

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 15th September 2023

Continuing to develop

For those families who have been part of the Courtyard community for a number of years, you will be aware that the school has been on an evolving journey for as long as we opened our doors to students in September 2013. This academic year is no different.

We have increased our student number to 66 students and plan to continue to increase the number of young people we educate over the next year to a maximum of 72 by Sept 2024.

This growth has allowed us to expand our curriculum offer, with the inclusion of iGCSE ICT, GCSE Science, GCSE Art & Design, Music Production and WJEC Humanities and PE.

Our staff number has grown, adding more expertise to our team.

Life is exciting at the Courtyard but it is vitally important that we do not lose sight of the key fundamentals that make the Courtyard such a fantastic provision for young people to attend.

ATTENDANCE

It is vitally important that students attend school every day. The only way that the school can have its desired impact is if students are present and active in their learning.



Attendance Matters

Mrs Rush and the Pastoral Team are active in supporting students to attend school and are in regular communication with families where attendance has been noted as a concern.



Telephone calls and meetings will be set up in the next few weeks with families to discuss attendance concerns and additional interventions that the school can offer to support your child to attend every day.

PASTORAL CONCERNS

As you will be aware, the Courtyard provision values the personal development of our students as much as their academic progress. Our Pastoral Team has grown in response to the increased number of students who present with emotional regulation challenges. We encourage parents to have regular communication with the school in order to allow us to best help your child. If you would like to discuss your child's mental health, please call the school office to arrange a meeting with Mrs Rush.



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RSE SPECIALISM DAYS

As you may already be aware, Relationships and Sex Education (RSE), along with Health Education have formed as part of the National Curriculum since September 2020.

As part of our schools wider RSE programme, your child will soon receive lessons on relationships, sexual health and personal safety. The purpose of the upcoming curriculum is to provide knowledge and understanding of safe and healthy relationships based on respect. This will encourage the development of safe and healthy relationships throughout life. The subject has been designed to help children from all backgrounds build positive and safe relationships and to thrive.

The Courtyard has planned six RSE days for the academic year 2023-2024 with the aim of addressing misconceptions and teaching students what they need to know so they can make informed decisions for themselves and be less vulnerable in society. Through the range of topics and activities students will be able to compare and contrast traditional views and opinions with liberal and alternative perspectives.

Dates are follows:

Thursday 5th October 2023

Families and relationships: introducing the concept of love, marriage, partnership

Tuesday 5th December 2023

LGBTQ School Talks

Thursday 8th February 2024

Intimate and Sexual Relationships

Tuesday 19th March 2024

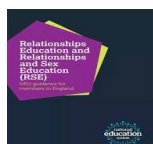
Sexual Health

Thursday 16th May 2024

Being Safe: Consent

Tuesday 11th June 2024

Online, Social Media and Pornography



Please click [here](#) to find out more about the RSE topics that we will be covering and why RSE is so important .

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Flu immunisation for pupils in school years Reception - Year 11

DEAR PARENT/CARER,

The flu vaccine is being offered at your child's school again this autumn/winter.

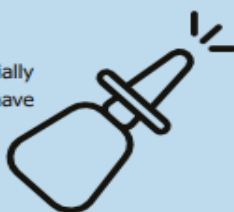
To give consent for your child to have the flu vaccine, please click here:

<https://london.schoolvaccination.uk/flu/2023/islington>

Even if you do not wish for your child to have the vaccine, please complete the online form so that we can record your wishes.

THE NASAL FLU VACCINE

- ✓ Protects your child from the flu.
- ✓ Protects your family and friends from the flu (especially those who are elderly, young babies, or those who have serious health conditions).
- ✓ Is painless, quick and effective.
- ✓ Is free



THE IM FLU VACCINE



We also offer the flu vaccine as an injection, which is **gelatine-free**. This *may* also be the vaccine of choice for vegans. Please go to our website where you can find out more about the manufacturing of the flu injection, and then decide if the injection is more suited to your child.

You only need to complete one consent form for each child. If you later change your mind, please call your local team. If your child has this immunisation elsewhere after you have submitted the consent form, you **MUST** inform Vaccination UK rather than the school.

We understand that you may have questions about the vaccine. For more information, please go to our website, where you can find a list of FAQ's, as well as details of our community catch up clinics. We also have some FAQ's enclosed below.

You can also find informational videos on our YouTube channel, including subtitled versions for other languages.

Yours Faithfully,
Your Local Immunisation Team
Vaccination UK



ISLINGTON

Immunisation Team
Contact Details



islington@v-uk.co.uk



0208 017 7926

WORKING ON BEHALF OF

NHS
England

USEFUL INFO

✓ We endeavour to come to your child's school twice. If they are absent or unable to be vaccinated at school, you will need to attend one of our community clinics for the vaccine. Details of these can be found on our website or you can contact the team above.

