



Frewen Focus

Summer term 2025

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End-of-year reflections from the Headmaster

As the academic year draws to a close and the summer holiday approaches, it offers a valuable opportunity to reflect on what has been a remarkably busy and successful year at Frewen College – one truly brimming with achievements across all areas of school life.



We celebrated the opening of our fantastic new Sixth Form Centre, cheered on countless sporting triumphs, and were captivated by the exceptional talent displayed in both our theatrical and musical productions. Our students took on the challenges of the Duke of Edinburgh expedition with resilience and enthusiasm, and our boarding provision was recognised with a superb Ofsted inspection – an accolade we can all take pride in.

This year also saw us receive the prestigious Housekeeping Award, launch our trailblazing Prep Plus+ programme, and establish *The Frewen Foundation* – our dynamic new alumni network designed to keep our past and present community members connected.

A highlight of the summer term, once again, was our much-loved Activities Week. Students enjoyed a break from their usual timetable, engaging in team-building exercises, well-being sessions, and inspirational talks from guest speakers. One of the most anticipated moments – the now-famous Colour Run – brought smiles, energy, and joy to all involved.

The week culminated in our stunning school production of *Wendy and Peter*. This captivating performance showcased the

incredible creativity, talent, and dedication of our students – both on stage and behind the scenes. From superb acting to beautifully designed sets and costumes, it was a production to remember.

Our Art Department also deserves special mention. Three students have won regional heats in the Independent Schools Association (ISA) National Art

Awards and will now go on to the national finals. A fourth student earned a well-deserved Highly Commended award. The striking student work on display around the school stands as a proud testament to the flourishing artistic talent at Frewen. With the full support of our governors, I'm delighted to announce that we will be introducing a new Art Scholarship, starting in September 2026.

Our annual Prize Giving and Speech Day offered a moment to pause and celebrate the collective accomplishments of our extraordinary Frewen College community. It was also a time to say farewell to our school leavers. To our Year 11 and Sixth Form students: it has been an absolute pleasure to watch you grow this year. You leave Frewen equipped with the skills, confidence, and resilience to face the future, and I have no doubt that you will go on to achieve remarkable things.

We also said goodbye to Mrs Jefferson this term. On behalf of the entire school, I'd like to thank her for her many contributions and to wish her every success and happiness in the future (her personal farewell message can be found in this newsletter).

Looking ahead, the summer break marks the start of a significant phase of development across the school. Our estates team will begin work on a complete kitchen upgrade and brand-new servery, due for completion in November. To support this project, the old Sixth Form block will be demolished to make space for a temporary kitchen and canteen to serve the school during construction.

As we look to the future, we remain ambitious, dynamic and visionary – proudly celebrating our identity as a co-educational, independent day and boarding school with a specialist focus on dyslexia.

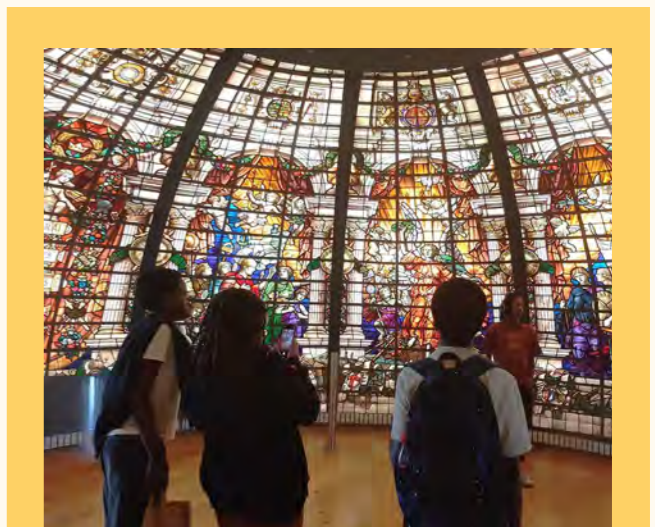
From September, we are proud to launch our "Frewen in Five" development plan – a bold, strategic vision developed in collaboration between school leadership and our governing body. At its heart lies our unwavering commitment to being a global leader in dyslexia education: a school where every student is empowered to **aspire, believe and achieve**.

We are proud to be an independent school. We are proud to be **the** dyslexia school.

Finally, I wish each one of you a very well-deserved summer break. Take time to rest, recharge and return refreshed for the new academic year. I look forward to welcoming you all back in September.

With best wishes,

Mark Loveday
Headmaster



Cover photo:
Boarding: Awesome Activities
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Prep School

When looking back, it is easy to forget just how much has happened during this final term as it seemed to go by in a flash.

Termly topic

This term's topic was based on adapting to climate change and thinking about how this can be done on a practical level. To do this, the pupils were tasked with designing their own eco cities. The first job, as with any civil engineering project, was to identify solutions to current issues, before making 2D plans to follow when 'building' their 3D cities! The pupils had to keep accurately to their plans and focus on key points including energy, transport, leisure and living. This was also supported with a visit to Bedgebury Pinetum, to learn about the roles which trees play in combatting climate change and the important work done to preserve different species.

The blue class used their cities to inform their written work in English, producing informative non-fiction pieces. Meanwhile, the green class imagined what earth would be like in 3025 and produced tourist information leaflets to promote the earth to extra-terrestrial visitors.



New initiative for Year 6 pupils

A new initiative for this year saw Year 6 pupils enjoy some selected weekly lessons at the Senior School as part of their transition to secondary education. They had a true, first-hand experience of what lessons will be like, and time to reflect on what the expectations of them will be during the next academic year. All pupils seemed to enjoy the experience and the challenge of being with the current Year 7 group.

They also took part in two full transition days later in the term, when they enjoyed lessons in DT, Maths and Bushcraft amongst others. During the sessions some pupils produced wonderful topographical artwork, others developed their DT skills and the rest created some digital projects in ICT, as well as amazing drama skills. All pupils experienced Year 7 PE lessons.



Sport

Sportswise, all pupils took part in a Kwik Cricket session at Brede Primary School. Then a squad of five of our pupils represented the school in a cluster basketball competition at Northiam Primary School. They all demonstrated a super sporting attitude and teamwork which resulted in a second-place finish – a great achievement!

ICT

Coding was the focus in ICT this term with pupils writing computer scripts in order to create a simple point and click game. Using *Scratch*, they had to know how to make the sprites (characters) move and interact. They also learnt about 'if statements' and when to apply them to make the script run efficiently. One of the key points was to always check scripts as even the slightest error can have disastrous effects.

Maths and Science

In maths, both classes have been looking at time, with some pupils able to identify time to the nearest minute on both analogue and digital clocks.

The focus in science this term has been evolution and adaptation, concentrating on how species have changed over time in order to survive in different habitats.

Religious Education

In RE, the pupils have been exploring free will and temptation. We linked these ideas to both scripture and our own experiences. It was amazing to hear each of the pupils making links to real world temptations – such as eating all the advent calendar chocolates at the beginning of December, and really wanting to walk on the grass, when there are signs asking people to refrain!



Activities Week

We finished off the year with Activities Week when the focus was on survival. The pupils enjoyed some challenges which tested their strength, intelligence, teamwork and problem-solving skills amongst others.

There was a visit to the RNLi Lifeboat Station in Hastings, where pupils learnt what an important role this organisation plays in attending emergencies at sea. They also learnt some basic first aid, including assessing for any hazards, who to call in the event of an emergency, the recovery position and hands only chest compressions. Matron was very impressed with their knowledge when we were recapping stories of the day.



