



Wow the end of another amazing academic year...!

What an academic year this has been for us all with so many amazing opportunities for our Foundry cohort of staff and pupils to have experienced.

As you will have experienced from previous newsletters and will see again, we have provided amazing opportunities for our pupils to develop both within and outside of the classroom. I expect many of our pupils will be currently celebrating their end of GCSE's and await what I am sure will be a fantastic results day in August due to their high level of focus and attention to their studies.

Year 11 pupils have been sent emails to express how they would like to receive the exams result; either in person, email or via post so please make sure you have indicated your preference through response by the end of term.

We will be inviting our Year 11 pupils to a 'celebration evening' with us in November so please look out for the letter and let us know if you will be able to attend. It is a wonderful opportunity for us to catch up with all the pupils that have left us for pastures new and to explore with them how their transition into adulthood has begun.

At this evening we will also be giving out the official GCSE certificates which aren't released to us until this time. As well as the GCSE certificates we will be awarding the 'Jay Blundell Resilience Shield' to one pupil who staff felt overcame their individual challenges with an outstanding attitude to their studies alongside their own personal development.

Thank you to all of the staff and management committee for their overwhelming support throughout the year and I wish you all a wonderful summer break!



TERM DATES 2024 – 2025

Inset Days (College closed to pupils)

Tuesday 3rd September 2024
 Wednesday 4th September 2024
 Monday 4th November 2024
 Tuesday 22nd July 2025
 Wednesday 23rd July 2025

Autumn Term 2024

- Inset days: Tuesday 3rd and Wednesday 4th September
- Term Starts: Thursday 5th September
- **Half Term: Monday 28th October - Friday 1st November**
- Inset day Monday 4th November
- End of Term: Friday 20th December*

Spring Term 2025

- Term starts: Monday 6th January
- **Half Term: Monday 17th February - Friday 21st February**
- End of Term: Friday 4th April*

Summer Term 2025

- Term starts: Tuesday 22nd April
- May Bank Holiday - Monday 5th May - College Closed
- **Half Term: Monday 26th May - Friday 30th May**
- End of Term: Monday 21st July*
- Inset days: Tuesday 22nd and Wednesday 23rd July

* College finishes at 12.30pm on last day of term

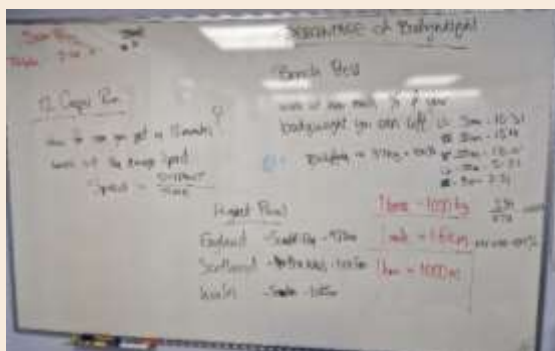


Maths

Year 11's have completed their maths iGCSE and some have also sat functional skills exams. We look forward to celebrating results with pupils in August.

KS3 have been combining their maths skills with working out in the gym. They have looked at metric conversion, averages and speed, distance and time.

A lesson where students calculated area and circumference of circles around school



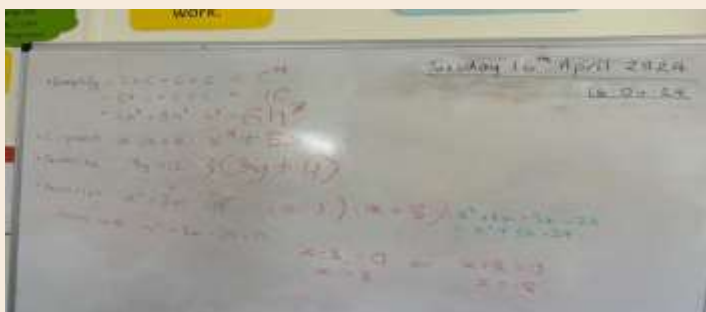
We ran a Lego workshop at the start of the Summer term for our KS3 pupils but some of our year 10 pupils decided to join in to. The theme was on shapes and symmetry and some impressive builds were made 😊





Maths

Lego workshop 2 involved a task to build a bridge given certain limitations that our KS3 pupils engaged really well in.



