



NEWSLETTER



We Challenge
and Support
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WCSA



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“Education is the most powerful
weapon which you can use to
change the world”

– Nelson Mandela

THOUGHTS FROM THE PRINCIPAL



Miss Scott – Principal



I hope this Christmas Newsletter finds you COVID-free and looking forward to celebrating Christmas with family and friends. However, I am very aware that, by the time you read this, things may have changed! We seem to be living with some confusion and uncertainty at the

moment. That said, despite the bumpy ride, we have had a productive Autumn Term here at WCSA. I am actually penning these words the day after the Weston Choral Christmas Oratorio at All Saints Church. Eight of our WCSA students took part in this stunning performance. Sadly, the on-site concerts had to be live streamed, however, I am sure you will agree they were brilliant, nonetheless. There are links to these on our website, so please do have a look and listen if you have some time to spare over the holiday.

It is always important to think of those less fortunate at this time of year. In November and December, we were inundated with food donations and gifts from our school community. St Peter's congregation were also extremely generous. One young man in Year 8 – Jared M – gave up many breaks and lunches to wrap and pack the boxes, which were then distributed from the church. Pictured below is Jared with one enormous box!



Back before we were thinking about Christmas, in September, we had our annual Open Evening. It was well attended and we have had a lot of interest. I am fully aware that selecting a secondary is a big decision. If you are reading this as a Year 6 parent, you will be waiting anxiously to find out where your child has a place for September 2022. Any Year 5 parents will still be deliberating, I am sure. To help you with your choices, we will be doing a "Family Breakfast" here at WCSA in March, as well as a summer fayre in July. Two great opportunities to meet us and ask us any questions.



Some of you may know that Mr. Uffendell (originally Vice Principal at PCSA) has been working with us this term. He has done a great job looking at teaching and learning in the classroom. He has also worked closely with Year 11 teachers to ensure that all students leave

with the best possible GCSE grades. I am delighted that Mr. Uffendell is going to stay with us here at WCSA in a permanent capacity as Vice Principal. I am sure that you will be hearing from him or see him around over the next few months. He is involved in Options, Year 11 catch up as well as taking part in our family breakfast and summer fayre.

Finally, as we break up, the last thing on anyone's mind is 2022! However, we have been in communication with you about testing all students before the return in January. This means that there will be a slightly staggered return back into lessons. All information is on the website, so please do take a look if you are unsure of arrangements. You will need to give consent for your child to be covid tested. If you do not consent, that is not a problem. Your child simply returns to school at their allocated time. In addition to the testing we do, please can I thank you for testing your children regularly, and communicating with us.

Please do have a restful and peaceful Christmas. I am personally looking forward to family time and catching up with friends. I look forward to seeing your children in the New Year.

Miss Scott

Jacqui Scott - Principal, jscott@worle-school.org.uk



The first two terms of the school year have really flown by – it seems it was only yesterday when we returned from the two-week October break; because of this system and as you will know there will be no more ‘one-off’ INSET days this year across our Trust. To keep up with all our news

please do follow our schools on Twitter – we have lots of ‘news and views’ on Twitter and we also have our excellent website - <https://goodnewspost.co.uk/>. Here you will find all the great things we have been involved with from September to December; such as visiting COP26, our Remembrance Day activities and the Sovereign Centre Art Exhibition – see image on the right. Please do have a look – we have been very busy. We have been moving forward quickly with more site development thinking – for example, we have planned our **‘Appropriate Provision Centres’** (APCs) which will hopefully be in place for September 2022. These two new centres will meet the needs of more of our learners in a more appropriate way – behaviourally, socially and emotionally. We are also working on plans to relocate the Priory Pre-School (currently at PCSA) to our Castle Batch site. This will be branded as **‘Little Learners @Castle Batch’** and will be set up in the same way as our current provision. We are very fortunate to be in a really strong financial position to make all these projects happen; our end of year accounts showed again some very healthy reserves. All our reserves are now ‘pooled’ centrally to allow these bigger projects to happen more easily. Great work by our central finance team and especially by our Chief Operations Officer – Mark Antoine.

Our main aim into 2022 will be to again relentlessly focus on excellent classroom practice across all our schools – sometimes called ‘quality first teaching’. This is the main route for our children in ‘catching up’ for any lost learning – effective teaching and effective feedback in classrooms has always been the key to educational success. Mr. Jenkins (Head of School Improvement) and Mrs. Dadds (Deputy Head of School Improvement) are continuing to work very closely with all our Principals to drive our schools forward – even with, and despite the pandemic. You might not be aware, but we have three excellent ‘Directors of Subject’ – Mrs. Sharon Goddard-Lock



(Maths), Mrs. Louise Daniels (Science) and Mr. Tom Walker (English) – these superb colleagues work across all our TPLT schools on curriculum development and assessment. They also coach our subject leaders and get involved in coaching great classroom practice. In recent times they have also been directly teaching within our schools. We also have a brilliant central Director of Careers in Mr. James Wilmot; we are very passionate in the view that effective careers education is a right for all students across TPLT. Careers Education is a real strength of TPLT. So, we have a really strong team of school improvement professionals working alongside our school leaders.

Some people news; in Term 1 we were delighted to appoint **Mr. Dan Milford** as the substantive and permanent Principal at TKASA. Dan has previously worked with us at WCSA and will continue the great work at TKASA into the future. He has recently been our Acting Principal at TKASA. Lastly, and on a personal note I will be moving on from TPLT at the end of March 2022 after around 20 years working in W-s-M at PCS, PCSA and latterly as CEO of TPLT. Our Trust Board (Governing Body led by our Chair Katie Dominy) will be taking the lead and appointing a new CEO in due course; it will be an exciting time for all. This will clearly bring another perspective that I am sure will take TPLT into the next stage of its development. The future is very, very bright. I end by noting we have already recruited another 28 colleagues to ‘train to teach’ within our Trust next year. We are very much a ‘doing’ Trust – many of these great new colleagues will stay with us and then teach our children in North Somerset and Somerset. Please have a great Christmas break and once again – **thank you** for all your super support.

Best wishes,

Neville Coles

CEO and Accounting Officer - The Priory Learning Trust

TKASA SIXTH FORM

A report by Olivia Finch, ex WCSA student



Pictured is Olivia with Mr. Gaskell, Head of Sixth Form

As I approached the end of my final year at WCSA, I had the difficult task, like many Year 11 students, of deciding where I would be spending my next two years studying my chosen A-levels.

Given that this coincided with 'Covid year', I had attended virtual open days at a number of institutions to help me get a feel for all of the Sixth Forms and Colleges. Eventually, after making lists of pros and cons, I made the decision to study at The King Alfred Sixth Form.

As I now approach the end of the first term here I can say with absolute confidence that this was definitely the best decision for me.

This is largely based on the fact that the sixth form is unashamedly student focussed, with the ultimate aim of ensuring that every student has the correct skill set to prepare them for their future after A-levels.

Upon joining a sixth former will be encouraged to sign up for at least one society, ranging from sports to medicine to business enterprise societies. Not only does participation in these groups look good on your CV, but they instantly help to throw you into Sixth Form life and allow you to meet new, like-minded people. Also, if there isn't a society that quite fits the bill for you then the Sixth Form Leadership Team will fully support you in helping to create your own. This further reflects the caring and nurturing environment that the Sixth Form offers. This is just one of the many fantastic opportunities that you can get involved in at the Sixth Form.

My dream after A-levels is to study medicine at University and the TKASA Sixth Form has already afforded me a number of opportunities to help me achieve my goal. For example, I'm working towards gaining a place on the Cambridge University Summer School programme and I have joined the Human Evolution Society where I can gain some extra experience in studying in fields such as anatomy. All of which will help to strengthen my position when it comes to writing my personal statement and CV in readiness for university entry applications.

Overall, the King Alfred Sixth Form is a small, tightly knit community with a caring and nurturing ethos. It's an institution where the main driver for the staff is to inspire their students to achieve their full potential. I have genuinely enjoyed my first few months here and I am looking forward to the next couple of years.

