



SUMMER TERM 1 – WEEK 2

Congratulations Lucy!

Well done to our OT Lucy who ran the London Marathon last weekend and raised over £3000 for the South West Multiple Sclerosis Centre. Lucy did a brilliant job and ran the marathon in 6 hours and 3 minutes. We loved hearing all about the experience this week and Lucy even brought in her medal for the learners to try on! Congratulations Lucy - we're looking forward to hearing about your next challenge!



Jokes of the Week!

George's joke

What kind of dog do scientists have?
Labs!

Benji's joke

Why did the gym close?
Because it didn't work out!

Daylun's joke

What did the triangle say to the circle?
You're pointless!

Headteacher's Award



This week, we are delighted to award our Headteacher's Award to Evie! This is to celebrate how well she has settled into school, as well as her fantastic work ethic!

BREAKING NEWS

This week in the news, there were two stories that grabbed our attention!



Tik Tok may be banned in America

Tik Tok is owned by a Chinese company called ByteDance, and politicians in the US are worried that the Chinese government could access its data. TikTok has said it doesn't share US users' information with the Chinese government. The US Senate (part of the government) has now approved a bill which gives TikTok's Chinese owner ByteDance nine months to sell its part ownership of the app, or TikTok will be blocked in the United States.

Aboriginal spears returned to Australia

Four Aboriginal spears have been returned to Australia, more than 250 years after being taken from the Gweagal people by British explorers. Since 1914, they have been displayed at Cambridge University's Museum of Archaeology and Anthropology, despite campaigners arguing that they should be given back to their homeland. They were eventually handed back at a ceremony at Cambridge University this week, with members of the Aboriginal community and Australian government attending.

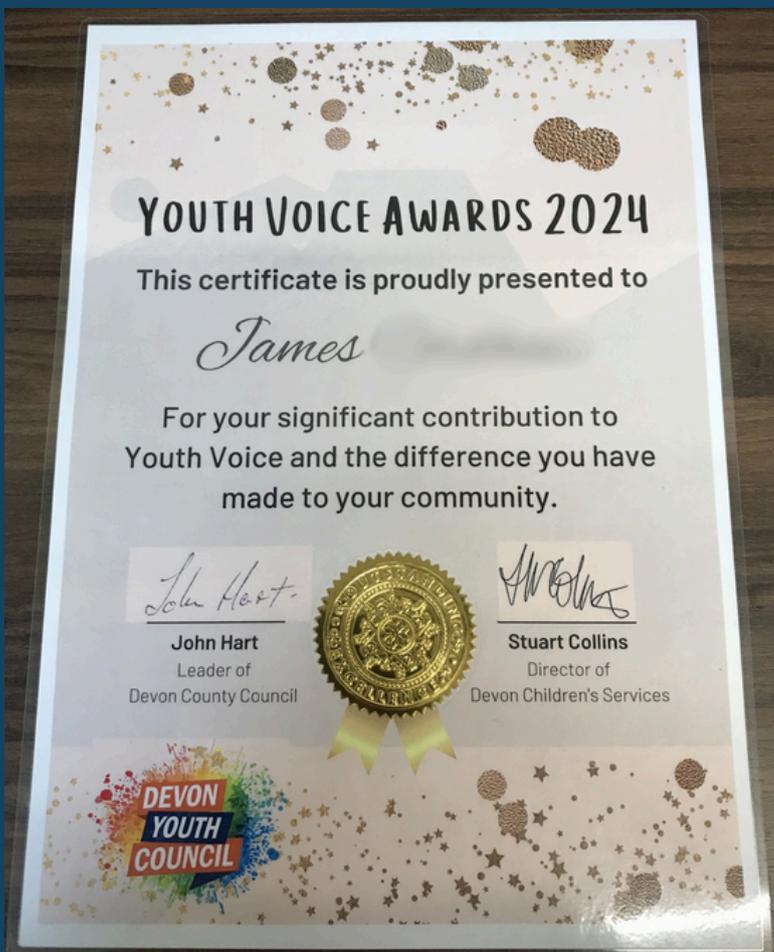


Reminder - DOJO

Please be aware that the Class DOJO app is our main method of communicating with our parents and carers. As well as enabling quick and easy communications between class teachers and parents and carers, we also use the app to publish important messages regarding Outdoor Education. Due to the changing weather, these can often be in the evening and detail if our learners need to bring in different clothing. If you are having any problems accessing the app, then please contact your class teacher and we can assist.

