



Dear Parents & Carers,

What an amazing year we've had at School for Inspiring Talents. Every academic year here brings growth and change, but this year's developments have been especially exciting for the future direction of the school.

In January, we celebrated ten years since being founded; in April, we became part of Acorn Education and the national Outcomes First Group. This change of ownership, and the subsequent investment in our processes, facilities and staff, will provide even more opportunities for your young people to grow, thrive and succeed, giving us a firm foundation to build upon for the next ten years and beyond.

As the Senior Leadership Team, we'd like to thank the staff who have worked so hard to ensure that all our young people, in the words of our school mission, feel cared for, nurtured, and are inspired to be the very best they can be. Reading this newsletter will give you a sense of the immense pride and delight our staff take in seeing your children develop their personal and academic skills, self-esteem and confidence throughout the year. We'd also like to thank parents and carers for their continued support for the school and our ethos.

It's hard to pick out highlights from a year that has been so full of activities and adventures, from new school pets to outdoor play equipment, interesting visitors and workshops, fun school trips and more subjects on our curriculum than ever before! However, we'd like to particularly congratulate those Year 10s and 11s who have overcome anxiety, self-doubt and personal challenges to successfully take a wide range of exams.

We'd also like to say a fond farewell to our Year 11s, who are all moving on to further education and training. The transition to the next stage is exciting and challenging, but as parents and carers, you can be very proud of the young adults they are becoming! And don't forget, the Life Chance Trust charity can offer 1:1 mentoring and life skills workshops to support Post 16 students along the way.

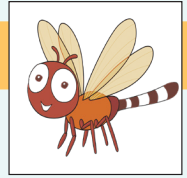
It only remains to wish you all a relaxing and refreshing Summer holiday, and to look forward to the next academic year!

**Pete Jenkins (Principal)**  
**Emily Hanbury & Lewis Harben (Deputy Principals)**  
**Issy Harben (Assistant Head Teacher)**



# COLLEGE HOUSE - NEWTON ABBOT

## DRAGONFLY CLASS



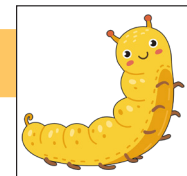
It seems impossible to think that we have reached the end of another school year, but here we are, in this last week of the Summer Term!

The team in Dragonfly class are thrilled to celebrate not only the incredible emotional and social development that our students have achieved this year, but also the academic successes that have been nurtured through our play based, therapeutic provision. Throughout the year, the students have embraced learning about their big feelings and understanding how these emotions impact themselves and others. This self-awareness has fostered empathy and stronger interpersonal connections amongst them all. They have all grown in independence, showcasing their ability to take on new challenges with resilience and enthusiasm.

It has, without doubt, been an amazing year for everyone in Dragonfly Class and reflecting on the progress that has been made, is truly phenomenal. The team would like to take this opportunity to thank all our parents and carers for their ongoing support and wish you all a very happy summer holiday. We look forward to seeing everyone again when we return to school.



## CATERPILLAR CLASS



This half-term, Caterpillar class have continued to build relationships with new staff and peers. We've enjoyed spending more time as a class and have worked on learning through play together.

In PSHE, we have explored the world we live in, focusing on taking care of the community, wildlife, and our school. The children have completed litter picks in and outside school and have created safe habitats for animals.

Being outdoors has generated discussions about self-care and the importance of listening to our bodies to know when we need to rest, eat, drink plenty of water and keep our skin safe from the sun! We've experienced the effects of becoming too hot and shared ideas to manage any impact on us, both physically and mentally.

Caterpillar class have loved spending time with our therapy dogs, Dumble and Santos this half-term. They have enjoyed teaching them tricks, giving them lots of cuddles and reading to them.

Our school day is always packed full of learning opportunities and as we begin to learn more independently, we're demonstrating to ourselves and each other the importance of daily reading, oracy, and maths, which is captured in our alternative, therapeutic play-based provision.

I am sure you'll agree this has been a very busy half term! We'd like to thank you all for your continued support and wish you a happy Summer holidays! Fingers crossed the sun will continue to shine on us all.





## SUNFLOWER CLASS



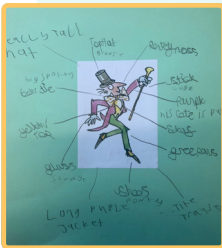
Sunflower Class has enjoyed a wonderful summer term together!