Olivia Finch

Ex-WCSA student

TKASA SIXTH FORM



We've enjoyed another highly successful year with increased numbers of excellent students from Weston wishing to join our school-based aspirational 6th Form. In 2021 three first-generation university applicants gained places at Cambridge and Oxford and 80% of Y13 students gained places at a range of outstanding universities from St Andrews and Glasgow in Scotland, to Queen's Belfast in Northern Ireland to Cardiff in Wales and Durham, Lancaster, Sheffield, Nottingham, Warwick, Birmingham, East Anglia, King's College London, UCL, Surrey, Bristol and Exeter in England. We were also delighted to see our students gain places on prestigious degree apprenticeships with legal firms like Burges Salmon and with the NHS.



Our growing reputation for academic success (consistently achieving 100% pass rates at A level), extra-curricular provision (we offer membership to over 30 societies including MedSoc, Oxbridge Society, Law Society, Debating Society, Human Evolution Society,

Languages Society, PsychSoc, SocSoc, Music Club, Art Club, Model United Nations, Young Enterprise Company Programme...) and small class sizes has attracted some excellent students from Weston this year including former Head Girl at Worle Olivia Finch: Olivia is a member of MedSoc, Oxbridge Society and the Human Evolution Society which will benefit her application to study Medicine at university in 2023. Olivia, along with close friend Amy Dowling (also from Worle), is part of our gifted and talented programme that helps prepare high achieving students for top universities and prestigious apprenticeships: as part of this programme students participate in a masterclass programme with the University of Cambridge which includes a free residential trip to Trinity Hall College.

In addition to also enrolling excellent students from Bridgwater, we also welcomed students from Italy, Norway, Switzerland, Germany and the Czech Republic in 2021 who stay with us for a year to study A level subjects and gain experience of the English education system: our international students lead our Languages Society and help tutor our A level languages students. We are therefore very much a happy, inclusive, supportive, aspirational and international 6th Form and we look forward to welcoming the next cohort of outstanding students from the Weston area in 2022.

YEAR 7

Year 7 - Update from Mrs. Egan

It has been an absolute pleasure getting to know the new Year 7 students and their families this year. They are an amazing cohort of lovely young people who have completely embraced life here at WCSA. You must be extremely proud of your children. I am in and out of classes daily and it is incredible to think that they have only completed two terms with us! They have adapted so well and I thank you sincerely for supporting them with the transition from primary to secondary school -

I do think it is much more stressful for parents and carers than the children themselves! I particularly enjoy seeing the children trying all the new subjects that they have not had the opportunity to study before. Many have discovered a new love for French, Spanish and the arts as well as having the opportunity to work creatively in our practical design and technology classes. In the food technology rooms students have been baking cupcakes and scones recently. As you can imagine, the smell when entering the classroom is glorious! Each week we celebrate 'Tutee of the Week'. The students are always so proud to receive this award from their Form Tutor and celebrate with their classmates. A celebratory cup is displayed on the desk of the winning tutee. Each Friday I have the very difficult decision to make as to who will receive my 'Head of Year

Student of the Week' Each of the Heads of Year at WCSA nominate a student and we all meet up with Miss Scott for photos, badges and a sweet treat. We absolutely love celebrating success here at WCSA in so many different ways. Certificates have been given out termly to recognise students for the following areas: resilience, kindness, respect, brilliant behaviour, top effort and helpfulness and of course achievement points are awarded which you can keep

track of on using the ClassCharts app. I also hand write praise postcards home for students that I have been really impressed with and, in the run up to Christmas, I will be taking nominations from each Form Tutor for names of students that have impressed them across the board so they can be entered into the Year 7 grand prize draw! Prizes include chocolates, celebration boxes, biscuits, teddy bears and even a new tablet!



YEAR 7

Everyone has participated in reading during tutor time: 'Holes' has been a wonderful book that has shown the students another life entirely. It has been a pleasure to go into all of the tutor groups and read with the students. Reading is so important and I am passionate about it. I was very fortunate to spend a week of the two week October half term in sunny Fuerteventura where I read several books on the beach and around the pool, including War Horse by Michael Morpurgo, which the children are now reading during the mornings. This is a wonderful book that is a joy to read and the children are all loving it.

There is a wide variety of after school activities for Year 7. We have a science club, a design and technology club, music and orchestra, an art club, a modern foreign languages club plus a wide range of P.E. activities. These are really well attended and if your child has not taken part yet I would encourage them to do so. It is so lovely to see all these extra activities happening on the school site following all the Covid restrictions over the past year or so. We have such talent within the cohort. There are footballers who play at academy level, amazing

musicians, rugby players and four very talented young ladies who are competitive gymnasts and members of the GB squad from 2020. The girls have recently been reselected by coaches at British Gymnastics to continue representing Team GB through 2022. They are absolute super stars.

Please do continue to get in touch with me and your child's Form Tutor with any queries at all. The ClassChart App is a fantastic tool to monitor your child's progress. If you haven't done so already, please download and do get in touch if you have misplaced the individual password.

I would like to take this opportunity to wish you all a fabulous Christmas break and my best wishes to you all for a happy and healthy New Year.

Kind regards
Mrs. Egan



ENGLISH

Update from English - Mrs. Harris

As with the start of any new school year, September 2021 was met with glee by staff and students alike- not least because we have been able to return to our specialised classrooms and fully utilise the facilities WCSA has to offer. Term one and two in the English Department have witnessed students immersing themselves in literary journeys, travelling back in time to consider significant 'Firsts' from history and engaging with the Shakespearean masterpieces of 'Romeo and Juliet' and 'Much Ado About Nothing'. A special mention should be extended to our Year 10 students who excelled (both in preparation and presentation) during their Speaking and Listening exam.

A Major Investment in Reading



The English Department would like to thank the fantastic librarians, Mrs. Sellers and Mrs. Brock, who have continued to provide our students with access to a fantastic range of books and engaging library lessons throughout the refit of the Learning Resource Centre. Our LRC really is the heart of the school: serving as both an educational resource and the source of fantastic literary adventures. Students know that when they step through the doors, they will be met by enthusiastic librarians who will do everything in their power to support and nurture reading (in all its forms). It goes without saying, but the library is an integral part of the school and essential to our English curriculum. Students in Years 7 and 8 are provided with fortnightly library lessons to hone their reading skills and foster a love of learning as part of our Great Reading Race. To participate, students simply have to challenge themselves to read – the more that they read, the more races they will compete in; the more challenges that they tackle, the greater their success and sense of achievement.

The LRC is a space utilised by all faculties across the school, and its value has been truly recognised during the recent investment in new shelving and repurposed space. Students in Years 7 and 8 have been excited to utilise the newly repurposed space and all it has to offer. The refitted library looks fantastic and will continue to serve the students of WCSA for many years to come.

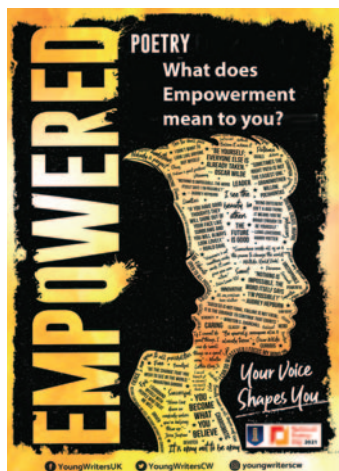


Year 7 – First Experiences of Secondary School

At the start of the academic year, we welcomed Year 7 into our WCSA family whilst sharing the 'First Experiences' unit with them during cycle one. Whilst they reflected upon their own successes of their first days and weeks here at WCSA and considered what their future selves might achieve throughout their time with us, we also explored far and wide for other firsts. From the sporting achievements of the first four minute mile, to the technological and explorational achievements of sending the first man to land on the moon, students have engaged with enthusiasm and enjoyment, exploring the wider world alongside the many non-fiction text types that they will undoubtedly come across during their time in it. We have been thrilled with the engagement demonstrated by our newest students!

During cycle 2, students in Year 7 are exploring the wondrous world of Shakespeare through the magical setting of 'The Tempest'. Set on a magical island, this Shakespearean masterpiece offers a fantastic introduction to a range of themes including political ideologies, the treatment of disadvantaged groups in society and the nature of power. With many students having their first 'real' experience of Shakespeare, we are working well to develop our students' confidence with understanding the language and ideas of the Bard. We are really pleased with how well they have so far risen to the challenge, allowing "the clouds [to] open and show riches": a world exploring Shakespeare, to use the words of his creature Caliban, is a rich one indeed, where they will fly high!

ENGLISH



National Poetry Day: Empowering Success

To celebrate this year's National Poetry Day, we invited students, parents and staff to embrace their love of poetry and write their own poems on the theme of 'Empowerment'. We received an unprecedented level of response from our school community and we have thoroughly enjoyed the opportunity to discuss, write and share our own poems of empowerment.

