



Chestnut News

Date: 12 June 2020 Issue No: 108

A JOINT MESSAGE FROM THE HEADTEACHER AND THE CHAIR OF LOCAL ACADEMY COMMITTEE



I can't breathe. Three words that have distressed the world over the past 2 weeks. George Floyd's tragic and brutal death has ignited protests in every corner of the globe as people from all backgrounds come together to say 'enough is enough'. The astonishing brutality of his killing has sent shock waves around the world. Sadly the tragedy that is his death has reverberated so extensively and has touched so many lives not because it was an isolated incident, but because it was not.

At Chestnut Grove we are committed to educating our children about race and equality. We believe in giving our staff and students a platform for discussing the issues of racial inequality and other forms of prejudice. Our job is far from done, but you have our commitment that we will continue to strive to address all forms of prejudice through open and frank discussions (which may sometimes be uncomfortable), and through our curriculum which is underpinned by our PROUD values. We want all of our students to be PROUD of who they are, where they come from and what they achieve.

Last week a sixth former called Vanessa Boodhoo contacted me with an impassioned request to have a platform in lockdown so that we can all learn about and from the Black Lives Matter movement. An extract in particular from her article struck me:

We are protesting systemic racism and police brutality. The two still exist. Little effort has been made to dismantle them. We must continue to spread awareness, the fight against racism is not over.

Her feelings are both powerful and thought provoking and send a clear message to us all that the future is about our children and we as adults have the power to instigate change for good. We have published her full article at the end of this newsletter.

Christian Kingsley
Headteacher

Judi Dumont-Barter
Chair of Local Academy Committee

MESSAGE FROM THE HEADTEACHER

Dear Families,

Next Monday we start to welcome back Year 10 and Year 12 to Chestnut Grove Academy for 'face to face support'. During this period, remote learning will continue to be the predominant mode of learning for Year 10 and Year 12 but it will be supplemented with face to face support. I have established a set of guiding principles which we have been using to set the parameters for the delivery of our curriculum in all of its forms, both face to face and remote during the next phase of the Coronavirus pandemic. The guiding principles are:

- **Safety first** – any decisions taken in relation to bringing students back into school will always prioritise the health and safety of staff and students.
- **Quality teaching and learning** – we will facilitate outstanding learning aimed at closing knowledge gaps and supporting online learning.
- **Entitlement** – all students should have contact with a qualified subject specialist (ideally their own teacher) when they come into school.
- **Workload and wellbeing** – any decisions taken will be mindful of the fact that staff and students have been working throughout the lockdown in often challenging circumstances. Teachers and students will now be engaged in a combination of online learning and face to face support and this needs to be managed carefully.
- **Sustainability** – any plans must be measured and sustainable until we return to 'normal' school life.
- **Time for reflection** – staff and students will need an opportunity to reflect on their experiences over the past eight weeks.
- **We know our children and staff best** – we will use any Government guidance to make decisions based on the best interests of our staff and students.



I am confident that we have all of the necessary measures in place and on Tuesday we welcomed back all of the teaching staff for their 'face to face' training. Teachers put themselves into their students' shoes and attended 'lessons' with members of the Senior Leadership Team. This enabled them to experience the safety measures first hand and to provide useful

feedback which we will implement from next week. The training has continued over the course of the week for all staff and we are all looking forward to welcoming back Year 10 and Year 12 in a limited capacity next week.

Christian Kingsley, Headteacher

Safeguarding *Article 19: Right to protection*

Your child's safety is of paramount concern to us. If you have any concerns over the personal development, behaviour or welfare of your child or any other child within Chestnut Grove Academy that cannot be resolved by the child's teacher, tutor or RSL, please contact the Safeguarding team via the safeguarding e-mail, safeguarding@chestnutgrove.wandsworth.sch.uk

This e-mail is automatically sent to the full safeguarding team and either Ms Jackson (Designated Safeguarding Lead) or one of the Deputy Designated Safeguarding Leads: Ms Jolley; Mr Collins (KS3); Mr Bedford (KS4) or Mr Taylor (KS5) will respond to you directly.

If students/parents have any concern about a safeguarding issue that they would like to report anonymously they can use the SHARP system on the Chestnut Grove Academy website. This is a link which enables an email to be sent into Chestnut Grove Academy reporting any issue. This comes to the school and will be followed up by the appropriate member of the pastoral team depending on the concern.

SUPPORT FOR FAMILIES

We are continuing to provide support to families in as many ways as possible, and our emergency grants have offered help during this difficult time. This pot of funding is made up from grants and trusts, donations from the Friends of Chestnut Grove, private donations from individuals and from the AMAZING response that we got to our appeal for funds back in April. In total we have received more than £40,000 of donated items, grants and donations that we are working hard to ensure gets to the people that need it – the campaign is still live and can be found here: <https://donatemyschool.com/chestnutgroveacademy2116>

To date we have used the funds in the following ways:

- Providing laptops and internet access for young people to access home learning – laptops were donated by many people, and also new ones bought with the funding.
- Providing counselling for our students that need additional support in the current times – we have reached 11 so far.
- Providing grants to assist families that are experiencing difficulty. To date these total £3,500 and have helped 16 families. The grants have been in the form of food vouchers, emergency unforeseen costs and equipment or items that are needed.
- Referring families to other grants and opportunities including getting white goods and beds for a family that had to unexpectedly move.
- We have had parents offering to help other parents, seen food parcels being delivered from one family to another and heard of many wonderful stories of support. The community spirit that is being shown continues to make us very grateful for our school and our families – and long may it continue!

'I was afraid that our landline telephone and internet services could soon be cut off. Your support has prevented this.'

'You don't know how much this means to us!'

'My family appreciate the help and support from the school'

'Many thanks again for helping me and my children'

PLEASE DO GET IN TOUCH WITH YOUR TUTOR OR RSL IF YOU FEEL YOU NEED ASSISTANCE FROM THE SCHOOL AS A RESULT OF COVID-19.

Ms Noble, Development Manager

Keeping South West London Safe
Putting victims first—Preventing harm—Working as one team



Working together for a safer London

Date: 8th June 2020

Dear Parent or Guardian,

As you are aware an increased number of Secondary School children will be returning to their school from the 15th June 2020. We need your help! From September 2019 to April 2020 there were 222 School Boy Robberies across the Borough of Wandsworth. Research shows that there are generally youth (under 16's) related crime patterns (robberies, thefts & theft type offences, and Serious Youth Violence), which appears to correlate to term times throughout the academic year with a noticeable fall in the level of offences during the school holidays. Furthermore, key times when children and young people are most vulnerable to becoming a victim of crime, and when crimes are likely to be carried out are between 3pm-5pm during term time and this directly relates to end of school times.

Here is where you can help! Along with this letter you should have received some Crime Prevention material. Can you please take the time to discuss this material with your child/children. I believe that by working together and reinforcing these messages of crime prevention we can decrease the opportunities your children, and young people have of becoming victims of crime.

From a policing perspective, we will continue with the same approach that we have been taking across Wandsworth, which is to conduct after school patrols, patrol specific hot spots, engage with our communities, explain the current regulations and give crime prevention advice, and this approach is being taken across London. Alongside this, we will be continuing with our Met wide mission of keeping Londoners safe. We have been working closely with our partners to maintain our core focus of supporting and protecting our youth, engaging with schools and reducing violence.

The South West remains one of the safest areas of London in relation to personal robberies and we remain committed to working with our local communities in reducing crime across all four Boroughs.

Yours Sincerely,



**Amreek Singh
Wandsworth Youth Engagement Police Sergeant
South West BCU**

Thieves will use a number of ways, sometimes more elaborate, to steal your possessions, especially easy items such as phones and bags.

Don't stereotype what a thief looks like! Often they will dress smartly to avoid being detected.

STAY ALERT IN CROWDED PLACES

Pickpockets operate in crowded places often using something such as a newspaper, coat or bag to conceal their actions.



The concealed hand

- Look out for people who get too close to you in a crowded area.
- Never keep your phone, wallet or purse in an open pocket.
- Never leave your bag or rucksack unzipped and carry your bag in front, preferably diagonally across your body.

DON'T BE AN EASY TARGET

Thieves will look for easy ways to steal your belongings, don't make it easy for them.

- Don't leave your phone, ipad, tablet or other valuables unattended or out of your sight. It takes seconds for a thief to grab these.
- Don't leave bags unattended or open on tables or the backs of prams and chairs.



The easy dip

DON'T BE DISTRACTED

Thieves will often target those who seem more vulnerable and sometimes work in teams to try and distract and steal. Table surfing is where a thief will use a newspaper or map to approach a customer at a café or restaurant and use the paper or map as a distraction to cover a phone, purse or wallet on a table and steal it.

- Be wary of strangers that approach you and always keep your phone or valuables out of reach.



Table surfing

Thieves will look to target people using ATMs and may distract you whilst using the machine. They may also watch from afar and then look for an opportunity to steal from you afterwards.

- Stay aware of your surroundings and don't become distracted when using an ATM. Ensure that any money you withdraw is safely secured.



The bank follow off

Watch out for strangers being overly friendly in bars, clubs and large gatherings – often referred to as hugger muggers.

- Stay alert if watching street performers and street gamblers. If you are jostled, bumped, hugged or crowded by anyone, consider that a pickpocket may be in action.



The hugger mugger

WATCH OUT FOR SNATCHES

Thieves are increasingly stealing phones from people as they use them. Often thieves may be on a bike or moped.

- When using your phone in the street be aware of your surroundings. Look out for anyone nearby on a bike or moped and don't use it if you feel unsafe. When you've finished using it, put it away.
- If you have to use your phone on the street step back from the kerb and if possible stand with your back to a wall or building so that thieves can't approach from behind.



Snatch and grab

For more crime prevention advice visit www.met.police.uk/crimeprevention

For other police related enquiries or to report crime visit www.met.police.uk or call 101.

In an emergency always dial 999.

HOW TO SPOT A THIEF

Protect yourself and your property by looking at how thieves target their victims. Take steps to make it harder for them.



METROPOLITAN
POLICE

BE SAFE

Protect your phone



Here you can find out how to protect yourself from being a victim of mobile theft and steps that will help if your phone is stolen.



Don't leave your phone, iPad, tablet or camera unattended, out of your sight or left on a table – thieves can grab a phone from a table in seconds.

Always be aware of your mobile and your whereabouts and act accordingly. And when you've finished using it, put it away.

Ensure you retain a record of your phone's IMEI number. This is a 15-digit unique number which can be obtained by keying in *#06#. You need this information if the phone is lost or stolen. And don't keep a note of it on your phone as it defeats the object.

Use your device's security features, apps or PIN locking mechanisms to protect your data and prevent the phone being used if stolen.

Track it. Consider installing a tracker app on your smartphone. They're readily available online. If your mobile's ever stolen, act promptly.

