



School Closure Edition 12

Date: 19 June 2020

Message from the Principal



Dear all

What did you learn today?

A little break from logistics this week, I thought it might be useful to talk a bit about assessment. Bear with me.

One of the positives that has come from this period is that our teachers and parents have become co-educators. I know many of you are finding this challenging, because frankly while the product of learning is wonderful, the process can be hard work. The best teachers make it look easy, but most of us mere mortals have had to work at it. In fact a good example of this is the question above: *What did you learn today?*

The question is often met with a recalcitrant shrug of the shoulders. The reason it's a challenging question is because it forces the person at the end of it to reflect, summarise, understand and ultimately articulate new concepts to you in a way that you will understand them. All a bit like hard work at the end of the day, but I would ask you to persevere with this question, as going through this process is how we learn...

Making your son or daughter teach you or somebody else at home is a very good way to reinforce learning. Over the next few weeks I will try to give you some shortcuts, so you understand why we do what we do at the Academy. Much of this will be supported in the year group handbooks and I can provide further materials for those of you who get into it and want to learn more.

I'm starting with assessment because it's probably the area of education that is misunderstood most. The key to unlocking your thinking about assessment is to realise that there are several types of assessment and each one has its own function. We are going to focus on three types of assessment today, as they are the most relevant to us as co educators; ***formative, summative and evaluative.***

Formative assessment

It's what happens during the lesson, have they understood that? What question do I need to ask next?

Formative assessment helps you to get the right pace and prevents you moving on before everyone has understood. Lots and lots of good formative assessment hopefully leads to lots and lots of good feedback. Do take a look at [this great video](#) about feedback.

Most of the training that goes on at the Academy is centred around this area and our teachers rehearse when to ask the right informative questions (hinge questions) and become skilled at knowing when to revisit something as a result.

So, if you are sitting alongside your son or daughter as a co educator - ask a lot of questions, carry out quick low-stakes pop quizzes followed by some reteaching of what was missed, invest in a mini-whiteboard and some markers if you're really keen - it will make your life easier! Formative assessment is at the heart of what teaching is. If you ever watch Masterchef, you will see Monica losing her mind when the chefs don't taste their food as they go - make sure you check for understanding as you go!

Summative Assessment

The stakes are getting slightly higher now, we have probably finished a unit of work and we are going to check to see what our students have understood.

Typically we will try to revisit things, but with summative assessment, feedback may not be as immediate as formative assessment. Students typically would revise independently for summative assessments. If the whole class has underperformed, the teacher might redo the whole topic, if an individual has underperformed the teacher may offer some intervention classes. If the whole class aced it, the assessment may not have been challenging enough. Summative by its very nature comes at the end - it's the bit where the contestants bring the finished meal for Greg and John to get excited about.

Understanding the difference between formative and summative assessment is one of the first things you learn about as a teacher and getting good at these types of assessment is key to becoming an effective practitioner.

Evaluative Assessment

If I can stay with my Masterchef allegory for a moment - bringing your finished plate to Greg and John is summative assessment. The dish finally being put in front of the food critics is evaluative assessment. Nobody likes a critic but truth be told this is the space in which the big decisions are made. If you fancy yourself as one of the judges, I'm afraid in our assessment model you are the critics.

There are lots of critics, including me, but you are the most important. Whenever we show you data in the form of reports we are showing you the results of evaluative assessment. We want you to judge your child's performance in this moment, and indeed we want you to judge us: Is your child making progress? Where are they relative to the rest of the class? The way we set up assessment in the school is laid out in the year group handbooks, but the big picture is not spoken about often enough.

So, if I can use the example of an imaginary child at our school (let's call her Clara) this is how assessment works:

In Clara's lessons, every day there is constant formative assessment and feedback - you can't get enough of this - if you ask 'what did you learn today?' you will extend this type of assessment and continue to co-educate with us long after this lockdown is behind us. There will be summative assessment, too - and the most important of these summative assessments will be identified as evaluative assessments and we will make strategic decisions based on this data.

In year 7, on entry, Clara will complete externally marked assessments in English, Maths and Science and also cognitive ability tests (CATs). It sounds stressful, but it's all online and these are not the types of tests that you can study for. This is evaluative assessment - we want to make a judgement about your child's ability and we want a good baseline. We decide who goes forward for the super-curriculum based on these outcomes and indeed who needs extra support. We don't look at this data in isolation, but we know it's objective and often surprisingly accurate.