A number of our student entries were put forward to a national Young Writer's Poetry competition. Below you can see a photo of a number of our successful student entrants, who have also won the opportunity of having their poetry published, receiving their certificates from Miss Scott.



Here the winning parent, staff and students entries for you to enjoy too!

Parental Winner

Shadows by AK

Walk tall,
Your shadows will follow.
Look not at others.
Reflect upon yourself.
A life full of meaning.
Your equity defining
Your equality.
Equal responsibility
Resourcing your mind
Empowerment to find.

Staff Winner

Empowerment by SR

Empowerment on September 1st 2021; I was given a chance to make a difference,
On a Thursday, I was empowered to make a difference to students,
I was given the means to cover: when teachers have other items on their agendas.
To be in the team to continue a learning cycle,
Together we make a seamless approach to learning,
I was gifted my equipment, welcomed so gracefully by staff,
Now I join the Go PLT, achieving our goals and values,
Now I not only live within the communities, I contribute to the lining of the unique connections within it.
Now I am empowered to join the team, to diminishing differences, develop the groups, creating a place of learning, with quality first teaching,
I am empowered, and so are you all,
Let US make the biggest difference we can all call.

Student Winner

The Coronation by LH

I stand behind an ajar oaken door.
From the other side: light, celebration.
A festival, traditional to us.
This day we will steer our country's future,
With me, its sole apprehensive captain.
Dressed in some restraining regal garments.
It's far too late for me to turn back now.
It's finally time to meet my subjects.
I push through, into piercing public eye.
Stood high atop a tyrannical fort,
I look down upon the battered pavement,
Crowds of countrymen and women in droves,
Cheering, for a reason I do not know.
Banners embroidered with our nations' past.
I reach the throne that I am destined for.

I rest myself in the pillowed caged seat,
A priest dutifully prepares the crown,
He displays it to me, fangs glistening.
It's such an impossibly fragile thing,
Whose sole purpose is to trap me? Made of
Lead painted over with gold, royal jewels
Flawlessly sharp to anyone's eyes.
So much authority should not be kept
Confined to one space, nor woman nor man.
Not when there are so many deserving.
One might mistake woe for ungratefulness.
My life is cherished by many, I just
Loathe the lead-gold chains that come with that love.
The love of who thought? My father is dead.
Looking at the faces of those below.
The smiles are forced, their love nothing but fear.
Forced by a lead-gold sword I have no doubt.
Funny, ruler and subject alike both
Trapped by that illustrious dull lead-gold.
That same lead-gold being placed on me now.

Now, I have the power of that accursed
Metal coursing through my veins. It's too hot.
The priest bows in respect, it's not for me.
But, why do I need to do this?
Father is dead, and I'd much rather just
Forget his legacy, and all his wars.
If the crown is truly mine, then I will
Do with it what I wish. Who will stop me?
I address the people, I demand that
They listen. I will tell them my last will.
As my first and last act, I declare that
No one will ever be entrapped by my reign,
Because it will not come to fruition.
Instead, I give my strength to my people.
Create a new system of government
Where any person can opt for greatness.
Where the people will choose their new rulers.
Call me a coward, a disappointment,
Unworthy of my regal life. I'm free.
I remove my crown, and place it on down. Then I walk away.
I don't dare turn back to see the people.
Their future is their own now, the power theirs to do what
they see fit.
I much prefer freedom, let them be empowered.

ENGLISH

Year 8 – Different lives and different worlds

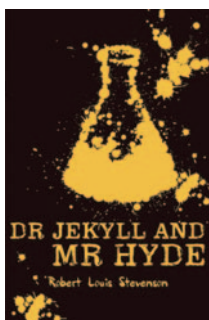
In cycle one, Year 8 students travelled back in time to study Shakespeare's classic comedy 'Much Ado About Nothing'. Throughout our exploration of Elizabethan drama, we explored character representation, considered the impact of plot devices on the audience and also explored the various issues surrounding society and historical context that still affect people in modern society. Year 8 students demonstrated immense empathy and understanding throughout the unit.

In cycle two, we have turned our attention to more recent literary endeavours; inspired by modern film sensations such as 'The Hunger Games' and 'Divergent', students in Year 8 have explored the possibility of a dystopian future through their own creative writing. Students in Year 8 became inspired by the possibilities presented in an imaginary dystopian future and have created some incredibly well-crafted descriptive pieces inspired by our study of these modern texts. Well done Year 8!

Year 9- An introduction to GCSE

Year 9 students have started the year by exploring the dark mysteries of the Gothic genre, where they have been menaced by monsters, targeted by vampires and have entered the world of the macabre. They have truly let their imaginations run wild by envisioning some terrifying landscapes and concocting creatures that would make even Dracula's hair stand on end. We are in awe of the talent of some of our young writers: future rivals of Bram Stoker, Mary Shelley and the Bronte sisters indeed!

In cycle two, we have developed these ideas of the Gothic further whilst exploring the duality of the Victorian landscape through 'the Strange Case of Dr. Jekyll and Mr. Hyde', a classic literary tale of appearance and deception. We have been able to challenge ourselves through the study of this classic text, exploring how the Victorian streets, a place of status and high ideals, was able to breed a darker underbelly to society, where monsters and dangers lurked. Our students have been exploring how a text's context can impact upon a writer's choices, not just of content, but of style, structure and language also, and they have been discussing some very insightful and impressive ideas. A great effort, Year 9!



Year 10 – 19th Century Fiction and Spoken Language Endorsements

Students in Year 10 started the academic year by completing their GCSE endorsements for Speaking and Listening, delivering a formal presentation on a topic of their choice. We as a staff always enjoy this part of the course which allows students to become the teachers, educating us on some very thoughtful, mature and often thought-provoking topics – well done to all!

Following on from this, Year 10 students have ventured back to Victorian England where they have been considering the past, present and future of humanity alongside the infamous Ebenezer Scrooge. Tackling the first of their GCSE English Literature texts, 'A Christmas Carol', students are continuing to develop their analytical and academic writing skills whilst exploring themes of social responsibility, the supernatural, family and the influences of society on the individual. Following along with the lessons of Scrooge's ghostly visitors, we hope that we will be preparing our students for stepping out into the world as kind, caring, considerate and philanthropic citizens, one and all. And all whilst enjoying the simple pleasures of a good book!

Year 11 – Preparations for Future Success

Our Year 11 started the academic year in the glorious city of Verona. We have immersed students in the historical context and considered the themes of family honour, gender equality and the correlation between love and hate. Whilst exploring the tragic portrayal of Shakespeare's eponymous lovers, we have also focused on the key features of Language Paper 2 (non-fiction) and started our revision process in preparation for the summer examinations.

Since the successful completion of Pre Public Examinations (PPEs), we have been working with students to reflect on their performance, identify areas of strength and weakness and move towards increased success in the next round of assessments. We have also started our revision of English Language Paper 1 and Unseen Poetry.

To assist students with their English Language and English Literature skills and revision, we are pleased to announce that we have procured online copies of Mr. Bruff's revision guides, which have been shared with all Year 10 and 11 students via Google Classroom. Alongside this, various revision materials, including focused revision videos are being developed and shared via this invaluable online platform. We would encourage all Year 11 students to utilise Google Classroom for essential revision materials developed by their teachers.

GCSEpod

GCSEPOD: the magic of self-study. From Mr. Pickles

GCSEpod marks the end to hours in cold, stone libraries with nothing but a book title and a vague topic to study.



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Works on all mobile devices, tablets and computers/laptops

Many moons ago, the build-up to exams was a daunting and sometimes soul-destroying experience. Students would be gifted with a list of 'further reading' and the address of the nearest library with the task to 'go and revise'. Students would borrow as many texts as possible and copy large chunks of text onto reams of lined paper, often without any tangible benefit to their learning or grades. Things have changed.

This is 2021.

Worle Community School Academy is proud of its long relationship with our preeminent partner in progress: GCSEpod. We are proud, not least because GCSEpod is the most recognisable revision app on the market, but we are proud to support an app that really works.

When students use GCSEpod, their grades go up – it's that simple!

How does it work?