How to respond to a violent situation



Knowing how to respond to a violent situation requires split-second decision making and presence of mind – not always easy. However, we've compiled a list of things you should do in the highly unlikely event that you find yourself in a violent situation.

It's important to never lose sight of the fact that your personal safety is the most important thing. Your belongings can be replaced but you can't. So, when responding to a violent situation, please try to remember the following:

- trust your instincts and if you think a situation is getting worse, try not to get involved
- look for a way to leave
- if you're in a building with security personnel, tell them immediately about what is happening
- put distance between yourself and the other person
- if you are able to, call [999](#)
- if you're unable to call the police during the incident, then call as soon as you can

If it comes to the worst, you are entitled to defend yourself using reasonable force, but you may be asked to account for and justify any action you take.

CAREERS INFORMATION AND GUIDANCE

Let me introduce myself, I am Mr Noel Tierney, Careers Advisor.

You can e-mail me at: ntierney@chestnutgrove.wandsworth.sch.uk or ask your son/daughter to send a message through TEAMS.

Typical questions include:

What options are open to my son/daughter after Year 11?

What useful sources of careers information are there?

How can I help my son/daughter with their future career/course choices?

Can you tell me about Degree Apprenticeships?

Have you got a question? Please get in touch.

Mr Tierney
Careers Advisor

SMALL ACTS OF KINDNESS

Thank you to the students and staff who submitted "small acts of kindness" over the last few weeks in response to Mental Health Awareness Week 2020. Please have a read through Chestnut Grove's first ever "Kind News" magazine to see what the CGA community have been doing to promote kindness! Keep being kind!

Ms Holmes

Kind News

Chestnut Grove's first Kindness newsletter!



Kindness at Chestnut Grove

In response to Mental Health Awareness Week 2020, members of the Chestnut Grove Community have been making a special effort to be kind!

This year, the theme of Mental Health Awareness Week was "kindness". Research has shown that being kind to ourselves and others has a significant positive impact on our well-being. In fact, kindness is one of the "five steps to well-being" which students have been learning about in Health this term. As a caring and creative community, we have collected the "small acts of kindness" that have been performed by students and staff during lockdown!

1

FUNDRAISING

Over £12,000 has been raised by the CGA community to support families in need!

2

LAPTOPS

Mr Reeves has been cycling around London to deliver laptops to students and staff!

3

TEAMS HEROES

Mr Lush and the ICT team have been working non stop to set up our online school!



Kindness
"being kind simply means to be friendly, generous and considerate"



Wellbeing
Research has shown that being kind has a positive impact on our well-being



Belonging
Kindness brings people together, fosters a community and hope

Small acts of kindness performed by students

Lots of students sent in "small acts of kindness", but a special mention to 7 Hepworth and 11 Kapoor who sent in the most!

Lara Sweeney – "walking dogs three times a week for my grandma and elderly friends"

Koko Holmes – clapping for carers on Thursday

Roman Jeune - raising £65 for NHS charities from car washing in his street

Fatima Rasul - "messaging my teachers on teams to say thank you for their hard work"

Josh Simon - "At Easter I gave my neighbour some chocolate because she is living by herself at the moment."



CREATIVE KINDNESS!

Elsa Marchant - Creating posters of support for the NHS

Alex Emery – reconnecting with an old school friend by exchanging postcards on his daily walk

Zeba Syed - "my small act of kindness towards myself ; gathered all my energy into trying to draw and paint because I haven't done that ever since school shut down. Now I'm halfway through my piece and I'm really proud of it"



KINDNESS COOKING!

Karoline Lamza – made a cake for her mums first day back to work as the lockdown measures are eased

Lucy Keenoy – made gluten free cookies and crème cupcakes for her family

Jaimee Hyacinth – made a cheesecake for her mum

Elliott Hall – making orange juice for himself and his sister

Izzy Gander – baking things for her family and dropping them off at friends houses on her daily walks

Amber Gallagher - Made cupcakes for her family to distract themselves from the current circumstances

Sam Garner - Made blondies and gave them to his neighbours



“Small acts of kindness” performed by staff!

Mr Solate – organising a staff quiz on Teams

Ms Fabiani – making a “Quarantimes” newsletter for staff

Mr Coulson – “I have found it really relaxing getting back on my sewing machine and creating masks out of some fun fabric choices”

Ms Holmes, Ms Horne, Ms Buchanan, Ms Jindal, Ms Bracken, Ms Robinson, Ms Vanstone, Ms Collister, Ms Adams - continuing to do yoga together virtually on Zoom every Friday!



Miss Buchanan – donating to a local foodbank, and buying (and wearing) a t-shirt who’s profits go towards supporting NHS charities together

Mrs Andrews, Ms Jindal, Ms Buchanan, Ms Holmes, Ms Brooke – continuing their weekly running club, but the socially distanced version!

Ms Holmes - swapping books with neighbours on her daily walks, and delivering brownies to friends on her runs!

**THANK YOU TO ALL THE STUDENTS
AND STAFF WHO HAVE SENT IN
SMALL ACTS OF KINDNESS!**



More information about kindness

If you want to learn more about the impact of kindness, or what you can do to show kindness to yourself and others, scan the following QR code for a great podcast!



Please read an exciting message below about the London Youth Games Virtual Games from Nick Miller, School Games Organiser:

The London Youth Games is launching the LYG Virtual Games with the first challenge being set on **Monday 8th June 2020**.

The LYG Virtual Games will take place over four weeks, giving all young people the chance to represent their boroughs in a series of sport-related challenges that can be done at home, at school or while out for daily exercise.

Three weekly challenges will be released every Monday, Tuesday and Wednesday at 9.00am on the London Youth Games website <https://www.londonyouthgames.org/virtual-games/> and social media channels. Participants will have until Friday at 12.00pm to complete the challenges and submit their scores.

The LYG Virtual Games gives all our schools and young people in **Wandsworth** the opportunity to represent the borough in one of Europe's largest Sporting Competitions. All the challenges will come with suggested adaptations for space, equipment and ability to ensure they are as inclusive as possible.

A leaderboard with the latest borough standings will be updated every week, and after the final challenge, the winning borough will be crowned the first ever LYG Virtual Games champions. Individual prizes are also up for grabs. Young people are encouraged to share videos of their challenge attempts on social media using the hashtag #ThisIsLYG to be in with a chance of winning the weekly MVP (Most Valuable Player) award. Each week a MVP will be selected based on the ability, creativity and style shown in their videos and the winners will receive a pair of Nike trainers.

Best wishes and come on #TeamWandsworth, we can do this!!!

Nick Miller

School Games Organiser and YST Inclusion Lead for Central London

OUTSTANDING WORK IN DANCE

Year 7

Students have been exploring different dance styles that can tell stories and have been discussing the similarities and differences between each of the styles.

The following are students who produced some really outstanding work for their Dance and Storytelling assignment:

Joseph Mangham
Aze Maya Koyupinar
Isla Nicholson
Elvie Paterson-Martin
Sasha Rog

And the following students for all having a go at the Stretch and Challenge this week:

Taha Ali, Alfie-Louise Baird, Maya Basinski, Oskar Bellingham, Emma Cox, Khaira De Souza, Tehya De Souza, Mia Demetriou-Kerr, Alana Dias, Jessica Fletcher Rogers, Bailey Gascoyne, Thurston Jepps, Ria Jordan Clarke, Aran Kennedy, Phoebe Keusch, Zofia Kopyto, Aze Maya Koyupinar, Lilly Lowe, Rani Mahmood, Isla Nicholson, Katie Oliver, Elvie Paterson-Martin, Danae Perez-Murata, Sasha Rog, Ava Rokita, Jacob Sharpington, Jagoda Szkup, Ross Whitton, Alice Withey, Umma Zukanovic.

Year 8

Students have been exploring the concepts of imagery and association in dance and how we can use those two concepts to help our analysis of dance works. Students have had a focus on Christopher Bruce's Ghost Dances and have been watching it and creating their own associations to the movement they can see.

The following are students who produced some really outstanding work for their Dance to Communicate a Theme assignment:

Arthur Abusch
Tinashe Bimha
Jake Brookes
Rachel Fletcher Rogers
Cerys Kaniuk
Felix Papa
Linkoln Peto

Year 9

Students have been researching into physical theatre which this term we will be looking at from a dance perspective. They had to research both into the style and a physical theatre company of their choice. The following are students who produced some really outstanding work for their Physical Theatre assignment:

Wiktor Cislo
Maria De La Lama-
Jake Holloway-Hill
Eliza Goulborn
Alexander McDonagh
Lara Rizzolo Blackman
Bethia Turner

Ms Atkinson
Dance Teacher

ENGLISH PERSUASIVE WRITING

Year 9 students spent last half term writing a range of different styles of magazine articles, exploring the issues affecting them during lockdown. Some students also took the optional activity during half term to design a front cover and overall editorial style for their magazines. The whole year-group showed real commitment and creativity during these tasks. In particular:

Ewan Bowerman, for consistent effort and design of whole magazine
Alexander McDonagh and Tayja Grant-Price for outstanding persuasive articles
Eleni Wright for an outstanding film review
Maia Ganesh for consistent effort and quality in all the articles

You can see some examples of this outstanding work below.

English Department

AMÉLIE directed by Jean-Pierre Jeunet

Rom-Com

It is a wonderful moment, when you find a film that is not too dramatic, a film that would perhaps be called boring had it not been created the way that it had, but can evoke emotion through subtle moments. A film which simultaneously manages to be unique, but also relatable, something that many films have failed at. One where comedy balances out with warmth and also sadness. Amélie fits the bill.

Amélie Poulain is a young, socially nervous girl, whose introverted nature has been amplified by her upbringing. Her parents, at first two eccentric and unfeeling people, and then later her lonely father alone, separated Amélie from children of her age since she was little, and now, as she leaves home and gets a job at Café des Deux Moulins, she makes up her mind to bring joy into the lives of those around her, all the while forgetting that her own life is a mess.

To me, ~~although I~~, everything about Amélie is perfect; from the beautiful Parisian soundtrack by Yann Tiersen, to the lighthearted and matter-of-fact narration, from the fadingly elegant late 90s Parisian aesthetic to the incredible acting which makes every character fascinating, complex and beautiful in their own right. It also proves that big names and huge publicity aren't required to create a cinematic masterpiece. The use of small details, for instance "nuns playing badminton in the afternoon sun", which are not entirely vital to the film but make it romantic and somewhat more Parisian, makes a viewer want to be a part of the film, and that world. The film likes to focus on small, human things, such as ~~spot~~ ^{spot} skimming stones, and make them a part of the story, whether there is a deeper ~~more~~ meaning or not, to make the characters feel more like people.

