



NEWSLETTER

Spring HT1

8th February 2021

Headteacher's Message

Dear parents and carers,

Welcome to the final newsletter of this half term.

It was wonderful to see so many parents and carers joining our remote learning online sessions last week. We received excellent feedback and some suggestions which were very helpful.

Please visit our website ([link](#)) for the Frequently Asked Questions which were raised.

If you were unable to join you can also access the recording on the website too ([link](#)).

We look forward to providing another online session for you after half term.

Last Friday pupils joined their form members and form tutors for their first Form Council meeting. This week we have Year Council meetings and we look forward to hearing the outcomes of those meetings too.

We look forward this week to Well-being Wednesday where all pupils will have the chance to participate in well-being activities.

We hope to see all Year 11 parents and carers at the Virtual Progress Evening this week. It is a very important event so I do hope you can attend online.

Please read on to see the impact an act of kindness and generosity from a member of the local community has had on our pupils.

Thank you so much for your constant support and resilience in supporting us to support your child at home during these very challenging times.

Stay safe and best wishes,

Mrs. S. Finlay



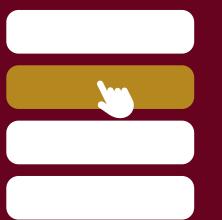
Ms S. Finlay
Headteacher

Safeguarding Tip: Encourage your child to access their work on line – you can contact school if you need support in helping your child.

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



Year 10 Post-16 Applications Advice

Please visit our website to watch our videos for guidance on exploring Post-16 opportunities and making applications.

<https://www.deantrustardwick.co.uk/year-10-post-16-applications-advice/>

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Post



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Remote Learning | Frequently Asked Questions

We hope that you found our Remote Learning sessions helpful. If you would like to go over the information shown in the session, or if you missed it, please visit our Remote Learning FAQ page now live on our website:

<https://www.deantrustardwick.co.uk/remote-learning-frequently-asked-questions/>



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

Laptop and iPad Donation

We have received a donation from someone who is fundraising to buy laptops for pupils in schools. This incredible donation was for 3 laptops and 3 iPads which will be a huge benefit to pupils home learning. Below will give you an idea of how this will help those pupils.

This pupil is a hard-working and conscientious pupil beginning her GCSE course, while dreaming about a future and a career where she can help people and use her skills and knowledge to help her achieve her goals. When we were able to offer a laptop, her mother shrieked with delight and was at school within an hour to collect it. Since then, several teachers have commented on the quality of work produced, as well as the high levels of independence and resilience shown by this impressive young pupil!

After a troubled start at high school, this pupil is a genuine success story who has transformed his attitude and work rate. Since being provided with a laptop, this pupil has continued to go from strength-to-strength with regular contributions to live lessons, production of clearly well-researched and thoughtful pieces of work and maintaining contact with his teachers to allow this young man with hopes of a university career to remain on track for his ambitious plans.

This pupil was already acting as a young carer for two younger siblings. His father had recently had a serious heart operation which severely limited his ability to support the family, and his Mother was suffering from severe mental health issues. Neither parent were employed which meant that the family of 5 had so survive on an incredibly low income, struggling to provide clothes and uniform, let alone electronic devices. Providing him with an electronic device to complete his work was incredibly well received, both by the pupil and his parents, and he has been able to successfully engage in his learning ever since.

Thank you!

LGBT+ History Month Recommended Videos

For the second week in LGBT History Month, we have two documentaries to recommend to you:

- My God, I'm Queer. After the death by suicide of his fiancé Naz, Matt believes that more visible LGBT Muslim role models might have saved his life. This 30-minute documentary introduces us to people who have found a way for their faith and their sexuality to exist together. <https://www.channel4.com/programmes/my-god-im-queer/on-demand/71866-001>
- Inspiring Minds. This documentary is longer but easy to watch in small chunks as it's split into five minute sections, each focusing on a different British LGBT person talking about who inspires them and what they represent. <https://www.youtube.com/watch?v=VkJMdQN4jRUU>



