



NEWSLETTER

Spring HT1

25th January 2021

Headteacher's Message

Dear parents and carers,

I hope you and your families are well. Thank you very much for all your efforts in supporting your child with remote learning. As I mentioned last week, it is not easy for parents, and neither is it for pupils as they try to grapple with a new set of demands placed on them by learning online.

Most pupils are engaging well with their work and we are looking to increase the amount of live lessons across each subject. If you haven't yet managed to do so, please take a couple of minutes to read Dean Trust Ardwick's remote learning offer: www.deantrustardwick.co.uk/remote-learning

Please encourage your child to place work they are proud of in the 'DTA Showcase: Proud to Belong' folder in Google Classroom. Read on to see impressive examples of what pupils have produced so far!

We are at the stage of the year when we are starting to plan the Year 9 options for Key Stage 4 courses. Please click on the link in the Head of Year 9's message to find out more.

We are keen to hear your feedback so far on how we can support you as parents with their work so please look further in this addition to find out how you can share your views with us.

Stay safe and thanks again for your unwavering support.

Stay safe and best wishes,

Mrs. S. Finlay



Ms S. Finlay
Headteacher

Safeguarding Tip: School have sent a text out with a link to a pupil support survey – please complete this to help us best support your child.



Important Information for Parents and Carers

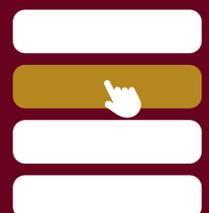
The remote education information for parents has been added to the website and can be found via the link below:

www.deantrustardwick.co.uk/remote-learning

Year 9 Options Information

If your child is in Year 9, please visit our website to view important information on Year 9 Options.

www.deantrustardwick.co.uk/year-9-options



IMPORTANT INFORMATION FOR PARENTS

Free School Meal Vouchers

Edenred Free School Meal vouchers will run from 18th January until 12th February. Vouchers will be delivered via email to the parent and carers of pupils remote learning. If your child has a place in school, they will be receiving their Free School Meal entitlement on site. Please ensure school is kept up to date with all contact email addresses, vouchers will be delivered to your email inbox early next week.

Parent and Carer Feedback - How can we support your child?

We are now three weeks into online home learning and we are constantly looking at how to best support your child. Therefore, we are asking if you would complete some online feedback regarding your child's experiences and what help and support you might feel your child needs to help them thrive at home. The information you provide might trigger a telephone conversation with yourself or your child to discuss any issues raised.

[Please click here to take the survey](#)

Remote Learning Information

We recommend that parents and guardians access the remote learning section on the Dean Trust Ardwick website. The information contained within this section is intended to provide clarity and transparency to parents and guardians about what to expect from remote education. There is also detailed guidance of how you can further support your child to learn effectively from home.



Request a
device for your
child



Remote
Education
Provision

Year 7

Year 7 Remote
Learning

Year 8

Year 9

Year 10



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Believe Achieve Succeed



Year 7 - Mrs Rashford *It is crucial that students continue to study at home in a structured way.*

Whilst our school building is closed, our commitment to achieving this mission is as strong as ever. It is crucial that students continue to study at home in a structured and rigorous way so that they do not fall behind in their learning and are ready to hit the ground running when they return to school. Pupils should submit in one of the following ways:

- Completing work online where requested through the Google Classroom.
- Taking a photo of any work completed in a book and uploading this to their Google Classroom.

I will be monitoring the level of pupil engagement with the Remote Learning work to ensure that all work is being accessed and completed. Thank you for your hard work so far in encouraging pupils to engage with schoolwork at home.



Year 8 - Mr Diaz *It is vitally important that pupils take the necessary breaks*

Year 8 have engaged extremely well with their online learning whether they are working from home or at school. We have had an increase in numbers registering on time online in the mornings. Please continue to encourage your child to follow their school timetable while working online and register with their form tutor by 9:30am each morning via their Form Google Classroom page. It is also vitally important that pupils take the necessary breaks they need while working from home, as I am sure you will agree, we do not expect pupils to be working online from dusk till dawn. I look forward to seeing all pupils again soon once we are guided to re-open. Please take care and stay safe.



