



# St Catherine's School & College

Specialists in Speech, Language and Communication Needs

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Website: [www.stcatherines.org.uk](http://www.stcatherines.org.uk)

Spring Term Week 3

23rd January 2026

## ACHIEVEMENTS & AWARDS

The Reader of the Week award has been presented to:  
Charlie F



The Behaviour For Learning award has been presented to:  
Tristan Henley  
Maddie Charlie-Joe  
Jaden Josh  
Halle Charlie F  
Ted Imogen



The Behaviour For Character award has been presented to:  
Junior  
Selene  
Caiden



The Principal Praise award has been presented to:  
Luke  
Liam  
Shaun



Well done to all students who received awards this week!

## ATTENDANCE

6AMD - 98.15%  
6ILP - 98.61%  
6JG - 96.3%  
Austen - 82.22%  
Bloom - 85.19%  
Branson - 91.11%  
**Burton - 100%**  
Goldberg - 95.56%  
Hopkins - 98.41%  
Newton - 72.22%  
Oliver - 94.44%  
Packham - 90.74%  
**Radcliffe - 100%**  
Watson - 88.89%



Well done to all classes who were here everyday this week!

## DATES FOR YOUR DIARY

### February

2nd National Storytelling Week  
13th Last day of half term  
22nd Residential students return  
23rd School reopens after half term



### March

5th World Book Day

## THE GROVE AFTER SCHOOL CLUB

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

### January

27th - Ventnor Walk or Sports  
(weather permitting)

### February

3rd - Clay Crafts  
10th - Painting Crafts  
24th - Basement Games

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  
Awarded by Arts  
Council England

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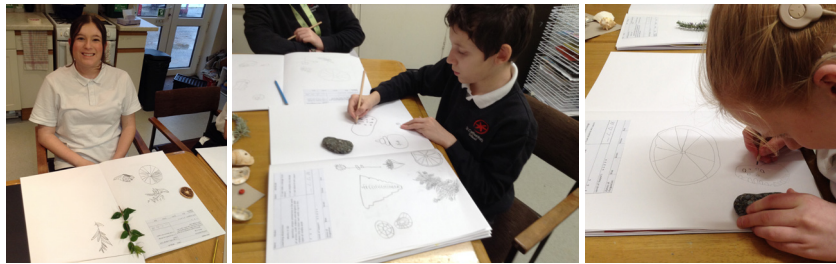
## **BLOOM CLASS**

The whole class coped extremely well with the relocation of our classroom this week! We quickly became very familiar with the different areas of the school and settled brilliantly. In PSHE, we began our new topic of changing and growing, focusing on what babies need and why. In Maths, we moved on to counting the sides of 2D shapes. In Science, we continued our learning about the Arctic, comparing animals that live in the UK with those that live in Arctic environments. In English, we carried on with our story 'Lost and Found' and explored the difference between past and present tense. In History, we learnt about Queen Elizabeth II and completed a timeline of key events in her life, including her birth, marriage, coronation, and her death.



## **RADCLIFFE CLASS**

During SRE this week, we talked about puberty and the changes that happen for boys and girls. As part of our art topic, 'Winter', we are studying the Norwegian artist, Clare Shrouder and copying her style. We practised our life drawing skills and drew items from nature. We plan to print using our designs. In Maths, we are comparing two amounts. We are learning what more and less mean. We are practising by using unifix cubes and finding out how many more cubes there are compared to a different group. We are practising our questioning skills and during our Communication Group, we practised asking 'what' questions only. Everyone brought in very special items to talk about.



## **HOPKINS CLASS**

To start the week, we began our first week of SRE and looked at the difference between friendships and personal relationships. In English, we have finished reading our text 'Captain Scott: Journey to the South Pole' and have been completing comprehension questions about it. PE has been fun, we have been practising our handball skills and learning the Afro-Brazilian Martial Art dance, Capoeira. In Science and Humanities, we are working on our study of the Arctic and Antarctic. It has been interesting and sad finding out about animals under the threat of extinction that live in the Tundra. We had a great Forest School session despite a wet day, luckily the rain held off for our session, so we were able to get outside and enjoy some fun games, including Otter Steal Fish and the Stick Game!

