



SUMMER 2 – WEEK 2

As many of our older learners come to the end of their time with us next week, we are looking forward to celebrating with them at our Leavers Evening on Thursday (5-7pm). Learners will return home as usual after school, and parents/carers are very welcome to join us when they arrive back at 5pm.

Meanwhile, work is continuing on our new classrooms and the space is beginning to take shape ready to welcome students on their return in September!

Please note the new timings for the school day from September below.

Headteacher's Award



This week the Headteacher's Award goes to **Eboni** for engaging with work in spite of distractions

Dates for the diary

Summer Fair: Friday 27th June
4-6pm

Sports Day: Wednesday 9th
July



NEW SCHOOL TIMINGS

Registration	8.45-9.00
Lesson 1	9.00-9.45
Lesson 2	9.45—10.30
Break	10.30-10.45
Lesson 3	10.45-11.30
Lesson 4	11.30-12.15
Lesson 5	12.15-1.00
Lunch	1.00-1.30
Afternoon Registration	1.30-1.40
Lesson 6	1.40-2.25
Lesson 7	2.25-3.10
Home	3.10
	Taxis 3.15

Following our consultation from September 2025 our new school day will start at 8.45am with a warm welcome from their tutor and then the first lesson will start at 9.00am. The school day will finish at 3.15pm.



A reminder that all learners entering and leaving the school site on a bike or scooter **MUST** be wearing a helmet, and must dismount before coming through the gate. Thank you!

SUMMER FAIR



We are super excited about our upcoming Summer Fair on Friday 27th June, 4-6pm!

We are looking for donations of: biscuits, cakes, sweets, plants, raffle items (including any experience vouchers your workplace might be willing to provide!), as well as volunteers to help on the day - please contact the office if you'd like to join in!

We are raising money for our new 'MAP' project - Magdalen Arts Project - which will see a variety of artists, authors and creatives come to share their work in school. More to come on that soon!

THERAPY FOCUS

Do you have a favourite pen to write with or a favourite item of clothing? It's your interoceptive sense telling you that it's your favourite! It just feels right!

We practice interoception as part of our school curriculum. Paying attention to what we are feeling inside helps us to know ourselves better – physically and emotionally, and helps us to take action, for example.. I feel hot, I feel uncomfortable, I take off my jumper. Interoceptive skill also increases our ability to manage our emotions, for example.. I feel a sinking feeling in my tummy, I'm a bit scared, I can go and talk to someone.

You can practice interoception at home in lots of small ways. Modelling your own interoceptive skills in a real world, authentic way is great – e.g. 'I'm feeling really hot and uncomfortable– I'm going to take off my jumper!' or perhaps 'I'm feeling a bit tight in my body, I'm feeling stressed, I'm going to take a breath!'

Here are some prompts that you can use with your children and questions to go with them if its helpful...I wonder if that feels comfortable, uncomfortable or something else?

I wonder what you notice in your body when you do that?

Laying on stomach	After a meal	At wake up	Swinging at playground	During silly time	During tickle time	Watching a suspenseful video	After running
Before a meal	Going somewhere new	Going down a slide	Wearing a seatbelt	During hiccups	After drinking a few big sips of water	Doing crunches or sit-ups	Going over bumps in the car



Sensory Integration Education have produced a great toolkit for the Summer, with helpful tips and ideas for supporting SEND children with Summer Holiday activities, check it out on our website in the Parents area under 'Support for Pupils & Families'!



Our Values **MAGDALEN**
Stars of the Week COURT SCHOOL



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.

Larch

Riley for independently applying his reading skills.

Aspen

Amiee for increased attendance in class.

Elm

Noah for being able to communicate his needs and advocate for himself.

Oak

William for regulating his device use by using a timer!

Beech

Finley B for managing social interactions with greater success and independence.

Hazel

Ella for exceptional independence and perseverance in her work, particularly with reduced support staff.

Birch

Jack M for making great progress in working independently in maths.

Ash

Emmerson for confidently advocating for himself.

FOOD TECH

It's been a brilliant week in the Food Tech department. Learners in Larch class continued practicing safe knife skills preparing vegetable dippers to complement some homemade dips. Birch class prepared and presented their sandwiches which they designed the previous week, it was fantastic to see learners revisiting skills and practicing them again. Oak and Ash class practiced using the shredder and grating attachments to prepare vegetables for a coleslaw recipe and were introduced to the concept of acidification. Learners and staff alike enjoyed the outcomes from both lessons. Learners in Elm, Beech and Aspen worked well on preparing their selected main course for their design and make challenge. I was really impressed with many individuals efforts and how varied the food was across the year group. Learners in Alley House, Lime, Maple and Juniper have continued gathering evidence for their assessment and practicing their assessment recipe. Level 2 learners in Holly, Maple and Hazel prepared a simple potato salad after completing a skills record for last weeks Caesar salad.

