



# BATTLE NEWSLETTER

## July 2023

## A message from Caroline

**As we 'break up' for the Summer holidays, I have taken time to reflect on the past two years. We have achieved so much in such a short time. The dedication of our adult team is second to none, I would like to take this opportunity to thank them all.**

This term we experienced an OFSTED inspection with a view to increase our range to 18. We have yet to receive the report, but the day went well with the inspector seeing a variety of learning experiences including attending our community meetings.

As you will see as you read through our newsletter how busy our adults and children have been, I am sure you would join me to congratulate them on their sheer hard work.

September will see new children join our school community, new tutor groups opening and new subjects on our curriculum implementation. Our school continues to evolve and grow, thank you to you all: school adults, parents/carers and professionals – without you all we would not be where we are today.

Have a wonderful summer everyone. I look forward to seeing you all in September.

**Caroline Belchem**  
**Head Teacher**

# The Grand Tour

The building our school is in was once called Telham Court Place. It was built in 1859-1860. During this period of time, young men would often go on a tour of Europe, often known as a 'Grand Tour' (where we get the word 'tourist' from).

At the start of Term 6, children undertook their own Grand Tour of Europe, following in the footsteps of residents past. Children spent the first half of the morning researching the country that their classroom was going to represent, followed by making decorations, quizzes, word searches, keywords/phrases to display and PowerPoints to deliver to 'travellers'.

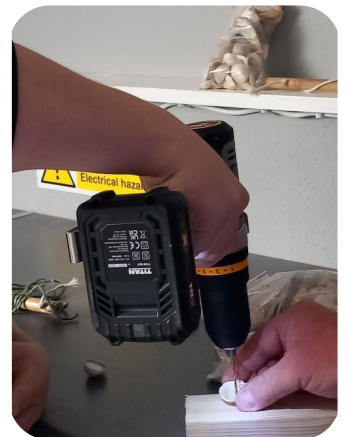
They also prepared food from the countries that they were representing for travellers to taste. The next part of the day was spent touring around the countries, admiring the art work and decorations, tasting the food, listening to information about the country and taking part in the activities, as well as trying out the language. Just like Telham Court residents did all those years ago - without all the hassle of the actual travelling!



## Construction Key Stage 3

As part of Key Stage 3 construction we searched in safe, outdoors environments for a variety of natural items to make wind chimes including wood and shells.

While children were constructing them they got a chance to use their creative thinking and fine motor skills whilst also learning about the properties of different materials.

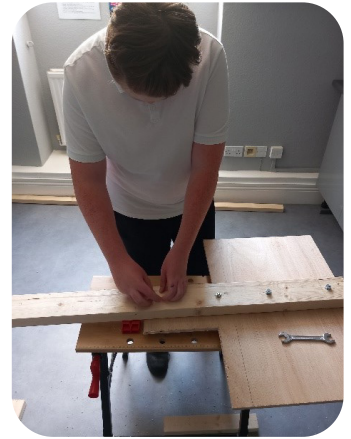


## Construction Key Stage 4

The thought of making a full size Go-Kart captured one child's imagination and creativity.

Jensen learnt about design principles, physical science, forces, motion, gravity, mass, friction, speed and far more. Jensen got hands on, building, testing, and redesigning - also including realising he needed a brake. Not only were these skills built upon in our construction workshop, but also by trial and error on the drive way which did include falling off!

The idea of building a Go-Kart was born through the thinking that you can't build a Go-Kart alone. You need a partner to hold things, secure



## Coronation Street Party

As part of their Citizenship curriculum, the school held a Coronation Party.

Children designed invitations which they sent out to other businesses and staff on the Glengorse Estate as well as the adults who work hard to keep the grounds looking so beautiful. Children used Art lessons to make decorations which they used to decorate the area the day prior to the event. We would like to thank Lee, one of the grounds people, who went down and ensured the area looked tidy. Children who had food tech lessons on the day and morning before the party made traditional tea party food. Citizenship lessons focused on the Coronation, the history of the Monarchy and the role of the Monarchy in modern-day society.

You can see from the pictures, that children and adults all had a great time celebrating and enjoying all the delicious food that was prepared, as well as using the opportunity to go on the green gym equipment that has recently been installed. All the children managed the unstructured time magnificently and adults were really impressed with the behaviour throughout.





## Plumpton College Year 10 Taster Day

Josh was able to spend the day at beautiful Plumpton College. He spent the morning learning about the opportunities in the automotive industry and had some tricky exercises to do with the equipment used to repair cars.

The afternoon was spent learning about apprenticeships in baker. Of course this involved cooking something delicious! Josh made soda bread and chocolate chip cookies.

His instructors had years of experience, so shared first-hand knowledge of their fields. The apprenticeship scheme was a great way to learn, get work experience and get paid!



