



# NEWSLETTER

## Headteacher's Message

Dear Parents and Carers,

This week's newsletter is full to the brim with fantastic examples of homework and incredible classwork! It is wonderful to see so many pupils making the extra effort and pushing themselves to display both their skills and knowledge of subjects.

Please can I remind parents and carers that pupils should arrive at school by 8:30am. Pupils will pass through 'standards checks' at the school entrance in time for 8:40am. If pupils are still in the queue by 8:40am, they will be deemed late.

Thank you to those Year 11 parents and carers who came to *Parent's Evening* on Thursday. It is marvellous to hear so many positive comments on how helpful the evening was and we trust that the event was informative for you and your child.

Please enjoy this week's newsletter!

With best wishes,

Ms S. Finlay



Ms S. Finlay  
Headteacher

**Safeguarding Tip:** If you have any worries about your child, please inform school.

## Dates for your Diary

3<sup>rd</sup> February 2020 Year 9 Assessment

6<sup>th</sup> February 2020 Year 9 Options and Progress Evening

7<sup>th</sup> February 2020 Coffee Morning

*Our apprenticeship evening is open to parents, carers and pupils of all years.*

## APPRENTICESHIPS.

### WANT TO KNOW MORE?

Come along and meet employers and training providers who can help your child secure an apprenticeship.

All year groups are welcome; it is never too early to think about your future!



Apprenticeships lead to great careers.



You get paid whilst gaining qualifications and work experience.



Alternative routes to college and university.



Parents, carers and pupils are invited to our

## Apprenticeship Evening

Thursday 5<sup>th</sup> March, 4.00pm

### Weekly Attendance Best Forms

Year 7	Year 8	Year 9	Year 10	Year 11
7D Palace & 7D Rylands	8D Palace	9T Victoria	10D MOSI	11D Rylands & 11T Victoria
100%	100%	100%	99.50%	99%

**Weekly Attendance = 97%**

**Cumulative Attendance = 96.8%**

## Head of Year Updates

### Year 7 News

Homework is vital to a child's learning and is a fantastic way to consolidate the knowledge they have gained throughout the school day. However, we understand that it can be particularly difficult for Year 7 pupils to adjust to the level of homework they receive at secondary school. For additional support we strongly urge pupils to make full use of the homework clubs held after school each day. It is school policy that pupils who do not complete homework are expected to attend compulsory catch-up sessions after school on a Tuesday.

### Year 8 News

Pupils have been challenged to 'do their bit' this week as they embrace the spirit of our weekly theme. Pupils have been offered the opportunity to contribute to the school and wider community by signing to help with jobs such as little picking. Year 8 pupils will also receive assemblies discussing methods of dealing with confrontation in a positive way and appropriate conduct on social media. Let us have another great week ahead!

### Year 9 News

Year 9 GCSE Options Evening will take place on Thursday 6<sup>th</sup> February. It is vital that parents, carers and pupils attend the evening as the information presented will be important when making the choice of what subjects to study at Key Stage 4. Attending the event will be representatives from local colleges, apprenticeship providers and our careers advisor.

## YEAR 9 GCSE OPTIONS EVENING Thursday 6<sup>th</sup> February 2020

### Year 10 News

Pupils are remaining focused on their aspirational grades after receiving their mock exam results last week. We trust that the event provided pupils with the information that they need, in order to identify their weaknesses and their strengths.

### Year 11 News

It is vital that Year 11 pupils maintain focus, dedication and commitment as they will soon be competing with the very best pupils nationally for college and university placements. It is just as important that preparation for exams takes place at home as well as in school. Pupils are regularly set challenging homework which allows them the opportunity to embed the knowledge and skills gained throughout the day. If you are unsure of how best to support your child, please get in touch.

### Exam Advice

Our school website is a fantastic place to find information on how you can support your child during examination periods. At the link below, you will find a copy of the *Exam Candidate Handbook* and various resources outlining a number of revision techniques as well as exam board guidance.

[www.deantrustardwick.co.uk/curriculum/exam-assessments](http://www.deantrustardwick.co.uk/curriculum/exam-assessments)



## Purposeful Practice

"Purposeful practice is serving the tennis ball 20, 35, or 50 times until the serve is "near perfect". It is working on a piano scales every day without fail until the fingering is so automatic, the fingers fly across the keys. It is committing to something so many times that it becomes a purposeful routine that gets you closer to mastery."

