



# St Catherine's School & College

Specialists in Speech, Language and Communication Needs

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Autumn Term Week 9

14th November 2025

## ACHIEVEMENTS & AWARDS



The Reader of the Week award has been presented to:  
Madeleine

The Behaviour For Learning award has been presented to:

Toby T  
Watson Class  
Kayan  
Joseph D  
Eric  
Fenner  
Holden  
James



The Behaviour For Character award has been presented to:



Sharlene Bella E  
Lukas Charlotte  
Jim Junior  
Eli Ted  
Final Eddie

The Principal's Praise award has been presented to:

Kristen  
Cosmo

Well done to all students who received awards this week!



## ATTENDANCE

6AMD - 92.59%  
6ILP - 95.83%  
6JG - 98.15%  
Austen - 95.56%  
Bloom - 96.3%  
Branson - 98.77%  
Burton - 93.06%  
Goldberg - 97.78%  
**Hopkins - 100%**  
Newton - 95.24%  
Oliver - 98.15%  
Packham - 90.74%  
Radcliffe - 98.11%  
Watson - 86.42%



Well done to Hopkins Class who were here everyday this week!

## DATES FOR YOUR DIARY

### November

15<sup>th</sup> Isle of Wight College Open Day  
26<sup>th</sup> Bring your parent/carer to school day

### December

10<sup>th</sup> RE Day  
13<sup>th</sup> St Catherine's Christmas Market  
17<sup>th</sup> End of Term Consultations  
18<sup>th</sup> Coffee Morning, End of Term Assembly and Consultations  
(more information to follow)



## THE GROVE AFTER SCHOOL CLUB

We are holding 'The Grove' after school club every Tuesday 3:30pm - 5:00pm.

### November

18th - Seaglass Art  
25th - Air Dry Clay Decs

All activities are weather dependent. If the weather is not suitable for an outside activity, an indoor alternative will be arranged. Sessions have to be booked in advance and parents/carers are able to book block sessions. If you have any queries or would like to book, please contact The Grove Team on: [the-grove@stcatherines.org.uk](mailto:the-grove@stcatherines.org.uk)

Transport must be arranged by parents. £2 per week.



Artsmark  
Silver Award  
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## BLOOM CLASS

In PSHE this week, we continued learning about how to keep safe when out and about near roads. The children then designed some brilliant posters to help teach others how to stay safe too. On Monday, our whole school assembly focused on Remembrance Day. In English, we wrote sentences about why we mark Remembrance Day and talked about the importance of remembering. We also respectfully joined in the two minute silence on Tuesday. In PE, we have been continuing to build our skills in badminton and basketball — the children are really progressing and showing great teamwork. In Humanities, we sequenced different types of houses in chronological order and discussed what they were built from, as well as why houses have changed throughout history. In Music, we looked at Boomwhackers and played along to the Hokey Cokey!



## RADCLIFFE CLASS

During assembly, we held a two minute silence in memory of those who lost their lives during the Wars. In PSHE, we learnt about the importance of exercise. We know that our heart is a muscle and it pumps blood around the body. We are continuing with learning about Estate Agents and what a housing brochure looks like. We read a simplified brochure and were able to answer comprehension questions. In Maths, we are finding out about 2D shapes and their properties. Forest School was great fun making wild garlic bread and learning to use the fire steels.



## HOPKINS CLASS

On Monday, we attended our whole school assembly which was focused on Remembrance Day. We learnt about what the poppy signifies and observed a two minute silence. For PSHE, we started looking at the jobs people do and the qualifications people need to get a job. There is a lot we need to learn about this and look forward to meeting our Careers Officer, Bekki. For PE, we continued practising our skills in badminton and Mr Clarke said we were brilliant. In Art, we did some printing with ink and we are really proud of how they turned out. We focused on houses and homes which is our topic this term.



## PACKHAM CLASS

In Music, we continued learning about Bhangra music. We all had a go at the tumbi instrument and recapped the features of Bhangra. We completed a listening activity to a Bhangra piece as well. In Forest School, we explored the lower woodland where we found some fungi and signs of animals visiting - we think it could be a badger! We played a game called sleeping fawns, where you hide in the undergrowth and hope to not get found by the prowling wolf seeker. In Humanities, we have been learning about what the Vikings were like, and that they were not all bloodthirsty warriors. They had to do other jobs like farming, and crafting things for everyday use like bowls, cups and jewelry.



## OLIVER CLASS

We enjoyed a lovely Forest School session this week, foraging for three-cornered leeks to make garlic bread and making a fire to boil hot chocolate. It was great to work as a team supporting each other to get the tasks done! In Science, we have continued exploring electrical circuits and recognising the symbols that represent the components. In Humanities, we have been looking at the daily life of Viking people. In PSHE, we had discussions about what respect is and what it looks like and when it is tricky to show it.