As well as lighthearted and dark humor, and the romantic ^{feel} ~~feel~~ that Jeunet has explored through subtle, beautiful ~~images~~ ^{images and music} (it is also important to watch the film in French with subtitles since no English voiceover could ever do it justice) you get a sense of meaning from the film. It does not explore any major political issues, but reminds us of the importance of kindness and love. There is no drama, no action, but it feels deep and meaningful.

Amélie Poulain is the perfect, carefully curated main character, who everyone is rooting for, and it is ~~near~~ ^{near} impossible to imagine anyone but Audrey ^{Tautou} ~~Tautou~~ portraying her. Audrey is elegant, like another ~~of~~ ^{of} Audrey Hepburn, but ~~eccentric~~ ^{unique} and humble and ~~romantic~~ ^{charming} and, well, French. The mannerisms she uses to bring Amélie to life; timid and gentle but with a bit of delight at life, paired with an excellent job by the wardrobe team and the set designers make her a main role (like no other) not a loud, powerful hero, just a ~~romantic~~ ^{sweet} Parisian introvert.

The interactions between characters are perhaps my favourite part of the film. They are brilliant, each with room to read between the lines and so beautifully realistic. ~~And of course~~ There are also, in contrast, some exaggerated actions for comedic effect, but these are just as effective as the realistic ones. I would possibly argue that a lot of these actors are better than those currently in the limelight!

I love Amélie - I would even go so far as to say ^{that} it's my favourite film. It's one of those films where everytime you see it, you become aware of new small details, some of which tie in with the plot and some of which don't. I think, ladies and gentlemen, it's a masterpiece.

A GREENER FUTURE?

Lockdown must result in something *And I hope that means Climate Action*

ALEXANDER MCDONAGH – 5/5/20

So far, Lockdown has been difficult, but, as we yearn for the end, something good must come out of this.

We have all gotten used to less travel during this time, national and international. We have seen the air travel and fossil fuel industries fall, something that will take a long time to recover from. But, do we want them to recover?

I would argue not. The Air industry has helped destroy our planet and the COVID-19 pandemic is exactly the change we needed to save the environment. There is hope: emissions of carbon monoxide, mainly due to cars and trucks, have fallen by around **50%** globally. And as the lockdown is eased, many of us, still wary of infection may resort to ‘staycations’, instead of facing air travel.

The challenge is: staying this way after the Pandemic ends. This is possible. But it will require people only travelling locally or only doing large trips by train or car.



THE DEADLY TAR SANDS IN ALBERTA, CANADA

And as we rebuild our economy, we must see the potential that has to build a greener future, to fly less, to use green energy and to ditch petrol and diesel cars.

As employment slumps, with **30 million unemployed**, (US Dept. Of Labor), we must provide jobs by building better, greener transport and sustainable energy sources. Many have fallen out of favour with Trump because of his poor response to COVID-19, with **73,431 deaths** (Johns Hopkins University) as of 9:30 AM on the 7th of May 2020. This could result in a loss for him in the election in November, and subsequently, a big win for Climate Action.

This win could mean that the 30 million could be employed again, if the next

President commits to sustainable infrastructure.

However, our increasing dependence on aero cargo to transport the parcels we order on amazon and other sites across the globe means that the benefits of lowered passenger travel could be balanced by increased demand for intercontinental cargo and shipping.

Besides, in lockdown, we are using much more power than we are used to, leading to increased emissions from our majority fossil fuel power plants.

Our habits and instincts have been curbed over the last month for social distancing, proving that humanity can adapt quickly to an unprecedented situation, and that mass unemployment could lead to climate solution jobs being snapped up quickly. But, we continue to rely on fossil fuels to power our lockdown lives.

Can we recover from Climate change and COVID?

I hope so.



Amelia Hallsworth
Photography

AN EMPTY REGENT'S STREET, LONDON, UK

10 TOP TIPS FOR SURVIVING LOCKDOWN

By Ewan Bowerman



1. DO EXERCISE - Train physically, stay busy and active both mentally and physically. Exercise is a good way to manage the stress of working at home and it's good for your health as well!!

2. DO TRY AND EAT WELL - As you are at home you will be eating more - this doesn't mean that you can eat junk food. It's very easy to head for the biscuit tin or the snack cupboard when you are bored!

3. DO TRY AND KEEP A ROUTINE/ SCHEDULE - Make schedules. Try as much as you can to plan your activities for the next day. Make a mental list of the positive things you have accomplished today, even very simple things.

4. DO COMMUNICATE/STAY IN TOUCH WITH FRIENDS - Communicate with people. Take some time to connect with friends, family and colleagues. This will also help to take your mind off work and things that stress you out during these difficult times.

5. DO TREAT YOURSELF ONCE A WEEK - Treating yourself is a good way to stay happy while also enjoying the foods that you love. But only do this once a week as eating things that are unhealthy all the time will result in you not following your healthy eating and workout schedules.

Don't Do This

6. DON'T STAY IN ALL THE TIME - Staying in all the time is unhealthy. You need to get some exercise, otherwise you will be grumpy and not be ready to work tomorrow.

7. DON'T TRUST FAKE NEWS - Try and be careful what news that you watch or follow. Only trust reliable news programmes as the will be mostly correct. Don't trust random websites or social media.

8. DON'T GET A PET FOR THE LOCKDOWN - Getting a pet just for the lockdown is not smart as, if you don't work at home normally, when the Coronavirus ends you will not be able to take care of the animal. It is also not fair on the cats and dog's homes if you return the animal that you got after the lockdown.

9. DON'T PANIC BUY OR HOARD FOOD - Do not panic buy foods as it is unfair on people that get home from their jobs late and have nothing to buy because hoarders have bought everything. This then means that they may not have enough to eat.

10. DON'T WORRY - THIS WILL END! - Lastly do not worry this will end and everything will go back to the way that it was. Civilisation will be restored. All students will go back

“

“I also want to go on holiday with my family to Scotland where we can go walking in the wilds and see lots of nature including whales.”

”

Question Four: "What has helped you get through the lockdown?"

"Being with my family has helped me get through the lockdown as it is good not to be all on your own like some people are. We are lucky because we have a garden and the good weather has meant that we can spend time outside looking at nature, Spring flowers, birds singing, flying and nesting. It gives you hope."

Question Four: "What you have learned from the lockdown?"

"I have learnt that I do not need to go out and buy very much. That is, you can live quite happily without lots of things. Not having things makes you more inventive about using what you have in different ways. We have made a few interesting recipes because we have not had some things and I have learned that I really do love travelling because that is what I miss the most."

Question Five: "What do you think will change after the lockdown?"

"I hope that people will continue to appreciate all the people who look after us such as the NHS workers and people who work in looking after old people in care homes. I hope people learn to buy less stuff and continue to be kind to each other. I have learned that I can work from home more which means I do not have to travel as much and I can easily cycle to work every day."

you will do when the lockdown is over?"

"When the lockdown is over, I am hoping that I can get a train to go to the north and visit my family. My dad is very old, and he is been in self isolation for a long time and I'm looking forward to seeing him and giving him a big hug. I also want to go on holiday with my family to Scotland where we can go walking in the wilds and see lots of nature including whales."

Question Six: "What is the first thing that

OUTSTANDING LEARNING IN SCIENCE

Each of these students have been going above and beyond in their online science learning, completing extra “challenge” tasks each week. Well done!

Year 8

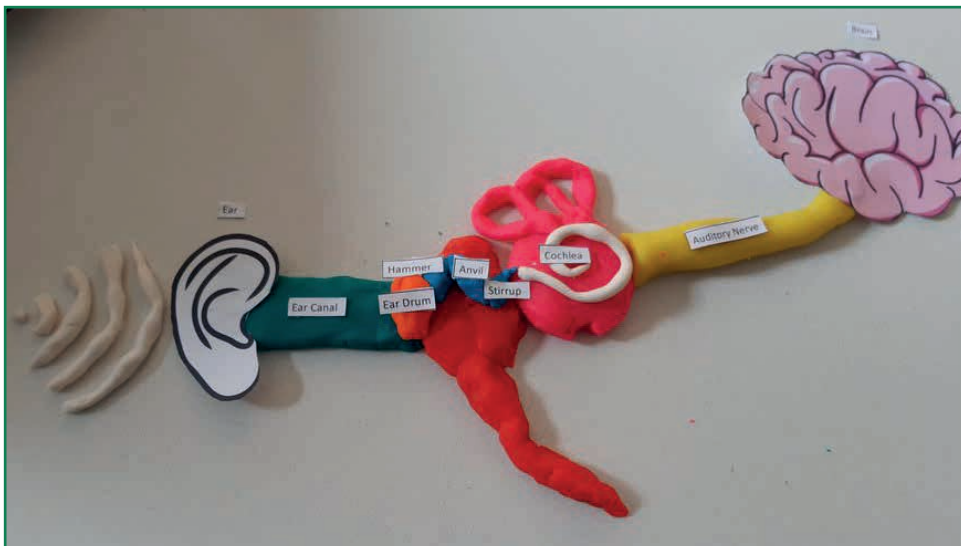
Arthur Abusch
Jake Brookes
Roza Dzieciol
Zofia Kitlinska
Charlie Parsons
Nami Ramos
Max Reynolds
Sophia Shades
Brody Young
Burhan Munir
Cerys Kanuik
Lauren Barker
Olivia Ray

Year 7

Luke Doel
Tehya De Souza
Rosa Stern
Bailey Gascoyne
Lilly Lowe
Isla Nicholson
Elvie Paterson-Martin
Jagoda Szkup
Khaira De Souza
Alice Withey
Lara Sharpington
Lyra Skinner
Sasha Rog
Emma Cox
Jerry Athymaritis
Maja Kolterman
Nina Serrant
Hayden Burrows

Ms Holmes ***Science Teacher***

A special mention to Danny Barlow, 8 Kapoor who has made a model of the ear using playdough as part of his stretch and challenge task.



He has been completing his science assignments to a very high standard and always completing the stretch and challenge tasks.

Mr Smith ***Science Teacher***

Year 7: Outstanding extended task creating a poster promoting a holiday to MARS!