Year 9 - Mr Chetwyn *Year 9 Options Process*

Year 9 are beginning the process of selecting their Key Stage 4 Options from Monday 25th January, starting with a form time assembly online which introduces the process and provides guidance on how to make the most appropriate choices. Please visit our website for information on the process and the next steps to take:

www.deantrustardwick.co.uk/year-9-options



Year 10 - Mr Hull *We have many tremendous role models amongst the pupils.*

Hello Year 10. As the country faces an unprecedented time and learning moves online once again, I wanted to praise and recognise your resilience and robustness. I have been delighted that we have routinely exceeded 80% of pupils accessing work online and completing the tasks and work set by your teachers. This demonstrates your real independence and your motivation to complete work. Make sure you are taking care of yourselves and looking after your physical and mental health too. Many form tutors have been promoting Joe Wicks workouts, and having form meet-ups online to discuss wellbeing. We are responding to issues raised by parents too, with the successful launch of another means for you to contact me. The email address headofyear10@deantrustardwick.co.uk can be used for any of your concerns or queries. Work hard, be kind.



Year 11 - Mr Smith *Yousif and Woldha were the stars of the show!*

It has been really pleasing to see so many of our Year 11 pupils engaging in their remote learning since we returned to 'lock-down' over two weeks ago. The vast majority of pupils are registering online by 8:15am and then actively engaging in live or pre-recorded lessons. These habits of sticking to normal daily routines are so important for their mental and physical well-being, we all recognise how easy it is to slip into bad habits of going to bed late and waking up late which then becomes a vicious circle that is difficult to get out of.

Humanities

We have received some good home learning from pupils across the years. Below we have included some extracts of the best this week.

Churches in the medieval ages had a significant amount of power. This was because people were scared of the church. For example, the Archbishop had the power to ban people and damn them to hell. This meant that people were scared to disobey the church. Another reason was that they were very rich. For example, the church said that if you were a good person, you would go to heaven. This meant that people paid the church for a place in heaven.

Really good answer following the PEE structure. You have been able to provide me with two solid points as well as giving me examples and telling me what it meant, therefore providing me with an in-depth answer showing me you understand the work.

Well done

Ridh, Year 7 - Did Monarchs have absolute power in Medieval England?



After the American Civil War where slavery had been abolished, a period called 'reconstruction' began where the Federal Government tried to help the Southern states move on from slavery fullstop in response the Southern states introduced the 'black code' 1865 and 66. The 'black code' for punitive measures designed to restrict the working freedoms of african-americans. African Americans were forced to sign contracts with their old slave owners which stated that they could only work for them and they could not ask for higher wages. If an african-american was unemployed or broke their contracts, they could be beaten, fined or imprisoned.

Whilst there were no codes or set up in the northern states, in practice Caldmore the majority of african-americans would often do the worst paid jobs. They were also more vulnerable to being fired first and found it more difficult to find employment.

Task 2

Fawzy, Year 9 - Were black americans 'seperate but equal'?



One reason why the German economy recovered in the years 1924-29 is due to the introduction of the Rentenmark, which was created by Gustav Stresemann. The Rentenmark was introduced in 1923 and was a new currency for Germany to use. It replaced the old currency which was made worthless by hyperinflation. The new currency was controlled and only a certain number was printed, which limited how many notes were in circulation, therefore, reducing the risk of hyperinflation happening again. The new currency was linked to gold which helped stabilise it and stopped the rate of inflation to grow fast. Both of these factors meant that the currency remained more stable and inflation grew at a steady rate and allowed the German economy to recover in the years of 1924-29.

Ayan, Year 11 - Explain why the German economy recovered in the years 1924-29.



