

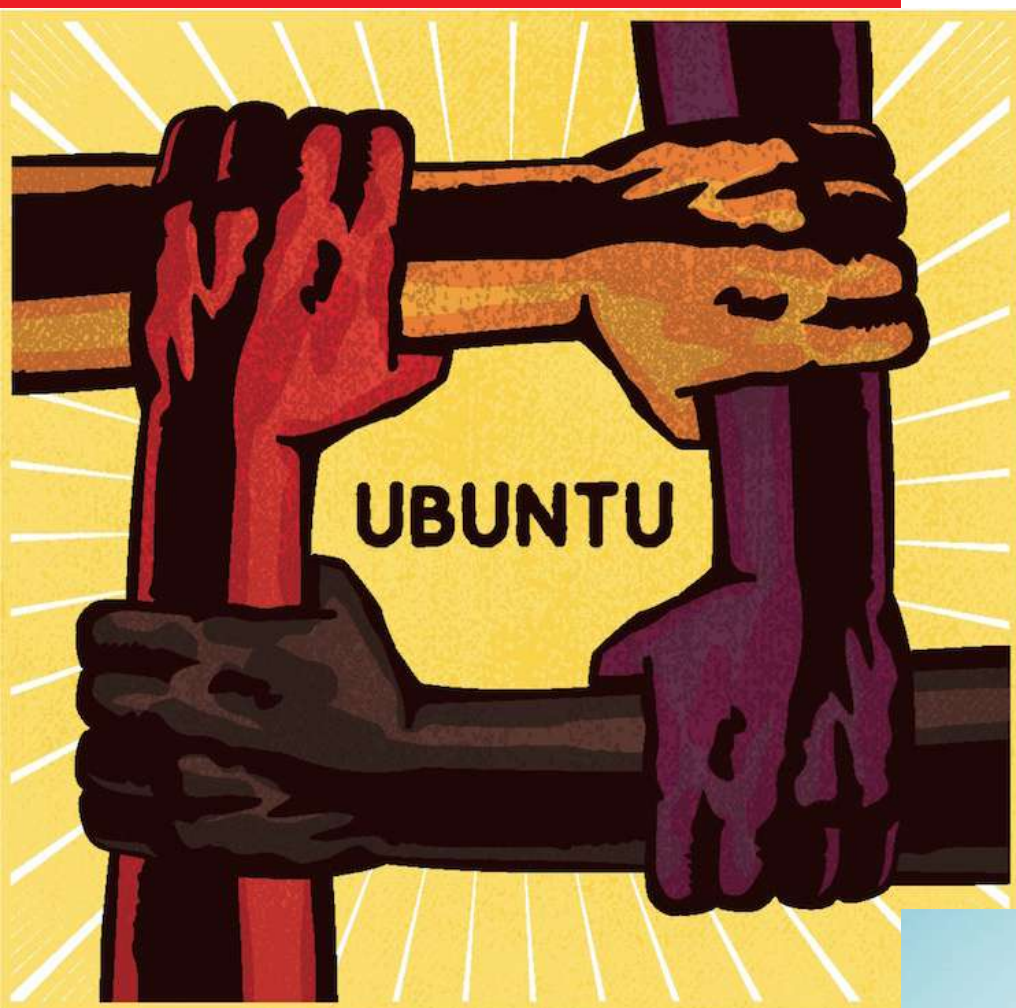
FAMILY MATTERS

HOLY FAMILY CATHOLIC SCHOOL
NEWSLETTER



**I FIND MY
WORTH IN
YOU AND
YOU FIND
YOUR WORTH
IN ME**

PAGE 12



**RACIAL JUSTICE SUNDAY
- 'A TIME TO ACT'**

PAGE 11



HEADTEACHER'S MESSAGE

Quotation of the week

This week was the week of Holocaust Memorial Day and these words are particularly apposite for our quotation of the week:

First they came for the Communists
And I did not speak out
Because I was not a Communist
Then they came for the Socialists
And I did not speak out
Because I was not a Socialist
Then they came for the trade unionists
And I did not speak out
Because I was not a trade unionist
Then they came for the Jews
And I did not speak out
Because I was not a Jew
Then they came for me
And there was no one left
To speak out for me

(After Martin Niemoller, Lutheran Pastor)

Survey feedback

Parents survey

Thank you so much to each of the 482 parents who responded to the parental survey. This was a fantastic response rate and it has been really helpful for us to see the responses of parents. Mrs Gaynor has put together an excellent analysis of the survey which you can find included in Family Matters this week. I just wanted to highlight a few key points here in my section of the newsletter.

- Where you told us there were issues about access to a digital device we have been able to follow this up. We have provided over 200 laptops and chromebooks since the latest lockdown

- Similarly where families have had issues with access to the internet then we have been able to help with that too
- We are going to provide some further guidance to parents regarding what google classroom is as a number of parents said that they found this difficult
- Where you identified your child as lacking confidence with remote learning, not being engaged, or finding work too difficult we have shared that information with year leaders so that they can contact parents and offer advice and support
- We are also providing support, advice and guidance to parents concerned about their child's mental health
- Some parents wanted to know what their child's timetable is. You can find this on the SIMS parent app and you can also ask your child to show you their journal which contains their timetable in it
- Some parents asked about our feedback policy. We are following our school policy and providing feedback on written work on a fortnightly basis. In addition, much feedback, especially at this time of remote learning, is taking place in the form of verbal feedback during the lessons.
- We share good practice among our staff and teachers regularly join other teachers' lessons so that we can learn from each other.
- Some parents are concerned about the lack of physical activity at this time and we encourage you all to try to get your children to take part in the activities suggested by the PE department and also to take a walk and get fresh air each day. As the days are gradually becoming longer this is becoming a bit easier too.
- We will always contact you if we have a concern about your child's progress. However, we also welcome you getting in touch with us and you can contact us easily by email. Key contacts can be found on our website via the link below:

www.holyfamily.waltham.sch.uk/home/about/staff-list/

HEADTEACHER'S MESSAGE

Student feedback

Our students from all year groups also fed back to us. They carried out surveys of their fellow students and then were invited to feedback at our Senior Leadership Team meeting this week. Some of the key points they made included:

- Most students would prefer to be in school
- Some students are struggling more than others with remote learning
- Students prefer their lessons to be interactive and varied
- Some students are struggling with workload
- Some students are concerned about eye strain, headaches, motivation, and concentration
- Students like to have a mix of live lessons and work that they are set to complete
- Most students appreciate the decision to make lessons 50 minutes long but point out that some students spend the ten minutes using their phones or checking their social media
- There is great concern among many students about their screen time each day
- Students prefer to have the structure of their school timetable to follow each day
- Some students would like teachers to record lessons so they can watch them again later

It's been very helpful for us to have this feedback as it has enabled us to follow up on a number of issues and also to be able to tweak our provision and make it even better. It's also been reassuring for us to hear that most students and their families are managing reasonably well and that the communication from school to home is clear. Thank you again to everyone who participated.

The school's approach to parents' evenings

The parental survey about remote learning raised issues about how parents will be kept informed about their children's progress. We had a number of parents' evenings scheduled for this spring term which it has not been possible to hold.

We provided feedback this month to parents of Yr 11 students about their mock exam results and for students in other year groups we will be contacting parents where we have concerns about a student's progress.

We intend rescheduling parents' evenings for the summer term when we hope we will, once again, be able to hold face to face meetings.

We considered whether to invest in software that can schedule remote meetings for parents but we are not convinced that this works effectively - meetings have to be very short and, even then, there is a limit to how many parents can be assigned a meeting with a particular teacher.

Where we have concerns about your son/daughter's progress we will contact you and, if you have concerns yourself, then please do make contact with us. The easiest route for this is to contact your child's Head of Year.

