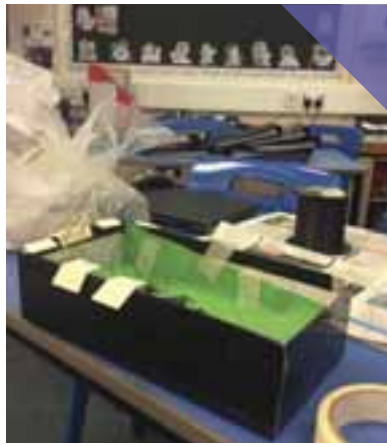


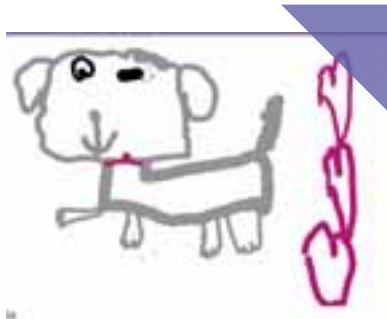
9CS

In 9CS we have been learning about World War 1. As a part of this, we have focused on the conditions within the trenches. We have learnt that it wasn't very nice for the soldiers to live in the trenches and that many of them actually died from infection because it was so bad. To help us understand what it was like, we tried different foods that they would have had in the trenches like corned beef and pea soup - yuck!! We also made our own mini-trenches to show what it looked like. This was so much fun, but we didn't like the food and we didn't like seeing how dirty it was for those poor people.



9SB

In year 9, we have been learning about digital art. It's been a great success with the students working from home as well as the students in school. We have learnt about the history of digital art and how it has evolved to the present day. This has helped us to develop our own work and create some fantastic digital masterpieces. We hope you love them as much as we do!



10AH

This term, 10AH have been completing a variety of fitness and dance activities. They have worked on improving their technique, strength, endurance and coordination. They have had the opportunity to develop their technique using free weights and develop their core strength using different modified exercises. They are currently working on producing a dance compilation using a variety of styles of dance from different eras and genres.



10SD

10SD have continued working in key stage 4 very positively, despite the recent lockdown where many of the team are working remotely. Students that are home learning have been engaging in their school work and also assisting their peers via their emails. They continue to have a great team spirit in supporting each other.

In science, we have completed the physics topic of 'Forces and Stored Energy' and moved onto biology and learning about pathogens and how some can help us, whilst others are harmful. In a practical lesson, the students grew bacteria from their hands on agar gel in a petri dish and learnt the importance of washing hands, even though in this climate they are well practised at this! They have all worked really hard understanding this difficult concept of science. They have thoroughly enjoyed taking part in practical lessons – finding it fun whilst learning!

Paul found it therapeutic rubbing his finger into the agar gel and then seeing in a few days what bacteria he grew – most of which is perfectly normal to have on our hands.

Charlie found it fascinating that the bacteria could grow so quickly and so much grew in a short space of time.

Barney enjoyed the practical lesson and tried to identify the different bacteria.

The students understood the importance of sealing the petri dishes so that they were not in any contact with the bacteria.

10SD are looking at the importance of a healthy diet presently and how an unhealthy diet can have an effect on our health and wellbeing.



11DJ

This term, the students of 11DJ have followed a detailed sequence of learning about rivers. They have learnt the definition of a river and how they are formed. The students created 3D models of rivers and included key features of the river cycle. Below are key components that the students learnt.

A river is a moving body of water that flows from its source on high ground, across land, and then into another body of water, which could be a lake, the sea, an ocean or even another river.

A river flows along a channel with banks on both sides and a bed at the bottom. If there is lots of rainfall, or snow or ice melting, rivers often rise over the top of their banks and begin to flow onto the floodplains at either side.

Rivers usually begin in upland areas, when rain falls on high ground and begins to flow downhill. They always flow downhill because of gravity.

They then flow across the land - meandering - or going around objects such as hills or large rocks. They flow until they reach another body of water.

As rivers flow, they erode - or wear away - the land. Over a long period of time rivers create valleys, or gorges and canyons if the river is strong enough to erode rock. They take the sediment - bits of soil and rock - and carry it along with them.

Small rivers are usually known as streams, brooks or creeks. If they flow from underground, they are called springs.