Open Afternoon

At our annual open afternoon, it was a privilege to see our pupils proudly showing off their work to parents and family members. We also celebrated the Year 6 pupils with a special day consisting of some tasty snacks whilst watching a film, followed by cooling off with a Colour Run and water fight, at which the Year 5 pupils were kindly invited to join.

Finally, we would like to wish all Year 6 pupils the best of luck as they progress into Key Stage 3. Some will be continuing at Frewen College, whilst some will be facing a new adventure at a different provision. We are also looking forward to welcoming back those pupils who will be returning to the Prep School in September!

Sally Welch
Head of Prep School

Message from the Deputy Head (Academic)



“We have such a long way to go,”
sighed the boy
“Yes, but look how far we’ve come,”
said the horse

– *The Boy, the Mole, the Fox and the Horse* by Charlie Mackesy

Dear parents,

As the school year draws to a close it is a time for reflection and celebration. We often have big plans for all the things we want to achieve in a year, and too easily focus on what we didn't get done.

When I reflect on the last school year, I can see how many amazing things have been achieved this year. My office was backstage for the *Wendy and Peter* performance, so I had the privilege of seeing and hearing the rehearsals for the play and then being able to watch the final performance on the Friday evening – the staff and students worked so incredibly hard to put on such an accomplished performance.

I was super excited to hear about the three students who were selected as regional winners in the Independent Schools Association Art competition. We had a fantastic activities week, which allowed students to take part in a range of creative, teambuilding, and wellbeing activities.

Overseeing exams meant that I saw all our Year 11 and Sixth Form students prepare for their exams; I also had the opportunity to welcome more than 50 external candidates to Frewen so they could take their public exams as well.

I am now starting to look forward. I am looking forward to seeing the results of our Level 3 students (14th August) and Level 2 students (21st August). And as I look forward to September, I cannot wait to share with you details of our reading strategy.

With best wishes,

Hazel McCalvey
Deputy Head (Academic)



English: A Year in Review

It's been a hugely successful year in the English department.

Once again, we have achieved very successful LAMDA results with every student who entered gaining a merit or distinction.

To enrich our curriculum, we have taken the students on theatre trips to Royal Tunbridge Wells to see *Macbeth* and to Eastbourne to see *An Inspector Calls*.

We've celebrated a variety of occasions including *World Book Day*, *National Poetry Day*, *Roald Dahl Day* and *St. George's Day* to name just a few.

This year we have also established a comfortable reading corner in the English block. This has allowed students to take time out with a book. We have made good use of our educational games' cupboard with a range geared to improving phonics, reading, spelling, comprehension and storytelling.

All in all, a year to celebrate. May I take this opportunity to say a big thank you to all those who have helped this happen.



English Gothic Literature

Year 8 students have been exploring the Gothic genre this term. Originating in the 18th Century, it is a style of literature, art and film which combines elements of horror, romance and the supernatural, often set against dark, mysterious or decaying backdrops.

They have also been introduced to two of the genre's most famous novels, *Dracula* and *Frankenstein*.

Dracula tells the story of a young English solicitor, Jonathan Harker, who travels to Transylvania to assist Count Dracula with a real estate transaction, only to discover that Dracula is a vampire planning to spread his undead curse to England. The novel follows the efforts of Harker and a group of allies – including Mina and Lucy, Dr. Seward and Professor Van Helsing – as they confront and attempt to stop Dracula's reign of terror.

Frankenstein tells the story of Victor Frankenstein who becomes obsessed with creating life and succeeds in animating a creature made from assembled body parts. However, horrified by what he has created,

Victor abandons the creature, who then suffers rejection and loneliness, ultimately seeking revenge on his creator. The novel explores themes of ambition, responsibility, isolation, and the consequences of playing God.

At the conclusion of the unit and as an alternative way of demonstrating learning, students were given a choice of self-directed, multi-sensory projects based around these books. With some awe-inspiring results, Daniel and William used an online application, BandLab, to create a Gothic musical score. Lizzie, Amelia, Mackenzie and Tobi designed costumes and created mood boards, whilst Ethan tried to work out how much it would cost today to create a monster like Frankenstein.



English: Taking the learning outside

With the exceptionally hot weather in the past few weeks, we have been making the most of our lovely grounds by taking our guided reading sessions outside.

This has given our students the chance to explore a range of new literature and read at their own pace. It is important, especially for our dyslexic students, to learn that reading is not just restricted to the classroom and set texts but can also be fun.





English Over Learning and GCSE Creative Writing

One of the strategies we frequently use at Frewen to help our dyslexic students is the practice of overlearning.

Overlearning is a concept that refers to continuing to study or practice something even after it has already been learned to a satisfactory level. The idea is that, by going beyond initial mastery, the knowledge or skill becomes more deeply embedded and resistant to forgetting.

Overlearning can be especially helpful for dyslexic students because it supports the development of automaticity and confidence in areas where they may struggle. It reinforces memory pathways, builds fluency and increases confidence.

One of the ways that we use this is by introducing the GCSE curriculum in Year 9. All members of the year group are now familiar with the set texts they will study for GCSE. These are *An Inspector Calls*, *Romeo and Juliet* and *A Christmas Carol*.

More recently, we have been exploring the narrative writing component of the GCSE language exam. On the right are the Assessment Objectives or 'AOs' in a student friendly version. Becoming familiar with these will help anyone sitting GCSE language understand more fully where they are and what they need to improve on.

AO5: Which band am I in? Communication and Organisation

Band 1	Band 2	Band 3	Band 4	Band 5
<ul style="list-style-type: none"> <input type="checkbox"/> I have a basic control of my written text – using a basic plot, characters and events. <input type="checkbox"/> I can use a basic organisation – sometimes with obviously divided paragraphs. <input type="checkbox"/> I can use a simple structure with some grammatical features to support meaning. <input type="checkbox"/> I can communicate in a limited way with some meaning. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can show some control and coherence in my writing (with some control over the plot and characterisation). <input type="checkbox"/> I can write with some organisation, where the narrative is beginning to have some shape and development. <input type="checkbox"/> I can use some structure and range of grammatical features in my writing to convey meaning. <input type="checkbox"/> I can communicate clearly but with limited development. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can mostly write with control and coherence (and can show some detail in my use of plot and characterisation). <input type="checkbox"/> My writing demonstrates organisation and my chosen narrative has shape and direction. <input type="checkbox"/> I can use structure and a range of grammatical features with some accuracy in my writing to convey meaning. <input type="checkbox"/> I can communicate clearly but with limited ambition. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can construct my written text with clear control and coherence. I can use plot and characterisation with convincing detail and some originality and imagination. <input type="checkbox"/> I can write texts that are clearly organised and my chosen narrative is purposefully shaped and developed for a reader. <input type="checkbox"/> I can use structure and grammatical features with accuracy to support cohesion and coherence. <input type="checkbox"/> I can communicate with precise meaning and show some ambition in my writing. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can construct a written text that is fully coherent and controlled. <input type="checkbox"/> I can write texts that are clearly and imaginatively organised. My chosen narrative is written with sophistication and fully engages the reader's interest. <input type="checkbox"/> I can use structure and grammatical features with ambition to give my writing cohesion and coherence. <input type="checkbox"/> I can communicate with ambition and can consistently convey precise meaning in my writing.