Muhammed Ahmed
Molly Boyle
Tehya De Souza (Head Teacher's award)
Aran Kennedy
Tiago Romallo-Salvi
Maya Basinski
Luke Doel
Ria Jordan Clarke
Ross Whitton

Year 8: Consistent commitment to science work

Arthur Abusch
Hannah Anderson
Yash Babla
Jake Brookes
Lyra Clarke
Roza Dzieciol
Nathan Fairbrother-Davis
Patrycja Gromczynska
Lottie Kelly
Farah Kennedy
Felix Papa
Charlie Parsons
Wiktoria Powietrzynska
Nami Ramos
Zofia Kitlinska

Year 9: Consistent commitment to science work

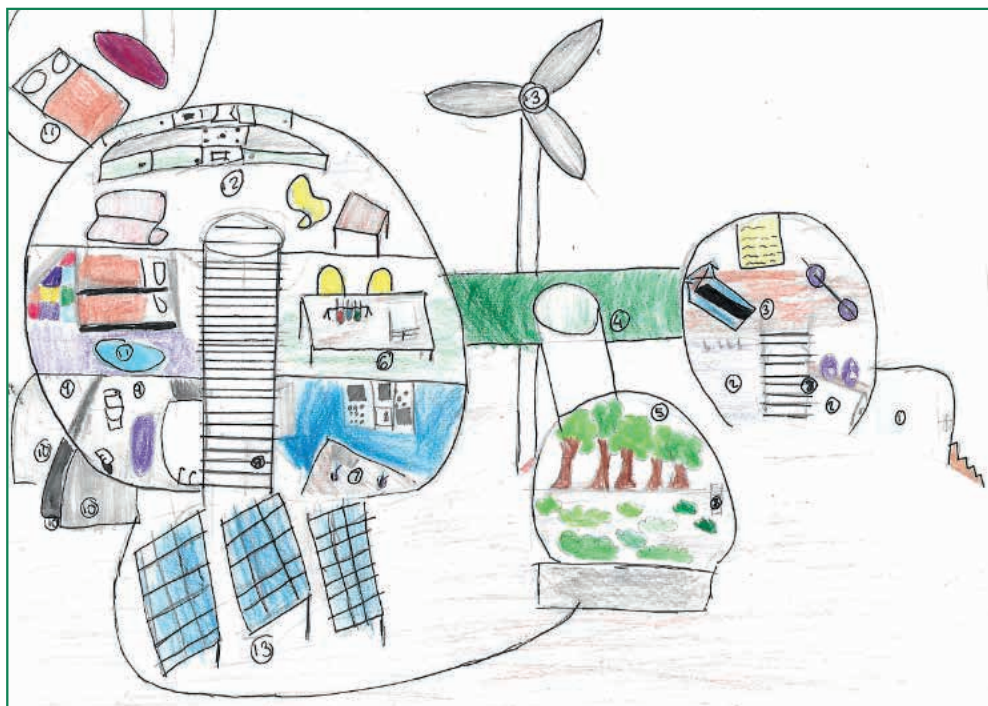
Lukas Brayshaw
William Hackwell
Malaika HaiderRafferty Hoare
Aaron Matthews
Maria Mintah
Isabella Perot
Ralitsa Syundyukova

Year 10: Consistent commitment to science work

Charlie Barry
Vincent Blais
Ayla Bradley-Sanna
Tanit Chauhan
Milun Corkett
Adam Dasgupta
Marlowe Donald
Kian Hitchings
Melvin Iyama

Isaac Jackson
Lucy Mann
Cammie Moir
Lateisha Romany
Meriem Toutah
Polly Pearn-Lewis

I have attached Tehya's incredibly imaginative work below, where she has created a compound that could be used to live on Mars.



Ms Brooke
Science Teacher

BE EMPOWERED BY HISTORY

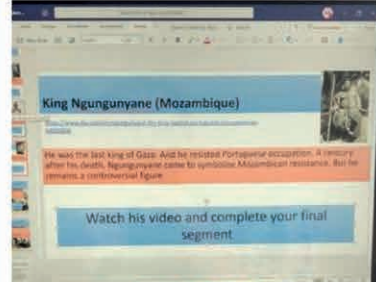
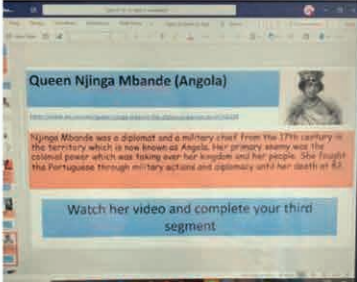
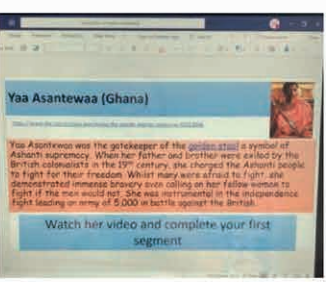
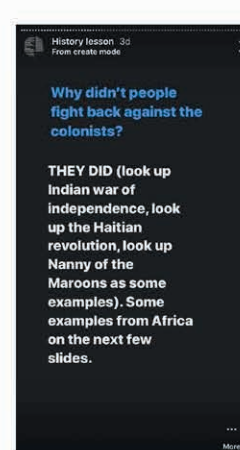
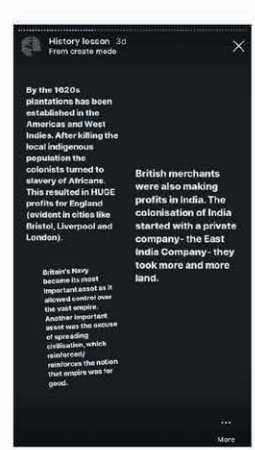
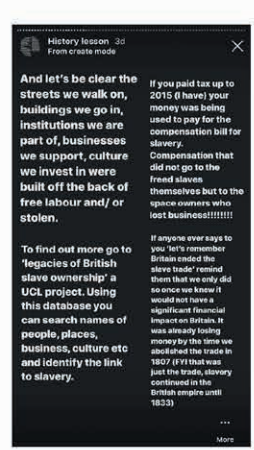
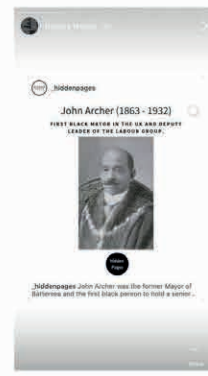
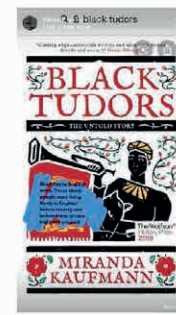
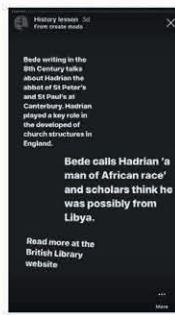
The history department stands in solidarity with Black Lives Matter and with campaigns to ensure all schools teach about Britain's colonial past properly and include the histories of People of Colour.

We have worked on our curriculum over the past few years, and the idea that history should challenge the certainty with have in today is part of our subject intent. We promise that we will continue to work on our history curriculum where we have the freedom to do so, I am also keen to review our GCSE and A level options and to look at opportunities within these courses to challenge the standard narrative.

In the newsletter we have celebrated some of the work students have completed on more diverse histories and uncovering hidden voices over the past few years. I look forward to continuing to work with your inspiring children in the future. I am looking forward to introducing a Year 9 UK Civil Rights course next year with thanks to Consented UK.

I have put together some short history lessons for my friends and followers on Instagram so thought I would share a sample here, as if you are like me the likelihood is much of this was not taught when you were at school. I want as many people to be empowered by history as possible.

Miss Adams



That was just a little sample of the history lessons. There is a lot more to learn about US Civil Rights, UK Civil Rights, more on the impact of colonialism today and the creation of whiteness. I can do more in the next newsletter!

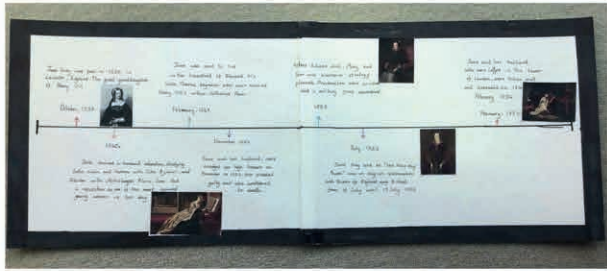
Year 7 work on Lady Jane Grey, a teenage girl who was queen for 9 days.

1537 Lady Jane was born in Leicestershire
 1540's educated in Latin, Greek, Hebrew
 1547 lived with Catherine Parr educated as a protestant
 1553 Edward VI named Jane his successor on his death bed
 9/7/53 Edward dies and Jane goes to live in the tower
 14/7/53 Privy Council supports Mary as Queen
 1554 Jane's husband is executed & then Jane



Lady Jane became queen because Edward said she should become queen while he was on his death bed. He chose Lady Jane because she was a strict protestant and she would carry on his legacy. Also, she was his cousin and he trusted her. If he hadn't chosen her, it would have been his sister Mary who was Catholic.

Lady Jane was executed because Mary thought she was the rightful queen, not Jane. The Privy Council decided to support Mary as queen and this gave Mary more power to get rid of Jane.



October 1537: 12 February 1554

1537: Lady Jane is born in Leicestershire. Her parents are a strict Protestant with her cousin Edward. She is highly educated and known as one of the most knowledgeable people at that time.

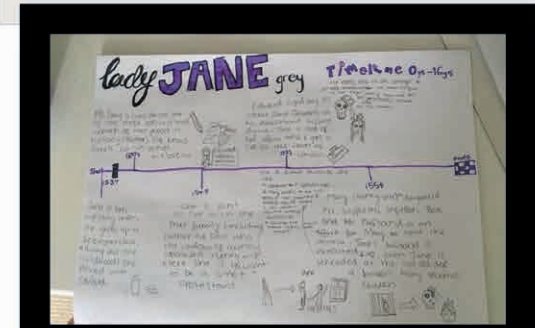
1540: Her parents die, and she goes to live with Catherine Parr in Leicestershire where she grows up a strict Protestant.

1547: Mary's cousin Edward, who also grew up a strong protestant, is dying after just 6 years as king, and he appoints Lady Jane as his successor. She is just 16 years old and isn't thought as the rightful heir to the throne.

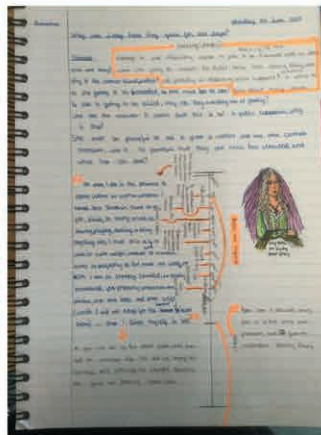
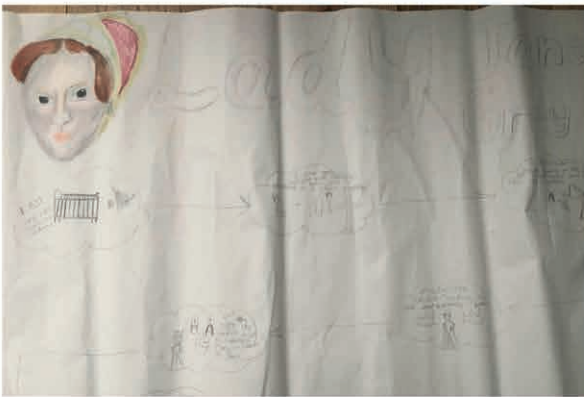
1547: Mary's Edward is just 15, dies of tuberculosis, and she is now queen. She goes to live in the tower of London much to Mary's dismay.

