



Message from Head of School

Last term was a great half term at Cleeve Meadow School and we have enjoyed watching our students getting stuck in to their Spring term projects and new challenges. We have been delighted with our student's responses to swimming and can already see fantastic progress with confidence in so many of the new swimmers. Well done to all for being so independent with getting themselves changed and ready.

Our students have impressed us with their willingness to meet new challenges this term. With the adoption of some of the Cleeve Park School English approaches into our curriculum they have amazed us with their ability to discuss challenging texts and work on their grammar knowledge. Following on from this success we will be trying out some of the Key Stage 3 Geography curriculum resources from Cleeve Park to facilitate us with preparing our students for KS4 courses. We have also been delighted in student engagement with our drama workshops and cross country challenges, they should all be very proud of themselves.

We are now starting to make the final plans for our move over in to the new building which is being timetabled to take place at the end of May. We will be in contact soon to confirm moving dates and look forward to starting our last half term in our new state of the art building. In the meantime teachers are starting to re-assess students ready for reports which will be coming come in March which will provide parents with an update on both academic and interpersonal progress. Next half term our Skills Builder focus will be 'listening' which we hope will improve active listening skills both at school and at home!

Ms Juliet Morris

Student Comments - EASTON Class

We are getting a therapy dog in school, we have started swimming and it is challenge. This week we are going swimming on Wednesday and we are doing DT in the afternoon.

Tommy

This half term we went swimming every Wednesday and we go to Sidcup leisure centre. I like swimming because I can make bubbles in the water I can't wait because I can read to the dog.

In cooking we have made pizzas and we chopped up all the vegetables. We also had to put the pizzas in the oven for 12 minutes. It was lots of fun. I did not like the pizza because they were healthy. LOL. In our school we are getting a therapy dog. I am so excited to meet the dog and also play with the dog. I am also so happy that our school has decided to get a dog. Thank you all for deciding to get a dog because it will be the best thing that has happened in this school. I love dogs so much.

Isabelle

In the accelerated reading quiz, I have been reading new books and passing the quizzes. We visited the library and we borrowed new books and in year 7 we have been going swimming every Wednesday.

Franklyn

Swimming is good and fun because you can learn a new skill. This week in PE we are learning about volleyball. This week we are swimming in the morning and we have DT in the afternoon. we are getting a therapy dog in school. I like Maths because it's too easy and hard.

Alfie

Swimming is good and fun. The drama workshops are fun and good because I like it. Library is good and fun because I like it. Cross country is fun and good because it looks like fun. Accelerated reading is good and fun because I like getting new Books.

Science is fun and good because I like it because it inspiring. I like swimming because it is fun going under water. And also I try to do backstroke in the water. I love swimming

Jessica

This term I enjoyed the swimming lessons. I am very fast and quick learner. The lessons are at Sidcup leisure centre. We are getting there on the school bus which is always fun. Mrs Morris is our driver and allow us to listen to the radio.

Sophie





Mariana reports on a Tudor trip to Hall Place

On 6th February, the year 8 Malala class visited Hall Place for a Tudor workshop.



First we got ready to go and we got there by mini bus and Mrs Morris was driving us. Next we arrived at Hall Place and we dressed up as rich and poor Tudors in the Great Hall.



My favourite thing was when we did Tudor dancing and when we pretended to be rich and poor Tudors.

Swimming at Sidcup Leisure Centre

A huge well done to our students in year 7 who have engaged so well with their swimming. All students have demonstrated an excellent attitude and are enjoying their lessons. A huge 'thankyou' as well to Mrs Parry and Mrs Wilson who have been working with the students in the pool to help them to develop their skills and confidence. Lessons will continue on until the Easter break.



Geography Lesson changes at Cleeve Meadow School



Our Geography curriculum has been updated and adapted to suit a more cyclical approach to building geography skills to improve student understanding in preparation for qualifications at Key Stage 4.

Students will be undertaking a range of activities and interesting topics to build their skills as Geographers and knowledge of the world around them.

For the rest of the year Year 7 will be looking at:

Why is water such an important resource?

- Location of seas and oceans

How many people are there on earth?

- Population including migration

What skills do geographers use?

- Map skills and fieldwork skills

and Year 8 will be looking at

What happens when the land meets the sea?

