




SUMMER TERM 2 – WEEK 1

Welcome back!

Welcome back to the last half term of this academic year at Magdalen Court! We hope everyone had a lovely bank holiday and half term week. It was nice to get some sunshine towards the end!

Summer Term dates

End of Term - Tuesday 9th July (1pm)



PLEASE NOTE: There is no longer an inset day on Monday 10th June - normal school hours next week!

Jokes of the Week!

George's joke

What do you call a chicken who crosses the road twice after rolling in mud?
- a dirty double crosser

Benji's joke

What do you call bears without bees?
- ears

Arran's joke

What fish can you see in the sky?
- starfish

Headteacher's Award



This week we have two recipients of the Headteacher's Award!
Maisie Brown has managed change really well and even went out on Outdoor Ed - well done Maisie!

We'd also like to recognise George Young for coming in regularly to Alley House and working really well with Liz!

Reminder - Uniform

Please can we ensure that everyone is wearing appropriate uniform as per the guidelines on our website, also shown below.

BLACK, DARK BLUE OR DARK GREY:

school trousers, shorts, legging, jogging bottoms or skirt

WHITE:

school shirt, collared t-shirt or round neck t-shirt

BLACK, DARK BLUE OR DARK GREY:

jumpers (without hoods) or cardigans

BLACK:

school shoes or trainers without logos

Optional blazer and tie available at Thomas Moore.

No jeans or hoodies please!

USEFUL INFO

PAFOM PTA

Next Summer Fayre planning meeting on June 13th at 2pm at MCS.

More volunteers for the PTA are desperately needed, if you could give any time to help please contact us via Facebook or email pafomgroup@gmail.com. Thank you!

NCS activities

NCS (national citizen service) is an activities program for 16/17-year-olds that runs through the summer holidays.

NCS is where young people can find their strengths and become world-and work-ready. Find out more about how NCS can help young people grow and develop today and how you could join in on their website

<https://wearencs.com/about-us>

Year 7 Football tournament

MAGDALEN
COURT SCHOOL



The year 7 team travelled to Newton Abbot to play in the Devon FA tournament on Thursday. They did us proud with no losses, two wins and two draws and came in a well deserved overall 3rd with some still opposition.

Being the first ever competition as a team the boys played brilliantly together, passing, crossing and scoring lots of goals.

Well done Year 7s!



We've been busy!



Alley House Marshmallow towers

Alley House is where the Outreach Team work with learners who would find it difficult to be in the main school. We have 15 students in Outreach, ranging from 9 to 17 years old.

On Fridays we have a 'Social Learning Time' when we play games and enjoy spending time together while practicing our socialising skills. Last Friday we challenged the students to work in teams to create the tallest tower they could from spaghetti and marshmallows – it was a lot of fun, and we shared a lot of laughter together.

We look forward to seeing you all at the summer fair when we challenge you to create a taller tower than ours!



ASPEN'S SLOTH HUNT!

Aspen class have been practicing their map-reading skills this week by going on a treasure hunt around the school to find Boris, the class sloth toy, who has finally come back from his holidays!

Boris certainly looks like he enjoyed himself!



CHESTNUT'S ENGLISH TEA

Chestnut class enjoyed a brilliant cookery lesson creating a real English tea time snack of cheese and cucumber sandwiches and strawberry jam tarts. The class made the pastry using their cool fingertips to create delicious sweet short crust pastry, whilst this was resting in the fridge we made traditional cheese and cucumber sandwiches, a fresh strawberry slice was added to each tart before cooking to add an extra special surprise. A wonderful afternoon high tea was enjoyed by all!



HOLLY'S CHEMISTRY CHAOS

Holly class learners have been launching a Chemistry unit on Earth resources, we start by proving the reactivity series in the lab, combining a series of chemicals with water or acid and observing their reactions.

Much to their disappointment, only one burst into flames!



OUT & ABOUT WITH OUTDOOR ED

This week learners have enjoyed getting out and about climbing at Haven Banks and paddle boarding on the River Dart. Looks like great fun!



BREAKING NEWS

This week marked the 80th anniversary of D-Day

What was D-Day and why was it so important?