Throughout the year the teachers will carry out lots of summative assessment, and you will often hear about this from your child, but the data I am waiting for is from the evaluative assessment at the end of the year. This will tell us how well students are doing relative to the previous assessment point. Typically we expect the majority to improve, but some already have started to fall behind and we want to get on top of that straight away. Our reports are designed to help you see the big picture, too.

At the end of year 8, year 9, year 10 and twice during year 11, Clara will sit evaluative assessments and we will send you reports based on this assessment. By understanding how and when we assess, I'm confident that communication between school and home will be productive and lead to more students reaching their full potential.

So in a nutshell, thank you for staying on board with us as co-educators for the last few months. Keep asking lots of questions and persevere to get an answer. Get to know your child's tutor and over time build up a picture of how well they are doing by understanding where the evaluative data is.

And finally, in the spirit of keeping the progress model going, we will carry out some evaluative assessment over the coming month. It's going to be really important for us to get an accurate picture of how well our students are doing and what they have missed - indeed, it will be this data that will inform decisions around how we spend the catch-up money that was announced this morning. We will send you details of how we will carry out the assessments online and I would really appreciate your support in making sure we get a complete set. It will make all the difference in terms of the transition back to school.

Have a lovely weekend,

Kieran

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Week 2 Lessons

Next week, students will be following Week 2 lessons. This means students will attend online lessons as follows:

Period 2 - 9.55am - 10.45am

Period 4 - 11.55am - 12.45pm

Period 6 - 2.10pm - 3.00pm

Is your child joining W6 6th Form next year?

Year 11 into Year 12: Induction Events for Parents and Students - 25 June

This is a reminder of the Induction Day on Thursday.

All students who are intending to join us in September must attend the induction day.

Event: Year 12 Students' Induction Day

Date: Thursday 25 June

Time: 11.00am

Location: Zoom

Students must sign up through the 6th form application form, and a link to the Zoom event will be sent at the beginning of next week. <https://wsix.applicaa.com/>. On the landing page they will see the event details where you can register.

We also plan to run an evening event for parents and students on Thursday 25 June at 7.00pm.

Event: Year 12 Parents' Induction Evening

Date: Thursday 25 June

Time: 7.00pm

Location: Zoom, Facebook and Youtube

Thank you to everyone who has registered their interest in coming and also for the questions in advance, this has allowed us to tailor the evening to your questions and concerns.

Sign up Induction Evening here: [W6 6th Form Parents' Information Evening](#)

It is very important that all parents and students try to attend. Sixth form is very different to year 11 and the expectations and systems are also different to what parents and students have experienced up until now. We will also outline the enrolment process and answer any concerns about the changes to processes due to COVID-19.

Students will also be issued with details on how to access our 6th form learning management system, and they will receive their summer independent learning activities.

Digital Learning: Live Lessons

A reminder about how lessons work and where you will find your child's work.

Google Classroom:

Your child will find the work they need to complete in the To Do section.

At the scheduled lesson time (see lesson times above) the work will appear and in most cases the work will be due either by the end of the lesson or by the next lesson.

Live Lessons - Google Meet:

These lessons won't show in the To Do as they are not set tasks. However, the link the Live Lesson is either available in the Stream on Classroom or there is a direct link to the Meet at the top of the Classroom. In most instances, these links are usually available 10-15 minutes before the scheduled lesson time.

Guardian Summaries:

Over the weeks you should have been receiving emails about your child's work on a daily or weekly basis. If this has not been the case, please contact the IT Helpdesk (details below) to have the welcome email resent.

Outstanding Number of Live Lessons:

Our staff continue to deliver great online lessons for our students. The Live Lessons will continue as we approach the end of the year. We continue to see over an incredible amount of Live Lessons per month and since we went into Lockdown there have been **2566 Live Lessons**. A staggering achievement. At this rate, by the end of term we might break the 3000 mark which would be utterly astounding.

Assessments from 29th June

The end of the year is always a time where we assess students to ascertain how much progress they have made, and to identify any gaps in their learning that may need to be addressed in the new school year. This year has been very different in many ways, but, if anything, the need to find out where students are in terms of their learning is even more important to enable us to support them going forward. So, from **29th June to 10th July**, students will be doing subject assessments in their normal three scheduled lesson times in a day.