As mathematicians, we have focused on shapes and angles, enhancing our understanding of the features and names of 2D and 3D shapes.

As readers, we have delved into the book "Charlie and the Chocolate Factory." Everyone has enjoyed learning about the characters and engaging in predicting where our story is going and noting the differences from the film.



As writers, we have explored persuasive writing and balanced arguments, examining various styles and the key features needed for effective persuasive writing. Our focus has been on presenting balanced viewpoints to ensure a comprehensive perspective.



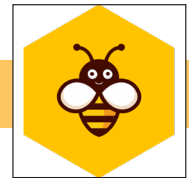
As scientists, we have deepened our understanding of electricity through circuit building, symbol recognition, and experimentation. We have focused on understanding where electricity comes from and how it can be harnessed.

We have developed strong friendships and continued to participate in offsite activities, serving as excellent role models for the school.



Well done, Sunflower! Have a lovely summer break!

## HONEYCOMB CLASS



I can't believe we've reached the end of the academic year already and what a year it has been! I am filled with pride reflecting on the incredible journey of Honeycomb class. All students have shown remarkable resilience in their learning, tackling challenges with determination and a positive attitude. Their academic progress has been fantastic, with each student demonstrating significant growth and a deeper understanding of the subjects they have studied.

Beyond their academic achievements, all of the students in Honeycomb class have also grown immensely in their ability to manage friendships and navigate social dynamics. They have learned the importance of empathy, cooperation, and communication, building a strong, supportive community within our classroom. As they move on to the next year, I am confident that they will continue to thrive and apply these valuable lessons.



I wish each and every student the best of luck next year and look forward to hearing about their continued successes. Have a wonderful summer, Honeycomb class!

## JUNGLE CLASS



We've had a wonderful Summer 2 in Jungle. We've spent more time in the class together than ever before and have honed our oracy skills by participating in many class discussions.

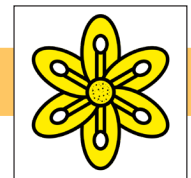
The boys have described how they think things work in our writing lessons based around 'Until I met Dudley.' We've listened to the excellent 'Sky Song' in Guided Reading, whizzed through our last units in maths and completed our end of year assessments.



The boys had an incredibly successful trip out together at Woodlands and I have been so impressed at their maturity and readiness during our transition process to Place House.

I am so proud to have taught these boys over the last two years and I wish them success and happiness in the next phase of their SfiT journey.

## BUTTERCUP CLASS



RE - This term we've consolidated our learning about Christianity, Islam and Judaism. We had a brilliant day visiting Exeter Cathedral and loved exploring the objects inside, we even saw the bishop's chair! We enjoyed a live video link with Iris Segall, who shared lots of information about Jewish festivals, food, customs and the Torah. The class asked her some super questions and it was a great experience. We also enjoyed a visit to Exeter Mosque on 15th July.



PSHE - Buttercup class have thoroughly enjoyed learning about independent living gaining a clear understanding of the skills needed to live alone. We've explored how to cook on a budget and the importance of using a bank. We've discussed how to manage money effectively and what the terms 'credit' and 'debit' mean. Alongside this, we have explored Unifrog, an online platform where children can research career paths based on their interests.

Maths - We've been learning all about Data Handling this term and have had fun collecting data and interpreting it in various ways including bar charts, tally charts, pictograms and back-to-back stem and leaf diagrams.



Project Based Learning - This term we've focussed on art and have studied the abstract artists Sonia Delauney and Wassily Kandinsky. We studied Sonia Delauney's 'Electric Prisms' and recreated it using objects in the classroom. We have worked with a range of different media including pastels, watercolour and marker pens. Our final abstract art piece is fantastic and really does incorporate the ideas from both Delauney and Kandinsky's work.





### OAK CLASS



The children in Oak Class have been excited to find out about new classes and teachers for next year. It has been extra relevant as last year they didn't change class, just classroom.

With the influx of students joining us from College House, the need has arisen for more classes to accommodate the year group. From September, there will be 3, Y9 classes, and we are so pleased to have Liam Williams as part of the Y9 team.

