



Newsletter

January 2024

Principal's Welcome

Dear parents, the staff and I would like to thank you all for your support last term. Autumn term is a long stretch and it is always immensely satisfying to look back and see the progress the students have made both academically and in confidence. We have welcomed a number of new students and it is wonderful to see how quickly they have settled in to become part of the FIC family. This is all down to the supportive nature of both staff and students.

This newsletter details a number of highlights and awards – clearly a busy term has been had alongside lots of learning. In the background to all of this, students have worked hard, respected each other, been dedicated to achieve and have accepted each other for being their own individual selves. These skills are vital in allowing students to succeed in the wider community and in later life, both in further education and employment.

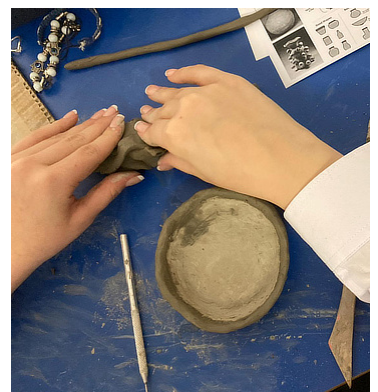
Next term brings new opportunities as we welcome our winter school students from South Korea. They will join some of our KS3 classes so that they can learn more about life as a student at FIC and in the UK. They will welcome conversations and collaborations from our current students. They want to know more about us, our wonderful school and the UK so please do make the most of this cultural opportunity and learn more about them and their culture. We will have a number of weekend trips on offer for day students to join the winter school so please watch out for these emails as the term starts.

I hope that you have enjoyed a well earned rest and look forward to the Spring term with a new energy and motivation!

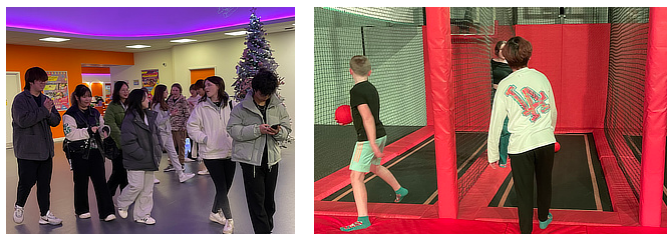
Happy new year, Mrs Becky.

Creative with Clay

KS3 have been working on making clay coil pots inspired by natural forms and the ceramicist, Kate Malone. They are works in progress, which still need to be painted, but they look great so far!



Jump In! Christmas Party



School Christmas Dinner



Students' Best Friend

Therapy dogs in classrooms may boost mental well-being, according to Australian researchers, reported the New Scientist in September. Because some students who are struggling may disengage from school, they may not benefit as much from standard interventions or support. However, therapy dogs in school may offer a good alternative. Robert Baird at Monash University in Melbourne asked more than 100 school professionals about their experiences with therapy dogs in classrooms. "The educators generally considered the dogs' presence beneficial in a variety of circumstances, For example, some reported that the dogs motivate students to interact with their peers, develop friendships and learn social norms, as well as helping them learn to regulate their emotions." reported the New Scientist.

"Being with a dog is a major incentive to engage," said Baird, calling them "non-judgemental companions".



Peggy, Mrs Caroline's dog, has made FIC her second home

Sponsored Marathon Challenge

Students have been sponsored to walk and run for a total of 13,570 minutes (over 226 hours), raising £76.73. That is the equivalent of a collective 28 marathons walked in November (nearly a marathon per student!), taking the average time to walk a marathon as 480 minutes. **Latimer** house won the challenge, with nearly double the number of minutes of Cranmer, at 8985 versus 4585.

The school will agree to match the funds raised, bringing the total to £155. This will go towards the purchase of additional school sports equipment to use at break and lunch time. House council can agree and vote on suitable options.

House Team Challenges

Latimer house won the science “egg drop” challenge. Students had to design a safety carrier to protect a chicken egg from breaking when thrown out of a window. The teams were awarded points for collaboration in their team, unique ideas and egg survival. We had a good spread of results in that some eggs completely survived, some had a small ‘injury’ and some completely broke and were unrecoverable!

Latimer received 32 points and Cranmer 26.

Latimer also won the house team quiz, but **Cranmer** won the sports challenge.



Why Learn About Landguard Fort?