## **PACKHAM CLASS**

In English, we have read all of 'The Great Kapok Tree' and are now looking at the vocabulary and words that we may not know. We have been using a dictionary to find out what the words mean and then writing our own sentences using the words. In Maths, we continue to look at time and how many minutes and hours have passed from one time to another. In Science this week, we looked at the different animals that don't have a backbone. These are called invertebrates and include animals like lobsters, bees and octopi. In Humanities, we continued to learn about trade, import and export, looking at where our clothes and some foods come from.

## **OLIVER CLASS**

In our PSHE lesson this week we have started work about empathy. We were really good at recognising how others are feeling but found it trickier to decide what we could do to help and show our empathy. In Science, we have been looking at classification keys and how to use them to sort out groups of living things. We have also completed some revision on invertebrates to remind us how they differ from vertebrates and how we can use their features when classifying animals.

## AUSTEN CLASS

In Forest School, we worked on woodcraft skills in the Hut. We are learning knife carving skills and safety, and we made dream catchers from woven ivy hoops. In English, we are starting to write a diary entry from Stanley's point of view on his first day digging holes. In Maths, we are doing some work with decimal points. In PE, we learnt some more tactics for handball and in Music, we have enjoyed finding out facts about our music artists. In Science, we have looked at animals and how they adapt to their environment.



## GOLDBERG CLASS

In PSHE this week, we discussed radicalisation and how something so small can change our opinion or get us to think a different way. In ICT, we have been creating and editing publications for our WJEC project. We went up to the college allotment for our Forest School session this week. We made a start clearing the woodland area and weeding the allotment beds. In English, we have started to write a diary entry based on Stanley's first day at Camp Green Lake, digging holes. In PE, we have been working on our handball skills. In Maths, our topic is decimal points.

## BURTON CLASS

In PSHE this week, we have been talking about staying safe. We have learnt about 'safer strangers' and safe places to go for help. In English, we have been looking at the layout of tourist information leaflets and started to plan our leaflets on the Thor'sday Thursday Celebrations. In Music, we are learning about 'The Blues', learning to play Blues music on the piano and learning about Robert Johnson, a Blues musician. In DT, we have been finishing our phone cases. In Science, we have been learning how animals adapt to their environments.

## NEWTON CLASS

We have been learning about and comparing the differences between Earth and Mars in Science, and thinking about what we would need to survive in Mars. We have all managed extremely well with room changes. In Art, we took pictures on cameras and modified them. Maths has been all about angles... super fun! In English, we have been learning about the book 'Holes'.

## BRANSON CLASS

In PSHE, we talked about being online and how we can keep safe. In Maths, we have been looking at time on analogue and digital clocks and measuring elapsed time. We are continuing to play badminton in PE. In DT this week, we have all used the pillar drill to make the hole for our clock mechanism to go. In English, we had to find verbs and adverbs to describe how Stanley was feeling.

## WATSON CLASS

Watson have been looking into the individual characters in 'A Christmas Carol', such as Fred and Bob, and comparing them to Scrooge. We have also been learning about shopping addictions and how they can take over your life and relationships. In Art, we are continuing with our photography unit, exploring visual elements and editing images. In PSHE, we discussed careers with a focus on qualification levels; we looked at how grades go from entry level to level 8 and what they mean. We also looked at careers websites so we could see the qualifications needed for different roles.

### 6JG CLASS

In Science, we have been working on our third assignment in the Chemistry unit, which is all about the different factors that affect the rate of reactions. We have also learnt about terms that are used with industrial reactions like atom economy and percentage yield. We held a debate about saving, spending or both during our Communication Group and answered some challenging questions. In Photography, we have begun presenting our visit to the 'Rag and Bone' exhibition, and are looking at the real life Rag and Bone men as a reference.

