

# Welcome to our Thomas Estley Community College Newsletter February 2021

**We were delighted last week to be able to celebrate the [Thomas Estley Week of Hope](#) with you all.**

The week before, I had observed students working in college looking exhausted and strained as they worked hard through constant online lessons. I had seen our teaching staff grow more and more tired as many worked extra hours well into the night to give useful feedback to students who they couldn't see but whose learning and progress was paramount to them. I had heard at Parents Forum about families where children worked long hours remotely, creating and uploading work of all sorts through all kinds of technological barriers and where parents felt bad because they couldn't help them as much as they wanted to due to their own work commitments. I had seen support staff who normally work alongside teachers stepping up to take responsibility for much of the learning on site and learning how to support students with special needs through remote break out rooms. I had watched staff in the testing centre carrying out their new roles there magnificently, even though they never dreamt of a career in scientific testing when they took up their current post. Although I had never felt prouder, it was obvious that the current pandemic and related lockdown have been taking a real toll on us all, and that the light at the end of the tunnel, although faintly seen, still seemed far away. Hope, at times and for many, seemed distant and hard to grasp.

The physicist Amory Lovins described his view of hope as neither optimism nor pessimism, but as '[applied hope. Things can get better , but you have to make them so](#)'.

**Last week, [hope was](#) the large number of staff who volunteered to run extra activities for the wellbeing of the students on site.**

**[Hope were](#) the students who left their screens at home to set off on snowy Walks of Hope and to cook Meals of Hope for their families.**

**[Hope was](#) the student who spent his birthday money on a thank you gift for staff who help him every day.**

**[Hope was](#) the boy who made his own guitar, the artworks made by creative children, the poem written by one of our support staff.**

**[Hope was](#) seeing our Centre children meditating and our preschool children playing in the snow.**

**[Hope was](#) being called out of my office on Monday evening to see an enormous Ray of Hope cardboard robot made by Out of School Club children who couldn't carry it, on Tuesday morning to take pictures of preschool smiley face plates and on Tuesday afternoon to watch Drama and Table Tennis. Probably much more important than all those spreadsheets, Teams meetings and emails.**

**[Hope were](#) the parents who wrote to me and to my colleagues to say how lovely it was to have wellbeing recognised and to do something nice with their children without feeling guilty. You will honestly never know how much your kind words mean to my colleagues and myself, often written when you are also busy overcoming your own barriers, but still with your hearts full of kindness.**

**I feel that our Thomas Estley family is [pretty good at shining hope into the darkness](#)—I like to think that Amory Lovins would be impressed. I know that we will continue to work together to bring hope and purpose to our community, whatever tomorrow may hold.**

**[Thank you.](#)**

**[Mandi Collins, College Principal](#)**

## Year Eleven Assessment

At the time of writing, we are waiting for final information about how Year Eleven students' grades will be calculated this year. A national consultation around this closed a fortnight ago, but there is no final decision yet.

We do however know:

Unlike last year, work up until the summer period will be counted within the grades awarded to Year Eleven—last year teachers could not take account of work completed after the March lockdown. It is really important that students work hard on all tasks set, as these will probably be used to help determine their final grade.

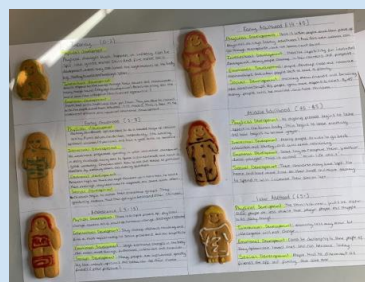
The normal summer examination series will not go ahead.

Teachers will be trained to use a variety of evidence to calculate grades that are as fair as possible. Teachers' marking will be sampled by exam boards.

There are likely to be short exam board written tasks set nationally that teachers can use as part of a variety of information looked at as a whole to calculate grades, taken from all the evidence in their possession.

We should know very soon how grades will be calculated—watch this space—and also when Year 11 will be able to return to school. They may be prioritised over other year groups in their date of return, but we know nothing definite until Monday February 22 at the earliest, when the Prime Minister will share his roadmap.

And finally, we know that we are absolutely committed to supporting Year Eleven to do their best this year and to helping them secure an appropriate post 16 destination so that they are not disadvantaged next year.



## Key Stage Four Options

We have worked hard to put a remote Options process into place this year, so that our Year Nine students understand what our range of different options entail and are able to choose subjects where they can pursue interests, prepare for post 16 pathways, and experience a high quality broad and balanced curriculum preparing them for future life and work.

The options process is now complete and the options team are screening applications to ensure that minimum grade screens are met and that students will be able to achieve their best within their chosen subject areas.

The next step is a complex one—timetabling constraints and available staffing are worked on concurrently to ensure that there are as few students as possible who have to take reserve options, that staff are recruited to meet needs and that group sizes do not pass legal maximum numbers in practical areas.

The process should be complete by around Easter, with students made aware of their final option designations.

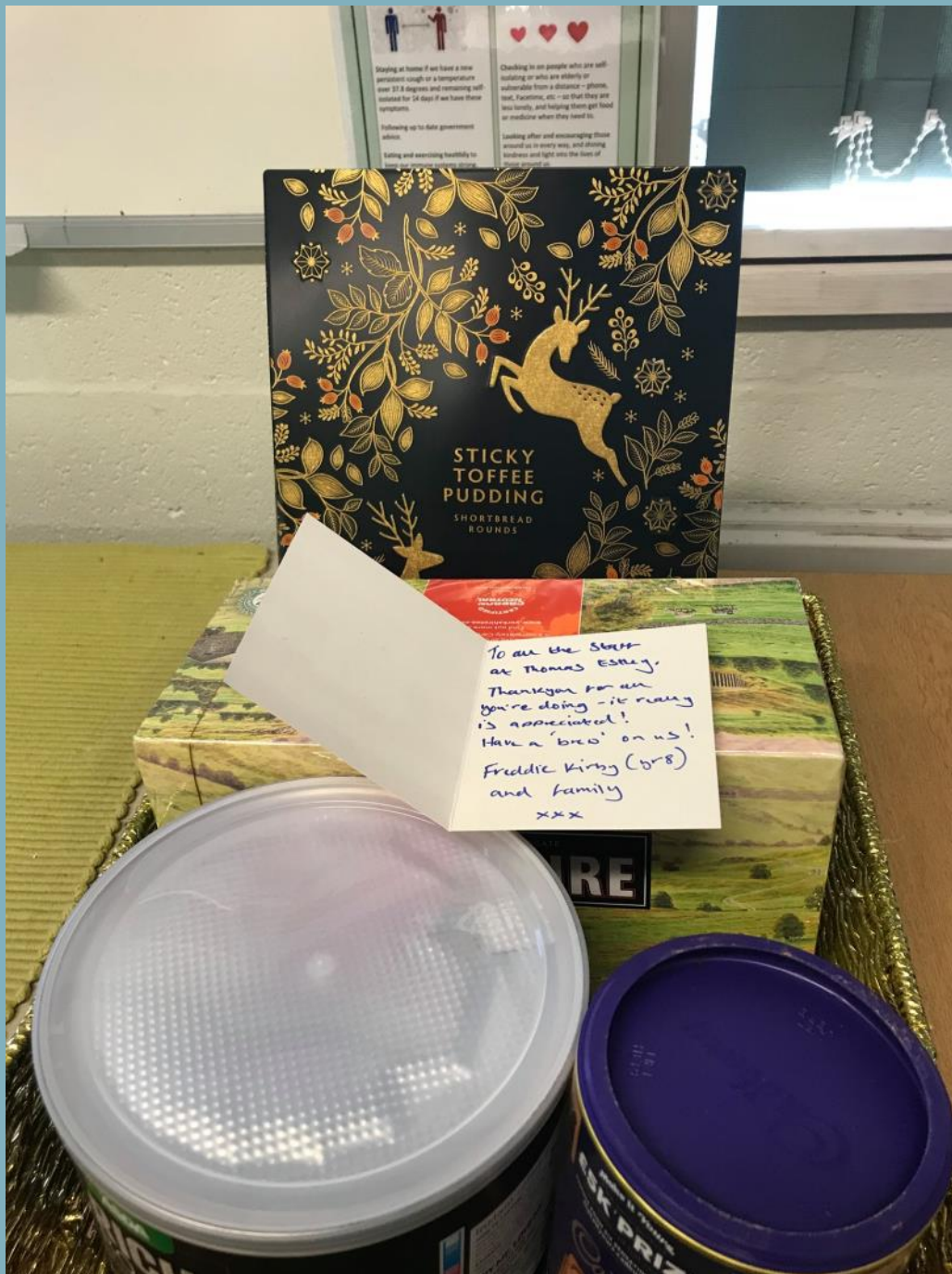
## Year Nine Specialisms

During March/April, our Year Eight students will find out about next year's Specialisms programme and how they will be studying skills for life and work and developing their leadership ability through a context of their choice on Tuesday afternoons next academic year.

We will be running the Specialism options process in April for our current Year Eight students.



# Thomas Estley Family shows kindness and thought for staff



At Thomas Estley, we believe that kindness shines like a bright light during these difficult and dark times. Thank you to several of our families, some of their gifts pictured here, who have kindly donated tea, coffee, hot chocolate, chocolates, biscuits and even crates of fruit for our staff in recognition of their efforts. We have even had a box of chocolates donated by a pupil who spent his birthday money to say thank you. We are completely overwhelmed and so very grateful.