GCSEpod is an online learning app which can be accessed via mobile phone, PC or tablet. The application chunks key revision topics into short two minute videos (pods) – through the process of spaced learning: the practice of revising in short, sharp blocks – students are able to remember and recall key information. GCSEpod makes revising focused, fun and easy. Students are shown images which link to the core elements of study – this practice of dual coding while learning allows our brains to remember the topic via both visual and audio methods.

Mental Health

We live in a fast-paced world where we are mindful of the impact revision can have on our students' work-life balance and their mental health. GCSEpod makes sure students focus on precisely the areas they need for exam success.

Check and Challenge

GCSEpod has recently had a complete upgrade to make the process more engaging and enjoyable while further solidifying exam skills, subject knowledge and student confidence. One of the key features of the upgrade is the excellent Check and Challenge program. This element of the app lets students compete for prizes while also being exposed to top-grade GCSE exam responses – it is extremely compelling and taps into our brain's own reward system. Not only does GCSEpod diminish the need for endless searching for key information, but it also rewards us with dopamine to combat the effects of negative mental health and wellbeing.

Get involved

All students at WCSA have been bought a membership to GCSEpod – they simply need to log on to the app with their school GMAIL details. Once logged on, they can adjust the settings to prioritise the subjects they need to revise the most – if there are any issues, then email cpickles@worle-school.org.uk



MATHEMATICS

An update from Mathematics - Mr. Wood

It has been a busy first couple of terms in the Maths Department here at WCSA; the team and I have been delighted to be back in our own classrooms and the return to normal lessons that has come with it. It has been great to see how hard the students have been working so far this year.

Our Year 11 students have now completed their first set of PPEs (Pre-Public Exams) and have a clear idea of what they need to do to maximise their potential in their GCSE exams. The maturity with which students approached these exams was great to see; an ever-increasing number of students are now fully focussed on securing the best possible grades to make sure they are able to take their chosen path in the next phase of their education. I am particularly proud of the additional support we offer our Year 11 students outside of their normal lesson time.

GCSE exam preparations are already well underway with our Year 11 students. On top of the PPEs I mentioned above, every student is also completing additional maths in their morning tutor time session and many are also engaged in our after school tutoring programme. The after school programme is staffed by members of the maths team but also by former students who have been successful in recent years; they are able to share valuable insights about what it takes to tackle the exams. Whilst all of the additional support is a bonus, it is crucial that all students are fully engaged in lessons and that they are also completing the homework set by their teachers. Each week they are expected to complete a specific task on Hegarty Maths as a minimum, but we would encourage them to do more (tackling areas of weakness from the PPEs) as well as continuing to complete exam papers on the Method Maths website. This combination of new learning and revision, plus exam technique practise reflects what it takes to be successful in GCSE maths exams. The next set of PPEs will take place in early February, so it is crucial to work on the areas of weakness identified on their November exam analysis sheet.

Each summer we do a survey with our Year 11 students just before they leave us. One of the questions we ask is, "What advice would you give to yourself if you could turn back time to the start of Year 11?" Every year, the vast majority of answers to this question say they wish they had started revision earlier; once we are in 2022, the year will fly by, so we would advise them to take the pressure off of themselves and to start revising now!

An update from Mrs. Hughes (Second in Maths, Key Stage 4)

As mentioned above, last month saw Year 11 completing their first set of PPEs. The PPEs are vital for exam preparation as this is the exact same setup that students can expect in the summer. These PPEs have shown some really encouraging results - with many students already on track to get a great result next year! We have every confidence that with hard work and targeted revision students can hit their target grade in the summer. Similarly last month Year 10 took part in their first GCSE PPE. Although some may have found this daunting, starting exam preparation early has shown to have great benefits on developing students' exam skills and confidence when it comes to the real thing.

Last month in preparation for the PPEs Year 11 students took part in a competition where we rewarded the best class in Year 11 with pizza, delivered directly to their lesson. The winning class correctly answered over 6000 questions on Hegarty in two weeks! The competition is now reaching its climax for Term 2, with several classes vying for top spot. There is a proven link between the hours spent on Hegarty Maths and exam success!

Although somewhat early we must remember that Pi Day is coming up in March. Each year we have a competition to see who can memorise the most digits of Pi. Along with pride, there are some great prizes on offer so it is time to get revising! Sadly Pi Day could not go ahead last year, due to school closures, so for many students this will be the first opportunity to claim the crowd. With our previous school record set at over 500 decimal places, the bar is set very high!

An update from Mrs. Smith (Second in Maths, Key Stage 3)

In Key Stage 3 we are pleased with how well the new curriculum is developing and seeing just how far pupils can be stretched and challenged, allowing many pupils to master skills they may not have otherwise been given access to. We are very pleased with the excellent start Year 7 have made to their maths journey here at WCSA and indeed how well Years 8 and 9 have engaged now we are back in the classroom. Many of our KS3 are regular Hegarty Maths users and have shown great understanding and reasoning skills in class.

We have been successful in the Priory Learning Trust Sumdog Challenge with many students answering hundreds of questions. Well done to all who took part!

MATHEMATICS



A special mention to the classes 7A1, 8A3 and 10D3 who were in the top 10 classes within the Trust and Sener D and Isaac M for being top 10 students (pictured below)!

We have several Year 8 students who have been successful in securing a place to attend the Royal Institution (Ri) Mathematics Masterclasses at the University of the West of England which will start in the



new year. Ri Mathematics Masterclasses are a series of workshops which are led by experts from industry, academia and education. They offer students in-depth investigations of topics in mathematics combining theory with interactive exploration. This is an excellent achievement and we look forward to hearing what they have discovered from these sessions in the new year.

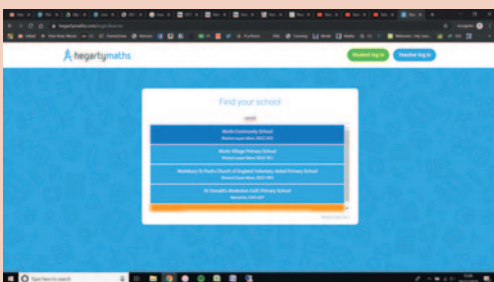
Homework

Each week students are required to complete a task on Hegarty Maths for their maths homework. See below for a reminder of how to log in. There is also a help video on the maths pages of the school website.

Step 1: <https://hegartymaths.com/> and click 'Student Log In'

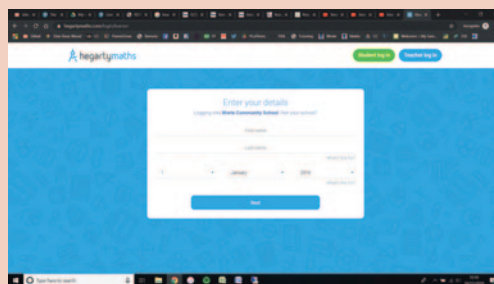


Step 2: Find our school

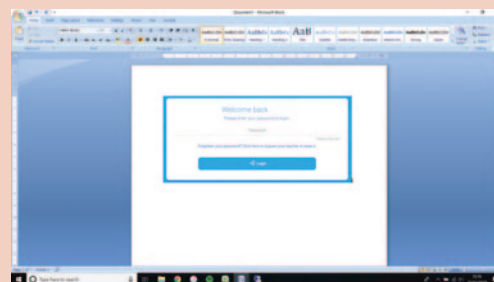


As ever, if you have any questions please do get in touch with your child's maths teacher using the links on the website, or by emailing me directly using swood@worle-school.org.uk.

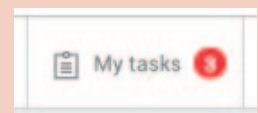
Step 3: Enter your details



Step 4: Enter your password



Step 5: Click on 'My Tasks'



Students set up their own password, so they should know it. If they have forgotten they need to click the 'Forgotten your password?' link.

Key information

Maths pages of the school website:

<https://worle-school.org.uk/mathematics>

Twitter:

<https://twitter.com/wcsamaths>

SCIENCE

Science Christmas Newsletter - From Mr. Davis

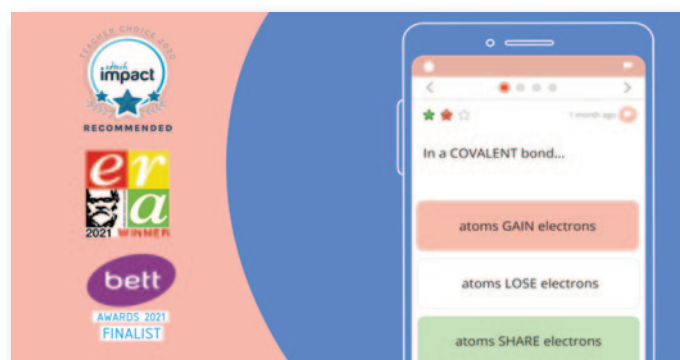
STEM club

Stem club has been successfully launched within the school and has been extremely well attended. We are always looking for new recruits and gives a chance for all to have their curiosity unleashed. This club take place on Thursdays 3-4pm in S13 and is open to students in years 7-9. Some of the activities taking place can be seen below.