- Processes and landforms

Where do people live?

- Urbanisation, megacities

Are the worlds resources equally distributed?

- Include energy



SUPPORTING CHILDREN'S MENTAL HEALTH

10 Conversation Starters for Parents

Talking about mental health to children is sometimes hard. To the point that we can put off raising the subject, not wanting to unearth problems or raise overwhelming subjects that we perceive our child is too young or not ready for. But rather than keeping children in the dark, this guide is designed to help you confidently talk about mental health, so they feel comfortable talking about their own worries and end any stigma before it begins.



National Online Safety®

#WakeUpWednesday

1 LISTEN

This sounds obvious, but it is not something we are always great at. Active listening is where we listen without interrupting or making judgements and shows interest in what is being said. If your child feels listened to in the 'smallest of problems' they will become confident that you will listen when the 'biggest of problems' arise.

2 ASK TWICE

The campaign from time to change is great. <https://www.time-to-change.org.uk/support-ask-twice-campaign>. Be tenacious about your child's wellbeing. Children instinctively know when your questions and support come from a place of wanting to help and care.

3 THERE IS NO SUCH THING AS A STUPID QUESTION

This advice also relates to the first point. If your child can ask you any questions about the smallest of things and you listen and answer without shaming or belittling, then they will have more confidence to ask the biggest of questions.

4 BE OPEN AND HONEST

Children appreciate honesty, particularly if you are having to share information or talk about a difficult subject. For example, you may be talking about death or loss; 'It's very sad that Nana has died' or 'I feel sad that Nana has died'. How you talk about a subject will differ depending on their age and developmental maturity. Talking about death to a younger child for example will be different to that of an older teen, as their experience and understanding of death is different.

5 KNOW WHEN TO SEEK HELP

Assess the severity of the mental health difficulty you are noticing. Is the difficulty making it hard for your child to function regularly throughout everyday life? How frequently is your child affected, how long does it last and how persistent is it? Are they having problems controlling the difficulty? Talk to your child about your concerns and that it is likely they will need further support beyond family and friends.

6 TALK ABOUT MENTAL HEALTH NATURALLY

Speak about mental health as part of everyday life, so that talking about our feelings and those of others is normalised. If the usual 'are you ok?' is not creating an opportunity for dialogue then say something like 'I know when something like that has happened to me I felt like this... is that how you are feeling or are you feeling something else?'

7 EMPATHISE

'It makes sense that you would feel this way, it is understandable'. Children often worry about things that we, as adults, might see as trivial or silly. However, for them at their age and stage it is a big concern and they need our kindness and care when they show their vulnerability and share their worries.

8 HELP YOUR CHILD FEEL SAFE

Teens particularly feel that by talking about their worries or concerns that this will make things worse. Reassure your child that you will discuss a plan of action together and what may or may not need to happen next. If they are a younger child, it is likely you will need to lead the conversation and explain next steps.

9 MIND YOUR LANGUAGE

Be mindful of the language you use at home to describe and talk about mental health. Stigma often arises from misconceptions and a choice of language which is harmful. Using the word 'mental', 'man-up' or other such words in a derogatory way won't encourage your child to talk about their mental health for fear of being belittled.

10 IT IS OK TO SAY 'I DON'T KNOW WHAT TO DO NEXT'

Adults do not have all the answers but often children think they do. It is ok to acknowledge that what your child is experiencing is not something you have come across before or know anything about, but that you will work it out together and seek help together.

Meet our expert

This guide has been written by Anna Bateman. Anna is passionate about placing prevention at the heart of every school, integrating mental wellbeing within the curriculum, school culture and systems. She is also a member of the advisory group for the Department of Education, advising them on their mental health green paper.



Sources of Information and Support

Your GP

Young Minds <https://youngminds.org.uk/v>

<https://www.nhs.uk/conditions/stress-anxiety-depression/>

<https://www.actionforchildren.org.uk/news-and-blogs/parenting-tips/2016/november/a-simple-guide-to-active-listening-for-parents/>

<https://www.themix.org.uk/mental-health>

Kindness Awards

"Three things in human life are important: the first is to be kind; the second is to be kind; and the third is to be kind." Henry James, Author



This term we are working with the students to explore the importance of kindness towards each other and the benefit it can have on our wellbeing and self esteem. Students have been learning about the benefits for themselves when they are kind. In order to ensure this theme continues we are presenting a weekly 'kindness award' to the students who have demonstrated altruistic behaviour towards others.

