



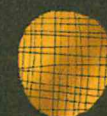
Merry Christmas

We are exceptionally fortunate to be able to bring to all of our readers a fabulous reflection of the Autumn term. As you will see, it has been action packed with excellent lessons, events, activities, trips and visits from outside agencies.

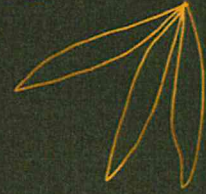
Every Autumn term we welcome many new pupils to Foundry College and understand that the transition to a new setting is always challenging, but we have been so impressed with such a large percentage of our new pupils for their ability to flourish! I would like to take this opportunity to express our thanks to the parent's as without your support at home your child would not be able to transition so smoothly and make so much progress.

Some of our Year 11 pupils have taken their IGCSE Mathematics examinations this term and we await their results in the New Year. No matter the outcome, the fact that they have already experienced a formal examination and have the ability to then attempt the examination once more in the summer term is a great opportunity for them if they want to improve their grades.

I would like to also say a huge thank you to all staff and management committee members for their amazing work and support this term and wish everyone a wonderful Christmas and New Year!



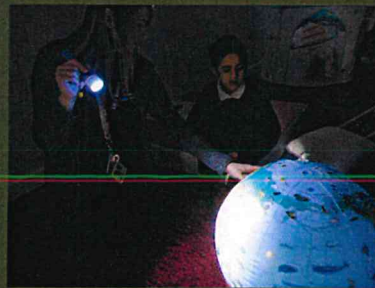
PRIMARY



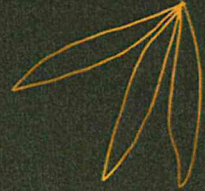
As always, the start of a new academic year sees the arrival of new children and therefore the first term is all about settling in, getting to know each other and establishing routines and expectations. We are so proud of our Primary pupils for doing just that and we have seen great progress being made in all areas of the curriculum as well as improved personal, social and emotional development.

This term in PSHE we have been exploring the question, 'What helps us to stay safe?'. The pupils have explored safety in the home and at school by identifying hazards and learning how to stay safe by roads. We have also begun our new topic which is 'What helps us grow and stay healthy?' Our pupils have been learning about the different food groups and how to ensure they have a healthy and balanced diet. The pupils are looking forward to the fruit tasting lesson and then creating their very own fruit smoothies!

As a therapeutic thinking college, at the end of every session our pupils engage in 'Reflection Time'. During this time, the pupils select pro-social and anti-social behaviour cards to reflect their behaviour choices. As a result of this activity, our pupils are now beginning to take ownership of their behaviours and are starting to engage in 'even better if' conversations.



PRIMARY



Dressing the Christmas Tree – Wokingham Town Centre

Once again, Foundry College are proud to have contributed to the annual Wokingham Living Advent Calendar, which saw local schools bring forward their decorations to add to the tree. The theme this year was 'Sustainability' and our inspiration for this year's theme came from recycling old art, and the Celtic/Pagan Green Man decoration which symbolises rebirth and regrowth. The Primary and Secondary pupils collaborated to produce an amazing decoration. One of the pupils said that she used pink paint to make it shine more, and to make it feel more Christmassy. It looked fabulous so look out for it on the Christmas tree.



Reverse Advent Calendar

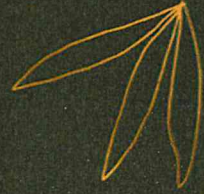
In the lead-up to Christmas, the Wokingham Food Bank were asking for donations for a fun Reverse Advent Calendar. Pupils and staff did a fantastic job of donating items for the hamper. It was a great success and we received so many generous donations. Well done and thank you for supporting this important cause.

A special mention to SureStore on Molly Millars Lane, Wokingham for kindly donating a storage box for the advent calendar – we really appreciated it!

***Special Mention to
Janice Kite at A.I.M Consulting Ltd.***

We were bawled over by the very generous donation of 2 iPads from Janice Kite at A.I.M. Consulting Ltd and we are sure that once they have been set-up, the pupils will be as equally appreciative of the donation. Thank you SO much!

ENGLISH



For Key Stage 4 pupils studying English Language, they have started to complete their coursework portfolio. When completed, this portfolio will include a description, a persuasive letter in response to another's argument and a narrative.

Pupils have been primarily focused on the first two of these skill sets, with narrative writing coming later in the academic year.

Examples of our pupils descriptive writing can be read below:

The day is young. Dawn breaks - it's frosty, cold and white. The sun's rays shimmer on the water, not a cloud in sight. Reflections gently wobble; the whispering breeze warns and hints of the approaching tempest. Bird chirps echo through the sky as they glide graciously towards the horizon. The sun on its daily cycle, giving life to another day.