Next week, Larch class will prepare some more delicious dippers and begin designing their own dips. Birch class make croque monsieur with ham and continental cheese. Oak and Ash class will complete a soup tasting & review, followed by some written task; recording learners for their coleslaw salads. Beech, Elm and Aspen classes will prepare their course 2 (tray bake) of their design and make challenge. Learners in Alley House, Maple, Holly and Juniper will continue gathering evidence for their assessments by producing presentations or teaching their recipe to a peer or a member of staff. Level 2 learners in Hazel, Holly and Maple will prepare a rainbow slaw salad, recapping knife skills, preparing dressings and operating the food processors.



HAF HOLIDAY ACTIVITIES



Bookings for the Summer Programme are now open for HAF Holiday Activities, which are free for children who receive Benefit Related Free School Meals. Each child can book up to 16 sessions this Summer. There are also some paid activities for children who are not eligible.

For more information, head to their website at: <https://eequ.org/devonhaf>

IDIOM & WORD OF THE WEEK: WEEK 3

Idiom of the week

Full of beans

Lively, in high spirits or with lots of energy.

Origin

This phrase started out in Old English as 'full of prunes', and then came to be used of horses that were 'full of beans' they were fed to give them energy to go faster!

How to use it?

As the learner ran past her, Adele said 'you're full of beans this morning!'



Word of the Week

Philanthropy

Noun

The desire to help others, particularly by the generous donation of money.

Example

The Cadbury family was known for its philanthropy.

Synonyms

Charity
Benevolence

We can practice philanthropy by donating to the Foodbank.



Safeguarding

This week's safeguarding focus is on AI. On the next page you'll find a guide with helpful information and advice to support parents and carers with this hot topic!

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

What Parents & Educators Need to Know about GENERATIVE AI SAFETY

Generative AI tools – such as ChatGPT – are now commonly used by children. In fact, 3 in 4 pupils in the 2024 Annual Literacy Survey reported using generative AI, up from just 2 in 5 the previous year. While these tools can boost learning and creativity, they also raise concerns around misinformation, privacy and overuse. This guide explores the key risks and how to support safe use.

WHAT ARE THE RISKS?

MISINFORMATION AND ACCURACY



Generative AI can sometimes produce false or misleading content. Children – and even adults – may assume the information is accurate and trustworthy. This can affect learning and understanding of important topics. It's vital to teach children to critically assess all information, even when it comes from AI.

EXPOSURE TO INAPPROPRIATE CONTENT

Because generative AI is trained on vast datasets from across the internet, there is a chance it may occasionally generate harmful or inappropriate content. Without supervision, children could encounter disturbing or unsuitable material. Active monitoring and clear usage boundaries can help reduce this risk.

FACTS, PRIVACY AND DATA SECURITY

Some AI tools ask for personal details or store users' interactions. If privacy settings are not correctly configured, children's personal data could be exposed or misused. Teaching good digital hygiene and setting strong privacy controls is essential for protecting children online.

IDEAS

REDUCED CRITICAL THINKING

Relying too heavily on AI-generated responses may reduce children's willingness to think independently. If they consistently use AI to solve problems or complete tasks, it could impact their ability to reason, analyse and form their own ideas. Encouraging thoughtful reflection is key.

DIGITAL DEPENDENCY

Regular use of generative AI can contribute to increased screen time and less real-world interaction. If left unmanaged, it may affect physical activity levels, sleep, and social development. Striking a healthy balance between online and offline activities is important for wellbeing.

UNCLEAR ETHICAL BOUNDARIES

Children may not fully understand the ethical implications of using AI to complete homework or creative tasks. This can lead to unintentional plagiarism or dishonest academic practices. Conversations around responsible use and academic honesty are crucial.

Advice for Parents & Educators

ESTABLISH CLEAR GUIDELINES

Set clear, age-appropriate rules for when and how generative AI can be used. Reinforce these regularly to help children develop a healthy, respectful and informed relationship with the technology.

PROMOTE ACTIVE SUPERVISION

Keep an eye on how the children in your care use AI tools. Check in regularly to ensure they're using them appropriately and be ready to step in if something doesn't feel right.

ENCOURAGE CRITICAL EVALUATION

Help children to question the accuracy of AI-generated information and seek out additional trusted sources. This builds essential digital literacy skills and supports better decision-making.

ENHANCE PRIVACY AWARENESS

Talk to children about the importance of keeping personal information private. Make sure privacy settings are in place and explain how data shared with AI tools could be used.

Meet Our Expert

Brendan O'Keeffe, Deputy Headmaster and Director of Digital Strategy at Eaton House Schools, has extensive expertise in digital safety, safeguarding, and generative AI in education. As an author and speaker on digital literacy and online safety for institutions such as The National College, Brendan guides parents and educators in creating safe digital learning environments.