Youth Voice Awards 2024

Congratulations to James who was awarded a medal and certificate at the Youth Voice Award recently. Devon Council celebrated the young people who have helped make change over the last year and over 70 young people and adults gathered at the Positive Lights Project in Exeter to show their pride and support. There were winners from Youth Council, Youth Parliament, SEND Network for Change, SUSU, and Young Devon. James was celebrated for his significant contribution to Youth Voice and the difference he has made to the community - through his work with 'Champions for Change' and SUSU - 'Stand Up, Speak Up' advocating for young people in care.





Our Values Stars of the Week

MAGDALEN
COURT SCHOOL



Respect
&
Resilience

Health
&
Happiness

Kindness
&
Independence

The value this term is **kindness** and there's been some lovely examples of kindness this week!

Aspen

Alfie for always making sure his friends are included in games

Oak

Noah for supporting friends to make good choices when they are finding it tricky

Larch

Ashley for helping another student with their maths learning

Beech

Ethan for offering to support another learner when they were struggling to engage with the lesson

Holly

Ella for being kind and welcoming to a new student

Elm

Kai for thinking about others when they are upset

Chestnut

Eve for always being a good friend to everyone

Hazel

Isabel for always being kind to her peers and adults and setting a good example

Ash

Camron Jon for supporting a student and giving them advice when upset

Maple

Theo for joining in team building games and activities, helping to lead other students

Tommy Jay for supporting a younger student in Maths

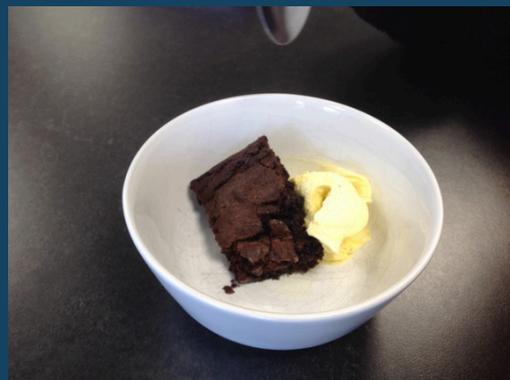
Lime

Josh for supporting his peers during lessons

Food Tech

We have had a stunning week in Food Tech. Aspen and Larch class did brilliantly making a lemon courgette linguini recipe - it was great to see learners trying new skills; zesting, match sticking courgette and trying new veggies. Oak class made a wonderfully warming vegetable curry, great teamwork demonstrated this week, well done chaps. Beech class enjoyed making a Chilli Con Carne and practiced lots of different skills; dicing onion, browning mince and reducing the sauce by careful simmering. Level 1 learners in Holly, Elm, Chestnut and Ash practiced their chosen recipes; chicken fajitas, tomato spaghetti and chocolate brownies. Level 2 learners in Hazel and Ash class practiced skills handling raw meat by removing bones from chicken thighs to produce some rotisserie style garlic and rosemary skewered chicken over a tray of roasted new potatoes, they were delicious. Level 2 learners in Maple and Lime practiced one of their courses chosen for assessment. It was truly wonderful to see learners tackling recipes with more independence and really enjoying the whole process.