### 6AMD CLASS

In Science, we have been learning terms to do with industrial reactions like atom economy and percentage yield. We have also been working on our third assignment in the Chemistry unit that is all about the factors that affect the rate of reactions. As part of our Vocational Studies BTEC, we have been researching different British Values and what it means to be British in the 21st Century. In Maths, we have continued looking at circles as well as practicing past exam papers. In GCSE Photography, we are currently selecting which prompt to follow for our controlled task which we will do later this year. In PSHE, we have started Sex and Relationship Education (SRE): we are also covering language around this in our group speech and language therapy session. In English, we have been working hard on a practise writing exam!

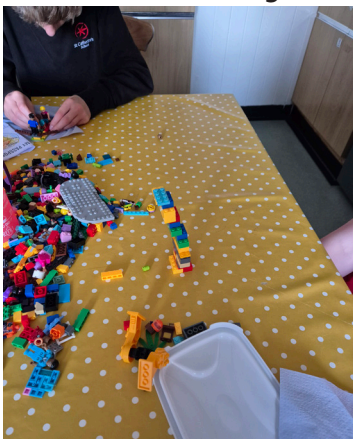
### 6ILP CLASS

This week, 6ILP concluded their emotional wellbeing unit by researching a bullying agency. They were able to learn what these agencies do in relation to supporting young people who are experiencing hardship. During Maths, we were able to conclude our measuring topic with some jelly making and water gauge recording. We completed our oversized pipe art work. This large piece of work will be assembled permanently and forwarded to the Unique Arts Awards. We were very eager to join the pieces together like a jigsaw and marvel at our efforts. We should really have put numbers on the back before we started the activity, but it was fun trying to join all the different pipe endings together. Maybe this work will win at the awards ceremony later in the year...



## AROUND THE WORLD CLUB

Last week we went to Italy and tried some pizza and dessert. We built the Leaning Tower of Pisa and found lots of facts about the country.



## COLLEGE FUNDAMENTAL BRITISH VALUES CALENDAR

This month it is World Religion day, we talked about different religious symbols and their meanings. We found that a lot of religions share similar messages of peace, being kind to others and understanding. We then designed and made our own personal symbols that show what rules we live our life by and things that mean a lot to us.

## OXFORD UNIVERSITY VISIT

Prior to the December holiday period, St Catherine's was pleased to welcome a member of the research team from the Department of Education at the University of Oxford, who is contributing to a project focused on children with Developmental Language Disorder (DLD).

This study forms part of the TICLD project (The Intervention Consensus for Language Disorders Group, University College Cork), an international collaboration aimed at developing research guidelines for DLD. These guidelines are intended to improve consistency across studies and to strengthen the translation of research into professional practice.

Darcy, Raphael, Lulu, James and Charles were great ambassadors for St Catherine's and engaged thoughtfully and openly with the researcher, Natalie, in sharing their perspectives.



## SCHOOL MENU

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Pasta/Quorn Bolognese or Jacket Potato with choice of filling	Jumbo Sausage/Cheese & Onion Roll or Tomato Pasta	Roast Lamb/Vegetable Burger or Jacket Potato with choice of filling	Pizza with Wedges or Tomato Pasta	Battered Cod/ Fish Fingers/ Quiche with Chips or Jacket Potato with choice of filling
Salad Bar Tuna or Mackerel	Salad Bar Cheese & Egg or Mackerel	Salad Bar Ham or Mackerel	Salad Bar Tuna or Mackerel	Salad Bar Cheese or Mackerel
Fresh Fruit Platter	Rice Pudding	Fresh Fruit Salad	Fairy Cake	Pudding of the Day