Modern Foreign Languages

This week in MFL, pupils have continued to make an effort to complete their remote learning lessons. Years 7, 8 and 9 have all engaged well with the pre-recorded videos, PowerPoint activities and quizzes set. This week Year 7 have learned how to give an opinion on what school subjects they like and dislike. Year 8 have advanced their Spanish grammar by using comparative phrases to say which films they like the most or the least. Year 9 have recapped the preterite and imperfect past tenses with particular focus on the verb haber.

Both Year 10 and 11 have had the opportunity to participate in live lessons with their class teachers. The attendance to these live lessons has been outstanding. Therefore, please continue to attend any live lessons that your teachers schedule for you.

Just a reminder to further your Spanish and French Knowledge at home using the following website:

www.linguascope.com.

If you are unsure about the username or password, please ask your MFL teacher.

Below are a few images of excellent work submitted by some Year 10 pupils this week.

Hasta pronto

Spanish work

- 1) Qué estás haciendo ahora mismo ?
- 2) Estoy escuchando música y mi amigo está viendo una película.
- 3) No estamos haciendo algo especial
- 4) Están leyendo algunas cómicas en el autobús
- 5) Estan escribiendo y tomando un café en un cafeteria
- 6) Estas repensando para los exámenes.

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- 1) Haciendo
- 2) Viendo
- 3) Quieres
- 4) Dar
- 5) Puedo
- 6) Tengo
- 7) Quedamos

Ahora mismo estoy haciendo mi trabajo escolar. Mis hermanos y hermanas están haciendo sus reuniones de zoom y mi madre está de compras. Después de esto me iré a dormir porque estoy muy cansado. Luego saldremos a caminar.

Ramisa, Spanish Home Learning

Martes 19 enero

Slide 9 activities

1. jugar-tengo
2. estais repas ___
3. Estan bebiendo
4. Estamos escribiendos
5. Esta durm ___
6. _____

Slide 11 activities

1. Que estas haciendo
2. Estoy escuchando musica y mi amigo esta viendo una pelicula
3. no estamos haciendo especial
4. Estan leandro comicas en autobús
5. Ellos escribiendo y tomando cafe un cafeteria
6. Estan repasando para los exámenes