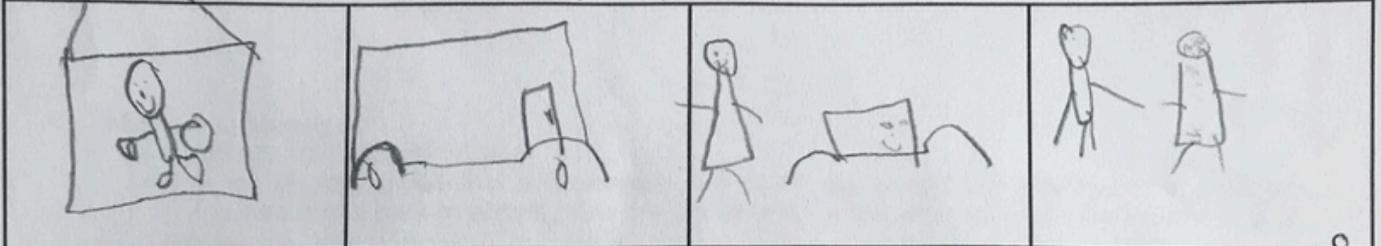
Next week Aspen and Larch class are making carbonara. Oak class are making lamb kofta with a Tzatziki dressing. Beech class are making Lamb Rogan Josh. Chestnut are making a classic Neapolitan pasta. Level 1 learners in Holly, Elm and Ash will be completing a recipe card for their chosen recipe. Level 2 learners in Hazel and Ash will be making a BBQ spare ribs recipe and the vegetarian option is BBQ roasted cauliflower with a pomegranate and yogurt dressing. Level 2 learners in Maple and Lime will be practicing their second courses; breaded chicken, vegetable stir fry, grilled halloumi & tabbouleh and spring veg frittata.



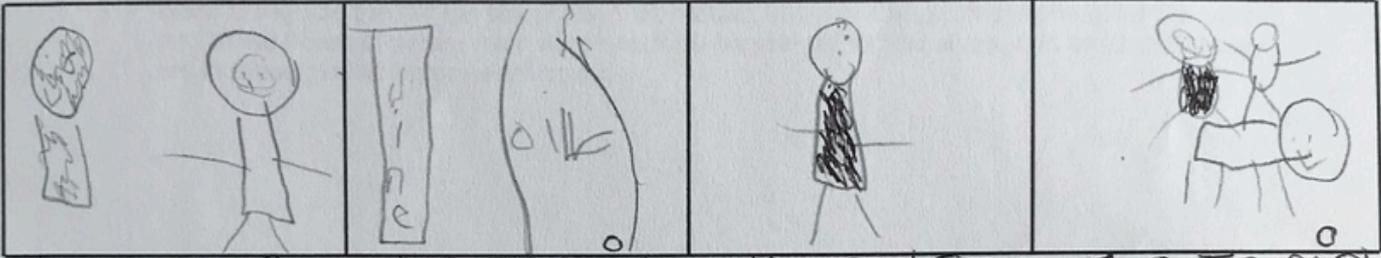
Excellent work!

This week, Chestnut class were looking at the parable of The Good Samaritan, as part of their Beliefs and Values work. Josh created an excellent comic book strip version, with excellent drawings and sentences to describe what happened at each point of the story. Well done Josh!