SCHOOL MESSAGES

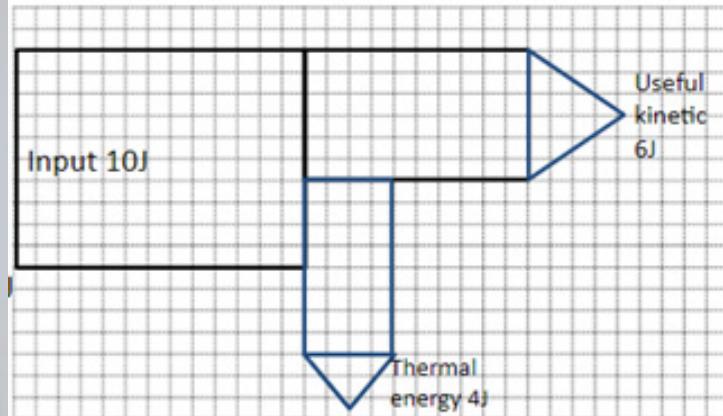
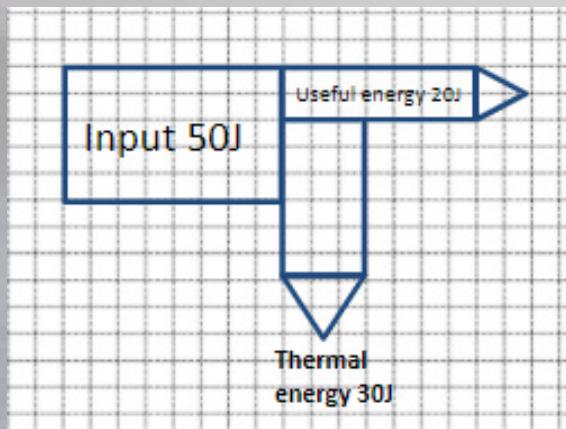
World Book Day 2021

It is nearly time for World Book Day and we really want to try and make this one as special as possible. With this past year having been at once disruptive and monotonous, we think that WBD is a wonderful opportunity to give our pupils something a little different which they will hopefully enjoy. We will be running competitions and fun activities and more information will follow in future newsletters. Watch this space!



Science

We have some fantastic science work to show off this week. Below we have some drawings from Amar, and a write up by Sara, both in Year 10.



Amar, Year 10 - Drawing Sankey diagrams to show energy flows.

Embryonic stem cells can be used for research, treatment of diseases and to make clones. Using embryonic stem cells can extend/improve the quality of someone's life and are less likely to be rejected by the patient's body than adult stem cells. Using embryonic stem cells can be seen as ethically acceptable because the embryo is not yet a human life. This means that it doesn't have feelings, thoughts which means that using embryonic stem cells does not cause harm or pain to the cell. Secondly, the embryonic stem cells would be wasted if we don't use them. This is why it can be seen as ethically acceptable as it's going to be used for a good cause to save people instead of wasting it. For example, many diabetic patients live a healthier and happier life after they were treated using embryonic stem cells.

Sara, Year 10 - Outlining the ethical arguments in regards to the use of embryonic stem cells.

LGBT+ History Month

A reminder that in celebration of LGBT+ History Month, we are holding a badge competition. Pupils have been challenged to design a badge that promotes:

- Inclusivity
- Diversity
- Acceptance
- Being an ally



MAKE IT POWERFUL - MAKE A DIFFERENCE

SCHOOL MESSAGES

Year 9 Positive Messages

Each week Mr Chetwyn requests positive messages about Year 9 classes and pupils. We have shared some of the best examples below!

I've been blown away by the fantastic work produced by 9D1 this week! I've been absolutely spoilt for choice when it comes to good work to show off and congratulate. Pupils in 9D1 have been investigating into the different natural timbers and how their properties impact their uses and functions. Special mention to the following pupils for producing some absolutely amazing work Iqrah, Faria, Anas & Hifza. - Well done from Miss Green!