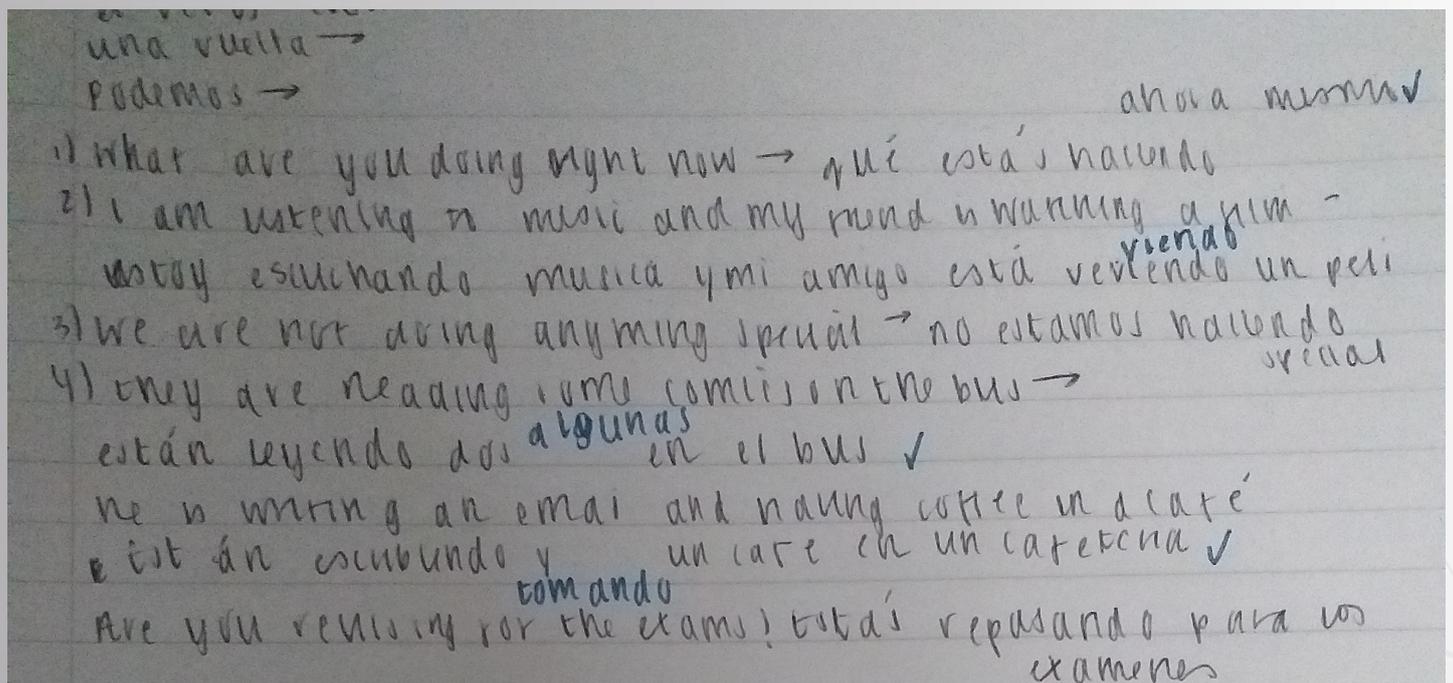
Slide 13 activities

1. Haciendo
2. Viendo
3. Quieres
4. Dar
5. Puedo
6. Tengo
7. Quedamos

Slide 15 activities

Normalmente por las mañanas hago el desayuno pero todos estoy trabajando y escuchando música en mi móvil. Mi hermana está desayunando y viendo un video y mi padre está tomando café. Mi madre está trotando en el parque.

Amin, Spanish Home Learning



English

Iman has demonstrated astonishing passion and interest for one of our reading lessons in English. She was the only pupil in her group to go into such great detail about the characters mentioned in the text and supported her ideas with quotes. She truly is exemplary in making interesting inferences! We have included a sample of her work below...

4. What do we learn about the characters from the way they react to what is happening? Use evidence from the text to support your answer.

- a) Bronwyn was the first person to go over to him, trying to wake him up. It was her first instinct. She was genuinely scared and concerned for his health although she barely knows him. We know this because 'Bronwyn's on her feet first' and, 'Her voice goes from concerned to panicky.' This shows her character. He might've been joking, she didn't know that, but she still went over just to make sure. He wasn't.
- b) Nate was next, shoving past Cooper and crouched down. He was thinking logically, and asked for a epi-pen while trying to keep Simon somewhat alive: 'Nate's faster, shoving past me and crouching beside Bronwyn.' and, 'You have a pen?' He was thinking on the logical side, whereas Bronwyn thought about the authorities and Cooper was just trying to help whenever he could.
- c) Cooper was trying his best to help, by bringing a normal, regular, ink based pen, but I think he was too confused and in shock to realise; plus he was a jock/popular boy, they're hardly ever smart in movies. 'I grab the pen off my desk and try to hand it to Nate.' He was worried, however didn't know what to do. He was trying to be useful.
- d) Addy stood and wrapped her arms around her body. Because of that, you could infer either that, she is in shock and that's her way of showing it (i do not think this however it could be a possibility), or that she had something to do with it. It kind of shows her character and how she could have helped Simon, but instead just stood there. To me, that's lazy, rude, and somebody that isn't a good person. The other 3 might have hated or disliked him, but they still helped him, because that's a HUMAN LIFE, not some toy.