"Anyone can achieve mastery with purposeful practice. With considerable, specific, and sustained efforts over time, you can do most things you struggle with. You can only turn into the expert you want to become by deliberate, purposeful practice."

## Using flashcards to embed factual knowledge

**The science of learning:** If you can recall factual knowledge easily (to automaticity), you can focus fully on answering the exact question being asked and apply the facts carefully.

## English

The English faculty are very excited to introduce our new *Subject Leaders*! We could not have asked for a better group of pupils to collaborate with. Their presence and ideas in the department will be invaluable.

Kyah-Nedey  
Mohamed  
Mazin  
Isatou

Inmal  
Amanda  
Anousha  
Lukvinder

## Mathematics: Fundamental Knowledge

Year 10 are busy changing the subjects of formula during their mathematics lessons; a key skill that overlaps with many other topics within mathematics and is fundamental knowledge for any pupil wanting to take A-Level maths. During their studies, Year 9 have started to spot links between algebra and probability. Ask your child if they can explain the links that we discussed!

Here is a formula.

$$5t + 3 = 4w(t + 2)$$

Rearrange the formula to make  $t$  the subject.

$$\underline{5t} + 3 = \underline{4wt} + 8w$$

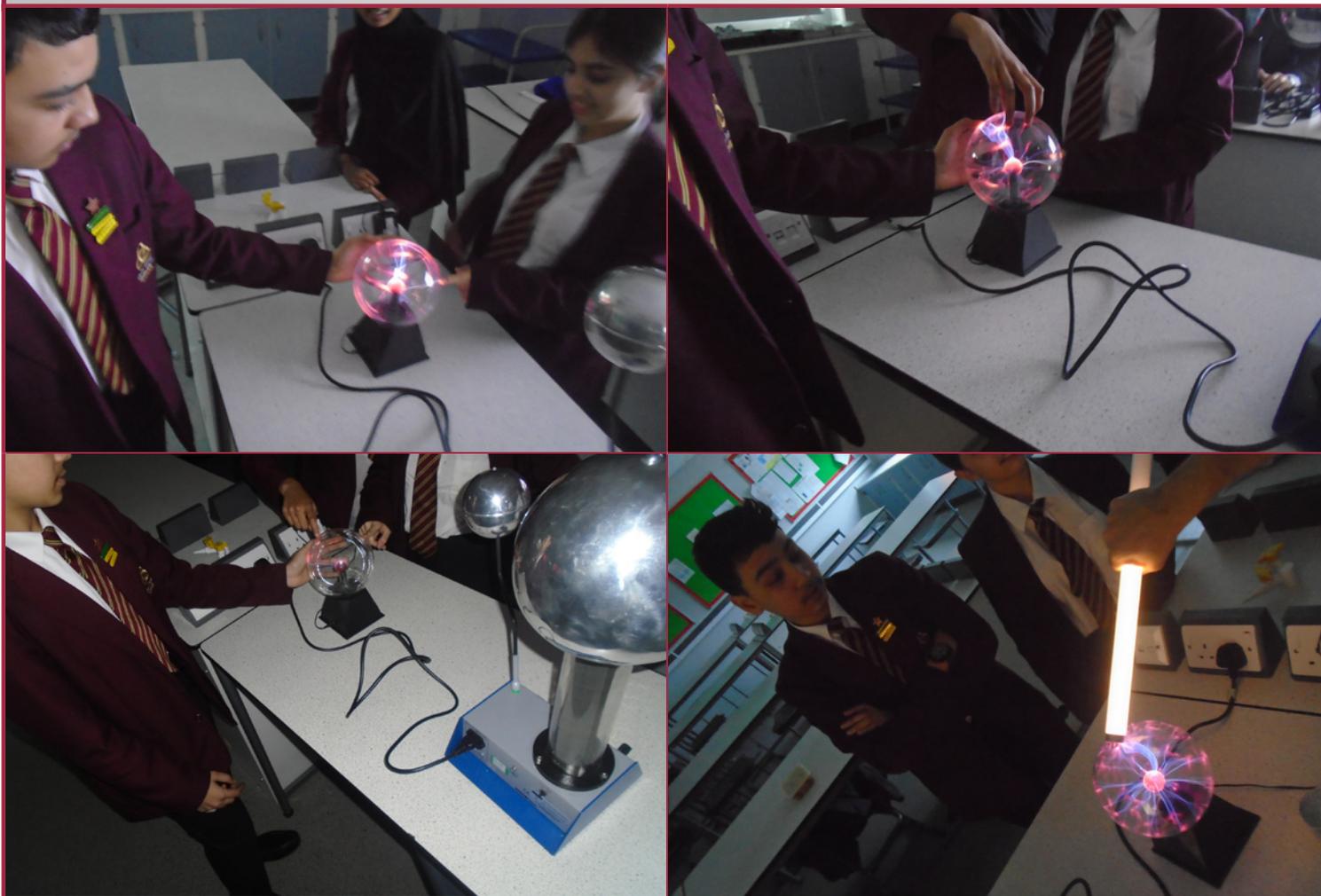
$$5t - 4wt = 8w - 3$$

$$t(5 - 4w) = 8w - 3$$

$$t = \frac{8w - 3}{5 - 4w}$$

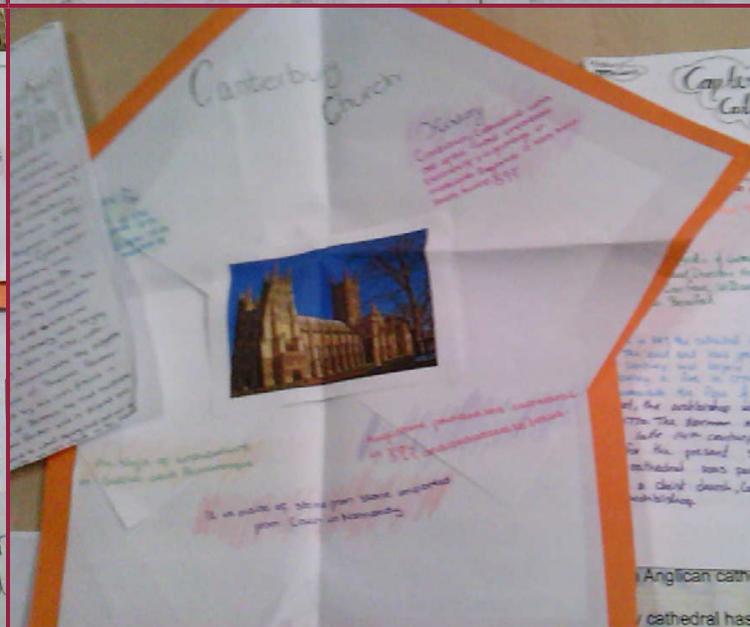
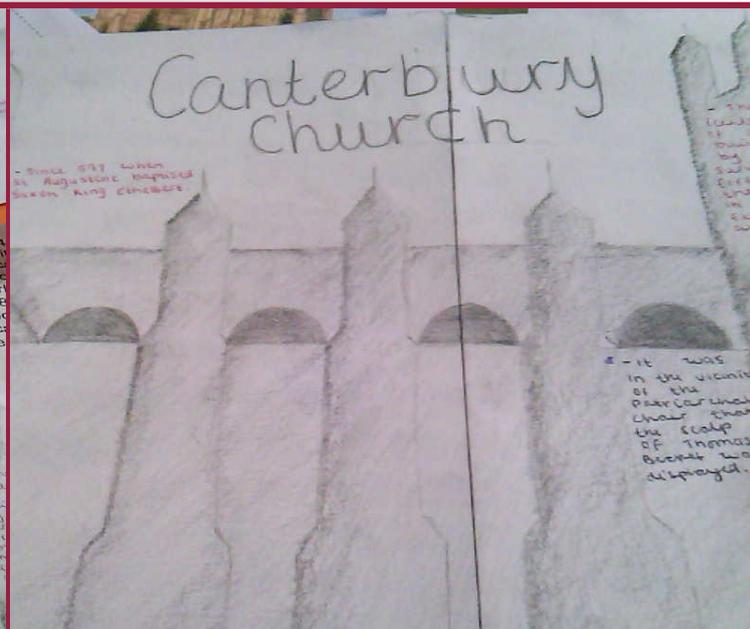
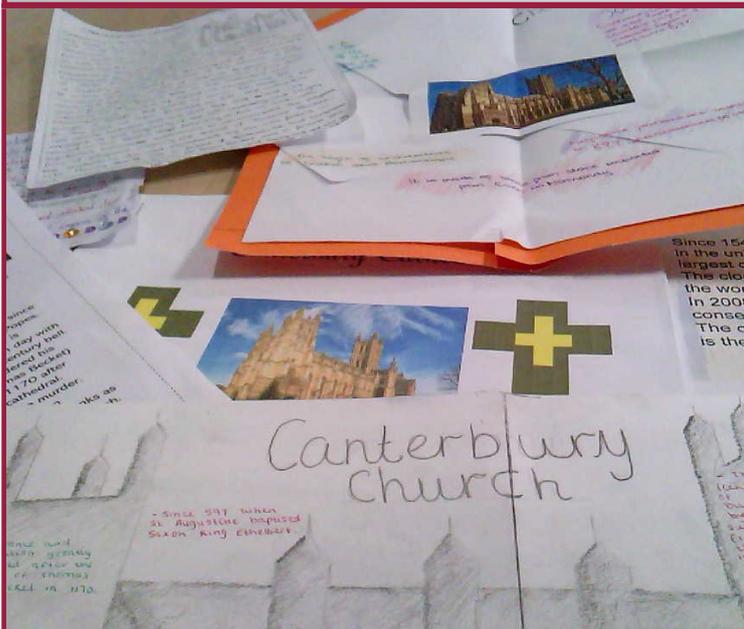
## Science: High voltage!