AO6: Which band am I in? Vocabulary, Sentence Structure, Spelling and Punctuation

Band 1	Band 2	Band 3	Band 4	Band 5
<ul style="list-style-type: none"> <input type="checkbox"/> I can use a limited range of sentence structure. <input type="checkbox"/> I have a limited control of sentence construction. <input type="checkbox"/> I attempt to use punctuation. <input type="checkbox"/> Some of my spelling is accurate. <input type="checkbox"/> I have limited control of tense and agreement. <input type="checkbox"/> I can use a limited range of vocabulary. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can use some variety of sentence structure in my writing. <input type="checkbox"/> I can demonstrate some control of sentence construction. <input type="checkbox"/> I can demonstrate some control of a range of punctuation. <input type="checkbox"/> My spelling is usually accurate. <input type="checkbox"/> My control of tense and agreement is generally secure. <input type="checkbox"/> I can use a range of vocabulary in my writing. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can use a variety of sentence structure in my writing. <input type="checkbox"/> My control of sentence structure is mostly secure. <input type="checkbox"/> I can use a range of punctuation, mostly accurately. <input type="checkbox"/> I can spell most words correctly, including irregular words. <input type="checkbox"/> My control of tense and agreement is mostly secure. <input type="checkbox"/> I am beginning to develop my choice of vocabulary and can use it with some precision. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can vary the use of sentence structure to achieve particular effects in my writing. <input type="checkbox"/> My control of sentence structure is secure. <input type="checkbox"/> I can accurately use a range of punctuation. <input type="checkbox"/> I can spell securely, including irregular words. <input type="checkbox"/> My control of tense and agreement is secure. <input type="checkbox"/> My choice of vocabulary is ambitious and I can use it with precision. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can demonstrate an appropriate and effective variation of sentence structures in my writing. <input type="checkbox"/> Virtually all of my use of sentence structure is controlled and accurate. <input type="checkbox"/> I can accurately use a range of punctuation with confidence. <input type="checkbox"/> Virtually all my spelling, including that of irregular words, is correct. <input type="checkbox"/> My control of tense and agreement is totally secure. <input type="checkbox"/> I can use a wide range of appropriate and ambitious vocabulary to create effect or convey precise meaning.



English

A Step Back in Time

Ms Taylor-Wade's Year 7 group have recently taken a deep dive into the history of the English language. They have been exploring extracts from *Beowulf* and *Chaucer*.

Alongside their study of *Beowulf*, they have been learning all about kennings and creating their own.

During their studies of Chaucer, they embarked on their own pilgrimage around the stunning college grounds, stopping at different points to tell their own stories, which helped them to understand the concept of sequencing and develop their confidence in speaking aloud.

They also created sound effects using both instruments and technology to accompany the story of *Beowulf*.



English

The Iron Man Protests

The Iron Man is a novella by Ted Hughes which tells the story of how an iron man terrorises local farmers by eating all the metal in sight. The hero of the story is a lad called Hogarth who lures the iron man into a trap and, from there, to the local scrap yard, where he can live happily ever after.

Year 7 students had great fun with this story. They empathised with the farmers, then planned and created banners to protest against the Iron Man. They went out into the Frewen grounds and used their loudest voices to show their anger in protest.

English

Summer Projects

As they were winding down towards the summer holidays, students in Key Stage 3 worked in small groups on a summer project of their own choosing. These are always a fun and engaging way to end the year. By choosing their own projects, the students feel a sense of ownership, which increases motivation and boosts the sense of pride in their work.

This year students have chosen projects as diverse as creating a film, writing and illustrating their own cookbooks and designing a futuristic world.

English

Sequencing

Sequencing is a fundamental skill in English and Miss Parker's Year 7 group have been taught explicitly how to sequence at both a word level and a text level. During their study of the 'Heroes and Villains' unit they were introduced to the story of *Wind in the Willows*. After watching a short, animated film, they were asked to put the events in the correct order.

Sequencing underpins success across a wide range of subjects and cognitive development areas. It improves reading comprehension, the ability to understand narrative structure and how to organise ideas logically in stories.



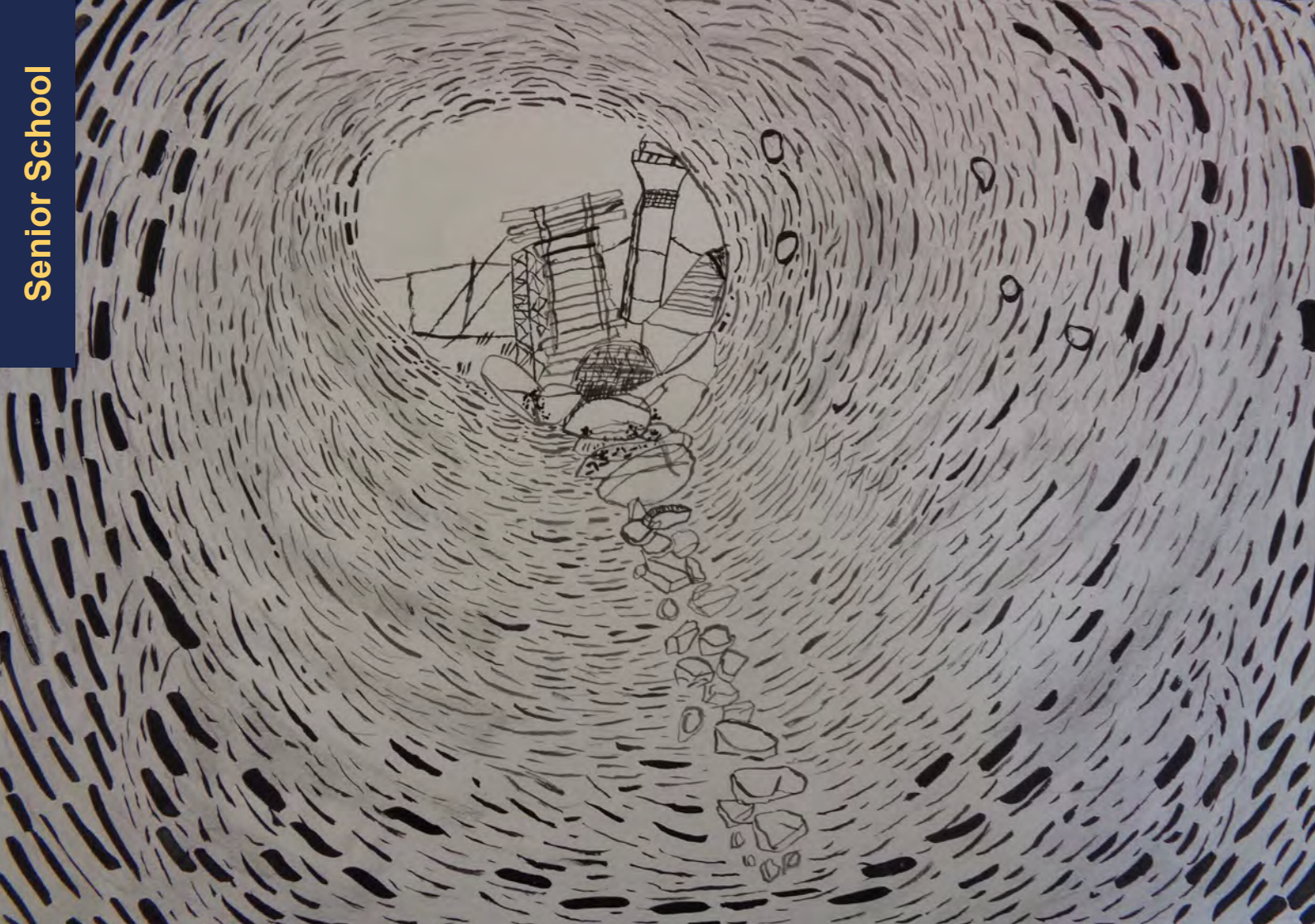
English Revision Guides

A link to GCSE resources and past papers can be found [here](https://eduqas.co.uk/qualifications/english-language-gcse) (eduqas.co.uk/qualifications/english-language-gcse – under 'Resources')

A collection of Functional Skills past papers and revision resources can be found [here](https://qualifications.pearson.com/en/qualifications/edexcel-functional-skills/english-2019.coursematerials.html). (qualifications.pearson.com/en/qualifications/edexcel-functional-skills/english-2019.coursematerials.html – under 'Exam materials')

Members of the English department would like to wish you all a lovely summer and look forward to seeing you in September.