# Thomas Estley Testing Centre



We are really pleased to have an additional COVID-safe measure in place for the college community as our Rapid Flow Testing Centre is up and running.



Once training and set up were completed, the centre now allows weekly staff testing, as well as testing for students arriving on site.

Well done to all the staff involved, who have done an amazing job resulting in a calm and professional testing service.



# Sports Hall

It is normally our pleasure to tell you about all of the sporting achievements of our college teams, but sadly, we cannot in this issue. So instead we are going to share our excitement at the laying of the new floor in the gym!



We are delighted that after years of flood damage to the gym floor we have sourced funding for a brand new replacement floor!

Pictured above is the installation, performed by a local firm, and the completion - which I am sure you will agree looks great.

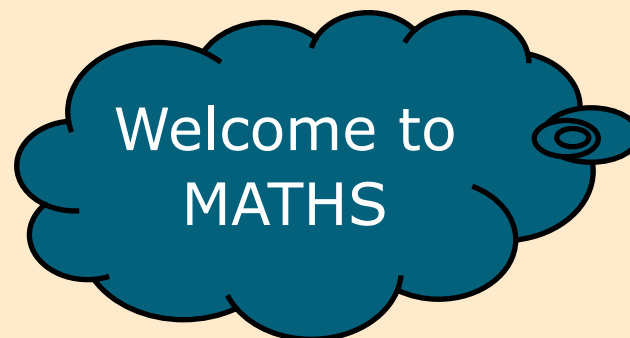
Westcotes Flooring Company's kind sponsorship has provided the shirts for our U14 Girls Football Team (pictured and modelled above) who, at the point of first lockdown, were in the last eight of the National cup.

Thank you so much to all of our sponsors, it's great that we have such amazing support from the local community.



# Well done to our Maths Achievers

Mrs Taylor, our Head of Maths, is so proud of the online learning that the following pupils have done in maths. 'They have maintained a consistently high standard of work and submitted all the pieces of work that they have been set. How fantastic!' Postcards have been sent home.



## Year 7

Poppy White  
Ava Bailey  
Freddie Taylor-Bates  
Aidan Robinson  
Harrison Willmott  
Amber Davey  
Paige Burman  
Finley Morris  
Lily O'Brien

## Year 8

Zack Ablett  
Sammy Bailey  
Alfie Iliffe-Ward  
Rhys Masters  
Nancy Chivers  
Maciej Krzyzanowski  
Summer Sanderson

## Year 9

Jack Gullen  
Eva Crofton  
Daniel Hosford  
Caitlin Fisher  
Ellabelle Weston  
Harry Goodman-Jones  
Larissa Wowczuk  
Ava Buncher  
Lucy Donaldson  
Charlotte Pegg  
Lucas Ellis

## Year 10

Broden Bryanton  
Ben Thompson  
Kate Willars  
Fin Allen  
Lauren Bell  
Finn Mitchell  
Phoebe Marlow  
Ellie Malin  
Liam Griffiths  
Sophia Poor  
Eliza Hulme  
Freya Hickin  
Hannah Charmichael  
Joshua Gray

## Year 11

Jacob Foscett  
Aidan Birch,  
Amy Barrett  
Taffy Manyumba  
Todd Archer  
Chloe Attwood  
Chico Gill  
Stuart Bailey  
James Boyles  
Holly Burbage  
Benjamin Harvey  
Tiggy Urwin  
Felix Tazzyman-Luhrs



If a student feels unwell at college **they must report to Reception** and ask to be seen in the medical room. If necessary the college will phone home to seek advice or to ask for the student to be collected. Please remind your child that **they must follow the procedure** above and not contact you themselves.

**Any Covid related information (symptoms, tests or test results) please keep us up to date straightaway by emailing:**

**covid@thomasestley.org.uk.**

Thank you!

### School Transport

If your child travels via transport provided by the County Council it is a good idea to have a contingency plan with your child, for getting to school/home in the event that they miss their bus for any reason.

It is also useful to have to hand the contact number for any query with school transport:

**0116 3050002.**



### Absence during term-time

If your child is ill please contact the college on each day of illness and leave a message on the absence line. Where possible make medical appointments outside of college hours. We will contact you by text message if we have not been given a reason for absence - please telephone us in response to the message.



College is closed to students from  
15th February to 19th February  
(inclusive)

College re-opens to students on  
Monday 22nd February

### Winter Closure Procedure

**In the event of the weather causing the school to close or causing a problem with school transport we will put out an alert via Parentmail. Transport issues will also be signposted on the Beaver Bus website.**

**Please check your parentmails and texts from the college regularly to make sure you don't miss an important message. If you change your number or email address, please let us know straight away!**

### Mobile phones

Students are not allowed to use mobile phones in the college building unless they have permission from a member of staff for specific work during a lesson. This is to protect students' learning and is in line with our safeguarding policy.

Mobile phones used in contravention of the mobile phone policy will be confiscated until collected from reception by a parent/carer.

For persistent abuse of the policy a student will lose the privilege of bringing a mobile to college.



### Headphones/Ear buds

The use of headphones/ear buds are only permitted outside the college building. Any visible inside college will be confiscated and, on the first occasion, will be returned at the end of the day. On any subsequent occasion they must be collected by a parent/carer.

### Holidays Taken in Term Time

Government guidelines, which came into effect on 1st September 2013, prevent Headteachers from granting any leave of absence during term time unless there are exceptional circumstances (a family holiday does not fall under this category).

If a student has an absence recorded as a result of an unauthorised family holiday, Leicestershire County Council will be advised of the matter and will be requested to issue a Penalty Notice, in line with their policy.



# Remote Learning

Our remote learning programme is now well embedded.

Our students and staff are making every effort to make sure that learning continues during the lockdown period whilst numbers on site are minimised—keeping children, families and staff as safe as possible.

Pictured are some of the small percentage of students working on site, while most are working equally hard on the same lessons from home.

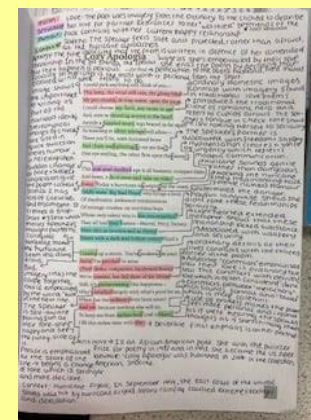
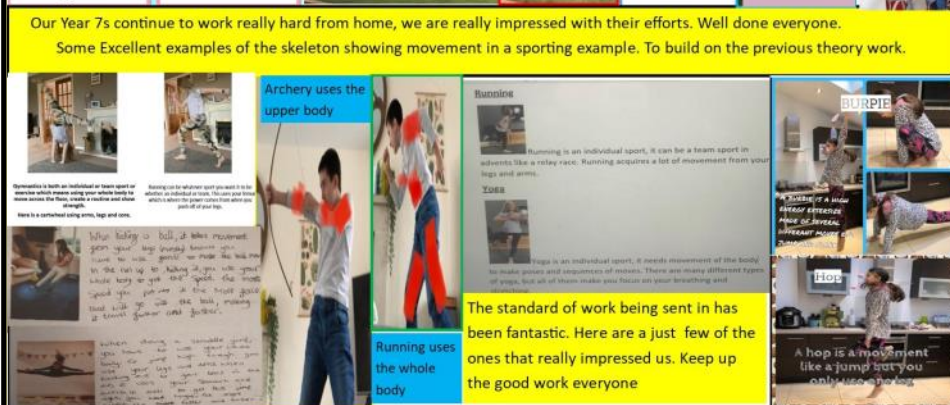
To all of the parents and carers supporting learning from home, you have our thanks; you are making a real difference to safety as well as supporting your own child.



We have been impressed with lots of the remote work completed and uploaded for teachers from students learning online both off-site and on.

Pictured left are some great examples from Year 7 PE, and below some quality work from the small number of Y10 students on-site.

Well done to you all!







This term our theme is "**All about us**" including being healthy.

We used "The Hungry Caterpillar" to learn about healthy foods and to practice our counting and made caterpillars for our display board.

After looking in a mirror to confirm the colour of our hair and eyes we made self portraits, creating lovely masterpieces.

As being out of doors contributes to being healthy and the snowfall was too good an opportunity to miss, we used this tenuous link as an excuse to go outside to explore (play in) the snow. We made snow angels, rolled down the hill, explored the texture and generally had a lot of fun—taking advantage of this unexpected treat from the weather.

Back inside, we used some snow we had gathered to create an arctic theme play tray.

# Thomas Estley Preschool

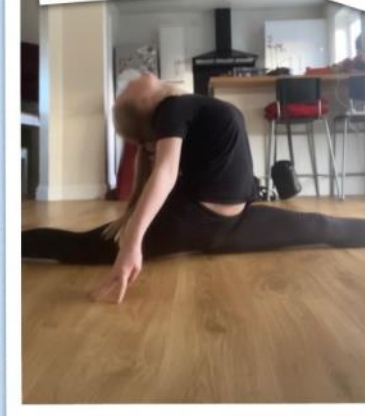




Turn: Single or double passe outwards	Stillness: Leg hold	Elevation: Jeté Leap	Floorwork: Spits Ring	Turn: single movements strength
Elevation: Forward Leap	Floorwork: shoulder stand	Turn: Double or triple Passe outwards	Elevation: Firebird	
Floorwork: Spits Leg with or without forward stretch or back bend	Gesture: standing back split	Elevation: Tour en l'air (Leap over the head)	Gesture: Front or side Kick (with or without layoff or lift) (lower kick/straight leg)	



## Y9 Dance Specialism



PIC•COLLAGE

Year 9 Dance specialism students have been hard at work, improving their knowledge and skills. A special mention to Sophie, who has gone above and beyond with every task that has been set so far. Keep up the hard work!

