



BATTLE

End of Year Newsletter

2022

I am very privileged to be heading up this unique and wonderful school in Battle. We have been open for 10 months now and I can honestly say I have loved every minute of it.

Seeing our children develop resilience, trust and an ability to be reflective about their own beliefs (religious or otherwise) and perspective on life, knowledge of, and respect for, different people's faiths, feelings and values has been a joy to watch them develop across the year.

Children value the community meetings they are involved in, with some children leading these at lunchtimes. Children and adults value being part of an 'education therapeutic community' where all have a significant involvement in decision-making and the practicalities of running our school. The way I have chosen to embrace this approach within our school is based on ideas of collective responsibility, democracy, citizenship and empowerment; therapeutic communities are deliberately structured in a way that encourages personal responsibility. The school community as a collective are seen as bringing strengths and creative energy into our school with each one of us being as equally valued as the other.

Our dedicated and skilled adult team ensure that the children in our care have the best educational experiences. Our holistic yet individualised approaches for our children create a safe environment for children, which enables them to take risks with their own learning. I would like to take this opportunity to thank the adults; the children; parents/foster parents and wider networks for their support of our vision. I am truly humbled.

I am very proud to be part of this great school community and all that we offer for our children, families and each other. I wish you all a peaceful summer and look forward to continuing our journey with you all in September.

Caroline Belchem
Head Teacher

Primary

This term in Primary we have been developing our cooking skills. We have made omelettes, flatbread pizza, cakes and ice cream.



We have enjoyed music and experimented on several instruments. We have recorded some of our work on the computer.



We have had fun learning about sensory play and our own sensory needs. Our favourite is the huge parachute!



We have been learning about Dinosaurs in Topic. We had a trip to Paradise Park where we saw many different Dinosaurs, found out what they used to eat and how they survived for so long.



English

Key Stage 3

Implementation plans for Term 5 saw children using the sinking of the Titanic as a prompt for Non Fiction Historical texts and writing. Children visited the Titanic website and picked actual passengers as their foci for letter writing, also allowing them to explore some of the emotions experienced before, during and after the event, allowing them the opportunity to build their emotional vocabulary. Children were able to use persuasive language devices to create adverts for the Titanic along with Newspaper articles about the sinking. This also allowed them to explore both Broadsheet and Tabloid codes and conventions of newspapers.

In Term 6, children thoroughly enjoyed working on the play *The Tempest*, by Shakespeare, after a brief exploration of the history and development of the English Language, as well as using the computers to research Dr Dee and another sinking of a ship – this time the *Sea Venture*, off Bermuda, in 1609, both of which are said to have inspired Shakespeare. Children practiced their speaking and listening skills through producing quizzes and debating the merits of items they would choose should they be stranded on a desert island, along with developing their character analysis skills, using quotations in their writing and building their ability to compare texts. One particularly notable afternoon was spent using props and costumes to do a 'whoosh' of the *Tempest*, to ensure good understanding of the story line prior to starting to read the text. Amelia has been really impressed with how confident and willing the children were to engage in the language of Shakespeare and would like to pass on her congratulations to all the children involved.



Key Stage 4

Year 11's successfully sat their GCSE English Language exams. Congratulations to them for all their hard work and effort, particularly to those who attended the after school revision sessions available to them from Term 3, and the Friday afternoon sessions.

In fact, Term 5 saw a lot of revision lessons, not just for the Year 11's, but also Year 10's who undertook another set of assessments.

In Term 6, Year 10's have been reading the play – *An Inspector Calls*, which has allowed them to practice their characterisation analysis, reading skills both aloud as part of group reading, and when building comprehension skills in identifying both implicit and explicit meaning, identifying relevant quotations to back up their ideas and a variety of other tasks allowing them to cover assessment objectives for Paper 1 of the English Language GCSE. A massive well done to all of them – they were really able to use intonation of voice to bring the characters to life!

Geography

This term we have been studying the earth, looking at plate tectonics, earthquakes and volcanoes. We made volcanic eruptions using vinegar and baking powder and created a volcano, as well as looking in depths at the 1991 eruption of Mount Pinatubo in the Philippines.



Art - Visit to Pashley Manor Gardens

The KS3 curriculum for Art this term calls for students to 'Investigate & explore site specific sculpture & installation in contemporary art'. Meanwhile, KS4 are working on their BTEC Art, Unit AD6: Creating a 3D Art Object.

Children visited Pashley Manor Gardens in Ticehurst as part of the extended opportunities of the implementation plan, giving them the opportunity to develop their cultural awareness. The gardens had a wide and diverse range of sculptures, students drew a number of sketches and took photographs as part of their research. We were delighted that Toni Reedman, Director of Education, was able to join us for this trip and hope she enjoyed her time as much as we all did.



Careers

This term we have focussed on organising and writing CV's. We looked particularly at our qualities and qualifications. For students who struggled to identify their own positive points we spent time talking about the positive characteristics of each student and their peers helped them put together positive personal statements. We finished the term with a Dragon's Den style competition to help with communication and presentation skills and build confidence.

