



## SPRING 1 – WEEK 6

It's been a chilly last week of this half term, definitely a good chance to gather around the firepit on Outdoor Ed!

Back in school we've been busy focusing on careers, with lots of different activities going on, check out the reports on the following pages.

We hope everyone enjoys their half term week off, with time for rest and fun. We look forward to seeing you all again on Monday 24th February.

### Half term support

Check out the new Thrive Directory on the 'Support for Pupils & Families' area of our website.

### Dates for the diary

Coffee morning: 27th  
February - Hazel class

## Headteacher's Award



This week the Headteacher's Award goes to

**Amiee**

for engaging with learning and producing great work &

**Tegan H**

for brilliant attendance

## YEAR 11 & POST 16 UPDATE



Exam time will soon be upon us, and we are busy making plans for them and for our leavers. Individual timetables will be sent out after half term, but the full exam timetable is included below for reference.

For learners in Year 11 and post-16 who are leaving us in September, there will be a Leavers' Evening event on Thursday 19th June (timings TBC) and their last day with us will be a day out at Adrenalin Quarry on Friday 20th June. More information about end of term arrangements will be available after all placements for 2025/6 are confirmed and invites will be sent in due course!

## EXAM TIMETABLE

Tuesday 13th May PM: Biology  
Wednesday 14th May AM: Geography  
Thursday 15th May AM: Maths  
Monday 19th May AM: Chemistry  
Thursday 22nd AM: Physics  
Monday 2nd June AM: Statistics  
Wednesday 4th June AM: Maths  
Friday 6th June PM: Geography  
Monday 9th June AM: Biology  
Thursday 12th June AM: Geography  
Friday 13th June AM: Chemistry  
Friday 13th June PM: Statistics  
Monday 16th June AM: Physics

Thursday 19th June Leavers' Evening event  
Friday 20th June Adrenalin Quarry trip



# HIGHLIGHTING... CAREERS

We are excited to announce the return of our annual Careers Fayre on Tuesday 18th March! We will be visited by representatives from over 15 companies including Ceca Engineering, Lifeworks and Savills.

We'd love as many learners and parents as possible to get the opportunity to explore future options with them - as well as curriculum stalls with information for parents about the learning pathways at MCS. There will also be a prize draw to add to the excitement!

Don't forget that there is also an opportunity for parents to get involved by supporting our Careers Presentation event, talking about your job and your route into that career. Please contact Sophie or David if you'd like to help with this by emailing the office: [office@magdalencourt.org](mailto:office@magdalencourt.org).

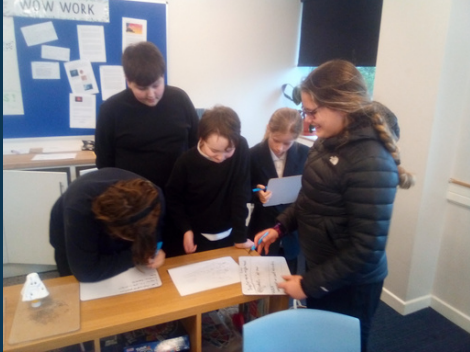
## HOLLY CLASS CAREERS

Recently Holly class have been engaged in the Skills Builder topic - 'Operation Moonbase'. During the course of this challenge they considered what might make an ideal society. They then used their creativity and imagination to create a settlement called Utopia on a distant moon. During the lessons they focused on the following essential skills: Listening, Speaking, Problem Solving, Creativity, Staying Positive, Aiming High, Leadership and Teamwork.

There were lots of good ideas and designs produced. These, for example, are by Aaron and George:

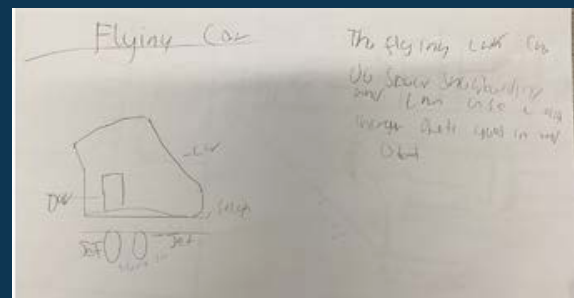
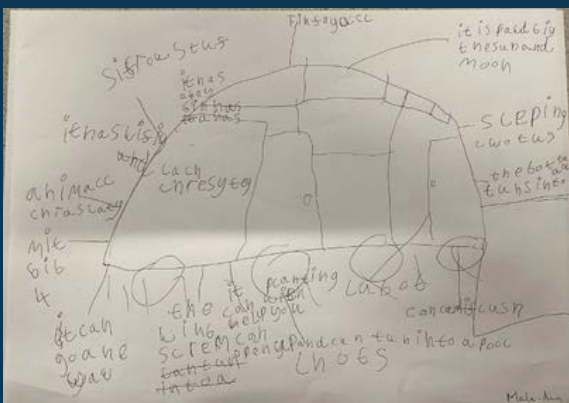