A starter based on algebra questions from June 2022 paper 1F completed by one of our year 11s.



Both maths classrooms have displays celebrating pupils' work and effort.



Food

The year 11s have shown incredible dedication and hard work this term, planning, practicing, and producing two-course meals within two hours for their final food and cookery qualification.

They've also been diligent in completing their remaining assignments from other units where needed, filling in the gaps. To celebrate their achievements and inspire them further, we took them to Tangs Buffet in Bracknell, where they could indulge in a diverse array of cuisines and satisfy their hunger. Congratulations to all pupils who have now completed the course and I wish them the best of luck for the future.



The KS3 students continue to engage well in creating a variety of savoury and sweet dishes from various countries and cuisines. The most popular recipe this term was the Greek chicken souvlaki.



For many pupils food lessons are about learning the basics, being safe in the kitchen, understanding what healthy eating is and to be willing to try new foods and ingredients. Making pizzas, pasta and quiches from scratch, or making beef burgers with onions for the first time and enjoying them. Taste testing smoothies or making our own as a healthy start to the day encouraging more pupils to fuel themselves properly for the school day ahead. Teaching them how to prepare whole squid, skinning fish, creating Japanese cuisine dishes, caterpillar cakes, restaurant quality brownies and chocolate factory wonders.



LIFE

3. Know about the dangers to personal safety when using modern communication technology

10. Identify the dangers to personal safety when using modern communication technology.

11. Identify the dangers to personal safety when using modern communication technology.

12. Identify the dangers to personal safety when using modern communication technology.

13. Identify the dangers to personal safety when using modern communication technology.

14. Identify the dangers to personal safety when using modern communication technology.

15. Identify the dangers to personal safety when using modern communication technology.

16. Identify the dangers to personal safety when using modern communication technology.

17. Identify the dangers to personal safety when using modern communication technology.

18. Identify the dangers to personal safety when using modern communication technology.

19. Identify the dangers to personal safety when using modern communication technology.

20. Identify the dangers to personal safety when using modern communication technology.

This term, pupils at the college have been engaged in various AQA Unit Awards, aligning with their individual interests and our LIFE curriculum.

Personal Safety

Pupils have delved into personal safety units, focusing on safeguarding themselves in diverse environments, including their homes, workplaces, public spaces, and the online realm.

Healthy Relationships

A significant number of pupils have embarked on this unit which involves engaging in numerous activities and discussions around the nuances of healthy and unhealthy relationships.

Healthy Lifestyles

Some pupils are exploring the importance of maintaining a healthy lifestyle. This unit covers topics such as nutrition, physical activity, mental wellbeing and the impact of lifestyles choices on overall health.

Financial Independence and Independent Living

Other pupils are acquiring valuable knowledge about financial independence and independent living, equipping them with essential skills for navigating the complexities of adult life.

Drugs Education

A select group of students have commenced the drugs education unit, exploring the dangers, effects, and legal ramifications associated with drugs and alcohol. This unit emphasizes the profound impact these substances can have on individuals and society.

1. Understand what is meant by a healthy diet



3. Define the main constituents of a healthy diet and explain why each is important

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8. Define the main constituents of a healthy diet and explain why each is important.

Social Cohesion

Everyone is not the same.

We are all unique puzzles of the society that serve, enhance and improve our communities and places.

It is all sorts of our differences that makes the country place a better piece of land for all people to live in.#

Our diverse population of many origins and cultures is what we should be proud of rather than having all people as the same type.





Science

This term KS3 pupils have been experimenting with neutralisation reactions. The bigger the reaction, the greater the mess, the better! Part of the aim of the experiment is to promote curiosity and engagement.



