

The Courtyard aims to offer an outstanding educational and social provision that will equip our students with the skills and experiences needed to discover and live out their potential.



St Mary Magdalene Academy  
**The Courtyard**

## The Courtyard Fortnightly Newsletter— Friday 4th March 2022



**CATCH IT.**



**BIN IT.**



**KILL IT.**

### Important changes to COVID-19 guidance—Letter to parents from Jonathan O-Sullivan, Director of Public Health

On 24 February 2022, the government changed the guidance for people who test positive for COVID-19 and their close contacts. I am writing to let you know what the new guidance means for you and your children and how together we can ensure we reduce the risk of disruption to your child's education while keeping our pupils, staff and families safe.

#### 1. Please continue to keep your child off school if they test positive or have symptoms of COVID-19

Although the government has removed the legal requirement to self-isolate after a positive COVID-19 test result, we ask that all adults and children who test positive for COVID-19 or develop ANY of the three main symptoms of COVID-19 stay at home and self-isolate. Anyone with symptoms should get a PCR test as soon as possible. Please find details about how to arrange a PCR test [here](#).

If the result of your child's PCR test is negative, they no longer need to remain at home and they can return to school as soon as they are well enough to do so.

If the result of your child's PCR test is positive, they must **not come into school for at least five days** from the date when symptoms started or the date of the test if they had no symptoms. (Day 0 being date of symptoms onset / test, day 1 the next day and so on). They should take an LFD test on day 5 and another LFD test on the following day, at least 24 hours later. If both these test results are negative, and they do not have a high temperature, they can safely return to school. Otherwise, please keep your child off school for a full 10-day period.

The three main symptoms of COVID-19 are:

- A high temperature
- A new continuous cough
- A loss of, or change in, normal sense of taste or smell

Please be reassured that for most people, and especially children, coronavirus (COVID-19) will be a mild illness.

#### 2. Close contacts of a positive case may continue to come to school if they are well

If your child has been in close contact with someone who tests positive for COVID-19 they are no longer required to take daily tests or self-isolate. They should continue to attend school or nursery as normal if they remain well. If they develop any symptoms they should book a PCR test and self-isolate as described above.

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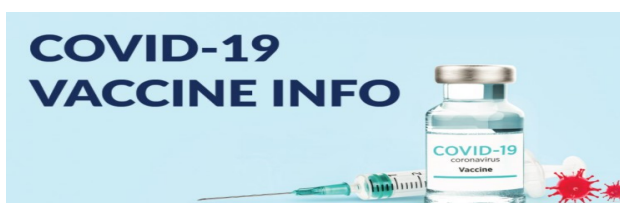
### 3. Please continue taking twice-weekly LFD tests

To keep pupils and staff safe and minimise the risk of further disruption, we are asking staff, parents, and secondary school aged children to continue taking an LFD (no symptom) test twice a week until 31 March 2022. This will help to pick up new cases of COVID-19 earlier before infection can spread.

Test kits provided by the Department for Education to schools should only be used for symptom free testing in special educational needs and disability (SEND) settings and when managing an outbreak.

For all other settings, test kits are available free of charge through a range of options, including many local pharmacies, calling 119, ordering online from Gov.UK or at community sites.

For more information, please [click here](#).



### 4. How to stop COVID-19 spreading

There are things you can do to help reduce the risk of you and anyone you live with getting ill with COVID-19.

#### Do

- Get vaccinated as it is the best way to protect yourself and your family from COVID-19. If you or your child is eligible for the COVID-19 vaccine but have not yet had [click here](#)
- Meet people outside if possible and open doors and windows to let in fresh air if meeting people inside
- Continue to wear a face covering (unless you are exempt) while on public transport and in indoor public places
- Take regular lateral flow (no symptom) tests while these remain free of charge
- If you have COVID-19 symptoms, get a PCR test straight away and stay at home until you get the result.
- If you live in the same household as someone who has tested positive for COVID-19, consider staying at home if you can. If you need to work or go out for other reasons, wear a face covering, maintain distancing and avoid crowded areas wherever possible. Children who live in the same house as someone who tested positive should continue to attend school/nursery.
- If you have had close contact with someone who has tested positive but do not live with them, be vigilant for symptoms and take extra care to follow the [precautions in place](#) for the general population.
- Wash your hands with soap and water often – do this for at least 20 seconds and use hand sanitiser gel if soap and water are not available
- Cover your mouth and nose with a tissue or your sleeve (not your hands) when you cough or sneeze and put used tissues in the bin immediately and wash your hands afterwards

I know that this remains a difficult time for families, and I thank you for your support as we work to keep our schools, nurseries and wider community safe.