9D2, 9T2 and 9D5 have all worked exceptionally hard in their lessons this week. 9T2 had their first live lesson and eighteen of them joined which was a great success! Well done! - Miss Williams

9T1 had outstanding attendance at the Science live lesson. They were very engaged , enthusiastic, made contributions and displayed positive conduct throughout. The rate of work completion has also increase significantly with 24/27 completing some work. Congratulations to Yothan and Mohin who topped the league table with 390/400 and thank you to those who completed all tasks to a very high standard. - Mrs Anyanwu

Well done 9D2 and 9T5 for their engagement in live lessons this week. Particular thanks to these students for their efforts: Al-Ameen, Amin, Hannan, Saman, Bilal, Aisha A, Sami, Maxime, Victor, Grace, Safwan, Jaelyn, Faiza, Huda, Imaan, Aaron, Bilal, Alishba, Ismail, Zareena, Lois - Dr Stewart

Well done!

Computer Science

In computer science, Year 8 pupils were asked to create a presentation to discuss the different types and uses of software. Maaha created this masterpiece, covering the main areas and has complimented her work with some great relevant pictures.

What is software?

Software is a set of instructions that tell a computer what to do. Software comprises the entire set of programs, procedures and routines associated with the operation of a computer system. A set of instructions that directs a computer's hardware to perform a task is called a software program. A system software is a collection of programs designed to operate, control, and extend the processing capabilities of the computer. It enables a computer to perform a specific task.



Safer Internet Day 2021

Safer Internet Day 2021 will be celebrated in the UK with the theme: An internet we trust: exploring reliability in the online world.

The internet has an amazing range of information and opportunities online, but how do we separate fact from fiction? On Tuesday pupils will be watching, as part of their HoY activity, a video produced by Mr Martin answering this question. This will be followed up with an activity within the pupil's computer science lesson. For further information regarding fact checking, fake news and a range of amazing Safer Internet Day poems, visit : [Own It - A place to help you boss your life online - Own It - BBC](#)

#WellbeingWednesdayDTA

Following on from Children's Mental Health week, Wednesday 10th February will be our Well-being Wednesday when pupils will access curriculum lessons with a twist! The lessons will be related to all areas of the curriculum but will focus on aiding positive well-being. Pupils will have to register as normal at 9:00am and then will need to access a timetable of activities via their Head of Year Google Classroom. There is lots of great things happening, including a live Question of Sport with the PE teachers, a dance activity with the performing arts faculty, draw-along-live with the art teachers to name a few. The day will be dedicated to looking at bringing the school community together, enjoying activities as part of the wider curriculum and to aid positive well-being through laughter and connection. Pupils who are in school on this day will need to attend in their PE Kit!



#WellbeingWednesdayDTA

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Modern Foreign Languages

Year 7 have been learning to tell the time in Spanish in order to be able to describe their school timetable! Year 8 have been using comparative and superlative phrases to say which genre of music they like the most and the least. Year 9 have been combining the imperfect and present tense with the phrases se puede / se podría to describe what you can / used to be able to do in their local area. Year 10 Spanish have been looking at family and relationships in detail, whilst Year 10 French have been looking at the French food in detail. Year 11 Spanish and French have been completing their relevant modules with their class teachers. We have included some great examples of their home learning below:

INDEPENDANT TASK - 90 WORDS

Mi mejor amigo se llama zainab. Ella es muy hermosa y tiene el cabello castaño como el chocolate. Ella es de talla media y tiene ojos pequeños y marrones. Como persona, es divertida y trabajadora. Sin embargo, ella no es tan trabajadora como yo, pero es bastante inteligente. **Como persona, es muy contenta y positiva** como una abeja. Una cosa que no me gusta de ella es que es muy desorganizada. Cuando era más joven, no era extrovertida y tímida **pero**, ahora, ella está creciendo para tener más confianza.

Anousha - Spanish

- 2.) I would go = iría
- 3.) I would eat = comería
- 4.) I would like = me gustaría

Habria = there would be
No habria = there wouldn't be

- 1.) En mi zona ideal habría un cine porque me encantan las películas
- 2.) In my ideal area there would be a cinema because i love films
- 3.) En mi zona ideal habría un aeropuerto porque me gustaría me viajar
- 4.) In my ideal area there would be a airport because i like to travel
- 5.) En mi zona ideal no habría una plaza de toros porque me gustan los animales
- 6.) In my ideal area there wouldn't be a bull ring because i like animals
- 7.) En mi zona ideal no habría un museo porque la historia me aburre
- 8.) In my ideal area there wouldn't be a museum because history makes me bored
- 9.) En mi zona ideal habría un polideportivo porque me interesan los deportes
- 10.) In my ideal area there would be a sports centre because it interests me

Kade - Spanish

1. Read the text in English
2. Fill in the gaps with the correct words in Spanish (use the English text to find out what word you need to fill in)
3. Type your answers below

Task 6

Hello my name is Shakira and I am going to talk about my opinion on music. I love reggae music because it is calm. I don't like country music because it is boring. In my opinion, rap music is cooler than pop music but hip hop music is the coolest. I think that classical music is calmer than rap music but pop music is the worst.

