



NEWSLETTER

Spring HT2

5th March 2021

Headteacher's Message

Dear parents and carers,

The time has come to open our doors to all our pupils once again. All staff are excited at seeing everyone as they return throughout the week.

I trust you have read the letter I sent on Wednesday ([which is also on our website](#)) detailing the times of testing and returning to school for each year group. We are in the process of providing online meetings with parents from each year group to provide further information about returning to school. Hopefully you can join us.

Our main priority for the remainder of this term is to help pupils successfully settle back into school life. I am sure you agree on the importance of pupils returning to school routines, and to help them, we shall provide a welcoming, calm and positive environment. We are conscious that pupils will have many different emotions about returning, and therefore we shall have a strong focus on their well-being. The best thing of all, is that they will be able to sit in their classrooms and be taught by their teacher face-to-face, and teachers are very excited indeed about teaching their lessons in front of a class again!

Thank you for consenting to the lateral flow tests, as this will really help minimise infection and help pupils and staff stay in school. We are delighted that most parents have given their consent.

Please look out for texts during the week as we shall communicate with you the day before your child is expected back.

We are delighted with the participation of so many pupils and staff on World Book Day. I am proud of the contributions you will find in this week's newsletter.

Enjoy a good read - and we can't wait to see everyone next week!

Take care of yourselves and yours.

Very best wishes,

Mrs. S. Finlay



Ms S. Finlay
Headteacher

Safeguarding Tip: Encourage your child to start getting back in to a routine before returning to school. Encourage your child to limit device use in the evenings and to aim for 8 hours sleep a night.

	In school	Remote Learning	Test 1
Monday 8th March	Year 11	Year 7-10	Year 10 (pm)
Tuesday 9th March	Year 10 and 11	Year 7-9	Year 7 (pm)
Wednesday 10th March	Year 7, 10 and 11	Year 8 and 9	Year 8 (pm)
Thursday 11th March	Year 7,8,10 and 11	Year 9	Year 9 (pm)
Friday 12th March	All pupils (Year 9 return)	n/a	n/a





Year 7 - Mrs Rashford *Pupils will need to bring their signed consent forms to school with them.*

I am really looking forward to welcoming Year 7 back on Wednesday 10th March. The lateral flow testing will take place on Tuesday 9th March, for pupils who have parental/carer consent. Pupils will need to bring their signed consent forms with them on the day. There will be a Year 7 parent teacher conference on Monday 8th March 10.30-11.30 to address questions regarding testing and the return to school. It would be most useful if you can start to prepare your pupils in advance on their return by ensuring that they are ready and set for the term ahead.



Year 8 - Mr Diaz *I look forward to Year 8 returning on Thursday, 11th March.*

We have been very busy preparing for Year 8 to return on Thursday, 11th March 2021. I am very excited to seeing the year group back together next week. Please be mindful of your post, as you will be receiving important information about the reopening of school and the lateral flow test available for pupils on Wednesday, 10th March. If you have any questions, I look forward to addressing those during our Parent-Teacher conference on Tuesday, 9th March 2021. In the meantime, please support your child in getting themselves organised with their uniform, equipment and a face mask for their return to school on Thursday, 11th March.



Year 9 - Mr Chetwyn *Our hard work and eagerness to learn has been great!*

Another great week has passed Year 9 – A great week of high engagement in work, remote learning and live lessons! Well done! I am looking forward to seeing you all return to school next Friday. It has been a long time since we saw each other last! We will be in school on Thursday afternoon for our testing before we return fully on Friday, so lets get organised and ready to return! Rummage in your room for those school shoes, planners, pencil cases and ties. Set your alarm clock for more suitable time in the morning, turn off those phones and computers earlier and let's get into those good routines! Our hard work and eagerness to learn has been great to see in these last few weeks and we can't wait to see it come to life in person! Please keep a close eye on the our school website and your Form Google Classroom Groups for regular updates. I look forward to seeing you next week!



Year 10 - Mr Hull *They will not stop me, I will get my education – if it is in home, school or any place.*

Hi Year 10. While Remote Learning has been as successful as we could all make it, with plenty of live lessons and high levels of pupil participation, there is no real substitute for actual interaction and return to the school environment is wholly welcomed. We often talk about the inspirational Malala, the young activist for female education and the youngest Nobel Prize laureate. She said "They will not stop me, I will get my education – if it is in home, school or any place". While Malala was talking about the oppressive threat of humans, many of our pupils have shared that sentiment in relation to obstacles put in their way by COVID-19 and have shown real resilience and independence to tackle the difficulties currently faced. It was great to have the opportunity of seeing so many parents and carers last Friday and address concerns.