All assessments will be scheduled in students' Google Classroom calendars (Canvas for Year 12) and necessary resources and links made available. Obviously, we will also be talking to our classes about the assessments and preparing them online beforehand as necessary.

Years 7, 8 and 9

Students will be scheduled to take three GL subject progress tests, in English, Maths and Science, in these lessons, exactly as they did in school last year. Parents/carers will be sent details and logins with clear instructions for supporting this assessment process (and students should be pretty familiar with it themselves). Ideally students will need to use Google Chrome to access these progress tests to maximise functionality.

Other subjects will also be running short assessments in their scheduled lessons, and these will form part of their normal online learning, also accessed through Google Classroom.

Year 10

Students will have assessments in all core and option subjects - these will be scheduled throughout the fortnight by departments through Google classroom, in the same way as their normal online learning. Full instructions for each will be provided for them to follow.

Year 12

Students will have assessments in all subjects, which will be scheduled, as normal lessons are, on Canvas. Full instructions for each will be provided for them to follow.

How can I support at home?

Our main aims are to ensure that students are able to participate in the assessments confidently, and that we have an accurate view of what each student can and can't do. So a few things will really help:

- As quiet an environment as possible during the assessments
- Making sure phones and other internet windows are not available throughout the assessments
- Ensuring in advance that students are able to upload their work to Google Classroom - nothing new here, but this can be practised with your teachers in advance if it hasn't yet been done

What preparation is needed?

Class teachers will guide students through the preparation needed, but in general, commitment to attending classes, and completing the tasks set is what is asked.

Where can I find support?

- If there is an issue or concern with a particular subject assessment, please contact your child's class teacher
- If there is a general concern about accessing assessments, please contact your child's Chapter team
- If your child has SEND, you have a regular contact in this area, and you need support, do contact your usual SEND contact
- If the issue is an IT-related one, please contact ITHelpdesk@srwa.co.uk

Year 10 Transition to Year 11 - A message from Ms Barr

About this time of year we focus on our Year 10 students making the transition to Year 11, the year when the end of the marathon is in sight and we prepare together for the final sprint towards exam season. We are very much aware of the challenge our current Year 10 students are facing - emotionally, psychologically and academically. To complement the face to face support students are now receiving in the Academy, we would like to share our [first virtual transition assembly](#) - the aim is to encourage all students to feel they can take control of their lives and know that they have help accessing the practical and mental skills needed to do this. The assembly is the launch of Team Fearless - our Year 11 brand name, where as a team of parents, teachers and pastoral staff, we move forwards with a focus on mental wellbeing, study skills and a resilient mindset. The assembly and the handouts referenced in the assembly will be posted in the Year 10 google classroom.

IT HelpDesk

In these final weeks before Summer, particularly with Assessment Week coming up, it is vital that you have everything you need to support in accessing our online curriculum.

If you also need further assistance getting your parental summaries, get in touch with us.

If you or your children require any assistance accessing any of the learning systems, send an email to ITHelpDesk@srwa.woodard.co.uk and we will be delighted to help you. We really want to help, so if something is proving difficult or just not working as expected, please get in touch.

Careers

All year 12 students are now in the middle of looking into university courses and drafting their personal statements. If your child is in year 12, take a moment to talk to them about their interests for further study and the progress they have made with their personal statement.

We have compiled a wide range of resources on Canvas for them in the UCAS module in the Enrichment course. We also shared a link for Digital Wednesdays, where a range of universities host information events online including personal statements, careers in different fields and Russell Group universities.

Teachers will begin writing references to support the application process, so it's critical that students have decided on a subject area, so that the reference can be tailored to the course choice.

Students should have finished their personal statement by the end of term, and their online

application at UCAS.com should be well under way.

Students can find all the resources on Canvas at wsix.instructure.com

SRWA Productions presents ... Star Wars “Verily a New Hope”

Faced with the disappointment of having to cancel all the wonderful productions and trips that were planned for the summer term the SRWA Productions team have embarked on the ambitious project of creating a full length audio production of ‘William Shakespeare’s Star Wars Verily, A New Hope’ by Ian Doescher. The full production is set to premiere on the [SRWA Productions youtube channel](#) on the last day of term, 15th July and includes students from all year groups, members of staff and alumni students, marking the end of an academic year that for many reasons we will never forget.