# Football

**This term KS4 have been visiting Hornty Sports Centre to play football on the astro.**

We have played small sided games, had penalty shootouts and practiced free-kicks. We've even had a cross bar challenge. Everyone has improved and it is also good to see some pupils going into the hardest position on the pitch of goalkeeper. Five a-side football is a great way of keeping fit and to be able to socialise with friends.



## A Message from Rachel

**I'd like to thank everyone for welcoming me into the school and for all the students' hard work in English, Drama, and Performing Arts.**

A special thanks goes to Mark's tutor group who I have been teaching Drama. We have been developing our memory and concentration skills, and our ability to work well in groups. I've been extremely impressed by their memory recall during our games!

Amelia's tutor group: thank you for your time spent with me in the mornings and also for your English lessons – thanks guys.

Gareth's tutor group: you are all wonderful and always bring a smile to my face. It was a pleasure being with you for our trip to 'Pashley Manor Gardens' and you did brilliantly at our open afternoon.

Candy's tutor group: you are awesome to teach and you put so much effort into our English lessons, so thank you and keep it up next year!

To everyone else who I haven't had the pleasure to teach yet but have had plenty of conversations with throughout the day, thank you. And, hopefully, I'll get to teach you too next year.

Also, a big thanks goes to those of you in Gareth's Music and Performing Arts groups for taking the time to teach me how to play the drums; (very) simple keys on the piano and how to use/navigate Studio One. Your patience has been amazing but I'm getting there... (You know who you are).

Both Katie and I are looking forward to having our tutor group next year. Have a safe and happy summer break everyone.

## Royal Horticultural Society

Children from across the school have been involved in working towards achieving the RHS School Gardening Level 2 Award in their landbased studies lessons.

Children worked hard to make the poly tunnel usable and of which they are really proud. Children have learnt to use small garden tools and to be able to name the tools used, developed their own thinking to make water sources available. Children are now able to explain the process from seed fertilisation to the end product. We are delighted to announce that we received our Level 2 Award – well done to the children and adults involved in this project.



## Sports Day

This term the school has had a go at some sporting activities in a Sports Day.

The activities included running, egg and spoon, bean bag target throw, a welly throw, a standing long jump and a plank competition.

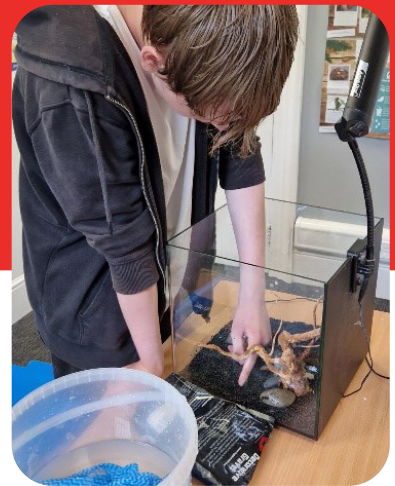
Well done to all for having a go.



## Landbased Studies

In landbased studies, Jayden has researched, sourced and set up a small aquarium, almost independently.

We look forward to adding the fish and plants in September!



## Children are loving our new trim trail

Everything we do within our school supports our children to grow and develop not only academically but socially and emotionally too.

Our trim trail's aim is to:

- Develop fundamental movement skills
- Build self-esteem and confidence
- Improve spatial awareness and confidence
- Increase resilience
- Improve strength and fitness levels

Children utilise our trim trail during Forest School sessions integrated with an Occupational Therapy and Speech and Language approach. Additionally, children use this as part of their self-regulation written into their Safeguarding Risk Profiles.



## Forest School

Forest school has been flourishing through the spring.

Students developed their knowledge on the life cycle of plants; planting them from seeds, caring for them and watching each stage of their growth. Students have learned how to prep vegetables that have grown to be used within their food tech classes.

KS3 have been identifying the array of trees that we have on the property, using scavenger hunts, leaf identification sheets and conversation to investigate the structure, colours, sizes and leaf shapes.

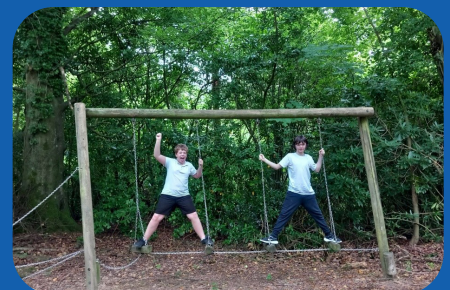


Their knowledge has grown and developed after each session and they can now independently identify most of ISP school trees. Students have also been learning about the structure of the woodland, identifying the layers, which plants grow within them, and which animals they could find. KS3 have identified our bug life on the school grounds, using magnifying glasses, binoculars and identification cards to guide their learning.

The sensory tree has become a wonder of sensory stories and great place to support their reading of *The Secret Garden*.