Pupils had the opportunity to use a *Van de Graaff* generator during physics club this week. Through the movement of a belt, the electrostatic generator builds an electric charge on the top metal globe, creating very high electric potentials. The generator produces very high voltage direct current (DC) electricity but at low current levels. As you can see below, this can lead to a combination of fun effects!



## Humanities: Incredible homework!

We have seen some fantastic homework in humanities this week! Year 7 pupils have gone above and beyond to research medieval cathedrals: the impact they had when built and the role they play in today's society. Year 9 pupils have produced fantastic extended writing pieces on the Cold War in history. These are perfect examples of how hard pupils work and build upon their classroom knowledge through high quality homework. Well done to all!



The Russian Revolution in 1917 installed a communist government in Russia. The government was very strict and nationalised most industries and farms. During the early 20th century, Britain was the global super power but was <sup>weakened</sup> by the two world wars. The <sup>US</sup> ~~US~~ effort to undermine British power and influence. Eventually, America and Russia became global super powers. Unfortunately, global super powers compete for global power and influence. America wanted to spread its version of democracy and capitalism. It was prepared to overturn government in any country especially South America that refused to accept American domination. Russia also wanted to spread its version of communism to other countries. It supported countries with arms and money that <sup>supported</sup> communism. In addition, it had been shocked by the effects of WWII on its country so it wanted to have a buffer zone around its border. Both Russia and America wanted to dominate the world. Britain and America were disturbed by the rise of communism/socialists within their countries such as the NHS and strong unions. The two countries both had nuclear weapons which could cause a nuclear war and mutually assured destruction. This was an uneasy truce.

The tension between the countries caused a cold war. In 1959 Castro came into power in Cuba he set up a communist with Russia's help. The Americans believed that they had the right to decide <sup>the way</sup> if government was set up in South America.

One way in which the Cuban Missile Crisis caused global tension was by the different political ideologies. The USA was a capitalist country, meaning that they believed that you should get on what you want while the USSR was a communist country believing everything is owned by the government. This meant that these two countries wanted their political ideology to succeed. As a result this made people believe that both countries would do anything for their political ideology to be the best. Therefore the Cuban Missile Crisis caused global tension because of the different political ideologies.

Another way the Cuban Missile Crisis caused global tension was because of all the nuclear bases built. The USA had built nuclear bases in Turkey to threaten the USSR. However the USSR had also built nuclear bases in Cuba to show the USA they were not backing off. This meant that both countries would push each other to the limit and people being worried about the world. As a result many people thought that these two countries would go to war and destroy it with their nuclear weapons. Therefore the Cuban Missile Crisis caused global tension by building nuclear bases around the world.

Overall I believe that the Cuban Missile Crisis caused a lot of global tension due to nuclear weapons built around the globe. This meant that both the USA and the USSR could launch nuclear weapons whenever they wanted. As a result many people around

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### Humanities: Incredible homework!