1554: Mary is not happy, so she takes matters into her own hands with help of her advisors. She first executes Jane's husband in front of her, and then Jane, at the age of just 18. Mary is now known as Bloody Mary.

So, just as she had become queen for being a strict protestant in a family, she was shortly killed only 9 days after as Mary and others believed that Mary was the rightful heir. However, had they not been a reformation, and so much disagreement over religion, Edward would have made Mary queen, which would mean that Jane wouldn't have died as Mary would be in agreement.



Timeline of Lady Jane Grey's life.



Year 8 work on the debate of whether the Holocaust was inevitable in 1933.

Hitler never explicitly said, wrote or can be proven to have given an order to start the Holocaust, but we know that the idea came from him. The question is when? In 1933 when Hitler became Chancellor of Germany, he was just 6 years away from starting the Second World War when he invaded Poland. The Holocaust started to be put into action when Hitler started building a network of concentration camps around Germany, starting with Dachau, northwest of Munich in southern Germany. We as historians cannot say for sure how long Hitler was planning this, but it doesn't seem like Hitler just came up with the idea one day. It seems more like a carefully planned operation.

However, there also seemed to be a plan to just get Jewish people out of Germany instead of killing them, by isolating Jews from society by boycotting Jewish businesses, making Jewish people wear the Star of David to show they were Jewish and Kristallnacht (The Night of Broken Glass) where shops and other Jewish businesses were ransacked and destroyed.

So, I think that overall there was probably a plan for the Holocaust, but it was a second option after the Nazis realised that they could not just send 500,000 plus Jewish people out of Germany without consequences on the rest of the planet so they decided that they had to kill them instead. But then when Germany started invading other countries, they killed Jewish people from there as well. This is of course a tragic and awful event, but I have concluded that it was planned.

CLASS DEBATE: Was the Holocaust inevitable in 1933?

YES

NO

STRETCH: How far do you agree that there was a clear blueprint for the Holocaust in 1933?

There could have been a clear blueprint for the Holocaust in 1933. Hitler believed that Germany should have a strong government who could get rid of the Jews. This links to the holocaust that occurs in ww2. This belief could be the plan of the holocaust when Hitler took the position of chancellor. An idea being inevitable is the idea being unavoidable or in this case, the last step to Adolf Hitler's plan.

However on the other side of the debate, the holocaust could have not been inevitable. Hitler built on the idea of the Holocaust by turning German civilians against the Jewish race/ religion, this means that the holocaust was arranged bit by bit.

I think that the holocaust was part of Hitler's plan all along as that argument is stronger and more evidence agrees with the holocaust being inevitable.

Year 9 work on The Amesbury Archer, a Bronze Age skeleton found near Stonehenge but scientifically proven to have been an immigrant from Europe.

BRONZE AGE - summary

Believed to be age 30-45 when he died. He had been in the area for some time. The arrowheads that were found lying over his body were made with an arrow in his left hand. He might have used them for hunting or as weapons for war. He was buried alone, not with anyone else.

The gold hair tresses were made from gold and were found in his grave. They were made of gold and were found in his grave. They were made of gold and were found in his grave.

The metal items were made of bronze. They were made of bronze and were found in his grave. They were made of bronze and were found in his grave.

ME Metal changed the world greatly by making life more brutal.

E Evidence in graves are very important as they hold information.

T The Bronze Age changed the way we used metal so much.

A Making metal was very important because it was buried with metal from Stonehenge.

L Living in Britain became very different after Bronze Age as civilisation became more developed.

The Amesbury Archer proved to us the first people in the early period of the Bronze Age, and their thoughts on religion, war, culture and how they did their daily work and what they did to celebrate all of that.

Questions

- Humans could now make better tools and weapons with metal. They could use the metal in the same ways as they would have used stone, but things like armour and some construction tools would have been made much more effective through the use of metal. Humans could also make much better quality items, like better swords and farming equipment due to the properties of metals. However, due to the difficulties in finding and utilising bronze, life remained very similar for the majority of people at the time.
- The impact this had on civilisation was that it allowed technology and human lifestyle to develop. This is because the metals could be used to a higher standard than stone and wood, and new things could be made using weapons. To some degree, it introduced the class system because bronze was harder to both find and smelt/give the function to than stone, so people with bronze tools and weapons would have had a higher status than those without any.
- We can learn that the people living at this time were developing, especially in technology and Warfare. This is because the metals being made more, which implies that people were fighting more than they were previously. This might have been because of the rise in population, which meant that there were more tribes and communities, meaning that territorial disputes were more common, and that better weapons and armour was necessary. Humans were developing their technology and processes, primarily by refining their techniques, and improving the tools which they used. This shows that we can learn that the people living at this time were advancing, with a particular focus in technology and Warfare.
- The extent to which normal people were affected by the discovery and use of metal varies. For the most part, there was no major effect on them, primarily because the rarity of bronze and the difficulties involved in utilising it when compared to stone meant that bronze was only used by the few elite in society. However, this did (to some extent) introduce a class system to the prehistoric communities in which owning bronze was a symbol and result of wealth and being of higher status. This could have changed as discovering bronze, or at least refining and utilising it, became easier and was done to a higher quality, which may have led to bronze being a very common resource to have in tools. This would have meant that most procedures would have been much easier to carry out for most people due to many qualities of bronze being superior to those of stone and wood.

The Amesbury Archer

The Amesbury Archer was a man, believed to have been 35-45 years old at the time of his death in 2300BC. His grave was found in May, 2002, 3 miles from the ancient prehistoric monument Stonehenge. The Archer was from the Alps region, probably from what is now Switzerland. This shows that he travelled a great distance, all the way to Britain, and to Stonehenge at the time of his death. When he was found in 2002, he was found with several items, which he'd been buried with. These items were a flint knife (the wooden handle had rotted away), some beakers, a cushion stone, 2 gold hair tresses, a copper knife, a bone pin, a slate wrist guard, and 16 arrowheads. The arrowheads gave him the name 'Amesbury Archer', and the wrist guard would have been used to protect the arm from the recoil of a longbow. Some of the items which he was buried with would have been prestige at the time, such as the gold hair tresses, and the copper knife, because metal items were used only by the elite members of society. He could have been seen like Merlin (from the story of King Arthur), because he may have been seen as having supernatural abilities and knowledge, due to him being able to create and metal from rock, which could be seen as similar to the sword in the stone, metal being taken from rock. The distance he travelled to get there would have also helped the supernatural effect, due to him coming from a place which nobody in Britain would have known about at the time. This would have made him very important, which might be why he was buried so close to Stonehenge, a very important area at the time.

He is also thought to have been part of the beaker culture, which could explain why there were beakers in his grave. The beaker culture is thought to have originated in mainland Europe, and was a spreading of commerce and culture, not a European invasion. The culture is one that buried the dead with items that they would need in the afterlife, which could explain some of the things that the Amesbury Archer was buried with, because they would enable him to survive in the afterlife. The clothing, pottery, weapons, tools and spare flint would all have been useful in survival at the time, so he was buried with them so he could survive in the afterlife. The gold hair tresses would have shown his higher status, and are the oldest securely dated gold found in Britain, showing an early example of goods spreading from other areas. They could also show the Archer's magical appearance to the early British people, because gold would have never been seen before, which might be another reason why he was buried near to Stonehenge.

We know that he was an archer, because of the arrowheads and wrist guard found in his grave, which would have been utilised by archers. Another reason why we know he played a part in metal production is because of the cushion stone found in his grave, which was used as a small anvil for working metal. The reason why he still used some stone tools is because of the difficulties involved in finding and making the metal, and then making it into the item it was needed to make. He was evidently a wealthy person, because of the amount of metal and high-quality items found in his grave, and the gold, which would have been unheard of prior to his arrival in Britain.



GOLD EARRINGS

What no one knew back then was that the burial of the Amesbury Archer was to be the most well-furnished early Bronze Age burial ever seen in Britain.

This type of earring (jewellery) may be the oldest type of gold object made in Britain. These objects are very rare and they usually occur in pairs.

LEATHER BRACE WRIST GUARD

These would have been tools (some in mint condition). Around the archer's waist and legs were 16 arrowheads, suggesting that a quiver of hafted arrows had been scattered over his lower body and legs.

The bones of the man found inside showed that he was a strong man who lived to be 35 to 40 years old. For much of his life he had been disabled due to injury on his left hand.

Year 7 French

The students in Year 7 French are now learning how to describe their school day and their school subjects in French. Some of them created a poster to explain what their favourite subject was, or their least favourite one. They also recreated their routine at school, which brought back some sweet memories of just two months ago! I am very PROUD of the engagement and positivity Year 7 show in French - well done! Félicitations pour les posters: Aran, Jessica, Jack, Lyra et Stella!

Ms Mignon French Teacher

<p>Bonjour! Je m'appelle Aran. Je vais attend à l'école</p>	<p>Je me réveille à six heures et je réveille ma sœurs.</p>	<p>Je mange le petit déjeuner à sept heure</p>
		<p>Je fais mes devoirs à dix huit heures je n'aime pas ça</p>
<p>Je vais au collège à huit heures moins dix avec ma sœur.</p>	<p>Ma matière préférée c'est les sciences et la géographie c'est amusant.</p>	

MEXICO

GEOGRAPHY:

Mexico is a land of extremes with high mountains and deep valleys. The country is bordered by the United States to the north and the Gulf of Mexico to the east. The capital, Mexico City, is located in the central highlands.

FACT FILE:

Official name: United Mexican States
 Capital: Mexico City
 Population: 126.2 million
 Official language: Spanish
 Currency: Peso
 Area: 1,964,375 km²

FOOD:

The national dish of Mexico is Tacos. The dish has become a culinary symbol of Mexico's mixed indigenous and European heritage. It is a dish more popular in Mexican cuisine than any other. Another popular Mexican dish is Mole. This hot sauce is made from a variety of ingredients including chili peppers, chocolate, and spices. It is used as a sauce for meat and vegetables.

RELIGION:

Almost 90% of the population in Mexico are Catholics. The Catholic Church has been the dominant religious institution since the 16th century.

FAMOUS PEOPLE:

Frida Kahlo: One of the most famous Mexican artists, she painted her own face and body. Her work is a blend of Mexican folk art and surrealism.

Celebrations: The Day of the Dead is a festival where people honor their deceased loved ones. It is celebrated on November 1st and 2nd.

NATIONAL SPORT:

The national sport of Mexico is Judo. It is a martial art that originated in Japan. Mexico has a long history of Judo, and it is one of the most popular sports in the country.