## AUSTEN CLASS

We had a very good PHSE lesson learning about food groups and then arranging groups of food into the healthy and unhealthy categories. In Speech Therapy, we talked about personality qualities used in different parts of our lives. It was a very busy lesson and went very quickly. In English, we started to read the book 'Journey to Jo'Burg' which sparked lots of discussion. During PE this week, we continued to practice our skills in badminton. We practised different grips, such as forehand and backhand. In Art, we began to research lots of different artists. We enjoyed looking at all the different art work. In Humanities, we were learning about Vikings, we learnt about the different jobs they used to do.

## GOLDBERG CLASS

In assembly this week, we focused on Remembrance Day, we also carried out a two minute silence. In PE, we worked on our badminton skills and got some real good rallies going. In Maths, we continued our learning of the time and all did so well with this. In PSHE, we discussed anxiety and what we can do to help us with this. In DT, we have started to design our own clocks which we will eventually make. Another great week.

## **BURTON CLASS**

In PSHE, we have started to look at jobs and career paths we may like to do in the future. Our English lessons became very exciting this week as our egg hatched! Tiny dragons filled the classroom and we have either kept them in our tray at school or taken them home. There was some discussion on whether they come alive at night and create mischief! In Science, we have been looking at herbivores, carnivores and omnivores and the different foods they eat. We have also looked at food labels and what the different coloured labels mean. In Humanities, we have found out that two of the Anglo-Saxon Kings fought the Vikings and defeated them. King Alfred the Great and King Athelstan were very brave. King Alfred the Great ruled Wessex which included the Isle of Wight. King Athelstan became the first king to rule England, Scotland and Wales.

## **NEWTON CLASS**

Science has been fun. We have been learning about electrical hazards. We're looking forward to badminton in PE. In OT, we have baking scones. We enjoyed debating how to pronounce the word scone. In English, we have been learning about Apartheid, which was the separation policy in South Africa. Algebra in Maths has been tricky. Local history has been interesting in Humanities.

## **BRANSON CLASS**

We have been learning all about different types of team games in PE. This week, we focused on a new form of cricket. We have finished performing and recording our Ternary pieces in Music and self-evaluated our work. In Science, we looked at electric shocks and lightning and how to avoid them, and learnt new words such as protons. In Art, we have started our photography topic. We drew a camera and labelled the different parts. In our Communication Group, we began to plan our talks on our own topic we are interested in. Most of us worked in pairs.

## **WATSON CLASS**

In Music, we learnt about Rondo structure, listened to a modern example of this, completed an evaluation of our Ternary compositions and practised a Rondo style piece. We have been researching different design ideas for inspiration to design and make our own clocks in DT, whilst in Science, we have been learning about different electrical dangers and how we would avoid them. In our Communication Group this week, two students prepared presentations to share with the class on the themes of confidence and going into town at weekends. Both students did brilliantly and received certificates. In PSHE, we completed careers work, researching jobs on the 'Isle of Wight Jobs' website and researching salaries and skills needed for different roles.

## **6JG CLASS**

In Maths, we have been continuing our work on 2D and 3D shapes. We have been looking at different names, vertices, edges and faces. This week, we have been enjoying our work in English, working on compound sentences. We have been upleveling sentences with our newly found skills. In this week's Communication Group, we put our debating skills to the test. We had an interesting topic to debate regarding screen time. In Music, we have been studying rock anthems features and learnt to play Queen's 'We Will Rock You' song as a group. We also completed a recording of this piece. In Land Based, we made the guinea pigs and enrichment run so they could get some stimulation and exercise.



## **6AMD CLASS**

In Music, we are learning about classical music. We did some listening skills, recapped on important words and practised some classical pieces. We also did further work on our set brief composition coursework and performance pieces. In Land Based, we continued to work on our assignment, the guinea pigs were visiting and we had great fun building an enrichment enclosure for them.

## 6ILP CLASS

We enjoyed creating abstract poppies, using our fingers and scrunched up newspapers. We then cut them out and placed them around college to remind others of the brave people and animals that fought and died in various conflicts. We took photographs in pairs for a photographic competition revolving around nature. We were able to conclude our fossil project by creating plaster prints from our clay workshop. We were also able to focus upon units of measurement when working with both carrots and bananas. Our estimations are getting much closer to the mark.