Rebecca Lowe, *Head of English & Literacy*



Art

June marked a proud moment for the college as students from across the Senior School shone at the prestigious ISA National Art Competition regional finals.

Held annually, the ISA National Art Competition celebrates artistic excellence among independent schools across the UK. This term, Frewen entered a range of student artwork into the competition, showcasing creativity and talent from all year groups.

On the day of the regional finals, anticipation filled the air as entries were set up and judged. After several hours of waiting with bated breath, the results were announced – and Frewen students emerged victorious, winning three heats plus a highly commended recognition.

The winners were:

- Khairah Shittu – Key Stage 4 Fashion
- Finn Conolly – Key Stage 3 Photography
- William Le Vot – Key Stage 3 Drawing
- Alex Anderson – Key Stage 4 Mixed Media, Highly Commended

The competition was fierce, with entries from renowned non-specialist schools such as Radnor House, Buckswood and Farlington. Yet Frewen's artists stood tall among them, a testament to the students' hard work and artistic vision.

The winning entries will now advance to the national finals, set to take place in Warwick this November.

Duncan Sangster
Head of Art and Head of the Art Faculty





Drama

What an incredible journey it has been. The recent production of *Wendy and Peter Pan* adapted by Ella Hickson from the story by J.M. Barrie, was nothing short of outstanding, with students delivering truly exceptional performances.

Their talent, energy and dedication to bringing this new version of the story to life was nothing less than inspiring, especially considering this was the first time many of our students had performed in front of a live audience.

Each scene showed the creativity and heart of our students who brought freshness and enthusiasm. From the boldness of Wendy, played by Pepper Murphy, to the annoying charm of Peter, played by Raphael Bedwei-Majdoub.

A special mention must be given to the costume design team – Seren Thomas and Paige Dodds – who delivered truly impressive designs for Tiger Lily and Tink (our loud-mouthed, Cockney fairy) and were nothing short of inspired.

Equally remarkable was the set design by Blue Murphy. Her creative vision transformed the stage into a childhood world with flair and ingenuity. It is clear that Blue has a real burgeoning talent in this field, and we can't wait to see where her artistic journey takes her next.

Thank you to everyone who came along to support the students – your presence and encouragement made the entire experience even more special.



Finally, a huge congratulations to everyone involved. We are so proud of what you have achieved. Now, after all your hard work, it's time to relax and enjoy a well-deserved summer break.

Claire Jackson
Head of Drama



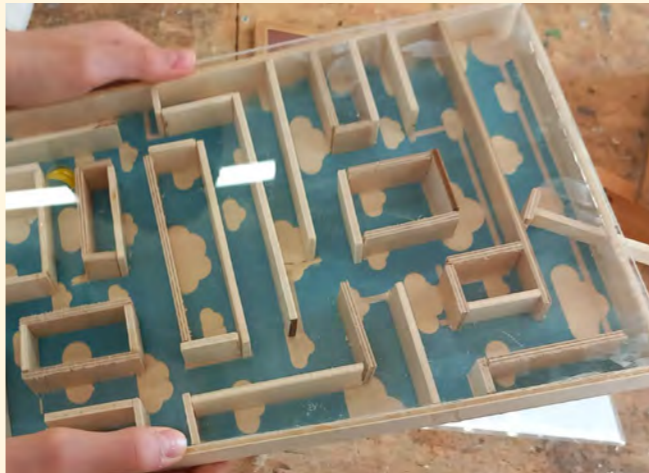


Some Year 6 students joined some of the Year 7 DT lessons to help with the transition to Senior School in September. They participated in a multi-sensory lesson in the Arboretum, learning about different timbers and completing a collage information sheet.

Year 9 students made a metal candle holder, mastering the skills required to work with this difficult material. The students finished their projects using the department's new spray booth.

The Year 8 group have been creating their own marble games, using the skills they have learnt during lessons. With a variety of game styles, the students also had to learn some independence during this project.

Students in Year 10 have just started their GCSE project which they will work on until Easter. They must come up with a solution to a problem linked to the contextual challenges supplied by the exam board, by investigating, designing, developing and manufacturing a product to solve the problem.



Year 11 students successfully completed all their projects and the associated paperwork by the deadline. Unfortunately, due to exam regulations, their projects are classed as live exam materials until the Autumn term and we are unable to share their work with you at present.

Marea Saunders
Head of DT

Design & Technology

Students in Year 7 have been learning about the different types of forces and created a circus toy which relies on those different forces to work. They used CAD technology and laser cutters to create their character and learnt about packaging to create bespoke packaging for their toys.





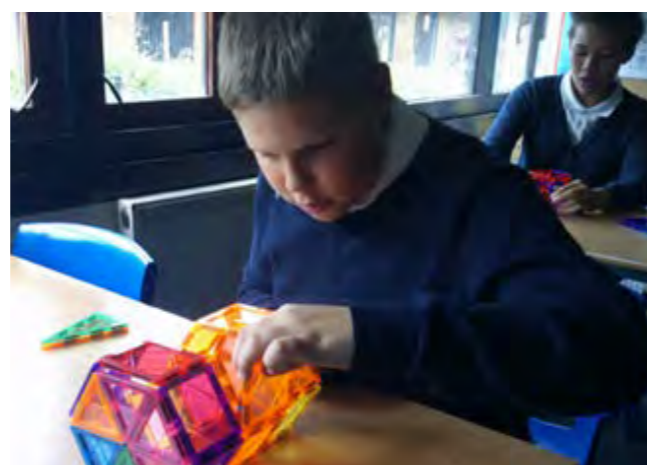
Maths

Staff within the Maths Faculty are so proud of how the Year 11 students conducted themselves throughout the exam season and look forward to seeing the fantastic results from all their efforts on results day.

Year 10 students are now stepping up to take over as top of Key Stage 4 and have also conducted themselves with maturity during their mock exams. We look forward to seeing the new Year 11 students hit the ground running in September.

Students in Years 7 to 9 have been using multi-sensory methods to apply maths skills in lessons and fully engaged in these activities, as demonstrated in the photographs.

Mrs O'Connor, Mrs Claasen and Mr Torres wish all students and their families a very restful summer break and look forward to seeing them in the new academic year.