✗ PLEASE NOTE the flu vaccine will NOT be available to otherwise healthy children after December 15th at all, and so we urge you to return the consent form as soon as possible in case we are not able to visit your child's schools for a second visit this year.

✓ Your consent will remain in place for the entire flu season. If your child misses a first visit, you do not need to complete a second form.

USEFUL LINKS

www.schoolvaccination.uk/nasal-flu
www.youtube.com/@vaccinationuk



PRIVACY POLICY

Our 2023/24 policy can be viewed here:
www.schoolvaccination.uk/privacy-policy
For data protection queries, please contact:
dpo@vaccinationuk.co.uk

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ADDITIONAL INFORMATION

*The consent form needs to be signed by a person with parental responsibility which includes:

- Mother: automatic
- Father: if married to the mother either when baby is born or marries subsequently
- Unmarried father: if name appears on birth certificate (since 1/12/03) or legally acquired
- Others: if parental responsibility is legally acquired
- Parental Responsibility Agreement: signed, properly witnessed and sent for registration to Principle Registry or the Family Division (High Court)
- Residence Order: granted by the Court

Please note that young people under the age of 16 can give or refuse consent if considered competent to do so by nursing staff.

FREQUENTLY ASKED QUESTIONS

Are there any side effects of the vaccine?

Possible side effects are: decreased appetite, headache, a runny or blocked nose, and sometimes a raised temperature. These are common, but they pass quickly and can be treated with paracetamol or ibuprofen if you feel your child needs it.

Are there any children who shouldn't have the nasal vaccine?

You should let us know if your child has any of the following:

- A very severe allergy to eggs, egg proteins, gentamicin or gelatine – it is important for us to know if your child has been admitted to hospital with a condition called anaphylaxis, triggered by these things.
- Are currently wheezy or have been wheezy in the past 72 hours with asthma. There is an alternative flu vaccine that we can talk to you about to ensure that your child is protected as soon as possible.
- Have a condition that severely weakens their immune system.

Also, children who have been vaccinated should avoid close contact with people with *very severely* weakened immune systems for around two weeks following vaccination (By severely weakened, we generally mean people who are isolating, such as those who have received some types of chemotherapy or people who have had a bone marrow transplant, for example). This is because there's an extremely remote chance that the vaccine virus may be passed to them.

Contact with other healthy children or adults does not need to be limited after having the vaccine.

We do not eat pork products.

Can my child have a different flu vaccine?

Yes. There is a flu vaccine available, in the form of an injection.

The nasal flu vaccine is the best vaccine for children and young people under 18 years of age as it is more effective at stopping the spread of flu and it is painless, but it does have a highly processed form of gelatine (porcine gelatine), which is used in a range of many essential medicines. The gelatine helps to keep the vaccine viruses stable so that the vaccine provides the best protection against flu.

If your faith or beliefs mean you would prefer a vaccine that has no pork (porcine gelatine) in it, please complete the consent for the flu injection only. You do not need to complete a form for both.

If your child is vegan, please note that the flu injection is a cell based vaccine. For more information, please see our FAQs page on our website:

<https://www.schoolvaccination.uk/nasal-flu>

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ENRICHMENT—MONDAYS

Enrichment happens across the curriculum and provides opportunities to develop independent learning skills as well as celebrating specific curriculum focus areas. From Monday 25th September we will start some new extracurricular clubs for our students. We will attempt to link the focus of these clubs to the learning done in lessons but clubs are always a way of complimenting the learning of new knowledge and skills through practical activities.

Our enrichment clubs offer themes of respect, tolerance and belonging and the promotion of physical and mental health.

Please find our enrichment programme for this term below and email us [here](#) should you wish your child to join!

| NAME OF ENRICHMENT | STAFF NAMES |
|---------------------------|-----------------------|
| Wellbeing & Mindfulness | Mr Cockburn/ Ms Evans |
| Drumming | Mr Walters |
| Drama | Ms Lucas |
| Chess Club | Mr Evans |



Enrichment

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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 2019.

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

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.
- **Tell them you trust them to do the right thing** rather than over monitoring their internet use.
- If your child comes to you with an issue, **stay calm and listen without judging them** and don't threaten to take away their devices.

- **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](#), [theft](#), 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.](#)

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.