The screaming jelly baby is back by popular demand, but the learning is linked to a series of lessons relating to the digestive system and the way that enzymes are used in the body.



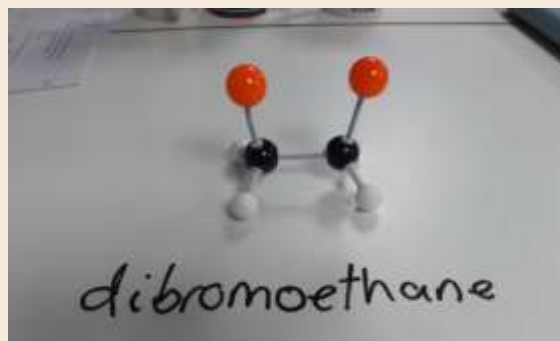
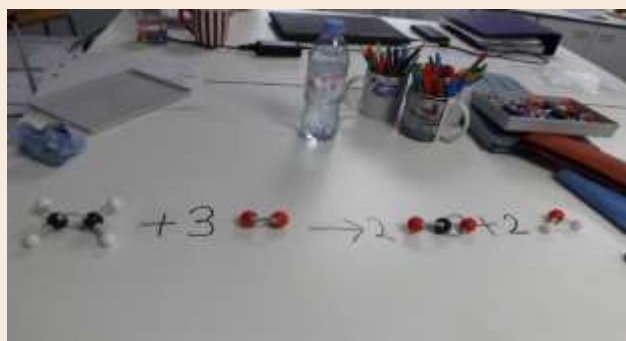
The GCSE pupils refreshed their knowledge of measuring the movement of water through a plant and the rate of photosynthesis.





Science

Molymods are a useful modelling tool in chemistry and here they are being used to model reactions and balance equations in the organic chemistry topic which forms part of the AQA Trilogy and Triple qualifications.



Several year 11 pupils showed huge resilience in the amount of revision they did using past papers, the best preparation for understanding the type of questions that could come up in their exams.

New year 10 pupils have started with some practical chemistry, making crystals and using them to learn about reversible reactions. They are now starting a new topic in Physics relating to forces.





Humanities

Humanities refers to a collection of subjects. These are History, Geography and Religious Studies. Together they make up a study of human life.

This term we have seen the departure of our year 11 pupils. Some had taken History GCSE, others took Geography and one pupil took Religious Studies. This is one of the most challenging periods in a student's life. Revision and catching up with unfinished work seem to become the sole purposes of life for about six weeks. Now it's over and we wait anxiously for the results.

It's a time too when we can fit in some extras. We decided a trip to Oxford would be a good idea. This thought came from a history lesson where we were looking at sources for the reigns of James 1 and Charles 1. There were no cameras in those days so we were looking at portraits online, when up came an advert for an exhibition of drawings from the time. A week later we were on our way to the Ashmolean Museum in Oxford. What a visit it turned out to be. We were all inspired, even awe-struck at what we saw. We looked at work by great artists from Breughel to Rubens. We saw how artefacts were conserved, admired lovely architecture, stood and discussed Halley's Comet whilst standing outside his house and wonder of wonders, we found ourselves walking in the footsteps of Harry Potter in the cloisters of New College. It's not so new as it was founded in 1379. The day was so filled with good things, that we decided we must return.



The Cloister at New College.
Used in several Harry Potter films.



The Ashmolean Museum



Portrait by Sir Joshua Reynolds.





Humanities

Stemming from Humanities we do spend time engaging in chess. Some might say 'playing' but it's far more than that. For some of our pupils, the idea of sitting for an hour without talking or using a phone or a keyboard, or having a screen might seem the stuff of nightmares but surprisingly it works. To my complete surprise, pupils from all ages and abilities get a great boost from the game. If they wish to learn we teach them, it doesn't take long. There is absolutely no luck in chess, just good and bad choices. That's a lot like life. It takes determination and resilience, patience and strategic planning. It's about power and control, persuasion and even a little risk and ruthlessness. These are skills we need every day. Why not try it with your children? You may both enjoy it.