Jack, Year 11

As I approached the corner, I could taste the excitement on the very tip of my tongue. The only thing that I can hear is wet screeching tires skidding through the soaking roads. I can feel myself vibrating in my seat as the car engine is roaring like a lion with all of its power.

Owen, Year 11

For their persuade and argue task, pupils have responded to newspaper articles which present Pupil Referral Units, their pupils and their teachers extremely negatively. As you can see from the examples of pupil work below, our pupils do not agree with the image that is sadly all too often portrayed about life in a PRU.

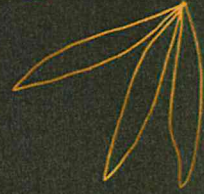
Alan Smithers has also stated an untruth that PRUs are "schools for crime"! I'm not being taught how to commit crime; I'm being taught to be responsible and put pen to paper, the only bullets I've learnt to use are bullet points in my coursework!

Lewis, Year 11

Berkson didn't stop there with his ridiculous claims, he goes on to say "What's left for them? Gang life and criminality." Firstly, I would like to say, do you think Mr Berkson is in the right job? Everybody has a chance to turn a corner, turn a new page and turn their life around but only they can make that choice. Out of everything you have said, I take this to heart as it saddens me to think that comments like this have perhaps previously been made about me. I can whole-heartedly disagree with this as I have completely changed my mindset since attending a PRU and have grasped all the opportunities with both hands that were given to me. So, what's left for me? Hope and opportunities.

Alannah, Year 11

ENGLISH



Pupils studying GCSE Literature have this term been focused on delving into the world of William Shakespeare and are studying either Macbeth or Much Ado About Nothing. We are very impressed with their approach to an area of the Literature course which many pupils can find challenging. As part of this, pupils have been honing their essay-writing skills exploring the plays' themes, characters, plot and historical context.

Our Key Stage 3 pupils have had a variety of lessons focusing on many of the same skills as our GCSE pupils. They have looked at persuade techniques and how these are used in advertising. In recent lessons they have explored this persuasion further to consider the importance and influence of presentational devices such as images, colour, font size and types. As well as this, some KS3 pupils have continued to develop their oracy skills by improving the presentation of their arguments to offer a more balanced viewpoint when considering controversial topics such as "should capital punishment return to the UK justice system?"

And as we finish the term, many of our pupils have celebrated the holiday season with a Christmas tradition and a trip to the pantomime to see Aladdin at the Theatre Royal in Windsor.



ART & CRAFT

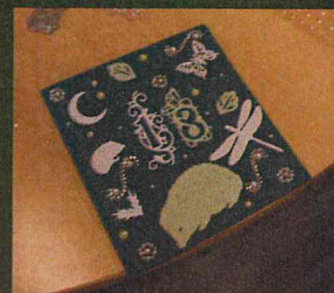
Wokingham Town Centre & Heath Lake Photography Trips

Embarking into Wokingham Town & Heath Lake Nature Reserve, our photography pupils have discovered how rhythm in art effects both natural and manmade environments, by allowing the eye to move through a shot to a point of focus. This could be by merely random placement or a purposeful repeated pattern or texture. These experiences helped some to enhance their confidence and communication skills within a public setting, and for subsequent photoshoots.



Alexander Devine, Pumpkins & Halloween Craft on the move

Our art & craft pupils got busy making craft inspired by the Alexander Devine logo of a dolphin. They made fridge magnets and Christmas decorations. The week before Halloween, pumpkin carving & a Craft on the Move trolley was made available to the pupils to make various Halloween &/or Christmas related pieces. Although the uptake was slow, there were those individuals who were able to create art for their loved ones and for themselves.



ART & CRAFT

Nurture Week

During Nurture Week the pupils (off & onsite) have worked together to produce the first of three pieces of triptych art which shows how Foundry College support them.

The Nurture piece represents how staff support pupils both physically and mentally to promote productivity by meeting their social and emotional needs through food & drink! This was created using spray-paints, acrylic paints, pens & glitter.



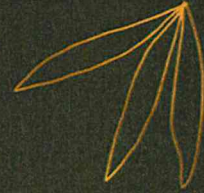
Wokingham Christmas Decorations 2023

Under this year's theme of Sustainability, the Art & Craft pupils have once again teamed up with Primary to make a Christmas decoration for Wokingham Town that embraces a more sustainable future for our next generation.

They have worked together to recycle a ball of expandable foam, turning it into a multiple headed Christmas adaption of The Green Man who symbolises Going Greener and Regrowth/Rebirth. The pupils have also experimented with resin to make Christmas Decorations for our tree and to take home.