Year 10 have been working on the woodland structure and survival skills, students have identified layers, plants and animals, and designed and built a rather impressive den using a variety of techniques that support camouflage, warmth, weather and size needed. They have also learnt how to use the woodland in a safe a secure manner whilst respecting the area and its life.

ISP School students created a wonderful secret garden within a classroom, full of magic, creativity and knowledge, to complement the room year 10 made a full fauna and flora wreath to hang above the fairy kingdom, developing fine/gross motor skills and utilising their creativity.



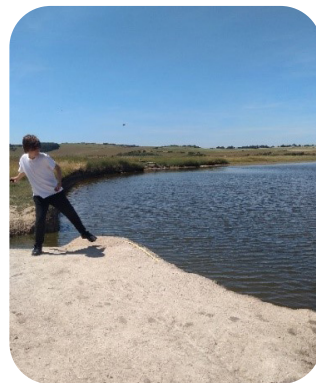


# The Cuckmere Valley Geography Field Trip

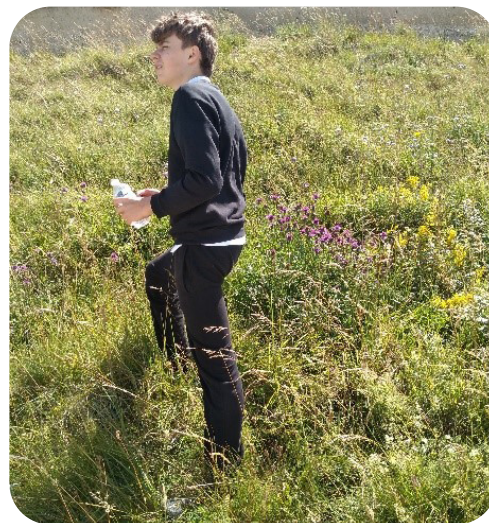
On a hot day in July the Geography class went to the Cuckmere Valley to finish their river studies. We started at Alfriston, measuring the depth of the river with a weight, then measured the stream velocity using pine cones and recording the time it took for them to flow downstream.



At the South Downs Visitor Centre we looked at the formation of chalk and the wild life found in the valley. We then walked down towards the sea, observing the vegetation and again measuring flow.



After a long walk back we enjoyed an ice cream before returning to school.



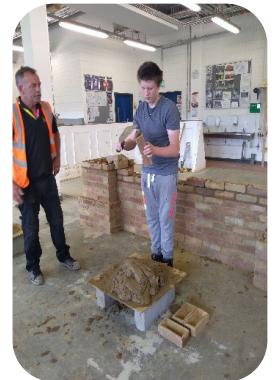
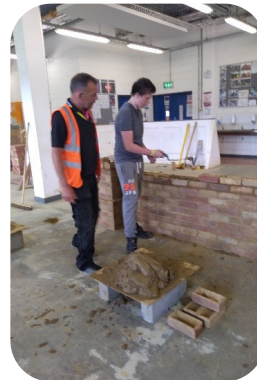
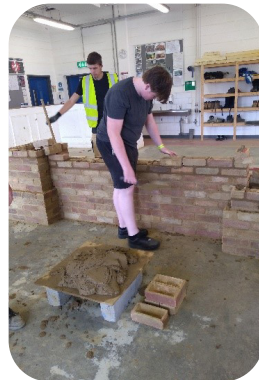
## Nurture Group - Construction

In construction some children have been using the game-based learning platform, Minecraft Education. The children researched a popular/famous structure and drew the plans of their build.

Children then chose what materials they would use and what features the build might need. After each session the children were able to evaluate their work and talk about what went well and what they found tricky together with adults and peers.

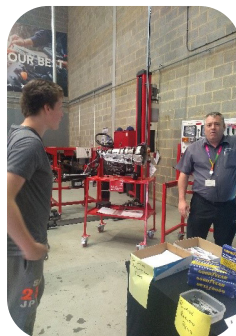


## Year 10 Taster Day at Ore Valley and The Automotive Centre East Sussex College



Our Year 10 students enjoyed a practical day of learning skills for painting and decorating; bricklaying and mechanics. The students were inspired by the activities and money that they could earn in these trades.

Each site had practical areas with rooms that could be decorated; walls built and cars to be repaired. The facilities at the automotive centre were exceptional and the best student for the year actually wins the car that they had been working on refitted with all new parts!



# History

This term we have been studying medieval life from the life in the castles, to villages and towns. We have studied the life of peasants; the devastating effect of The Black Death and following that The Peasant's Revolt.

At Pevensey Castle last year



Banners made as 'the peasants' march to London for fairer wages



Students prioritising the causes of The Peasant's Revolt



14 year old King Richard going to meet the peasants at Smithfield, London



LO: to examine the different types of weapons available to decide which weapons were the best to be used on different castles

- Swords
- Daggers
- Maces
- Lances
- Pikes
- Bows
- Long bows
- Crossbows

People attacking castles could use:

- Scaling ladders,
- The belfry,
- Trebuchet,
- Catapult,
- Ballista ✓

Which weapon would you choose and why?