Well done Aleeza, Armina, Diane, Ronica, Daima, Samruddhi and Ramaya for the fantastic work you produced! Below is a write up of the Year 9 work shown on the previous page; hand-picked by Mr Carey to feature in this week's newsletter. Great work Nevras and Fahmida!

#### Challenging Question: How does the Cuban Missile Crisis represent global tension during the Cold War?

The Russian Revolution in 1917 installed a communist government in Russia. The government was very strict and nationalised industries and farms. During the early 20th century Britain was the global super power but was weakened by the two world wars and American efforts to undermine British power and influence. Eventually America and Russia became global super powers. Unfortunately global super powers compete for global power and influence. America wanted to spread its version of democracy and capitalism, it was prepared to overturn governments in any country, especially South America, that refused to accept American domination. Russia also wanted to spread its version of communism to other countries. It supported countries with arms and money that supported communism. In addition it had been shocked by the efforts of WWII on its country so it wanted to have a buffer zone around its border. Both Russia and America wanted to dominate the world. Britain and America were disturbed by the rise of communism and socialists ideas within their countries, such as the NHS and strong unions. The two countries both had nuclear weapons which could cause a nuclear war and mutually assured destruction. This was an uneasy truce.

The tension between the countries caused a Cold War. In 1959 Castro came into power in Cuba, he set up a communism with Russia's help. The Americans believed that they had the right to dictate the sought of government that was set up in South America. In 1960 Cuba took over all America properties. This enraged the Americans who retaliated by refusing to buy goods from Cuba. Russia offered to buy Cuban sugar in exchange for oil. The Americans decided to overthrow the Cuban government in 1961. The Bay of Pigs invasion failed. The Cubans asked Russia to help defend them from further attacks. This intensified tension between Russia and America. The Russians supplied nuclear missiles to Cuba which would have allowed Russia to attack.

Fahmida, 9D Lowry

One way in which the Cuban Missile Crisis caused global tension was by the different political ideologies. The USA was a capitalist country, meaning that they believed that you should earn what you want, whilst the USSR was a Communist country, believing everything is owned by the government. This meant that both countries wanted their political ideology to succeed. As a result, this made people believe that both countries would do anything for their political ideology to be the best. Therefore the Cuban Missile crisis caused global tension because of the different political ideology.

Another way the Cuban Missile crisis caused global tension was because of all the nuclear bases built. The USA had built nuclear bases in Turkey to threaten the USSR. However the USSR had also built nuclear bases in Cuba to show the USA there were not backing off. This meant that both countries would push each other to the limit and people were worried about the world. As a result, many people thought that these two countries would go to war and destroy it with their nuclear weapons. Therefore the Cuban Missile Crisis caused global tension by building nuclear bases around the world.

Overall I believe that the Cuban Missile Crisis caused a lot of global tension due to nuclear weapons built around the globe. This meant that both the USA and the USSR could launch them whenever they wanted. As a result, many people around the world were horrified as they knew the nuclear weapons could destroy the world. Therefore the Cuban Missile Crisis caused more global tension by the construction of nuclear bases more than their political ideologies.

Nevras, 9D Deansgate

### Physical Education: Well done Alex!

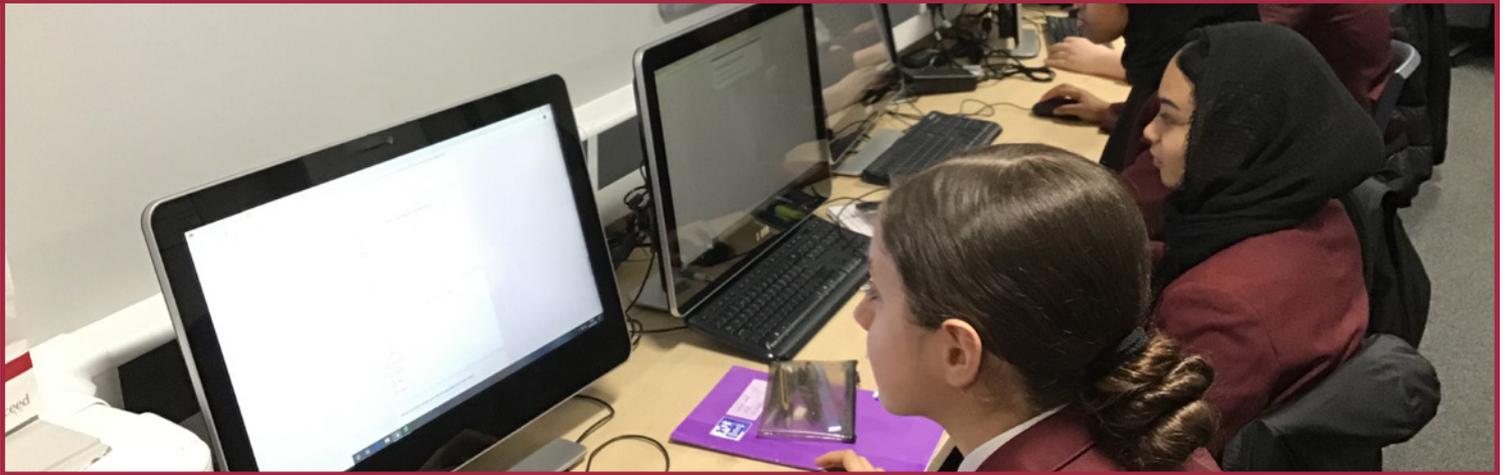
Well done to our Year 8 football team who drew 3-3 in a very competitive fixture against *The East Manchester Academy*. Also, a huge congratulations to Alex who has made the under-15 *Lancashire County Rugby Team*!