Watch the trailer [here](#).



Special thanks to Oliver Chenery, year 13, who is a wizard at animation and editing, and an absolute genius in helping us to bring to life our first full length audio production including students and staff.

Pictured: Oscar Piatt, Year 10, playing C-3PO.

SEND

Reaching Families

The Council’s SEND commissioning team would like to share with you the latest animation from Reaching Families, this chapter is about ‘Going back to School’ <https://youtu.be/KRXTDsuHsT0>. Also here is the link for the previous chapter animation called the ‘New Normal’ in case you haven’t seen it. <https://youtu.be/86CuDvNIhbU>)

Also have you seen their new ASC Team Wiki? It contains information about autism and links to resources, you can find it here:

<https://wiki.rixwiki.org/west-sussex-mmm/home/asc-team-wiki>

WSCC Virtual Youth Advisory Boards

WSCC are really excited to announce their first Virtual Youth Advisory Boards – where they will bring young people together from YMCA DLG projects across Sussex and Surrey to hear about how they can make their services better.

- Virtual Youth Advisory Board Meetings are open to any young person aged 11-25 from Surrey and Sussex. To sign up to be a part of the Virtual meetings, all young people need to do is go to their website and complete the short form: www.ymcadlg.org/yab.
- Young People who are interested in getting involved with the YABs but want more info can either go to the website, their Instagram page (@yacrawley) or can contact Eli Adie (West Sussex Youth Hub Development Coordinator) – elinor.adie@ymcadlg.org // 07884 549 349.
- Parents/carers or family members who want to be involved in future consultations who are outside of the 11-25 age range may be interested in getting involved with the FIO+ Parent/Carer Forum (contact Eli for more details).

Upcoming Meetings:

LGBTU+ Youth Advisory Board Meeting – 25 June @ 3pm
BAME Youth Advisory Board Meeting – 16 July @ 3pm

If you don't want to attend the online meetings but still want to attend local meetings with the Find It Out Plus team in Worthing – that's also absolutely fine!

Boost the Bond - Therapeutic Parenting Course

Run online by YourSpace Therapies who provide our in-school counselling provision, this is a unique and down-to-earth course for parents and carers, providing them with practical ways to have the best relationship with their children. The course will offer an overview of children's emotional brain development and practical strategies and theraplay games to develop strong emotional bonds, helping parents to therapeutically manage children's anxiety or challenging behaviours. Strategies will be tailored to think about particular responses that are needed during COVID-19 and lockdown. Thursday 9th July and Tuesday 3rd November 2020, 6pm - 8pm, £20 inc. VAT. [Flyer here.](#)

bookings@yourspacetherapies.org.

Safe Play Zones, Arundel

Please [see here for](#) information about Safe Play Zones at Arundel Castle Cricket Foundation. **The sessions are free** and are for children and adults with their families/carers and also groups of adults who live together (as long as they meet the compliance requirements in the guidance). A really valuable service, especially with the summer holidays coming up.

Finally, if your child has a special educational need or disability, you may find the following link useful for reference, FAQs and information.: [West Sussex local offer:](#)

Behaviour Policy Addendum

As we begin to welcome more students back into the Academy, to keep everyone as safe as possible it is important that expectations are clear to all.

Please [find attached for your information](#) an addendum to our usual behaviour policy which details amended routines and expectations for students when onsite and also when continuing with home learning activities. This will be reviewed regularly during the current time. The policy is also available on the Academy website.

Pastoral Care and Wellbeing

Pastoral care and wellbeing continue to be very much at the forefront of our minds. Our pastoral and SEND teams and our tutors are working hard to support and stay in contact with students and families during our partial closure. Our regular check-in calls with those who might particularly need support are continuing and if you have any concerns at all about your child, please get in touch with their tutor, a member of their chapter team or our SEND team.

A reminder that there are also Google Classrooms set up for tutor groups and year groups, to help students keep connected and gain support. Assemblies, inter-chapter competitions and enrichment activities are shared here. The year group Google Classrooms also each contain a Wellbeing topic area, which is home to resources on coping mechanisms such as mindfulness, directions to helpful sites, plus reminders about who they can contact in school for support.

Please encourage your child to interact with these forums - it's a great way for them to feel

connected and remain motivated and positive.