Chess set at Foundry, made of plastic and wood.



Chess set at the Ashmolean, made of ivory and ebony.



Art

And so finally in Art..... Octopuses!

There has been a distantly watery feel to the theme of year 11s final pieces this year, and they have used multiple mediums to create their masterpieces. The Environmental Mural stands proudly within the college and has even inspired the headteacher to dedicate another very long wall to students to leave their mark upon next year!



Whilst others have opted for Demons, Oriental Food Photography & Chair building.

I wish them all well with their future endeavours

Mono-Printing Workshop @ South Hill Park

One of our pupils had a great opportunity to try Mono-Printing with an artist at South Hill Park. Having then picked up these new skills, it was subsequently delivered partly by the pupil to others in college.





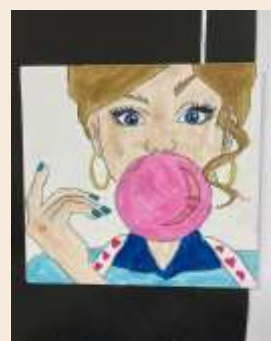
Art

Slime Workshop - run by students for students



As part of Mental Health Awareness Week, our KS3s made slime independently to represent a 3D element of bubble gum being blown on mini canvases.

Did you know? Blowing bubbles helps to manage anxiety by slowing down our breath, boosts our mood & reduces stress.



The students have also been very busy having a go this term at building clay pots, wax melt paintings, 3D Pastel drawing and ink experimental art.





PE

This term in PE has been very busy with pupils attending numerous different provisions. As year 11 pupils left us, the new pupils have arrived to attend the offsite provision of Foxes Den and Loddon Valley leisure centre. The pupils have been working towards becoming more confident in the gym and learning much more about what they are capable of.

On Wednesdays, a group of pupils have experienced some outdoor survival and bushcraft lessons where they have successfully whittled tent pegs for their shelters, started fires using nothing but some wood, a knife and a flint and steel. This resulted in the group being able to toast marshmallows and share a nice moment all together. This provision has shown the pupils are able to work well together and share each other's success when giving praise or comments on the completed dens or fires for cooking. One pupil described this new addition to our curriculum as *'a fun place to quickly learn skills I might need and doing them straight away practically is good'*





English

GCSEs have now finished and we waved goodbye to our Year 11s at the end of last month. During exam season, all of our pupils sat their GCSE English Language exam. For some, it also saw them complete GCSE English Literature or English Functional Skills exams. We are extremely proud of pupils and want to say well done: you worked really hard and demonstrated great resilience in the final push towards the finish. With exams now over, we hope all our Year 11s have a long, restful summer break and wish them good luck with their next steps and the all the future possibilities that await them.

In Year 10, pupils continue to work on exam skills. For some, they have been developing their speaking, listening and discussion skills. They've been looking at the controversial topic of the death penalty and considering the thought provoking questions: why do we punish people? Is the death penalty a deterrent? Do I believe in the death penalty? Pupils have tackled these challenging questions with a thoughtful, mature approach and conversation in the classroom has been a lively debate!

Others in Year 10 have begun their journey towards completing their coursework portfolio and have been working on either their descriptive or narrative writing. This has seen writing begin with powerful openings, including:

"Darkness emerges into the shadows over the scary graveyard. The mist creeps around the cracked, mossy tombstones as it whistles through the night air, it softens the crows' irksome caws. A layer of fog covers the ground like a blanket of thick, white spider webs, where bats rest on the decaying tombstones."

"Eery, grey sky with a full moon shining over the dying crop. Bats speeding across the night sky like vampires hunting with their razor-sharp teeth, silently flying like they're fleeing a murder crime scene. Wings brushing against the rotting crops abandoned by the farmer. Tall brown stems swaying in the wind, rustling the dead dried up leaves."

Our younger pupils in KS3 have been working on a variety of different skills and topics. One class have been developing their inference skills and learning how to become critical thinkers. They started by looking at images and using visual clues to work out the hidden information. From there, they started reading a variety of short texts, picking apart the words the writer had chosen to uncover extra meanings.