Students are expected to complete a number of daily goals each week in science

Year 7	=	2
Year 8	=	2
Year 9	=	3
Year 10	=	4
Year 11	=	4



Chromebooks

Our department has purchased a brand new set of Chromebooks to work alongside our set of iPads. These are for departmental use only. In the classroom itself, Chromebooks provide a gateway to everything a student needs in order to learn and everything a teacher needs to guide them.

Period 6 intervention – Year 11

Our intervention strategy in science has been building since its beginning in September. This takes place on Wednesday evenings 15:10-16:00 in the students' own classrooms. This has been very well attended and we encourage ALL to join us to enable to greatest progression within the subject. Our teachers have been using these sessions to swiftly close progress or attainment gaps in a key area.

We actively encourage students to learn new skills and to engage with these important and necessary subjects in novel and interesting ways. Most importantly, they are fun and exciting and allow all involved to explore STEM subjects in imaginative and inventive ways.

Tassomai

We have launched Tassomai as our homework for science across all years. Tassomai not only improves students' memory, but also builds confidence in their abilities since they know that their improvement is down to their own hard work. If you are using a tutor as well, bear in mind that Tassomai usage data can help them identify and target any weaknesses.

SCIENCE

Primary links

We have the pleasure of working with one of our feeder schools (St. Anne's Church Academy) this year to promote science using the expertise of our staff. We have already invited pupils into the school to gain some valuable and exciting practical experience in our laboratories. We are working closely in sharing our resources to enable pupils in these schools to further enhance the great work of their teachers. Our science experts are also going into our feeder primary schools to enable pupils to ask the experts questions in their fields of expertise. We have really enjoyed this experience to date and look forward to strengthening our ties with the community.

Mastery curriculum

We are into year two of our new mastery curriculum that is currently being used by Year 7 and 8 pupils in school. In response to the increasing demand of GCSE, we've moved to a 5-year "big ideas plan" called Blueprint. Instead of GCSE being largely a knowledge recall test, 60% of the marks are now for transferable understanding (called AO2) and higher level thinking (AO3).

So just delivering the content in the specification is not enough. All schools need to build conceptual understanding and scientific thinking skills progressively over 5 years.

Blueprint is designed from first principles to do this. First

it unpacks the content in GCSE and builds a progression of key concepts that lead towards the 'big ideas' that experts have, and integrated the skills. With this understanding students will become better at applying knowledge (AO2) and analysing it (AO3). Grasping the concepts also makes it easier learn the details and facts that need to be memorised for exams. The curriculum is an enquiry based curriculum that really applies the science to everyday life! An example of the 5-year plan can be seen below.



Literacy in science

We are working tirelessly in science to really drive forward literacy amongst our budding scientists. We have created 5 pillars to which we are working to enable pupils to access scientific literacy more readily. The pillars are as follows:

- ▶ Promote metacognitive talk and dialogue in the classroom.
- ▶ Carefully select the vocabulary to teach and focus on the most 'tricky' words.
- ▶ Show the links between words and their composite parts.
- ▶ Use activities to engage pupils with reading scientific text and help them to comprehend it.
- ▶ Support pupils to develop their scientific writing skills

5-year curriculum map: Physics

blueprint V3.3 May 2020

Area	Big Idea	Year 7	Year 8	Year 9	Year 10	Year 11
 Forces	BI-Forces predict motion	7U-Contact forces 7KC-Balanced & unbalanced 7KC-Friction 7KC-Density	8U-Movement 8KC-Speed 8KC-Motion graphs	9U-Force & direction 9KC-Force vectors 9KC-Equilibrium & interactions	10U-Newton's laws 10KC-Acceleration 10KC-Newton's 2nd law 10KC-Momentum	
	BI-Fields produce forces		8U-Gravity 8KC-Weight 8KC-Gravitational force 8KC-Solar system		10U-Magnetism 10KC-Magnetic field 10KC-Motor effect	
 Energy	BI-Energy is conserved	7U-Energy transfers 7KC-Heat & temperature 7KC-Energy 7KC-Wasted energy			10U-Heating 10KC-Thermal transfer 10KC-Specific & latent 10KC-Pressure	11U-Energy conservation 11KC-Kinetic & potential 11KC-Work
	BI-Electricity transfers energy	7U-Electric circuits 7KC-Electric current 7KC-Resistance	8U-Electrical energy 8KC-Electric charge 8KC-Potential difference	P1 10U-Home electricity 10KC-Power 10KC-Ohm's law 10KC-Energy resources		
	BI-Radiation transfers energy		8U-Light 8KC-Reflection 8KC-Refraction	9U-Sound & waves 9KC-Wave model 9KC-Longitudinal & transverse	10U-E.m. radiation 10K-Electromagnetic spectrum 10K-Wave behaviour	11U-Radioactivity 11K-Radioactive decay 11K-Half life

U = unit KC = Key Concept ↓ Within each unit, KC are in recommended teaching order

There's been lots going on in Languages recently, here are just a few highlights:



The 26th September was the 20th European Day of Languages! To celebrate we held a tutor competition to see how many words our students could spot! The winning tutor groups were 9A4 and 9B1, 8C3, 7B2 & 7A3 who all received a prize! I wonder how many parents/carers can recognise these words? Do widzenia, Smakelijk, Arrivederci and Conas atá tú!

Sound of the week

Last year the MFL department carried out some research into how explicit phonics and pronunciation practice can improve MFL students' confidence when speaking in target language. As a result of this, we have incorporated weekly phonics practice into our lessons for all year groups and have found that students have engaged with this really well. Each week we focus on a specific sound in the target language, get students to practice pronouncing words which use this sound. Students are then encouraged to apply their learning when they encounter new vocabulary and use this when speaking in target language.



Year 7 - student's perspective

We thought it would be nice for you to hear a student's point of view on their language lessons so here's what Morgan, Chase and Britney think about their Spanish lessons:

Spanish is a very enjoyable lesson where I have learned many words in the Spanish vocabulary. Our teacher is nice, calm and strict if you misbehave which is good as our learning is never interrupted, making a productive and fun lesson.

I love doing my language lessons but some things are quite challenging. If I do find my work hard, my Spanish teachers always help me. We always do different exercises to help us remember.

Spanish has been really enjoyable for me. I like how the teachers repeat the new words they teach us making it easier for us to remember them. It is really fun learning a foreign language and the teacher's teaching style makes it even better.

Primary visit at St Anne's from Miss Vila.

In early October, I visited St Anne's Church Academy primary school for the first time and taught 2 French lessons to a class of Year 5s, showing them the way we learn languages at WCSA. I was really impressed with students' excellent behaviour, politeness and engagement. We learned about body parts through lots of activities including what we could even call a fitness activity and then we got into answering questions. At one point, pupils realised that they had not been using any English whatsoever for 10 minutes, which was such an accomplishment! Their level of confidence in speaking increased noticeably as we moved to the last few minutes of the lesson. We have created strong links with the teachers and MFL Lead at St Anne's, which we will continue to nurture in the future.



Year 11 Spanish

We have finished teaching all the content in the Spanish course now and are working towards improving comprehension skills as well as widening our vocabulary with "higher register" phrases before we can focus on the more productive skills. Year 11s have done their second full mock and we have now a better picture of next steps. I am extremely impressed with Ethan T, Jacob G, Chloe D and Miguel L. I think their effort and fabulous attitude to learning have really paid off during this round of exams. We continue to offer P6i on Thursdays to our Foundation and Higher students and they are aware of how much support they have with their teachers, Mrs. Khole and Miss Vila.