## RAFFLE TICKETS

Students have been given two books of raffle tickets which can be bought or sold to others. If buying some tickets, please return the tabs (filled in) and the money. If you do not want to buy or sell the tickets, please return them back to school. Raffle tickets are £1 each. The raffle will be drawn at the Christmas Market at 3pm on Saturday 13th December 2025, taking place at St Catherine's Church. For extra raffle tickets, please email Tanya on [smitht@stcatherines.org.uk](mailto:smitht@stcatherines.org.uk). Thank you.

## MUSIC LESSONS

Angelina Grimshaw has a free slot available on Tuesday afternoons at the College site for singing, guitar, ukulele or piano. Please contact Mark Thompson on [thompsonm@stcatherines.org.uk](mailto:thompsonm@stcatherines.org.uk) for further information.

## SCHOOL PHOTOS

School photo orders must be in by Friday 21st November 2025. Unfortunately, we will not be able to accept requests after that date.

## HAPPY BIRTHDAY DOUGAL!

It was our Therapy Dog Dougal's 6th birthday this week! Happy Birthday Dougal!!



# SCHOOL MENU

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Sweet & Sour Chicken/Quorn or Tomato Pasta	Meatballs/ Quorn Balls or Jacket Potato with choice of fillings	Roast Pork/ Vegetable Burger or Tomato Pasta	Lasagne/ Quorn Lasagne or Jacket Potato with choice of fillings	Battered Cod/ Fish Fingers/ Vegetable Burger with Chips or Jacket Potato with choice of fillings
Salad Bar Tuna or Mackerel	Salad Bar Egg & Cheese or Mackerel	Salad Bar Ham or Mackerel	Salad Bar Tuna or Mackerel	Salad Bar Cheese or Mackerel
Fruit Platter	Jelly	Fresh Fruit Salad	Tray Bake	Pudding of the Day

Fresh vegetables and salad are available with all main meals. Fresh fruit and yoghurt are always options for dessert.

## CAN YOU SUPPORT OUR CHAPEL PROJECT?

Our school chapel has a special place in the heart of our community. Over the years it has been the hub of school celebrations as well as a place of reflection and contemplation. We are looking to raise £10,000 to improve the space, retaining the chapel's original features but adapting it to ensure it can best meet the needs of our students. In particular, the aspects that we would like to improve are:

- Replace the current pews with more comfortable seating, which are more suited to our students' needs
- Install a sound loop to support our students with hearing impairments
- Restore the chapel to its original glory by cleaning the stained glass windows and redecorating the floors and walls

If you are able to support this project then please visit our fundraising page:

[https://www.justgiving.com/campaign/stcatherinesschoolchapel?utm\\_medium=CA&utm\\_source=CL](https://www.justgiving.com/campaign/stcatherinesschoolchapel?utm_medium=CA&utm_source=CL)

Any donations over £100 will feature on our thank you wall in the chapel.



**Thank you to  
everyone who  
has donated  
so far!**

ST CATHERINE'S

SCHOOL

CHRISTMAS MARKET

SATURDAY 13<sup>TH</sup> DECEMBER

10:30am till 4pm

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St Catherine's Church

Church Street, Ventnor

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LOCAL CHRISTMAS STALLS

SPIDERMAN, ELSA AND THE GRINCH

REFRESHMENTS, RAFFLE

LIVE MUSIC THROUGHOUT THE DAY





YOU'RE INVITED TO A

# A Slice of SEN.



INFORMAL ISLE OF WIGHT SEN SUPPORT MEET UP.

TO CHAT ,  
HAVE A SLICE OF CAKE ,  
MEET OTHER PARENTS/CARERS,  
MEET SOME OF THE IWSS TEAM,  
A FRIENDLY SAFE SPACE FOR CHILDREN AND  
ADULTS, ALL WELCOME WITH OR WITHOUT  
CHILDREN/YOUNG PEOPLE.  
TOILETS,  
SENSORY TOYS,  
PRIVATE ROOM.

DECEMBER 5<sup>TH</sup>  
12:30 - 14:00 (2PM)  
NEWPORT FAMILY CENTRE  
FURRLONGS  
NEWPORT  
PO30 2AX



The Isle of Wight  
College

Your Future Starts Here

EXPLORE | DISCOVER | DECIDE



# OPEN DAY

## SATURDAY 15 NOV

### 10am - 1pm

Explore and discover vocational  
courses, T Levels, apprenticeships  
and adult programmes

### BOOK YOUR SPACE NOW



[iwcollege.ac.uk/events/november-open-day](http://iwcollege.ac.uk/events/november-open-day)

## Participants

### Needed

Can your child help?



This research is being  
carried out as part of a  
DClinPsy training course



Does your child (aged 11-21) have  
experience of receiving therapy support for  
their mental health?



Do they have communication difficulties or  
suspected/diagnosed language disorder?



