

WEEKLY NEWSLETTER

MAGDALEN
COURT SCHOOL



Sports Day edition!

SUMMER TERM 2 – WEEK 2

Sports Day

We had a brilliant day on Wednesday for Sports Day! The learners visited Exeter Arena in the morning for a variety of athletics events, before returning to school for a fantastic buffet lunch prepared by Harry and lots of very helpful learners! In the afternoon, learners travelled around the school trying out orienteering exercises, cricket games, basketball shooting and an obstacle course. There was even a Sports Quiz for the learners to try! The quiz featured questions on the Olympics, Mo Farah and the famous Fosbury Flop, and we've included it on the next page - why not give it a go at home!

We are so excited to share some photos from the day, as well as all our new Sports Day Records over the next few pages.

A big thank you to Emma and Grace for all of their hard work in organising the day - we're looking forward to next year!

Footwear

Please ensure that your learners are wearing appropriate footwear for school, as a matter of safety. Sliders and flipflops are not suitable, and may cause a hazard, especially during break times.

Headteacher's Award



This week's Headteacher's Award is given to Isabel in Elm for excellent sportsmanship on Sports Day, and excellent effort throughout the week.

Stars of the Week!



Oak - Rosie
Larch - Kai
Beech - Oliver
Holly - Oliver
Elm - Josh
Hazel & Ash - James
Post 16 - Finnian

Sports Day

We had a fantastic Sports Day on Wednesday, and were so impressed with all our learners who, despite the heat, performed brilliantly throughout the entire day. As a result of their efforts, we now have a full set of Magdalen Court Sports Day records, which are included on the next page.



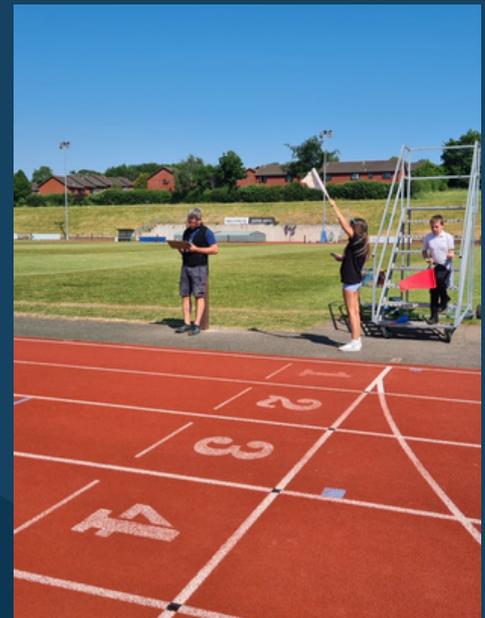
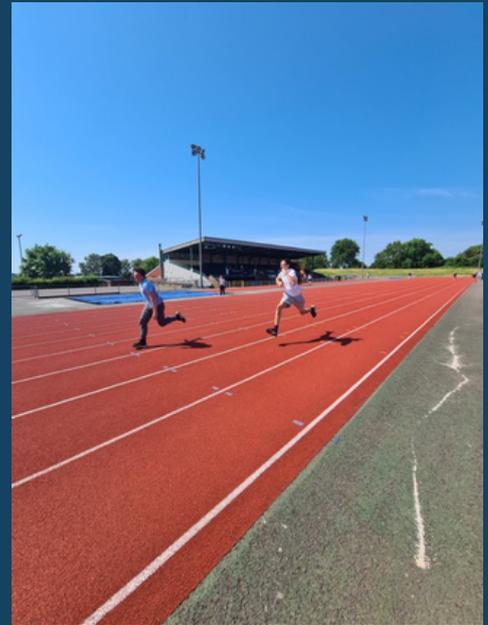
Sports Day School Records 2023

Lower School – Oak, Beech, Larch

Middle School – Holly and Elm

Upper School - Ash, Hazel and Post 16.

	<u>Lower School (boys)</u>	<u>Lower School (girls)</u>	<u>Middle School (boys)</u>	<u>Middle School (girls)</u>	<u>Upper School (boys)</u>
<u>100m</u>	Oliver M 12.81	Ruby 14.10	Junior 11.26	Ruby 11.26	Joe B 10.85
<u>200m</u>	Oliver M 21.9	Sophie 23.8	Junior 25.57	Ruby 27.2	
<u>Vortex Throw</u>	Ozzy 43.3m	Rosie 11m	Oliver 30m	Mae 15.6m	Joe B 40m
<u>Shot Putt</u>	Jack 9.13m	Rosie 2.72m	Zac 11.83m	Beth 6.32m	Joe B 10.86m
<u>Long Jump</u>	Oliver M 4.5m	Rosie 2m			Joe B 4.75m
<u>Javelin</u>			Oliver F 18.4m	Mae 12.5m	Joe B 30.8m





A big well done to all our learners - Sports Day was a huge achievement for everyone and we are really proud of how all learners handled the day!