## GCSE Dance Year 10 & 11 6 Mark Exam Questions



Our Year 10 and 11 GCSE Dance students have been demonstrating an outstanding commitment to the course by continuing to work towards their final, and mock, choreography assessments. Students have had to work in small spaces, and even outside, to submit their work. Ms Bancroft is very proud of the resilience they are showing. Both year groups have also submitted a high standard of extended writing tasks, with Thomas Estley reward points being awarded.



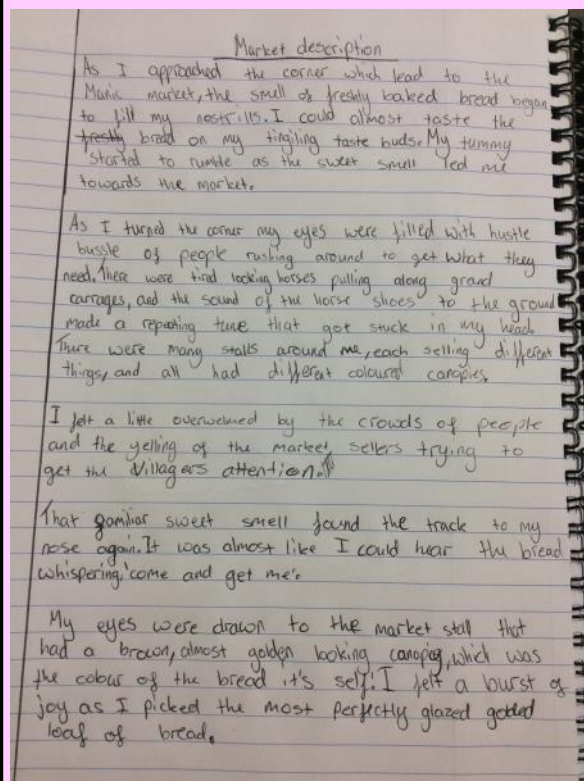


# English

The English department has been delighted to see a wide range of high-quality work from all year groups.

Kai in year 7 has really impressed us with his excellent written creativity as has Zack in 8B who applied Romantic ideas to his own written work this week.

Brandon and Ava in 9A have been submitting some really impressive Frankenstein pieces using some challenging 18th century vocabulary. Poetry work in year 10 has also been outstanding, especially the pictured samples of essays from Daniel and Maisie.



## Section B

1.) Ozymandias by Percy Bysshe Shelley is about how the once magnificent and great empires and structures will always eventually decay to almost nothing. This is shown through the irony of Ozymandias (or Rameses) proclaiming how great his works are, even though they are just ruins in the Egyptian desert. Ozymandias claimed to have absolute power but now his power and control means nothing.

Ozymandias' power and control is shown as once being absolute and unmatched. This is shown in line five 'Sneer of cold command.' The alliteration of 'C' here is a hard sound and suggest his rule was harsh and implies it was a dictatorship. The noun 'sneer' suggests he had no proper rival and would almost laugh at his subjects and did not care for them but only for his rule and control. He seems to once have been immensely powerful.

Power and control are further referenced as being temporary and unimportant. This is shown by 'Nothing beside remain (...) boundless and bare'. 'Boundless and bare' shows that there is nothing left but could also symbolise how Ozymandias had power and control but had no real life and just prioritised useless power and was empty inside and never really felt anything. 'Nothing beside remains' shows that this huge control has vanished into nothing and although Ozymandias thought he was legendary, in reality very few now know of him.

## Thursday 21<sup>st</sup> January

I wandered through the grasslands of the Sahara. I could hear the birds tweeting and my heart fluttered at the sound. I loved the feeling of the long grass tickling my legs. As I was walking I felt nostalgic because this was my childhood place. I loved the sweet smell of lavender that was carried through the breeze.

It was immense there were animals of all shapes and sizes around me I could live here. I could hear the local silverback gorilla protecting its land. This made me feel powerful. Whenever I take a long walk down here a sense of appreciation for nature rushes through me.

The golden sun was shining down on my and making my skin glow. It felt warm and the gentle breeze was making a wonderful contrast. The majestic elephants waltzed through the grass. The lions were laying on their rock of pride. It was all a wonderful sight.

## Romantic Nature Story

Owen Sheers uses his experience of his visits to the battlefields in France to show the everlasting, destructive impact of the war. The poet is clearly shocked at the sights he saw left behind on the French fields. He wrote this poem *Mametz Wood* to encourage readers to remember the sacrifice of the soldiers and the impact the war had.

At the beginning of the poem, Sheers illustrates the everlasting, damaging effects of the war. The first line the poet states "for years afterwards" bones and debris were being found. By using this phrase, Owen has emphasised how damaging the war was by the amount of time it took for the bones of the soldiers to be unknowingly dug up. In particular, the time phrase "years afterwards" shows the long gap between the discovery of the bones and the event itself.

In the second stanza, Owen Sheers uses a range of metaphors to compare the soldiers to fragile objects. The phrase "a chit of bone" indicates to the reader that the bones are no longer together (like they would be inside the body) showing just how destructive the war was. In addition to this, Sheers also uses sound patterns such as the alliterative "ch" and "b" to draw attention to the broken, fragile objects that have been compared to the soldiers. At the end of the second stanza, the poets use of juxtaposition between a "broken bird's



# Textiles

After half term KS3 students in ADT will be starting their 2nd rotation of the year.

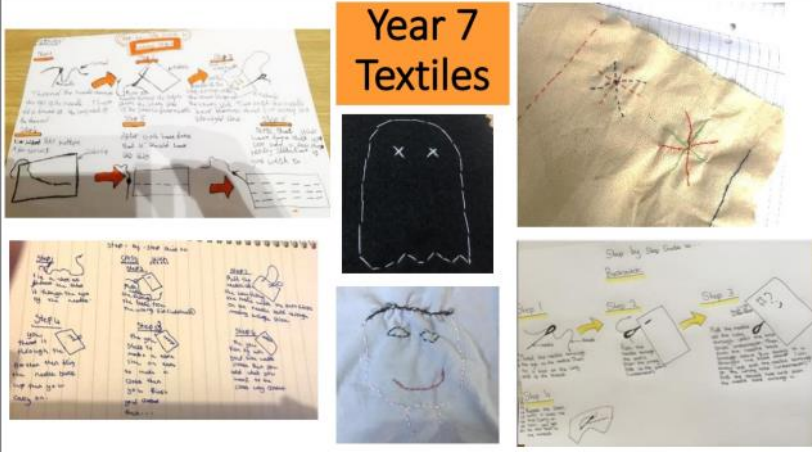
They will be rotating through areas of Art, Textiles, Food, Resistant Materials and graphics again.

We had hoped that they may be able to complete some practical work of some sort during this second rotation, however that part of the Curriculum is still on hold due to our current situation.

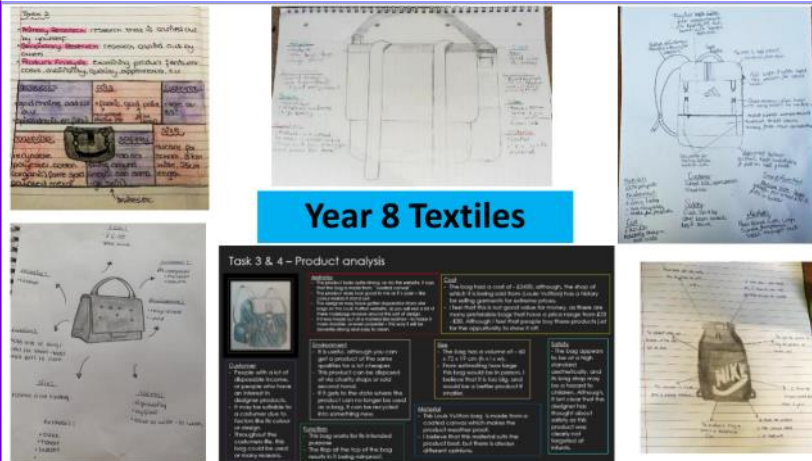
The department is incredibly proud of how the students have worked through these subjects so far this year, learning about their ADT curriculum in a non practical way. They have shown resilience, completed some fantastic work and been very understanding of the reasons behind the changes. In doing so, they have displayed many of the values we hold high at Thomas Estley. We look forward to the creative work still yet to come this year. Well done year 7,8 and 9!

