

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 Weekly Newsletter—Friday 12 June 2020

Headteacher Notice

Next week will see the return of more pupils to school as part of our Cohort B group. It will be wonderful to have the majority of our pupils back in school, albeit, not in our 'normal' school day structure. As we continue forward through these uncharted waters, we begin to think about what is to come, particularly for after the Summer holidays, and try where possible, to prepare ourselves. My dearest hope is that the country is deemed to be in a safe position where all schools can resume their 'normal' provisions. However, if we are still in a situation where a 2m social distance is the expectation, then we will have to prepare ourselves for a different type of schooling experience.

It will be physically impossible to have all of our pupils back at the same time, due to space constraints. I don't think there is a school in the country that is blessed with enough classrooms to teach all of their pupils at the same time in smaller groups. It has been mentioned on the news, and in Mrs Healy's briefing last week, that the government is considering a programme of blended learning. Blended learning is a combination of learning in school and online at home. If this is the case for September, then, we as a school, are in a relatively good position, having already set the structure with our two cohorts. Many of our pupils are enjoying both styles of learning, and the teachers are developing creative IT skills to make the home learning interactive and stimulating.

As a school, we appreciate how difficult this time is for our pupils and their families. Often anxiety comes from the unknown and the worry of the impact of change. We will begin to talk to the pupils about September and the different possible school experiences they could have. We will answer questions and hopefully alleviate some anxiety. I expect though, that the pupils will have more questions at home than at school. If you require any support or guidance during this time about preparing your child for a possible longer period of change, then please do contact either myself, Ms Norman or Mrs Healy and we will do our very best to help.

Deborah Shepherd



Deputy for Teaching and Learning Update

The very successful return to school for Cohort A over the last 2 weeks has spurred on the return of the second set of pupils (Cohort B) who are due to start back at school next week. It will be wonderful to see a new set of faces in school, learning and communicating with one another for the first time in several long weeks!

However, this has necessitated another re-working of the timetable. I can only apologise but I hope you can understand the need to ensure all pupils, both at school and at home, have access to teacher support when they need it.

I am attaching the revised timetables on page 3 of this newsletter. Please share with your child, although I will be posting these in the Timetable Class on Google Classroom as well.

We have some wonderful examples of work produced by our pupils this week, in particular a Black Lives Matter poem written by Angelina in Y10. Please take a moment to look at and appreciate everyone's hard work.

Thank you for your enduring support.

The Courtyard Team

Black & proud
Longing for a change
Acknowledge we are all equal
Commit yourself to a better
world
Kindred we are

Love
Is the answer
Violence isn't
Educate
Stand in solidarity

Make a change
And be the change
To unite
Together
Equates
Real love

We at The Courtyard have, and always will stand for inclusion and to embrace all people irrespective of race, gender, disability, medical or other needs. We believe in giving equal access and opportunities and getting rid of discrimination and intolerance.

There is no doubt that what is happening in the world with the Black Lives Matter movement has had an impact on all of us.

We feel it is important to open the forum for discussion for all our pupils so that greater understanding and tolerance can be fostered within our community.

Last week, Cohort A pupils were given the opportunity to discuss their thoughts and feelings regarding racism, prejudice and inequality in the UK and in the world. The same opportunity will be given to Cohort B with this being just the beginning of a conversation which the school and all its members support.

Mr Garcia is also arranging a special commemorative BLM ceremony for pupils to express their thoughts and feelings via any medium they choose, be it words, images, music or anything else they wish to use. Pupils will also be invited to contribute to a school manifesto, giving a true sense of ownership to the school's inclusive ethos.

Please be assured that no pupil will be made to take part in anything which makes them feel uncomfortable.