VPN - What's that then and why is it important?

A virtual private network (VPN) gives you online privacy and anonymity by creating a private network from a public internet connection. For example, this means you can bank securely. VPNs are not difficult to install and use, and there are many apps that can offer this service. Like many things, VPNs can be used for a good...and for bad.

I had an email this week from a primary DSL: 'It has come to light that children are circumnavigating their parental controls via VPN's. There are VPN apps that can be downloaded that allow children to have a virtual private network. This allows them to access adult sites and due to the fact that the VPN can make it look like you are in another time zone they can be accessed at anytime of the day. We have had quite a few children accessing a site called Porn Hub this way. When children have been questioned as to how they found out about VPN's they have said it's either by word of mouth from their peers or it has popped up whilst watching YouTube.'

Digital Parenting (Vodafone)

<https://www.vodafone.co.uk/mobile/digital-parenting/resources-category>

Digital Parenting Magazine

<https://cdn.flipsnack.com/widget/v2/widget.html?hash=fh90zaf97>





Public Health
England

Advice on the coronavirus for places of education

How serious is the coronavirus?

- it can cause flu-like symptoms, including fever, cough & difficulty breathing
- the infection is not serious for most people, including children
- there is currently no vaccine
- most people get better with enough rest, water to drink and medicine for pain

How likely are you to catch the virus?

- you can only catch it if you have been close to a person who has the virus
- the chance of being in contact with the virus is currently low in the UK
- if you have travelled to areas where many people are infected, your chance of catching the virus is higher, i.e. China and any affected areas

How can you stop coronaviruses spreading?

If you need to cough or sneeze



Catch it
with a tissue



Bin it



Kill it
by washing
your hands with
soap & water or
hand sanitiser

You should wash hands with soap & water or hand sanitiser



After breaks
& sport
activities



Before
cooking
& eating



On arrival at
any childcare
or educational
setting



After using
the toilet



Before
leaving
home



Try not to touch your
eyes, nose, and mouth
with unwashed hands



Do not share items that come
into contact with your mouth
such as cups & bottles



If unwell do not share
items such as bedding,
dishes, pencils & towels



Stop germs spreading with our e-Bug resources on hand and respiratory hygiene lesson plans for KS1, 2 and 3: campaignresources.phe.gov.uk/schools

What should you do if you feel unwell?

Keep away from others and stay at home to stop the infection spreading. Avoid public transport if you think you have symptoms of coronavirus. If you become unwell at a place of education, tell a member of staff and let them know if you have travelled to any other countries in the last 14 days.

If your staff member or parent thinks you have symptoms of coronavirus, they should call **NHS 111** for advice. Follow the UK Government advice for childcare or educational settings gov.uk/government/publications/guidance-to-educational-settings-about-covid-19. Parents can visit **NHS.UK** to find out more information. Teachers and support staff should follow the UK Government advice.

Staff, students and pupils who have returned from Wuhan and Hubei Province in China should self isolate, and NOT attend education or work for 14 days. See **NHS.UK** for advice on coronavirus.

If there is an emergency, call 999 immediately





The Patter of Puppy Paws!

We are very excited to announce that, very shortly, we should be welcoming our newest staff member to Cleeve Meadow- in the form of a Black Labrador puppy!

The litter was born on 29th January, and our puppy will be ready to collect when he is 8 weeks old.

We are currently working on finding him a suitable name. When he is not in school, he will live with Mrs Nobbs and her family.

Many schools now have school dogs and the positive impact on student well-being has been widely recognised. When in school he will be available for students to sit with, individual students and small groups will work with him to train him and teach him tricks, and we hope he will also join whole classes in some lessons. Students will always work alongside the dog with an adult.

We will keep you updated with news and photos



THE BENEFITS OF BEING A SCHOOL GOVERNOR

New Parent Governor

We are delighted to announce that we now have a parent governor, Mrs K Mullins who has extensive experience in teaching and education and will be a valuable addition to the governing body. Mrs Mullins is already supporting the school with links to external organisations who support schools with social and emotional education.

