

# Cloud22 Newsletter

Spring Terms 2025



To enable young people to progress and succeed in sustained education, training or employment.

## REMAINING DIARY DATES (2024-2025)

4th April	School Shuts at 2:55pm
23rd April	School Opens
23rd May	School Shuts at 2:55pm
2nd June	School Opens
27th June	Year 11s—last day
22nd July	School Shuts at 2:55pm

## GCSE EXAM DATES

Thursday 15th May	GCSE Maths Paper 1
Tuesday 20th May	GCSE Classics Paper 1
Friday 23rd May	GCSE English Paper 1
Monday 2nd June	GCSE Classics Paper 2
Wednesday 4th June	GCSE Maths Paper 2
Friday 6th June	GCSE English Paper 2
Monday 9th June	GCSE Science Paper 1
Wednesday 11th June	GCSE Maths Paper 3
Friday 13th June	GCSE Science Paper 2
Monday 16th June	GCSE Science Paper 3

## Cloud Assistant Headteacher — Terri

The spring terms have been a busy and productive time on Cloud22, with a range of curriculum enrichment days and themed days that have proven to be successful and well-received.

Year 11 students have focused on completing science assessments while also preparing for their upcoming Functional Skills and GCSE exams. Meanwhile, Year 10 students have been exploring new subjects, such as Coding and STEM, and we have already received positive feedback from these.

As we approach the summer term, we are preparing to distribute a parent survey and would greatly appreciate it if as many parents as possible could participate. This will help us continue to improve Cloud22 by acting on your valuable feedback.

We wish you all a Happy Easter!



**MOMENTS  
MATTER,  
ATTENDANCE  
COUNTS.**

Attendance is always important, but we cannot stress enough how crucial it is for our Year 11 students at this vital stage of the year. As they prepare for their upcoming exams, every lesson counts, and consistent attendance ensures they are fully supported in their revision and learning. Being present during this critical time not only helps them stay on track with their studies but also boosts their confidence and readiness for the challenges ahead. We encourage all Year 11 students to attend school regularly to make the most of this important period.



## STEM LESSONS

In our recent STEM (Science, Technology, Engineering and Maths) lessons, students have taken part in a range of hands-on activities, all linked to our themed approach to learning. They explored the mechanics of a bike, investigating friction and work done in motion, and examined hydro-dynamics by designing and testing model boats and a tamarin. As part of our space-themed activities, students built a model space rover to understand engineering challenges beyond Earth and created a model of the solar system to explore planetary movement. They also investigated how sound waves travel and are amplified building a sonic imager, applying scientific concepts to real-world designs. Additionally, they investigated the science behind tattoos, learning how ink is retained in the skin. These practical sessions have provided valuable insights into key STEM principles, making

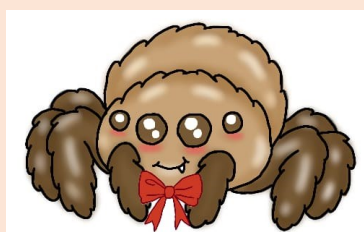
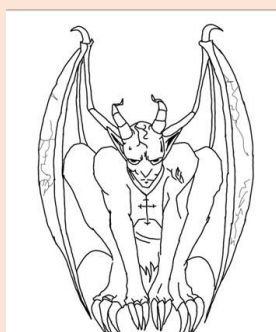
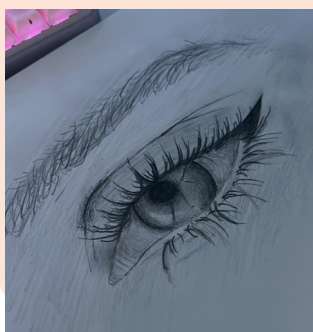


## CREATIVE ART LESSONS

In our recent art lessons, we've been diving into the world of portraits and mythical creatures, using a variety of traditional and digital media to bring our imaginations to life. We've explored pencil techniques to create detailed and expressive portraits, focusing on shading, texture, and proportion. Taking it a step further, we unleashed our creativity by designing mythical creatures, blending elements from both reality and fantasy.

To inspire our designs, we experimented with AI-generated animal mash-ups, combining unexpected creatures to spark new and exciting ideas. This fusion of technology and creativity helped us visualize imaginative beasts that might not exist in nature but came to life through our sketches and digital artwork.

The results have been fabulous, with students producing highly creative pieces. Whether using a classic pencil or a digital stylus, the range of skills and ideas on display has been truly impressive. We're excited to see how these new techniques and imaginative concepts will continue to shape our future projects!





Cloud22 took part in the GoGo Safari Learning and Community Programme. For this art project, students created fun, cartoonish items in the bold, playful, and doodle-inspired style of Jon Burgerman while incorporating elements that represent what they love about online learning! This was assembled together by the art team on Cloud22.

Our Mini G will be joining the other 65 Mini Gs which will be making their very own urban safari, hiding out in a venue in Norwich waiting to be discovered.