FOOD



We are excited to share with you the progress of our secondary pupils who have been studying the NCFE Level 2 Food and Cookery course in the first term of school.

This course has provided our pupils with a comprehensive understanding of food preparation, cooking techniques, nutrition, and food safety.

Throughout the term, our pupils have been engaged in practical cooking sessions where they have learned essential culinary skills such as knife handling, food hygiene, and cooking methods. In addition to practical sessions, the pupils have delved into theoretical aspects of food and cookery, including understanding dietary needs and the importance of balanced nutrition. This holistic approach has not only equipped them with practical skills but has also enhanced their knowledge of healthy eating habits and enabled pupils to trial and cook various dishes from different cultures

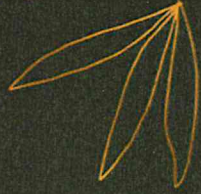


As we reflect on the first term, it is evident that our pupils have shown remarkable progress in their culinary abilities and understanding of food-related concepts. We are immensely proud of their dedication and enthusiasm towards this course.



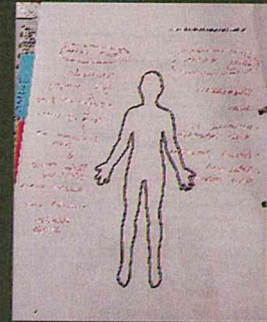
Many pupils this term were also busy baking creations to enter for our coffee afternoon bake sale to raise money for The Alexander Devine hospice.

LIFE

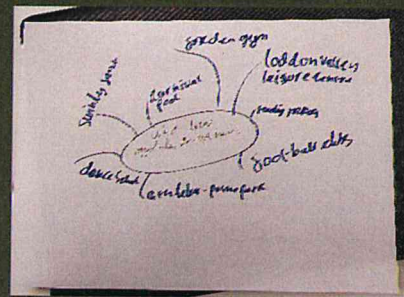


We are thrilled to share with you the exciting progress our secondary pupils have made in their LIFE lessons during the first term of school. The LIFE education program aims to equip pupils with essential knowledge and skills to lead healthy, safe, and fulfilling lives. In the first term, our pupils have been focusing on emotional wellbeing, drugs and alcohol education, healthy lifestyles, and relationship and sex education.

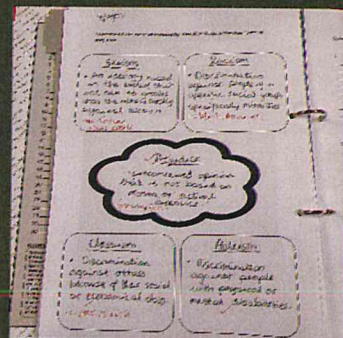
Emotional Wellbeing Our pupils have been engaging in discussions and activities that promote emotional wellbeing. They have learned about the importance of mental health, coping strategies for stress and anxiety, building resilience, and seeking support when needed.



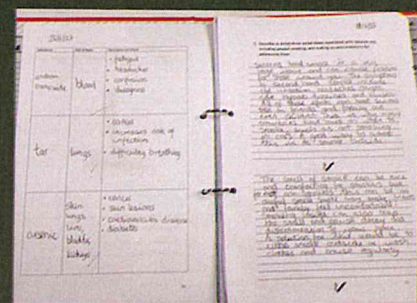
Drugs and Alcohol Education pupils have delved into the critical topic of drugs and alcohol education. They have explored the risks associated with substance abuse, the impact of drugs on physical and mental health, as well as strategies for making informed decisions regarding drug and alcohol use. Our aim is to empower our pupils to make responsible choices and resist peer pressure.



Healthy Lifestyles Promoting healthy lifestyles has been a key focus for our pupils in the first term. They have learned about nutrition, physical activity and the importance of maintaining a balanced lifestyle. Practical activities such as cooking lessons and PE sessions have provided hands-on experiences to reinforce these valuable lessons.



Relationship and Sex Education Pupils have engaged in comprehensive relationship and sex education. They have explored topics such as consent, healthy relationships, sexual health, contraception, and understanding diversity in sexual orientation. These discussions are conducted in a safe and respectful environment to ensure that all pupils feel supported in their learning journey.