There are also lots of professional organisations set up to support young people with problems that they may be facing, including feelings of worry and anxiety. Here are details of a few of the most broad ranging and well-established, all of which have fantastic online resources and information:

[Worthing and Adur Find It Out Centre](#) Local Hub for supporting young people aged 11-25
www.themix.org.uk/mental-health Free, confidential helpline service for young people under 25 who need help, but don't know where to turn.
www.youngminds.org.uk/find-help Can provide support and point young people in the direction of help with a range of issues.
www.mind.org.uk Advice and support to empower anyone experiencing a mental health problem.
www.ymcadlg.org Online counselling and mental health support platform 'e-wellbeing'.
www.childline.org.uk Help for anyone under 19 in the UK with any issue they're going through.
www.winstonswish.org Support for bereaved children and young people, and for their families and the professionals who support them.

Our full summary of available support can be found [here](#) .

Key Pastoral Support Contact List

Chapter/Area	Role	Name	Email
Brunel	PSO	Viv Silverthorne	vsilverthorne@srwa.woodard.co.uk
Brunel	Chapter Leader	Liam Tighe	ltighe@srwa.woodard.co.uk
Brunel	Chapter Head	Natasha Corrigan	ncorrigan@srwa.woodard.co.uk
Dickens	PSO	Valerie Westgate	vwestgate@srwa.woodard.co.uk
Dickens	Chapter Leader	Deb Barr	dbarr@srwa.woodard.co.uk
Dickens	Chapter Head	Harry Scantlebury	hscantlebury@srwa.woodard.co.uk
Lapper	PSO	Claire Smith	csmith@srwa.woodard.co.uk
Lapper	Chapter Leader	Henri Heery	hheery@srwa.woodard.co.uk
Lapper	Chapter Head	Mark Fox	mfox@srwa.woodard.co.uk
Mandela	PSO	Samantha Peach	speach@srwa.woodard.co.uk
Mandela	Chapter Leader	James Matanle	jmatanle@srwa.woodard.co.uk
Mandela	Chapter Head	Eber Kington	ekington@srwa.woodard.co.uk
Nightingale	PSO	Kerry Ramshaw	kramshaw@srwa.woodard.co.uk
Nightingale	Chapter Leader	Charlotte Earl-Novell	cearl-novell@srwa.woodard.co.uk
Nightingale	Chapter Head	Simon Davies	sdavies@srwa.woodard.co.uk

W6	W6 Pastoral	Anne Morley	amorley@srwa.woodard.co.uk
Safeguarding	DSL	Eber Kington	dsl@srwa.woodard.co.uk
Chaplaincy	Chaplain	Paul Sanderson	psanderson@srwa.woodard.co.uk

Key SEND Support Contact list

Department	Role	Name	Email
SEND	SENCo	Mel English	menglish@srwa.woodard.co.uk
SEND	Inclusion Manager	Seb Stott	sstott@srwa.woodard.co.uk
SEND	HLTA-Literacy	Frances Speller	fspeller@srwa.woodard.co.uk
SEND	HLTA-Access	Anthony Ashby	aashby@srwa.woodard.co.uk
SEND	HLTA-ASC	Jill Cox	jcox@srwa.woodard.co.uk
SEND	TA-Sensory	Carol Luxford	cluxford@srwa.woodard.co.uk
SEND	TA	Rachael Ellis	rellis@srwa.woodard.co.uk
SEND	Chelsea Champion	Presley Geal	pgeal@srwa.woodard.co.uk
SEND	SEND Admin	Anna Okines	aokines@srwa.woodard.co.uk