Food Tech

In Food Tech this week, Beech class practiced their pastry skills whilst making some delicious sausage rolls which were then frozen ready to be baked for the sports day buffet lunch. Larch class made a Mary Berry scone recipe for the cream tea, buffet pudding. Post 16 learners have been continuing their practical assessments by sharing a recipe with a member of staff - Rowena was invited to share a lemon drizzle cake with Lewis and Grace enjoyed a delicious Chicken Senigang soup! Hazel class helped with preparing potatoes and a classic coleslaw for the buffet lunch. Finally, Oak class made a classic flapjack recipe and personalised them with variations of fruit and nuts added. Holly, Elm and Ash didn't have a Food Tech lessons due to sports day but are looking forward to their lessons next week! Next week, Larch & Beech classes will be making lamb kofta and tzatziki served with pitta breads. Holly & Elm classes will be making pan fried salmon with chorizo and cherry tomatoes served with a home made coleslaw. Hazel class will be making chicken kebabs served with pitta breads. Ash class and Post 16 will be signing off their BTEC folders ready for completion and Oak class will be making some delicious pasta salads.



CONGRATULATIONS

We are so excited to announce that Louise, who went on maternity leave earlier this term, has had a healthy little boy!

Leo Harry Philip Henderson born on 31/05/23 at 3am, weighing 8lb 12oz



Brilliant biographies!

We've still got more fantastic biographies to share, written by Holly class! This week, we are sharing the interesting biography of Grace, who works in Willow, written by Jasmine.

Grace Plant



On the 21st of August 1995 at 3:45pm Grace was born in UK Reading in her parents' house.

As she grew up, she spent her time at school she moved 3 times and the schools that she moved to were Sonning common, Cranford House and Reading Blue Coat school.

Grace said, "I have never moved house."

So far, she has worked for a few jobs. They were a waitress (but she said she wasn't a very good one!) an actor, and a boarding schoolteacher. She also lived there and helped the kids with their homework. She also works at Magdalen Court School! Grace's hobbies and interests are cooking, she likes baking the most. She likes to listens to music, and theatre. She likes running as well.

Grace has 1 brother; his name is Ben and he lives in Canada. "My brother found a pig in his garden once" remembered Grace.

Summer Sensory

Survival Kit

Here are some more fantastic tips from the Summer Sensory survival kit! This week, we are focusing on how to make the most of a trip to the beach. Last week's tip discussed how to make a sensory bag - why not pack one and take it with you on a beach trip!

For the full pack, please visit -

www.sensoryintegrationeducation.co.uk/page/summer-sensory-survival-kit

AT THE BEACH

If you're planning to enjoy the sand, sea and sun at the beach this summer, try these tips:

Top Tip

Be flexible. If you or your child are feeling overwhelmed or overstimulated, it's okay to cut the beach trip short and leave it to another day.



Prepare ahead of time:

Talk to your child about what to expect at the beach. Show them pictures or videos of the beach so they can get familiar with the environment. Discuss what activities they might want to do and what they will need to bring.



Test out the feeling of sand:

If this is the first time you are taking your sensory child to the beach, let them play with the texture of sand at home first. Some people really don't like the texture of sand on their skin. Ensure you have a towel or blanket to sit on.



Choose the right time of day:

For people who are sensitive to the sun and heat, it's best to plan beach trips early in the morning or late in the afternoon when the sun is not as strong.



Bring appropriate gear:

Make sure you and your child have a hat, sunglasses, sunscreen, and appropriate clothing. Some people may prefer to wear long sleeves and pants or a wetsuit or rash guard to protect against sunburn.



Find a quiet spot:

Look for a quieter spot on the beach away from crowds and noise. Bring a beach tent or umbrella to provide some shade and a quiet space for you or your child to relax.



Bring sensory tools, drinks and snacks:

Remember your or your child's sensory grab bag!



Be prepared for the water:

If your child is sensitive to water, bring a small bucket or container for them to play with water at their own pace.



Plan for breaks:

Take frequent breaks in a quiet area away from the sun and noise to allow you or your child to rest and recharge.

Next Week

Please find the schedule for Week 3, including our exciting Sports Day! This schedule is also available on the website and on the school social media.