APPS FOR DYSLLEXIC LEARNERS

SOUNDSLITERACY
WHAT IS DYSLLEXIA
DYSLLEXIA QUEST
HAPPY MATH MULTIPLICATION RHYMES
RHYMES
READ 2 ME
PHONICS WITH PHONOGRAM
DYSEGCXIA
DD'S DICTIONARY: A DYSLLEXIC 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

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

[f](#) InternetMatters [y](#) internetmatters [t](#) @im_org

internet matters.org

NBC 4

AUTUMN TERM FORTNIGHTLY SUBJECT FOCUS

| Week Beginning | Monday 18th September 2023 | Monday 25th September 2023 |
|----------------------------------|---|---|
| Maths Entry Level | Patterns | Patterns |
| Maths FSL1 | Negative numbers | Operations |
| Maths GCSE | Proportion | Proportion |
| Maths Statistics | Types of Data | Types of Data |
| English Entry Level | Past Tense | Emotional Language |
| English Entry Level | Exploring Dystopia Genre | Creative writing techniques |
| English FSL1 | Exploring Gothic Genre | Creative writing techniques |
| English GCSE Lang Group 1 | Genre and Narrative Writing: The Mystery Genre | Genre and Narrative Writing: The Mystery Genre |
| English GCSE Lit | Macbeth | Macbeth |
| ICT FSL1 | Creating AI images with various search criteria | Creating AI images with various search criteria |
| ICT FSL2 | Understanding the meaning of AI and it's function in the 21st century | Understanding the meaning of AI and it's function in the 21st century |
| Science BTEC | Global Warming | Earth's History |
| Science GCSE | Variety of Life | Cells |
| Science Entry Level 3 | Cells | Different cells |
| French | Family Members | Pets |
| Home Cooking | Baseline Test | Practical lesson. Making an healthy breakfast |
| Hospitality | Practical lesson. Making an healthy breakfast | Understanding effective working skills in the hospitality industry |
| PSD | Identifying Emotions | The Zones and different Scenarios |
| Workskills BTEC | Understanding the importance of researching and planning for work experience. | Taking responsibility for preparation for your work experience - researching your placement, planning your time at work experience and understanding behavioural expectations |
| P.E. | Health and safety in sports | Knowledge of muscles |
| Music Tech | Rhythm and tempo. | BPM - understanding 'beats per minute'. |
| Drama | The voice - pitch. | The voice - pace. |
| World Studies | Elizabethan Government | Lives of Rich and Poor Elizabethans |
| Art | Drawing with focus on 'depth' (foreground/background' | Using tone to create texture (pencil and paint) |
| Independence group 1 | Food: Food groups and making a sandwich PSHE- money/coins skills Safety in the community- road safety Work experience- Work skills (dressing, time management, social communication) | |
| Independence group 2 | | |
| Independence group 3 | | |

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Courtyard Celebrations



KS4 Star of the week

Fawaz for his knowledge and application of metaphors and general insightful contributions in English.

Sofia for settling in so well to their new Maths class and working hard

Daniel Thomas for great focus and in put in English Lessons.

Asher for his communication and great work in Home Cooking

Daniel Thomas for amazing listening, positive attitude and great work at English!

Sharna for coming to school even though she was anxious

Khaleel for coming to school on time, attending lessons and engaging in lessons

Rayan for sharing his music knowledge with the class and his positive attitude to learning.

Hayden for having a brilliant attitude in all his maths lessons.

Luke W for attending school every day and pushing through

Khaleel for being exceptional throughout the week, showing an enormous improvement in his studies and his attitude towards learning, including completing all his tasks accordingly.

Khaleel for good attendance and engaging in his lessons

Rayan for sharing his music knowledge with the class and his positive attitude to learning.

KS4 SCERI Star of the week

Asher for regulating himself in class and knowing when to keep himself on track with less guidance. Keep it up!

Te'Asia for settling in amazingly and continually putting in effort with staff and other students.

Ayse for building up the confidence to join her peers during break and lunch time.

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Courtyard Celebrations



KS5 Star of the week

Luke JM for focusing through the whole art lesson to draw the Chelsea stadium
 Angelina for brilliant attitude and effort in Maths
 Scott settling in so well to their new Maths class and working hard
 James for his excellent work in ICT! Well done James!
 Daniel K for excellent pro-active contribution in French!
 Piper for determination and effort in PE
 Yasin for always being engaged and enthusiastic in Workskills lessons
 Will for being independent and hard working in Workskills
 Dev for a renewed focus in school and learning
 Luke JM for a great start to science and for working well throughout the lessons.
 Piper for taking part in her first PE session
 Kiera and Jack B, for their excellent attentiveness and engagement in lesson
 Shane for working hard and remaining focus in English

KS5 SCERI Star of the week

Piper for working so hard in Literacy intervention being resilient and teaching Mr Cockburn how to sign.
 John for playing a great game of Dobble with Daniel T at lunch.
 Katie for being able to communicate what she would like to do after The Courtyard and motivated to be achieve new goals this year.
 Scott for exhibiting excellent social skills in drama and throwing himself into drama activities.
 Dorian for regulating his emotions quickly after a dog scared him in the park.
 Jack N for always helping other students and teachers out when they need a hand.

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SNAPSHOTS FROM THE LAST TWO WEEKS