Year 11 French have just sat their PPEs and have been employing the strategies learnt in reading, speaking, writing and listening activities, realising their weaknesses but also their potential. This means they are able to really focus on how to improve and be the best linguists possible. We have just finished the topic of environment which was especially relevant with COP26 taking place in November. Additionally, this means we have now covered all subject areas and are all geared up to start revision for their GCSEs in June. We are lucky to be able to offer our support to everyone with targeted P6 sessions and P0s. We have dedicated staff who are able to come in and focus on key exam strategies. We encourage all Year 11s to use the GCSE pod and www.quizlet.com where there are lots of useful resources to help with their language learning.

Don't forget we offer lots of extra opportunities to improve your languages! Come and join us for some languages fun!!!

Year 11	Year 10	Year 7 and Year 8
P6i	French Club	Languages Club
HOLA, BONJOUR, HELLO.	SPANISH CLUB	SPANISH CLUB
Thursdays Spanish L13 F & L14 H French M25	Wednesdays French in M24 Spanish in L18	Wednesdays M23 French week 2 Spanish week 1

The MFL team offers after school sessions for our learners to be the best they can be!

REVISION STRATEGIES THAT WORK

Year after the year, the same pressures come with exam revision. Every year, teachers try the old favourites, alongside a few new revision strategies to keep our students interested. Happily, we now have a wealth of evidence to support some revision strategies over others as we approach the revision stretch.

We know that students are not the most reliable when it comes to judging their own learning, with regular self-testing proving the most effective antidote. We know that some strategies, like re-reading and using highlighters, are ineffective, whereas quizzing does the trick. We know that a little 'deliberate difficulty' may well prove a good thing for revision, and that 'cramming' is inferior to 'distributed practice' (or spreading revision out over time), when it comes to remembering.

A successful approach to revision needs to be deeply rooted in subject knowledge, and sustained over a period of time. Subject teachers need to explicitly teach the strategy, model it, and offer guided practice before we expect our students to use them effectively. This is done in our lessons and during P6.

QUIZZING

Good old fashioned quizzing is an ideal vehicle to get students self-testing, which is proven to be a robust revision strategy, so that students can calibrate their knowledge and remembering. There are various types of quizzes, of course, such as short answer quizzing, multiple choice or a hybrid of the two, with different question types suiting different purposes.

'JUST A MINUTE'

Put simply, students have to talk for a minute on the given term/topic – no pauses, no hesitations. Slips or repetitions or micro pauses lose a 'life' – three strikes and you're out. This strategy harnesses the 'self explanation effect'. In short, if you can elaborate on a topic and explain it well, you have retrieved it from memory – a good revision act – as well as likely consolidating it too. Record yourself on your phone for a minute to see how much you know, or need to work on!

'PREPARE TO TEACH'

Similar to 'Just a Minute', the 'Prepare to teach' strategy involves the common idea of getting students to teach a peer a topic from their revision. It gets students to elaborate on their knowledge. Even expecting to teach appears to have a positive impact on students learning material, so this seemingly inconsequential tweak can have very beneficial effects.

'SELECT, ELECT'

Another revision strategy that gets students thinking hard about their revision is 'Select, Elect'. In simple terms, you get students to 'select' the most significant facts, ideas, concepts, or terms, from a given revision topic, before then asking them to 'elect' what they deem the most

significant knowledge or idea/concept that they need to understand for their examination. This gets students actively engaging with their revision material, whilst being metacognitive about what is the most prominent information they need to remember.

FLASHCARDS

Flashcards are a very familiar tool used by students. Crucially, too many students fail to use them for effective self-testing. A good technique is pictured here from InnerDrive



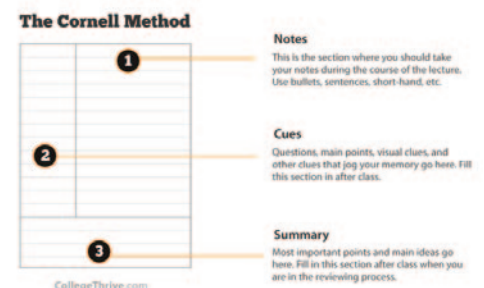
GRAPHIC ORGANISERS

Students need to be active in revision, not just reading their notes and doing some colouring in with a rainbow of highlighters. Graphic organisers are a handy vehicle to get students reconstructing their revision topics, making meaningful links and connections. Mind maps and brain dumps are a good way of doing this.



CORNELL NOTE-TAKING

This strategy gets students thinking metacognitively, asking questions, noting key terms, and summarising the content being revised. Turn your notes in to Cornell notes for active revision.



TOPIC RANKING

Remember that students are often not the best judge of their own revision and how effective it may or may not be. By getting students to rank their own knowledge of their topics being revised, as we do in lessons, they deploy the important metacognitive strategy of evaluating their learning. Though they will likely be inaccurate in their judgments of their knowledge and learning, it still helps students better regulate their revision and monitor their ongoing progress.

PAST QUESTIONS

No rewards here for creativity: students need to practice examination questions, over and over, well spaced over time. The effect of exploring worked examples or exam answers, as well as writing their own, helps students process, practise and refine their revision to meet the factors of exam success.

Please check out the revision section of the website for our students.

Adapted from Alex Quigley, The Confident Teacher blog

CAREERS

Update from Ms. Cuthbertson



During half term, Y11 students attended a skills booster with The National Citizenship Service at PCSA to help build their leadership, communication and employability skills.

Many students also went on a number of mini trips to SGS College, Boomsatsuma, Access Creative, Bristol Robins Foundation, The Winterstoke Hundred Academy and Churchill 6th Form for campus tours and course information.

This term has had a significant focus on Year 11 students to help them explore their further education options and plan their next steps beyond WCSA. Students have been attending 1-2-1 interviews to help them with this process and receiving resources to research at home. Students also attend virtual morning assemblies where they are introduced to local colleges, 6th Forms and Apprenticeship providers via video.

During Monday afternoon tutor time sessions, students receive 'Onwards & Upwards' themed slides on all topics relating to Year 11 and information needed for Year 12 and Year 13 and their future career aspirations.

Year 11 student 1-2-1s resumed after PPEs to offer further help and support.



GRAND PIER

Do you know a hero?

Prizes are available for students from PCSA, TKASA and WCSA who make a positive difference at home, their school or community.

To nominate a hero, email: hero@pcsa.org.uk, hero@worle-school.org.uk or hero@tkasa.org.uk with the student's name, school year group and the reason why you think they are a hero.

the grand pier www.grandpier.co.uk

THE PRIORY LEARNING TRUST

We also rewarded our student heroes in December for their acts of kindness and bravery at home, in school and in the community. Lots of praise for good deeds... and chocolate too!

Looking ahead to after the Christmas break, we will continue to support Year 11 students with their progression plans.

Work experience will be launched in Term 3 and Year 10 students will receive help to plan their work placement for 11th-15th July 2022.

We also have lots planned with Year 7 students with their spring interview challenge, Year 8 students will take part in a business invention challenge and we hope to give Year 9 students a taste of university.



YEAR 11

Year 11 - Update from Mr. Somers Head of Year 11

It has been a great pleasure getting to know our Year 11 students and their families since starting this role in September. All students have been welcoming and polite, and I am thoroughly enjoying being their new Head of Year. Since the start of the year, I have been spending time in the classroom, tutor bases and Year 11 social areas and I have been impressed with their determination towards learning and resilience to overcome the challenges faced by the recent pandemic. All staff have been focused on creating an effective learning environment for students, to prepare them for their mock exams during November.

The tutor time programme changed slightly after the October half term with the introduction of new themes for the afternoon tutor slots. This new approach was introduced after listening to the students who requested a more reduced workload, but still relevant and important content. The new programme includes PSHE slots on Tuesday and Wednesday, where students discuss and are taught key life skills. This helps students develop the knowledge, skills and attributes they need to manage their lives, now and in the future. A big success, and a fun introduction, is the "Friday PM Quiz", where tutor groups work together to complete the quiz and earn points towards the Year 11 Tutor Cup. We have kept the maths slots during morning tutor time, to provide them with the opportunity to develop a further understanding of key concepts in maths. Please see below the new tutor programme:

The PPEs (mocks) have been a big success with all students taking these mock exams seriously. Every day during this period of time the school has offered

revision breakfast in the restaurant, with subject teachers supporting students in revising for the specific exam that day. This 30-minute slot allows students to warm up their brains and be prepared for that morning mock exam. With excellent attendance during the core subject exams, we saw 70+ students daily willing to put that extra effort in. This mentality is excellent and displays the commitment and determination of the Year 11 students.