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

# 2026 EXAM TIMETABLE

EXAM	DATE	TIME AM Start 09:00 PM Start 13:30	LENGTH	STUDENTS Students will sit exams depending on their options. If you are unsure which exams your child will be sitting, please contact their class tutor.
Entry Level Certificate in English Component 1: Writing Paper	Thurs 7 <sup>th</sup> May 2026	PM	1h00m	Year 11 Branson/ Newton/ Burton/ Goldberg students
AQA English Literature Paper 1 Shakespeare and 19 <sup>th</sup> Century novels	Mon 11 <sup>th</sup> May 2026	AM	1h 45m	Yr 11 Watson students
AQA GCSE Religious Studies A: The study of religions: beliefs, teachings and practices	Tues 12 <sup>th</sup> May 2026	AM	1h 45m	One Year 11 student only
AQA GCSE Mathematics Paper 1: Written Non-calculator	Thurs 14 <sup>th</sup> May 2026	AM	1h 30m	One Year 11 student only
IGCSE Mathematics Paper 1	Thurs 14 <sup>th</sup> May 2026	AM	2h 00m	6AMD
AQA English Literature Paper 2 Modern texts and poetry	Tues 19 <sup>th</sup> May 2026	AM	2h 15m	Yr 11 Watson students
BTEC Applied Science - Unit 1: Principles of Science	Wed 20 <sup>th</sup> May 2026	AM	1h00m	6AMD Science students only
AQA GCSE Religious Studies A: Thematic Studies (excluding textual studies)	Wed 20 <sup>th</sup> May 2026	PM	1h 45m	One Year 11 student only
GCSE English Language Paper 1: Explorations in creative reading and writing	Thurs 21 <sup>st</sup> May 2026	AM	1h 45m	Some Yr 11 Watson students
AQA GCSE Mathematics Paper 2: Written Calculator	Wed 3 <sup>rd</sup> June 2026	AM	1h 30m	One Year 11 student only
IGCSE Mathematics Paper 2	Wed 3 <sup>rd</sup> June 2026	AM	2h 00m	6AMD
GCSE English Language Paper 2: Writers' viewpoints and perspectives	Fri 5 <sup>th</sup> June 2026	AM	1h 45m	Some Yr 11 Watson students
GCSE Music: Listening and Appraising	Fri 5 <sup>th</sup> June 2026	PM	1h30m	6AMD Music students only
8300 1F AQA GCSE Mathematics Paper 3: Written Calculator	Wed 10 <sup>th</sup> June 2026	AM	1h 30m	One Year 11 student only
Contingency Day	Wed 24 <sup>th</sup> June 2026	AM PM	All day	Various and pending based on any interruption to the series.

**N.B. In addition to the above timetabled exams, Functional Skills English and Mathematics examinations can be booked throughout the examination period with only two weeks' notice.**

### Half Term HAF- February 2026

We are pleased to announce that the HAF team in partnership with the Household Support Fund is offering Half Term HAF this February. The HAF Team often receives requests for Half Term activities and we are delighted to be able to provide these popular activities for this February Half Term.

- Activities will run from Monday 16<sup>th</sup> February-Friday 20<sup>th</sup> February
- Bookings open Wednesday 21 January at 10am
- All activities include a healthy nutritious meal for children and young people attending
- Free spaces are available to children who receive income-related free school meals

We can also offer a limited number of discretionary-funded places for children who do not meet the criteria but would benefit from attending. This may include, for example:

- Children assessed by the Local Authority as being in need, at risk or vulnerable
- Looked-after children
- Children under Early Help
- Young carers
- Children with an Education, Health and Care Plan (EHCP)

**For this half term only-** we can also offer a number of discretionary funded places to families in receipt of universal credit but not eligible for income related free school meals. Please book using the link below-tick 'other' under the eligibility criteria and type universal credit in the box- the HAF team will then contact the booker to confirm eligibility.

#### How to book:

All bookings can be made through our HAF Booking System, where families can browse through all the available activities in one convenient location. By visiting the [Eequ Booking System](#) (QR code below) users can quickly find and secure their preferred sessions.



Full details on all of our activities can also be found on the Isle of Wight [Family Information Hub webpage](#).

Please contact the HAF Team on [holidayactivities@iow.gov.uk](mailto:holidayactivities@iow.gov.uk) if you have any questions.

# ROB DA BANK

A ONE STOP SHOP TO LEARN ABOUT MUSIC AND THE MUSIC INDUSTRY!