We still have a vacancy for one more parent governor if any other parents are interested in this position.



FEEL GOOD FACTOR

Being a School Governor can be a rewarding personal experience

LEARN NEW SKILLS

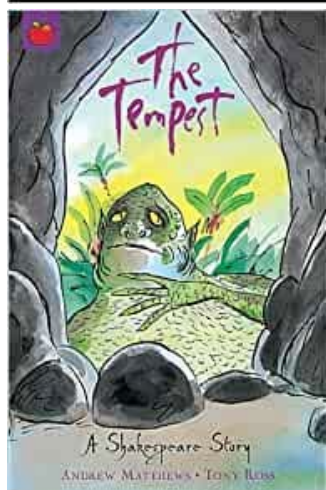
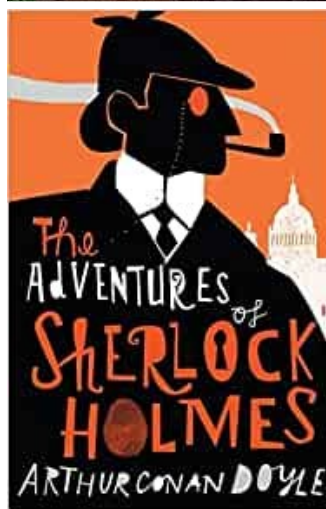
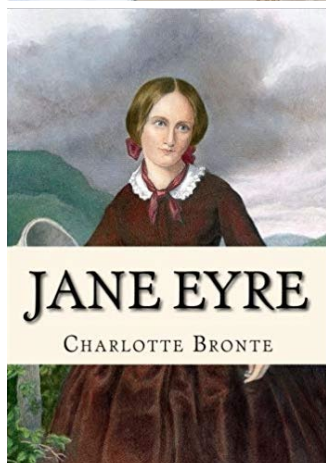
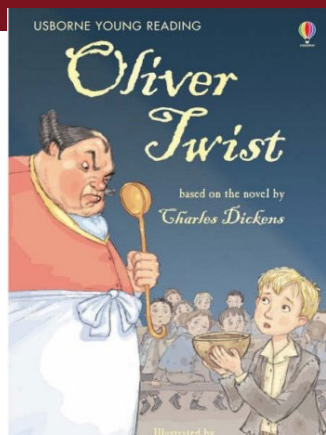
Developing different transferable skills is great for your professional development

MAKE A DIFFERENCE

Using everyday skills from your personal and professional life can add huge value to a school

Students at Cleeve Meadow School have been enjoying the new challenge of the English Mastery course and are particularly pleased to know that they are studying the same texts and themes as their peers at Cleeve Park School.

Teachers are really pleased to see how well the students have adapted to our new more challenging topics, working with grammar, themes and new concepts and we can't wait to see what progress they make over the coming weeks.



Autumn term

Year 7	Text and assessment	<i>Oliver Twist</i> What kind of character is Bill Sikes?
	Key knowledge	Life in Victorian London; Victorian crime; the form of a novel; Bill Sikes, Fagin, the Artful Dodger, Oliver; morality
	Vocabulary instruction	villains and victims; vulnerable; corrupt; naïve; orphan; moral
	Grammar and writing	Composing a topic sentence; the subject; subject / verb agreement; the past simple tense
Year 8	Text and assessment	<i>The Adventures of Sherlock Holmes</i> What kind of Character is Sherlock Holmes?
	Key knowledge	Scientific developments in the Victorian era; class and society in Victorian England; the detective genre; duality; periodicals
	Vocabulary instruction	to enlighten, deduction, scandal, periodical, introspective, dual nature, observation
	Grammar and writing	Discourse markers; linking paragraphs; complex sentences; correcting fragments; independent clauses
Year 9	Text and assessment	<i>Jane Eyre</i> Explore the way Brontë presents Jane's childhood experiences.
	Key knowledge	Victorian attitudes to children and childhood; rural isolation; Christianity; Victorian sickness; juxtaposition in <i>Jane Eyre</i>
	Vocabulary instruction	dependent, to oppress, juxtaposition, thesis, to humiliate, hypocrite, comeuppance
	Grammar and writing	Sustaining a thesis; apostrophe of omission; avoiding present tense apostrophe errors

'English Mastery invites you to take a leap into a pioneering approach to writing. It is an approach that doesn't brush basic errors under the carpet but strives to tackle them at the root. It is an approach that combines the latest cognitive science with research of what works in the classroom. It is an approach that empowers teachers to help their students in the area of their education that will have the most significant impact on their life chances – the ability to write with accuracy, clarity and integrity.'