## ASH & ASPEN: FUTURE TRANSPORT



Ash class learnt about different possible environments that vehicles might face in the future. They choose a jungle environment when thinking about what their vehicle would need to survive the many trees, animals and toxic swamps. They each designed their own vehicle, thinking about size, shape and material as well as how it would be fueled. We looked at the new Hyundai Nexo and how it filters and releases clean air as a by product of its hydrogen consumption and used this within our plans. The children then shared their designs with each other, each person wrote down one thing they liked about each design before coming together as a group and including all the 'best bits' to make the perfect transport for future jungle transportation. The class then used junk modelling to build prototypes of this joint design.

Aspen class produced these great examples below including a hydrotube train, flying cars and a solar lunar powered family car!



## ALLEY HOUSE PLANT GURU

Many thanks from the Alley House team to Izzy for being head of plant care this term!



## BEECH CLASS RAMM VISIT

Last Friday, Beech class visited the Royal Albert Memorial Museum as part of their personal development lessons, where the focus was to research what exhibitions were at the museum and plan an itinerary and route. In preparation for the trip, the students researched the museum's various exhibits and selected the ones that piqued their interest and worked together to create a personalised itinerary, deciding which exhibits to explore and how to make the most of their time at the museum. They also used google maps to find out which mode of transport and route would be best to take to get to the museum. This activity allowed the learners to practice research skills, critical thinking, and decision-making, while also encouraging them to reflect on their interests.



## ALLEY HOUSE PIZZA MAKING

In Alley House this week, it has been the last week of the Personal Development Module to plan a group activity. They planned the activity, budgeted and shopped for ingredients, made their own pizzas, chose a film and a group game. A very successful day for all and great tasting pizza! Have a great half term and see you back in Alley House soon.



## OLIVE CLASS REWARD TRIP



On Thursday Olive class took a trip into Exeter to have lunch at local Italian restaurant Sabatini's as a reward for all their hard work hosting coffee mornings for parents and the Therapy team. They all had a great time and some of the students were allowed to go and see how a working kitchen operates - thanks to our lovely governor Lloyd for facilitating that!

## ELM CLASS ART



This half term, Elm Class has been exploring collage techniques, focusing on the work of Henri Matisse. We have studied how Matisse used bold colours and organic shapes in his "cut-out" style, creating dynamic and expressive compositions. Inspired by his work, we have experimented with cutting, layering, and arranging paper to create our own collages. Our objective has been to develop our understanding of composition, colour, and shape while improving our cutting and arranging skills. Through this project, we have gained confidence in using collage as a form of artistic expression.



We had a great time this week at River Dart, enjoying the outdoors and the indoor bouldering too, well done everyone!



## BEECH CLASS CAREERS

This half term, Beech class has been focusing on exploring their options and developing a clear plan for their future careers. They've been researching different career paths and considering the skills, qualifications, and interests that align with various professions. Through discussions, activities, and goal-setting exercises, learners have been learning how to identify their strengths and how those can translate into potential career opportunities. They've also been working on creating personal action plans, outlining the steps needed to achieve their goals, such as further education, internships, or skill development. This process is helping them gain a clearer understanding of the choices available to them and how to make informed decisions about their futures.

### Idiom & word of the week for Spring Term 2, week 1:

#### Idiom of the week

##### Wild Goose Chase

The term 'wild goose chase' refers to a futile or fruitless pursuit or search, a task that is seen as pointless.

##### Origin

Originally used by Shakespeare in *Romeo & Juliet*, likely because of how difficult it is to track wild geese!

##### How to use it?

*Searching for a particular book in the vast library turned out to be a wild goose chase*



#### Word of the Week

### Superfluous

*Adjective*

More than is needed or wanted.

##### Example

The instructions contained too much **superfluous** information.

There were **superfluous** chairs in the classroom.

##### Synonyms

Surplus  
Excess  
Extra

# THERAPY FOCUS

We practice interoception as part of our school curriculum. Sensing what we feel in our bodies becomes harder the older we get but it's so important to help us know more about what's going on inside our bodies - how are we feeling physically and emotionally?