**WHERE?**  
Strings.  
next to Newport  
Bus Station!

**WHEN?**  
4.30-6.30pm  
January 27 and  
February 24

**WHO?**  
Any 11-19 year olds  
living on or visiting  
the Isle of Wight

**WHAT?**  
DJ: Rob da Bank/  
Abigail Bailey  
Guitar: Max & Miller  
Drums: Stefanos  
Live Jamming:  
On Stage  
Photography:  
Lucy Boynton  
Vocal Coaching  
and Songwriting:  
Abigail Bailey,  
Emma Simpson  
and Tim

# MUSIC CLUB

Supporting IOW Youth Trust  
**SCAN THE QR CODE  
TO JOIN THE MUSIC CLUB**

Check @  
RobdaBanksMusicClub  
on Instagram and  
Facebook for more info



**ST CATHERINE'S  
FUNDRAISING GALA DINNER**

18<sup>TH</sup> APRIL 2026  
NORTHWOOD HOUSE  
COWES

**TICKET PRICE £60**  
INCLUDES WELCOME DRINK AND 3-COURSE MEAL

6:30PM DOORS OPEN  
12AM CARRIAGES  
DINNER-DANCING-AUCTION  
TO BOOK PLEASE EMAIL  
SMIHT@STCATHERINES.ORG.UK



St Catherine's  
School & College  
Specialists in Speech, Language and  
Communication Needs



## Specialist Support for Children with Additional Needs

Our personalised care addresses your child's specific needs while building practical life skills, communication abilities, and independence.

Professional, caring support tailored to children with additional needs. Our experienced Personal Assistants help develop skills, build confidence, and enjoy life to the fullest.

Over 20 years of trusted care for children and young people up to age 25 with ASC/ASD, ADHD, PDA, SEMH, LD and other complex needs.

**Personal Assistant Services**  
Dedicated one-to-one support and respite care

**Professional Team**  
Experienced consultants supporting families in Hampshire, Surrey, West Sussex, Dorset & Isle of Wight

**Matched Support**  
Personal Assistants carefully selected to meet your child's specific needs and interests

**Building Independence**  
Developing confidence and life skills in line with EHCP and other desired outcomes

**Tailored Family Support**  
Coaching, mentoring and buddy schemes, Respite

**Experienced and Trained**  
Our staff are all experienced and trained to our mandatory standard, additional training can be sought as necessary.



**Ready to learn more?**

Freedom Care Support for Your Child Attending a Special Needs School

See our detailed brochure [HERE](#)  
[www.freedomcare.co.uk](http://www.freedomcare.co.uk)

**0800 0851444**  
[supportenquiries@freedomcare.co.uk](mailto:supportenquiries@freedomcare.co.uk)

Registered charity number 1198024



Supported using public funding by  
**ARTS COUNCIL ENGLAND**

**GO ALL IN to reading  
with the I.W. STORY FESTIVAL**

**DURING FEBRUARY HALF TERM  
Thurs 19 to Sat 21 February 2026**

Tickets: [iwstoryfestival.com](http://iwstoryfestival.com) or visit the Quay Arts Box Office in person.

Meet inspiring authors; watch relaxed performances; join in with hands-on activities; listen to stories. Be inspired, make time, get comfortable - all in an accessible central Island venue with subsidised buses and some free parking (Saturday only).

Coppice Theatre company presents: **How to Catch a Book Witch** Friday 20th Feb 10am

An open hearted show aimed at children aged 4+ about not judging people, saving libraries, working together, being brave. The show features live music, puppetry, storytelling, Key-Word Signing and captions. All shows are relaxed.

**How to be Disabled and Proud**  
(or at least kinda sorta okay with it),  
Cathy Reay Sat 21st Feb 11.15am

Cathy examines the challenges faced by disabled children and what to do when people just don't get it, with comforting and practical advice to help readers through tough times.


These author talks have BSL signing (provided by Mary Connell):

- **Bungeon Runners** Kieran Larwood 11am Thurs 19th Feb
- **So You Think You Know About Vampires?** Emma Carroll, 3.15pm Friday 20th Feb (only Sat 21st Feb)
- **How to be Disabled and Proud** (or at least kinda sorta okay with it) Cathy Reay Saturday 11.15am
- **The Island at the Edge of Night** Lucy Strange 12pm Sat 21st Feb

Not only authors but also:  
Draw along with Rob Biddulph or Jules Marriner  
Learn new moves with the Shree Dance Academy  
Listen to tales of sea monsters and mermaids with Holly Mealand  
Laugh at the antics of the Astrosaurs with Steve Cole  
Write your own poems with Adam Gaterrell, Kathryn Rassatt or Lottie Begg  
Meet the Pugs of the Frozen North with The Foundry Group

Free parking for ticket holders in the council car park behind the magistrates court park (only Sat 21st Feb)  
Subsidised Bay Rover bus fares for ticket holders  
Accessible venue with lift to first floor.