It happened in 1944 after Nazi Germany, led by Adolf Hitler, had invaded and conquered much of Europe. After five years of war, a plan was created for an attack to help push the German army back.

On 6 June, Allied troops landed on the beaches of Normandy in northern France, in what was the biggest sea invasion in history. It was an important moment during the war and proved to be a key turning point in helping defeat Nazi Germany.

Veteran soldiers like Mervyn below, who is now 99 years old, returned to Gold Beach in Normandy to commemorate D-Day.



New Mr Men & Little Miss characters

The famous book series announced two new characters this week: Little Miss Surprise and Mr Fib, who join a cast of over 90 others like Mr Tickle and Little Miss Brave.

Which Mr Men or Little Miss character are you most like?!





Our Values
Stars of the Week

Respect
&
Resilience

Health
&
Happiness

Kindness
&
Independence

The value this term is **independence** and we've seen some great examples of this quality in school this week.

Aspen

Theo for independently teaching Aspen new mini games

Oak

Charlie R for captaining the football team and running warm-ups

Larch

Mabel for working independently on her maths this week

Beech

Dainton for making a huge effort to apply new skills

Holly

Ella for always independently doing the right thing

Elm

Jasmine G for settling in well and independent work in English & Maths

Chestnut

Arran for demonstrating great independent working

Hazel

Junior for helping and supporting others

Maple

Theo H for consistent independent study and revision

Food Tech

We had a busy first week back in the Food Tech department with Larch and Aspen classes tasting different kinds of sandwich breads and trying different fillings. Oak class made a homemade deli salad with plenty of fresh ingredients combined with pasta shapes. Beech class enjoyed making a savoury rice dish, with curry spices and lots of yummy vegetables. Learners in Holly and Chestnut made lemon biscuits. Level 1 learners in Ash, Hazel, Elm and year 11 continued to gather evidence for assessment or practice their recipes. Level 2 learners in Ash, Hazel and year 11 made chicken Caesar salad. Level 2 learners completing assessments continued to gather evidence for assessment and practice one of their chosen courses, ready for the following two weeks of final practical assessments.

Next week, learners in Larch and Aspen will be finishing the design, make and presentation of their sandwiches. Learners in Oak class will be delving into the Eatwell Guide and making a classic coleslaw. Beech class will be making Dutch apple cake. Level 1 learners in Hazel, Ash, Holly and Elm will either begin their final practical assessments or complete assessment folders. Chestnut class will be making chocolate brownies. Level 2 learners in Hazel, Ash, year 11 and post 16 will be making potato salad and completing skills write ups for last week's chicken Caesar salad. Level 2 learners completing assessments will begin the final practical assessment or work on completing their assessment folders.



SUMMER 2 - WEEK 2



MONDAY

Reading (FS)

Outdoor Education

Oak & Larch

Food

Hazel

Potato salad

Aspen

Design your own sandwich

TUESDAY

Chemistry AM

History PM

Outdoor Education

Holly, Elm & Y9 Chestnut

Food

Year 11/Post 16

Assessments

Larch

Design your own sandwich

WEDNESDAY

Speaking & Listening (FS)

Outdoor Education

Beech & Aspen

Food

Chestnut

Chocolate brownies

Ash

Assessments

Potato salad

Oak

Coleslaw

THURSDAY

Writing (FS)

Outdoor Education

Ash, Hazel & Y10 Chestnut

Food

Holly

Assessments

Post 16

Assessments

Potato salad

FRIDAY

Geography AM

Physics PM

Outdoor Education

Maple & Lime

Food

Beech

Dutch apple cake

Elm

Assessments

Safeguarding

This week, our safeguarding focus is all about mental health and social media.

Social media is a huge part of modern life, so being aware of the risks and learning how to use social media in a healthy way is definitely helpful! The 10 top tips on the next page should provide useful information for everyone - learners, parents & carers and even staff!

If you would like any support with any of our safeguarding topics, please reach out to Jane.