@DT\_Ardwick

## Computer Science: Assessment preparations

Computer science pupils have been preparing for their upcoming assessments by testing their knowledge in order to identify areas of improvement. Fantastic focus and effort from the pictured Year 9 class!



## Performing Arts: Soon to be announcing our summer show!

We are excited to be announcing this year's summer show next week, following the success of last year's production, 'Aladdin'. It is still a secret for now but we are certain the announcement will stir up lots of excitement! Plenty of opportunities will be available to pupils both in performing and backstage roles. We will release information on how to get involved next week, in form time and performing arts lessons.



## Mental Health Ambassadors

On Tuesday 14<sup>th</sup> January we took 5 pupils to Ashton on Mersey school to participate in mental health ambassador training. During the training we learnt about what mental health and mental illnesses are and how people can access support and help. Throughout the day our pupils were amazing and came up with fantastic ideas to support pupils at Dean Trust Ardwick. We hope that the training will help all pupils at Dean Trust Ardwick to feel supported and understand that there is always someone to talk to. Please join me in welcoming our new mental health ambassadors; we look forward to seeing the impact that you have on our school.



@DT\_Ardwick

A decorative certificate for completing mental health ambassador training. It features the ViaVita logo at the top left. A central banner says "WELL DONE!" above a "TO:" field with a dashed line for a name and three stars below. The text "FOR COMPLETING THE MENTAL HEALTH AMBASSADOR TRAINING" is in a box at the bottom, with "JANUARY 2020" below it. Two columns of bullet points list training topics: "HOW TO KEEP A POSITIVE MENTAL HEALTH", "MENTAL ILLNESSES, DISORDERS AND BEHAVIOURS", "SIGNS, SYMPTOMS AND HOW TO SUPPORT PEOPLE" on the left; and "HOW TO KEEP A POSITIVE MENTAL HEALTH", "REDUCING STIGMA", "ACTION PLANNING TO RAISE AWARENESS OF MENTAL HEALTH" on the right.

- HOW TO KEEP A POSITIVE MENTAL HEALTH
- MENTAL ILLNESSES, DISORDERS AND BEHAVIOURS
- SIGNS, SYMPTOMS AND HOW TO SUPPORT PEOPLE
- HOW TO KEEP A POSITIVE MENTAL HEALTH
- REDUCING STIGMA
- ACTION PLANNING TO RAISE AWARENESS OF MENTAL HEALTH

## Design and Technology

Year 8 pupils have been embellishing their 'Best of British' cushion designs with pops of vibrant colour and decorative stitches. The cushions are coming along nicely and show a great celebration of the pupils' ever developing computer aided design skills as well as hands on craft skills.



## Hospitality and Catering

Puff pastry plaits were the challenge for Year 10 pupils this week. With a focus on creating a commercially viable pastry plait, pupils were asked to research the market and decide on a filling of their choice. Once a filling had been chosen pupils pre-heated their ovens and attempted to bake their ideas to perfection. We are sure you will agree from the images below that the pupils succeeded in this!



## Art and Design

Year 7 have produced stunning pencil crayon drawings of tropical fish paying special attention to the use of colour and blending techniques.