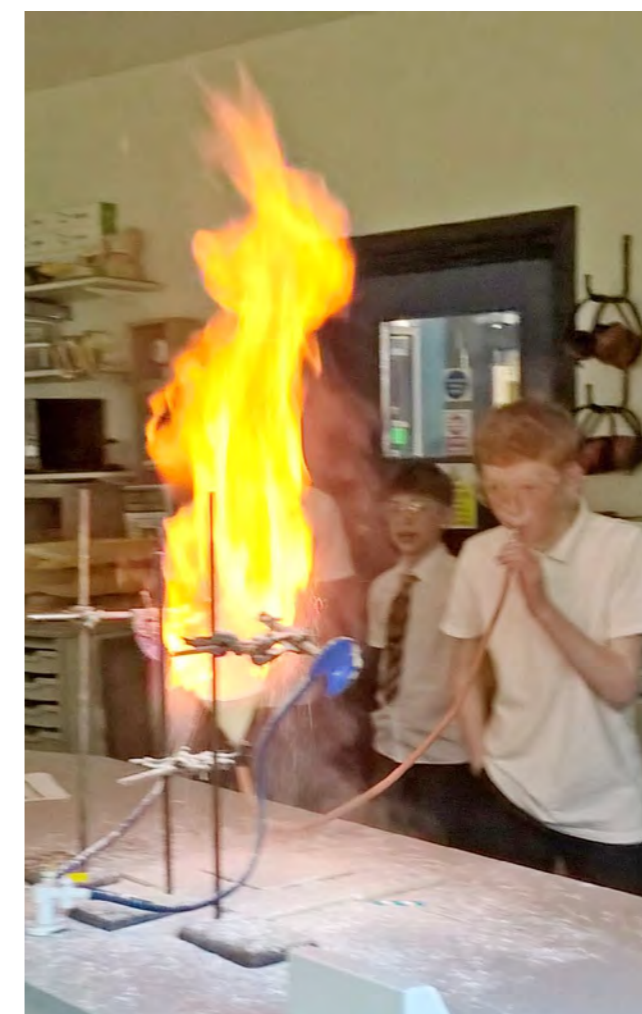
Science

Students in Year 8 have been working on plants and chemical reactions this term. You will see from the photographs that one group used Bunsen burners to combust icing sugar (always a popular one) and another group used Play-Doh to model plant reproduction.

Year 9 students have also been working on plants – and their structures. You will see from the photographs some of the multi-sensory techniques used in lessons for showing the cross section of a leaf. Then Play-Doh was used to model the structure and biscuits were used during a revision activity.

Our Year 11 students have left the building, and members of the science department hope all their hard work will be rewarded.

Scott Wassell
Head of Science



ICT

The end of another academic year offers a chance to look back at all the amazing work our students have completed in ICT this year – and to say goodbye to our Year 11 students.

They have worked incredibly hard to complete their coursework for the necessary units to achieve their Level 2 Certificate in Digital Skills. In the final presentation unit, they created some excellent tourism-based presentations including advanced transitions, animations, sound and video. We wish the Year 11 students well in their next steps.

Further down the school a notable focus this term has been animation. Students in Year 7 and 8 have used Wick Editor to create a variety of animations including advanced techniques such as tweening – and has provided a brilliant reminder of our students' creativity. Wick Editor is a free online animation tool and is an excellent resource for students to access over the summer break (alongside the online version of *Scratch*).

Mr Booth and Mrs Saunders wish all students a restful summer and look forward to welcoming them back in September for another varied year of ICT.



PE and Outdoor Education PE: GCSE Work

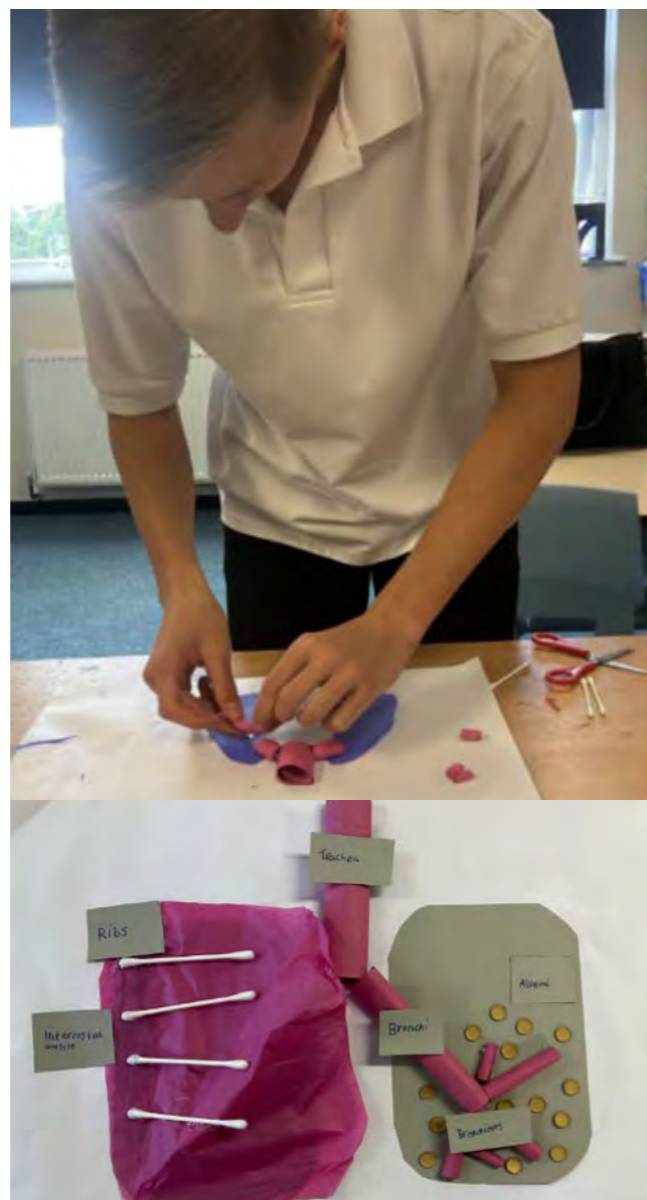
This term, our Year 10 GCSE class has been exploring the skeletal, muscular and respiratory systems. To deepen understanding and improve long-term retention, we have incorporated multi-sensory learning strategies throughout our lessons. These approaches engage multiple senses – such as touch, movement, sight and hearing which are proven to enhance memory, comprehension and student engagement.

When learning the names and locations of bones, students took part in relay races which required them to physically identify and label bones on a diagram or peer. This kinaesthetic activity not only made learning fun but also reinforced anatomical knowledge through movement and repetition, which is particularly effective for students who benefit from active, hands-on experiences.



To support learning about the respiratory system, students constructed 3D models of the lungs. This tactile activity helped them visualise and understand the structure and function of different components, such as the trachea, bronchi and alveoli. By physically building the model, students developed a clearer, more lasting mental image of how the system works – something that is often difficult to grasp through textbooks alone.

Overall, multi-sensory learning has played a key role in supporting student understanding, especially for those who may struggle with abstract or text-heavy content. By engaging more senses, we create more pathways to the brain, making recall easier and learning more meaningful.



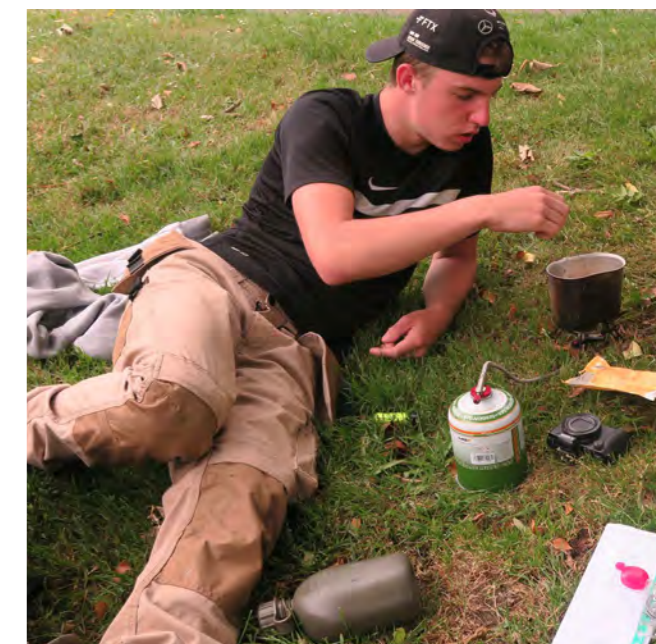
PE and Outdoor Education Duke of Edinburgh

Students in Year 10 and 11 took part in the expedition element of their Duke of Edinburgh Bronze award on the Monday and Tuesday of Activities Week.