Whilst the children will be taught in 3 different classrooms, Liam, Emma and I will be planning and working together closely ensure high quality lessons and experiences are in place for everyone. I have loved working with this current cohort for the last 5 terms. We have come a very long way both academically and in terms of the children's social and emotional development.

We have done some great projects and been to some great places to enhance their learning. Personal favourites include the River Dart Country Park and Adrenaline Quarry but there has been too many other great moments to list here.

I am extremely proud of all of the Y8 boys that have been in class with this year and last and I'm thrilled to be part of the team that will be working with them all again from September.

### EVEREST CLASS

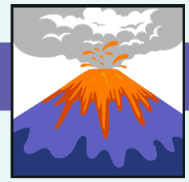


This half term has been an extremely busy one in Year 9. Students have been completing their end of year assessments in Mathematics and finalizing their persuasive writing. In reading we have continued with our class text, *The Hobbit*. All students have progressed enormously with their learning this year across the curriculum and are now more determined, adaptable and self-aware learners.

As well as being busy in the classroom this half term we have also participated in our first School Fete and been on a class trip to Adrenaline Quarry where the students had an amazing time and were all credits to the school in the way they represented themselves offsite.

The Summer Term is also a time for transition and students have completed days in their new classes with their new teachers. I am incredibly proud of the progress that all students in Year 9 have made this year and I have thoroughly enjoyed teaching them. I can't wait to see their continued progress in Year 10 and Key Stage 4.





Year 10 have had a busy final half term of the academic year and looking back, it is wonderful to see how much they have done and achieved in a short space of time! We have continued to start the week in a calm and focused way with our text *Girl, Missing*. Students often offer to read aloud and everyone is keen to see how the story ends...

We prepared for and completed a Functional Skills assessment in speaking and listening. The skills developed through this will benefit them both in the short term, for example during work experience or in college interviews, and in the long term. In English, we continued to work on handwriting and spelling, as well as producing some written accounts of some of our activities using factual and descriptive writing. This is part of our preparation for both GCSE and Functional Skills assessments in Year 11 and has encouraged students to use a range of vocabulary and writing techniques.

In Maths we have reviewed and built on a variety of skills including functions and algebra in preparation for Functional Skills and GCSE assessments in Year 11. In Geography, students have looked at the causes and effects of earthquakes and volcanoes and have learnt a lot about the structure of the earth. In Science, students looked at genetics and how the body works, tying in with Healthy Eating week.

Students have continued to work on their BTEC PE course, including assessing their reaction times using a ruler – some of which were very impressive! We also had a couple of bonus swimming sessions which were great fun. The Arts Award projects are nearing completion and are looking very impressive. Students deserve to feel proud of the progress they have made with these from initial ideas to finished product and the accompanying project record book documenting each stage, what went well and any setbacks encountered.

Our Healthy Eating Week offered a range of activities and experiences. We spent a lovely day at Mothecombe Beach, foraging in the rockpools, catching crabs and playing on the beach. Some delicious healthy snacks and smoothies were made and tasted with the opportunity to try mussels, prawns and even oysters! After a demonstration of how to cut up a whole raw chicken, students prepared some nutritious, tasty and cost-effective meals, including asian noodles and a salad. One student went out of his comfort zone by going on a fishing trip on a fishing boat! He said “It was joyful even though I was worried about it before going.”

To prepare for post-16, following a successful visit to South Devon College earlier in the term, students visited Exeter College for a tour and to discover options. At the time of writing, students are doing their week of work experience, which will push them outside their comfort zones but should also be an enjoyable and confidence-building experience! Students wrote letters of introduction and undertook a visit as part of the preparing for adulthood curriculum. We’ll continue to support their post-16 choices throughout Year 11 but this term has already been invaluable in starting to consider the next stage of their education and work lives.

We are so proud of everything that our students have achieved and it has been a real pleasure to see their progress. There has been a lot of hard work but also some fun - well done, Vesuvius! We would like to wish you all a sunny summer holiday and look forward to welcoming students back in September.