# KEEPING YOUR CHILD SAFE ON TikTok



**What is it?** A video-sharing app that's huge with children and teenagers right now. You lip-sync to music or do comedy sketches, and can add effects to your videos. You can also gain followers ('fans') and watch other people's videos. The age recommendation is 13 and above, but it's easy for younger children to sign up too. But like every other app we must be mindful of the risks and the main things we look out for with TikTok are Sexual lyrics and swearing in songs, Content about eating disorders (known as 'pro-ana') and bullying content, 'Challenges' that users take part in that are potentially dangerous and Emojis that are seen as sexually suggestive, like the aubergine!! Under-16s can't send or receive private messages. But once users have made contact, like through comments on videos, they could still switch to another app like Snapchat to chat privately and swap images and videos.

OpenView  
Education  
TRAINING THROUGH THEATRE



## WHAT IS TIKTOK?

A social media app, used mainly for creating music and dance videos. The app can also be used for users to create /participate in viral challenges.

## TIKTOK FAMILY SAFETY MODE

13+



## WHAT IS FAMILY SAFETY MODE?

A new feature, allowing Parents/Carers to connect their own TikTok account with their teen's TikTok account, this allows Parents/Carers to have remote control over certain safety features.

## ARE THE FEATURES EXCLUSIVE TO FAMILY SAFETY MODE?

No, these safety features are already available in the app for TikTok users to set up themselves.

## WHAT ARE THE SAFETY FEATURES?

### SCREEN TIME MANAGEMENT

Parents/Carers can limit the amount of time their teen spends on the TikTok app.

### RESTRICTED MODE

Parents/Carers can limit the appearance of inappropriate content on the app.

### DIRECT MESSAGES

Parents/Carers can select which users can message their teen, or turn off direct messaging completely.

## WHAT ELSE CAN YOU DO?

### PRIVATE PROFILE

Set your teen's profile to private so only people they know can interact with their videos.

### KEEP TALKING

Having a regular conversation as well as setting up safety features is vital in keeping children and young people safe online.

## USEFUL LINKS:

[TikTok bans under-16s from private messaging, BBC News, 16 April 2020](#)

[TikTok is filled with pro-eating disorder content, despite its own rules, BuzzFeed](#)

[Safety Centre, TikTok](#)



## 7 STEPS TO KEEP YOUR CHILD SAFE

### 1. Keep account set to private and limit profile information

Followers that your child has approved can see your child's videos but even with a private account, anyone can still search for and find your child's profile. Tell them not to share personal information publicly, like their full name or where they go to school. Plus, encourage your child to only accept 'follower' requests from people they know and trust. To check that your child's account is private, on their phone, simply go to your child's profile > ... > Privacy > check 'Private Account' is turned on.

### 2. Consider setting a time limit on use

TikTok can be hard to put down – help your child rein in their use with a time limit. You can do this through the family pairing settings, or on your child's phone. Go to the Digital wellbeing section > Screen time management > follow the steps in the app.

### 3. Restrict in-app purchases to block spending

On **iPhones**, if you already have Screen Time turned on, go to Settings > Content and Privacy Restrictions > enter your passcode if asked > turn on Content and Privacy > tap iTunes and App Store Purchases > In-app Purchases > set to Don't Allow. If you don't already have Screen Time turned on, go to Settings > Screen Time > tap to turn it on > choose whether it's your device or your child's device > follow the steps to set up a passcode. Then just follow the steps above to block in-app purchases.

On **Android**, open Play Store, tap on your profile icon in the top right > scroll to Settings > Authentication > Require Authentication for purchases > Select 'For all purchases through Google Play on this device'. Keep an eye on your bank statements to check your child isn't getting round the controls.

### 4. Set age limits so your child doesn't see inappropriate content

You can do this through the family pairing settings. You can also use family pairing to turn off search on your child's account. If you're not using family pairing, on your child's phone go to Settings > Digital wellbeing > Restricted mode > follow the steps in the app.

### 5. Use family pairing (also known as family safety mode)

You'll need to download TikTok and link your account to your child's. Once you've created a profile, go to your profile > tap the '...' icon in the top right to open settings > Family Pairing > 'Parent'. Follow the same steps on your child's phone but choose 'Teen', then scan the QR code with your camera to link your accounts.

### 6. Check settings on interactions like duets, direct messages and comments

Duets are where users reply to one person's video with another, and then share it all. The videos appear together, side by side. Having a private account automatically means you can't do duets. This feature has now been turned off for users under 16, and set to followers only by default for users aged 16 to 17. Your child can also change settings for comments on their videos via the Privacy section, and for users aged 16 and over, change settings for who can send them direct messages and duet with them. If you have family pairing set up, you can do the same through the family pairing settings.