This involved a two-day round trek around the South Downs. Walking 16km each day, the two groups were able to put their map reading skills to the test to reach their overnight campsite at Alfriston. Blustery weather made erecting the tents challenging but the groups managed well and were soon preparing their evening meals.

After a good night's sleep (for some) the students were up bright and early ready for a second day of challenges. The groups navigated Friston Forest before joining the South Downs Way, passing Birling Gap and successfully reaching the finish point in good time. They remained positive throughout the experience and should be very proud of their efforts. Well done to all involved.

Mrs Herriott and Mr Booth





PE and Outdoor Education Colour Run

On Wednesday 25th June, the school was bursting with energy and colour during the much-anticipated Colour Run.

Students and staff joined in for a lively walk, jog or run around the school grounds – but with a twist. Along the route, participants were showered with vibrant coloured powder, creating a joyful explosion of reds, blues, yellows and greens.

Not only was this event a fantastic way to promote fitness and teamwork but also a celebration of community spirit and positivity. Everyone left with big smiles and colourful clothes, making it a memorable day for all.

Thank you to everyone who took part and helped make the Colour Run such a bright success. We can't wait to do it again next year!

Jo Hambleton,
PE and Outdoor Education





Speech and Language Therapy

On Wednesday 7th May, Frewen's Speech and Language Therapy department celebrated the Royal College of Speech and Language Therapy's 80th year with an afternoon tea party for all students who benefit from speech and language therapy.

The students enjoyed some delicious treats whilst being supported to take part in conversation and group games. There were several different activities for the students to take part in throughout the afternoon including bracelet making, werewolves, flower arranging and prize pong. As well as the activities, students also contributed to the positives of speech and language therapy celebration board.

It was brilliant to see so many students carry over some of the communication skills they have been focusing on within their speech and language therapy sessions.



Occupational Therapy

It was a busy term in the OT department, and members of staff decided a little animal therapy was needed.

Nicki kindly brought in four of her newly hatched chicks, and students from Lucy and Margo's lunchtime therapy group enjoyed a heartwarming visit from these fluffy friends. The students came up with some adorable names: Moomin, Desmond, Ash and Nugget.



Two weeks later, the chicks returned for a second visit and our students were amazed at how much the chicks had grown in such a short time.

Incorporating chicks into therapy sessions offers a range of benefits including reducing stress and anxiety, enhancing mood and emotional regulation, supporting social and communication development, encouraging empathy and interpersonal connection, fostering compassion and nurturing behaviours.

OT staff were incredibly impressed by how calm, gentle and nurturing the students were during both visits, and hope to offer more experiences like this in the future, as it is clear how much joy and therapeutic value they bring.

Lucy Tait,
Specialist Paediatric Occupational Therapist





Summer Fair

During the past few weeks, our Sixth Formers have worked incredibly hard in coming up with creative ideas, preparing materials and sourcing everything required to bring their stalls to life for the first ever Sixth Form Summer Fair.

On the day, they stood confidently at their stalls, welcoming parents, staff and students with enthusiasm, and truly demonstrated the spirit and talent of our Sixth Form community.

For many, it was their first experience with organising and running an event such as this. Despite a few nerves, they rose to the challenge, showed excellent communication skills and helped create a wonderful community atmosphere.

Thanks to everyone's support, they raised an amazing £400, which will go directly towards improving the Sixth Form common room and enhancing enrichment opportunities for our students.

Thank you to all the Year 7 and 8 students who visited and took part in all the activities on the stalls, spent their tokens, and had a most enjoyable afternoon.



Activities Week

During Activities Week, we set our Sixth Formers several challenges focused on personal development and contributing to the wider school community. The whole cohort really embraced the week, especially the community aspect, taking part in activities such as helping with a bag-making workshop, watering the grounds, cleaning the minibus and supporting sports events.

A special mention for Stanley and Charlie, who spent the entire morning assisting the maintenance team and showed great resilience while carrying out physically demanding work.






UCAS Progression Day

On Tuesday 24th June, Sixth Formers took part in a Progression Day with a focus on UCAS. UCAS is a platform which helps students plan for life after Frewen, particularly for studying in Higher Education.

On Progression Day, all students logged into a UCAS account and researched course pathways which were of interest to them and open days which they would be interested in attending. We will continue to support students as they complete their personal statements in preparation for their next steps.

Although the day was different from their usual lessons, students engaged well with the activities. It was a great opportunity for them to start thinking about their futures before the summer break.

6th Form Activities Week Challenge

1	 Activity 1 Create a CV to help you apply for jobs in the summer
2	 Activity 2 Complete 1 hour community service around school (signed by staff)
3	 Activity 3 Spend 2 hours learning about driving theory - practice test online
4	 Activity 4 Go for 2 X 20 minute wellbeing walks
5	 Activity 5 Create a mood or vision board of what you want to achieve next year (in & out of college)



Summer Work Reminder

A reminder that all Level 3 students have been set work by Bexhill College. This is set on Teams and the expectation is for the work to be completed by their return in September. Please do encourage your child to check their account to give them the best start possible for the new school year.

Jo Hambleton, *Head of Sixth Form*



Message from the Head of Boarding

As we reach the end of the summer term, I would like to take a moment to reflect on what has been a vibrant, rewarding, and memorable year in our boarding community. It has been a real pleasure to see our students grow in confidence, independence, and friendship – and I want to thank each of you, especially our parents, for your continued support throughout the year.

This term has been packed with activities that brought energy and fun to our weekends. We enjoyed a wide variety of trips, from cultural excursions to adrenaline-filled adventures. Highlights included our visit to the National Maritime Museum in London, a thrilling day at Thorpe Park, a cinema trip to enjoy some of the latest film releases, and even a refreshing paddleboarding session that helped cool us down during a very warm weekend! These outings not only created lasting memories, but also allowed our boarders to relax, bond and try something new beyond the school environment.

We also proudly took part in National Boarding Week, celebrating all that is unique and special about boarding life at Frewen. A particular highlight was Boarding's Big Quiz of the Year, which brought out our students' competitive spirits in a fun and friendly evening of team challenge.

Throughout the year, our boarders have demonstrated great character – showing kindness, resilience and leadership in both small daily moments and larger community events. Whether in the common rooms, or out on trips, it's been inspiring to see how much our students support and encourage one another.



To our leavers: thank you for all you've contributed. Your presence has helped shape the house into the warm, welcoming home it is, and you are certainly leaving a lasting legacy. We wish you the very best in your next chapter.

To our returning students: we look forward to welcoming you back in September with a new calendar of activities and continued opportunities to grow, laugh and thrive together.

On behalf of the boarding team, I wish you all a safe, happy and restful summer break.

Hannah Lewis
Head of Boarding



National Boarding Week 16th – 23rd June

Each summer, we proudly take part in National Boarding Week, a celebration organised by the Boarding Schools' Association (BSA) to highlight the unique, enriching experience that boarding offers. The campaign has encouraged schools across the country to showcase the positive impact boarding has on students' lives – not just academically, but socially and personally as well.