Research shows that the ability to notice body signals is linked to the ability to identify and manage the following emotions and more:

Hunger	Pain	Sleepiness	Anxiety	Calm
Fullness	Illness	Need for Bathroom	Distraction	Boredom
Thirst	Body Temperature	Anger	Focus	Sadness

It can be easiest to notice these signals when doing an activity that evokes a strong sensation. We will provide a weekly sample of daily activities that may evoke these signals, giving an opportunity to practice paying attention to those feeling. This week, **MOUTH**:

Brushing teeth	Taking a sip of ice water	Taking a sip of warm tea	Eating a mint	Gargling with mouthwash	Chewing gum	Blowing bubbles	Blowing up a balloon
Eating a crunchy snack	Eating soup	Eating a chewy snack	Putting on Chapstick	Eating a popsicle	Humming a song	Wiping with napkin	Sucking an ice cube



Do you have any spare beanie baby toys you no longer need at home and could donate to school? These would be perfect for our 'just right state' groups!



**Our Values**  
**Stars of the Week**

Respect  
&  
Resilience

**Health**  
&  
Happiness

Kindness  
&  
Independence

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

**Larch**

James for building positive friendships

**Olive**

Elliot for managing the class trip out well

**Elm**

Finley D for developing healthy sleep habits

**Lime**

Isaac H for managing his positive mental health and wellbeing routine independently

**Beech**

Finley B for developing and sharing new ways of communicating emotions

**Holly**

Junior for positive engagement with Friday football training

**Ash**

Freddie for independently staying hydrated

**Aspen**

Mala-ann for improving the mental health of everyone in class with her joyful smile!

**Oak**

William for returning to school this week and taking responsibility to look after his health

**Hazel**

Oscar for making appropriate choices

**Maple**

Justin for his enthusiasm and engagement in a range of physical activities

Wow, what an amazing term in Food Tech! Learners have made great progress with their focus areas and have produced some fantastic work. Learners in Larch class did really well preparing their ginger bread people biscuits, carefully rolling out, cutting and transferring to a hot oven. Birch class made blueberry and oat muffins. Oak and Ash class produced some splendid jammy dodger biscuits using the creaming method to prepare a dough which was chilled before being rolled out and cut into shapes. Elm, Aspen and Beech class continued practicing their baking skills whilst preparing some mouth-watering lemon drizzle cakes this week. Juniper class completed two recipes, spaghetti Bolognese and home-made gnocchi, it was great to have learners busily working and focused on their recipes. Learners in Olive, Maple and Hazel produced some fantastic arancini this week. We found that a bit of beaten egg, a handful of breadcrumbs and freshly chopped herbs was the perfect addition to our left over risotto from last week. These were carefully rolled in flour, egg and fine breadcrumbs before being shallow fried until golden brown and served with lemon wedges. Level 2 learners in Holly and Lime class also produced some delightful arancini. Learners completing Level 2 assessments made great progress with completing coursework for their chosen recipes.

Next term, Larch class will be preparing rice dishes and South East Asian inspired recipes. Birch class will focus on bread making skills and recipes. Oak and Ash classes will be preparing crumb and bread recipes; goujons and vegetable crumble before moving onto pizza and calzone. Aspen, Elm and Beech class will continue focusing on baking with scone recipes. Alley House and Juniper class will be preparing a range of savoury meals from around the world. KS4/5 classes will focus on rice and potato dishes whilst learners completing assessments will focus on completing coursework towards their qualifications.



## Safeguarding notice

We have become aware that away from school, some of our learners are talking on social media to people they do not know. It is relatively easy for fake profiles to be set up on Snapchat and for these accounts to send sexual images. We ask that parents be vigilant and spend some time on the NSPCC online safety page which has lots of information and a dedicated number for parents to call if they have concerns.

<https://www.nspcc.org.uk/keeping-children-safe/online-safety>

The law says that creating or sharing sexual images or videos of a child under 18 is illegal, even if the person sharing is a child. This includes:

- sending sexual messages to a child
- a child taking an explicit photo or video of themselves or a friend
- sharing an explicit image or video of a child, even if it's shared between children of the same age
- having, downloading or storing an explicit image or video of a child, even if the child gave their permission for it to be taken
- sharing an explicit image or video of a child is illegal, even if it's shared between children of the same age. 'Sharenting' - or adults sharing a photo of a child to raise awareness is also illegal.

Whilst it's illegal for anyone to exchange nude or semi-nude imagery of a child, the legislation is there to protect children from abuse. If an incident involving a young person sharing a nude is reported to the police, it is very unlikely it will result in the child being prosecuted.