Curriculum Map

Spring term

Summer term

A Midsummer Night's Dream

Is the love potion good or bad?

Life in Elizabethan England; life in ancient Athens; Shakespeare's life; the four lovers; the love potion; Elizabethan family relationships; the form of a play

soliloquy, severe, conflict, unrequited love, to mock, chaos

Using evidence; pronoun ambiguity; prepositional phrases; run-on sentences; punctuating speech

Poetry anthology

How does the poet describe the tom cat?

Structure and use of metaphor; poetic forms; 'The Tyger'; 'The Eagle'; lives of Blake and Tennyson, Phoebe Hesketh

metaphor, literal language, metaphorical language, tenor, vehicle, ground

Writing about unseen texts; temporal clauses; paragraphing; avoiding fragments; extended narrative writing

The Tempest

How is Caliban presented in the extract and in the rest of the play?

The Elizabethan age of exploration; colonialism; nature / nurture; the form of a comedy; subplots; soliloquy and monologue; Italian city-states

colonialism, to usurp, tempest, treason, callous, pathos, nurture, tragicomedy

Closed book analysis; composing a balanced argument; subordinate clauses; correcting comma splices

Animal Farm

How and why does the farm fail in Animal Farm?

Allegory; Orwell's life and times; the Russian Revolution; recurring imagery; irony and corruption

allegory, tyrant, rebellion, harvest, propaganda, cult of personality, treacherous; authorial intent

Creative writing; extended metaphor; writing character; describing settings

Romeo and Juliet

How does Shakespeare present Juliet as a tragic hero?

The Prologue; foreshadowing in *Romeo and Juliet*; the form of a tragedy; AC Bradley's lectures on Shakespearean character; the sonnet form

tragic, prologue, sonnet, feud, status quo, obstacle, hyperbole, tragic flaw, exile, foreshadow, catastrophe

Commenting on literary theory; avoiding contradictions; apostrophe of possession; apostrophes for words ending in -s; it's and its

Poetry anthology

Compare the ways poets present a theme in two poems.

Extended metaphors; 'Paradise Lost', 'The Road Not Taken', 'Night Mail', 'The Canterbury Tales'; lives of Milton, Chaucer, Auden, Grace Nicols, Wallace Willis

extended metaphor, epic poetry, procrastinate

Comparing texts; chronological and non-chronological composition; first and third person narratives

Mathematics - The Part / Whole Method

The Part /Whole Method is something new we have covered in class and we will be working on it more. The idea is that the part / whole model can be used for addition sums (or multiplication).

The 2 bottom circles are "parts" and when added (or multiplied in multiplication problems) they equal the whole (which is put in the circle at the top).

The concept behind it is to help students identify the link between addition and subtraction and the fact that addition can be done in any order.



$$\text{Part A} + \text{Part B} = \text{Whole}$$

$$19 + 4 = 23$$

$$\text{Part B} + \text{Part A} = \text{Whole}$$

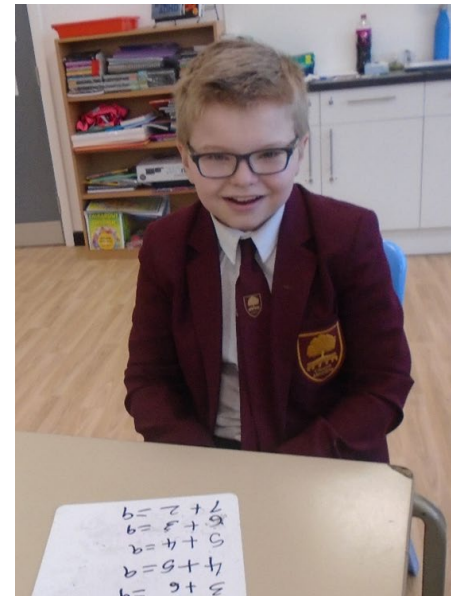
$$4 + 19 = 23$$

$$\text{Whole} - \text{Part A} = \text{Part B}$$

$$23 - 19 = 4$$

$$\text{Whole} - \text{Part B} = \text{Part A}$$

$$23 - 4 = 19$$



'County Lines' (gangs and drugs) - exploitation of young people and children

Dear Parents/Carers and Students,

As a TKAT school, our pupils are at the heart of everything we do and we strive to inspire learners and change lives as a result of our excellent teaching and learning in safe and secure schools.