At Frewen, we embrace the inclusive spirit of the week, with our very own Boarding's Big Quiz of the Year. There was plenty of friendly competitiveness, lots of laughter,

and a few surprises – especially during the round titled "How Well Do You Know the Boarding Team?" Students were genuinely taken aback by some of the fun and unexpected facts and may have even discovered that the boarding team is, in fact, pretty cool!

National Boarding Week is always a wonderful opportunity for us to come together, celebrate the strength of our boarding community and reflect on the many ways boarding helps shape confident, compassionate and well-rounded individuals.

Awesome Activities

This term has been packed with fantastic activities that brought fun, laughter and a great sense of togetherness to our boarding community. A standout moment was our sunny afternoon at Rye Watersports, where students took to the paddleboards with one clear goal in mind – to get Mr Wren into the water as often as possible! With the sun shining and temperatures soaring, the splashing quickly turned into a highlight of the day, with everyone cooling off and enjoying the water in great spirits. It was a brilliant example of how our weekend activities bring students together, build confidence and create memories that last well beyond the school year.

Our BIG 6 weekend activities this term proved to be hugely popular and packed with excitement, giving students a fantastic chance to unwind, try new things and bond outside the classroom. One of the standout trips was our cracking day at Thorpe Park, where both students and staff threw themselves into the thrill of the rides – quite literally! A particular highlight was the newly launched Hyperia, the UK's fastest, tallest and most weightless rollercoaster, towering over the park at a jaw-dropping 236ft. For many, it was a first-time experience, and the courage (and screams!) shared on the way down made it one to remember. It was a day full of adrenaline, laughter and memories which students are still talking about.



Another of our BIG 6 highlights this term was an unforgettable trip to the National Maritime Museum in London. We began our journey in style, hopping aboard the Uber ferry from Embankment to Greenwich – a brilliant and scenic way to see some of London's most iconic landmarks along the Thames. It's safe to say this has quickly become our new favourite way to travel in the capital. Once in Greenwich, we explored the museum's fascinating galleries, journeying from the icy Arctic to the tropical islands of the Pacific. Students were captivated by historic treasures such as relics from the Titanic and the very uniform Admiral Nelson wore when he was fatally wounded at the Battle of Trafalgar. A real hit was the exhibition on piracy in popular culture, where we delved into the stories of characters like Captain Pugwash, Captain Hook and Captain Jack Sparrow. While pirates are often shown as cheeky rogues or fearsome villains, we also took a deeper look at the real – and far more complex – history behind the legends. It was a day full of discovery, learning and imagination.



Miss Lewis has tea with the King

Miss Lewis had the incredible honour of being invited to a special Royal Garden Party at Buckingham Palace in May, hosted by His Majesty the King, in celebration of all those who work in the education and skills sector.

The King and Queen were both in attendance, engaging guests with warmth and genuine interest.

Two royal bands played lovely tunes throughout the afternoon, and the occasion was blessed by perfect weather.

The Tea Tent offered an array of delicious treats, including the best Battenberg cake Miss Lewis has ever tasted!

The gardens were open to explore, offering a peaceful backdrop to conversations with like-minded individuals who were full of passion and positivity about their roles in education. It was truly a memorable and uplifting day.



Leavers' Goodbye

It's hard to believe how quickly time has flown. One minute you were nervously arriving with packed bags and wide eyes – and now you're leaving with memories, friendships, and maybe a slightly better sense of how to fold laundry.

Boarding school life isn't always easy – it takes patience, resilience, and a strong sense of humour. You've faced the challenges of early mornings, shared dorms, and the occasional late night fire drill, with grace (most of the time), and you've come through it all stronger, wiser and hopefully a little more organised than when you arrived.

But beyond the routines and rules, what really matters are the bonds you've built – the laughs, the lessons, the late-night talks, the support you've given and received. These are the moments that shape us.

As you move on to new adventures, remember that this school has been more than just a place of learning. It's been a second home. And like any home, we'll always welcome you back – especially if you bring stories (and maybe snacks to keep the staff going!).

Go forward with confidence. Stay curious, stay kind and never forget the people and the place that helped you grow – and not just because we still have your laundry!

We are proud of you; we will miss you; and we wish you all the best.

Miss Lewis

Summer Book Recommendations

Hello, Universe by Erin Entrada Kelly

An irresistible story about unlikely friendships.

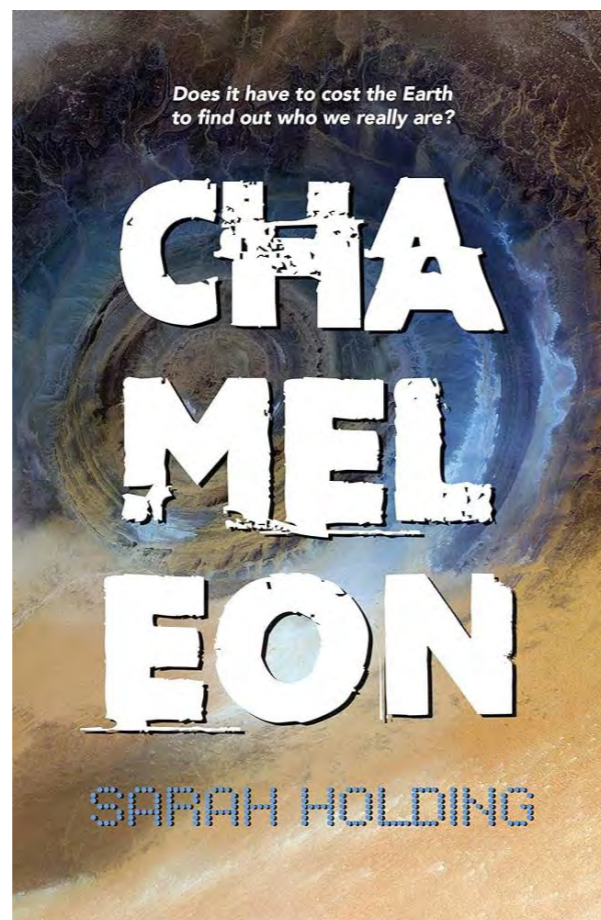
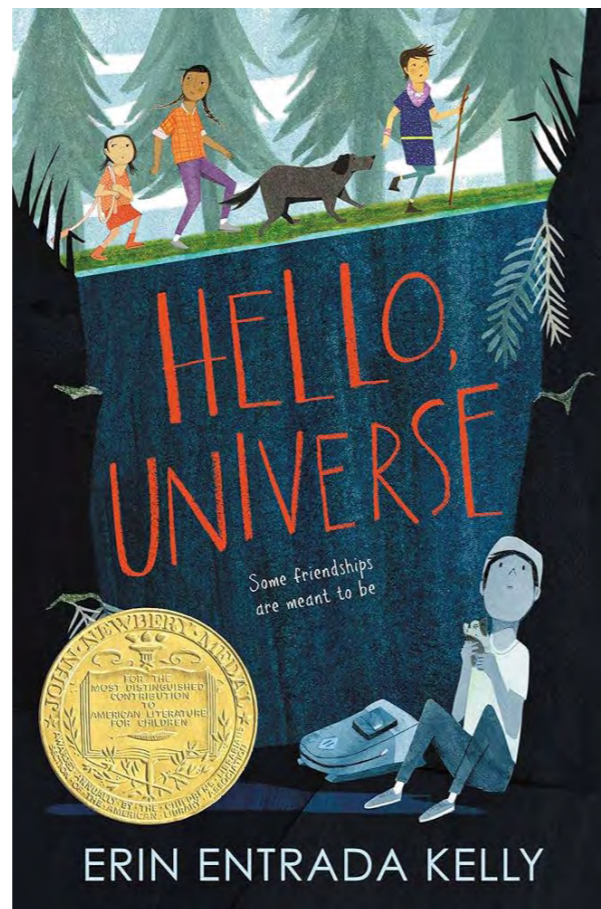
“In one day, four lives weave together in unexpected ways. Virgil Salinas is shy and kind-hearted and feels out of place in his loud family. Valencia Somerset, who is deaf, smart, brave and secretly lonely, loves everything about nature. Kaori Tanaka is a self-proclaimed psychic, whose little sister Gen is always following her around. And Chet Bullens wishes the weird kids would just act normal so that he can concentrate on basketball.