Black Lives Matter Acrostic Poem

By Angelina—Y10

REVISED TIMETABLES FROM MONDAY 15TH JUNE:

TIMETABLE FOR COHORT A PUPILS FROM MONDAY 15TH JUNE

COHORT A In School TT	MONDAY COHORT A AT SCHOOL	TUESDAY COHORT A AT SCHOOL	WEDNESDAY COHORT A ON GOOGLE CLASSROOM	THURSDAY COHORT A ON GOOGLE CLASSROOM	FRIDAY COHORT A ON GOOGLE CLASSROOM
AM SESSION	Maths Creative Exp	English Science	World Studies	Maths	ICT/Independence
PM SESSION	P.E. PSD/WorkSkills	Art Home Cooking	RSE Assembly	English	Wellbeing (go for a walk/play a game etc.)

TIMETABLE FOR COHORT B PUPILS FROM MONDAY 15TH JUNE

COHORT B In School TT	MONDAY COHORT B ON GOOGLE CLASSROOM	TUESDAY COHORT B ON GOOGLE CLASSROOM	WEDNESDAY COHORT B AT SCHOOL	THURSDAY COHORT B AT SCHOOL	FRIDAY COHORT B ON GOOGLE CLASSROOM
AM SESSION	World Studies	RSE Assembly	Maths English	Home Cooking Creative Exp	ICT/Independence
PM SESSION	English	Maths	Art PSD/WorkSkills	Science P.E.	Wellbeing (go for a walk/play a game etc.)

AT HOME TIMETABLE FROM MONDAY 15TH JUNE

At Home TT	MONDAY ON GOOGLE CLASSROOM	TUESDAY ON GOOGLE CLASSROOM	WEDNESDAY ON GOOGLE CLASSROOM	THURSDAY ON GOOGLE CLASSROOM	FRIDAY ON GOOGLE CLASSROOM
AM SESSION	World Studies	PSD	Home Cooking	RSE Assembly	ICT/Independence
PM SESSION	English	Maths	Science	Art	Creative Expression

This week's work from pupils:

Legal and Illegal Drugs

In some situations the use of a legal drug may be breaking the law.



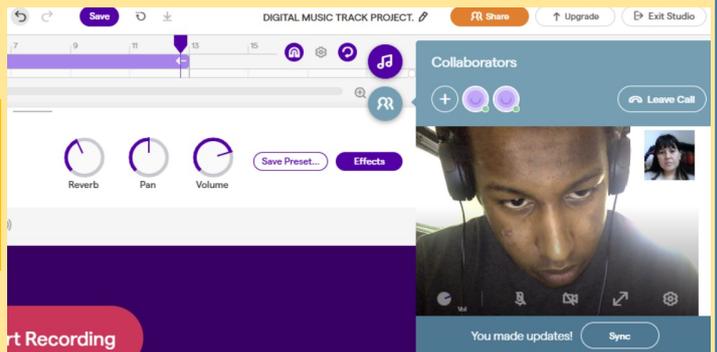
PSD—The use of legal and illegal drugs
By Tyrese—Y11

Activity 4: Answer the question below in your own words.

Q: Can you think of an example where the use of a legal drug may be breaking the law?

Your Answer: Maybe if someone is using a drug in a sport to have a higher performance than anyone else to win easily. ✔ Great example!

Creative Expression—Making a digital music track
By ElSharief—Y12



Case Study Two
A woman has been accused of being a witch. People say that she has cursed her village with an illness, as she is the only person not to fall ill. What shall we do?

Anglo-Saxon People The woman should do a trial by ordeal, by being tied and thrown into a lake. If she sinks to the bottom, she is innocent. If she floats, she is guilty and will be killed.	<ul style="list-style-type: none"> GIVE ONE REASON WHY YOU THINK THIS WOULD BE A FAIR PUNISHMENT. They can figure out if she's a witch. GIVE ONE REASON WHY YOU THINK THIS WOULD BE AN UNFAIR PUNISHMENT. She will die either way.
Modern British People There is no evidence. She should be free to go.	<ul style="list-style-type: none"> GIVE ONE REASON WHY YOU THINK THIS WOULD BE A FAIR PUNISHMENT. She is not being treated poorly. GIVE ONE REASON WHY YOU THINK THIS WOULD BE AN UNFAIR PUNISHMENT. This is fair.