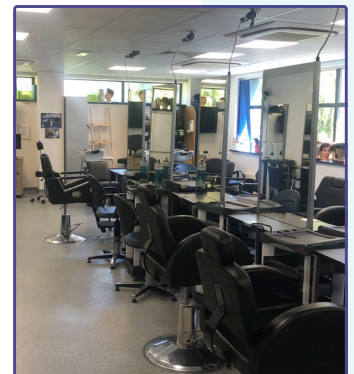


## THE SHACK CLASS

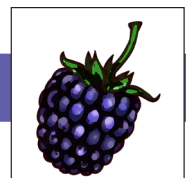


The Shack Class helped prepare for our first school Summer Fair by growing plants to sell and creating skittles out of old plastic bottles for a skittles game.

In preparation for the Year 10 boys' next steps, we had an enjoyable visit to Exeter College. We have also been very creative in our Forest School sessions this term and have learned how to make omelettes!



## BRAMBLE CLASS



Our Year 11 students are leaving us this term after completing all their exams, we are so proud of all the students and what they have achieved over the year. We have spent the last couple of weeks celebrating this time with some lovely trips and activities which we hope the students have enjoyed as much as us.

We wish them all the best with their next steps into further education and work. We are pleased that the Life Chance Trust will be able to continue to support the students via mentoring and workshops.



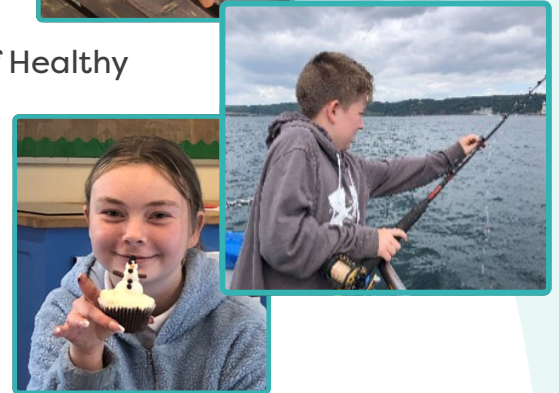
## FOOD PREPARATION & NUTRITION

Wow hasn't the year just whizzed by! It's hard to believe we are already breaking up for the summer!

It has been an incredible year - from fabulous cooking in lessons to special events such as 'The Big Breakfast' and 'Healthy Eating Week', I am genuinely amazed how independent and confident our students are in the kitchen; their skills and knowledge have grown in abundance this year.

### Key developments this year:

- Year 11s & 3 Year 10s passed their Home Cooking Level 1
- All students had an opportunity to engage in a week of Healthy Eating activities
- Established breakfast time - with more students attending and staff & students having opportunities to eat together.
- Whole day visit from a professional baker
- Infused water available for breakfast & throughout the day
- A range of healthy options available daily such as a variety of fruits and healthy cereals.



## PE, SCHOOL SPORTS & ACTIVITY

As we wrap up another fantastic summer term at SfiT, I want to reflect on the incredible achievements and memorable moments we've shared in Physical Education. This term has been filled with energy, excitement, & remarkable progress across various sports and activities.

Our pupils have shown outstanding enthusiasm and skill in tennis, dodgeball, rounders, Danish longball, and our ever-popular football sessions. Each sport has brought its own unique challenges and joys, and it has been a pleasure to see our students thrive and develop their abilities week after week. We held Sports Day this term and everyone enjoyed the competition and challenge. Congratulations to Jungle Class for winning the day!

A special mention must go to our Key Stage 4 students who have excelled not only in their physical activities but also in their theory-based sessions. Their hard work and dedication have resulted in impressive qualifications, and I am incredibly proud of their achievements.

As this term comes to an end, so does my time at SfiT. It has been an absolute honour and privilege to serve as the PE Lead here. The support, collaboration, and shared passion for physical education from both staff and pupils have made my time at SfiT truly fantastic. I am deeply grateful to everyone for making my experience here so rewarding and memorable. I will miss the camaraderie of the staff, and the enthusiasm of our pupils. As I move on to new endeavours, I carry with me fond memories and invaluable lessons learned during my tenure.

I wish all the students and staff the very best for the future. The school is heading into an exciting time, and I have no doubt that you will continue to achieve great things. Keep pushing the boundaries, stay active, and most importantly, enjoy it all. Thank you once again for an unforgettable journey. Have a wonderful and restful six-week break, and I look forward to hearing about all your future successes.

With best wishes,

Josh Iskander - PE Lead.





