips up in this way, with the active support of parents, working with the school on behalf of all children and adults and not just their own child, we can usually sort the problem for good which helps your child so much in the long run.

Safeguarding our Students

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 game of many which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guides, hints and tips for adults.

What Parents & Carers Need to Know about FIFA 21

AGE RESTRICTION
PEGI 3
 Suitable for all ages

You don't need to be a football fan to have heard of the FIFA series of games (named after the Federation Internationale de Football Association: the worldwide governing body for the sport). Part of the franchise's massive appeal is that official licensing gives users the opportunity to play games as their favourite teams, controlling their favourite footballers. They either compete online against other players or work through a solo-player career mode. With updated editions launched annually, FIFA is playable on a range of consoles, with mobile versions available for smartphones and tablets.

Recurring Costs

FIFA's trump card is that it includes real current players; a feature no other football arcade game can offer. However, this means that a new version of the game is released every year, with updated teams, players, kits and stadiums, plus gameplay tweaks and extra features. Young FIFA fans usually want to be playing the latest version, so the pressure to buy each annual update is likely to be considerable.

Billing

Online Chat

While the game of FIFA itself is suitable for children of all ages (as it does not include any inappropriate content), there is the issue of in-game chat. Your child can play against other people online and audio chat with them using headsets. As this communication is largely unregulated, it could mean that your child is exposed to language or conversations that are inappropriate.

Possibility of Scams

Your child may receive an email or see a message on social media or in forums which appears to be a genuine FIFA promotion, but could be a scam. Following these links would take them to what may seem like a FIFA login page but is actually a phishing attempt to capture their login name and password. Scammers often use a legitimate-sounding name, such as EA Admin or 'FIFA Developer'.

In-Game Purchases

FIFA offers an array of in-game purchases. The FIFA Ultimate Team (FUT) mode lets gamers build their own team, playing matches to win coins. These coins can be used to recruit better players or packs containing random players. Some purchases can be made with in-game currency; others require real money – which can become expensive. There have been reports of parents receiving large credit card bills after their children's in-game spending.

Addictive Gameplay

Your child could end up playing FIFA for long periods of time. Matches last around 20 minutes, so playing through an entire tournament can quickly eat up a large chunk of the day. Children sometimes struggle to control their gaming behaviour, at the expense of their daily routine. This is called 'gaming disorder' and is classified as a genuine mental health problem by the World Health Organisation.

Over-Competitiveness

FIFA has occasionally been criticised for its competitive gameplay leading to disproportionate aggression and negative emotion in some players. This can be amplified by the in-game audio chat with opponents in real time. The potential for an emotional outburst can sometimes reach unhealthy levels, especially if your child's team is losing heavily or is defeated by a very late goal.

Advice for Parents & Carers

#WakeUpWednesday

Set out Your Strategy

As a parent, it's worth considering that – if they like gaming and football – your child's fascination with FIFA probably won't be short term. It's more likely to be the start of a relationship that could last for years, involving repeated outlay on each updated edition of the game. If you think this may pose a problem, it might be best to make your child aware of it beforehand to avoid disappointment later.

Give Abuse the Red Card

The facility to chat to other players certainly adds to the overall enjoyment of FIFA, and it's unlikely that you'll be able to convince your child to play the game without using it. It would be wise, however, to make sure beforehand that your child is aware of how to mute the audio of any abusive players and knows how to report anyone who is being offensive or intimidating.

Defend against Scammers

Teach your child to stay clear of scams. Explain why they should be suspicious of any link which asks them to verify their username and password or provide other sensitive information: game developers never send messages asking for players' login details. Consider messages, emails and social media posts promising in-game content if a player inputs their login information are fake.

Control In-Game Spending

To spend real money in FIFA, a player's account must have a payment method enabled. Check whose debit or credit card – or PayPal account – is linked to the device that your child plays FIFA on. Most devices' parental controls can be adjusted to limit spending. There is also the prepaid option of Paysafecard – you can top up the balance, making it easier to control your child's purchasing in the game.

Avoid 'Extra Time'

Devices' parental controls can also be used to restrict the amount of time spent playing. If you feel it's necessary, keep an eye on how long your child spends playing FIFA, just like you might monitor how long they watch TV for. Warning signs of over-playing include disinterest in other activities, tiredness or fatigue, neglect of personal hygiene or becoming angry when they have to stop playing.

Encourage a 'Half-Time' Break

Monitoring in-game chat is difficult, as you can usually only hear one side of the conversation. But your child's reactions will be a good general indication. Dealing with the frustrations of a game and troublesome people can be useful life lessons – but if your parental instinct is that your child is getting too upset or angry, that's the time to intervene and encourage them to take a break from the game.

Meet Our Expert

Mark Foster has worked in the gaming industry for several years as a writer, editor and presenter. He is the gaming editor of two of the biggest gaming news sites in the world: UNILAD Gaming and GAMINGible. Having started gaming at a young age with his siblings, he has a passion for understanding how games and tech work – but, more importantly, how to make them safe and fun.

ROUNDS
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