NATURAL RESOURCES:

Mexico is a country with abundant natural resources, such as gold, silver, copper, and oil. It is also a major producer of coffee, sugar, and wheat. The country's diverse geography and climate allow for a wide variety of crops and minerals.

COLOMBIA

Colombia is a country in South America. It is known for its coffee, gold, and emeralds. The capital is Bogotá. The country is a member of the Organisation of American States and the United Nations.

Colombia is a country with a rich history and culture. It is known for its coffee, gold, and emeralds. The country is a member of the Organisation of American States and the United Nations.

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MEXICO

Mexico is a country in North America. It is known for its tacos, mariachi, and Aztec ruins. The capital is Mexico City. The country is a member of the Organisation of American States and the United Nations.

Mexico is a country with a rich history and culture. It is known for its tacos, mariachi, and Aztec ruins. The country is a member of the Organisation of American States and the United Nations.

Mexico is a country with a rich history and culture. It is known for its tacos, mariachi, and Aztec ruins. The country is a member of the Organisation of American States and the United Nations.

Gloria Estefan

Conga singer

NATIONAL SPORT!

BASEBALL

TRINIDAD:

A POPULAR TRAVEL DESTINATION

ethnic composition

Black	26.6%
Mestizo	64.1%
White	9.3%

BIO MEDIA MELTDOWN

I hope this message find you well. I am pleased to inform you that 18 of our Art Specialist students from across KS3 have been nominated as finalists in the category of Funky Fungi after our BioMedia Meltdown workshops back in the Autumn Term, with The Linnean Society of London.

The finalists are:

Year 7

Elsa Brayshaw – 7 Blake
Alfred Field – 7 Kapoor
Elsa Marchant – 7 Hepworth
Che Liston Lazarides – 7 Blake
Igor Samojednik – 7 Kapoor
Zofia Kopyto – 7 Blake
Ria Jordan Clarke – 7 Kapoor

Year 8

Olivia Ray – 8 Hepworth
Serena Anthony – 8 Kapoor
Lorina Kurowska – 8 Hepworth
Aine O’Kane – 8 Kapoor
Jasper Rowles – 8 Hepworth

Year 9

Megan Marchant – 9 Hepworth
Isabella Perot – 9 Hepworth
Kate Woods – 9 Hepworth
Nikeira Burley-Fearon – 9 Turner
Ivana Kuzmanoska – 9 Turner



Daryl Stenvoll-Wells – Education Project Manager at The Linnean Society of London wrote;

There was so much wonderful work created during this year’s project cycle, and we had an amazing exhibition planned to feature all the finalists at a central London venue in early May. Of course, this has long been cancelled-- and since it was also impossible to hold an in-person judging event, we decided to try something different.

Every week in June, we’ll be displaying the work of 75 semifinalists (fifteen per day, Monday through Friday) on our Instagram account, @biomediameltdown and on Facebook (@linneansociety).

There are great prizes to win, including £100 in leisure vouchers for the first prize winners, as well as science and art gifts for runners-up.

Links to both can be found here <https://www.linnean.org/learning/biomediameltdown> via their website.

Congratulations to all our finalists.

ROYAL ACADEMY OF ART - YOUNG ARTISTS' SUMMER SHOW

It gives me great pleasure to share with you that one of our students, Florence Bazeley – 8 Blake, has had her work 'Girl' selected for onsite and online exhibition at this year's Young Artists' Summer Show at the Royal Academy of Arts.

Congratulations to Florence, her work was chosen from over 17,000 entries this year so you should be very proud! The online exhibition will be available via Royal Academy website soon.

See last year's show here - <https://youngartists.royalacademy.org.uk/exhibitions/2019>

Mr Coulson
2ic Art

Year 7

Over the past two weeks year 7 have been researching and looking at artists that use their identity as inspiration to create their own work. Year 7 have then designed and responded to their artists using a wide range of media. I have consistently been impressed by the high standard of work submitted and the effort and wonderful creativity shown.

Ria Jordon Clarke – Basquiat research and response



Belle Muchmore – Cindy Sherman research and response



Elsa Marchant – Barbara Hepworth research and response



Jacob Sharpington – Shamsia Hassani research

SHAMSIA HASSANI

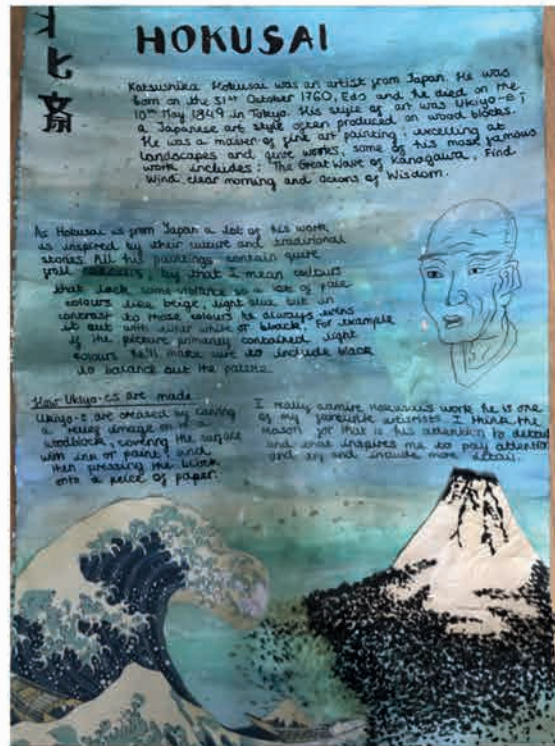
Shamsia Hassani is an Afghan Afghan graphic artist.

She mostly uses purple and blue for her art work due to the lack of materials.

Shamsia's work is inspired by women in Afghanistan. She depicts them wearing burpas, no mouths, eyes closed and sometimes with musical instruments.

She works very fast most she is a housewife in her time. I like how she shows women well by her art how she has not write words as many people in Afghanistan can't read.

Sasha Rog – Hokusai research



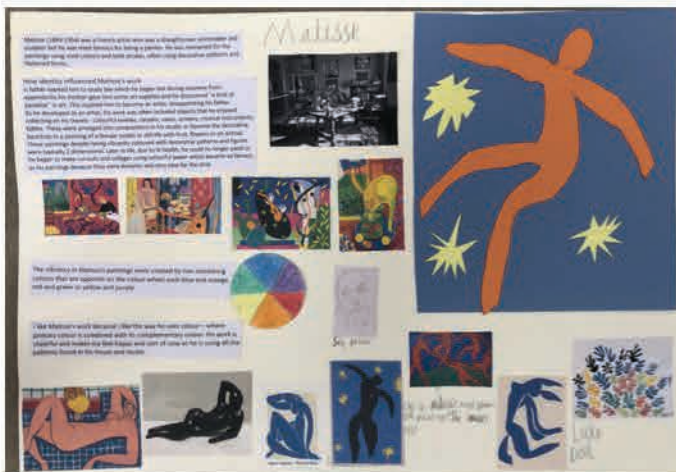
Elliot Hall – Grayson Perry research and response



Tehya De Souza – Chuck Close response



Luke Doel – Henri Matisse research and response



Noam Atzmon – Banksy response



Maya Basinski – David Hockney research and response





Headteacher's commendations are given for students demonstrating the PROUD ethos, either through behaviour or exceptional pieces of work. Any student can be nominated by their teacher. Students who receive a commendation get a certificate from the Headteacher and also receive 100 Proud Points. The following students have received commendations in the past fortnight:

Science

Joseph Sharpington
Alice Withey
Khaira De Souza
Bailey Gascoyne
Lilly Lowe
Elvie Paterson-Martin
Isla Nicholson
Sasha Rog
Lyra Skinner
Lara Sharpington
Maia Ganesh
Ioana Busuioc
Sophia Shade
Gabriela Kolczynska
Danny Barlow

Art

Belle Muchmore
Elsa Marchant
Noam Atzmon
Elliot Hall
Tehya de Souza
Luke Doel
Maya Basinski
Phoebe Keusch
Elliot Johnston
Che Liston Lazarides

English

Ewan Bowerman
Alexander McDonagh
Eleni Wright
Maia Ganesh
Ria Jordan Clark

French

Lyra Skinner
Khaira De Souza
Tehya De Souza
Elvie Paterson-Martin
Lara Sharpington
Sasha Rog
Lilly Lowe
Hamnah Mohammed
Jacopo Sai
Rosa Stern
Umma Zukanovic
Beatrice Isted-Aggrey
Alana Dias
Lily McKee
Alejandra Barzallo
Aran Kennedy
Jessica Fletcher Rogers
Jack Flint
Lyra Skinner
Stella Spenceley
Tayja Grant-Price
Isla Nicholson
Bailey Gascoyne
Khaira De Souza
Alice Withey

YEAR 7

A warm welcome back to a new half term. Strange and challenging times continue, but we are working really hard to ensure that as we head into the term ahead our Teams platform provides all you need to both succeed academically and keep safe and well.

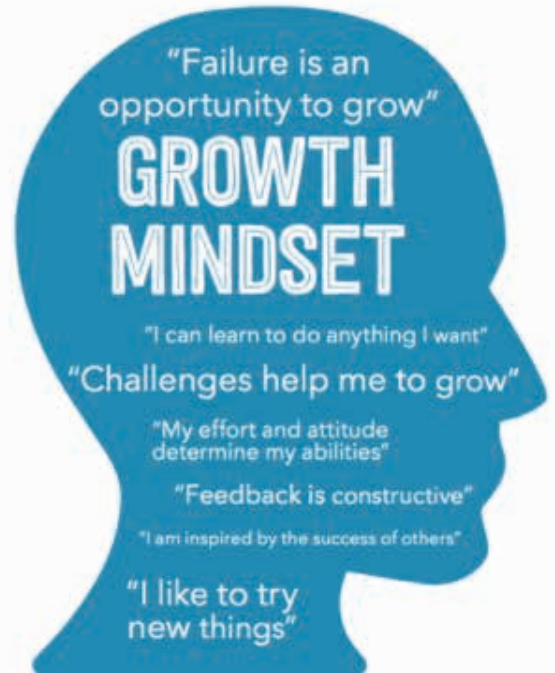
We finished last half term with a focus on small acts of kindness and I was so pleased to see so many examples of amazing kindness from Year 7. Year 7 Hepworth sent in the most examples of where they are going above and beyond to make life through lockdown better for themselves, their families and their local communities. I know that the kind gestures and sense of community that drives so many of you will continue throughout the weeks ahead.

You will, I am sure, be thinking through your responses, both individually and collectively to the recent news of social brutality within the USA. As a school we have shared a variety of resources through the Teams platform and want to engage with you all to share and listen to your views, thoughts and feelings related to this. An assembly PowerPoint and assignment was shared this week, and if you have not yet looked over these, please can I really encourage you to do this. As the Chestnut Grove community, we must take time to reflect on how social injustice can be used to bring out the very best in all of us and make our community richer and stronger.