A sword. It's quite easy to use, it has good range. I would choose long but I don't have much practice with archery.

15 Dec 16<sup>th</sup> May 2023

Found origins why medieval towns developed and what life was like in medieval

In medieval times there was no sewage system so we would know if how many people were left with the stool along with the rubbish. But were very common in towns and cities. Towns might use pigs to eat the rubbish.

Life in towns was smelly, dangerous, with lots of disease, they were very dirty. During the summer it would get very hot so the houses were open. There were many trades such as, Blacksmith.

What do you have a good understanding of medieval life and the development of society?

T.O. How did the ideas of Hippocrates and Galen influence medieval medicine.

Medieval times - 1066 - 1500's

Life expectancy was low in the Middle Ages because disease such as smallpox killed lots of people. People only lived on average to the age of 30. Many women died in childbirth and two out of five children were likely to die before their 1st birthday.

-30 Smallpox fifth childbirth ✓

Famine was sent as a punishment of peoples sin

Disease was sent as a pest from God to clean the sea ✓



11/7/23

The Black Death

Lo: what was the Black Death

- Black spot's = Black Death
- 2,500,000 People Dies
- 1347-1350

Why did you get the Black spot?

Plague

Bubonic plague = rats

Day 3 Patches Muscular Spasms

Day 4

Day 5 Lumps Blisters = Black pus might survive

How did the plague get to Britain?

- Trading routes
- rats on boats from china and india
- Lots of people got it cause they religious

## Build a Bike

Some children had the opportunity to build their own bikes from scratch through the build-a-bike project. All the parts were provided, along with an instructor who spent the day showing children how to put their bike together.

Once assembled, children were given helmets and bike locks and were able to keep the bikes they had built. The instructor provided certificates for all the children who took part, and gave really positive feedback to each child. Thank you to the Build-A-Bike Project, and to all adults who helped support the children build their bikes, and help them to get their bikes home.



## Attachment and Trauma Sensitive Schools Award

We are working towards the Attachment and Trauma Sensitive Schools Award.

We aim to:

- Promote and support children to demonstrate a high standard of behaviour.
- Promote self-awareness, self-control, and acceptance of responsibility for our own actions.
- Create and maintain a positive and safe school climate where effective learning can take place and all children can grow socially, emotionally and academically, with mutual respect between all members of the school community, for belongings, and for the school equipment.

Our practice is based on Psychosocial Theory, influenced by Group Relations thinking, informed by the work of Klein, Winnicott, Bion, Bowlby and Hinshelwood, amongst others. In this way, the model used at ISP School Battle resembles the Therapeutic Community Approach. The idea at the heart of the therapeutic community model is one of equality between people and of the capacity in each of us to heal each other and to contribute to each other's development.



# What is attachment theory?

Babies and children need a secure emotional relationship with a main caregiver, usually a mother or father, in order to grow and develop physically, emotionally, and intellectually. Babies and children need to feel safe, protected, and nurtured by their caregivers so that they can gradually make sense of the world around them.

This secure relationship with a main caregiver is essential for the child's development.

Sometimes this early relationship is missing, absent, or broken for periods of time, perhaps because:

- There is a traumatic event that affects a child's continuity of experience.
- The caregiver cannot meet the child's needs, for whatever reason.

The baby or child's attachment needs are not met, which leads to difficulties socially, behaviourally or emotionally, and these difficulties may impact on the child's learning and development. These are called attachment difficulties.

## This can affect the executive functioning skills

These are the skills that control:

- Behaviour inhibition
- Emotional control
- Self-organisation
- Planning
- Initiation
- Working-memory
- Self-evaluation

## Clear strategies to support a child with attachment difficulties

An open mind and an empathic approach are the essential for helping these children.

Accepting that the child has a need they are trying to convey, and this requires patience.

Having the opportunity to calm down with an adult in a safe environment ("time in" opposed to a "time out").

Help the child to understand their emotions through restorative questions.



Solution

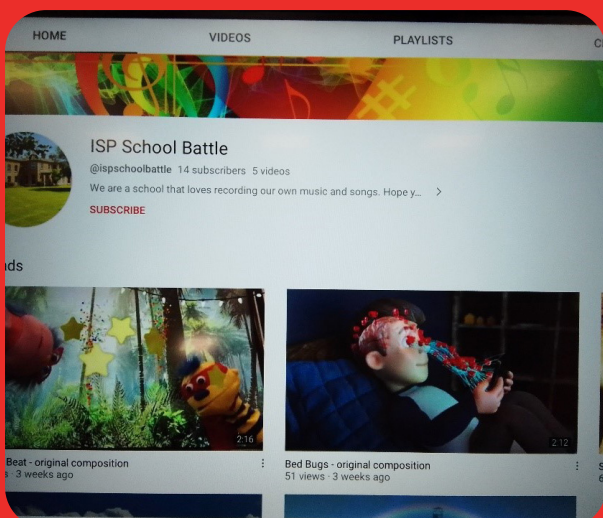
# Music Department

The music department is proud to present the arrival of our new YouTube channel!