Year 11 - Mr Smith *It is important to get a minimum of 8 hours sleep.*

We look forward to welcoming Year 11 back into school next week. For information, dates and times please see the letter sent out which can also be found on our [website here](#). Please ensure that you get a minimum of 8 hours of sleep and limit your screen time before bed! This will ensure that you wake up fresh and alert for your day at school. If you have any queries please send an email to us at: headofyear11@deantrustardwick.co.uk.



Supporting Parents Helpfinder

Young Minds: Fighting for young people's mental health.

Times are tough for many people right now. Parents find themselves pulled in many different directions and children may be struggling being in the house for so much longer than usual.

A mixture of concern about covid, work from home and children at home, along with a possible financial impact make for a stressful household.

Young Minds have created a useful 'Supporting Parents Helpfinder'. By answering six questions, parents can find out how to support their child's mental health during the pandemic, and beyond.

Find the help finder here: <https://youngminds.org.uk/supporting-parents-helpfinder/>



Convention of a Child's Rights

Articles of the Week

Article 17 - The right to access to information.

Article 29 - The right to aims of education.

Article 31 - The right to rest, play, culture and arts.

World Book Day was created by UNESCO on 23rd April 1995 as a worldwide celebration of books and reading. It is marked in over 100 countries around the globe. The first World Book Day in the UK and Ireland took place in 1997 to encourage young people to discover the pleasure of reading. There are lots of connections between World Book Day and young people's rights, especially your rights to access reliable information, the right to develop your talents and abilities and the right to relax and play.

ARTICLES FOR WORLD BOOK DAY

This week's activities link to the following articles:

Article 17 - access to information from the media

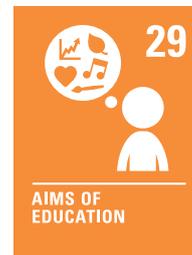
Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

Article 29 (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

Article 31 (leisure, play and culture)

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

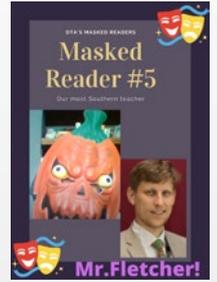


4th March 2021



Masked Reader Reveals!

As part of the World Book Day activities, pupils were challenged to 'reveal the reader' in which members of staff posed with their books, whilst wearing masks. Here are the reveals!



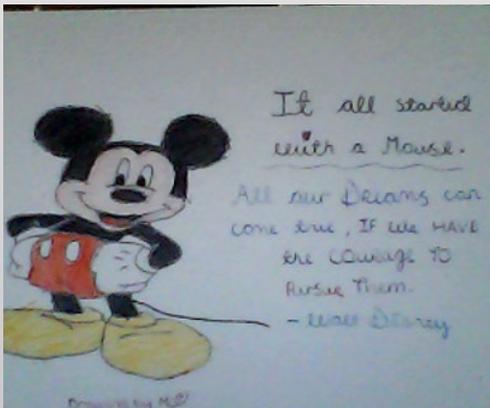
Pupils shared their thoughts on what 'Finding your voice' means...

Nicole: 'I think 'finding your voice' is a metaphor for finding out who you are as a person and being able to speak up about something without feeling a sense of judgment.'

Laeba: 'Is wanting to be heard and not ignored by anyone. And also, not to be judged before we say anything.'

Jonathan: 'Fighting for your rights or sharing your opinions.'

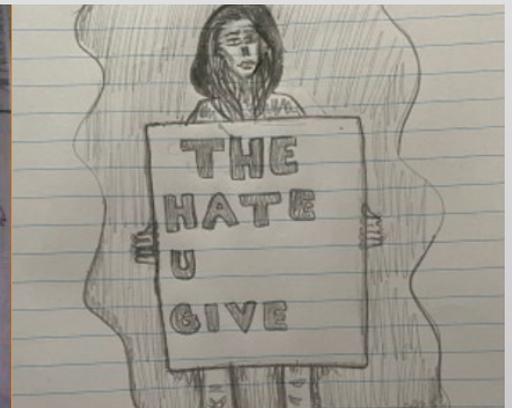
Lots of pupils shared their love for books through art!