What Parents & Carers Need to Know about SOCIAL MEDIA & MENTAL HEALTH

An estimated one-third of children have a social media account, so it's important that trusted adults know what content young people are consuming, what they're posting and the interactions they're having. On social media, it can be easy to go down 'rabbit holes' that aren't beneficial to our wellbeing. As platforms grapple with managing such 'legal but harmful' content, lives are being impacted – sometimes to tragic effect. We might be daunted by the scale of the tech giants and their content which so enthral young people, but we can still help children to be aware of their mental wellness; recognising when something isn't ok... and knowing what to do about content that upsets them.

1. UNDERSTAND THE ALGORITHM

Algorithms rank content by user interest: someone who regularly interacts with sports news, say, will see the latest results at the top of their feed. Likewise, if a user browses content that can cause harm, that's what will be recommended to them in future. Someone who's had a bad day and looks for posts which reflect their mood will find similar content being suggested to them more and more.

2. AVOID THE MAIN FEEDS

Avoiding the default feeds on social media platforms limits the amount of recommended content that's shown. Users can opt to only scroll through the accounts they follow, use restricted modes, or highlight posts that they don't want to see more of. Explore the platform safety settings to see how you can take control of what your child's phone shows them when they open the app.

3. DISCUSS WHAT THEY'VE SEEN

Chatting about what your child's seen online keeps you aware of the content they're interacting with. Don't assume that platforms are screening out inappropriate material, or even that your child would recognise content as being harmful. Discuss who they follow, what posts they like and what comes up in their feeds: it alarm bells ring, it could be time for a more in-depth talk or to seek support.

4. LEARN HOW TO HIDE CONTENT

If your child stumbles across unsuitable content on social media, there's the option to hide that post as well as indicating you'd prefer any similar material not to be suggested in future. On some platforms, you might also be able to block posts that contain specific words, which is an excellent way to start taking control of what your child sees online.

5. SET DAILY LIMITS

Phones and most apps can tell you how much they're being used. Spending too long online can mean a child misses out on other activities that are important to all-round wellbeing. You could set some family rules – for everyone to follow – around device use, such as screen time limits and tech-free spaces. Involving your child in creating this agreement makes them more likely to stick to it.

6. MONITOR THEIR ACTIVITY

Keeping a discreet eye on how your child is using social media can help ensure they're not entering potentially dangerous situations. As they grow up, of course, children need space to exercise their independence – but you can still occasionally ask to see what they're looking at. Be transparent about your own social media use and try not to sound judgemental about your child's.

7. TURN OFF PUSH NOTIFICATIONS

Even for adults, it's tempting to check an email or message as soon as the alert sound rings. Push notifications encourage people to open their apps and spend time on their device, so turning them off will help your child to practise mindful use of tech. Most of us have other things that we need to focus on as a priority – and those notifications will still be there later, when we have more time.

8. USE DEVICES TOGETHER

Giving children internet-enabled devices and complete freedom to explore platforms on their own can result in exposure to hugely damaging content. You could consider making a particular area at home a designated space to use phones, tablets and so on – making it much easier to monitor what content your child is viewing and (if necessary) steer them away from any potentially harmful paths.

9. ENCOURAGE OTHER ACTIVITIES

Mental health professionals often highlight the importance of exercise, quality time with loved ones, a balanced diet and restful sleep for our mental wellbeing. Spending hours on social media can cause us to sacrifice other activities that our brains need to feel well – so encouraging your child to put down their phone and enjoy something that doesn't involve a screen can be immensely beneficial.

10. TALK ABOUT PEER PRESSURE

Most platforms default children's accounts to private, so only people they've accepted as friends can see their posts. This reduces the risk of bullying or unkind comments, but – just like online life – the digital world can still make children feel as if they need to act or look a certain way to fit in. Talk to your child about peer pressure, and listen to any concerns so you can provide the support they need.

Meet Our Expert

Shada Sarwar-Adim is executive headteacher of a specialist primary school and, as an emotional therapy coach, works with school leaders to focus on the SEND, mental health and wellbeing agenda. A passionate advocate for vulnerable learners, Shada is a Fellow of the Chartered College of Teaching and the author of *The Rainbow Within*, a book which supports children with SEMH needs.