If yes, I would like to interview them about  
their experiences of having therapy to learn  
more about how to support young people  
with communication needs.



As a thank you for taking part they'll receive  
a £10 voucher!



The interview would  
take about 30-60mins  
and could be online or  
at your home/school,  
wherever you prefer!



If you're  
interested...  
please fill out  
this brief form  
and we'll be in  
touch:



[Click Here to Register your Interest](#)

#### Any Questions?

My email address: [emily.parker.23@ucl.ac.uk](mailto:emily.parker.23@ucl.ac.uk)

Lead researcher email address: [sarah.griffiths@ucl.ac.uk](mailto:sarah.griffiths@ucl.ac.uk)

Ethics approval obtained via UCL REC.

ID number: 28577/001

Data Protection Number:

26364106/2024/10/07

# What Parents & Educators Need to Know about AI-GENERATED VIDEOS

## WHAT ARE THE RISKS?

AI-generated videos are increasingly difficult to spot and easy to share. From fake news clips to deepfake abuse, children and young people face new risks every day online. These videos can imitate real people, spread false narratives or even generate harmful content from scratch. Understanding these dangers is crucial for schools and families who want to protect children in a fast-evolving digital world.

### DEEPPAKE ABUSE CONTENT



Shockingly, artificial intelligence is now being exploited to create child sexual abuse material (CSAM). These synthetic images and videos are a form of digital abuse, often generated by manipulating real children's photos, including ones shared innocently online. Worryingly, the Internet Watch Foundation (IWF) has identified a sharp rise in this disturbing trend. Whether real or AI-generated, this content causes lasting trauma – and its creation or possession remains a criminal offence under UK law.

### BLURRED REALITY



Regular exposure to fake content can erode a child's trust in real-world evidence. If everything can be faked, they may begin to question genuine videos – including actual abuse or injustice. This is known as the 'liar's dividend', where real harm is dismissed as fake news. It can discourage victims from coming forward or speaking up.

### USED FOR BULLYING



Deepfake technology is already being used by peers to create embarrassing or explicit clips of classmates. These videos can be edited to appear as though a child said or did something they never did. Once shared, they are almost impossible to delete completely. AI-generated bullying adds a new layer of harm that is deeply personal and difficult to prove.

### EMOTIONAL MANIPULATION



AI-generated videos can be used to provoke strong emotions, including fear, anger or guilt. False footage of crying children, injured animals or burning buildings may be created purely for clicks, donations or political influence. Children may feel upset or powerless, unaware that what they are watching has been digitally invented to manipulate their reaction.

### DISINFORMATION



AI-generated videos can spread fake news, making it harder for children to separate fact from fiction. False clips may include deepfake interviews, hoax disasters or fabricated health claims. AI is already being used to produce misleading or persuasive material that appears authentic. If they don't develop media literacy, children may accept false content as truth.

### IMPERSONATION AND SCAMS



With just a few photos or voice clips, AI tools can imitate someone's appearance or speech. This makes it easier for scammers or bullies to create fake videos of children, teachers or celebrities. These impersonations can be used for fraud, harassment or humiliation – and can spread quickly through social media or group chats, due to the viral potential of video, in particular, on social media.

## Advice for Parents & Educators

### TEACH HOW IT WORKS



Explain to children that videos can be faked – and show them how. Demonstrating side-by-side examples of real vs AI-generated clips helps to build awareness. Discuss how faces, voices and even movements can be copied by machines. Understanding the technology reduces fear and builds confidence in navigating digital content safely.

### TALK ABOUT TRUST



Always keep lines of communication open. If a child sees something upsetting or unbelievable, they should feel safe discussing it without judgement. Create an environment where they know they will not get in trouble for asking questions. This also helps you step in quickly if harmful content has been shared; trust is vital and needs to be nurtured.

### ENCOURAGE CRITICAL QUESTIONS



Help children question what they watch. Who made this? Why was it made? Is it trying to persuade me? These habits encourage digital thinking, especially when videos seem too shocking or convenient. Reinforce that not everything shared by friends or influencers is true, even if it looks convincing at first, and that the initial approach should always be one of speculation.

### STRENGTHEN PRIVACY SETTINGS



Advise children not to share voice notes, selfies or personal videos on public platforms. AI tools often scrape content from social media to create deepfakes. Use privacy controls to limit who can see their content and turn off facial recognition where possible. Fewer public images means fewer opportunities for misuse.

### Meet Our Expert

Brendan O'Keeffe is a headteacher and digital education consultant with over a decade of experience in education. As Director of Digital Strategy across multiple schools and an advisor to The National College, he specialises in digital safety, PREVENT, and pastoral care.



#WakeUpWednesday

The National College