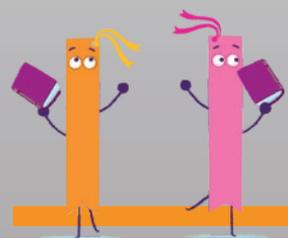
Mo: 'Mickey Mouse was a big part of my childhood and one of my favourite shows, so I decided to draw him and a quote from Walt Disney.'



Basli: 'I drew this Pokemon because he is from my favourite book.'



Kayleigh: 'I like The Hate you Give because it is based on real life events and this really interests me.'





Santi: 'I chose this to draw the White Rabbit from Alice In Wonderland because he makes me believe in myself most when sometimes I don't. He encourages me to not be fearful and get through any obstacles in life.'



Nicole: 'I drew Alice in Wonderland.'



Maaz: 'I drew Ratchet and Clank.'

Pupils took part in a creative writing task. Here is a great example!

Melissa: 'My teacher opened the letter slowly, I wanted to scream to tell her to open it quicker but my lips were sealed shut. My body hotter than ever, my hands shaking, my mind running with thoughts and my heart about to leap out of my chest. She had opened the envelope and started to read out the names one by one. Only four people would pass.'

Why do we feel the need to 'be heard'?

Aaron: 'I feel like people need to be heard because everyone has their own opinion and everyone's voice should be heard so that more people can have the confidence to stand up for yourself. This can help more people feel safer and happier around people, because they know they can stand up for themselves.'

Warlyo: 'We want someone to hear what we say, and understand what that means about us on our deepest level, and accept us without judgement.'

COVID-19: A poem by Rafae, Year 10.

Before COVID we used to go to the shops.
We used to travel to Pakistan.
We used to play with our friends.
We used to go to school.
Suddenly everything changed!
Then we couldn't see friends.
They closed schools down.
They cancelled the trips.
But hopefully everything will go back to normal.



Ofsted and the Care Quality Commission Survey

Ofsted and CQC would really like to hear your views.

We are having a visit from Ofsted and the Care Quality Commission to look at how Manchester has supported children and young people with Special Educational Needs and their families during the COVID-19 pandemic. Ofsted and CQC would really like to hear your views. Please use the links below to take part.