Simply type 'ISP School Battle' into YouTube and marvel at our musical talent. Currently we have 5 songs written and produced by our students and our subscription and viewing numbers are growing. Please join us... **LIKE ... SUBSCRIBE ...** and don't forget to thumbs **UP!**

Also we have recently acquired a mega mixing desk.

We can't wait to plug it in and get our hands on all those sliders!!



# Sensory Circuits

Sensory Circuits has enabled ISP students to use a variety of activities at equipment 3 x a week to support them in school and recognise strategies that complement their emotions and sensory diet. Each child has completed an ASDAN in accessing the sensory room and identifying which activity or piece of equipment which complements them individually.

Sensory circuits is facilitated using the 3 steps, Active, Organising and Calming, currently students have created 2 activities on each section that, as a team, supports their regulation. They have created a calming space using, lights, music and bubbles, students use cushions blankets and the spinning top to utilise their calming time.

Block play continues to be a favourite activity of the week, students are able to practice and develop their fine motor skills, be creative and play as a group. Block play can support the development of skills that can be transferrable into the school day, at home and for the future.



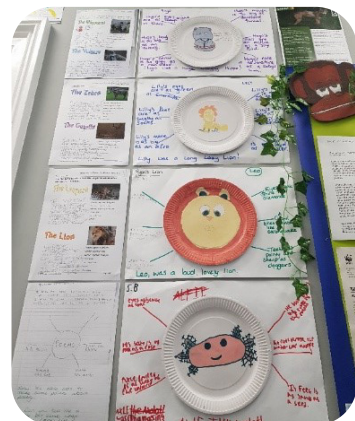
# English - Terms 5 & 6

During term 5, children in the nurture group became wild animals!

At the end of Term 4, children in Gareth's tutor group had been showing a great deal of interest in animals and particularly endangered species, talking about them in Community Meetings. Therefore, the implementation plans for term 5, which were for poetry, were adjusted slightly to take this into consideration.

Children started by exploring animal poems by other writers, before building on their knowledge of similes, metaphors and adjectives.

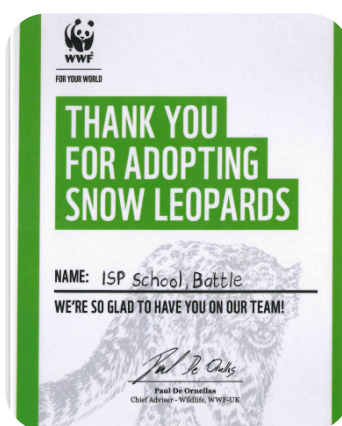
After choosing the animal they wanted to write a poem about, children made 'simile faces', researched their animals on the computers, used writing frames and other forms of adaptive teaching resources before finally coming up with their own poems.



Children then went to Raystede Animal Rescue Centre, where they read their poems to the animals – scan the QR code or check out our website for some videos of the children performing to the birds and, the birds’ reaction!



Alongside this, children showed what great global citizens they were by deciding to raise money to sponsor an animal through the World Wildlife Fund. Children used their reading and problem-solving skills to research and identify which animals they felt would best be helped by sponsorship, before finally settling on a Snow Leopard and a Panda. Children used super speaking and listening skills to talk about this in Community Meeting. It was decided by the other children and adults that, on the day of the Coronation Party, all the adults and children would make a donation of £1 to wear something red, white and blue. This along with very generous donations from other attendees of the party meant that they eventually raised enough money to also sponsor a Wolf through Wolfwatch UK. A massive ‘thank you’ on behalf of Gareth’s group to everyone who contributed.



## Term 6 - Secret Garden Project

Term 6 saw children studying the text of *The Secret Garden*, by Frances Hodgson Burnett first published in book form in 1911.

It is important for children to access older texts as this helps them become familiar with the style of text they will encounter in GCSE English Language/Literature – should this qualification be appropriate for them.

Children have thoroughly enjoyed reading the text, which coincided with them finding a secret garden on the Glengorse Estate to read in and a visit to Pashley Manor Gardens to carry out a number of curriculum activities; including Maths, Art, Sensory activities and descriptive writing. Children researched the author, carried out analysis of the character of Mary and practiced their Point, Evidence, and Explain writing structure, as well as exploring some of the rich and less used vocabulary in the text. This culminated with a Speaking & Listening activity, where a quiz was hosted in Community Meeting by some of the children entitled ‘Whose Garden is it Anyway?’, and a fantastic indoor ‘Secret Garden’ display, which also features the school Kindness Tree.



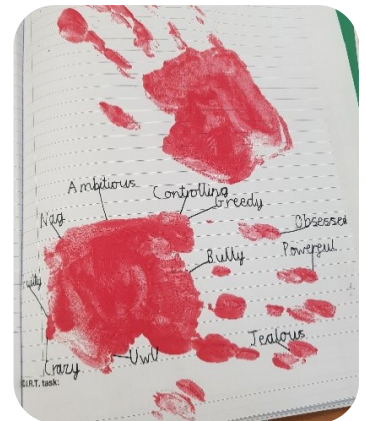


Show our QR code to the camera on your phone and it will take you to the website so that you can take in the sounds of the garden room and have a good explore around. There are photo's from our Pashley Manor Garden visit on there too!

## KS3

In Term 5 KS3 children started to explore the Elizabethan language as a way of introduction to Shakespeare, including creating some amazing Elizabethan insults, some of which were shared in Community Meeting.

Whilst studying Macbeth, we focused on the themes of ambition and power, the role of women in the Elizabethan period and we completed a character analysis of Lady Macbeth. Children managed really well with the Shakespearean text/language and enjoyed the challenge of de-coding Elizabethan humour.



One particular lesson, using red paint, we bloodied our hands and used them to represent Lady Macbeth's guilt by smearing them all over her costume that we had on our mannequin. We then printed a red hand print into our books and used it for the basis for a mind map for our initial exploration of her character. I have been really impressed with how confident and willing the children were to engage in the language of Shakespeare and would like to pass on my congratulations to all the children involved.

## KS4

Term 5 saw KS4 children working on a scheme of work around narrative writing skills to compliment skills required for GCSE Paper 1.

Children built on their understanding of what a narrative is and how it differs from descriptive writing. Children compared different ways of story openings by reading and commenting on a number of openings by a variety of authors. Children used all sorts of interesting ways to work on developing their characters and story arcs in order to give them more depth and this helped to build their confidence in their abilities. The following story is an amazing example of work completed and is written by Marley Paviour in Year 10...



## Marley's Story

At the dead of night the hollow halls and empty walls were filled with an ear-piercing scream so deafening it could shatter the thickest glass pane. There was only one inhabitant of the lonely Ablewood Forest, James Blythe, the man who inherited the only lodge in the whole forest. He awoke with a fright, his hair standing up straight. He reluctantly crawled out of bed and slowly crept out of his room. Panic and fear ran up and down his body like the blood in his veins. He tiptoed towards the room where the deafening scream had been heard from. The forgotten room at the end of the hall.

James had never been so frightened. He knew nothing of ghosts or robbers. One thing he was certain of was that he was alone, or so he thought. Closer and closer he got to the forgotten room at the end of the hall. James wanted nothing more than to go back to bed or to abandon the house entirely, however, his curiosity was a more powerful negotiator. The door knob that had been shiny gold the previous day was now coated in black soot. James used the sleeve of his blue and white stripy nightgown to open the door of the forgotten room at the end of the hall. The door knob rattled because of James' jittery hand. He entered the forgotten room at the end of the hall and ... nothing.

The forgotten room at the end of the hall was just an old sitting room. The fireplace was covered with soot and the sofa looked dusty and used. He began to leave the room when he spied an old oil lamp on the fireplace shelf. There were only two things James was afraid of and those were noises in the night and being alone in the dark. He hurriedly snatched the lamp off the shelf, praying it worked, and miraculously, it did. Relieved, he turned around to leave, when in a terrifying turn of events, he looked around the room in horror. The floor was covered in black powdery soot. Black handprints were all about the furniture and walls. James was in shock and worry, several thoughts were going through his mind faster than a Pontiac. All of a sudden he looked up and saw a most fearsome sight. Scrawled on the once empty wall were the words that were bone chilling enough to send James in to a dizzy spell. Three words. Three words in the black, powdery soot. James fell to the floor with a heavy thud, followed by a cloud of sooty particles in the air. The poor man didn't know what to do when he read "I'm back Blythe".

The next morning James awoke to the sound of twittering birds and trees blowing in the wind. He then remembered last night's horror and sat up with a jolt. He took in his surroundings and noticed he was sitting in a clean sitting room. James knew what he had to do now. He marched back to his bedroom and swiftly changed into his best suit. James swung the door wide open and slicked back his hair as his eyes locked on to the landline, sitting on the side table, next to the sofa, in the living room. He picked up the receiver and dialled nine, nine, nine. 10 minutes went by and there were faint sirens drawing near. James spotted a panda car with twirling blue light sat on top. James peered out the window to see a stern looking policeman marching towards the house. Not a single bird nor worm interrupted his focus. The policeman didn't even have to knock before the door was forcefully opened, crashing into the wall beside it. The policeman couldn't even get a word in before James blurted out all his experience, but not before trying to convince him to come and see the forgotten room at the end of the hall. The policeman reached back to confirm he had his baton while James was frantically bleating on about ghosts, intruders and several other hard to believe threats.

They approached the door and as James reached for the doorknob, he hesitated. In utter confusion James claimed that the doorknob was coated in black powdery soot just last night, whereas now it looked shiny and new. James was still determined to prove his story was no fictitious fantasy. The police officer rolled his eyes as James opened the door to reveal an old sitting room. He scoffed as James began to tear apart the room searching for one spot of black powdery soot. Suddenly James spied the sofa leg was a different colour to all the others. He dragged his finger along it and his finger was black and powdery like the soot. In an instant, James bounced onto his feet and screamed in delight like a five year old. As he was celebrating James heard the door close behind him. James panicked and followed after him, repeatedly showing him the 'evidence'. When the police officer actually looked, his stern face erupted with laughter like a joyful volcano. The police officer laughed so much he didn't even realise that he dropped his notepad. The police officer drove off so fast James didn't even have a chance to give it back to him. He defeatedly went back inside. As he was sitting on the sofa in shame, James' curiosity got the best of him and he looked in the notebook. The front read 'Officer Myles, Kent Police 1962'. He discovered that the notepad was two years old. He flicked through various notes trying to find the ones from today.

*'Stolen purse 21st Feb 1962: criminal arrested.'*

*'11th March 1962 noise complaint: no arrest needed'. He skipped a large amount of notes to get closer to his notes.*

*'7th June 1963: local toy shop reported theft of ideas booklet: no evidence found'. '16th June 1963: parking ticket duty.'*

*'31st July 1963 reported aggravated assault: victim sent to hospital needing stitches. Attacker was nowhere to be found.'*

*'2nd August 1963: Lookout for the detectives for toy shop assault case.'*

*At this time James got distracted and decided to read on.*

*'5th August 1963: interview from Toobridge Cottage Hospital. All information in case file.'*

*'9th August 1963: Attacker from toy shop assault case found dead at the train station. The cause of death is unknown at this time.'*

*James was left with answers, but it's almost as if he didn't want them. He skipped on to the future notes; noise complaints, pick pockets, thefts and then,*

*'29th July 1964: Mr. James Blythe, founder of Blythe's Tots Toys had supposedly gone mad. Frantically explaining some nightmare he had the previous night. No action needs to be taken.'*

*James started going a bright red, like he was going to burst with rage. He couldn't stand the fact he was, in simpler terms, being called crazy. In that moment he hatched a plan.*

*A couple of days go by and James had split his easy earned (to him) money in half. At this point he had a notes booklet just like the police officer had. He had hired detective after detective, private investigator after private investigator, all in the hope that someone would say something other than 'It was just a nightmare' or 'are you sure you aren't making this up?'. Nobody would listen to him. So James decided he would be his own Sherlock Holmes.*

*James thought about his past and thought back to those that may not have been so keen on him or his success. He thought about his sister although she moved to France 7 years ago and didn't really stay in contact too much. It could've been an employee, however he didn't believe any reasons for them to write 'I'm back Blythe' on a wall in his house. He'd never met them. They never met him. Not one person came into his mind. Not anyone who didn't trust him, but once did, no one who used to respect them, but did things that had them lose that respect. No one single person. No anyone whose life he destroyed. Day by Day.*

*The day was 5th of August and James had not slept since 30th July. His eyes were droopy but determined and his body moved like a wild beast hungry for nothing but knowledge and answers. He needed everyone to know that he was right. That he wasn't crazy, but everywhere he looked and every piece of 'evidence' he found was nothing but a dead end. The next three days went past with the same feel; hopeless and sadness. He suddenly had what he believed to be a perfect idea. The police solves cases right? They help people right? So he once again went to the landline, although this time he was barely standing. He then roughly grabbed his hair then used that hand to catch and hold his balance. James, looking like he just fell out of a tree, yanked the receiver and aggressively dialled nine, nine, nine. A different police officer appeared about 10 minutes in an almost identical car. Same panda car look, same blue twirling light, different officer and number plate. But James took no notice. He only wanted someone to believe him.*

*He started to tell the police officer that he had evidence this time, and was laughing maniacally. The police officer looked skittish, like she had been warned. James did the same sorry routine. He led the police officer to the forgotten room at the end of the hall, he showed what he had gathered and when he had finished she did nothing but give him a psychiatrist's business card. When he received it he stopped. His face began to go red, his eyes popping out of his skull. James crushed the card with his fists and burst in to a fit of rage. He screamed at the police officer and pushed her out of his lodge. James slammed the door and marched back to the no longer forgotten room at the end of the hall. Everywhere he looked he saw the word crazy. Every sound he heard was calling him crazy. Even the birds and the leaves on the trees were mocking him.*

*'I AM NOT CRAZY!!' James cried with hate and and anger.*

*James stormed into his room and attempted to calm down. He then realised he had left out his night gown, like an animal. Something odd happened when he picked it up however. His hands had been clean before and now they were stained black. James began to question everything. That if it were a strange nightmare, how was the back of his nightgown stained with black powdery soot? He began to tear apart the room, flipping over furniture, tearing the wallpaper off the walls. Nothing could stop this man. His mind had snapped like a twig under a child's foot. Silence filled the forest for the first time in a while, but not for long.*

*A new day had come around. The 9th of August 1964. An engine could be heard from the forest. It was approaching. A woman with shiny brown hair and a beret was driving towards the lodge. She gracefully stepped out of the car once she had parked and confidently called out for a 'Mr. James Blythe'. She had a slight French accent, was not afraid to be heard. When she strutted up to the front door to knock, she spotted the handle was broken. She pushed the door and to her surprise it creaked open. The woman must have felt nervous. Everything had an eerie feel and look to it. She carefully walked to wards the hall and saw the no longer forgotten room at the end of the hall door. It was open. The woman called James' name, but no reply was heard. She got to the room at the end of the hall and a horrid sight filled her eyes. Furniture was broken, the walls had rips and hand prints all over them and worst of all ... James. He was no longer breathing. I suppose he got what he deserved in the end. Oh drat. I see what I've done. We our little game wasn't going to last forever. Let's start again then shall we? Hello, reader.*

*I believe I should introduce myself. My name is Edie Walker and yes, I had it out for Mr. Blythe from the start. Let me tell you a story to make sense of this conundrum we have ourselves in.*

*So, it's 1963 and it's two weeks until my eight birthday. My mother's business is doing well. On this day we get a visitor who looked very posh and fancy indeed. He walks around our shop and asks mother many odd questions. He introduced himself as a Mr. James Blythe and starts to be a nosey nelly with mother's work. She awkwardly chuckled when he asked what her secret was. After he left, Mother looked stressed. She was trying to hide it but I could tell. The next day rolled around and the paper round had been done because there was a newspaper at the door. I picked it up and was going to give it straight to Mother but my eyes caught the headline, 'Millionaire James Blythe starts modern Toy Company, Blythe's Tots Toys'. Mother was suspicious from the beginning. Those two weeks got gradually worse. We lost all of our money. All our ideas looked as if we copied them from James, and when Mother was ready to release new and exciting ideas for her little homemade business; her ideas booklet was stolen. The next day on 31st, Blythe came out with a new line of toys identical to the ones my mother spend hours designing. Unfortunately, that was the day my Aunt was visiting. My poor Mother. She couldn't hold in her rage. She charged at Aunt Lillith and attacked her like a cat hungry for fish. It escalated and Mother went so far as to throw her at the shop window. The glass smashed and shards went everywhere. It was like tiny blades all over the floor. The police got called, but Mother had vanished. No trace of her.*

*I was sent into care and my life had fallen apart in a matter of weeks. Everyone started calling me loony and when my birthday finally rolled around, my Mother had been found dead. Left to rot in a train station. The ninth of August was supposed to be my good day, but now I make sure that everyone who ever did me wrong understands my sadness on that day. Ten years later I'm booted from the home and left to fend for myself. I found his evil lair and hid in the air ducts. I set up the room exactly as I planned. One thing didn't go to plan however, there was a spider crawling on my hand. I screamed and clambered up the chimney as fast as I could. I was going to leave footprints of soot to guide him to the room, but I suppose the scream worked in my favour. Thank you little arachnid. The next part of my plan went better than expected. It was his need to be right was what sent him mad. It was his stupidity that killed him though. I believe I hear the chimes of a grandfather clock and the screams of seeing our dead brother. It's the ninth today. Go on then. Aren't you going to wish me Happy Birthday?*

## KS4

### There was a homeless man sleeping in the English Classroom!

Well, not really, but read on to find out why...

Whenever we are studying a text, we always try and use visual representations of characters, such as dressed mannequins, in order to allow children to develop empathy and emotional literacy skills.

In Term 6, KS4 children have been reading the text *Stone Cold* by Robert Swindells, to practice Assessment Objectives for GCSE Paper 1 & 2 and consolidate their learning across the year. This also allowed for some work around emotional literacy – where children identified the feelings that someone living on the street might have as well as Citizenship/PSHE, by researching the definition of being homeless, homeless statistics for our area, what organisations there are that could help and the many different reasons that people find themselves homeless.

Children practiced writing in Point, Evidence, Explain structures, using relevant quotations to back up their quotes. They used one of the key themes in the text to write a magazine article for *The Big Issue* and design a front cover. They were able to write in the voice of a character and using explicit and implicit decoding skills.