And finally, our last KS3 class has seen pupils use the stimulus of TV fictional schools such as Waterloo Road, to design their own school settings including the rules, subjects and timings of the day. This work will lead towards a piece of creative writing following the interactions of some staff and pupils.

We're pleased to announce that even in the fictional school setting English appears as a core subject!



English

What can you infer...?



- Who is the man? What is he doing?
- Why is the girl standing behind him?
- Why is she dragging a kite on the floor?
- Has she said anything to him? Does he know she's there?
- How is she feeling? What is she thinking?
- Do you think this has happened before? Why/why not?
- Why is the kite bright red, but everything else is in dull colours?

What can you infer...?

"Her name was Mrs. Pratchett. She was a small skinny old hag with a moustache on her upper lip and a mouth as sour as a green gooseberry. She never smiled. She never welcomed us when we went in. By far the most loathsome thing about Mrs. Pratchett was the filth that clung about her. Her apron was grey and greasy. Her blouse had bits of breakfast all over it, toast crumbs and tea stains and splotches of dried egg yolk. It was her hands, however, that disturbed us most. They were disgusting. They were black with dirt and grime. They looked as though they had been putting lumps of coal on the fire all day long. The mere sight of her grimy right hand with its black fingernails digging an ounce of Chocolate Fudge out of the jar would have caused a starving tramp to go running from the shop."

Boy by Roald Dahl



Drama

It's not easy being the only pupil in the whole school working towards a GCSE in Drama. However one pupil has worked hard this term by learning two Shakespeare monologues to memory and completing the final elements of his course work with help from a fellow year 11 pupil.

After all this hard work and the exam sat, it was time for a trip to The Globe theatre in London to see Richard III. Whilst walking to the venue a pupil asked 'What is the Tate Modern?' and with time to spare (and shelter from the 29°C midday sun) we took a detour into the gallery. This unexpected visit allowed the pupils to explore a wide variety of art and embrace their curiosity.

We then headed to the Globe Theatre for the live performance and I must praise the pupils for their resilience and patience. We left the venue and walked along the Thames river and we all agreed that whilst not every word or phrase may have been fully understood it was a thoroughly enjoyable and memorable day out for us all.





Careers

Destination	Qualification
BCA	Level 2 Animal Management
	Level 2 Diploma in Art & Design
	Level 2 Diploma in Production Arts
	Level 2 Health & Social Care
	Level 3 Animal Management
Bracknell & Wokingham College	Foundation Pathways
	Level 1 Construction
	Level 1 Hair & Beauty x2
	Level 1 Hairdressing & Barbering
	Level 3 Travel & Tourism
Farnborough Technology	T Level in Early Years, Education & Childcare
Henley College	A Levels x2
Langley College	Level 1 Hair & Beauty
Reading College	Foundation Pathways
	Level 2 Creative Media Production & Technology
	Level 2 Diploma Bricklaying
	Level 2 Motor Vehicle Service & Repair
	Level 2 Travel & Tourism
	Level 2 Plumbing
	Level 2 Site Carpentry
	Level 3 Travel & Tourism
	A-levels
	T Level in Education & Early Years
Sixth Form	Farnborough Sixth
	Unstead Park Sixth Form
Apprenticeships	Bright Horizons – Level 3 Nursery Apprentice
	HBS – Level 3 Plumbing Apprentice
Alternative	JAC – Small Animal Care
	New Meaning - Construction
	Royal British Army – Infantry Soldier (application process still ongoing)

Year 11 Destinations/Options

All but two of our current year 11s have a firm offer for their next steps, with many waiting until August results to make the final decision on their chosen pathway.

This table celebrates the diversity of offers in this year's cohort.

ASK Sessions

We were fortunate this year that Claire and Varsha from CXK were able to provide our year 11 pupils with group sessions, developing their knowledge on apprenticeships and supporting in creating their own accounts. Additionally, Claire offered a mock interview opportunity. For those who took it up, it included completing an application form, participating in an interview and receiving feedback. A vital experience.