Home Learning



11LF

Our Heroes and their Legacies

This term we have been learning about our heroes and their impact on the wider world. Whether students have been in school or working remotely, they have come up with some great work and found out some fascinating information.

Students have looked to the past and at people in the present day from a wide variety of backgrounds. I have been really impressed with the enthusiasm that they have demonstrated and the pride and care they have taken in their work.

Amy has looked at the life and career of Freddie Mercury of Queen. She found out that he came from Zanzibar and as he grew up he joined a band called Ilex and then joined an up and coming band called Queen. She charted his career up to his death, but then importantly, she also talked about his influence on the world of music and why he was famous.

Joseph looked at the life and career of Mason Greenwood of Manchester United. Joseph found out that he was the youngest player to join the premiership. Joseph explained that he chose Mason due to his footballing skill and the amount of goals he scores.

John Paul was researching Guy Martin. He found out that he part owns the Marrowbone and Cleaver pub in Kirmington. He has also found out about all the amazing things he has done with his life. He learnt that he built a Spitfire, rode the wall of death, raced a lorry, recreated the great escape, raced a pedal car and of course takes part in motorcycle racing.

Kira has been looking at Mahatma Gandhi and his life and legacy. She learned that he was a lawyer who brought about 'Self Rule' to India as well as ending untouchability, easing poverty and expanding women's rights. Importantly for Kira's family, she talked about how her Great Grandad met him as he was in the Somerset Light Regiment in 1945 in India.

Ashley looked into the life and legacy of Michael Jackson. He looked into his early life which was very troubled, as he was one of nine children living in a two bedroom flat in Gary, Indiana with a very strict father. He also looked at his amazing career, his death and his legacy on performance to this day.

Bradley looked into the life of Tom Ellis the actor who has appeared in many acting roles from Miranda to Lucifer. Bradley listed all the things that Tom has been in over the years and it turned out to be a big list.

James looked into Neil Armstrong. He learned that he was an American astronaut and aeronautical engineer and the first person to walk on the moon.

He learned that he was born on August 5, 1930 and died on August 25, 2012, aged 82 in Ohio, United States. He found out that Armstrong was the project pilot on Century Series fighters and flew the North American X-15 seven times. He also learned that he was also a naval aviator, test pilot and university professor.

Dylan has looked at Marcus Rashford's life and legacy and learned a lot about him. He learned that he was born in Greater Manchester on 31st October 1997 and he was raised in the Wythenshawe area of the city. He learned that he joined Manchester United as a seven year old and that he scored on his England debut in May 2016, becoming the youngest English player to score in his first senior international match.

Samone looked into the life and legacy of Justin Bieber and looked into his career in music. She learned that with his debut EP My World, released in late 2009, Bieber became the first artist to have seven songs from a debut record chart on the Billboard Hot 100. She also learned that he released this album when he was 16.



345SH

We have been working hard in school and at home. In class we have been very focussed on playing the drums in music. At home we have been out for walks and helping with the cooking. In life skills in class we have been making cups of tea and toasting our own bagels.

We have enjoyed Tacpac sessions during our group online sessions. Thank you to our wonderful families for their continued efforts in home learning.



KS4TT

This term we have been studying about the Nazi rule in history. We have explored the different foods that they would have eaten and compared how they are different to ours. We gave our thoughts and preferences towards these. We also learnt about how their leisure activities differed to ours and this resulted in us learning how to do the Charleston!

We then learnt about who led the Nazi movement. We listened to speeches and we looked at the rallies that happened. Towards the end of our learning sequence, we looked at how our houses are different to German buildings and we recreated some out of clay.

We finally learnt about the Blitz and what happened to peoples' lives during the Blitz. We have thoroughly enjoyed learning what people had to do when they heard an air raid siren.

Here are some examples of our online work.

The collage shows six pages of student work. The top-left page is titled 'German foods from the 1930s' and features images of various dishes with numbered labels. The top-right page shows a student's response to a question about food, with a drawing of a plate of food. The middle-left page is titled 'Hitler' and includes a portrait of Hitler and a speech bubble. The middle-right page is titled 'The Charleston' and features a drawing of a person dancing. The bottom-left page is titled 'The Blitz' and includes a drawing of a building being bombed. The bottom-right page is titled 'The Blitz' and includes a drawing of a person in a shelter.