Next week, we welcome back Year 10 and 12 for some face to face lessons in school. For some of you this may mean that your siblings are coming back into school. I want to assure you that the opportunities and quality of the online curriculum across all year groups remains a key focus. To support with that, there will be a health lesson on Monday posted by your tutors and another tutor group chat on teams where we will be focusing on your skills, resilience and how you respond to challenge and opportunity. The hope I have for all of you, is that in all circumstances you learn how to display a mind-set that can be challenged, grow and succeed.

Finally, keep safe and well. Work hard and look carefully at the feedback you are getting from your class teachers to improve your work. I look forward to seeing more examples of your great work.

Mr D Collins,
Acting Raising Standards Leader Year 7, Assistant Head



YEAR 8

I'm sure you, like me, have seen lots of posts about 2020 and what a year it has been already. We live in interesting times and as ever, Chestnut Grove Academy is not afraid to tackle the bigger issues that occur beyond the classroom.

In 2016, Chestnut Grove Academy won first place for a National Inclusivity Award. The annual award which has operated since 2009, recognises schools that work hardest at trying to promote inclusivity and the growth of mutual understanding in society. Chestnut Grove Academy received widespread praise from the judging panel for providing a variety of activities and teaching that explores a range of contentious religious and social issues. Chair of the judging panel and the Accord Coalition for Inclusive Education, which sponsors the Award, Rabbi Dr Jonathan Romain MBE, said: "Chestnut Grove provides up-to-date and exemplary curriculum for preparing pupils for citizenship and adult life in our increasingly diverse society. The secondary school's focus on safeguarding issues such as sexual bullying, female genital mutilation and gang violence through PSHE was an aspect that stood out to the judges. Upon receiving the award, Mr Kingsley, said: "Our motto is 'A creative learning community' and the 2016 Inclusivity Award really serves to underpin the community cohesion which we strive to achieve. Students at Chestnut Grove embrace difference and celebrate diversity."

This week, all students have had an assembly on racism and in particular, a focus on systemic racism. I write this prior to receiving feedback from our year group, but I know that your children will have been reflective on this learning and I look forward to sharing with you what they have said in the next newsletter. I hope that you will also take time to look at the assembly and watch the links provided, so that we can all be better educated as part of the wider world in which we live. We, as a school, believe firmly in the values that we hold and will strive to ensure that our students, whether at home or in the physical buildings, will have the best experience they can.

At home, I know that students have been hard at work at completing their assignments and the quality of the work has been staggering. The best thing that I have heard, is that the quality of work is still of a very high standard and students are actively engaging with their teachers on their work. Please do let them know how impressed I am with them, they are a truly wonderful group of young people and rightly so, I am very proud of them.

Ms K Striesow

Raising Standards Leader Year 8

YEAR 9

Options

It's been great to see students messaging me excited about their options and asking how they might prepare a little ahead of Year 10! We've identified preparing Year 9 for the step up to GCSE as a key priority within our pastoral team and will be building this into the work they do on Teams.


Organisation

Something a lot of students have commented on is how challenging it can be to create and stick to a planned routine. I discussed with the student council who suggested various ways to manage this from just writing down assignments and ticking them off on Excel spreadsheets that look more professional than what I do:

Week 2 - w/c 18 May					
	monday	tuesday	wednesday	thursday	friday
	27/4/20	28/4/20	29/4/20	30/4/20	1/5/20
7:30 am	BREAKFAST	BREAKFAST	BREAKFAST	BREAKFAST	BREAKFAST
8:00 am	BREAKFAST	BREAKFAST	BREAKFAST	BREAKFAST	BREAKFAST
8:30 am					
9:00 am	JOE WICKS	JOE WICKS	JOE WICKS	JOE WICKS	JOE WICKS
9:30 am	SHOWER	SHOWER	SHOWER	SHOWER	SHOWER
10:00 am	HISTORY	MATHS	SCIENCE		
10:30 am	HISTORY	MATHS	SCIENCE		
11:00 am	HISTORY	MATHS	SCIENCE		
11:30 am	BREAK	BREAK	BREAK	BREAK	BREAK
12:00 pm	MATHS	ENGLISH	FRENCH		
12:30 pm	MATHS	ENGLISH	FRENCH		
1:00 pm	LUNCH	LUNCH	CLASS CHAT	LUNCH	LUNCH
1:30 pm	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
2:00 pm	GEOGRAPHY		LUNCH	DT	
2:30 pm	GEOGRAPHY		DT	DT	
3:00 pm	GEOGRAPHY		DT	DT	
3:30 pm	BREAK	BREAK	BREAK	BREAK	AK
4:00 pm	BIKE RIDE	DOG WALK	BIKE RIDE	DOG WALK	AK RIDE
4:30 pm	BIKE RIDE	DOG WALK	BIKE RIDE	DOG WALK	BIKE RIDE

To support students and parents with creating a routine we've designed a (very much on brand) schedule they can edit which is available on teams:

Y9 Weekly Schedule




Name: _____ Tutor group: _____ Week starting: _____

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30					
9:00					
9:30					
10:30					
11:30					
12:00					
12:30					
1:00					
1:30					
2:00					
2:30					
3:30					

Subject Checklist

English	✓
Maths	
Science	
Geography	
History	
French/Spanish	
Art	
DT	
PE	
Music	
Drama	
Dance	
ICT	


Chestnut Grove Academy

To guide you with this please be aware that we expect students to spend between one and two hours on their core subjects and one hour on non-core subjects. This works out as around three hours of work per day. This is purposefully less than a normal school day to be flexible and achievable for all students in many different circumstances. Please reach out to your child's tutor if they are in any way struggling with this.

End of year celebrations

We are some way off the end of the year but as a pastoral team we are having a think now of a suitable way to celebrate the end of Year 9 and KS3 in the weeks to come.

What I would like is to put together pictures of something during lockdown that made our students feel PROUD of themselves, their friends or families. This could be something they've created or a moment that meant something to them. Some may be happy to share this and others might need a little nudge from yourselves. Please email in pictures to: dokeeffe@chestnutgrove.wandsworth.sch.uk

I'd just like to add it has been so heartening to see the comments from Year 9 parents which have been forwarded to me supporting what we are doing as a school. It's good to know what has worked in supporting your child's education whilst always looking to improve.

Mr D O'Keeffe

Raising Standards Leader Year 9

YEAR 10

Just a short one today as you will be hearing quite a bit from me over the next few weeks as we begin our blended curriculum for Year 10.

I hope you share my excitement as we start our period of blended learning for Year 10 as the students are able to spend some time at school. It will be great to see them and I'm sure you're all looking forward to them having some time with their teachers and peers and getting out of the house! It is important that students remember that the time in school is designed to supplement and support their online learning and, therefore, that students should continue to make every effort to complete their online work to the best of their ability.

I wanted to reiterate some of the important practicalities that I set out in my letter sent earlier in the week, ahead of students coming in for their first lesson with their tutor next week. Firstly and most importantly, it is absolutely vital that you read my letter and attached documentation and then complete the home-school agreement online form. If you do not do this, your child will not be admitted to the school. This is so that we have absolute clarity on numbers so that we can keep everyone appropriately socially distanced and protected.

Secondly, if you have submitted this form and your child is not able to come in to school on the day for any reason, it is vital that you call the main office on 020 86738737 between 8am and 8.30am to inform us.

Finally, I would like to reiterate a couple of really important points from the letter:

Uniform

- Students are not required to wear their Chestnut Grove uniform in to school. This is to allow you to wash clothes at the end of each school day to minimise any risk of spreading the virus.

Travelling to school

- Students should walk or cycle to school to minimise the risk of infection. Public transport should only be used as a last resort, in line with Government guidance.

Arrival at school

- Students should arrive by the main gate between **9.45 and 10am**. Students should not arrive early to prevent gatherings occurring and may not be admitted if they arrive late.

Equipment

- Students must arrive with all equipment needed to learn (pens; including several spares, pencil, rubber, ruler and calculator) as staff are not able to lend out any equipment.

Do feel free to get in touch if you have any further questions and I look forward to working closely with you over the coming weeks to ensure that students are able to make the most of this new way of learning!

Mr G Bedford

Raising Standards Leader Year 9

YEAR 11

I hope this message finds as many of you as possible well and keeping positive. I know that we are all experiencing this Spring/Summer in very different ways and as there are so many of us it is not possible that we all remain directly unaffected by Covid-19. To those I am aware of, and any we are not, I send you all the most positive energy and look forward to seeing you again one day soon.