Survey for Parents and Carers

https://www.smartsurvey.co.uk/s/Survey_for_Parents_and_Carers_Area_Five

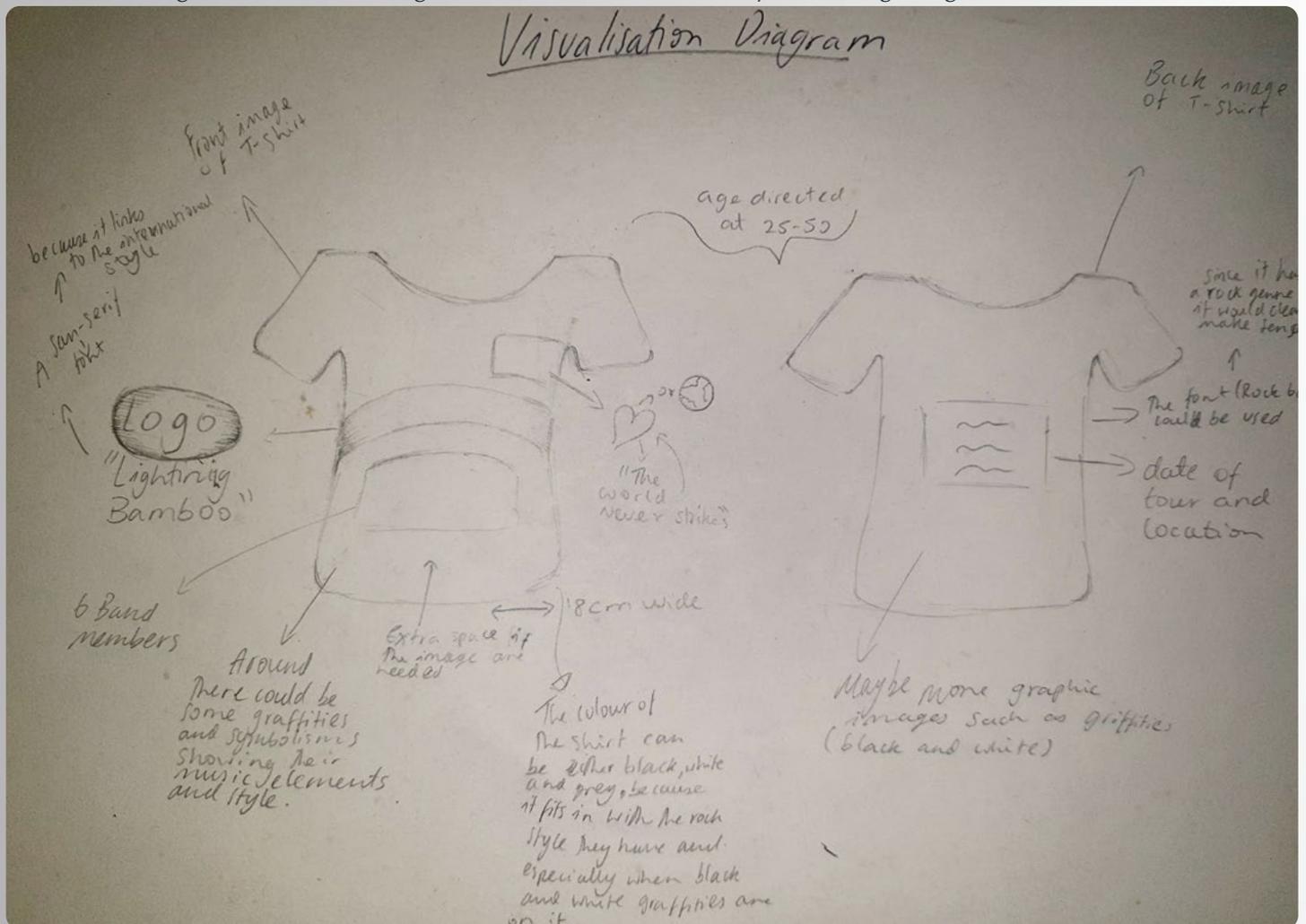
Survey for Pupils

https://www.smartsurvey.co.uk/s/Survey_for_Young_People_with_SEND_Area_Five

Creative iMedia

Santti's great visualisation diagram

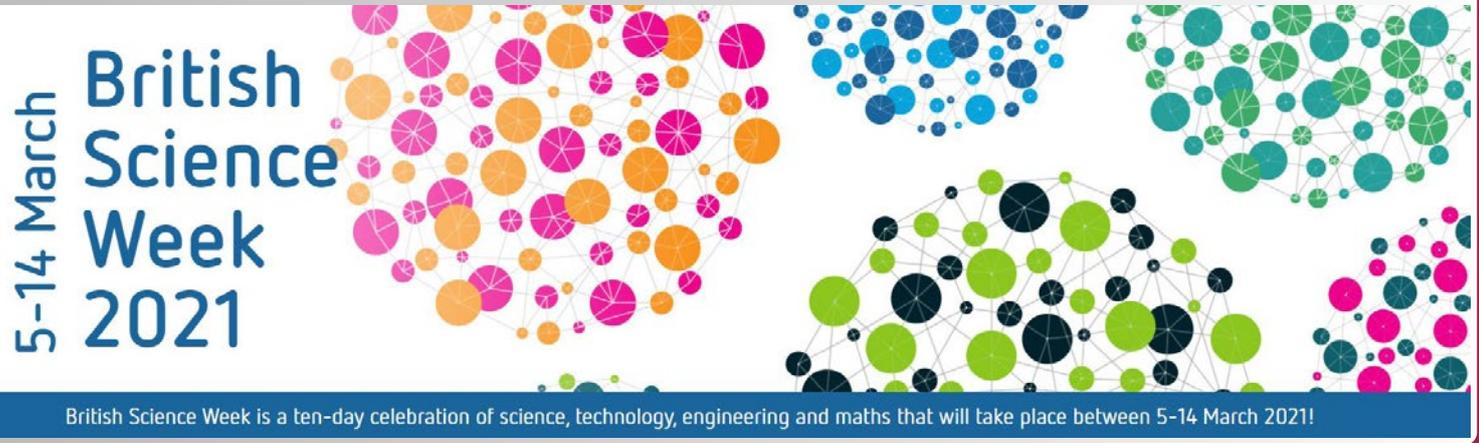
Year 11 have been working through a practice assignment this week where they have been refining and developing their planning skills, which will allow them to complete their coursework to a high standard when they return to school. Santti created a great visualisation diagram that contained some really interesting design ideas.



