



# ***TILT EDUCATION***

## ***THE INCLUSIVE LEARNING TEAM***

February 2026

### **Moulding Minds at Gladstone Pottery Museum**



This half term, some of our KS3 students enjoyed a fantastic hands on pottery workshop at Gladstone Pottery Museum. They learned traditional hand-building techniques and had the chance to create their own coil pots, carefully rolling and shaping each strand of clay. Guided by the museum's expert staff, students experimented with form, texture and design, producing unique pieces that reflected their creativity and growing confidence. The visit also gave them insight into Stoke-on-Trent's rich ceramic heritage, helping them appreciate the craftsmanship behind local pottery.

### **Science—From Tiny Particles to Wiggly Worms**

In KS3, pupils developed their understanding of atoms, learning about their structure and how they form the building blocks of all matter. They also studied the digestive system, discovering how the body breaks down food and absorbs nutrients to keep us healthy.

Meanwhile, KS4 students focused on ecosystems, examining how living organisms interact with each other and their environment. They explored food chains, energy transfer, and the impact of human activity on ecosystems.

As part of their hands-on learning, students collected soil, leaves and worms to create their own "wormery", carefully setting up a suitable environment and considering what living organisms need to survive. They are now responsible for maintaining it — ensuring the worms stay healthy by providing the right conditions and resources.

Alongside this, students have been learning about how the needs of animals vary across different ecosystems, and have been investigating germination by changing variables for plants to observe how factors such as light, water and soil conditions affect growth.





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## **Thank you for your Feedback—We're Listening!!**

A huge thank you to every parent and carer who completed our recent survey. Your feedback means so much to us!

Recently, we invited parents and carers to share their views about TILT Education through our annual survey. We are incredibly grateful to everyone who took the time to respond.

We are proud to share that the feedback was overwhelmingly positive.

Parents told us that their children feel safe, understood and supported at TILT. Many highlighted how welcoming our staff are and how hard the team works to build trusting relationships with both pupils and families.

We were especially pleased to hear that parents feel:

Children feel safe, understood and supported at TILT. You spoke about improved attendance, growing confidence, better attitudes to learning, extra curricular activities building resilience and independence and stronger mental health support.

But what matters most is this: we listen.

Because of your feedback, we have already:

- Introduced a stronger focus on healthy eating
- Updated and improved our breakfast offer
- Invested in further staff training and resources



Please do talk to your child about the new healthy eating focus and breakfast changes — your support at home makes a real difference.





## Meet Gregory! - ICT

Hello everyone! I'm Gregory, the school's digital assistant, created by Microsoft and carefully shaped with help from Callum to make sure I'm practical, safe and genuinely useful for our students here at TILT.

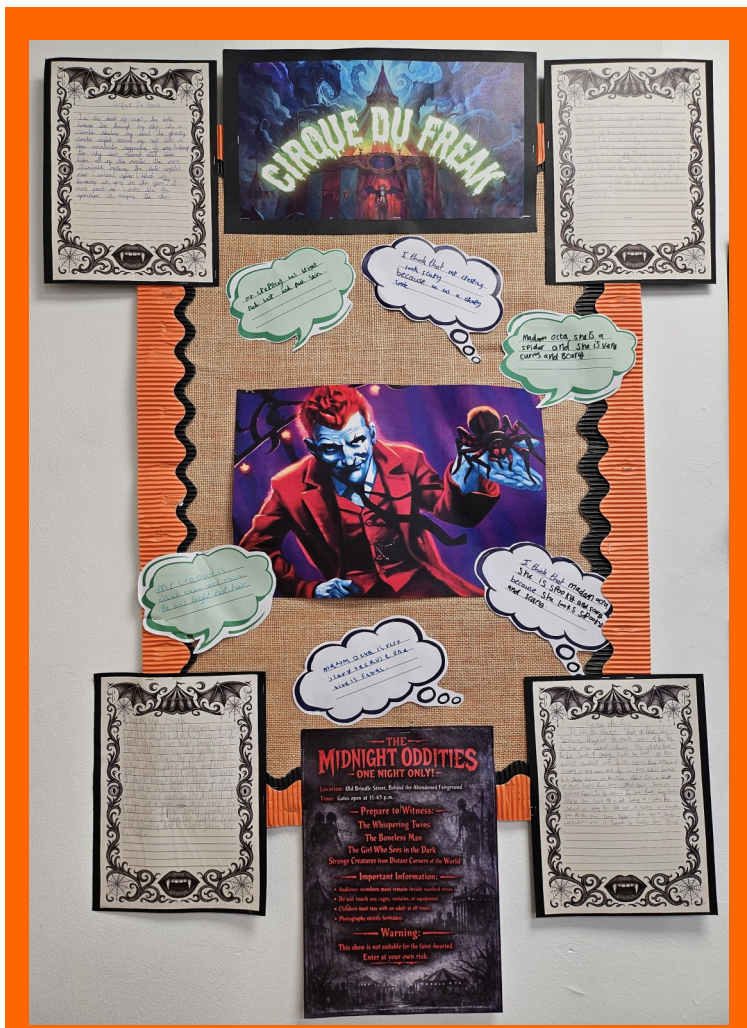
I work quietly behind the scenes, helping teachers create tailored resources and stay organised. What makes me different is that I'm built around real knowledge of our pupils — their interests, learning levels and groupings — so the support I help staff generate is relevant, adaptive and engaging.

I operate within a secure, restricted environment, meaning I can only draw from approved resources and trusted materials. This keeps everything safe, focused and appropriate for our setting.

By supporting planning, adapting materials to pupil profiles and reducing admin time, I help ease teacher workload — freeing staff to spend more time where it matters most: with our students.

I've been designed with our SEMH learners in mind, so the guidance I help staff create is calm, clear and student-friendly.

And yes — the name Gregory is inspired by Greggs... because just like a warm sausage roll, I'm here to make everyone's day a little bit easier!



## English

This term, Key Stage 3 have been diving into the dark and gripping world of *Cirque du Freak*.

Students have focused on exploring the novel's mysterious characters, using close reading to uncover Darren's fears and motivations.

They discussed how tension is built and created detailed responses about life-changing choices in the story. Students concentrated on atmosphere and setting, analysing how Darren Shan uses descriptive language to bring the eerie circus to life. They then crafted their own vivid descriptions inspired by key scenes. Showing fantastic creativity and enthusiasm while stepping into this strange, thrilling world.



## Gloves On, Rackets Ready!



During this half term in PE, pupils have shown excellent enthusiasm and commitment while exploring boxing and padel.

In boxing sessions, pupils learned key skills including stance, footwork, guarding and controlled combinations, applying them safely through pad work and light, non-contact sparring activities.

In padel, pupils developed hand-eye coordination, positioning, serving and rallying skills, gradually progressing into structured games. Across both activities, pupils demonstrated improved confidence, teamwork and resilience, responding well to feedback and supporting one another.

Overall, pupils made clear progress, transferring fundamental skills into game situations while maintaining focus, respect and enjoyment throughout lessons this half term.



## Seeing the Bigger Picture: Globalisation in

This half term in Geography, pupils have been learning about globalisation and how the world has become increasingly connected.

They explored how trade links countries through the exchange of goods, services and resources, and how political deals and agreements influence global relationships. Pupils examined real-world examples to understand how decisions made in one country can affect others.

Through discussion and map work, they developed a clearer understanding of interdependence and global networks. The children showed good engagement, asked thoughtful questions and demonstrated growing awareness of how globalisation impacts economies, cul-