Lockdown Shout Outs 🙌🙌🙌

- ★ Shout out to Robert Fellingham, Connor Godley and Kalina Mancheva for excellent engagement with the W6 Bridging Curriculum in Music.
- ★ Year 10 GCSE Music: Oscar Piatt, Megan Jukes and Beau Deacon - continued high standards of work and engagement.
- ★ Year 9 GCSE Music: Oscar Bray, Jayden Bayley, Bradley Baker, Melissa Fellingham, Meghann Brattle, Declan Tasker and Mena Arthan - great blues improvisations on Soundtrap.
- ★ Congratulations to Lenny Brooks, Year 8 who has been making chopping boards for the NHS and has done a wonderful presentation to explain exactly how he did it - tools and all. Fantastic job!!!
- ★ Maths shout outs to Seb Kuzubasoglu, Year 10 for excellent participation in online Maths lessons, Lily-May Stedman, Year 10 for completing so many Hegarty tasks to a good standard, Rui Silverthorne, Year 9 for excellent work in Maths and Ryan Brisley, Year 9 for being so welcoming when I took over their class!
- ★ Luke Fuller, year 10 - excellent effort and huge improvements in his English work.
- ★ History shout outs to: Harvey Moore, Jahin Rahman, Becky Logan, Blake Waddington, Theo Cunningham, Annabel Bassett, Harley Bonnell, Ruby Heath, Emma Lopez, Ciaran Sharples, R-Jay Angell, Aleesha Nottage and Jessica Redgrave.
- ★ Students in Year 8 have been studying the struggle for equality, and are currently looking at the Chartists' fight for equal political rights. Seems very relevant at the moment.

- ★ Year 7 Dance shout outs to R-Jay Angell, Oliver Measor, Noah Whittaker, Ivana Mahoney and Billy Maybury for their efforts with the Fortnite dance moves! Also to Morgan Pickard for always making such a brilliant effort on the tasks set!
- ★ Year 7 Geographers this week for excellent effort and marks in their population and China one-child policy assessments - George Alnakoula, Oskar Birtles, Fin Corrie, Matthew Hopkins, Zach Milford, Millie Sparkes, Declan Taylor, Amelia Thomas, Emily Trott and Matilda Wickson.
- ★ 7X5 French particularly R-Jay Angell, William Black, Millie Bothwell, Katie Buckwell, Luke Giordano, Hayden Grundy, Joseph Hart, Jessica Redgrave, Scarlett Reed, Habiba Sheraidah, Oliver Gilbert-Simpson and George Thomas - for always joining the live lessons & bringing such energy and enthusiasm with them!
- ★ Well done to this week's 7X1 Quizlet Live champions Jessica Maynard, Tim Hart, Toby Furlong, Felix Morley, Andrew Smith, Honey Remorino, Amy Shimell and Sam Cooper.
- ★ Shout outs from Drama Year 10 : Jody Brigden, Charlotte Back, Rose Chalcraft, Oscar Piatt, Alisha Jackson, Grace Gleave, Kiera Field, Harry Beeston, Daisy Lord and Raphaella Badua all for excellent work and/or contributions to live lessons.
- ★ Year 9 Drama: Ryan Brisley, Harvey Moore, George Miles, Alex Voak, Jamie Hardy, Harrison Holt, Leo Baker, Ryan Dawkins, Meghann Brattle and Alfie Keys for excellent contributions to online lessons.
- ★ Shout out to 8Y2 Spanish boys: Leon Crane, James Radford, Max Goodwin, Damon Ellis and Jay Lockhart, they are the first to log in to the live lessons every week, they are brilliant in lesson!
- ★ Well done everyone who took part in this week's epic 8X2 Quizlet Live championship - you all did brilliantly, especially the individual champs Freddie Stonestreet, Jemima Carter, Lily Hartzhorne, Lacie Huxtable and Eleanor Bartlett, as well as this week's team winners Lauren Godley, Brandon Jacob, Libby Syred, Lillie Standen, Alfie Hall and Elliot Perryman.
- ★ Year 7 Geography shout outs for high levels of engagement and submitting a range of high quality assignments - Ruby Stuart, Cassidy Brazil, Josh Casson-Bachelor, Milo Walsh, Barney Downs, Abigail McLeod, Ella Morgan and Sadiya Uddin.
- ★ Great interactions in this week's year 7 geography live lessons- Archie Gyford, Jessica Hillman, Alfie Whyte, McKenzie Dunk, Ben Durrant and Eric Nepal.
- ★ Year 10 Geographers for excellent engagement: Jody Brigden, Alex Trott, Jack Quinlivan, Abigail Parr, Millie Scott, Casey Back, Cameron Searle, Lauren Alford, Lorna Callister, Daisy Lord, Alex Dawkins and Harvey Floate.
- ★ The regular attendees to the live lessons from 7X2 French class - you are absolutely brilliant and Quizlet live is always so much fun with you.
- ★ 8X3 French for attendance, contribution, enthusiasm and progress. Well done. You are fantastic. Elizabeth Bray, Lilly Cluff, Matthew Euden, Billy Fairfield, Jasmin Harvey, Ellis Pain, Maddie Pittard, Jake Roebuck, Katie Savidge, Georgina Thwaites, Abigail Whittingham, Alfie White and Charley Wood.
- ★ These year 7 science classes have put so much effort into their science lessons as well as participating with great questions in their meets (7X1, 7X3, 7X4 and 7Y5).
- ★ Year 7 DT: Darcie Barclay, Ruby Whelan, Amelie Mewett and Lewis Box for their keyring and logo designs. Amelia Thomas, Declan Taylor, Amy Saunders, Emily Trott and Bentley Simpson for their robot work.
- ★ Year 8 DT: Lucais Wood, Maddie Day, Liam Hannigan, Isabella Schneider and Tyce Durieux for their 3D drawing work.
- ★ Year 10 DT: Ben Douglass, Danny Baker and Harry Cunningham for their frame design and CAD work.

