

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.



The Courtyard Fortnightly Newsletter - Friday 03 March 2023

Two weeks can be a long time at the Courtyard!

Since returning after half term, students have attended educational visits to the Old Vic, the Tate Modern and the Estorick Modern Art Collection.

We have also hosted an acclaimed illustrator, Angry Dan, who led a morning of limerick writing workshops for our students to celebrate World Book Day.

An important feature of the Courtyard's provision is enriching our teaching and inspiring our students. This newsletter will include images of these enrichment activities.

Please talk through the days with your children and share in their experiences.

Parent/Carer workshops

Please note the dates and topics of the parent/carers workshops which are held virtually on Wednesday afternoons from 4pm-5pm.

Wednesdays 4:00pm – 5:00pm	Deliverer	Focus
1st March	Independence Group Leaders - Eirinie Theodorou/Joe Lawn	The Courtyard's Independence Curriculum
15th March	Lead for Maths - Joseph Walters	Preparing for exams
29th March	Speech and Language Therapist - Claire Harvey	Speech and Language - Visual resources to support learning
3rd - 14th April Easter Holidays		
26th April	CAMHS Clinician - Will Roberts	Managing anxiety
10th May	Educational Psychologist - Laura Kelly	Emotional school based avoidance
24th May	Art Therapist - Simone Scott	Art Therapy to support emotional regulation
29th May-2nd June Half Term		
14th June	ICT Teacher - Annah Sigola	Digital footprint
28th June	Head of Careers - Elena Vidal	World of work for parents and carers: tools, advice and information

We are reviewing the days, times and content of our parent workshops. Please complete this [form](#) to share your views.

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Are you a parent or carer of a teenage daughter with a diagnosis of Autism Spectrum Condition? Would your daughter be interested in talking to me about themselves and their experiences of using social media?



Project Title: Social Media Use: An Exploration of the Lived Experiences of Adolescent Autistic Girls and the Implications for their Mental Health and Wellbeing

My name is Jill Tang. I am training to be an Educational and Child Psychologist at the UCL Institute of Education. For my doctoral research, I would like to interview teenage girls who have a diagnosis of Autism Spectrum Condition to learn about their experiences of using social media. I am looking to recruit autistic girls (or autistic young people who identify as female) in England, who are currently between the ages of 13-18 years of age.



Why is this research important?

Social media has become a part of daily life for autistic adolescents that provides opportunities for them to develop friendships, pursue shared interests, and feel part of an online community.

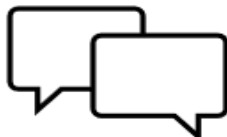
Whilst research and public opinion have largely focused on the potential negative effects of social media on young people's mental health and wellbeing (e.g. cyberbullying, addiction, depression), there is little known about young people's experiences and views themselves.

More specifically, there is very little research about adolescent autistic girls' experiences of using social media and their voices are missing from the research.

Therefore, I would like to talk to adolescent autistic girls to hear about their experiences of using social media, including how these experiences have impacted their sense of identity, friendships, and mental health and wellbeing.

What will my child be asked to do?

Your daughter will be asked to take part in an individual interview with me. Interviews may take place online or in person, depending on your child's preference. Before the interview, your daughter will be asked to complete a series of questions to find out about how they are using social media.



How can I find out more?

If you are interested and think your daughter might like to take part, please download the consent form [here](#) or send an email to: jillian.tang.19@ucl.ac.uk for more information.

Many thanks,
Jill

Institute of Education



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6th Form Update



National Careers Week 6-10th March

Tuesday 7th March

Key Worker focus on Careers

Keyworker: Masterclass for Sixth formers with an autistic Auticon consultant

P3- AFK workshop for Sixth formers:

Students will hear about the various jobs AFK have secured with young people over the years, e.g. post office clerk (sorting mail), supermarkets, cafes/restaurants, trainee chef, hotels – hospitality, porters, reception, cleaning, Waitrose warehouse, sports coaching, etc.
Graduates will come to The Courtyard and talk to students about their career journey and experience.