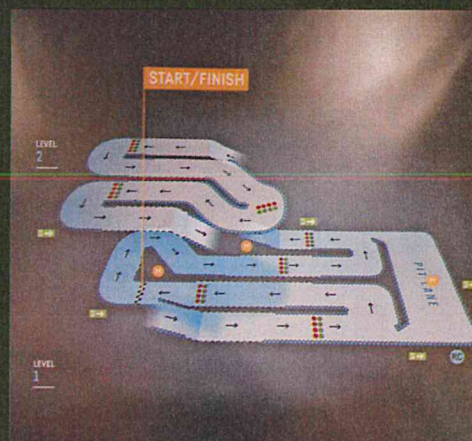
MATHS

The Autumn term has been busy as usual in the maths department. Some KS4 pupils sat the iGCSE exam in November and we look forward to the results in January 2024. All KS4 pupils have been studying Ratio and Proportion, Trigonometry and Conditional Probability as well as revising for the exams.



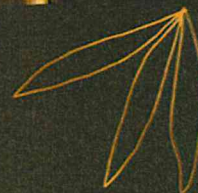
KS3 embarked on a Formula 1 unit of work which culminated in a trip to TeamSport in Reading. The pupils enjoyed their day and their behaviour was exemplary. The project combined analysis of statistics, conversion of measures, average speeds and probability.

One of the school foci this term is metacognition. This is the awareness and understanding of one's own thought processes. We are helping pupils to think about how they learn and how they can use metacognitive techniques to aid their own learning. This is designed to help pupils build their autonomy and resilience.



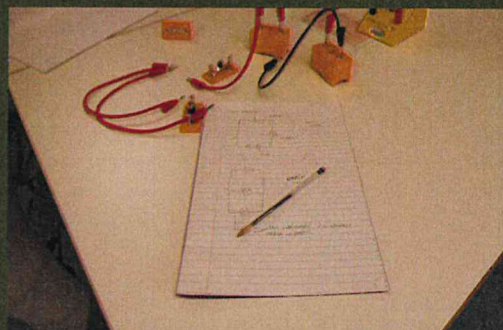
In the Spring term we will study Venn Diagrams and Set Notation with KS4 whilst KS3 continue to follow their individual schemes of work.

SCIENCE



A variety of different topics in physics, chemistry and biology have been covered during this term with pupils

Some KS3 pupils have been learning how to draw circuit diagrams and KS4 pupils have benefitted from some revision on this topic.



The white matter in these test tubes is DNA which the pupils extracted from kiwifruit. The process takes several steps and requires patience!

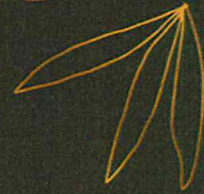


Keeping some pondweed at school means that there is always the opportunity to observe some microscopic organisms swimming about.

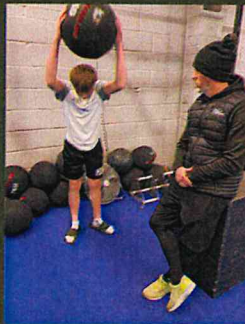


Sugar snakes are always a popular reaction in science!

PE



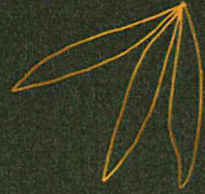
This term we have continued to attend various physical education provision where pupils have engaged really well. The Thursday gym lesson is a constant success with pupils taking ownership of their learning and planning and executing their own training programmes. Freddie has shown great leadership qualities in teaching and coaching other pupils and teachers in various boxing related skills. There has been an increase of pupils who are willing to try new things and attend the PE provisions which I hope to continue.



The key stage three boys have been attending Swinley Forest Trail where they have ridden with consistent skills across increasingly difficult trails and terrain. The boys have faced a range of weathers and shown resilience to get round the routes and make it to the end with smiles on their faces



OCCUPATIONAL STUDIES

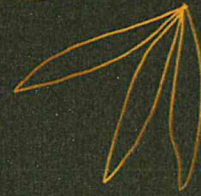


As we near Christmas, I am pleased to say that all pupils involved have engaged well in Occupational Studies and after a period of experimenting have found a unit they enjoy. Most pupils are working towards either a Level 1 or Level 2 qualification and most are making excellent progress. One or two of the year 11 pupils have already completed a Level 2 unit and are on the brink of moving on to something new.

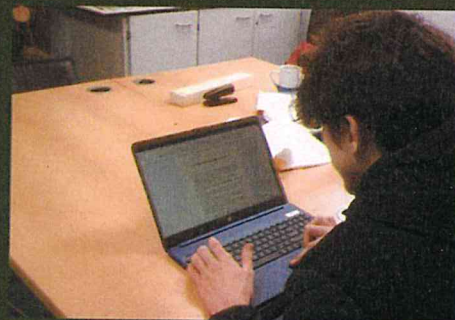
Last year, for the first-time pupils successfully completed Level 1 AQA Unit Awards in addition to their Occupational Studies units. These are small independent units of study and some cover aspects of study that are integral parts of the main OS units. This new approach means that the work pupils complete for the AQA awards can be carried forward into the main NCFE units, giving them a fuller understanding of Health and Safety, for example, in their chosen field and gaining them an extra qualification on the way.