Staff have been trained to use Career Pilot, so that next term we will be able to use this so that students can use this to help them map out prospective career and educational pathways

Food Technology

Nathan's Homemade Sauce Recipe:

- Vegetable stock
- 500ml water
- Chicken
- 1 tbsp of dark soy sauce
- 1 tsp of black pepper corns
- 2 tsp of curry powder
- 1 tsp of cumin
- 1 tsp of sugar
- ½ tsp salt
- 1 tsp parsley

When Nathan first came to ISP he hated food tech and did not see the point in attending the lessons as, in his words, "I can't cook so what's the point". Nathan would

spend most of the lesson stood outside of the classroom. As you can see Nathan has made amazing

progress and shown his natural ability for flavours and cooking. We are immensely proud of Nathan for not giving up and trusting staff.

Nathan found the readymade sauces too much for his palate, they were either too salty or lacking that something he had in his mind that he wanted his sauce to taste like. Staff suggested Nathan attempt to make his own sauce as the readymade sauces were starting to cause him some anxiety.

Nathan took this idea with the only help from staff to taste, taste, and taste.

Nathan worked really hard to make a sauce he liked. Nathan tried his sauce over several weeks changing the items he put in, tasting and re-tasting, at times frustrating Nathan, but instead of giving up Nathan worked so hard and independently to produce a sauce that everyone agreed tasted amazing and complemented his chicken.



P.E.

Golf

The last two terms have seen KS2, KS3 and KS4 having a go at golf.

The groups have been visiting Beauport Golf Club to use the driving range facilities. A big thankyou to the staff at the Golf Club for their assistance. Golf is a tricky game and some people see it as 'a good walk spoiled' (Mark Twain). However, the groups have given it a good go and have seen massive improvements in their games, both in terms of distance and accuracy. 3 or 4 people have now managed to hit the golf buggy that is parked on the driving range.



History

Visit to Fishbourne Palace

Students finally managed to visit Fishbourne Palace in Chichester, after postponement due to Covid. At Fishbourne, students had the opportunity to view the original Roman mosaics and a variety of other artefacts that had been discovered at the site. They attended a 'Roman Lifestyles' workshop where they had the opportunity to handle artefacts thousands of years old, learn about how the Romans lived, what they ate, how they dressed and take part in a number of interactive activities. The Fishbourne Palace visit was in support of the History, Art and Topic curriculum and their implementation plans.

Adults were very proud of how well the students engaged with the activities and the site. Everyone agreed that the long trip was well worth it!



PSHE

David Law is the Prevent Project Officer for the Safer East Sussex Team. This joint agency team is based at Hammonds Drive Police station in Eastbourne and is part of East Sussex County Council. David is a former Sussex Police Officer with a qualification in teaching PSHE. He is also a Registered Psychiatric Nurse. As part of his role David runs the Relation-shops Workshops. These workshops give young students the chance to discuss Community Safety issues that can make an impact early in the development of young people. Building resilience to these issues is vital and promotes a safer community for everybody.

David speaks to the students at their level using real life examples but is careful to let the young students have a safe space to understand the risks associated with these topics and develop the knowledge and skills to be able to question and challenge what they hear and see when necessary.

Over April/May this year David visited the school over 3 weeks to discuss the important issue of challenging hate in our communities with the students and what this means in terms of knowing what is right, what is wrong and what the Law says. He had an interesting discussion with the students about the law looking at the definition of hate crime, racism & stereotyping using some real-life examples in schools that David has dealt with. The students watched a video which explored where people's heritage comes from through examining the DNA of a group of individuals from different countries including the UK. An explanation of Prevent was given and the dangers of radicalisation were highlighted.

The students discussed the Values that Britain supports and why they are so important. The underlying theme was that our identity is important and makes us different from each other, but it does not make us better than each other. David also covered cyber-crime and the common problems associated with the use of social media including how to keep ourselves safe from criminals. The students engaged well and made some very thought-provoking comments. David always stresses to the students that based on his experience the most important factor of staying safe is to share any problems or concerns with a trusted adult as early as possible. It is so important for parents and carers to keep that line of communication open. This can be very challenging during the teenage years.

WPC Charlotte Williams also led a number of PSHE lessons including the law around:

- Cyber bullying including the law around sending inappropriate photos
- Knife crime and the law
- Drugs – children learnt about the potential legal and personal consequences of using illegal drugs



Sensory

At ISP School Battle we strive to incorporate sensory play into each child's day either as 1-1 or within a group. By doing this we encourage children of all abilities to interact together, while developing their language skills and helping with the often challenging social interaction between their peers.

The ISP School sensory area contains sensory circuits to support fine/gross motor skills, hand-eye coordination, and body and spatial awareness, all of which are essential for positive growth, a light therapy room to relieve stress or anxiety and a messy play area which helps students to understand their senses, develop language skills and encourage communication.

During the last year we have been utilising the sensory area to engage our students and utilise their sensory needs to help support their social, emotional, physical and educational needs, whilst supporting their mental health.



History

Visit to Pevensey Castle & Battle Abbey

As part of enrichment for implementation plans for History terms 5 & 6, children spent the day visiting Pevensey Castle, the landing site of William the Conqueror and then Battle Abbey, where the infamous battle of 1066 took place. Children were able to explore the various aspects of the castle and artefacts, including the KS2 children being able to link back to their learning around the Romans. At the Abbey (just down the road from the school), children were able to take their learning out of the classroom and showed good knowledge around the events leading up to the battle and the battle itself.