The P6i programme (after school lessons) has been very successful so far this year and will continue in the New Year. I have been really proud of the dedicated students attending these vital sessions, with the excellent support of staff. Attendance at these sessions will pay dividends in the long run and positively impact GCSE grades.

I hope you all have a lovely Christmas and manage to have a relaxing break with friends and family.

Best wishes

Mr. N Somers
Head of Year 11



Year 11 football team from their Cup fixture.

Year 11 Tutor Programme	AM Tutor	PM Tutor
Monday	Assembly	Onwards and Upwards
Tuesday	Maths	PSHE
Wednesday	Maths	PSHE
Thursday	Maths	Data
Friday	Maths	Tutor Comp / Quiz



CLIMATE JUSTICE REVOLUTION



News from the Climate Justice Revolution student group -
by Mrs. Leonard



Pictured are Olivia Finch and Jack Clark

I was hugely privileged in November to attend the trip of a lifetime, to go to COP26 with our ex-head boy and girl, Jack Clark and Olivia Finch.

Throughout lockdown, Jack - who founded CJR and was dedicated to running it for 3 years, started working with other students from around the country via Zoom: sharing ideas, inspiring and motivating, with the support of a teacher facilitator from each school involved. This network of youths – the UK Schools Sustainability Network (UKSSN) - has grown very fast - each area setting up its own, smaller network; so Jack decided to set up his own - calling it Somerset Climate Justice Network (SCJN). These networks recently gained the

support of Global Action Plan (GAP), and it was this charity that gave us this fantastic opportunity - finding a place for 2 students from each network to attend, and gaining full funding from the tremendously generous Royal Society of Chemistry.

While in Glasgow each of the 22 students had a very different agenda, with a huge number of activities covered during our 4 days there.

Official business included 2 separate interviews and discussions with Nadhim Zahawi (the new Education Secretary), with our students being present while he made his ground breaking announcement about how

CLIMATE JUSTICE REVOLUTION

the UK is to become a world leader in sustainable education. During our meeting, I had a chance to discuss this initiative with him – it really felt like we might have an opportunity to be a part of something massive! The students also interviewed many other people, such as Alok Sharma himself, as well as Zac Goldsmith (Minister of the Environment) and David Rothschild (Adventurer and Environmentalist), as well as many others. Olivia and Jack were interviewed on camera by ITN News West Country, Good Morning Britain and Google Creative Media – other students were interviewed by a variety of news media and other dignitaries.

One of the teachers with us on the trip was also in the Mexican delegation, and 2 students had passes into the Blue Zone to be a part of the main action – where delegates from around the world work together to come up with a plan to resolve sustainability issues and ensure that we leave a world fit to live in for the next generation.

Our other students, amongst their other main activities, were running a stand in the Green Zone, where members of the public are allowed, for PPL PWR – a collective that connects sustainable companies, and provides platforms through which innovations can be shared. Through these 2 strands of action, our students were actually amongst a tiny handful of under 18s that were actively a part of the COP26 process.

In amongst all this excitement, our students also had the chance to bump into other environmental celebrities such as George Monbiot, Ellie Goulding, Bear Grylls and Steve Backshall! Generally a great time was had by all, and we all came away with a feeling of hope and change – that people are really starting to sit up and listen, to campaign for real change, and to finally listen to our young people – the Education Secretary used the terms “Cultural and economic tipping points”, which felt really significant, while the quote of the conference was John Kerry, US special Envoy for Climate, who said “I’ve been to every COP so far, and this is the first one where the delegates and politicians seem more scared of the youth voice than they are of the media”

This is certainly not the last you will hear of this incredible network of dedicated students – SCJN, and Jack, will continue to work with and support our students running CJR – and I am 100% certain we will see them going on to achieve even more fantastic change as time goes on.

By Mrs. Leonard – Science Teacher



Climate Justice Revolution at WCSA today

by Archie Matthews (Year 10), Chair of the CJR

Here at CJR in WCSA we are doing so much to help our environment. For example, we have started to create a biodiversity area that is now home to lots of thriving wildlife that can live safely and free from threat of habitat loss.

We are also heading towards a “carbon net zero school”. By this, I mean where the amount of carbon dioxide released by the school’s activities is captured by our wildlife and plant life. We are also trying very hard to reduce our plastic usage by cutting down on buying pre-wrapped materials, instead by buying them loose. We love doing litter picks (who doesn’t?) all over the WCSA site and recycling as much as we can. We also have a large number of bins by every seating area to allow students to play their part in preventing climate change.

If you are interested in finding out more, please come and join us at one of our meetings!

JILL DANDO NEWS CENTRE



Jill Dando News Centre - Recent News

About us: This year the JDNC has grown in numbers with new and upcoming journalists. It has been wonderful to see the senior members helping the new students with all the skills they have developed and learnt throughout their time at The JDNC. We have been focusing on creating good news stories, both amongst the community and further afield and have a fantastic group of student journalists, who are very keen to continue Jill Dando's legacy in the school she once attended.

Interview with recent Clifton and Zimbabwean Rugby Player Marcus Nel:

Last term the JDNC at WCSA hosted their first live interview since the Covid Pandemic. Marcus Nel who currently plays for Clifton and represents Zimbabwe in Rugby was interviewed by 15 enthusiastic students. After the interview he said, "I was blown away by the level of professionalism amongst the WCSA students".

After having been told that Jenson had aspirations of playing in the World Cup Marcus generously handed over his former rugby shirt which he wore during U20 Junior World Trophy. In a follow up interview with Jenson for Jill Dando News, he said, "I was so shocked when the player called my name. It was also great to have a personal chat with Marcus himself – it has given me the push I needed."

With only a few matches away from potentially qualifying for the 2023 World Cup in France the students at Jill Dando wish Marcus the best of luck!



Some of our WCSA senior and junior journalists! We meet every Thursday to review our fantastic positive stories!



Why not have a read of some of our recent Good News stories, with this link:
<https://goodnewspost.co.uk/category/good-news/>



Students chosen to meet Ministers and delegates at COP26 after award-winning international eco work



Cream tea afternoon for prospective pupils, parents and carers



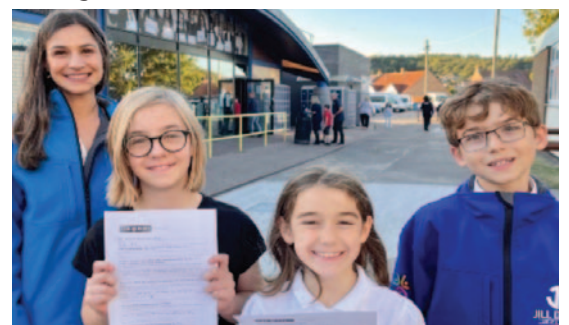
Academy honours Remembrance Day with a Wave of Poppies made by every single Year 7 student.



Phenomenal students praised for 10K moonlit walk to help raise £25,000 for charity

Open Evening:

In wonderful autumnal sunshine WCSA hosted record numbers of prospective pupils, parents and carers back into an ambitious and popular academy. The JDNC team hosted an exciting activity where prospective students had the opportunity to write a story on themselves. Josh, Archie and Lewis did a fantastic job of inspiring many parents and students who came to visit the JDNC! The current lead of The JDNC, Alicia de Sousa said, "I couldn't be more proud of the students and their efforts to promote The JDNC. I am also blown away by the level of enthusiasm amongst our new members".



MENTAL HEALTH

Helping your child (and yourself) with anxiety...

By Mrs. Griffin – Counsellor at WCSA

1. Talk about it

Ask them what it feels like in their mind and body. Don't dismiss it but listen to their experiences and validate them. Tell them that anxiety is a normal although unpleasant part of life.

2. Recognise it

Ask them what makes them feel anxious and what happens to their bodies when they feel it, e.g. do they sweat, shake or feel sick? Are they worrying about things out of their control or things they can do something about? Tell them this is the fight and flight response which all humans have always had.

3. Make a worry box

It might help to write down their worries and put them in a worry box, giving them a physical place where the worries can be 'held'. Or they might like to make a self-soothe box which they can fill with things that might help them when they're anxious such as photos, fidget toys or positive quotes

4. Do daily activities

Such as physical exercise, eating healthily, drinking water, spending time with loved ones. Exercise will reduce anxiety symptoms as it gets rid of adrenaline from the body.