At College House, we are working towards being accredited into the Outside Play and Learning (OPAL) Primary Programme. We are improving the quality of play provision in all areas of the school which OPAL believes is essential to all aspects of children's development.

If you would like to discover more about the OPAL project and download a free guide to outdoor play ideas for your children, please visit: <https://outdoorplayandlearning.org.uk/parents/>

### 9 Top tips

#### for more outdoor play at home

- 1 Explore the outdoor places near home where your children can play every day – a garden, balcony, park or street.
- 2 See if you can arrange for your child's friends to join in ... it's more fun with more children.
- 3 Let the children decide how they play and be there to support them when needed.
- 4 Check the weather, and make sure everyone is dressed to play outdoors. If you are going out with your children, take additional warm clothing, snacks and a hot drink if it is cold.
- 5 See what happens if you step back and just watch ... or try letting them lead you in their play.
- 6 Introduce stuff to play with to build/make/create. If they build a den or structure, can they leave it up for a while?
- 7 Let them take some risks and make mistakes!
- 8 As soon as you think you can trust them, leave them to it ... and enjoy some well-deserved time to yourself.
- 9 Children love physical play with friends and you. Tickling, wrestling, play fights, chase and horseplay build bonds and emotional intelligence.



**HELP NEEDED!** We're collecting items that can be used outside such as plastic guttering, crates, dressing-up hats, scaffolding planks or old cooking trays. We'd also like an old boat which we could put into Adventure Play to develop creative play. If you have these, or know anyone who has any of these items they could donate, please contact us!

# PREPARATION FOR ADULTHOOD

**Our Careers Lead is Issy Harben.**  
**You can contact her at [i.harben@sfit.org.uk](mailto:i.harben@sfit.org.uk)**

## Careers at Sfit Update:

- Year 10 students who completed work experience had successful placements and gained lots of experience.
- Year 10 have visited Exeter College.
- Preparation for Adulthood and Life Skills pebbles and milestones have been added to Seesaw, meaning from September parents/carers can track progress easily.
- Year 11 students successfully completed all exams throughout the Summer term and have now left Sfit to progress to their post-16 destinations.
- The school website Careers page has been, and continues to be updated to ensure access to a wide range of information for students/parents and carers and staff.

## Gatsby Benchmarks

The Gatsby Benchmarks provide a national framework around which schools can develop and improve their careers programme. We are working hard towards adopting all of the benchmarks, and have fully achieved 7 of the 8 Benchmarks. This is far from being simply a tick-box exercise to meet government expectations – research has shown that the Benchmarks have been proven to raise students’ aspirations and make them as work-ready as they can possibly be.

### Benchmark:

A stable careers programme  
 Learning from career & labour market information  
 Addressing the needs of each pupil  
 Linking curriculum learning to careers  
 Encounters with employers & employees  
 Experiences of workplaces  
 Encounters with further and higher education  
 Personal guidance

### Assessment

#### Areas met at Sfit:

70%  
 100%  
 100%  
 100%  
 100%  
 100%  
 100%  
 100%

### National

#### Average:

66%  
 81%  
 54%  
 76%  
 80%  
 64%  
 52%  
 75%

## What jobs do teens really want?

A recent BBC Bitesize survey revealed the top 10 jobs that 13-16yr olds want. No real surprises, as these are the jobs children tend to role play during their primary school years. But there are two new entries this year, Artist & Builder!

The BBC survey also shows teens’ top companies to work for - with a good mix of industries, although high-profile tech related companies feature strongly.

The survey also looked at what’s important in a job for young people; personal happiness, feeling good about your job, and the sense of helping people all feature highly.

84% of those surveyed said they were confident they would achieve their career goals, although many thought their background would play a large part in their degree of success.

32% said they hoped to start A level courses after leaving school (approx. 50% of SVC students go on to A levels), with 19% indicating an interest in doing an apprenticeship (SVC = 5%).