This week's focus is on scams and fake news. On the next page you'll find a guide with helpful information to support parents and carers with understanding and managing the risks around this.

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

# What Parents & Educators Need to Know about SCAMS AND FAKE NEWS

## WHAT ARE THE RISKS?

"Fake news" refers to falsified or misleading material presented as a legitimate account of events. It's often used by malicious actors online to push an agenda, or even by criminals as a way of making scams more persuasive. Scammers can trick us into handing over personal information, security details and even our hard-earned cash.

### "CLICKBAIT" PHISHING SCAMS

A message arrives saying "Have you seen this video of yourself?" or you might be sent an attention-grabbing headline about a celebrity that's been shared on social media. This kind of "bait" is produced by scammers to drive us to click on an unsafe link, where malware could be downloaded to our devices. These scams rely on our curiosity and our "need-to-know" instinct.

Have you seen this video of yourself?

### SALES, DEALS & DISCOUNTS

Some scams appear as adverts, offering a chance to buy something – such as designer products, expensive gadgets or tickets to a popular show – at a reduced price. Such plays often include a time limit or countdown, urging us to hurry so we don't miss out on the deal. This pressure encourages us to input personal details or payment information before pausing to check if it's legitimate.



### YOU'RE A WINNER!

This kind of scam involves fake giveaways, opportunities or freebies. It could be a message saying we've won a prize draw or competition. Or it could be a gift, free trial, bonus credit, and suchlike. It might claim that a package or refund is waiting. All these techniques are used to prompt us to share our personal information, thinking that there's something to be gained by doing so.



### FALSE FRIENDSHIPS

Scammers often pretend to be someone they're not to gain their victims' trust. They might attempt to convince any children they connect with that they're a child of similar age with shared interests. Warning signs include a high volume of messages (often with an intense tone), secrecy, inappropriate levels of intimacy, guilt tripping, emotional manipulation, threats or blackmail.



### PANIC MODE

To trigger a sense of panic, scammers may claim that a child's account has been hacked, or a virus has been installed on their device, or any number of other scary scenarios. They may claim to be able to fix the problem or offer a solution – if the child hands over control of the device or sensitive information. Similar scams involve impersonating a friend or relative, claiming that they're in trouble and need help.



### FAKE CELEBRITY ENDORSEMENTS

Impersonating influential people online is a common tactic for scammers, who can use technology to create fake photos, audio and even videos that look authentic. These can be used to convince us, for example, to buy products, sign up for so-called "business opportunities" or invest in cryptocurrency schemes – all of which are fake or otherwise malicious. Many scams also involve the impersonation of popular companies' social media accounts, as well as those of individuals.



## Advice for Parents & Educators

### STAY INFORMED

Stay up to date with the latest information and best practice on cyber-security. See what scam stories are reported in the news and make note of what tactics were used. Keep up with young people's digital lives: talk about what they're doing online and use properly endorsed resources to learn what risks certain sites and apps pose to their younger users.



### TALK TOGETHER

Chat often and openly with young people about fake news, online scams and how they both work. Encourage them to talk to you about anything they're unsure of or worried about online. If a child claims to have been scammed, don't pass judgement. Blaming the victim may deter young people from asking you for help. Remember: adults are scammed just as often, if not more.



### ENCOURAGE HEALTHY SCEPTICISM

Most scams rely on emotional or psychological manipulation, tapping into our human instincts – whether that's to keep ourselves safe, help others, find answers, make friends, avoid losing out or to secure something we really want. Encourage children to recognise that pressure to act and to always consult with an adult – especially if what's on offer sounds too good to be true.



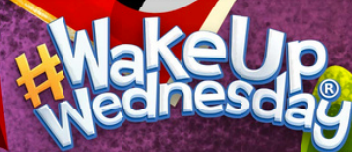
### BE PROACTIVE

Children increasingly use digital devices for education, socialising, shopping and play. Don't wait for a problem to arise before you discuss the risk of scams, false information and fake news. Highlight what to look out for and clearly communicate under what circumstances the child ought to speak to an adult. Finally, ensure that they're aware of the support services that are available to them (such as Childline).



### Meet Our Expert

Dr Holly Powell-Jones is the founder of Online Media Law UK and a leading expert in digital safety, media law and young people. Her PhD investigates children's understandings of risk online. She works with schools, businesses, and universities to provide award-winning education on the criminal, legal and ethical considerations for the digital age. Visit [OnlineMediaLaw.co.uk](https://OnlineMediaLaw.co.uk) for more.



Source: See full reference list on guide page at <https://nationalcollege.com/guides/take-news-and-scams>