P4&5

Arsenal careers workshop AFTER LUNCH with WEA (1pm-3pm) 20 SPACES

(Our school administrator will call home and ask for parent consent)

The structure of the careers event will be as follows:

- Introduction to careers in coaching with a colleague sharing their experiences as a coach and Q&A
 - Practical coach education sessions with Level 2 sports students
 - Q&A with Level 2 sports students

World Book Day Limerick by Keira Curry

*There was a plucky princess called peach she had dreams
She wanted to reach she decided to fight with all of her might
And kindness she decided to teach*

*There once was a woman called Joyce
She wanted to finally rejoice
It was her birthday today
She wanted to say hooray
But unfortunately she lost her voice*

SPRING TERM FORTNIGHTLY SUBJECT FOCUS

Week Beginning	Monday 6th March	Monday 13th March
Maths Entry Level	Money	Money
Maths FSL1	Unit conversion	Factors, multiples and primes
Maths GCSE	Area, perimeter and volume	Area, perimeter and volume
Maths Statistics	Using averages and IQR to compare data sets.	Understand different correlations
English and Literacy	You are a Bad Man Mr Gum	You are a Bad Man Mr Gum
English Entry Level 2	George's Marvellous Medicine	George's Marvellous Medicine- Speaking
English Entry Level 3	Ghost Boys by Jewell Parker Rhodes	Ghost Boys by Jewell Parker Rhodes -
English FSL1	Refugee Boy by Benjamin Zephaniah	Refugee Boy by Benjamin Zephaniah - Speaking and Listening
English GCSE Lang	Section C Exam Preparation	Mock Practice
English GCSE Lang Group 1	Noughts and Crosses by Malorie Blackman	Noughts and Crosses by Malorie Blackman
English GCSE Lit Group 2	Frankenstein	Frankenstein
ICT Informatics	2 x coding tasks	2 x coding tasks
ICT FSL1 & 2	Assessment	some to do FSL1/2 Exams
ICT Entry 1-3	Assessment	some to do Entry 3 Exams
Science BTEC Principles	Interdependence, Predator vs Prey,	Variation and adaptation
Science BTEC Applications	The Atom, Atomic Particles, Elements	Elements, Isotopes, Ions
Science Entry Level	The Atom, Atomic Particles, Elements	Elements, Isotopes, Ions
French	Ordering at the cafe	Ordering at the cafe
Home Cooking	Food Choice; special dietary needs	Practical lesson
Hospitality	safety legislation regulating working	Practical lesson
PSD	Islington Community. History and needs	implementing a community project
Workskills	Completing assessments - CV and Cover Letter & linking our skills and behaviours to a relevant job opportunity	
P.E.	To demonstrate an understanding of the following defensive approaches:	To understand how to perform a rear hand punch and from different stances.
Performing Arts BTEC	Brecht Alienation techniques and Epic Theatre	Brecht Alienation techniques and Epic Theatre
Performing Arts	Shakespeare Tragedy: Hamlet	Shakespeare Comedy: Love's Labor's Lost
World Studies	Civics Pt 1: What is Government? - budget, economy, legislation, parlia-	Civics Pt. 2: Democracy and the West - chauvinism, populism, tyranny, autocracy,
Art	BTEC unit 1: Unit 1 final piece BTEC unit 6: Final piece BTEC unit 3: Final piece AQA: Sponge painting	BTEC unit 1: Unit 1 final piece BTEC unit 6: Final piece evaluation BTEC unit 3: Final piece evaluation AQA: pointillism
Independence group 1	Public Transport: To be able to take the bus and go to the shop independently and safely. PSHE: To be able to identify, understand and conduct different types of relationships.	
Independence group 2	Food: To understand the diverse range of foods, trying new foods, planning and preparing meals safely and independently. Social communication/ neurodiversity: To understand how to go to the shop safely and independently .	

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INTERNET SAFETY & USEFUL APPS FOR NEURODIVERGENT PEOPLE

Online safety tips for parents of teenagers 14+ Year Olds

internet matters.org

As they get older 8 out of 10 teens spend most of their time online chatting to friends on social media or in games*

*Source: In their own words: The digital lives of schoolchildren - CyberSurvey 2020.



Checklist:

Keep talking

Stay interested in what they're doing online and discuss what they might have come across. **Don't be afraid to tackle difficult subjects like cyberbullying, and sexting and pornography.** Help them to be critical of things they see online and judge the quality and reliability of online sources. Acknowledge that this is difficult considering how content can be manipulated online to persuade even the most savvy people. Talk together about how to manage some of these challenges and why it is important.