**THERE'S NOTHING QUITE LIKE SHARING A STORY**  
**BUY TICKETS NOW!**  
[iwstoryfestival.com](http://iwstoryfestival.com)




## What Parents & Educators Need to Know about

# ROBLOX

### WHAT ARE THE RISKS?

Roblox is an online platform where users can play and create games known as 'experiences' made by other users. Roblox has a large UK audience. ITV News has reported that millions of people in Britain use the platform regularly, with children forming a significant proportion of its users. The sheer scale of it makes it extremely difficult to moderate effectively, creating risks for unsupervised children.

### A PLATFORM RATHER THAN A GAME

Roblox differs from traditional video games in that it hosts millions of user-created experiences rather than a fixed set of developer-produced content. Each experience is self-rated by its creator rather than independently age-rated in advance, as is the case with PEGI-rated games. With millions of user-created experiences, moderation is largely automated which means that inappropriate content may reach younger players and have a harmful effect.

### MATURE CONTENT

With much of Roblox's moderation automated through AI and creators self-certifying suitability, inappropriate content frequently appears on the platform. Some experiences may include content intended for older players. While Roblox has tools to restrict access based on age settings, these systems are not always perfect. Younger players are likely to encounter content you may deem unsuitable.

### IN-GAME SPENDING

Roblox is free to play, but many experiences and cosmetics include optional purchases using Robux, the platform's virtual currency, to get advantages in games. This business model is common across online games, but reporting has highlighted cases where children have spent large amounts of money unintentionally or without understanding the real-world cost.

### RISK OF ADDICTION

Roblox encourages repeated and extended play. Many experiences are made of short tasks, rewards, and progression systems that can prompt users to keep playing for longer periods of time. Some games also use reminders, daily rewards, or timed events to encourage frequent logins. These designs can make it difficult to stop playing. Spending long periods online may affect sleep, schoolwork, or other activities if boundaries are not in place.

### COMMUNICATION WITH OTHER USERS

Roblox includes text and voice features that allow players to chat in shared game spaces. While the platform uses automated filters and moderation tools, media investigations have found that inappropriate and potentially harmful messages can still get through. There are risks that children could be targeted by groomers. In response, Roblox has announced changes to how chat works. The platform plans to use facial age-estimation technology to restrict chat access between adults and children they do not know.

## Advice for Parents & Educators

### USE PARENTAL CONTROLS

Roblox's parental controls provide an important starting point. Linking a child's account to an adult account allows parents to apply spending controls, limit communication features, and review recent activity. Regular supervision, use of parental controls, and conversations with children about what they see online can help reduce the risk of exposure to inappropriate content.

### CONSIDER LIMITING OR DISABLING CHAT

Although Roblox is introducing tighter age-based chat restrictions, some parents and educators may prefer to disable chat entirely for younger children. Children can still play games while communicating with friends they know through other supervised platforms.

### PLAY TOGETHER WHERE POSSIBLE

Playing Roblox with a child can help adults understand the types of experiences available, how monetisation works, and how children interact online. This shared engagement can also make it easier for children to raise concerns if something feels wrong. Parents and educators should monitor all games played on Roblox due to its self-rating nature.

### ENCOURAGE OPEN CONVERSATIONS

Many Roblox experiences are creative and age appropriate, and for many children, the platform is an important way to socialise with friends. Rather than banning it outright, parents and educators should talk openly with children about online safety, spending, and how to respond to inappropriate behaviour.

### Meet Our Expert

Alan Martin is a technology journalist who has written for publications including Wired, TechRadar, The Telegraph, The Evening Standard, The Guardian and The New Statesman.



The National College

See full reference list on our website

@wake\_up\_weds

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