

W E E K L Y

NEWSLETTER

MAGDALEN
COURT SCHOOL



**Delicious
cooking!**



SUMMER TERM 2 – WEEK 3

Transitions & Class Dojo

From Monday, learners will be in their new classrooms with their teachers for September. Please take some time over the weekend to ensure your learner is familiar with their new teacher and where their classroom is. We are aware that this might be an anxious time for the learners and are keen to support as much as possible.

Over the next week, you will be added to your learner's next class on the class dojo app - allowing you to receive news and updates straight from their new teachers. If you have any difficulties accessing this, please contact Alex Ford - aford@magdalencourt.org

Duke of Edinburgh

A big well done to all our learners this week who undertook their Bronze Duke of Edinburgh expedition! This was a big challenge and the learners excelled themselves. Well done, and thank you to all the staff involved with supporting those learners.

Prime Bottles

Please remind all learners that Prime Bottles are not to be brought into school. We encourage all learners to bring a reusable water bottle, especially in the hot weather.

Headteacher's Award



This week's Headteacher's Award is given to Alastair, for excellent progress this week and pushing himself out of his comfort zone.

Stars of the Week!



Oak - Freddie
Larch - Isabel
Beech - All learners
Holly - Oliver
Elm - Emma
Hazel & Ash - Joe

Horrible History!

Beech and Larch classes have been studying the fascinating (and often horrible!) history of The Black Death this term. Combining History and English, the learners have now created diary entries inspired by the experiences of the plague victims. We've included Isabel's below!

Monday 16th June 1623

Dear Diary,

I'm really scared. I think I've got the plague. I feel really ill. But my mum says I'm over-worrying about it. She says nobody has had the plague in our family, I could be the first.

In the next two hours, I started coughing and I wouldn't stop. And then sneezing. Since I continued coughing and sneezing, they took me to the hospital. And he said I've got the plague.

Tears flooded down my mother's face. Father looked shocked.

In the next few days, I started to get a fever. A headache appeared out of nowhere. I tried to drink water and the doctor gave me flowers. He said the flowers will heal me. But it seemed to make me feel worse.

In the next few hours, I couldn't breathe. My parents were seriously worried.

I started itching all over my body. I looked down and saw buboes. Big swellings on my body. Mostly in the armpits and in my groin area. I started vomiting blood. I got diarrhoea. Black became my new skin.

In the last ten hours, they put a blood red cross with "Lord have mercy on us" on my front door. My family have moved away, to another town, another place. I know I won't heal. I don't moan, don't cry, I just lie here, knowing my fate.

I now sing quietly to myself and (knowing me) I will fade away.

Isabel

Early Help Support

Please find the following information from the Early Help team:

The Summer Programme for 2023 Holiday Activities & Food Programme is now live, it is for Primary & Secondary age range, with lots on offer in each area. There are exciting opportunities for the primary & secondary age range including, surfing, paddle boarding, canoeing, sports, laser tag and many more. The spaces are fully funded and include a hot nutritious meal.

Please visit the website below for further details:

<https://devon.cc/haf-summer23>

We would like as many children as possible to access a place during the holidays , and if you have any questions please contact haf@devon.gov.uk. Parents tell us it helps relieve stress in the holidays and takes some of the pressure off them financially knowing their children are fed and accessing activities they can't normally afford. A lot of the providers are offering trips and meal out to local attractions as well for families swimming lessons cinema tickets but children have to attend a face to face HAF session to access the enhanced offers.

If you have any questions please get back to the mailbox haf@devon.gov.uk

New exercise class

Please find the following message from the PE Team:

A new and exciting exercise class specifically designed to teach children from ages 10-15 the fundamentals of physical and strength training is now happening at U7 Gym Exeter. Led by Matthew Handford who has experience working with a variety of individuals, including those with SEND, from novice to elite sports performers. The programme is designed to teach children how to train within the gym environment effectively and safely whilst also having fun along the way. If you wish to learn more about the youth classes and 1-1 coaching sessions that are available, please visit our website U7 Gym Exeter and select the youth tab. Any questions relating to the project please contact Matthew Handford, where his contact information can be found on the website - www.u7gym.co.uk/youth.