5. Cut out stimulants

Reduce coffee, tea, coke, energy drinks and spending too much time on screens including gaming; these can all trigger the physical symptoms of anxiety

6. Have some quality time

Even if it's just for a short while, help take your child's mind off their worries by having fun, relaxing or doing a hobby together.

This short film on Youtube is great for helping you and your child to understand what anxiety is:
<https://www.youtube.com/watch?v=rp0lpKTWrp4>

Talking about our problems or feelings is an effective way of managing them and coping with life. We have a lovely team of qualified counsellors and trainee therapists (including an art psychotherapist) at the school who are experienced in working with the students' anxieties as well as a range of other mental health problems or emotional difficulties. Students can talk to one of our therapists by filling out a self-referral form which can be found in their Head of Year's office or in the Safeguarding room. Counselling is confidential and students will only continue to see a counsellor after the initial assessment if they wish to do so.



Pastoral Matters

Pastoral Matters - by Mr. Dixon, Assistant Principal

Since my last missive, written at the height of Term 6, as bubble life reached its final throes, there's been a return to (some kind of) normal. I don't know who's more pleased; the teachers, who have their own classrooms back, their domain, their 'hood, their 'manor' (We get the gist, Mr. Dixon, now move on – Ed), or the students, who leave their Tutor Room at the end of a.m. registration and move from classroom to classroom, from specialist area to specialist area, welcomed with a smile and a cheery 'Hello' by their subject teachers. Special mention to Years 7 and 8, who have coped with the movement remarkably well.

We have maintained some of the changes brought in last year; the split break remains, meaning no crowding in the Restaurant, and social time zones remain, meaning no mixing of Year Groups.

From a pastoral point of view, with the exception of Year 7, Heads of Year might have lost their pods, but their Tutor Groups are in one block, allowing Heads of Year to see all classes during a.m. and p.m. registration. We welcome on board Ms Millar, as Head of Year 10 with Mrs. McGill, and Mr. Somers, as Head of Year 11 (ably assisted by Mrs. Day). All Heads of Year are also now

supported by Raising Standards Leaders; these are teachers with a passion for pastoral matters, who will be focusing on the importance of attendance and effort in lessons in determining each and every student's attainment.

The Reading Programme has continued for Years 7-10, and is a calm, positive start to the day for all involved. Especially the Tutors! The second registration period during the day has allowed an exciting and innovative Tutorial and PSHE programme to be delivered. It's early days, but at the time of writing, it's a thoughtful, reflective end to the day.

There have been two changes to the Uniform Policy. Firstly, PE kit is no longer worn all day whenever a student has PE on their timetable. Changing rooms are now up and running, allowing all students to carry their PE kit in their bag and change for PE lessons accordingly. Secondly, having listened to the student population, single nose studs (not rings!) are now allowed. I've printed a summary of the Uniform Policy on the next page. Parental support regarding uniform, and uniform matters, is truly appreciated.



Uniform Matters

Uniform Matters

The Basics

- A Worle Community School Blazer, to be worn at all times, only to be removed with permission from a member of staff. Blazer sleeves should be worn at full length, and not rolled or folded up
- Hoodies cannot be worn at any time in school, except Year 11 leavers' hoodies from Term 3
- A white, collared school shirt with sleeve (long or short) with the top button done up. Shirts must be tucked into trousers or skirts
- Plain, black full-length trousers, worn on the waist, or a plain, black, knee length skirt
- A Worle Community School Academy tie to be worn knotted at the collar and navel/waist length
- Plain, black, V-neck knitted jumper worn under the blazer; sweatshirts or round necked jumpers are not permitted

Shoes and Socks

- Plain, black, flat, leather or leather-look polishable closed shoes are to be worn at all times. Black Nike Air Force 1s are also allowed, in line with other secondary schools in the Trust.
- There are currently eight students in the school with a medical condition that requires a 'soft shoe' (trainer). Anybody else wearing trainers will be asked to swap them in Student Services for a pair of plain, black polishable shoes
- Socks must be black or white

Jewellery

- A maximum of two small stud earrings are allowed to be worn per ear
- A nose stud is allowed
- All other facial piercings are banned: nose rings, eyebrow, tongue, lip or face studs, rings, bars, chains, ear plugs, tunnels and stretchers are not allowed to be worn and will be confiscated
- Necklaces should not be seen, and rings should not be worn.



The Trainee Teacher program



As a Trust, we support a variety of routes into initial teacher training however, it is our Schools Direct program that recruits, trains and aims to retain the majority of the next generation of local, exceptional teachers. Schools Direct is a partnership between schools and an accredited teacher training provider; in our case Plymouth Marjon University.

The programme is a robust mixture of on the job training, university remote lectures, tutorials and assignments as well as lesson observations, meetings and bespoke support as required. All trainees have a personal mentor who designs, supports and gradually increases a teaching timetable. They start by working up to teaching just four hours a week by the end of Term 1, increasingly to six hours in Term 2 and then ten hours a week in Term 3. By Term 4 they are expected to be teaching fifteen hours a week (teaching hours for a full time member of staff would be twenty two). All the way through their training, their lesson plans are scrutinised and they are supported by their mentors, myself as the Schools Direct Lead at WCSA and Denise Hurr who is Head of the teaching School Alliance. Their timetables are filled up with lesson observations and feedback as well as lesson drop-ins and coaching sessions. All trainees take a full and active role in the pastoral system by being attached to a tutor group and

are expected to support our hugely successful Reading Program.

Trainees are completely integrated into school life and are supported to carry out all professional duties including parent's evenings, open evenings, parental contact, behaviour management and social time duties. Supporting initial teacher training in this way is both rewarding and successful. The trainees bring a wealth of experience and colleagues develop great symbiotic relationships. Last year we had 5 trainees who gained their Qualified Teacher Status with us and all have gone into successful teaching careers; one working in an international school in Bucharest. Within WCSA we have 8 current members of staff who are our own former Schools Direct trainees.

This year, we have six new trainees we are working with across four departments; two in maths, one in English, two in science and one in PE. I am really excited to be working with this cohort of trainees and look forward to observing the amazing lessons they will deliver to our students in the months to come.

By Miss Neal
ITT Lead (Schools Direct and ECTs)



OUR MISSION:

The idea is that parents can exchange school uniform that is too small for preloved uniform that is the correct size OR parents can give a donation for any uniform items their children might need. Parents who receive a referral to us will receive new items where we are able to accommodate or good quality second hand items. Any money we raise here will go towards buying new school uniform for this referral service. A small part of what you give will go back into the day-to-day running costs of the project, which are very low, helping many many families across Weston super Mare and surrounding areas.

DROP OFF LOCATIONS:

HOPE CHURCH, THE SCAURS WORLE
TESCO, STATION ROAD, WESTON
MORRISONS, LOCKING CASTLE DISTRICT
CO-OP, HIGH ST, WORLE



If you'd like to make a financial donation to the project please see information on our facebook page.



projects@hopechurchonline.co.uk



@hope_uniform_exchange



@hopeuniformexchange

■ Term Days
 ■ INSET Days
 ■ Holidays
 ■ Bank Holidays

JANUARY 2022							FEBRUARY 2022							MARCH 2022							APRIL 2022						
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31																											
MAY 2022							JUNE 2022							JULY 2022							AUGUST 2022						
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							31																				

Academic Year 2021/2022

TERM 3	Starts Tuesday 4th January 2022 Ends Friday 18th February 2022
TERM 4	Starts Monday 28th February 2022 Ends Friday 8th April 2022
TERM 5	Starts Monday 25th April 2022 Ends Friday 27th May 2022
TERM 6	Starts Monday 6th June 2022 Ends Friday 22nd July 2022 21 July and 22 July 2022 are INSET days

Term dates have been set for 2022-2023 and once again, we will be having a two week break in October, to give parents an opportunity to take holiday time away from the more expensive traditional half-term week.

Academic Year 2022/2023

TERM 1	Starts Thursday 1 September 2022 Ends Friday 14 October 2022 Thursday 1st and Friday 2nd September and Friday 14th October are INSET days
TERM 2	Starts Monday 31 October 2022 Friday 16 December 2022
TERM 3	Starts Tuesday 3 January 2023 Ends Friday 10 February 2023
TERM 4	Starts Monday 20 February 2023 Ends Friday 31 March 2023
TERM 5	Starts Monday 17 April 2023 Ends Friday 26 May 2023
TERM 6	Starts Monday 5 June 2023 Ends Friday 21 July 2023