Science

British Science Week

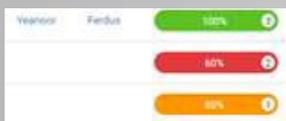
The 5th March will mark the start of British Science Week, a national celebration of all things STEM; science, engineering, mathematics and technology. Throughout next week, all Key Stage 3 pupils will have a science lesson that looks at “innovating for the future” and “smashing stereotypes in STEM” to inspire them to create a poster for the national competition, run by British Science Week.



Mathematics

Hegarty Maths Task - Outstanding home learning

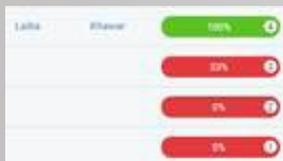
Each of these pupils have demonstrated their ambition to obtain academic excellence in their refusal to accept anything less than 100%. The images below show how these pupils have persevered with a Hegarty Maths task, repeating it until they scored 100%. They really do want to become the best mathematician they can be!



Class 8T1



Class 10D2



Positive Messages

We continue to receive positive messages, showcasing excellent examples of home learning by pupils across all years. We have received some lovely feedback from both parents and pupils regarding our positive stories and so we would like to share some more!

Year 7 Positive Messages - WC 01/03/21

Thank you to all of the Year 7's who took part in the well-being quiz. A massive shout out to Anika and Opirite for their excellent engagement.

-Miss Jones & Miss Pemberton.




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Year 7 Positive Messages - WC 01/03/21

Well done to everyone in 7D2 who attend their live Spanish lesson this week.

Special shout out to **Ayesha, Melissa, Minha, Ella, Humaid, Daniel** and **Saeed** for their brilliant contributions during that lesson.

¡¡¡Enhorabuena todos !!! Señorita Martin




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Year 8 Positive Messages - WC 01/03/21

Shout out to Ronica [redacted] in 8D1 for a fantastic response to whether we should abolish the House of Lords. She articulated both sides of the argument clearly and showed passion for the subject. I'll be looking out for Ronica in the House of Commons in the future!

Ronica in 2035!




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Year 8 Positive Messages - WC 01/03/21

A huge well done to Muzzamil and Mohammed for producing some excellent work as part of a form time activity. Both individuals gave a really detailed insight into 'what it means to show empathy and gratitude'.

-Miss Pemberton.



To actually know how people are and how they feel and to put yourselves in their shoes, we call that empathy. To actually know how they feel requires to actually trust the person and know that whatever is going on in their lives. We have to be able to understand that they're going through a rough or unpleasant life and anything could be happening to them or in their life. They don't deserve that... so you need to somehow imagine that whatever is happening to him/her is happening to you and now think, what would cheer me up? and it doesn't matter what it is as long as it helps and makes them feel better if it's a funny joke or reassurance or just telling them they are ok and that they can talk to you about what's going on. Small things like that can make people's lives so much better knowing that they have someone to trust and to talk to.



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Year 9 Positive Messages - WC 01/03/21

Special shout out to **Lois, Mya** and **Zareena** from the year 9 bubble for consistently working hard and always putting a smile on my face on a Wednesday afternoon.

Special mention to **Xaio** who is always polite, friendly and willing to help.

Thank you everyone - it is always a pleasure.

Miss Martin




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Year 10 Positive Messages - WC 01/03/21

10T5 Mathematics

Aisha	100%	2
Hassanat	100%	1
Arman	100%	2
Salman	100%	2

Great work on the Hegarty Maths tasks last week! Remember that scoring 100% shows that you are taking responsibility for your own learning. You are committing yourself to being the best that you can be. You are developing standards that will remain with you forever. Keep up the great work! Mr Boyle



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When emotions explode

Last year and the start of 2021 has been extra stressful and, understandably emotions may be heightened at home. It's normal to feel frustrated, worried or angry about the situation, but it can be hard to know how to communicate in these very emotional or angry moments.

This poster aims to support parents when their child has angry feelings or outbursts and may help families start a conversation and talk about each other's feelings.

Very Angry

Stay calm.
Stay safe. walk
away if possible and
make sure you don't
engage with your
child until you are
both calm.

Frustrated

Reflect what you can see in your child. 'I can see that you're angry/upset' 'I understand that this might be difficult for you.' 'I understand when you did x this made you feel..'

Calm

Use this time to explore your concerns and ask questions like 'what happened there? How did you feel?' If there has been lots of conflict reassure them and remind them you still love and care about them.