Hola me **llamo** Shakira y voy a hablaros sobre mi opinión de la música. Me **encanta** la música reggae porque es tranquila. No me gusta la música **country** porque es **aburrida**. En mi opinión, la música rap es más **chula** que la música pop pero la música hip hop es lo más **chula**. Pienso que la música **clásica** es más tranquila que la música **rap** pero la música pop es lo peor.

BOLD WORDS ARE THE MISSING WORDS



Meeraib - Spanish



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What Parents & Carers Need to Know About

WECHAT

17+
App Store Rating

WeChat is an all-in-one communications app for free text messaging, voice and video calls, photo sharing and games. Additionally, through "mini-programs" (apps integrated into the main WeChat platform), it becomes a one-stop shop by allowing users to do things like send payments, make purchases or book taxis, flights and hotels. Headquartered in Shenzhen, China, WeChat is one of the world's most popular social media downloads, with around 980 million active users.

Risky Connections

Users of WeChat can exchange contact info instantly through their own unique QR code. That also means that one quick scan of your child's QR code would give a person all of their details. Users can also add a person to their WeChat network using just a phone number – and, more worryingly, there's an option to search specifically for nearby users, utilising their device's location services.



Random Contacts

WeChat has a 'discover users' mode which allows you to connect with other people – either worldwide or nearby – entirely at random, through the device's GPS locator. The 'shake' facility (i.e. literally shaking the phone) puts you in touch with another user (most likely a stranger) and instantly allows messaging and video contact. For children and young adults, this feature is potentially incredibly dangerous.



Questionable Impartiality

There have been numerous media reports of WeChat blocking or censoring messages because of 'restricted' keywords, usually related to politically sensitive subjects (for example, criticism of the Chinese Government's response to the Covid-19 outbreak). Some people's accounts have allegedly been disabled because of something comparatively innocuous that they posted. If this is accurate, it raises questions about the reliability and fairness of WeChat's content.



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#WakeUpWednesday



Advice for Parents & Carers



Research It Yourself

If your child is interested in using WeChat, it's a good idea to download it yourself before they do, to help you decide if it is appropriate for them to use. Getting the app yourself will allow you to experience how easy it is to obtain, how users can create and share their own content, quickly make connections with other people, discover users' locations and so on.



Adjust Security Settings

Unless a user alters it, the default security setting is that anyone else on WeChat (anywhere in the world) is able to see what they've posted – including photos and videos. What's more, when a user adds text, images or video to their 'Moments' (a scrolling feed of friends' updates), not only their contacts but anyone nearby can see what they've uploaded.



Disable Location Services

If you are intending to let your child use WeChat, we would strongly suggest that you do not let the app access their device's location services. That will not only prevent random – and quite probably, unwanted – contact requests from strangers, but it will also stop other users nearby being able to pinpoint your child's whereabouts.



Meet Our Expert

Jonathan Taylor is an authority on online safety, social media and online grooming, having previously been a covert internet investigator with the Metropolitan Police for more than 10 years. He has worked extensively with UK and international schools to deliver training and guidance around the latest apps, platforms and dangers.



Sure! Love it :)

<https://nationalpost.com/news/censored-by-a-chinese-tech-giant-canadians-using-wechat-app-say-theyre-being-restricted>,
<https://www.scmp.com/news/china/society/article/3064832/how-wechat-censored-even-neutral-messages-about-coronavirus>,
<https://www.todayonline.com/world/asia/wechat-app-used-pups-sex-drugs-and-gambling>,
<https://qz.com/518908/wechats-new-heat-map-featurelets-users-and-chinese-authorities-see-where-crowds-are-forming/>



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