They aren't friends – at least not until Chet pulls a prank that traps Virgil and his pet guinea pig at the bottom of a well. This disaster leads Kaori, Gen and Valencia on an epic quest to find the missing Virgil. Is it a coincidence that their lives collide? Or are some things just meant to be?”

Chameleon by Sarah Holding

Does it have to cost the Earth to find out who we really are?

A gripping story about the survival of the human race, driven by catastrophic climate change and genetic engineering. A groundbreaking new genre – cli-fi (climate fiction) – for teens who are interested in science and protecting the future of the planet.



The Short Knife by Elen Caldecott

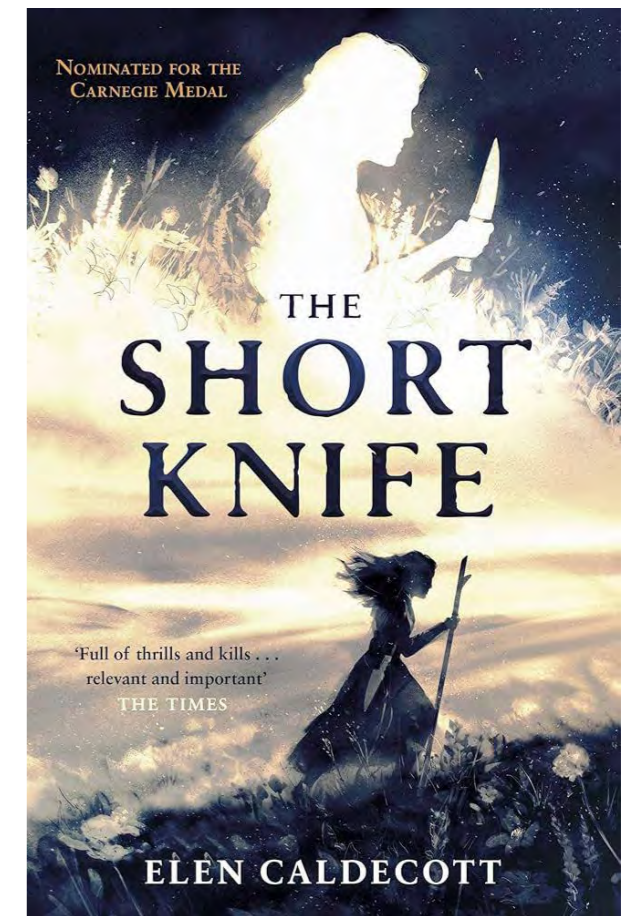
An enthralling story of strong female characters, full of historical atmosphere

“It is the year AD 454. The Roman Empire has withdrawn from Britain, throwing it into the chaos of the Dark Ages. Mai has been kept safe by her father and her sister, Haf. But when Saxon warriors arrive at their farm, the family is forced to flee to the hills where British warlords lie in wait. Can Mai survive in a dangerous world where speaking her mother tongue might be deadly, and where even the people she loves the most can't be trusted?”

Chasing Lucky by Jean Bennett

With relatable characters, and an undemanding style, this is a perfect summer read

“Josie Saint-Martin would rather be pursuing her dream of being a photographer than working in her family's bookstore. She yearns to travel to the West Coast of America, but after a disastrous party, a poorly executed act of revenge lands her in big-time trouble. As in, jail...alongside the last person with whom she'd want to share a mugshot: the son of the boat mechanic across the street, Lucky Karras – outsider, rebel...and her former childhood best friend. During a summer of secrets, everything changes, and the easy friendship they once shared grows into something deeper and more complicated. Can Josie and Lucky swim past obstacles that come with rough waters, or will they both go down together?”





Prize Day

Prize Day dawned with blue skies and sunshine, as students, teachers and parents came together on the last day of term to celebrate a whole host of achievements throughout the college during the past academic year.

Former student, Luke Hearne-Brown, was our guest speaker and delivered an inspiring account of how his Frewen journey – which began in the Prep School – helped shape his future as a film maker and owner of a film production company.

Year group prizes:

- Ellie Gorthy, Year 7 – for overall effort
- Lui Aellah, Year 7 – for overall progress
- Tomi, Year 8 – for overall effort
- Mackenzie Seymour, Year 8 – for overall progress
- Seren Thomas, Year 9 – for overall effort
- Isaac Colquhoun, Year 9 – for overall progress
- James Young, Year 10 – for overall effort
- Henry Stilliard, Year 10 – for overall progress
- Yanni Amos, Year 11 – for overall effort
- Alexander Anderson, Year 11 – for overall progress
- Jake Martin, Sixth Form – for overall effort
- Hattie Harrison, Sixth Form – for overall progress

Boarding prizes:

- Sam Pegrum – Prize for Respect
- Hattie Harrison – Prize for Responsibility
- Molly Draper – Prize for Relationships
- Rowan O'Donovan – Prize for Resilience

Whole school prizes:

- Molly Patrick – Sports Award (Adrian Baker Cup for Achievement)
- Freddie Abu Zeineh – Art Award
- Reuben Kavanagh – Drama Award
- Alexander Charlton – Music Award
- Rufus Flynn – Thompson Cup for English
- Isla MacLennan – Michael Waller Prize for Outstanding Effort in the Technology Workshop
- Braylyne Blakey – John Ashton Cup for Most Value Points/The Tom Dooley Cup for Boarding
- Stanley Johnson – Prep School Joie de Vivre Award
- Jake Martin – Ryan Anderson-Hooper Vocational Course
- Rowan O'Donovan and Pierce Thomas – Overall Personal Development
- Nathaniel Thomas – Alistair McPherson Shield for Outstanding Effort
- Isaac Jefferson – Holly Easton Award for Perseverance
- Sean Russell – Headmaster's Cup





Goodbye from Sarah Jefferson

Dear Parents,

I hope this message finds you well.

I'm writing to share some personal news. As many of you may be aware, I have been on long-term sick leave following a cancer diagnosis and subsequent medical treatments. Unfortunately, I will not be returning to my role at Frewen. I am still recovering from the effects of treatment and facing further surgery.

This has been a very difficult decision, but the students at Frewen deserve continuity and the very best support, and at this time, I'm unable to provide that. Therefore, I have taken the difficult step of handing in my notice.

Mr Loveday has kindly allowed me the opportunity to say goodbye to the school community through this magazine, and in person during an assembly.

I have truly missed working with the students and being part of daily life at Frewen. For those who remember me, I want you to know that if returning had been possible, I absolutely would have. I'm deeply sorry that I can't.

Most of all, I want to express my sincere thanks. It has been a privilege to work with your children, and I will always carry fond memories of my time at Frewen and the wonderful young people I had the pleasure of teaching.

With heartfelt thanks and warmest wishes,

Sarah Jefferson