# Curriculum & Themed Days



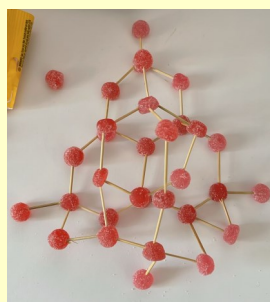
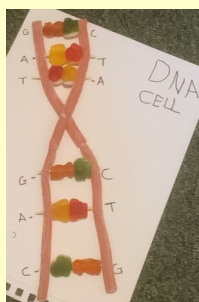
*Students have engaged wonderfully with the different curriculum and themed days throughout the Spring Terms.*

## ENGLISH CURRICULUM DAY

Pupils on Cloud 22 followed an English Curriculum Day earlier in the new year with a focus on detectives and mystery solving. Pupils started the day learning about famous fictional detectives throughout history and gaining a knowledge of the writers who created them. Pupils also solved crimes themselves by looking at clues and using logic to work out 'who done it' style puzzles. Extracts from famous works of fiction were read throughout the day which culminated in a group effort to solve a mystery and escape from a room.

## SCIENCE CURRICULUM DAY

Our Science Practical Day was an exciting opportunity for students to engage in a variety of hands-on experiments. They explored chromatography to reveal hidden colors in ink, built molecular models of carbon structures, and created a DNA double-helix model using sweets. Students also tested different substances to identify acids and alkalis, deepening their understanding of chemistry through practical investigation. The day was filled with discovery and enthusiasm, helping to bring science to life in a memorable way.



## INTERNET SAFETY DAY

This half-term, the Cloud students took part in Safer Internet Day, focusing on the issues of fake news, fraudulent accounts, and conspiracy theories in today's digital world.

Through discussions of real-life online videos and profiles, the students harnessed their skills in spotting misleading information and they identified how crucial it is to check their sources before sharing anything. They also explored why some people edit photos and what the potential consequences of this could be. The students finished the day by taking part in a 'Safer Internet' board game where they had to 'Spot the scam' and use the knowledge from earlier in the day to keep themselves safe online. We hope they will continue spreading their knowledge, to keep others safe online too.



## ST. PATRICK'S DAY

On 17th March, students explored the rich history and cultural significance of St Patrick's day. They learned about St. Patrick, the patron saint of Ireland, and the traditions associated with the day, such as wearing green, parades, and the symbolism of the shamrock. Students also took part in fun activities like decorating biscuits, baking cakes and learning Irish dancing, all while gaining a deeper understanding of Ireland's heritage and the global celebrations of St. Patrick's Day.



### LUNCHTIME SOCIAL CLUB

The Lunchtime Social Club provides students with a non-judgmental, safe space where they can come together during their lunchtime to connect over shared interests and hobbies. It offers a supportive environment where students can freely express themselves, engage in meaningful conversations, and build friendships with others who have similar passions. This initiative encourages social interaction and helps foster a sense of belonging and community among students.

# Norfolk Safer School Programme



## NORFOLK SAFER SCHOOLS PARTNERSHIP—NORFOLK POLICE

Students recently had the valuable opportunity to participate in an online workshop led by Paul Johnson from the Norfolk Constabulary, focusing on abuse in relationships. The session provided insightful information on the dangers, consequences, and warning signs of abuse, as well as the support available for those in need. Students engaged well, asking thoughtful questions and receiving important answers that deepened their understanding of how to help themselves and others. It was an informative and impactful session that equipped students with knowledge to promote healthy and respectful relationships.

## ONLINE SAFETY

Young people are communicating online in ways that often go unnoticed by adults. What might seem innocent on the surface could actually carry a much different meaning. Here are some of the codes they're using:

- **100** : Linked to the 80/20 rule, which suggests that 80% of women are only attracted to 20% of men.
- **👤** : Used to express feelings of depression, hopelessness, or being drawn into negative online spaces.
- **Red Pill**: Often associated with misogynistic ideologies.
- **Blue Pill**: Represents individuals who are unaware of what some consider the "truth" about relationships and gender dynamics, typically embracing mainstream views.

### What Can Parents Do?

1. **Stay Curious**: Ask open-ended questions like, "I noticed emojis are being used in new ways. Have you heard about this?"
2. **Create a Judgment-Free Zone**: If your child feels judged or punished, they may shut down and stop opening up.
3. **Encourage Critical Thinking**: Help them evaluate online content. For example, ask, "Why do you think some groups promote these ideas, and who benefits from them?"
4. **Regular Check-Ins**: Make it part of your routine to check in on the online spaces they're engaging with.
5. **Talk About Manipulation**: Be upfront about how toxic online communities may groom young people by making them feel special or included.
6. **Build Offline Confidence**: Encourage real-world activities that boost their self-esteem. The more confident they feel offline, the less likely they are to seek validation from harmful online spaces.

# 10 INTERNET SAFETY TIPS FOR PARENTS

**1** Don't block all access to technology. Help your child learn to use tech **safely** and **positively**.

**2** Take an **interest** in your child's favourite apps or sites. Co-view or co-create at times.

**3** Be the parent. You're in charge. Set **boundaries** and consider using filtering software.

**4** Create a family media **agreement** with tech free zones such as cars, bedrooms, and meals.

**5** Teach your child what **personal information** they should not reveal online (YAPPY acronym).

**6** Help your child learn to **filter** information online and navigate fact from fiction.

**7** Navigate digital **dilemmas** with your child. Avoid using devices as rewards or punishments.

**8** **Balance** green time and screen time at home. Focus on basic developmental needs.

**9** Don't support your child to sign up for sites with **age restrictions** (e.g. 13+) if they're underage.

**10** **Learn more:** Explore reliable resources for parents so you can educate yourself.