Manage their online reputation

Let them know that anything they upload, email or message could stay online forever. **Remind them that they should only post things online that they wouldn't mind you, their teacher or a future employer seeing.** There are lots of stories in the media that highlight the importance of online reputation and clearly demonstrate how things that happened years ago can resurface in the future. See our [online reputation advice hub](#) to get tips to support young people on this issue.

Adjust controls

Adjust the **parental controls** on your broadband and internet-enabled devices, depending on your child's age. Your broadband provider can tell you how. Find out how to set up safe search in Google by going to the [Google Safety Centre](#). Remember that at this age they are likely to have friends with unfiltered devices and whilst parental controls and filtering is important, this needs to be



Privacy matters

Make sure they set **high privacy settings on social networks**. Encourage them to regularly change their passwords and never to share or put online any of their personal details like phone number, address or their school. Use our [social media privacy how-to guides](#) to support them.

Stay safe on the move

Make sure safety and privacy settings are activated on their mobile devices and they aren't sharing private information. Be aware that using public WiFi might not filter inappropriate content, so look for friendly WiFi symbols when you're out and about. **Also, encourage them to use the parental control tools on their device** just in case they do connect to an unfiltered WiFi - such as at a friend's house.



Know this stuff matters, but don't know where to turn?

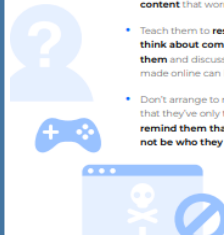
Internet Matters is a free online resource for every parent in the UK. We'll show you the best ways to protect your children online - with information, advice and support on all the big online safety issues.



Learn about it:

Teach your child some simple rules

- Make sure your child knows how to **block abusive comments and report content** that worries them.
- Teach them to **respect others online and think about comments before they post them** and discuss how easily comments made online can be misinterpreted.
- Don't arrange to meet people in real life that they've only talked to online and **remind them that some people may not be who they say they are.**
- Advise them to **use secure and legal sites to download music and games** to avoid experiencing the risks associated with streaming content from unauthorised sites. Visit our [Dangers of digital piracy, advice hub](#) more advice.
- **Check attachments and pop-ups for viruses** before they click or download anything.
- When using the internet for homework, **make sure they use information appropriately** and explain things in their own words rather than copying.



Talk about it: Tips for a meaningful conversation

- Make sure your child knows **they can come to you if they're upset by something they've seen online** and make sure that you listen and don't overreact - the important thing is that they have come to you for help and support.
- **Tackle peer pressure** by explaining that if they're talked into bullying someone online or sending inappropriate images it may get reported to their school or even the police. Visit our [guide to see more tips on online peer pressure to support young people](#).
- **Talk to them about how much time they spend online** and make sure this is balanced against other activities. See our [Screen time guide for 14+](#) for age-specific advice.
- Discuss how they can **report any harmful or inappropriate content or behaviour** that they encounter online - empower them to take control themselves.



Deal with it

You can find out where to get help and advice on the [Report issue, page of internetmatters.org](#), where we include information on how to report problems - and which relevant organisations and agencies to turn to.

On this page, we also provide information on how to deal with any specific issues you may encounter with your child, such as [cyberbullying](#), [finding inappropriate content](#), [privacy and identity](#), [sexting](#), your child's [online reputation](#), [online pornography](#), and [child grooming](#).

Learn more about apps

It can be difficult to stay on top of what apps your child is using and who they are talking to online - [find out more about the latest apps at internetmatters.org/apps](#).

Visit [internetmatters.org](#) for more advice

InternetMatters internetmatters @im.org

internet matters.org

APPS FOR DYSLÉXIC LEARNERS

SOUNDSLITERACY
WHAT IS DYSLÉXIA
DYSLÉXIA QUEST
HAPPY MATH MULTIPLICATION RHYMES
RHYMES
READ 2 ME
PHONICS WITH PHONOGRAM
DYSEGGXIA
DD'S DICTIONARY: A DYSLÉXIC DICTIONARY

APPS FOR AUTISTIC LEARNERS

SIGHT WORDS
SEQUENCES FOR AUTISM
SEE.TOUCH.LEARN
WORDS ON WHEELS
VERBAL ME
AUTISM IHELP
AUTISM DDT SHAPES
AUTISM DDT LETTERS
SPEECH WITH MILO

APPS FOR THE VISUALLY IMPAIRED

VIA
DRAGON DICTATION
LIGHT DETECTOR
COLOR ID
TAPTAPSEE
BE MY EYES- HELPING BLIND SEE
TALKING CALCULATOR
SAYTEXT
ACCESSNOTE
VISUAL BRAILLER

APPS FOR LEARNERS WITH WRITING DIFFICULTIES

THE WRITING MACHINE
IWRITE WORDS
LETTER SCHOOL
ALPHA WRITER
ABC POCKET PHONICS
WORD MAGIC



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COURTYARD CELEBRATIONS



KS4 Star of the week

Yasin for his fantastic effort and work during World Book Day.