Rank	Careers
1	Doctor
2	Engineer
3	Teacher
4	Lawyer
5	Nurse
6	Vet
7	Footballer
8	Artist (new)
9	Police officer
10	Building trade (new)

Rank	Business or Organisation
1	NHS
2	Apple
3	Google
4	NASA
5	Microsoft
6	Police
7	Disney
8	Tesla
9	FIFA





## PREPARATION FOR ADULTHOOD

### Industry Spotlight - Getting Into Animal Care

Animal Care is a very popular industry that SfIT students talk about when asked about future careers. Becoming a vet, a dog groomer or equine therapist are the most commonly mentioned jobs, however the list of animal care related jobs extend far beyond these three. Countryside ranger, zookeeper, wildlife ecologist, RSPCA Inspector, animal nutritionist... the list goes on and there are plenty of resources available to research these roles.

A recommended starting point is here:

<https://nationalcareers.service.gov.uk/job-categories/animal-care>

There are many animal related jobs that are not always obvious:

- **Uniformed services** - the army and police require trained dog handlers, as well as people to look after horses used in their work
- **Animal charities** - some roles are directly related to animal care, others are more support/admin roles
- **Apprenticeships** - these are offered by many organisations and do require some searching to find them ie RSPCA, Pets At Home, Army Medical Service

Key Skills required:

- A love of animals (obviously!)
- Patience and ability to stay calm
- Sensitivity and understanding
- Ability to work in teams and alone
- Communication
- Attention to Detail
- Technical knowledge
- Decision making
- 



Ways to get into a career involving animal care or working with animals:

- An obvious route is to look at the courses offered at South Devon College. They have a good range of Level 1 to Level 3 diplomas.
- Some of the regional agricultural colleges, such as Bicton College, also offer various animal and land based courses.
- As already mentioned, apprenticeships are available for some roles although these can be tricky to find. Direct contact to places like animal charities and dog grooming parlours can be helpful.
- Taking part in any type of work experience related to animals is always helpful and can often itself lead to paid employment.

As always, research is the key. Here are some good starting points:

<https://www.southdevon.ac.uk/course/animal-care-certificate>

<https://www.petsathomejobs.com/groom-room>

<https://www.bbc.co.uk/bitesize/articles/znmvwtly>



# What Parents & Educators Need to Know about

# TIKTOK

AGE RESTRICTION  
**13+**

(certain features are restricted to over-18s only)

TikTok is a free-to-use social media platform that lets people watch and share short videos of up to ten minutes in length. Its memes, trends, and celebrity cameos have made it enormously popular with an estimated 1 billion users worldwide – but its algorithm that surfaces videos based on users' activity can make the app seriously addictive.

## WHAT ARE THE RISKS?

### AGE-INAPPROPRIATE CONTENT

While TikTok's "Following" feed only displays videos from users that someone follows, "For You" is a collection based on their previously watched content. Most videos on a child's "For You" feed will probably be light-hearted and amusing, but it could potentially show something unsuitable. What's worse, if they engage with this content, more will follow. TikTok's guidelines prohibit the sharing of illegal or inappropriate content, but the volume of uploads means that they aren't manually monitored.



### DANGEROUS CHALLENGES

Due to TikTok's immense popularity, some young people have unfortunately been influenced by videos challenging them to perform harmful, criminal, or even deadly acts. One extreme example was the 'blackout' trend, which encouraged users to hold their breath until they passed out from a lack of oxygen. It led to two families filing lawsuits against TikTok over the tragic deaths of their children.

### CONTACT WITH STRANGERS

With over 1.5 billion users globally, the potential for contact with strangers on TikTok is high – especially as accounts created by over 16s (or young people using a false date of birth) are set to public by default. This not only means that someone's profile is visible to everyone else on the app; it also suggests their videos to others and enables anyone to download or comment on them.

### IN-APP SPENDING

TikTok is free, but users have the option to buy TikTok coins, which can be used to purchase emojis in the app. These emojis are then sent as rewards to other users for videos they've created, retaining their monetary value. Coin bundles range from £9.99 to an eye-watering £99. TikTok's policy is that they can't be bought by under-18s, but it's possible to bypass this with a fake birthdate.

### ADDICTIVE NATURE

Like all social networking platforms, TikTok can be addictive. Recent figures show that young people are investing increasing amounts of time on it. In 2024, UK children have spent an average of 127 minutes per day on TikTok – twice as much as in 2020 – according to parental controls company Qustodio. This compulsive usage can interfere with children's sleep patterns – leading to irritability –

### MISINFORMATION AND RADICALISATION

Although the short-form videos on TikTok tend to be more frivolous than the longer ones on YouTube, clips can still influence impressionable minds in a negative way. Not only is there plenty of dangerous misinformation on TikTok, but with Ofcom reporting that nearly a third of children aged 12-15 use TikTok as a news source, you should be wary of extremist material.