### 7. Make sure your child knows how to report content and users

**To report a user**, go to their profile > tap '...' settings > Report > follow the steps in the app.

**To delete a fan**, your child should go to their own Profile > Followers > tap the 3-dot icon next to the follower they want to remove > ... > tap 'Remove this follower'.

**To block users altogether**, go to their profile > ... > Block > follow the steps in the app.

**You report specific content** through the video, comment or message itself.

**To report a message**: open it, tap ... > Report > follow the steps in the app.

**To report a video or comment**: long press the comment > Report > follow the steps in the app.

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## Sixth Form Update



Wednesday 2nd March 2022

### The World of Work & The Careers Programme at The Courtyard



On Wednesday 2nd March, Miss Vidal delivered a presentation to parents about the World of Work & The Careers Programme at The Courtyard. Please find attached the [recording](#) of yesterday's presentation. Thank you to those parents who were able to join us.

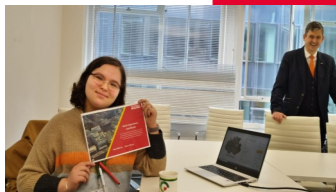
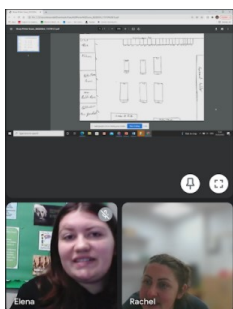
### Year 13 Mock Job Interviews with Miss Dixon



Some of our year 13 students have the exciting opportunity to experience a professional job interview as part of their Work Skills Btec. In collaboration with charity 'my AFK', 5 students have been given the opportunity to be interviewed by volunteers from legal firm Clifford Chance (based in Canary Wharf) and receive some feedback on their interviewing skills.

All of our students did excellently and used what they had learned in their WorkSkills lessons to great effect. One interviewer saying "if I could give you the job for real I would". In another instance a student has been given an opportunity to get more work experience in his chosen field through the connections he made in his mock interview. The feedback given to the students has also already been put into good use as our year 13s stretch their wings

### Work Experience



Two of our girls, Chloe and Keira delivered two fantastic presentations about their projects that they have been working on. Chloe designed a new mortuary layout and Keira created a new design for the new extension in The 21 Moorfields Welfare facilities.



Dorset County Hospital  
NHS Foundation Trust



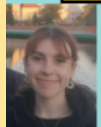
New work experience placements have started this week with Work-Day and Kioko/ Formula 1.

Thanks to successful work experience placements that students have done in the previous term, students were very engaged, asked many meaningful questions and started to brainstorm great ideas! The whole school is feeling very proud of how well our students are doing and how they are helping increase neurodiversity awareness in the workplace!!!

**The Employability Workshop** on the 24th February welcomed guest speaker Felicity Akins from Michael Page Recruitment. She inspired pupils with stories about her journey from school to her current job. Some of the topics she covered included:

- How to put your best foot forward?
- How to keep calm when feeling stressed and anxious?
- What is nonverbal communication?
- How to feel confident and channel nervous energy?
- Tips on how to communicate efficiently and effectively

### FELICITY AKINS FROM MICHAEL PAGE RECRUITMENT



At Michael Page I help other people find new jobs. I have worked for Michael Page for 1 year and 5 months. I have met lots of lovely people, and I really like what I do! Before I worked for Michael Page, I worked at Morrisons as a customer service assistant and before that I went to university to study Law.

### PRESENTATION SKILLS

Michael Page

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## Sixth Form Update



# National Careers Month

**March 2022**

**Sixthform college trip:**

City & Islington  
08/03/22



**Sixth form Masterclass:**

JP Morgan  
10/03/22

J.P.Morgan

**Masterclasses- Great line-up!**

(PAIL cross curricular link to the world of work)

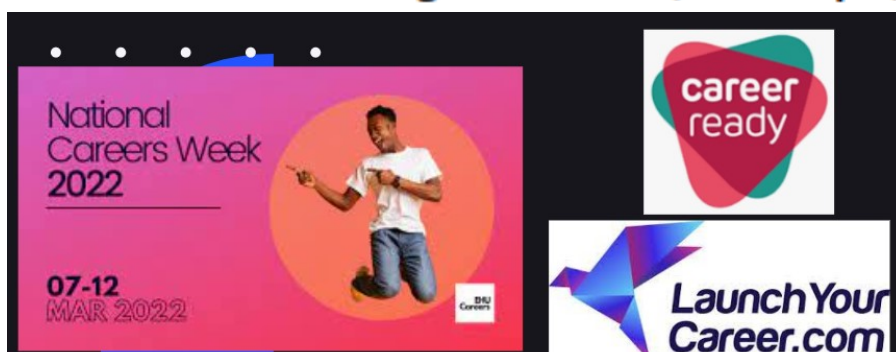
**NEURODIVERSITY CELEBRATION WEEK (21st-25th March)**