Case Study Three
A child is naughty at the local market and upsets his mother. What should we do?

Anglo-Saxon People The child should be whipped.	<ul style="list-style-type: none"> GIVE ONE REASON WHY YOU THINK THIS WOULD BE A FAIR PUNISHMENT. He will learn from his mistakes. GIVE ONE REASON WHY YOU THINK THIS WOULD BE AN UNFAIR PUNISHMENT. It is child abuse which will cause severe pain and injury.
Modern British People The child should be spoken to sternly by his mother and they should talk about why he should not behave like that.	<ul style="list-style-type: none"> GIVE ONE REASON WHY YOU THINK THIS WOULD BE A FAIR PUNISHMENT. It doesn't hurt the child, it helps them understand their behaviour. GIVE ONE REASON WHY YOU THINK THIS WOULD BE AN UNFAIR PUNISHMENT. Sometimes children need a time out or to have an item taken as they often repeat the same actions.

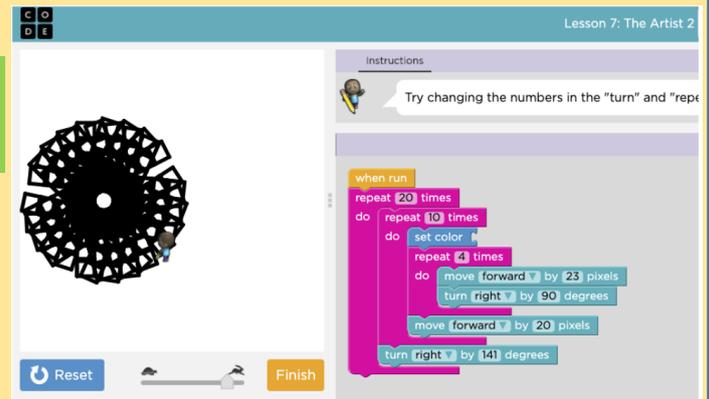
... to find out how the legal system worked in Anglo-Saxon Britain.

Miguel Garcia
9:42 AM Today

Amazing Nathan! You have completed all the work to a high standard. You have given your opinion in a very mature way and I completely agree with you on all of them. Thank you for that!

World Studies—The legal system in Anglo-Saxon Britain
By Nathan N—Y12

ICT—Coding: Using algorithms
By Max —Y10



Part of the story Arc	Plot event	How this engages the audience
Exposition	Marty gets stuck in the past.	"How is he going to get back"
Rising Action	He has to get his parents together otherwise he won't exist.	It's funny that he is trying to get his parents together 30 years in the past.
Climax	Biff (the bully) and Marty's father get in a fight and Marty starts to disappear.	The audience are rooting for Marty's father to win and it looks like Marty might cease to exist (tension)
Falling Action	He still has to get back to the future in the DeLorean using lightning.	"How will they pull this off"
Resolution	He gets home and his life in the present has got better.	This makes the audience feel relieved, as he and his family have got a better life because of what he did in the past.

English—Story arcs: Back to the Future
By Fred—Y10

This week's work from pupils:

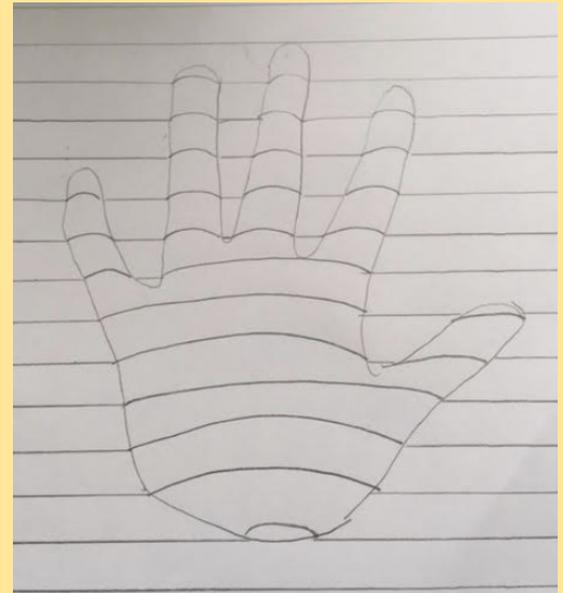
Killer covid

The corona virus is scary, deadly and deep,
 But it has promises to keep,
 Until then he shall not sleep.
 He lies in bed with ducts that weep.
 Praying on the old the young the weak

Who has corona virus? I think I know.
 Its owner is quite sad though.
 It really is a tale of woe,
 I told the man to stay in side
 But he chose bad and later died
 because of his stupid ignorant pride.
 By Max.

English—Presenting thoughts and feelings in poetic form

By Max—Y10



Art—OP Art (optical art)

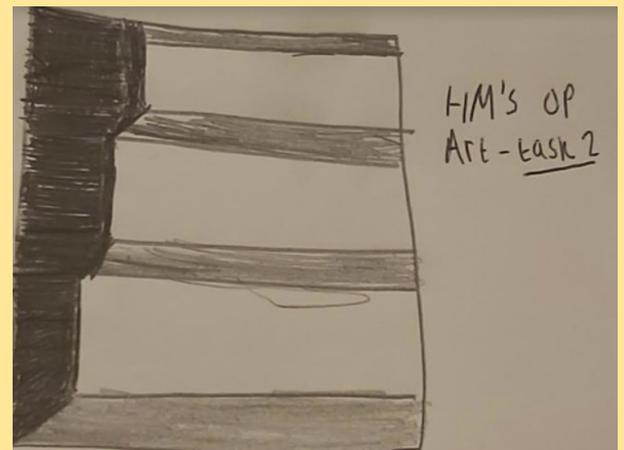
By Katie—Y9

Shrek

Part of The story Arc	Plot Event	How This Engages the Audience
Exposition	Shrek meets donkey	Shrek and donkey argue and he tells out of his house.
Rising Action	Donkey tells Shrek to save Princess Fiona,	Adventure and fights with the knights.
Climax	Shrek saves Princess Fiona.	Shrek fights with the dragon to save Princess Fiona.
Falling Action	Lord Farquaad steals Princess Fiona.	Lord Farquaad tries to marry Fiona instead of Shrek.
Resolution	Shrek saves Fiona for the second time and marries her.	The dragon eats Lord Farquaad.

English—Story arcs: Back to the Future

By Dorian—Y9



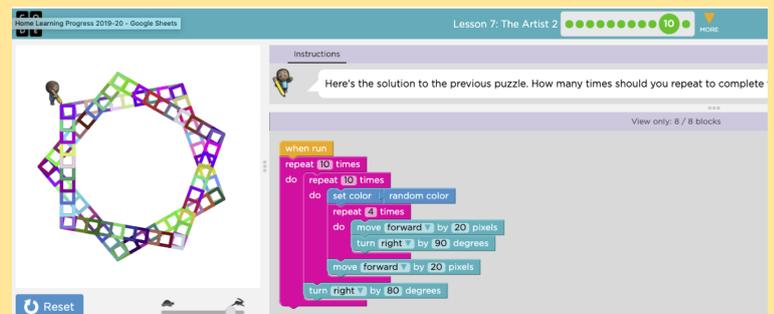
Art—OP Art (optical art)

By Hamza—Y13



Mr Garcia's Friday Social Group

Attended by: Henry—Y12, ElSharief—Y12, Jonathan—Y12, Angelina—Y10, Nicholas—Y10, Mr Garcia and Ms Lucas



ICT—Coding: Using algorithms

By Alexia —Y11