KS5CW – Home learning

During this term all students from team KS5 CW have been learning from home. We have been heavily involved in the full KS5 curriculum studying a wide range of subjects including maths, English, PSHE and leisure and recreation. We have explored many life skills tasks including independent living by supporting with tasks around the home.

We have explored safety around the home and experienced many practical skills including using a washing machine, washing pots, making sandwiches and creating a hot snack.



KS5RJ

KS5RJ have been working extremely hard both in school and at home. We have been focussing on our employability skills such as team work, communication, planning, problem solving and using our initiative. When it snowed we were able to put these skills into practice when we worked together to build a giant 2-metre-tall snowman! When we realised his head was too heavy for one person to lift, we knew we had a problem to solve. We worked together to lift it and place it on his body. We used our creativity to find stones and sticks to use as his face and arms and named him Bob.

As usual we have been cooking our own lunch every Wednesday. Because some of us were at home, we were able to make a variety of different dishes both in school and at home. We've been thinking carefully about what we want to make, what ingredients we need to do this and what equipment we need to use. We've also been considering how to keep ourselves safe in the kitchen and around the home. We have been thinking about hazards that we can identify and how we can minimise the risk of becoming injured. We've worked very hard this term and coped with a lot of uncertainty.

The staff in team are very proud.



Careers Education (CEIAG) at St Hugh's

We have been working hard behind the scenes this term to try to create some fantastic opportunities for our students given the current restrictions. Whilst physical work experience, face-to-face employer encounters and workplace visits cannot happen at the moment, we are trying hard to provide our students with virtual opportunities using some exciting, new technology (watch this space for Virtual Reality workplace tours!)

Virtual business breakfasts continue to take place this year with Nick Webb from the Rabbit Hole book shop continuing to support us. He met with students from 78AJ to discuss his job, the route he took to owning his own bookshop and the hours he has to work. Students were fascinated by what they found out and the virtual tour of the bookshop Nick was kind enough to provide for us! You can see some photographs of Nick's shop as well as the mind map students created to show what they have learned from the experience.

Students from 9SB also participated in a virtual careers session with Gareth Mitchell from the DWP. They completed the iCould quiz to find out what type of animal they are and then what type of jobs they would be most suited to. If you fancy having a go at the quiz you can find the link under the 'Careers Information for Students' page on the school website.

This term, year 10 and 11 students will be participating in National Careers Week (1st – 6th March 2021) by exploring the Virtual National Careers Fair and thinking about different jobs they might like to explore in the future. We are also hoping to arrange some virtual work experience opportunities for year 10 in the summer term.

Finally, we would like to pass on our thanks to Gareth Mitchell who has been our Enterprise Adviser over the past two years. He has provided us with some fantastic experiences and has been a great source of support. We wish him the best of luck as he moves on to his new role within the Department for Work and Pensions. We'd also like to take this opportunity to welcome Pete Hewes from local company Know.Film who will be our new Enterprise Adviser. We look forward to working together to create more fantastic careers opportunities for students at St Hugh's.

As always, there is a wealth of information on the careers pages of our school website (under the About Us section) with information specifically aimed at parents, students and employers. If you are an ex-student, employer or parent and think you could participate in our careers programme or give an hour to provide a work-based experience for our students please do get in touch. We'd love to hear from you! Thank you for your continued support.



Governor News

There have been many ups and downs since the last Governor contribution to the St Hugh's news magazine. I hope this article finds you all well and coping with this, our third lockdown.

As you can imagine some of our Governor duties have had to be adjusted to comply with all the Government rules and guidelines. Nevertheless, I am happy to report that as Governors we have continued to meet on a regular basis to ensure that we have the necessary oversight of the business and educational

requirements and that all policies and procedures are adhered to. What would we do without technology?

A number of Governors are in regular, at least weekly, telephone contact with different members of the staff team. The positivity and dedication of everyone working as a cohesive team is always heartening to hear. Without exception, everyone involved in ensuring the students arrive at school, are welcomed into school and receive a very beneficial learning and socialising experience safely are to be thanked and

applauded. I must also extend thanks to those 'behind the scenes' who keep the students fed and the buildings clean. Not forgetting the hard working staff who keep a close and skilful eye on the school budgets and spending!