Destiny for engaging really well in the world book Day writing task.

Yasin and Ian for brilliant attendance to and effort in maths club

Jack N, Bobby, Jesiah, Fawaz and James for their enthusiasm! It was contagious and so beautiful to see!

KS4 Star of the week

Jack for showing an enormous improvement in English and by displaying great confidence.

Yasin for being a great pair during their boxing session, by listening to instructions carefully and being responsible individuals.

Asher for his great debating skills during well-being day

Prom for brilliant crocheting skills

James for creating an excellent and funny limerick!

KS4 SCERI Stars of the week

James for enjoying a hot chocolate and reading a book of his choice independently and peacefully.

Students with the most

Dojos:

Yasin



Superstar student of the week:

Jack N for showing an enormous improvement in English and by displaying great confidence.

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COURTYARD CELEBRATIONS



KS5 Star of the week

Aymene for being a great pair during their boxing session, by listening to instructions carefully and being responsible individuals.

Dorian, Kiera, Liz and Elshaday for their enthusiasm! It was contagious and so beautiful to see!

Katie for building her resilience

KS5 Star of the week

David for being very mature on the art trip

Amy for engaging positively with her WE

Angelina for standing up for what she believes in

KS5 SCERI Stars of the week

Aymene for using strategies to get himself back into the green zone

**Students with the most
Gold points:**



**Keyworker with the
most dojos:
Mr Zagozda**

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SPORTS NEWS

UPCOMING EVENTS

The courtyard School has been asked to take part in London Youth Games Swimming Gala on the 16th of May. If you wish to take part please see Mr Eardley as places are limited



Friday 03 March 9 students will be taking part in NJIRC 2023 indoor rowing competition being held at the Copper Box Arena

Thursday 9th March 20 students will take part in a Arsenal Careers Workshop



TWO WEEK FOCUS

Students have been working on learning different types of guards, looking at the difference between Orthodox and Southpaw stance whilst taking part in non-contact boxing



Orthodox

SouthPaw

WHICH GUARD DO YOU USE?

<p>BASIC GUARD</p> <p>The first guard you need to learn when you begin to box.</p> <p>Your hands are in a great place to fire off your punches and intercept incoming attacks.</p> <p>Keep your chin down and your eyes looking forward at your opponent.</p>	<p>LOW HAND GUARD</p> <p>A great relaxed guard. It's vitally important that you have quick hands to use this guard as you do leave yourself open for attack.</p> <p>Use this openness to lure your opponents in and bring them onto your counters.</p> <p>This is a great platform to throw your jab. It comes from an awkward angle towards your opponent and is easier to land than jabbing from the basic stance.</p>
<p>HIGH GUARD</p> <p>The high guard is perfect to use if you want to walk your opponent down. You should only use this guard once you've closed the distance and are in hitting range.</p> <p>Take the punches on your arms and lower your elbows if your opponent tries to hit you low.</p> <p>Make sure you keep your gloves far enough apart to keep both your eyes on your opponent.</p>	<p>PHILLY SHELL</p> <p>This is very popular at the moment and for good reason - it's a really good guard!</p> <p>It's handy to use when you're stuck against the ropes, but it can take a lot of practice to perfect.</p> <p>Use your shoulder roll to block incoming punches & the lower hand to protect across your body.</p> <p>SIT DOWN</p> <p>The "Sit Down" or the low guard is perfect for ducking under those wild hooks.</p> <p>This is also a great technique to use quickly against straight attacks. e.g. Throw your own jab, then sit down in your stance just enough to avoid their jab, cross... you will then be at the perfect distance to counter attack.</p> <p>Make sure you bend at the knees with your back straight & have your eyes on your opponent.</p>

Sneak Punch
Learn Boxing Online
www.SneakPunch.com

BETTER YET.. USE THEM ALL!

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A SNAPSHOT OF THE LAST TWO WEEKS