## Advice for Parents & Educators

### ENABLE FAMILY PAIRING

Family Pairing allows parents to link their TikTok account with their child's and control their settings remotely. Parents can then turn on Restricted mode (reducing the chances of a child seeing inappropriate content), set screen time limits, and manage whether their child can send messages – and if they can, to whom. Children can't alter these settings without parental approval.



### MAKE ACCOUNTS PRIVATE

Although under-16s will have their TikTok account set to private by default, bypassing this setting is relatively easy. However, parents have the ability to manually set their child's account to private – meaning that their videos won't be visible to strangers, and they won't be able to exchange messages with people who aren't on their friends list.



### LIMIT IN-APP SPENDING

If a child is using an iPhone or Android device to access TikTok, you can alter their settings to prevent them from making in-app purchases. We'd recommend that you enable this feature, as it can be quite easy for a young person to spend a significant amount of real money buying TikTok coins to unlock more features of the app – sometimes without even realising.



### DISCUSS THE DANGERS

If a child wants to use TikTok and you're happy for them to do so, it's crucial to talk about the potential risks in this type of app. For example, ensure that they understand not to share any identifying personal information, and to talk to a trusted adult if they're exposed to inappropriate content. Thinking critically about what they see on TikTok can help children become more social media savvy.



### READ THE SIGNS

If you're concerned that a child is spending too much time on TikTok, or that they've been emotionally affected by something they've seen, it's important to know how to spot the possible signs. Increased irritability and a lack of concentration are potential red flags, as is failing to complete homework, or skipping meals.



### Meet Our Expert

Alan Martin is an experienced technology journalist who has written for the likes of Wired, TechRadar, Tom's Guide, The Evening Standard and The New Statesman.



The National College



# Term Dates 2024 / 2025

**September 2024**

Mon	Tue	Wed	Thu	Fri	Sat	Sun
	26	27	28	29	30	31
1	2	3	4	5	6	7
8	9	10	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

**October 2024**

Mon	Tue	Wed	Thu	Fri	Sat	Sun
30	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3
4	5	6	7	8	9	10

**November 2024**

Mon	Tue	Wed	Thu	Fri	Sat	Sun
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	1
2	3	4	5	6	7	8

## Term Lengths

- Autumn Half Term
- 5th Sept - 25th Oct
- Half Term to Christmas
- 4th Nov - 20th Dec
- Winter Half Term
- 6th Jan - 14th Feb
- Half Term to Easter
- 24th Feb - 4th Apr
- Spring Half Term
- 22nd Apr - 23rd May
- Summer Half Term
- 2nd Jun - 18th Jul

**December 2024**

Mon	Tue	Wed	Thu	Fri	Sat	Sun
25	26	27	28	29	30	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	1	2	3	4	5

**January 2025**

Mon	Tue	Wed	Thu	Fri	Sat	Sun
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	1	2
3	4	5	6	7	8	9

**February 2025**

Mon	Tue	Wed	Thu	Fri	Sat	Sun
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	1	2
3	4	5	6	7	8	9

**March 2025**

Mon	Tue	Wed	Thu	Fri	Sat	Sun
24	25	26	27	28	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	1	2	3	4	5	6

**April 2025**

Mon	Tue	Wed	Thu	Fri	Sat	Sun
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	1	2	3	4
5	6	7	8	9	10	11

**May 2025**

Mon	Tue	Wed	Thu	Fri	Sat	Sun
28	29	30	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1
2	3	4	5	6	7	8

**June 2025**

Mon	Tue	Wed	Thu	Fri	Sat	Sun
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	1	2	3	4	5	6

**July 2025**

Mon	Tue	Wed	Thu	Fri	Sat	Sun
30	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3
4	5	6	7	8	9	10

**August 2025**

Mon	Tue	Wed	Thu	Fri	Sat	Sun
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
1	2	3	4	5	6	7

## Key

- Holiday
- Bank Holiday