One of the major changes since the return after the Christmas break was the introduction of COVID testing. Although this introduction involved a great deal of planning and training for the team carrying out the testing, this has proved a positive and smooth process with the minimum of disruption to the school and students. I must congratulate all those involved.

Unfortunately, I cannot report on any school trips or social events except for the success of the 'online' Christmas Fair. I understand this was a great success in spite of the different way it had to take place. Maybe

in the not too distant future there can be a resumption of the extra school activities which the students enjoyed and benefited from.

Let's all hope that in the near future we will be welcoming all students back into the school environment. I'm sure many parents, carers and teaching staff will be pleased to relinquish the responsibilities of home schooling. I guess quite a few students will also be pleased to say goodbye to that aspect of learning and will be delighted to be back with their friends.

Best wishes to you all. Stay safe and optimistic.

Elizabeth Kearsley

Chair of Governors

School LPPA Award

An award aimed at improving engagement with our Parent/Carers

Once again as a school we are looking to renew our LPPA award.

The LPPA is an award for schools and educational settings who can prove that they are committed to investing in parents and carers for the achievement of pupils.

The Leading Parent Partnership Award (LPPA) is a national award which gives schools a framework by which they can strengthen and enhance their school or academy's work with parents and carers. Under the Ofsted framework in 2012, it stated that inspectors will devote greater time to lesson observation, and speaking to pupils and parents. Therefore, recognition of LPPA in the school can provide evidence of a sustained approach to parental engagement, which meets Ofsted criteria, and ensures parents have a positive experience of the school.

The LPPA has a flexible approach, where a school can work individually or in groups, sharing effective best practice. Moreover, where early years settings work together with their linked primary and secondary schools, a consistent, longer term approach to the engagement of parents can be developed.



There are numerous benefits of LPPA including:

A clear framework for action, relevant to each school or educational setting, which helps the school identify strengths as well as areas for development.

An integrated whole school approach to parental engagement with parents/carers who might traditionally find working with the school difficult.

Professional advice and support from experienced senior educationalists, enabling the school to benchmark itself against national practice.

Staff development, enabling key staff and the school to evaluate and monitor areas of their responsibility, in relation to parental engagement.

Most importantly gaining the award can have significant impact in areas such as improving two-way communication, promoting a positive learning environment, improving attendance, punctuality, behaviour and pupil progress.

The assessor will also be interested in the views / opinions of a number of parents with regards to the provision that the school offers (e.g. Early Help process, support, training, communication) to parents etc.

As a parent if you would like to be part of this process please inform the school office.

If you would like your opinions / views regarding any aspect of school to be heard in this assessment, please contact school.

Attendance

At St Hugh's we are committed to high expectations with regards to attendance. Our school attendance target is 95% and we work very hard to support parents/carers in supporting our attendance policy.

Following Covid19 and the disruption to your child's education, it is even more important that you ensure your child attends regularly, in order that they maximise their potential to learn.

Parents/carers are expected to phone school on the morning of a child's absence to inform us of their non-attendance as per school policy.

Sometimes, we notice patterns in a students' absences and we may contact parents to discuss any issues/problems that are occurring on a particular day or lesson so that we can help to solve issues and ensure that the student attends.

As per Local Authority/Government guidelines, family holidays will not be approved during term time, unless parents/carers fall under the category of exceptional circumstances.



For those students that have attendance figures under 90%, we will be launching a specific attendance draw this **autumn term**. For those students that show an increase in their attendance percentage, they will be put into a draw to win an I-pad at the end of this term as an incentive.

Every term we have our attendance draw for all students. Every full week that a student has in school, they are given a raffle ticket which goes into the draw.

We ask that all parents/carers support us in trying to improve the overall attendance of the school as we know, poor attendance has an effect on a child's progress and overall development of key skills needed in adulthood.

95%	47 LESSONS MISSED EACH YEAR 8 days in total or 1 week and 3 days
90%	95 LESSONS MISSED EACH YEAR 16 days in total or 3 weeks and 1 day
85%	142 LESSONS MISSED EACH YEAR 24 days in total or 4 weeks and 4 days
80%	190 LESSONS MISSED EACH YEAR 32 days in total or 6 weeks and 2 days

BE SMART BE THERE!

**ATTENDANCE
MATTERS**

**WHAT DO YOUR
ATTENDANCE
FIGURES
ACTUALLY MEAN?**