**CAREERS EVENT -Tues 22nd March**

**The final Take the Lead event - Tues 22nd March:** DGo, ABo, FOI, JBe, LMf, TQu, KCu, MCo and AGe.

**Alumni event- 24th March (3.30-5pm)**

**Sixth form social evening- 30th March (3.30-5.30pm)**



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## Sixth Form Update



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# CAREERS EVENT:

**APPRENTICESHIPS, SUPPORTED INTERNSHIPS AND TRAINEESHIPS**

**TUESDAY 22ND MARCH**

**11:30AM - 12:30PM - PUPILS ONLY. AUTISTIC GUEST SPEAKERS IN DIFFERENT ROOMS. PUPILS ARE DIVIDED INTO DIFFERENT GROUPS AND ROTATE AROUND THE GUEST SPEAKERS**



**12:30PM - 1:15PM - LUNCH**



**1:15PM - 2.45PM - PUPILS AND PARENTS IN SCHOOL.**

**APPRENTICESHIP/ TRAINEESHIPS/ SUPPORTED INTERNSHIPS PRESENTATIONS IN DIFFERENT ROOMS. PUPILS ARE DIVIDED INTO DIFFERENT GROUPS AND ROTATE AROUND THE PRESENTATIONS.**



**2.45-3.15PM PUPILS AND PARENTS WILL HAVE THE OPPORTUNIT DISCUSS COURSES 1:1**



**GLL**  
better for everyone

**mencap**

**my AFK**  
working with disability

  
**City of Westminster**

 **ISLINGTON**

**West Lea**  
Learning for Life

 **DFN Project SEARCH**

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# ALUMNI EVENT

## SAVE THE DATE!

### THURSDAY 24TH MARCH

### 3.30-5PM

A safe space for active and effective listening, sharing and allyship.

You can ask questions and receive guided answers/ support about employment, friendships, relationships, etc. from **LNSEN** (London Neurodiversity SEND Employer Network), **Ambitious about Autism**, **LIFT** and **ENNA**.

## Looking forward to seeing you there!



**enna**  
EMPLOYERS NEURODIVERSITY NETWORK



**LNSEN**  
London Neurodiversity SEND Employer Network



**Ambitious  
about Autism**



Leading Inclusive Futures  
through Technology

## SPRING TERM FORTNIGHTLY SUBJECT FOCUS

Week Beginning	Mon 7th March	Mon 14th March
<b>Maths Entry Level</b>	Money	Measuring—weight, capacity and length
<b>Maths FSL1</b>	Percentage	3D shape properties and volume
<b>Maths GCSE</b>	Expanding Brackets	Factorising
<b>English Entry</b>	Reading Revision	Reading Revision
<b>English FSL1</b>	Reading Revision	Reading Revision
<b>English GCSE Lang</b>	Starting assessments and continuing with Boys Don't Cry	Text types and assessments
<b>English GCSE Lit</b>	Finishing Christmas Carol - What does the text tell us about humanity?	Revision programme and assessments
<b>ICT Informatics</b>	x 2 coding tasks	x 2 coding tasks
<b>ICT FSL1</b>	Revision using minimum, maximum and average formulas	Spring assessment + Exams for some students
<b>ICT FSL2</b>	Excel Spreadsheet creating suitable charts	Revision
<b>ICT ECDL L3 PPT</b>	3 Graphical Objects, 3.1 Formatting Drawn Objects 3.1.1 Apply background fill effects to a drawn object, Pick up a style from a drawn object and apply it to another drawn object	3 Graphical Objects, 3.1 Formatting Drawn Objects 3.1.1 Apply background fill effects to a drawn object, Pick up a style from a drawn object and apply it to another drawn object
<b>Science BTEC Principles</b>	Gamma Radiation & Half Life	Dangers of Radiation
<b>Science BTEC Applications</b>	Experiment and Velocity	Kinetic Energy
<b>Home Cooking</b>	Practical assessments and write up	Learning to bake chocolate chip cookies and evaluating
<b>Hospitality</b>	Continuing Unit 3	Cooking Practical
<b>PSD</b>	Understand privacy is a human right.	Identify a range of feelings
<b>WorkSkills BTEC</b>	Editing Workskills presentation	Editing Workskills presentation
<b>P.E.</b>	Passing skills development	Passing skills development
<b>Creative Expression</b>	Lord of the Flies scene analysis.	Drama techniques - vocal projection and team-work.
<b>World Studies</b>	Britain at War: World War 1. Reading poetry and investigating Art work from the war period	Britain at War: World War 1. Reading poetry and investigating Art work from the war period
<b>Art</b>	How to create artwork in the style of Expressionism	How to create artwork in the style of Expressionism
<b>RSE 6th Form</b>	LGBTQ+ Prejudism and Discrimination	LGBTQ+ Prejudism and Discrimination
<b>RSE 6th Form-Independence</b>	LGBTQ+ focus	LGBTQ+ focus
<b>Independence group 1</b>	Healthy eating revision.	Using an ATM
<b>Independence group 2</b>	Use positive language and understand meal plans	Use positive language and understand meal plans