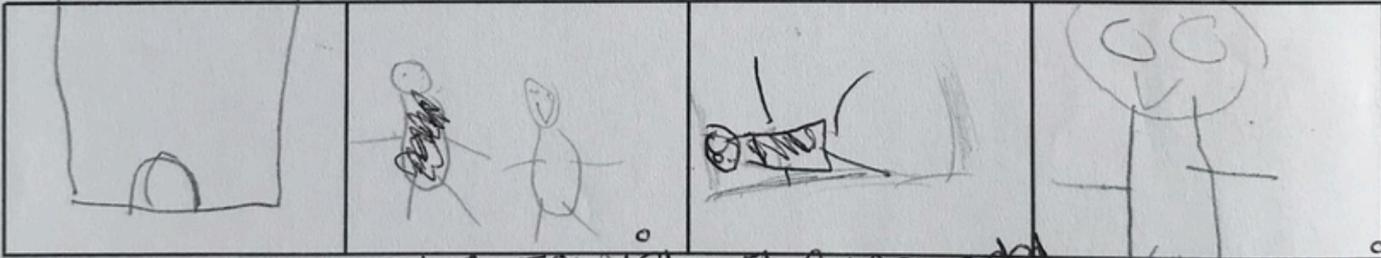
Josh 22/4/24



The man was in his house relaxing. The man got in his car and drove away. The man got jumped by 6 bad robbers. The man is outside his car getting beaten up.



He gets oil on a bandage. The Jewish man saves him. The Jewish man brings out the oil and bandages. He gets bandaged up and oil on him. The Jewish man lifts him up and puts him on the donkey.



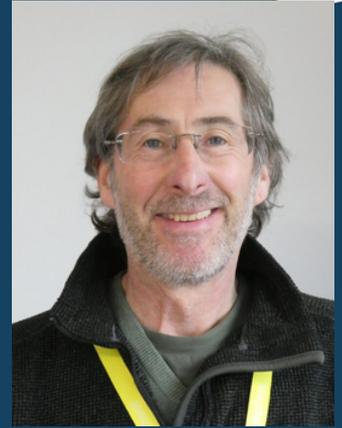
The man enters the hotel. The Jewish man takes him to the room. The wounded man goes into the room. The man is healed and happy.

Getting

to

know

you!



This week, we are getting to know Wayne, who is teaching Elm class!

What's your favourite TV show? *asked by George*
Black Books

What's your favourite food? *asked by Jasmine*
Lasagne

What is your favourite dog breed? *asked by Toby*
Heinz 57!

What is your favourite colour? *asked by Charlotte*
Turquoise

What's your favourite movie? *asked by Izak*
Funny Bones

When you were small, did you like watching Disney films? *asked by Rosie*
Yes... 101 Dalmations

Do you put the milk or cereal first in the bowl? *asked by Thomas*
Cereal

Where is your dream holiday spot? *asked by Theo*
The Pelion peninsular, Greece

What's your favourite state of America? *asked by Joseph*
North Carolina

What made you want to work at Magdalen Court? *asked by Arthur*
The opportunity to work with so many great young people and the lovely staff here

What are your top interests? *asked by Mae*
Anything relating to the natural world, exploring wilderness places, live music, playing percussion instruments, creative writing, cosmology

SUMMER 1 - WEEK 3



MONDAY

Outdoor Education
Oak & Larch

Food

Hazel
(BBQ Spare Ribs or
Cauliflower)
Aspen
(Carbonara)

TUESDAY

Outdoor Education
Holly, Elm & Y9 Chestnut

Food

Year 11/Post 16
(Practicing second
courses)
Larch
(Carbonara)

WEDNESDAY

Outdoor Education
Beech & Aspen

Food

Chestnut
(Neapolitan pasta)
Ash
(Recipe cards/BBQ Spare
Ribs or Cauliflower)
Oak
(Lamb kofta)

THURSDAY

Geography GCSE Field Trip
Outdoor Education
Ash, Hazel & Y10 Chestnut

Food

Holly
(Recipe cards)
Post 16
(Practicing second courses)

FRIDAY

Outdoor Education
Maple & Lime

Food

Beech
(Lamb Rogan Josh)
Elm
(Recipe cards)

Safeguarding

This week, our safeguarding focus is Artificial Intelligence, also known as AI. AI is becoming increasingly popular and easy to access online. However, many people are questioning the benefits and potential risks that AI poses to society. Please read the poster attached and consider how your young person may be interacting with AI. We think the advice offered to Parents & Carers is especially useful!

If you would like any support with any of our safeguarding topics, please reach out to Jane or Grace.