**Louise Burnett**  
Curriculum Leader Art, Design and Technology

## Year 7 Textiles



## Year 8 Textiles



## Year 9 Textiles



## Year 7 Textiles

Material	Picture	What it does	Other uses	Smart or Technical
Phosphorescent		Energy which is absorbed by a substance and then is slowly released in the form of light.	Can be used for paint and can be used to be stuck on the ceiling in a form of a shape e.g. star for a child.	Smart
Leather		Protects from bacteria and injuries.	Can be used for smooth parts or as a belt or hose for heating and cooling.	Technical
Thermochromic		Change colour e.g. a mood ring.	Can be used for metalworking and annealing.	Smart
Photochromic		Material glasses change due to the light and weather.	It makes sunglasses, glasses.	Smart
Hydrochromic		Material that can change colour, becomes transparent sometimes.	Can be used for screen printing on different materials.	Smart
Normal		It protects things from heat.	Can be used for firefighting uniforms.	Technical

## Year 8 Textiles



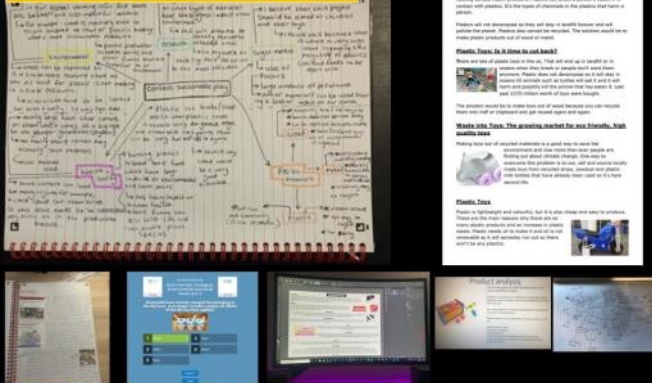
## Year 9 Textiles





# Resistant Materials

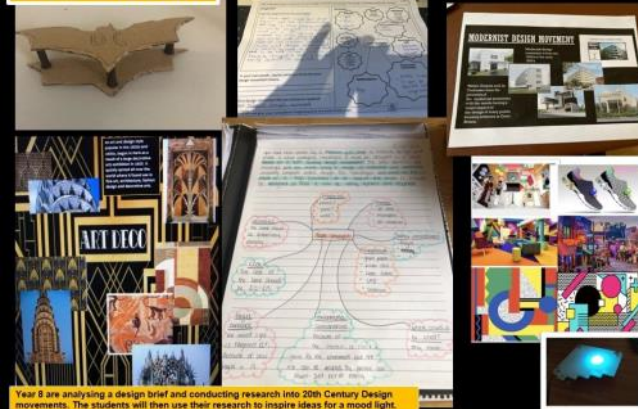
## Year 10 - Resistant Materials Mock NEA Project



Year 10 are working on a mock NEA project by responding to the context of sustainable play.

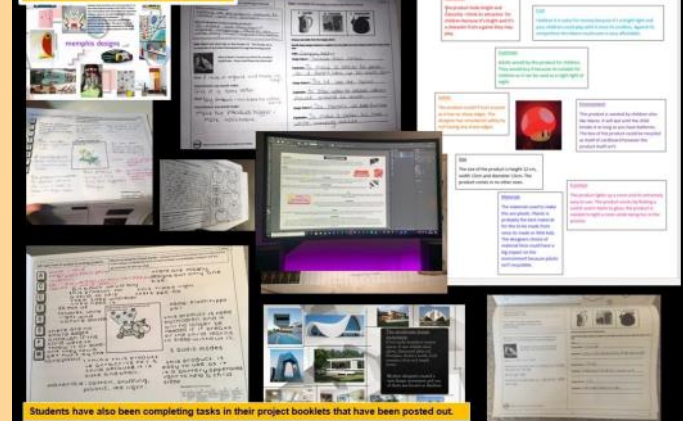
Year Ten GCSE Resistant Materials students are working hard on their responses to the concept of sustainable play - here are a few of their initial thoughts....

## Year 8 - Mood Light Project



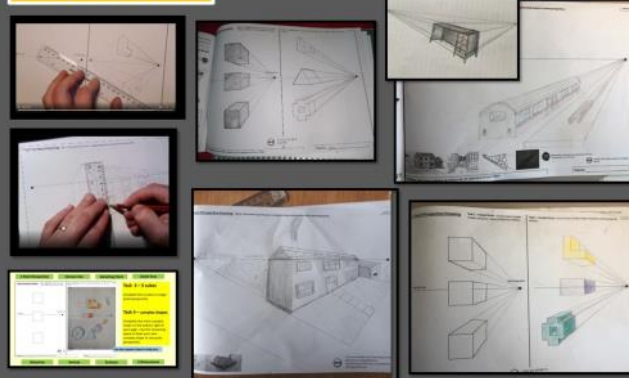
Year 8 are analysing a design brief and conducting research into 20th Century Design movements. The students will then use their research to inspire ideas for a mood light.

## Year 8 - Mood Light Project



Students have also been completing tasks in their project booklets that have been posted out.

## Year 7 - Resistant Materials



Year 7 have been learning how to draw in 1- and 2-point perspective by watching recorded teacher demonstrations and live lessons.

## Year 7 - Resistant Materials



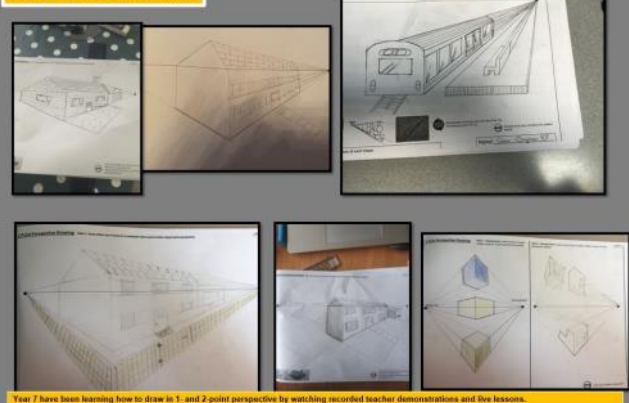
Year 7 have been learning about the work of Gerrit Rietveld and how to draw using a range of techniques including 1 and 2 point perspective.

## Year 9 Corrugated Cardboard Chair Challenge



This challenge focuses on the principles of design and structure.

## Year 7 - Resistant Materials



Year 7 have been learning how to draw in 1- and 2-point perspective by watching recorded teacher demonstrations and live lessons.

In Resistant Materials, Year 8 have been producing initial ideas for their mood lights this week. The students have produced a range of creative and well-presented design ideas using free-hand sketching skills. Mrs Owen and Mr Curtis are really pleased with the work that they have produced. Well done, everyone! Year Seven, some work pictured above, have been learning how to draw using 1- and 2-point perspective. Students have been watching demonstrations that their class teachers have recorded for them to support them with the tasks.

Mr Curtis has received some really impressive designs from KS3 Resistant Materials students working at home this half term.

Well done, everyone!



# Year 7 Remote Learning Art:

Miss Fisher's Art class have been working hard on producing work in the style of the artist Abby Diamond:



Year Seven have also been working extremely hard at home on their Art work.

Above are some examples from Miss Fisher's class.

Impressive!



# Science

## How does sound travel?

All pupils will know what is needed for sound to travel.

- Particles are needed for sound to travel
- A sound begins with a vibration
- When air molecules move back and forth they create sound waves
- A sound doesn't die out it just moves further from the source

Sound is produced by objects that are vibrating. This makes the air molecules move back and forth and produces a sound wave. Sound travels fastest in solids and slowest gases, it cannot travel through a vacuum.

Sound travels faster through gas than liquid because there are more particles to vibrate against in liquids rather than solids. It also can't travel through a vacuum because there are no particles to vibrate in a vacuum.

1. 333 metres per second
2. Sound travels fastest through solids.
3. It would travel fast through the steel rod because the steel rod is more dense therefore the molecules are closer to each other so the sound would travel through it faster.
4. It wouldn't waste there energy and because when shouting sound has to travel through air its slower than tapping and it going through a solid.



The sounds from the sun couldn't reach earth because there are no particles to vibrate to create a wave so the sound from the sun wouldn't ever reach earth.

I think sound travels fastest through solids because the particles are closer together so they vibrate quicker through the object.

You can create sound by vibrating your vocal chords. Sound cannot travel through a vacuum. Sound waves are caused by vibrations. Sound waves travel fastest through solids. Sound waves are longitudinal.

Here are some examples from Zack and Joseph.

## Y8 Science

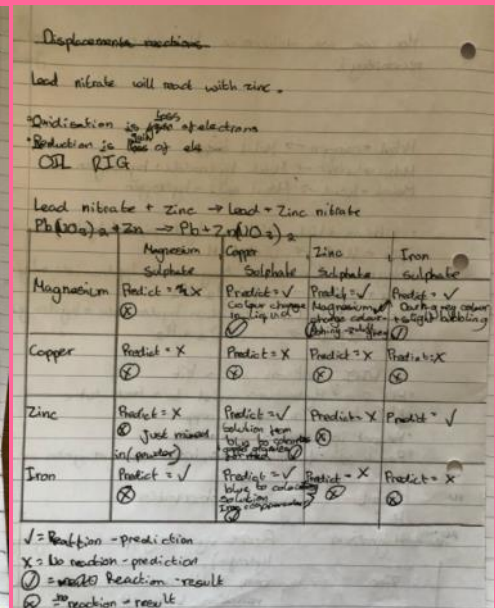
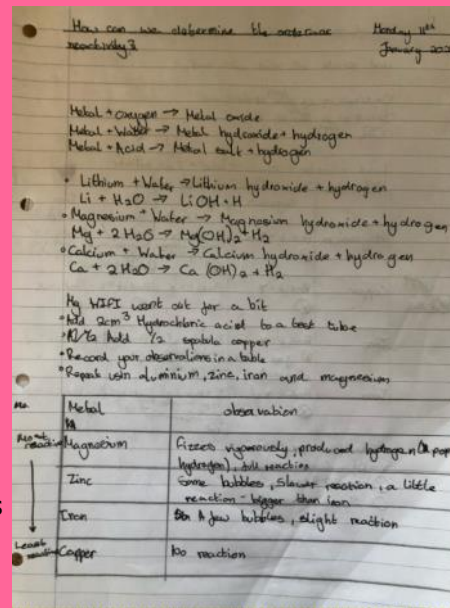
Well done to Mrs Bodycote's Year Eight group for their excellent work on sound in their remote Science lessons.



In Y10 triple science I have used a mixed of pre-recorded experiments and live experiments to enable my students to get the full experience whilst working hard from home.

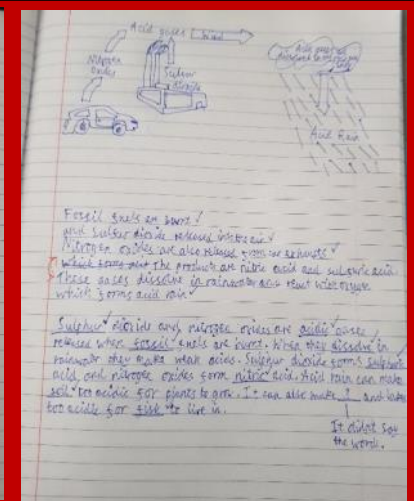
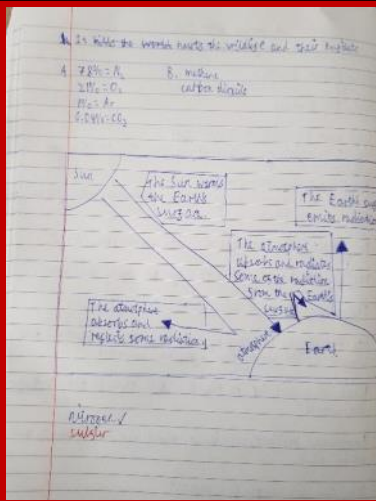
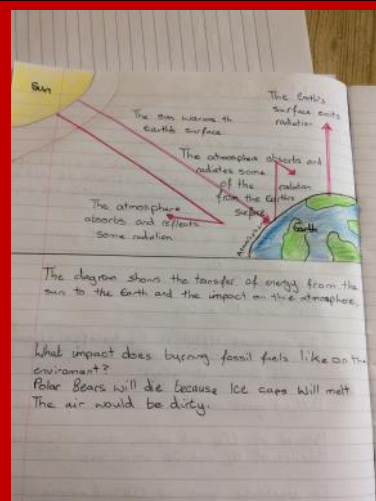
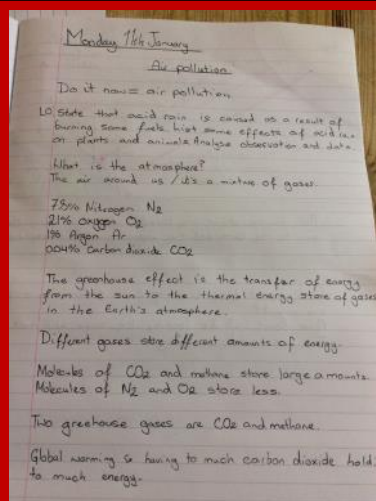
Feedback suggests that they found it very useful for me to be talking about the chemistry behind each reaction whilst completing the practical for them. The work shown is by Holly and shows her thought process behind trying to create her own practical without having any input from me.

I am very proud of my students. Mrs Rotimi



## Acid Rain

Well done Freya and Javier - some really clear explanations of acid rain in Mrs Bodycote's Science class.





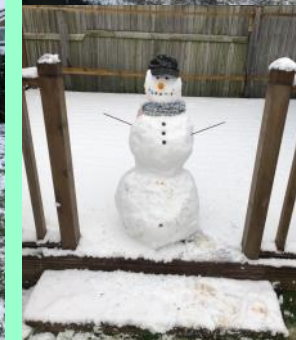


## 'High Five' for the Premises Team

The grounds at Thomas Estley looked particularly beautiful with the recent snowfall. Thank you to the amazing premises team who made all of the paths safe for the small number of students and staff onsite today.



Students both on-site and off took a break between their online learning to have a bit of fun, making the most of the snow or even sweep a neighbours drive





# Library and Wellbeing

Mrs Smith has been updating the Library's selection of books on teen issues, such as health and wellbeing.

Some time ago, Miss Cooper, Student Wellbeing Manager, and Mrs Smith created a reading list of story and information books which encourage students to explore ways to create mindfulness, wellbeing and good health. This has proved to be a popular section of the Library, with many of the books being taken out on loan.

More recently, Mrs Smith and Mrs Ward have created a reading list entitled Kindness : Overcoming Bullying, again with stories and lots of ideas to help students overcome this problem.

Together, these two sections in the Library provide a great resource, with lots of practical ideas, for encouraging students' positive mental health. With Covid secure choice and delivery processes in place within the college, students onsite have been able to access these books even during this academic year.



# Anxiety

Here are some common signs showing how anxiety may present itself in a child or young person, and some stress relief tips which may be useful for children of any age, and adults too.

## Anxiety presents itself in many different ways...

The desire to control people and events	Difficulty getting to sleep	Feeling agitated or angry
Defiance and other challenging behaviors	Having high expectations for self, including school work & sports	Avoiding activities or events (including school)
Pain like stomachaches and headaches	Struggling to pay attention and focus	Intolerance of uncertainty
Crying and difficulty managing emotions	Over-planning for situations and events	Feeling worried about situations or events

## THE STRESS RELIEF GIRAFFE

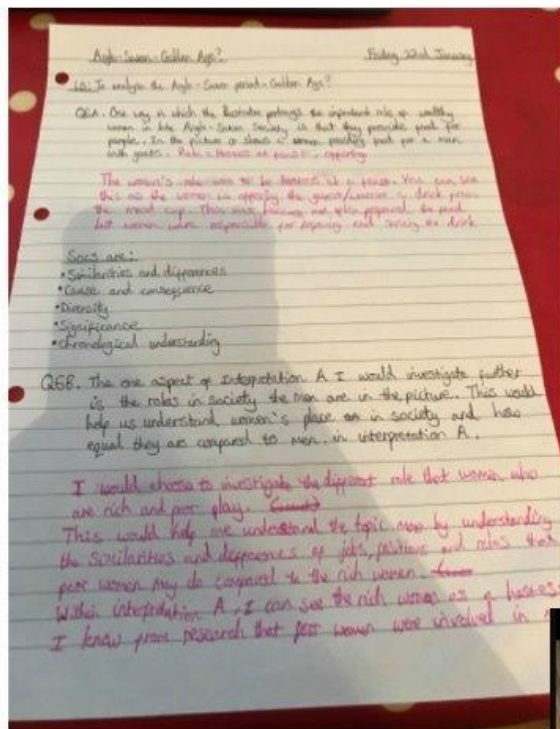
OUT OF CONTROL	<b>WHAT YOUR CHILD CAN DO:</b> <ul style="list-style-type: none"> <li>Calm breathing exercises</li> <li>Use visualisation meditation techniques</li> <li>Body tightening exercises (progressive muscle relaxation)</li> <li>Sigh to become fully present in the moment</li> <li>Practice music therapy</li> <li>Change location / surroundings</li> <li>Use a stress ball / fidget toy</li> <li>Give themselves a 10-second hug to boost their mood</li> <li>Colour, draw, write, craft, etc.</li> <li>Practice positive self-talk / words of affirmation</li> <li>Exercise</li> <li>Go outside</li> <li>Play</li> <li>Hydrate with water</li> </ul>
SCARED OF LOSING CONTROL	
NERVOUS	
UNSURE	
CALM	

If you are concerned about your child's anxiety levels and need some support, please contact us at the college for advice or help.

# Year 10 History

Y10 are studying the Norman conquest, as a part of their GCSE course and Mrs Young was pleased with the quality of work them.

They have been practising GCSE exam questions and acting on feedback during their live Teams lesson. Well done everyone!



Ben Hayward - History Work 22nd January

LO: To analyse the Anglo-Saxon period - Golden Age?

Q5a - 1 mark for the point, 1 mark for an example and 1 for explaining what it shows/means.

My Question is:

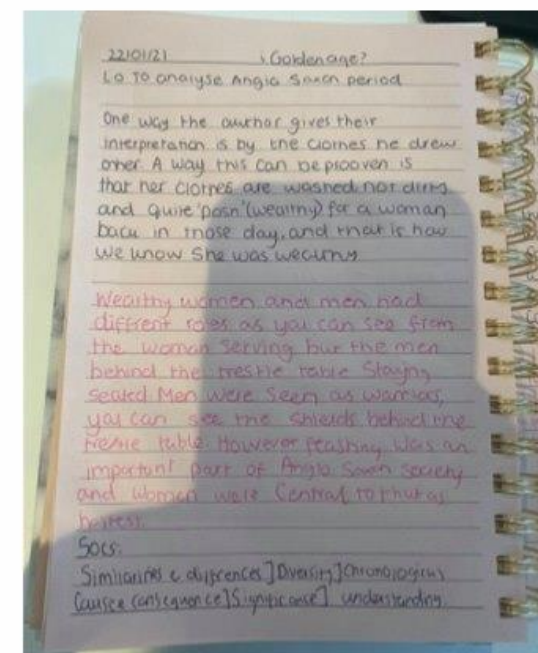
One way in which the artist portrays wealthy women as important in this image is her role at the feast. In the photo, she seems to be handing a cup (gold cup) to a man at the feast. This gives the impression she is the hostess or doing a similar role, which would have been an important job at the feast. This could then be related to suggest importance in wider society for wealthy women such as in the image. Men often prepared and cooked the food but women were responsible for serving.

Question 5b is all about what you would like to know more about. I should use the topic of Question 5a to help me (in this case it is wealthy women).

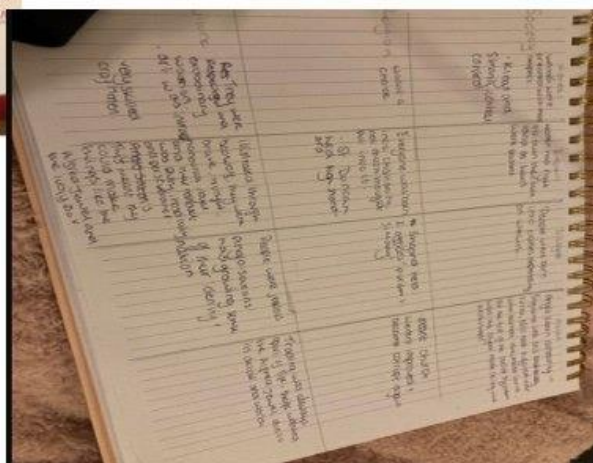
One aspect of interpretation A that I would like to know more about is the similarities and differences in class structure, wealth and influence between the woman and the men at the banquet. I think that this would be helpful to know about different groups as it would help to understand the similarities and differences between rights and powers of men and women of the same social class. This would give us a deeper understanding of gender equality in the late Anglo-Saxon period. Within int. A the rich women can be seen as a business. I already know that poor women were involved in manual labour, but I would like to investigate this further.

Aspect of society	Agree evidence	Agree explain	Disagree evidence	Disagree explain
Society	Strong Kings governed society, majority of people quite well off, land divided into shires	This means that the country had a strong leader who ran the country well, not many people in deep poverty (only the poor and some lords were), land divided up in a strong and mostly fair way	Thirls, wergild, earl wars	10% of the population were slaves while Europe was ending slavery, people had monetary value depending on class and earls were constantly fighting amongst themselves for more power

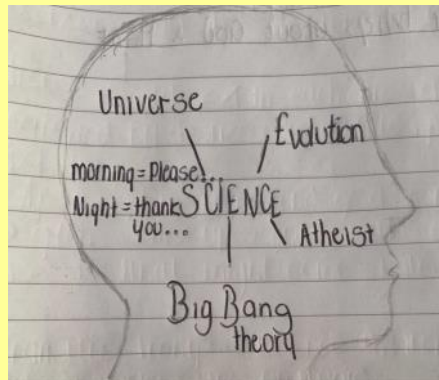
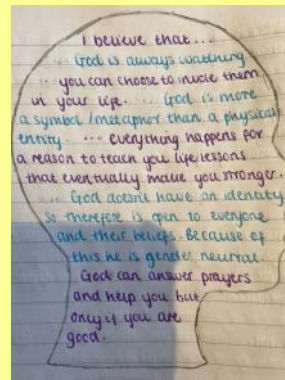
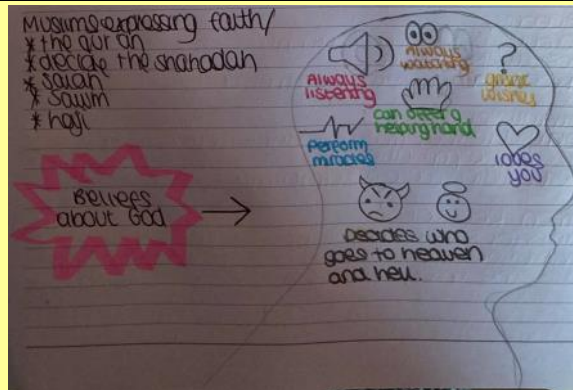
Religion	St Dunstan, Edward the Confessor, English church was unique	St Dunstan did a lot of good for the church and tried to stop corruption etc. Edward reformed it to the continent's standards with the Norman priests, Bible in English etc. meant that the Church had its own flavour.	St Dunstan's Corruption	St Dunstan was an Archbishop who committed pluralism and simony. He also committed pluralism (holding 2 high positions at the same time), some priests were corrupt and went against God's law.
Culture	Metalwork was good, artefacts are fantastic, literature such as Beowulf	Metalwork such as the Alfred Jewel were high quality, artefacts today are incredibly high-value and made by excellent craftsmen, many Anglo-Saxon books well-known today such as Beowulf	Buildings were poor quality, drab compared to Norman Age, many literate	Many buildings were mud huts or wooden, prone to damage or destruction. Norman Age buildings such as churches are much more stunning, not many people could read the literature available to them.



Year GCSE History  
Practice Exam Questions  
Norman Conquest



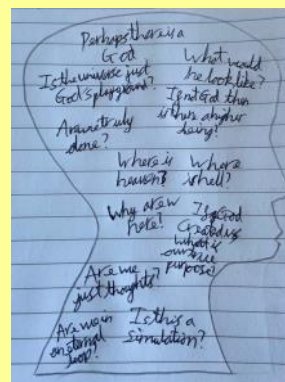
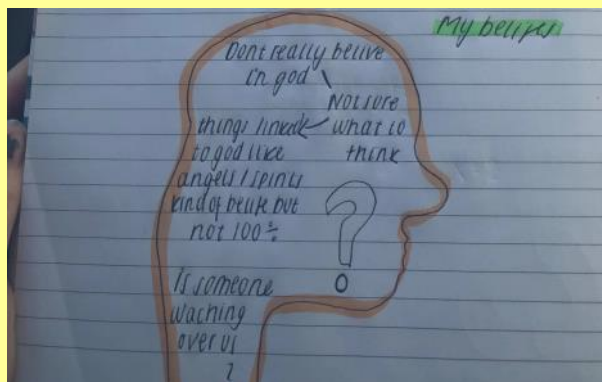




Miss Geraghty is delighted to share this amazing work, which is just a small sample of that received from Year 10 students who have just started their new Core Religious Education curriculum.

They were tasked with looking at how people express their own beliefs and then to end the lesson thinking about their own.

Very honest and reflective, well done Y10!



**People Who Changed the World,** is the topic Year 7 are studying, and Miss Geraghty has particularly enjoyed reading some of their work around this topic.

## A person who has changed the world

Name: Rosa Parks

Age: 92 (Died)

Nationality: American

### What have they achieved in their life?

She has been sticking up for the civil right movement and broke the law by achieving it and she stood up for racial equality.

### How did this change the world?

It's changed the world as more African American people can live there life how they want to live it without anyone telling them they can't sit there because off their skin colour.

### Should they teach this in schools? Why?

I think they should because in the world today many people are being racist and causing many people to die.

### Why did you choose this person?

I chose this person because in the world right now racial equality isn't going so well and many people have died because off their skin colour.

### Do you think they changed the world for the better? Why?

I think she changed the world a lot because she has changed the way people live in a good way so every person has a right to live just because of their skin colour doesn't mean they should be treated a different way and no one has a higher class than anyone else.

### What characteristics do they have that allowed them to change the world?

She was caring and willing to do anything for the people fighting for their rights and equality.

## A PERSON WHO HAS CHANGED THE WORLD

Name: Nelson Mandela  
Age: 1918 - 2013  
Nationality: South African

### What have they achieved in life?

He won the Nobel Prize for Peace along with South Africa's president at the time. He won this for standing against those people who were treating black people unfairly and for trying to stop racism in Africa and across the world. He helped to end apartheid.

### How did this change the world?

This event changed the world because it gave black people equal rights with white people. It paved the way for people to be of peace no matter their skin colour. This made the world a better and fairer place.

### Do you think they changed the world for the better? Why?

They did change the world for the better because it gave black people a better chance in life and it also created peace around the world. Black people and white people became united.

### What characteristics do they have that allowed them to change the world?

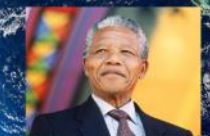
Nelson had great compassion and empathy for others. He had tremendous bravery and confidence when standing up to others. He had the strength and conviction to realise his ambition to end apartheid in a peaceful manner or possible. These characteristics made him a great person and a great leader who changed the world for the better.

### Should they be taught about in schools? Why?

He should be taught about in schools because it is teaching the lesson of being brave when things are not going your way and to never give up your dreams. Nelson is a great person and he showed compassion for all those suffering because of their skin colour.

### Why did you choose this person?

I chose this person because he changed the world in a significant way. He made the world a better place and although it might not have impacted every one of us it still changed the way we live and the way we treat others.



Students were asked to research someone who they felt had had a big impact on people.

A person who has changed the world : She stood up for having vitiligo

Name: Winnie Harlow  
Age: 26  
Nationality: Canadian

### What have they achieved in their life?

She stood up for herself and others with a rare skin condition and even ended up becoming a famous Canadian model.

### How did this change the world?

She encouraged people like a woman called Tiffany Taylor who had started to get cases of vitiligo on her skin when she was fourteen, that you can show yourself for who you are and you don't have to cover up. Do you think they changed the world for the better? Why? Yes. Without her, many people would be very insecure about themselves and may have mental health issues from the stress and trauma of being bullied, stared at or whispered about because they looked different.

### Should they be taught about in schools? Why?

Yes. Because it is good to learn about people who have stood up for rights, and some schools mainly learn about the white skinned heroes so it would be good to add in someone who had a different colour skin.

### What characteristics do they have that allowed them to change the world?

She has bravery, courage and hope in her heart.

### Why did you choose this person?

I chose Winnie Harlow because she stood up for people who were "different" and insecure about themselves and I think that she saved some lives doing that and that she didn't hide who she really was. She showed herself to the world.

Olivia Bottrill-CRE

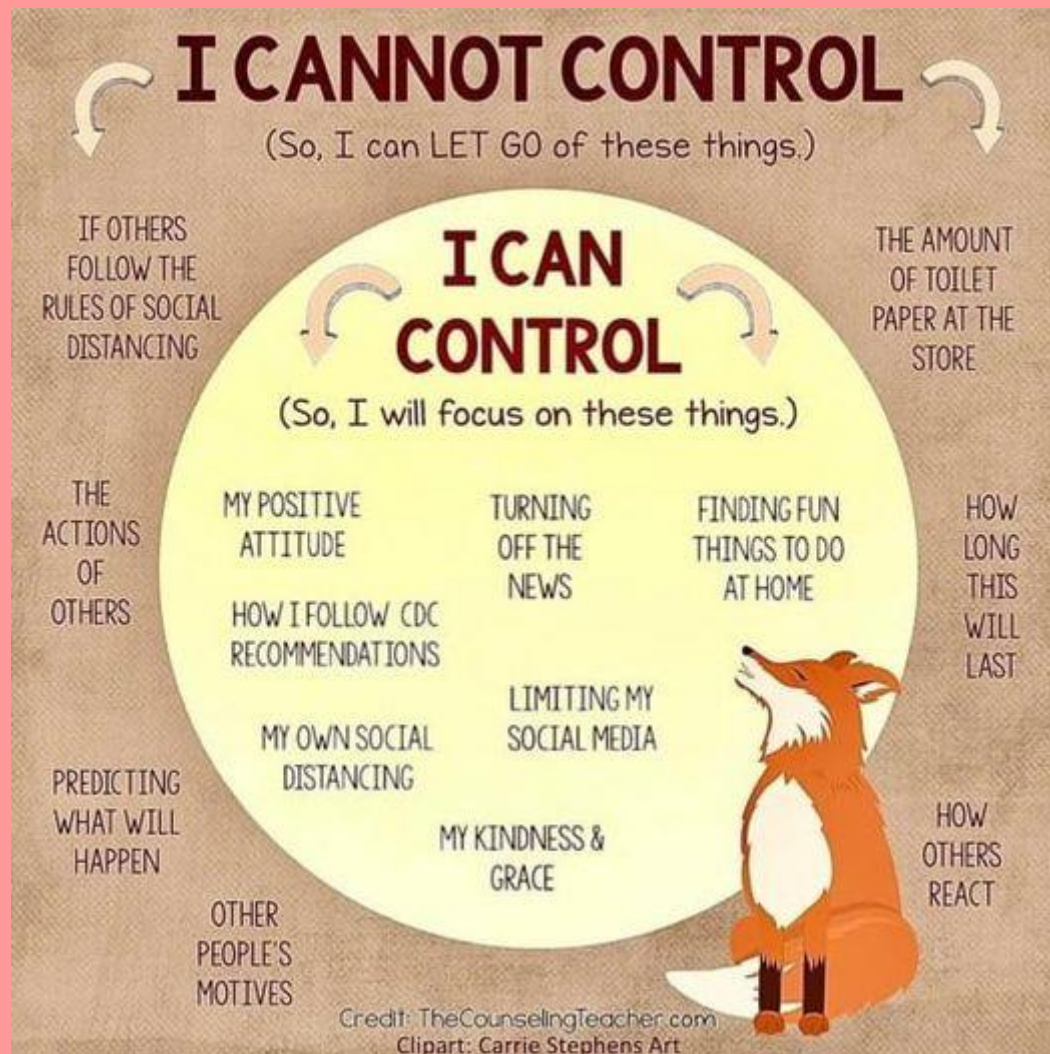
Here are just a few responses, from:

Emily  
Olivia and  
Anaya.

Well done!

# Taking control

In one of the Thomas Estley assemblies, focused on 'Courage and Taking Control', we shared this picture, which we have found very useful, regarding general strategies for us all to use during the pandemic, and went on to apply it to student learning and progress. (credit The [CounselingTeacher.com](https://www.thomasestley.org.uk)) The pictured strategies may be of interest to all ages and situations during these challenging times.



## TAKING CONTROL IN YOUR LEARNING

### ▶ I CAN'T CONTROL

- ▶ Having to learn at home or in college
- ▶ Who lives in my house - and demands by them on time or equipment
- ▶ Internet speed, distractions, other short-term barriers to learning
- ▶ What the government decides about education

### ▶ I CAN CONTROL

- ▶ Being awake, available and on time
- ▶ Being prepared with equipment
- ▶ My relationships with my teachers
- ▶ My expectations of myself and my positive and determined mindset
- ▶ Being engaged in the lesson (taking part, asking, answering) to get the most out of it
- ▶ My time on social media and my sleep and eating/ drinking patterns



## Post 16 advice and guidance tips

## Interview Preparation What to do ?

**Log onto you PS16 account daily** check any message updates on each of your applications from colleges

**Download your PDF applications** so you can access the information when you need and your personal statement to refer to

### Understanding what and how it will happen

The college will communicate with you either by PS16 messages, emails or post about their process and approach

### Questions to ask

What campus will I study on?

How many classes can I expect per week?

Does my course offer any employability or work experience?

Will any of my teaching be online?

Are there courses I can progress on to after this one?

Will I get support to complete my Uni application and to prepare for Uni?

What facilities do you have on campus?

Where can I get careers advice?

How can I find about financial support?

**Practice, practice talking about yourself in a positive way.** Speak aloud, get used to listening to yourself. Use positive sentence starters- refer to handout



1

### Finding things out

Colleges may use multiple methods

2

### How will it happen?

It is likely your 'interview' will be more a 'course conversation'

Be the best version of yourself

3

### Virtual Events

Do not assume every college uses the same approach

4

### Create the right space

Prepare for virtual video exchanges as well as phone conversations

5

### Practice speaking

### To do list before interview

**Research** the college (s) go on their websites, follow them on social media, insta, facebook, keep up to date

**Seek** background information on your chosen post 16 providers, what do they offer support wise; facility wise; financially

**Develop a question list** what do you want to know and find answers for

**Contact**, ring the colleges or use the message facility on PS16 to ask 'What is your interview process and how best can I prepare'

### Hints and Tips for effective Virtual Events

**Register** for virtual tours and any other virtual opportunities that are part of the recruitment selection process for example; online application events; virtual interviews. *Don't assume you will take part in just one*

**Build your personal itinerary** make a note of the departments and courses you are interested in

**Prepare questions in advance**, have a pen and paper, make notes

### Prepare your space

**Let people know in your house** that you are taking part in virtual meeting to avoid interruptions

Make sure your **equipment works** and your internet connection is working

If you are **visible on screen** consider your background and **surroundings are professional**

## Library

The Library is having a deep spring clean at the moment! Book covers are being cleaned and new plastic jackets are replacing the old, worn ones.

Long-lost books have been found and books beyond repair replaced.

Alphabetical order reigns again in the fiction section and the Dewey numbers are in order once more in the non-fiction section.

The Library and all 14,500 books are ready and waiting to be borrowed once again!

Helen Smith, Library Resources Manager,

## Site Improvement Projects

The scaffolding came down on one side of the car park and went up on the other!

As the work on the roof of Old Mill Primary School was completed, the workmen switched to replacing the roof at Thomas Estley.

We are delighted that the work on the roof is taking place, but will be sharing no estimates on a completion date - given how flexible the date was on phase one!

Lets hope for some good weather - both to contribute to a swift job and so that we don't have to contend with any leaks in the meantime.

We are also planning two other construction projects over the next few months—an outdoor free flow play area for our preschool and the construction of a premade classroom for specialist tuition for students with special needs in the area of communication and interaction, as our good practice in this area has been recognised by the local authority.

We would like to wish all of our current Year Eleven students the best of luck with their remote post 16 interviews, which are just beginning. Here are some top tips for post 16 interviews and we have emailed you all some additional strategies and resources as well as all of the ongoing support offered through normal college channels. Good luck,





# Health and Social Care

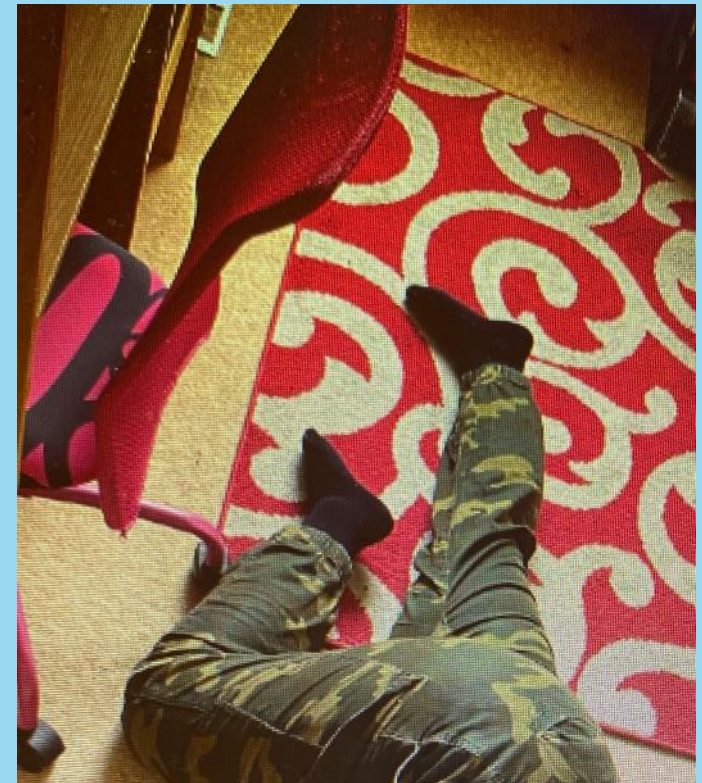
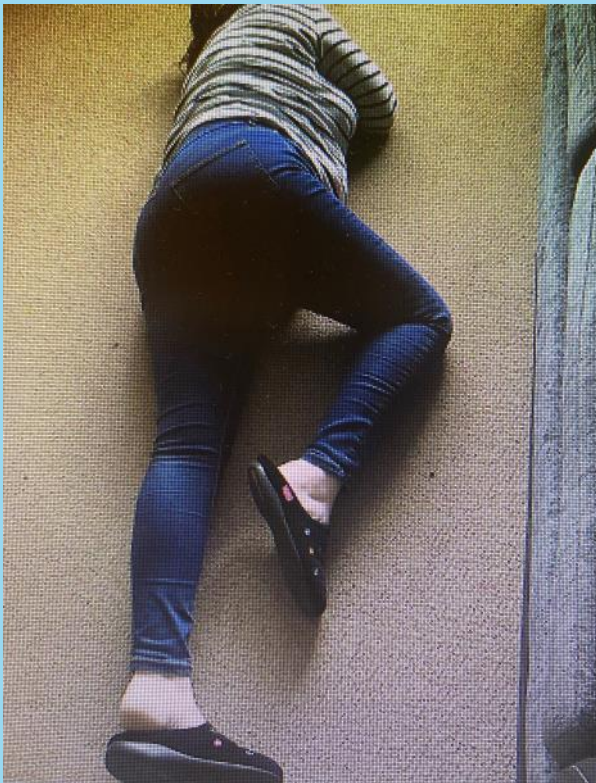
We assure you that these cropped shots are of perfectly healthy students and siblings!

Year 10 Health and Social Care Students are working towards their second Coursework component this year. They will also attain a Paediatric and Basic First Aid qualification alongside their Level 2 accreditation.

Mrs Hartley taught a Live Lesson on how to support an unconscious but breathing casualty with the primary treatment option including the recovery position.

Students were asked to practice putting a casualty into the recovery position and also to teach somebody how to put them into the recovery position. Many thanks to the unsuspecting siblings and parents who got involved and also fellow year 10 Key worker children in college.

A good example of learning at home and in school! Students will undertake a practical first aid exam in the summer term with ST John's ambulance



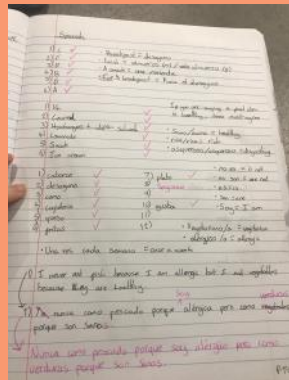


# Sneak a peek at MFL

Well done, Isabelle!

Senora Cornelius was really impressed with your Spanish work including great evidence of redrafting and improvement.

Muy bien - es fantastico!






37 Yellow Lane  
Wuzhen  
Shanghai  
China  
WF7 4PE

## DES CARTES POSTALES

Miss Colquhoun's Year 8 French classes have been creating postcards to write about a past trip using past tense verbs with je / on / nous.



Bonjour Eugénie

L'été dernier, je suis allé à Floride avec ma famille. J'ai acheté des bonbons et j'ai mangé bonbons. Après j'ai fait les magasins. C'était super! Le mardi on a nagé dans la mer, mais c'était ennuyeux. Puis on a mangé au restaurant c'était fabuleux. Finalement, nous avons joué au foot. Nous avons voyagé en avion car c'était de plus rapide que en bus.


À bientôt.  
De Ricky



**ITALIE**


**Carte postale**

Chère grand-mère et cher grand-père. En mai dernier, je suis allée en Italie avec ma famille. J'ai visité des châteaux c'était ennuyeux. On a joué au foot c'était fabuleux. Nous avons acheté des souvenirs, c'était bien. Je suis allée à la plage, il faisait assez chaud. Nous avons mangé à la pizzeria. De Laura, Russ, Faith et Kelseu.




**CARTE POSTALE**

En août dernier je suis allée à Paris avec ma famille. On a visité des musées. On a fait les magasins. Nous avons vu des monuments historiques. Je suis allée à la plage c'était fabuleux. On est allée au bord de la mer c'était super!

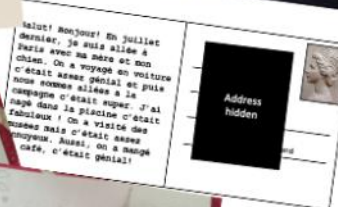


En août dernier je suis allée en France avec mes copains. J'ai visité des musées. On a fait les magasins. Nous avons vu des monuments historiques. Je suis allée à la plage c'était fabuleux. On est allée au bord de la mer c'était super!



**Carte Postale**

En juillet dernier je suis allée à Paris avec ma famille. On a visité des musées. On a fait les magasins. Nous avons vu des monuments historiques. Je suis allée à la plage c'était fabuleux. On est allée au bord de la mer c'était super!



En juillet dernier je suis allée en France avec mes copains. On a nagé dans la piscine car c'était super! Ensuite on a visité des musées. C'était génial. Après j'ai acheté des tee-shirts. Finalement on a mangé au restaurant.



**Carte Postale**

En juillet dernier je suis allée en France avec mes copains. On a nagé dans la piscine car c'était super! Ensuite on a visité des musées. C'était génial. Après j'ai acheté des tee-shirts. Finalement on a mangé au restaurant.



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Happy 100 words

28<sup>th</sup> January 2021

Painting. Painting is what makes me happy. When I'm painting, I feel at peace and that nothing else matters. I have the freedom to create anything I want such as the many landscapes I decide to paint or any other thing I desire. I take inspiration from all the art around us - nature. I like to take photos to capture the beauty around us & then portray it later in my own style while still capturing its beautiful essence.

I love painting. The way the silky smooth brush glides across the canvas. It's incredible! Although some things don't work out or turn out different, they end up being beautiful in their own ways and become art within art. When painting, it's like I'm in a whole other universe where things don't matter...

Sometimes it takes an eternity to get right, but in the end it's worth it and turns out pretty in its own way. Even just one 'that looks good' makes me feel like I've won an award. Whatever you have created will stay eternalised on that canvas for years. You could do it quick or be as slow as a snail, but however long it takes, however it looks, it's still art and is beautiful.



We were so impressed both by Mia's painting and by her description of why she enjoys painting so much, which she sent to her English teacher, Mr Smith.

We hope it inspires those looking to begin a creative hobby during lockdown.

Mia is only in Year 8 so we appear to have a future artist in the making!



# Hospitality and Catering

Well done to our **Year Ten Hospitality and Catering** Students for this mouth-watering selection of baked vanilla and lemon cheesecakes, which they made at home.

We do hope you all also enjoyed eating them!



**Year 10 Hospitality and Catering** students have been continuing with their practical skills during remote learning.

Here are some examples of the **Baked Lemon and Vanilla Cheesecakes** they've made at home.

A recent **Y10 Hospitality and Catering** practical task was to make a Moroccan tagine.

This is a beautiful dish that the whole family will enjoy.

It can be made with lamb, beef or chicken and it really benefits from braising/slow cooking on a low heat. During this time the flavours really develop, and the dried fruit adds to the subtle sweet and spicy flavour.

Just what you need to warm you up on a cold day!

As you can see from the photos, many students are starting to think about how to plate dishes to present them to restaurant standard.

If you would like to try any of these dishes at home, please email Mrs Keight for the recipe!



# Hospitality and Catering

A number of Y10 Hospitality and Catering students have completed their Food Safety and Hygiene training and been awarded a Level 1 certificate.

The attached photo shows a selection of these (not all students have completed yet).



The training for this certificate takes place online so it has been ideal to set as remote learning and it covers a significant amount of subject content for Learning Outcome 4: 'Know how food can cause ill health'.

The Food department have been really impressed with how H&C students have been juggling the various tasks set remotely; training for the certificate, studying the subject content for LO3: 'Understand how hospitality and catering provision meets health and safety requirements', developing their practical skills and undertaking yet another 6 weekly test! They are really committed to achieving their best and we are very proud of them!