You may have heard the term 'County Lines' used in the news recently. This is a growing form of crime that exists nationally, regionally across the southeast and here in Bexley, Kent.

'County Lines' is a term used when drug gangs from big cities expand their operations to smaller towns, often using violence to drive out local dealers and exploiting children and vulnerable people to sell drugs. These dealers will use dedicated mobile phone lines, known as 'deal lines', to take orders from drug users. Drug runners are needed to transport the drugs and collect payment. These drug runners are often children and teenagers. Gang members may use intimidation and violence to do this.

We want to support parents and carers to keep our young people safe; listed below are some warning signs of 'County Lines' exploitation for you to look out for. Often, these are behavioural changes such as:

- Returning home late, staying out all night or going missing
- Being found in areas away from home
- Being secretive about who they are talking to and where they are going
- Unexplained absences from school
- Unexplained money, phone(s), clothes or jewellery, including secrecy around their bank account, including having debit cards you do not know about
- Increasingly disruptive or aggressive behaviour
- Using sexual, drug-related or violent language you wouldn't expect them to know
- Coming home with injuries or looking particularly dishevelled
- Having hotel cards or keys to unknown places

Please also find attached to this letter a guide to County Lines slang language you may hear.

TKAT schools are working together with local police to prevent and spot signs of exploitation at the earliest opportunity. We are keen that parents are also aware of 'County Lines', know where to ask for more support if they are worried and know that you will be listened to and supported.

If you have any concerns about your child, speak to them calmly and explain the risks and consequences. Contact a member of the Pastoral Team at school if you feel you need support or believe your child is at risk. We can talk through your concerns and plan a way forward together. The Designated Safeguarding Officer at your school is Paula Smith on 0208 269 6523 or email at office@cleevemeadow-tkat.org

If you or your child are aware that other young people in school or the community are at risk of 'County Lines' or any criminal exploitation, you should contact the police directly via 101. Alternatively you can contact Crimestoppers anonymously on 0800 555 111 or via www.crimestoppers-uk.org. If a crime is taking place or a life is in danger, call 999 immediately. If you are a young person who is worried about your involvement, or a friend's involvement in county lines, a good option is to speak to an adult you trust and talk to them about your concerns. You can also call Childline on 0800 1111.

Your school is here to help, so please do get in touch with us if you have any questions or need any help.

Yours truly,

Juliet Morris and Paula Smith

A list of useful websites explaining Country Lines can be found under the Safeguarding section of the website

County Lines slang language to listen out for:

1. Skeng – a knife/blade weapon
2. Cunch - country, used to denote going to a faraway area in order to sell drugs (county lines)
3. Sket – derogatory name for a girl
4. Flipping – the act of buying drugs cheaply and selling them on
5. Stralley – gun
6. Pranging out – paranoia coming from a drug induced state
7. Trapping – selling drugs on the street



The Panathlon Challenge is a national charity which provides sporting opportunities for over 17,500 disabled young people each year.

1,020 schools took part in our 397 'mini Paralympic' competitions, training courses and coaching days in 2017/18. Without Panathlon, many of our competitors would not otherwise have an opportunity to take part in competitive sport.

Panathlon has been benefiting young disadvantaged people since 1995 – with a focus on disabled young people since 1999 – and has invested over £8 million in opportunities for young people to compete in sport during this time.

On 21st January some of the students from Year 8 joined Cleeve Park School and Marlborough School students at a Panathlon event. The students took part in a range of sporting activities, including table cricket, Boccia, javelin, long jump and running races.

All the students had a wonderful time, and worked brilliantly as a team – Resulting in 3rd place for the Bexley team!



Cleeve Meadow School

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www.cleevemeadow-tkat.org