SUMMER 2 WEEK 3

MONDAY

KS4/5 Statistics Exam

Duke of Edinburgh Expedition

Food
Beech (lamb kofta and tzatziki served with pitta breads)

TUESDAY

Duke of Edinburgh Expedition

Food
Larch (lamb kofta and tzatziki served with pitta breads)
Post 16 (BTEC Work)
Hazel (chicken kebabs served with pitta breads)

WEDNESDAY

Outdoor Ed
Oak (Anstey's Cove)

Food:
Holly & Elm (salmon with chorizo, cherry tomatoes and coleslaw)
Ash (BTEC Work)

THURSDAY

Outdoor Ed
Larch & Beech (Anstey's Cove)

FRIDAY

Outdoor Ed
Hazel, Ash & Post 16 (Anstey's Cove)

Food
Oak (burgers and pasta salads)

NOTE
As the learners enjoy a variety of water based activities, please ensure they bring appropriate footwear and some spare clothes

Safeguarding

We are aware that, in addition to gaming, many of our learners use social media to follow influencers. The content they share can have a serious effect on self esteem, and it's important have open conversations at home about what our learners are viewing and how it might be making them feel. We hope the following poster is helpful in guiding these discussions.

What Parents & Carers Need to Know about INFLUENCERS

In today's digital age, social media influencers play an increasingly significant role in shaping the opinions, interests and behaviours of our children. While many of these individuals can have a positive effect, influencer culture can also present certain risks – such as encouraging consumerism, affecting self-esteem and blurring trustworthiness. To help ensure a safe online environment for young people, it's vital to maintain open communication, set sensible boundaries, promote a healthy self-image and teach digital media literacy. Our guide delves deeper into all of these.

WHAT ARE THE RISKS?

HEIGHTENED CONSUMERISM

A major way that influencers make money is through brand partnerships and sponsored content. As a result, children who follow them may be exposed to a steady stream of advertising; this can lead to materialistic attitudes, unrealistic expectations and an increased desire to have the latest products. Many influencers have built huge brand empires around their large, impressionable following.

THE SOFT SELL

Some influencers aren't always transparent about the motivations behind their posts, blurring the lines between genuine recommendations and paid-for promotions – and young people sometimes find it difficult to distinguish authentic content from advertising. Many major social platforms have taken steps to make sponsored content and ads easier to identify, but it remains an area of concern.

PRIVACY CONCERNS

Inspired by their favourite influencers, children may start sharing more of their own lives online – which could reveal personal information or details about their daily routine. This openness can put them at risk of cyberbullying or even predatory behaviour. This is exacerbated by live streaming, which gives young people no time to consider the potential consequences of saying too much.

UNDERMINING SELF-ESTEEM

Many influencers share images and videos of themselves and their activities, which are often painstakingly curated and edited to present an idealised version of their life. Children who follow these influencers may develop distorted expectations about body image and the concept of beauty, which can potentially lead to negative self-esteem and even mental health issues.

Advice for Parents & Carers

KEEP TALKING

Chat to your child about the content they consume on social media and the influencers that they like. Encourage them to think critically about what they see and hear online, and listen to any concerns they might have. Maintaining this line of open, honest communication can help your child to make informed decisions about which individuals they follow and what content they engage with.

SET SOME BOUNDARIES

Agree age-appropriate boundaries for your child's social media use, including time limits and privacy settings (the two major operating systems on mobile devices, Android and iOS, have these controls baked in). Try to keep an eye on your child's online activity and discuss it regularly with them – including reminding them of the potential risks that can arise from following influencers.

Meet Our Expert

A former director of digital learning and currently a deputy headmaster and DSL, Brendan O'Keefe's experience and expertise gives him a clear insight into how modern digital systems impact the experience of children, staff and parents – and which strategies help to ensure that the online world remains a useful educational tool rather than a minefield of risks.



SUPPORT A HEALTHY SELF-IMAGE

Reinforce your child's awareness that real life isn't usually as picture perfect as it may appear on social media – and how some content (particularly that of influencers) is often curated, staged or edited to look more glamorous. If possible, highlight examples of other influencers who share authentic, relatable material which acknowledges their imperfections and struggles as well.

PROMOTE MEDIA LITERACY

Talk to your child about the concepts of sponsored content, advertising and potential influencer bias. Teach them to critically evaluate the information they're presented with online and to consider the possible reasons behind content creation. This can help young people develop the skills to make healthier decisions about the influencers they choose to follow and the content they consume.