Iman, English Reading Activity

Hospitality and Catering

Year 9 pupils have been producing some fantastic, detailed work on a difficult challenge. Pupils have been learning about the different types of poultry within their hospitality and catering lesson as well as the different ways in which food can be cooked. A special well done to Faiza and Ayaana in excelling with this challenge, leading the way and setting such a positive example!

Name of poultry type	What do we get from it?	Religious and dietary issues	Average cost
turkey	Because of the rich supply of nutrients, it supports muscle growth and maintenance. It provides protein and B vitamins.	There is a risk of obesity and heart disease from eating turkey. People should minimize their intake. Some Jewish people do not eat turkey, not all though.	About £15
chicken	It has a very high protein content and helps with weight loss and is also known to promote brain development in children	A religious issue with eating chicken is the way it is killed. In muslim religions/cultures, the chicken must be killed a certain way for it to not be haram (against their religion).	£10
quail	Quail is a good source of iron and protein. Also, they can improve your metabolism.	Quail is high cholesterol amount of 88 mg, this is quite high and could cause long term health problems for people with organ problems. This makes it limited for some consumers.	£14
pheasant	Pheasant is low in fat but high in protein and include a source of minerals. They have less fat than chicken.	A dietary issue with pheasants is that a lot of them carry the fox and a bacteria called <i>Borrelia burgdorferi</i> gamini. A health person said that there is evidence of a lot of that bacteria in humans.	£20

Plenary Questions

Now it is time to apply your knowledge to the application questions below. Use the information obtained from the important reading and from your answers to the comprehensive questions to help you.

- Is it an advantage or disadvantage that Quail meat contains more vitamins and iron than chicken? Why do you think this?
I think I would say it's a disadvantage because Quail has more of what we need but it is more expensive than chicken so people are probably more likely to eat/buy chicken.
- Even though Guinea Fowl contains less fat than chicken, why might people still not eat it/replace chicken in their diet with it?
I think it might be because the dark meat of the guinea fowl takes longer and more care is needed to cook it.
- What does protein do for our body?
Protein plays a part in our metabolic reactions and our immune system. Protein provides energy and helps in cell repairs.
- Why might goose be a more common meat than pheasant to some people?

Glossary of key icons

Challenging Question		
• What are the different types of Poultry? (Lesson 2)		
Do Now Questions:		
1. Name 3 microbes Bacteria, parasite, Viruses		
2. What 4 things do microbes need to grow? Time, Food, Moisture, Temperature		
3. What is intensive farming? It is a type of agriculture for crop plants and animals using a heavy use of pesticides and chemical fertilizers		
4. What is Organic farming? Organic farming can be defined as a system of management and agricultural production that combines a high level of biodiversity with environmental practices.		
Task		
Name of cooking method	What is it?	What are the benefits of this?
Roasting	Roasting is a cooking method that uses dry heat where hot air covers the food, cooking it evenly on all sides (with temperatures of at least 150 °C (300 °F)) from an open flame, oven, or other heat source.	Many vitamins stay in the food and it improves the texture and gives a more concentrated taste.
Poaching	To poach is to slowly simmer food in liquid until it is cooked. It is a very gentle and gradual way to cook, fitting for delicate foods such as eggs, fish and fruit.	the food you cook will turn out succulent and tender.
Grilling	Grilling involves cooking food on a rack over a heat source, usually a charcoal fire or ceramic briquettes heated by gas flames.	It has less fat, and it is nutritious.
Barbequed (BBQ)	To roast or broil on a rack or revolving spit over or before a source of heat such as hot coals and to cook in a highly seasoned vinegar sauce.	There is less fat and there is no need for butter and oil. It has unique flavours and retains nutrients.
Braising	Braising is a combination-cooking method that uses both wet and dry heats	It is economical, it creates more flavourful dishes.
Casserole	A casserole is a variety of a large, deep pan or bowl, typically with a glass lid, used for oven cooking a variety of dishes, as well as referring to the category of foods cooked inside it.	the need for small fire slow work, good insulation, and made out of the soup delicious taste.