OCCUPATIONAL STUDIES



As ever, the most popular units have a focus on the construction industry such as Plumbing Skills, Hand Carpentry Skills, and Brickwork Operations. One pupil however, is now working on a Level 2 unit in which he is planning, designing and making an upcycled chair. Another is working on improving his IT skills, so essential to employment in the modern world.



The Occupational Studies qualifications are a great way to learn the basics in the world of construction and other vocational areas – which is simply not catered for in mainstream schools. Several pupils who have refused to engage in any aspect of education in their mainstream schools are finding a new sense of purpose through their OS and are considering looking for employment in their chosen field.



HUMANITIES

This has been a long hard term and now with the darker nights and the colder weather we are all feeling the need of a break.

History pupils have done well and covered such topics as the reign of Elizabeth 1 and the opening up of the American West. We made a visit to the Tower of London where we were able to see the Crown Jewels and King Charles' coronation regalia. We saw the rooms where the two princes in the tower were kept and toured site whilst being able to relate what we saw to the class-based course. Sadly, a trip to the Great Plains of the USA would take rather more organising. Nevertheless, we worked hard to understand why the USA is the way it is. We have considered how the loss of the buffalo and the coming of the railways impacted the lives of the Plains Indians and we have even studied cowboys and people such as bass Reeves and Billy the Kid. So far John Wayne has had only one fleeting mention.



Geography. As with History our pupils have worked hard in preparation for exams. We have been working to develop all the skills required in Geography and these can be very useful in adult life. There is quite a lot Maths involved. Pupils have to be able to read a map, but they must also be able to understand how maps are constructed and what their limitations are. They need to be able to read and understand graphs and charts and develop the vocabulary that goes with all of this. This improves overall analytical skills. Before the cold weather began we were able to complete a unit of fieldwork. This involved a trip to the River Loddon near Sherfield where all sorts of measurements were taken to determine the depth and flow of the river at several points where we can expect changes. This puts the learned skills into effect in a practical setting.



Our KS3 pupils have begun to work on their own projects. One pupil is writing a history of Arsenal Football Club, despite the protestations of his Evertonian teacher. Another is working on 'Theme Parks' and is enjoying looking at the major parks in the UK. Who knows, we may need a trip to cover the practical side. We are all looking forward to the challenges and changes of the new year, but first a well-earned break.

FOUNDRY VOICE AND COMMUNITY GIVING



This term has been busy, full of raising money for and awareness of the college's chosen charity: Alexander Devine Children's Hospice Service.

At the start of October, we welcomed the charity back to deliver a day of workshops so pupils could learn about the important work the charity does and how vital our donations to the charity are. As part of the workshops, pupils again took part in the kindness rocks art project and decorated pebbles with positive messages for the future. They also had the opportunity to create – and eat – dolphin inspired baked goods. Why a dolphin? Because it was Alexander's (the little boy at the heart of Alexander Devine) favourite animal.



Towards the end of October, pupils and staff again put to use their wonderful baking skills and we held a bake sale which raised a total of £207.34. So many cakes were baked for the event that despite staff and pupils doing their best to eat as many as they could – we still had plenty left! This allowed us to do an impromptu cake sale outside the gates, selling tasty treats to the parents and pupils of Keep Hatch Primary School.

As the term draws to a close, we have been getting involved in our Community Giving Week. As part of this, pupils have had the opportunity to take part in a volunteering activity. Most pupils chose to support Alexander Devine either by sorting toy donations destined for sale at their pop-up shop in Maidenhead or by taking part in Project Reindeer, creating Christmas reindeer to sell to raise funds for the charity.



FOUNDRY VOICE AND COMMUNITY GIVING



For some of our pupils, their chosen Community Giving activity was to volunteer a morning at a local care home. Friendship is a precious gift and one that our pupils wanted to offer the elderly residents of Suffolk Lodge. Unfortunately, the visit had to be postponed but we very much hope it will take place early next year

And finally, the school staff have also been doing their bit to raise money for Alexander Devine. Earlier in the academic year, Jo Thorn ran the Windsor Half marathon and at the end of November, several staff took part in the charity's Santa Dash through the streets of Windsor.

It means that through the hard work and generosity of the Foundry Family, this term we have raised a total of £1,169.87 for Alexander Devine Children's Hospice Service – with Project Reindeer monies still to be counted.