Careers

Work Experience

As part of the curriculum, we offer our KS4 extended work experience opportunities whereby they go to a placement 1 day a week for 6 weeks. This is a great opportunity for our pupils to gain first-hand knowledge of the 'real world' and an insight into their potential industry of choice. This year all year 11s were given the opportunity to participate and we would like to thank the following organisations for hosting our pupils this year:

- Hall Place Veterinary Centre
- Aldryngton Primary School
- Marks and Spencers
- Knowl Hill Cattery
- The Fox Den
- Style Nation
- Keep Hatch Primary

A new addition to our work experience programme is to participate virtually, which a few of our pupils engaged with. Thank you to Springpod for making this accessible.

We are always open to suggestions and support, so if you know of anyone who would like to work with us in providing invaluable experience to our pupils, please do not hesitate to get in contact with Vix Padgett vix@foundry.wokingham.sch.uk



Aldryngton
Primary School





Primary

And here we are again, the end of another academic year! It's always a time of year where we sit and look back at how far our pupils have come and share with everyone how proud we are of each and every one of them!

As always, we have continued to support the children in developing emotional regulation and helping them to understand their bodies. The sensory toy box had a revamp at the beginning of this term and the children have been excited to explore the new tools available to them. It also provided a great opportunity to explore textures and senses which resulted in positive engagement within sensory play activities. The children have enjoyed experiencing a range of emotional regulation strategies such as drawing and colouring, water-play and sensory floor mats and it is always something to celebrate when the children begin to identify the strategy which works best for them.

The primary curriculum is varied and offers both academic activities as well as therapeutic ones. In Maths, the children have been consolidating their number and place value knowledge within the year group curriculum in which they are currently working. The other domains of Maths are often delivered through other areas of the curriculum such as Cooking, Science and STEM/Construction challenges.

This term's topic has been the Rainforest. The children have explored where in the world the tropical rainforests are, written a packing list which considers the weather and climate, listened to and composed their own sounds of the rainforest and more recently explored the layers of the rainforest and animals which live there. We hope by the end of the term to have made our very own rainforest diorama to share the knowledge we have learnt.

We believe it is important to give our pupils opportunities to learn beyond the school gates. This could be learning academically and/or it could be about learning to manage ourselves within new places. This term we have visited the Look Out Discovery Centre, exploring the outside area as well as the science exhibits inside. The pupil who attended thoroughly enjoyed the experience. A trip to Marwell Zoo is also on the cards for another pupil and we are very excited to explore the animals and their habitats.

Once again, we wish to share and celebrate with you all the success of our Primary pupils and cannot wait to welcome them back in September.



Occupational studies

The school year is almost at an end and the all Year 11 pupils have all completed their portfolios for the final assessments held in early July. At this point I now expect all the pupils to achieve their targeted grade, which is excellent.

Several pupils have also successfully completed the Level 1 AQA Unit Award: Health and Safety in Construction, Pt 1 in addition to their Occupational Studies units. The evidence collected for this has for most, contributed to their OS portfolio but it is also powerful evidence of a good understanding of the Health and Safety in the workplace for those thinking about construction-based work or apprenticeships.



The construction based such as Plumbing Skills, Hand Carpentry Skills, and Brickwork Operations continue to be the most popular the majority of pupils. Others however, have worked on furniture design and manufacture, development of IT skills, consolidation of cooking skills and taking part in a sport of their choosing – all achieving success in their chosen field.





Occupational studies



At Foundry College we continue to believe in the development of vocational and practical workplace skills alongside the more academic subjects. In the UK there is currently a huge shortage of skilled tradespeople and careers in the trades can be very varied, interesting and rewarding. With our Occupational Studies courses we hope to equip our young people with the skills, attitudes and knowledge needed to succeed and to give them the edge when it comes to stepping out into the big, wide world of work.