KS3-2 visited Landguard Fort and wrote about why it is important to learn its history.

"Landguard Fort was first built in 1542 to protect the River Orwell. It has been rebuilt and made larger several times over centuries, and it has played a role in many important events in history. In 1557, Landguard Fort was attacked by a Spanish fleet. The people who were defending the fort were able to keep the Spanish from taking the fort, but the fort was incredibly damaged. It was rebuilt in 1568, and it was made way larger in the 17th century. In the 18th and 19th centuries, Landguard Fort was used to protect the coast from attack. It had big guns, and it was ready to defend Suffolk from attacks from the sea. During World War II, Landguard Fort was used to shoot down enemy planes. It helped to protect Suffolk from German air raids." (Jesse)



Eden

Landguard fort



School in the local area should study the landguard fort as I would say it's quite a significant thing for being 1 very old and 2 it having many purposes through the years it was once a training camp in WW1 and WW2.



It is interesting and informative because its something from around 1500 (a long time ago) with so many stories and information to tell and as well as the tours showing round all the rooms and telling the tales, a bit which is also good was a mini museum section where you can see artifacts that were found here.

Eva

"Understanding the history of Landguard Fort is important for schools (especially those located in and around Felixstowe) as it helps them better understand their community and its history. By studying the fort's history, students can develop an appreciation for the region's cultural heritage, and its involvement and links to broader topics they may be studying such as its use in wars and defense of the British isles since the 15th century up to the 20th century, seeing use throughout the Napoleonic wars and both the world wars. It can also be used to help students develop critical thinking skills, research and writing skills, and a better understanding of the historical context of the region. In addition, those in the vicinity who have the ability to visit would help make history come out of the textbooks and into something they are able to see in front of them." (Pop)

Careers Overview

This term Year 13 have been busy completing their UCAS application forms, along with writing their personal statements and choosing universities that they would like to apply to.

Year 12 have explored the different options available to them after Sixth form, they have also looked at how Labour Market Information can help when choosing a career and they have produced their own career development plan.

KS4 have been exploring different career choices, along with the options available to them after Year 11, they have also looked at how Labour Market Information can help when choosing a career and they have started to write their own career plan.

KS3 careers have looked at why education is important, along with where they can find careers information and they have started to explore a range of different job sectors including STEM (Science, Technology, Engineering and Maths) careers.

At the start of the term, the year 11s, 12s and 13s were invited to attend the Felixstowe Jobs Fair where they were able to talk to a variety of different employers about future employment and training. We were also very fortunate to welcome Dr. Esther Borrett into school via Zoom to give a fascinating talk on what it is like to work as an Educational Psychologist and the training required to become one.

UK Parliament Workshop

Students completed a quiz and actively participated in this workshop run by Kelly Stroud. They explored the following topics:

- Democracy and our democratic rights
- UK Parliament
- Voting and elections
- Constituencies
- House of Commons and the House of Lords
- Jobs of an MP and how to make contact to request change
- The process of bill to law
- The importance of increasing the proportion of young people who vote
- Petitions and the democratic process.



Christmas Celebration Assembly

Photos taken by Tiana, Y13.



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Photos taken by Tiana, Y13.



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Photos taken by Tiana, Y13.



Celebrating Students' Achievements

At our end of term celebration assembly, awards were given to the following students, in key stages 3, 4 and 5:

Punctuality to lessons: Thomas, Katy, Jason

Concentration in lessons: Blake, Francesca, Beverly

Oral participation in lessons: Jesse, Grace, Tiana

Planning and organisation: Sapphire, Grace, Daeun

Presentation of work: Eden, Francesca, Daeun

Attention to detail: Pop, Martha, Anna

Completion of work: Theo, Kaitlin, Seonghun

Communication with teachers:

Eva, Enoch, Beverly

Most rewards: Eden, Grace, Beverly

Recipients of the Boarding House certificates are:

Tidiness: Daeun

Punctuality: Namhyun

Helpfulness: Seonghun

Responsibility: Beverly



Keeping Safe

If you have any safeguarding concerns about a child at our school, you can talk to the Designated Safeguarding Lead, Miss Chaerin Lee, or the Alternate DSL, Joyce Jennings.

Our Governor responsible for Safeguarding is Katherine Murphy who can be contacted through the school office (tel: 01394 282388).