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## Courtyard Celebrations



### KS4 Star of the week

**Jack N** for his friendly and cheery demeanour every single day. Lovely!

**Chloe** for delivering her WE presentation in a very confident and eloquent way! Very well done!!

**Naomi** for excellent work in maths.

**Daniel** for showing his working out and explaining his answers to the class in Maths

### KS4 Star of the week

**Naomi** for always working hard in English and leading a mature discussion about feminism

**Queenie** for trying challenging questions in Maths and giving her best effort

**Nevan** for his great understanding of Worded Linear Algebra Equations

**Chloe** for her excellent work in WS

**John** for showing great enthusiasm at the gym you showed great interest in learning various workouts. Great performance overall with both lifting and cardio

### KS4 SCERI Stars of the Week

**Dorian** for asking questions to clarify problems he does not understand in Maths

**Daniel** for asking for help when he needs it, using please and thank yous when asking questions and putting his hand up.

**Chloe** for being organised with pens for herself and others in PSD.

## Students with the most Dojos:

**James, Queenie, Naomi, Prom, Daniel & Ian**

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## Courtyard Celebrations



### KS5 Star of the week

**Jack B** for agreeing to lead a class creating animated characters using Scratch on World Book Day

**Dev** for his seamless integration in a new English group and enthusiasm and immediate connection with the rest of the class

**Fred** for detailed answers in Workskills.

**Angelina** for her limitless capacity, seeing the best in everyone and never giving up

### KS5 Star of the week

**Jack B** for fully embracing the unconfined joys of the costume cupboard

**Tyrese QB** for doing really well in his college interview and getting a place on the college course!

**Dev** for using his timer properly and showing good independence skills.

**Aaron** for his excellent work in WS

**Jonathan** for helping monsieur DuPont complete special missions in Science

### KS5 SCERI Stars of the Week

**Azariah** for asking for help on answering a question during the ICT lesson

**Elsharief** for working at a good pace on his English exam and focusing well

**Aymene** for showing excellent independence and organisation by completing maths work online at home

**Jack B** for agreeing to try out a new WE opportunity at the last minute! Changes can be good!

**Dev** for being organised and sticking to a plan surrounding healthy living.

**Students with the most  
Dojos:**

**Jonathan**

**Keyworker with the most  
Dojos:**

**Ms Nahar**

**Superstar student of the  
week:**

**Jack Beardwell** for calmly supporting another student in class and supporting Miss Sigola in teaching ICT.

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## SPORTS STARS

**Dev for his great effort in PE, always supporting Johnno and encouraging him to do his best!**



**Chloe for her ability to control of the football whilst dribbling!**



As well as the many healthy benefits physical activity gives us, it can also boost self-esteem, mood, sleep quality and energy, as well as reducing your risk of stress.

Lets see if we can implement this [5 Minute Workout](#) in our very busy schedules!!!

## HEALTHY EATING & LIFESTYLE

Breakfast gives you a chance to start each day with a healthy, nutritious meal and lays the foundation for lifelong health benefits. Breakfast is particularly important for children and adolescents. We believe that children who eat a healthy breakfast are more likely to:

- Meet daily nutrient requirements
- Have better problem solving skills
- Have better hand-eye coordination
- Be more alert
- Miss fewer days of school

Starting each day with a healthy, nutritious breakfast helps children concentrate better, be more creative, and be more physically active. But with a hectic morning schedule, how do you guarantee your child is getting a healthy breakfast?

Have a moment to browse through the following link for quick and easy breakfast ideas:  
[The Body Coach Breakfast Ideas](#)

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## A snapshot of the last two weeks