What Parents & Carers Need to Know about ARTIFICIAL INTELLIGENCE (AI) SOLUTIONS

AI solutions are becoming increasingly popular. Trained on vast datasets of text (such as books, articles and websites) in order to learn patterns and relationships, AI solutions can generate text, images, audio, video, code or synthetic data, and can be used for things such as crafting poems or books, creating digital imagery or delivering video content. Recently there's been significant discussion in relation to the benefits and risks of AI solutions, with many undecided on whether it will be a force for good or potentially reduce the need for some job roles.

WHAT ARE THE RISKS?

ROOM FOR INACCURACY

AI solutions, such as language models, generate their responses purely based on the data they've been trained on, which often comes from sources on the internet. Whilst questions will often illicit relevant responses, if some of the information they've been 'fed' is incorrect, it follows that the answers too may contain factual errors or inaccuracies.

REINFORCING BIAS

AI solutions, such as those generating content or images, can perpetuate existing biases present in the data they were trained, whether through the algorithms written by humans or the content taken from the web. This could easily lead to biased responses and potentially reinforce existing stereotypes, such as those around gender, race or disability.

IRRELEVANT INFORMATION

AI solutions don't have the ability to understand the context or meaning behind a question or a user request. Although highly advanced, the AI relies entirely on the data it's been exposed to and is devoid of independent thought or reasoning, which could lead to irrelevant or even nonsensical responses to queries.

LACK OF ACCOUNTABILITY

Fundamentally, AI solutions are machines or technology programmes that don't have the ability to take responsibility for the responses they generate. This could lead to confusion or misunderstandings in certain cases if the answers are taken as given. For instance, image-generative AIs can lead to output clearly derived from other peoples' content but without any attribution to the original source artist's work.

STIFLING CREATIVITY

One of the potential risks of children and young people continually using AI solutions for things (such as their homework) is that eventually, they might become reliant on it. In the long term, this could potentially impact their development and hamper their ability to think creatively or solve problems independently without the aid of an AI tool.

Advice for Parents & Carers

CREATE A SAFE ENVIRONMENT

If possible, try to be around when your child uses any type of AI solution and employ content filters to try and reduce the chance of profanity or age-inappropriate subjects appearing in responses. As with any kind of technology, it's important to ensure that children are using AI solutions responsibly and to be there to enable opportunities to discuss their use as part of a safe environment.

PROMOTE CRITICAL THINKING

Explain to your child that AI solutions can be used as one of many tools to help them research and learn, but that they shouldn't simply accept the responses they receive as the truth. Encourage them to question, verify and think critically about the information they get back – all of which apply equally to any website or platform they use.

DISCUSS BIAS

Talk to your child about the potential biases that may be present in the data that AI solutions are trained on, and how these viewpoints might find their way into the responses that AI generates. Again, with many things children might read online, it's healthy for them to consider whether the information is factual and presented fairly.

ENCOURAGE HUMAN INTERACTION

Not only should children supplement any use of software like AI with additional resources such as books and reputable internet sites, but they also should remember what they can learn from interaction with other people. Discussing things with teachers, relatives and friends isn't just an important and often invaluable aspect of learning – it's an essential part of life, too.

CHECK SCHOOL RULES

Make yourself aware of any rules or guidance your child's school might have about the use of AI solutions. Most software is still extremely new, so many schools may not yet have a policy, however, it's important to make sure your child is aware of how to use it appropriately and will be using it for the right reasons.

Meet Our Expert

Gary Henderson is the Director of IT at a large boarding school in the UK, having previously taught in schools and colleges in Britain and the Middle East. With a particular interest in digital citizenship and cyber security, he believes it is essential that adults and children alike become more aware of the risks associated with technology, as well as the many benefits.



NOS National Online Safety®
#WakeUpWednesday

Source: <https://openai.com/blog/chatgpt/> | <https://generativeai.net/> | <https://www.mckinsey.com/featured-insights/mckinsey-explainers/what-is-generative-ai>