- ★ Annabel Bassett, Year 9 for working independently on her tenses in Spanish - an incredible positive attitude to learning. Well done.
- ★ Year 8 Geography stars: Emma Lopez, Ciaran Sharples, Nina Kordyga-McGill, Harrison Viinikka, Lewis Blann, Ewan Collins, Tyce Durieux, Lewis Greeney, Lillian Holder, Eva Johnson, Scarlett Carroll, Jamie English, Matilda Freeman, Charlotte Gray, Quinn Hannon, Connor Luxford and Grace Thomas.
- ★ Year 10 Physics shout out to Ryan Tinsley for going above and beyond on his Physics assignment. An excellent piece of work.
- ★ Year 7 Science: Darcie Barclay, Fox Palmer, Cooper Love, Amy Carter, Abigail Catlin, May Balmer and Archie Coleman for amazing presentations on the Big Bang theory of the universe.
- ★ 7XMu3: For their excellent research and listening work on Musical Theatre so far this half term: Kia Bonnell, Tia Harman, Millie Pinnell, Maisy Ridpath, Pip Wakeford, Elliott Cannon, Evelyn Downes, Chloe West and Charlie Anderson-Law.
- ★ Year 7 History shout outs: Alex Ruff, Leo Buckwell and Charlie Anderson-Law for their excellent online contributions to lessons.
- ★ Also year 7 shout outs for Archie Coleman for completing the challenge task and persuasive arguments and Val French, Kia Bonnell and May Balmer for submitting brilliant Fact-files.
- ★ Year 8 History shout outs to Jasmin Harvey and Connor Grey for excellent contributions to online lessons and Charley Wood for independent research by using a Guardian article on the Peterloo Massacre and Kaitlyn Rea, Daisy Driscoll and Elizabeth Bray for submitting detailed information on the Peterloo Massacre.
- ★ Year 9 History shoutouts for Jamie Hardy, Alfie Keys, Bradley Baker and Markie Fowler - for producing excellent Elizabeth I essays. Well done, chaps!
- ★ A special tutor shout out to Louella Ashdown for her excellent participation in the Anti Racism tutor time discussions this week. Thank you for being willing to share your opinions and well done for expressing them so eloquently.
- ★ Shout outs to Owen Cunningham, Daliya Iftekkhar, Rachael Hardinge, Rachel Hepworth and Freya Steward in the Year 12 Philosophy class - these legends have produced outstanding work consistently throughout lockdown and should be immensely proud of themselves! Keep up all the amazing work guys!
- ★ Shout outs to 8X dance: Elizabeth Bray, Matthew Euden, Georgina Thwaites and Maddie Pittard for their brilliant work on their Matthew Bourne projects.
- ★ Shout outs for 8Y Music: Leon Crane, Damon Ellis, Max Goodwin, Keeley Humphrey, Jay Lockhart, Grace Maslen, Joshua Poole, Casey Rea, Jack Stapleton and James Radford for their excellent work on Musical Theatre timelines and the Lion King. Well done!
- ★ Congratulations to Louis Gunn, Year 7 Science, who has been very creative and made a fantastic guitar from scratch for our science lesson on sound. Excellent effort!



★ Ciaran Sharples, year 8, wrote this amazing poem about working class people winning the vote!

*Us working class aren't able to get our way,
So please just let us vote for a day
A day where the world is at its best,
Then I can get this weight off my chest.
I know that times can be hard,
Especially when voting is barred
But if you keep trying to believe,
You'll soon begin to start to achieve!*