U7 YOUTH

Food Tech

This week in Food Tech, Beech and Larch class made Greek style lamb kofta with tzatziki. The lamb mince was seasoned perfectly with a range of fresh and dried spices including; nutmeg, dried coriander, ground cumin & mint. Learners practiced using the grills to brown the koftas which were then served with warm pitta breads. Post 16 learners and Ash class completed their assessment folders ready for the hand in deadline on Friday. I'm so pleased with their efforts in their practical and written tasks, well done guys! Hazel class made some delicious chicken & vegetable kebabs, making their own marinades and practicing using the grills to cook the kebabs. Elm and Holly made pan fried smoky chorizo salmon and a classic coleslaw. Learners practiced their timing skills when frying the salmon fillets and adding other ingredients in stages. Oak class made smoky bacon and tomato pasta salad with delicious homemade burgers. Next week Oak class will be making scrambled egg omelette with a fresh tomato salad. Beech and Larch will be making asparagus, eggs & French dressing. Year 9 classes will be making amazing dressed beets. Hazel & Ash class will be making a homemade hummus served with fried halloumi and pitta breads. Post 16 learners will be making smoked salmon plates with avocado and cottage cheese.



Brilliant biographies!

It's time to share our final biography! It's been fantastic sharing these pieces of work with you over the past few weeks, and a big well done to Holly class for producing such excellent pieces of writing. Our final biography is by Oliver, and features Mr Bushrod!

Jeremy Bushrod



Ye old Bushrod was born in freedom field hospital, Plymouth approximately infinite years ago.

Later in his school years he was given the job that started his career as the school milk man after leaving school he got many jobs but here is the most memorable one.

He had a job as a public toilet cleaning man with his big bright yellow van as vis was his idea of cool. But just to clarify THIS IS NOT COOL

Ones when he was on holiday in Bulgaria he was in an airport when the Popo holding machine guns decided to mug him.

He went on to work at many schools but after many years he finally settled and at a school that he says is a good school but over his time in school he managed to set off over 14 fire alarms and here is a quote "it's quite stupid to put a fire alarm just out side a science lab door". I do not have time to cover his grass adventures

Gold Scout Award

As well as Oliver's brilliant writing, we are so pleased to be congratulating him on receiving his Gold Scout Award! This is the highest award a Scout can achieve, and you have to complete all nine of the Challenge Awards, plus six Activity badges first. Oliver has also been supporting his local Beavers group every Monday. We are really proud of what Oliver has achieved - a great example of hard work and determination!

End of Term Celebration!

Friday 30th

Next Friday, PAFOM have organised an exciting end of term celebration for the afternoon!

From 2:30pm, learners will be treated to a lucky dip, a raffle and some delicious food in the garden. All food and activities will be free of charge.

We will also be celebrating the learners who are leaving and saying good luck for all their future endeavours!

The theme is tropical and learners will have the opportunity to change after lunch. We would like to encourage them to wear their brightest and most colourful clothes - Hawaiian shirts are definitely encouraged!

Summer Sensory

Survival Kit

This week, our Summer Sensory Survival Tips are focusing on summer food and outdoor eating! For the full pack, please visit - www.sensoryintegrationeducation.co.uk/page/summer-sensory-survival-kit



SUMMER FOOD & OUTDOOR EATING

Summer brings the opportunity to picnic outdoors or you may be more likely to eat at cafes and restaurants on days away. Some people find trying unfamiliar food, or familiar foods that are prepared or served in slightly different ways tricky to eat. Here are a few suggestions:

Pack familiar snacks:

If you are going on a trip, pack some of your child's favourite snacks that they are used to eating at home. This will give them a sense of familiarity and comfort when it comes to food.

Explain what to expect

When trying new foods or drinks, explain to your child what to expect in terms of taste, texture, and smell. This can help them feel more prepared and less anxious about trying something new.

Be prepared to cook:

If you are staying in self-catered accommodation, consider bringing some ingredients and perhaps a favourite bowl or cutler with you (where travel rules allow this). This will enable you to prepare meals that your child is familiar with and comfortable eating.

Offer alternatives:

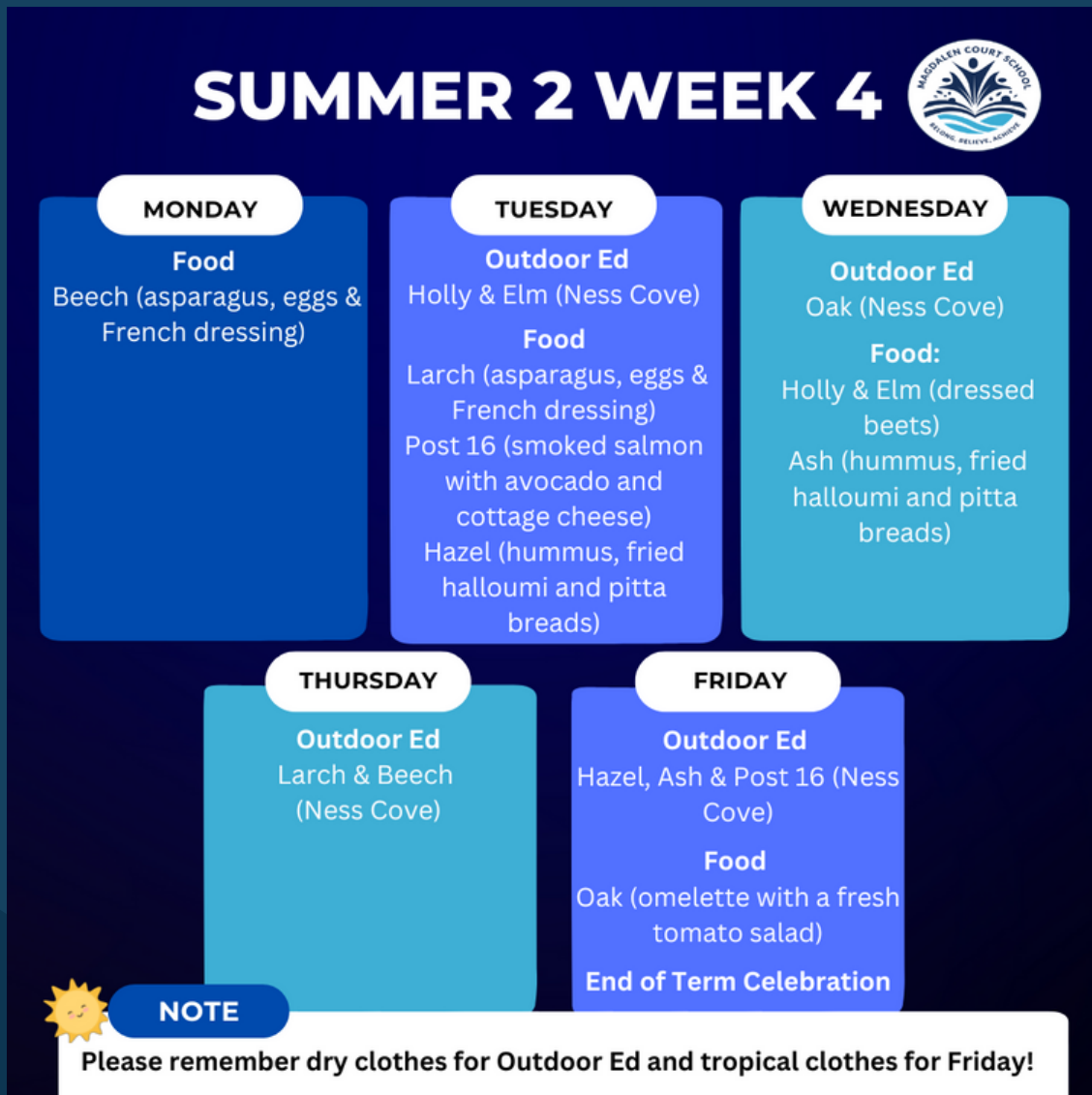
If your child is not comfortable with a certain food or drink, offer them an alternative that they are comfortable with. For example, if they don't like fizzy drinks, offer them a non-carbonated alternative.

Encourage trying new foods gradually:

You can encourage your child to try new foods by introducing them gradually. Start with a small amount and allow them to take their time to explore the texture and taste. Don't force them to eat anything they are not comfortable with.

Next Week

Please find the schedule for Week 4, including our exciting Tropical End of Term Celebration! This schedule is also available on the website and on the school social media.



SUMMER 2 WEEK 4

MONDAY

Food
Beech (asparagus, eggs & French dressing)

TUESDAY

Outdoor Ed
Holly & Elm (Ness Cove)

Food
Larch (asparagus, eggs & French dressing)
Post 16 (smoked salmon with avocado and cottage cheese)
Hazel (hummus, fried halloumi and pitta breads)

WEDNESDAY

Outdoor Ed
Oak (Ness Cove)

Food:
Holly & Elm (dressed beets)
Ash (hummus, fried halloumi and pitta breads)

THURSDAY

Outdoor Ed
Larch & Beech (Ness Cove)

FRIDAY

Outdoor Ed
Hazel, Ash & Post 16 (Ness Cove)

Food
Oak (omelette with a fresh tomato salad)

End of Term Celebration

NOTE
Please remember dry clothes for Outdoor Ed and tropical clothes for Friday!

Safeguarding

Our safeguarding focus this week is on AI Technology and 'AI Friends'. As the technology develops, it is understandable that learners will be curious and want to experiment with the chat functions. However, we would advise that families discuss the limitations of AI at home - focusing especially on the lack of sensitivity that AI chats may offer.

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 for further guides, hints and tips for adults.

What Parents & Carers Need to Know about AI VIRTUAL FRIENDS

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.

WHAT ARE THE RISKS?

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.