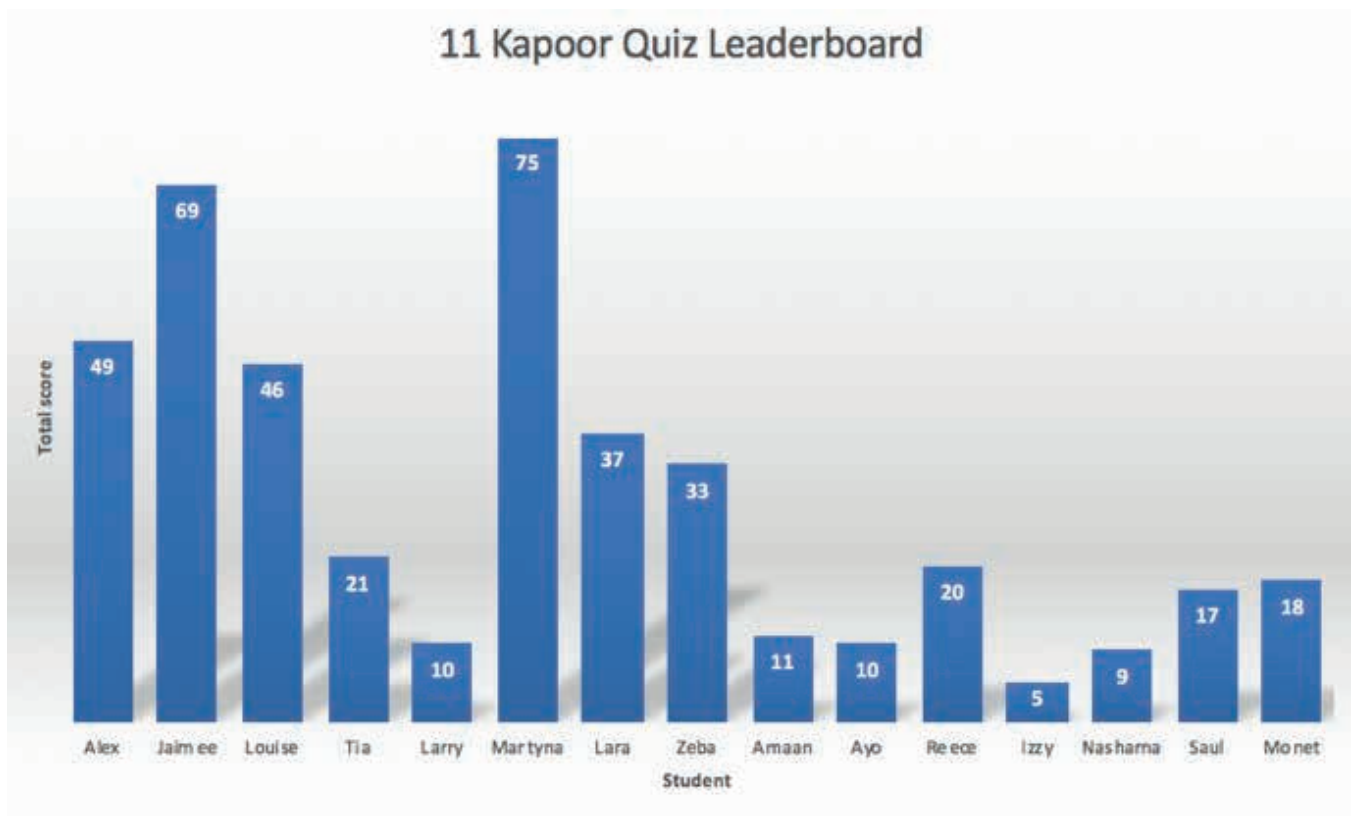
Update on the Hoodies

These are being manufactured as we speak and I will keep you updated on their progress. I have been contacted by the company and they assured me they are now in production. Obviously, we have to be patient as during these times all aspects of working life have been interrupted.

11 Kapoor Quiz and kindness

The tension is almost unbearable! Lara is both cleaning up on the quiz and supporting her local community's most vulnerable and isolated. You are awesome Lara!

11 Kapoor Quiz Leaderboard



Protest and raising awareness of racism

You would need to live under a rock to not see the social response to police brutality in the USA and the ongoing racism experienced within the community here in the UK and abroad. It would be negligent of me to not invite you all to share your perspectives with the CGA community after your five year lived experience during your tenure at Chestnut Grove. As such I am going to be posting some open questions to you all. I will ensure to take the time to collate all your comments and use these to feedback to the senior team your views on how Chestnut Grove Academy contributes to your experience of living in London. What are the positives? What are the weakness that need to be addressed? What are we getting right? Where are we lacking?

These questions will be shared on the Year 11 Team room at the end of the week for you to reflect on. You will be able to respond to me directly or as part of a discussion, entirely up to you.

Tutor contact

Your tutor will be in contact with each of you personally over the next two weeks, please be aware of this and make yourself available when you are contacted. We want to engage with you as often as possible every other week on tutor time chat, but also have those one on one conversations we are now missing. Please make the most of this contact time.

Take care and keep safe.

Mr B McCarthy

Raising Standards Leader Year 11

Year 12 Face-to-face support to supplement remote learning

Many thanks to those Year 12 parents and students who responded so positively to our survey about returning to school.

If you did indicate your intention to return to school from Monday 15th June you will be receiving a letter from me to explain the next steps and the confirmed measures and protocols we will be operating at school for the remainder of term.

Please ensure that you have read and clicked on both the Academy's risk assessment and on the Home-School Agreement, as without your acceptance of these it will be impossible for the school to accept your child back in school. Social distancing is vital to minimising risk of infection and all must acknowledge this, and abide by it, in order for the school to remain a safe environment.

Week 1

The plan is that during the week commencing 15th June Mr Taylor and Ms Lee will touch base with all Year 12 students, seen in half tutor groups, regarding their mental wellbeing and will signpost support available to young adults of Sixth Form age. Attention will then focus on delivering some **high quality CEAIG** to supplement remote learning, starting with getting students registered on ucas.com using the school's Buzzword (Chestnut2020). The expectation is that all Year 12 students register with UCAS and begin to complete their application form this term. It is much easier to register and then be withdrawn rather than trying to add students separately later. We will walk students through the process of registration so that upon their return home, students will be confident to complete the process for themselves. We will equally cover the importance of each student undertaking sufficient research before opting for particular undergraduate courses at particular institutions.

In the interests of balance, we will also cover applying for apprenticeships and will attempt to demystify the process and indicate the employability skills employers seek in 'good' candidates. We will explore registering for apprenticeships and will discuss how to manage multiple applications.

In both cases, a strong 'personal' or 'supporting' statement will be essential to evidence your unique skills, qualities, character, perseverance and aptitude for your future career pathway, so we will discuss how best to do this effectively.

We will also provide you with a copy of our UCAS guide and will give you a copy of your Year 11 results (for ex-Year 11 students at CGA) so that you know which GCSE/BTEC Level 2 course codes and exam boards to enter on your form (for students who joined us in the Sixth Form from other schools and colleges you may need to approach your previous school for such details).

All students who attend their tutor UCAS/Apprenticeship session across week 1 will receive a timetable for all subsequent weeks until the end of term.

Subsequent weeks

From 22nd June, the focus will shift to subject based face-to-face support for Year 12. All students attending school will likely see their subject teachers at least once for a two and a half hour slot, purposely designed to support their remote education which still remains the predominant mode of learning for all Year 12 students.

I look forward to welcoming Year 12 students back next week.

Mr J Taylor

Deputy Head/Head of Sixth form

Why what happens over there matters over here

By Vanessa Boodhoo, 12 Blake

Following the death of George Floyd, a 46-year-old African-American, protests against systemic racism and police brutality have scattered across all the 50 states of America alongside other 18 countries. The death of George Floyd particularly sparked the protests but the protesters continue to walk down the streets remembering Sandra Bland, Tamir Rice, Michael Brown, Breonna Taylor, Stephon Clark, Walter Scott, Anthony Baez, Ahmaud Arbery, Philando Castile, Eric Garner, Dion Johnson, Trayvon Benjamin Martin, Kajieme Powell, James Scurlock, Tony McDade, Elijah McClain, Belly Mujinga, Mark Duggan, Cynthia Jarrett, Leon Briggs, Habib Ullah, Joy Gardner, Kingsley Burrell and many other Black and Brown victims of racism and police brutality in the USA and UK.

As the protests grew many opponents of the movement started to be more vocal. One of their arguments is based upon the belief that the movement “Black Lives Matter” promotes inequality as “all lives matter”. The Black Lives Matter movement was created in 2013 to campaign against violence and systemic racism towards ALL Black people and has since become international. They’ve been actively fighting against racism through the organisation of protests and promotion of policies such as the end of the broken windows policing. None of their policies would disadvantage white people but they would certainly create a safer environment for Black people by reducing racial stereotyping and police brutality. In the US, Black Americans are 30% more likely to get pulled over by the police and although they roughly consist of 13.4% of the American population, they make up 40% of the prison population. As of June 2020, Black people continue to be the largest percentage of victims of police shootings in the US. Similar statistics also apply to the UK: in 2017-2018 Black people were victims of 12% of use-of-force incidents although they account for 3% of the UK population. Furthermore, between April 2018 and March 2019, there were 4 stop and searches for every 1000 white people and 38 for every 1000 Black people. Everyone’s life matters, the BLM movement is simply trying to concentrate on issues that affect the Black community disproportionately, that is why the “all lives matter” statement is so harmful.

Many people are arguing that police departments should be defunded. This defunding wouldn’t be immediate; the change would be gradual and the money taken could be reallocated to create more jobs, to improve the provision of mental health care (around 50% of all inmates in the US have been diagnosed with a mental illness), social programs, experts on drug abuse and housing alongside other “non-police solutions to the problems poor people face”. During these past years, the US has defunded education, Planned Parenthood, health care and public transport; it would not be so radical to spend less money on the police. Eric Garcetti, LA’s current mayor has been planning to cut \$150 million from the police budget to invest it in Black communities. The Minneapolis council also decided to defund and dismantle its police force as they concluded that a reform wouldn’t suffice.

Due to systemic racism, BAME communities face discrimination and inequality in terms of employment, education, income, political power, housing, healthcare and many other aspects. A 2018 study revealed that minority ethnic groups in London earn 21.7% less on average than white British employees. Having unequal employment opportunities leads to lower incomes (1/5 children in Black households’ lives in consistent poverty) and lower incomes lead to indecent housing, lower quality of healthcare and education. Undoubtedly, a white person’s life can be hard, but their skin-colour can’t possibly make it harder.

The idea that white privilege doesn’t exist is one of the many examples of ‘white fragility’. Although the noun ‘fragility’ is a synonym of ‘weakness’, white fragility holds an incredible amount of power. In order to avoid any conversations about race, white people often respond in the ‘colour-blind’ or the ‘colour-celebrate’ way. The ‘colour-blind’ often have responses such as “I see beyond skin-colour”, “I was taught

to treat everyone the same” or “racism is in the past”. All these responses belittle the existence and experience of racism. The ‘colour-celebrate’ tend to use phrases such as “I am not racist, I have black friends” or “I am not racist, I have POC in my family”. These kinds of responses make it so much harder for people to talk about their own experiences with racism. In 2019, Stephen Ashe conducted a report in Manchester with a sample of 5000 employees. He discovered that 40% of them were victims of racist incidents and when they tried to report them, they were either ignored or labelled as “trouble-makers”. Refusing to talk about race because it makes white people “uncomfortable” suggests that a white person’s comfort matters more than a person of colour’s oppression and discrimination. It is important to talk about racism. Educate yourself, talk about it with your friends and your family, by avoiding the topic we won’t achieve anything.

In times like these, we must be careful of the news we consume. In America when several people gathered carrying weapons and spitting on police officers’ faces to protest because they “needed a haircut”, Trump described them as “very good people”. However, when Black people and their allies started to protest systemic racism and police brutality, Donald Trump didn’t hesitate to refer to them as “thugs” and “bad left radical people”. The contrast between the media representation of the protestors as all violent and the videos coming out of the protests showing peace and violence being enacted on them is stark. This week, several UK news headlines have been about a second wave of C19 and included images of Black protestors, rather than images of predominantly white people crammed onto beaches.

Due to recent events, Britain is waking up to the impact of its colonial past. Recently, the statue of Edward Colston, an English slave trader responsible for the transportation of approximately 84,000 enslaved African people, was pulled down in Bristol with many recognising the pain that its existence had caused for years. It is clear that more needs to happen to ensure that ALL schools learn about Black history and Britain’s colonial past and present.

We cannot stop protesting now that all the police officers involved in George Floyd’s murder have been arrested. We are protesting systemic racism and police brutality. The two still exist. Little effort has been made to dismantle them. We must continue to spread awareness, the fight against racism is not over.

Here are some more activists you could learn from:

