

# head'sherald

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Dear Parents/Carers

Firstly, can I thank you for all your correspondence this week regarding the parking issues. I am confident we have found a solution which, most importantly, keeps the young people safe but also allows you still to use the Ball Hall car park.

I will always do my very best to assist in any way I can and I am therefore going to propose the following:

1. I will place specialist slip free matting on the grass at the front of school so staff can park only minimal staff will need to continue to use the the Ball Hall car park at the moment.
2. I will allow you as parents and carers to still use the Ball Hall car park to pick your child up at the end of the day, but the following rules must be complied with. If you are picking your child up then then you **MUST** be parked in a car parking space and not on the verges or blocking exits. No cars will be allowed to enter the Ball Hall after 15.00 and no cars will be allowed to leave until 15.10. All cars must remain in the parking space until that time. This will ensure my children are safe.


Whilst we always welcome communications from our parents and carers, please be mindful that we will absolutely do our best to get back to you within 48 hours. Please allow us this time frame, as some staff may be teaching, or in meetings etc.

Also, if you want to be guaranteed to see a member of staff then please just book an appointment. We are incredibly accommodating, but it is not feasible sometimes to just turn up and expect to see or speak to a member of staff. We appreciate you may be worried but we do not want to add to that by needing to say that they are not available.

Staff are not expected to reply to any emails in the evening, although many of them do. So please be understanding around this. The staff in charge of safeguarding (me, Mr Leonard and Mrs Chilton) will however, check emails and respond if it is a safeguarding concern. However, please do not be worried about emailing in an evening as I understand that that it may be the most convenient for you. I am just clarifying that you may not get a response until the working day begins.

Communication with you is very important to me and I value our working relationship. If there is anything you feel I can improve on or that you would prefer to be presented in a different way, then please do not hesitate to contact me.

Have a lovely weekend



Beverley Scott-Herron  
**Headteacher**

## **Teaching and Learning**

### **I / WE / YOU**

During our lessons we have a number of teaching routines that all teachers adhere to, many of which have been shared previously such as recall, teacher time and task time etc. The way that teachers share information is very important, as the methods used, determine how well that new learning has been received. We use a process call I, We, You.

#### **'I'**

The 'I' of this process requires the teacher to gradually release new information to students so that they can process it with sufficient time. This new knowledge will be drip fed in what we call 'granular' chunks. This process will often involve the teacher 'modelling' how a task is done or narrating how to apply information from one context to another. This may be through the use of a practical demonstration, a visualiser or a discussion etc.

#### **'We'**

This next phase involves the teacher gradually handing over ownership of learning. It is a process which we describe as 'passing the baton'. Once the teacher feels the students, either as individuals or a collective, understand the new information, they will let the baton go. During this process there may well be a fair amount of 'tooting and froing' with the baton in order for the teacher to be sure students are ready to work individually with this new information. To know that students understand the teacher will adopt a questioning method called 'cold calling' in which numerous students will be asked questions to demonstrate they have grasped the new concept. The teacher will choose who to ask in this 'hands down' questioning.

#### **'You'**

The 'You' element is when the students demonstrate their understanding and apply their new skills or knowledge to the task or challenge. This may be an extended written piece, a performance or creating a model/drawing etc. In this phase the students work independently on 'task time'. This is usually in silence depending on whether or not there is a practical element. The teacher will continue to monitor progress and will intervene with groups or individuals if there are still misconceptions

As a school, one of our priorities is to ensure that our students work on the 'you' phase for longer periods. This is to develop their academic resilience and ensure they can perform to the best of their ability in test conditions because such conditions are reflected in lessons.

Finally, for all of the above to be successful, 'pure attention' has to be given by students. True learning cannot take place without pure attention. This is why we have such high expectations in terms of the learning climate. We will not allow learning to be disrupted without sanction or removal in order to ensure students can pay pure attention.

Mr. C. Kinsey: Deputy Headteacher

## **TCAT Safeguarding Review**

The TCAT Safeguarding Review team were in school Wednesday 28<sup>th</sup> February, carrying out the annual review of all matters safeguarding here in school.

We will be able to share more information once we receive the report, however, it was a very proud moment for Mrs Scott-Herron, Mr Leonard and Mrs Chilton, who listened to the review team speak so highly about our students, staff and community.

It was a very busy day, with the planned timetable allowing us to demonstrate the importance placed on keeping our students safe in all aspects of school life, this included:

- A tour of the school and visits to lessons and key areas
- Meetings with key staff, including the Lead Teaching Assistant for Social, Emotional and Mental Health
- Meetings with students from all year groups
- Meetings with the newly formed Wellbeing Ambassadors
- Meeting with Governors
- Phone calls to parents
- Review of the school website, policies and paperwork
- Review of our Personal Development offer

We look forward to sharing further information with you from the report.

## Personal Development

### Careers/post 16

Next week is National Careers week. Please talk to your child about their future pathways and use the following websites to inspire them:

Visit <https://ncw2024.co.uk/> to take part in a virtual careers fair.

<https://www.bbc.co.uk/bitesize/groups/cpw27rkvq6pt> – jobs that use:

<https://www.mypathcareersuk.com/job-of-the-week> – job of the week

<https://www.bbc.co.uk/bitesize/articles/zh9dmbk> – which Career could be perfect for you?

Year 9 and 10 will be taking part in a meet the employer's day on Tuesday 5<sup>th</sup> March and we also have a speaker for Year 10 and 11 from the travel company TUI on Thursday 7<sup>th</sup> March.

All year groups will be having a National Careers week assembly.

### Is your child interested in a career in medicine?

Free information for students wanting to go into a career in medicine or dentistry. Whether they're taking their first steps towards discovering the professions or gearing up for the application process,

Sign up for the FREE Get Into Medicine conference:

<https://airtable.com/appgXnyzN5ZD9Iwk6/shry7MZYtt3MGPjvO>

Once your child has attended our Get Into Medicine conference, they can tap an abundance of free support such as:

- Free medical work experience
- Free 15 minute zoom appointments to speak with doctors and medical students
- Free medical extracurricular activities that will make you stand out
- Opportunities to apply for medical school scholarships and awards
- A detailed understanding of the application process to become a doctor

Students and parents will have the opportunity to learn about personal statements, entrance exams, interviews and meet some of our successful students to learn from their experiences. Following the conference all students will instantly be enrolled onto the free virtual medical work experience programme (with access to speak to doctors and medical students alongside).

Dates:

- Sunday 25<sup>th</sup> February from 9:30am - 3:30pm
- Saturday 2<sup>nd</sup> March from 9:30am - 3:30pm

All aspiring doctors in Years 10-12

Here's how the day will run:

- 9:30-10.00 Registration
- 10.00-11:00 Quick introduction to Medic Mentor, overview of the day, competition ratios, application timeline, Awards and Scholarships
- 11:00-11:15 Break
- 11.15-11.45 Introduction to the UCAS application form and entry requirements
- 11.45-12.15 Interactive CV building exercise and exclusive access to leadership, research, presentation, publication, prizes and scholarship opportunities
- 12.15-12.30 Top tips form a successful applicant (medical student)
- 12:30-12:45 Break
- 12.45-13.30 How to write the perfect personal statement
- 13.30-13.45 Break
- 13.45-14.10 Entrance exams - how to do ace the UCAT
- 14.10-14.30 How to prepare for Medical School interviews
- 14.30-15.00 Top tips form a successful applicant (medical student) and next steps
- 15:00-15:30 Q&A Session

## STEM Visit

Disease: can we cure it, can we end disease. That is the question a group of Year 9 students, along with others from TCAT partner schools, tried to answer in an event which took place on 9<sup>th</sup> February.

Organised by Oxplore (a group of researchers from Oxford University) and our Science Department, students were given a number of challenging activities to explore, learn and debate. We were lucky enough to have on hand Mr N. Kanellakis, currently researching on disease of the lungs, to help with the planning and delivery.

First, our students were introduced to 6 diseases – what causes them, how they affect the body, how are they transmitted and human fatality numbers along with specific facts related to that disease. Finding out all the facts and then report back to their group using only their memory was quite a challenging feat indeed.

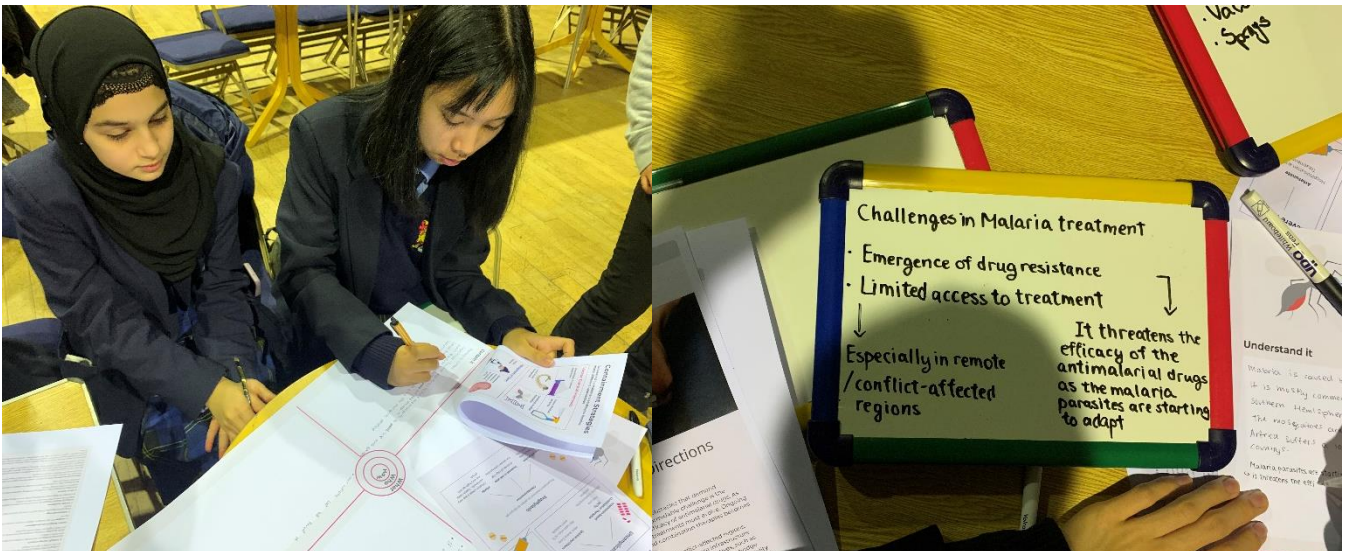
Then they analysed a case study on a tick invasion in a secondary school, acting out a real response to such an outbreak. Firstly find out what they are up against, then contain the outbreak, control the spread of the disease, finally cure and prevent strategies to be put into place.

We then looked at the work of the World Health Authority, global health issues along with the scientific research it carries out. Working in teams on either malaria or the coronavirus, from information given they needed to work out:

1. What causes the disease and how it spreads (understand it)
2. How to treat it
3. How to stop it spreading (contain it)
4. How to eliminate it or prevent a severe outbreak.

A great day at the Pyramid in Warrington, we all were hand sanitizing on the way home!

Mr Caine



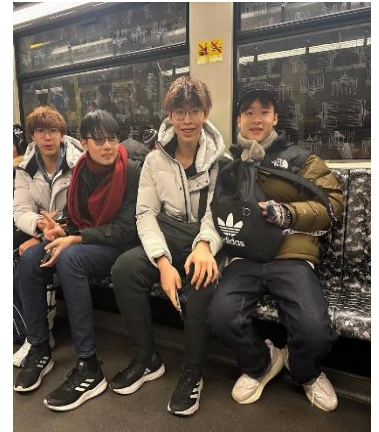
# SIR THOMAS BOTELER CHURCH OF ENGLAND HIGH SCHOOL GOES TO BERLIN

Students studying GCSE History at Year 10 and Year 11 had the opportunity in February half term to travel to Berlin, Germany, to complement their studies of the Cold War in the lessons. Students were able to explore the impact on the Cold War on the city, comparing the difference between Communist East and Democratic West following the division of Germany after World War Two.

## Key highlights:

The first day of the trip was packed with sightseeing and exploring Berlin, taking advantage of the public transport with students hoping on and off the underground, trains and trams.

The first stop was the DDR Museum, which gave students an insight into life in East Germany under communist rule. They were able to look at propaganda, housing conditions and even experience the feel of a soviet prison cell.



Given that Berlin was the nerve centre of the Third Reich, the city was one of the main targets for allied bombing during World War Two and therefore there are numerous bunkers dotted throughout the city build with the intention of keeping civilians safe.

Students were able to explore one such bunker, the Fichte-Bunker, which was a 19<sup>th</sup> Century gasometer converted into an air-raid shelter during the war. Students learnt that this particular bunker was designed to be slept in overnight by women and their children, to avoid having to get up in the middle of the night to seek shelter during a raid.

Originally the shelter was planned for 6,000 people, but during the air raid of 3 February 1945, some 30,000 people took shelter in the approximately 750 individual rooms.



We wanted to ensure students saw key sites of Berlin throughout the trip, so students had the opportunity to make regular stops at important landmarks across the city. This included the

Reichstag building, a historic legislative government building which was the sight of a fire that led to the rise of the Nazi party, and the Brandenburg Gate which is one of the most iconic monuments of the city.



Our second day focused on the division of East and West Berlin due to the Berlin Wall, constructed by Soviet Premier Nikita Khrushchev to prevent refugees fleeing East Berlin into the democratic and capitalist West Berlin. Students were able to get up close to the structure that for nearly 30 years divided families in Berlin, and had time to reflect on the deaths of those who tried desperately to escape the East by crossing the wall at the Berlin Wall Memorial.



Students and staff particularly enjoyed the East Side Gallery, a permanent open-air gallery on the longest surviving section of the Berlin Wall which was painted by 118 artists from 21 countries from the spring of 1990 after the Berlin Wall had fallen.

There were more museums to follow on the second day, with students exploring the German History Museum which had an exhibition on the major political changes in Germany from the late 19<sup>th</sup> century to modern day. This allowed students to track the changes in Germany that they have learnt at in



Year 9 and into GCSE History at Year 10 and 11, by following the rise of the Nazi Party following World War One, the outbreak of World War Two at the hands of Adolf Hitler, the Holocaust and the eventual fall of the Nazi government at the end of World War Two which leads into their current studies of the Cold War.



Given the sheer amount of modern history the city has to offer, we ensured that students were able to look at the emotional impact of the Cold War, by attending the Palace of Tears exhibition which looks at the emotional toll of a divided Berlin, as well as the Holocaust Memorial which provided students with the chance to reflect on the lives lost during the Holocaust which took part in World War Two.

Another key site to explore was Checkpoint Charlie, an outpost that stood between East and West Berlin that was the site of major confrontation between Eastern and Western forces.

There was a tension over whether or not East German guards were authorised to examine the travel documents of Americans passing through the checkpoint, so on 27<sup>th</sup> October 1961 the US stationed tanks on its side of Checkpoint Charlie.

Fearing the US tanks might try to break down the Wall or pass into its sector, the Soviets responded with an equal show of force and Red Army tanks pulled up to their side of Checkpoint Charlie. The nail-biting crisis lasted for 18 hours until diplomatic negotiations agreed that both sides would slowly withdraw.



Overall, both students and staff had a fantastic time in Berlin, the historical sites explored really brought to life their studies of the Cold War at GCSE History. The students' behaviour was exemplary and friendships that have developed on the trip have been lovely to witness.

## English Department News – World Book Day

The English Department have arranged for a writer to come into school to share her experience with our students of how to become a published writer. This is to celebrate the power of reading on World Book Day on Thursday 7<sup>th</sup> March.

Kate Martin will be presenting to the students and explaining about how her books came to be. Her novels are fiction with a focus on mental health. Students – including all budding writers – will also learn about the writing process too.



## Collective Worship

This week as part of Collective Worship, students have been focusing on the meaning of Lent. We have used this as an opportunity to reflect how we can make better food choices to support people around the world through Fairtrade. We used the scripture from Philippians (2:3) to discuss the importance of helping others:

***"do nothing out of selfish ambition or vain conceit. Rather, in humility value others above yourself"***

This scripture also reminds us of our Christian value for this term, *humility*. This will be the focus of our Collective Worship and meetings, thinking about how we can show kindness to others. Please keep up to date with our weekly prayer and scripture via social media.

National  
Theatre

CONNECTIONS  
2024

SIR THOMAS BOTELER CHURCH OF ENGLAND HIGH SCHOOL PROUDLY PRESENTS

THE  
PERIODICALS

WRITTEN BY SIAN OWEN

19TH & 20TH MARCH 6.00PM  
MATINEE - 19TH MARCH 1.30PM  
IN THE SCHOOL HALL

TICKETS £2.50 ADULTS & £1.50 CONCESSIONS  
TICKETS AVAILABLE FROM THE MAIN SCHOOL RECEPTION



Supported using public funding by  
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ENGLAND**