You can find the email addresses of key teachers on our website and by clicking the link below:

www.holyfamily.waltham.sch.uk/home/about/staff-list/

Parents' surgery

Parents' surgery is currently a remote service. If you would like to speak to me please contact the office on either site and they will let me know that you would like me to call you on Thursday afternoon between 4pm and 5pm. You can also email me directly at anytime on a.stone@holyfamily.waltham.sch.uk

Please continue to remember us in your prayers.

With best wishes
Dr Stone, Headteacher





HEADTEACHER'S

COMMENDATIONS



Congratulations to the following students who have all been nominated for Headteacher Commendations.

First to the following Yr 12 students nominated by Mrs Belgrave:

Aliyah Edwards
who has been coming into school and working brilliantly since the latest lockdown.

To the following students for passing their GCSE English exam in November:

Alex Nish, Disanthan Robinson, Adrian Fernando-Pulle
and Shea Carroll.

And to the following students for passing GCSE maths:

Kayden Ata-Gyamfi, Noah Feculak-Norman and Darnel Harris.

Very well done to them all!

We also have nominations from Ms Atakan for Yr 11 maths students who have shown fantastic commitment to their online Maths revision sessions:

Ricardo Moreira, Venushan Jegatheswaran, Robbie Itoko,
Samuela Appiah, Matilda Baskaran, Ayotomiwa Omolabi,
Veronica Kurtulus, Wiktoria Sadowska and Laura Szarmacher

Well done to everyone!

Congratulations to all our commendation students this week.

Summary of Parent Questionnaire

Open for Responses Friday 15th to Friday 22nd January 2021

482 Responses

Question	Response	Action
Which of the following best describes the number of devices available in your home for online learning?	<ul style="list-style-type: none"> • Our household has no devices and we are unable to access online learning 1.9% • Our household has devices but access needs to be shared across a number of users 23.7% • Our household has enough devices for each school-aged pupil to access their online learning 74.4% 	Names were cross-referenced with our list of students who have now picked up a laptop. The office staff have been calling all parents who said their child is sharing a device. The school has currently supplied a device to over 200 students.
How reliable is your home internet connection?	<ul style="list-style-type: none"> • Excellent - it's fast and we never have any problems with it 9.9% • Very good - it's pretty fast and we rarely have problems with it 35.6% • Alright - the speed is ok but we sometimes have problems with it 45.9% • Not great - the speed is slow and/or we have regular connection issues 8.2% • We have no home internet 0.4% 	The two households who said they have no home internet will be supplied with a router
Does your child have a quiet area at home where they can focus on their school work?	<ul style="list-style-type: none"> • Yes 94.5% • No 5.5% 	
The school has provided clarity on what they are doing to enable my child's learning to continue during this time?	<ul style="list-style-type: none"> • Yes, I agree 95.8% • No, I don't agree 4.2% 	
The majority of work will be set using Google Classroom plus it is our intention to deliver a high proportion of 'live' lessons following the school timetable. As a parent/carer, do you feel you are able to support your child access the work?	<ul style="list-style-type: none"> • Yes, I understand how to use Google Classroom 77.8% • No, I have looked at the Help Guide for Parents published on the school website but I would like further support 10.8% • No but I haven't looked at the Help Guide for Parents yet 11.4% 	We will run a session online to explain to parents how to best understand Google Classroom
Did you know that your child should be following their school timetable and that lessons are more often than not delivered 'live' through the Google Meet function in Google Classroom?	<ul style="list-style-type: none"> • Yes 96.6% • No 3.4% 	
How much support does your child have while learning from home (are there adults/older siblings around who have the time to lend a hand when your child needs support)?	<ul style="list-style-type: none"> • A lot of support 24.4% • Some support 51.8% • Little or no support 23.8% 	

Which phrase best describes your child as an independent learner?	<ul style="list-style-type: none"> • Very confident - they need very little support 37.8% • Confident - they get on with the work however they may sometimes need support 55.9% • Rarely confident - they struggle and need a lot of support 6.3% 	Names of students who are 'rarely confident and struggle' have been shared with Year Leaders and the SENDCO. Contact with home has been made and in some cases, the student has been invited into school.
What is your child's level of engagement like during this period of remote learning?	<ul style="list-style-type: none"> • They are very engaged and rarely need prompting to attend their lessons/complete their work 52.1% • It's mixed. Some days they are engaged, some days it is harder to motivate them 43.2% • It's a constant battle to try and get them to attend their lessons, to focus and to do their work 4.6% 	We have shared the names with year leaders of students with whom 'it is a constant battle' to get them to engage and are contacting home to offer support and guidance
In terms of the difficulty of work that has been set for your child, how would you judge that?	<ul style="list-style-type: none"> • About right 91.3% • Too difficult 4.9% • Too easy 3.8% 	Names of students who are finding work 'too difficult' have been shared with Year Leaders and the SENDCO. Contact with home has been made and support and guidance offered.
Has your child received feedback from their teachers about their work?	<ul style="list-style-type: none"> • Yes 42.9% • No 7.2% • From some 31.8% • Not sure 18.1% 	It is the expectation that the school marking policy is still followed at this time which indicates to staff that a substantive piece of work should be marked each fortnight.
Is your child attending their year group virtual assembly and their site assembly?	<ul style="list-style-type: none"> • Yes 64.5% • No 13% • I didn't know virtual assemblies were being held 22.5% 	Assemblies are important for our school ethos and we are reminding everyone to encourage their children to attend. Year Leaders to continue giving notice and reminders in the year group Google Classrooms
Has your child spoken positively about their remote learning experience so far?	<ul style="list-style-type: none"> • Yes 74.5% • No 25.5% 	
Have you received a telephone call yet from a member of staff?	<ul style="list-style-type: none"> • Yes 49.1% • Not yet 50.9% 	We expect that by the time this survey closed, the percentage saying 'Yes' would have been much higher as many survey responses came very early on
Do you have someone you can call or email in school should you need to?	<ul style="list-style-type: none"> • Yes, I know who I would make contact with 62.9% • No, I don't know who I would make contact with 8.8% • I would call the school office 28.2% 	We will again publicise contact details of key staff in Family Matters
Your child is now having to spend a long time looking at a screen. Are they taking substantial breaks away from their devices?	<ul style="list-style-type: none"> • Yes. They are not on their device unless they are 'in' a live lesson or are completing work during school hours and we are limiting usage in the evenings 27.6% 	Staff to tell students at the end of lessons to move away from their screen. Assemblies to focus on well-being

	<ul style="list-style-type: none"> • Sort of. They're taking short breaks as they're following the school timetable so have break and lunch time but they are back looking at their devices in the evening 61.3% • No. They are looking at a screen for most of the day and well into the evening/night 11.2% 	Articles, tips, mindfulness exercises to be shared in Family Matters
In terms of mental health and well-being, how is your child coping during this time?	<ul style="list-style-type: none"> • Mostly fine. They don't need any further support 58.5% • Mostly fine but I would like to have more information about further support 25.5% • Not always ok but they have the support they need 14.1% • Not ok and I don't know where to go to get support 1.9% 	Parents of students whose parents said that they were 'not ok and I don't know where to go to get support' are being contacted this week by their YLs and given advice and guidance. We will share information about further support in Family Matters
Overall, how would you rate the quality of remote learning/support provided by us?	<ul style="list-style-type: none"> • Excellent 20.4% • Good 64.6% • Fair 14.1% • Poor 0.8% 	
How would you rate the quality of communication you have been receiving from the school?	<ul style="list-style-type: none"> • Excellent 30.1% • Good 53.7% • Fair 15.6% • Poor 0.6% 	

The questionnaire finished with an open question asking parents: 'If there is any information you would like to add, or if you have any suggestions about what we could do to improve our approach, please let us know below.'

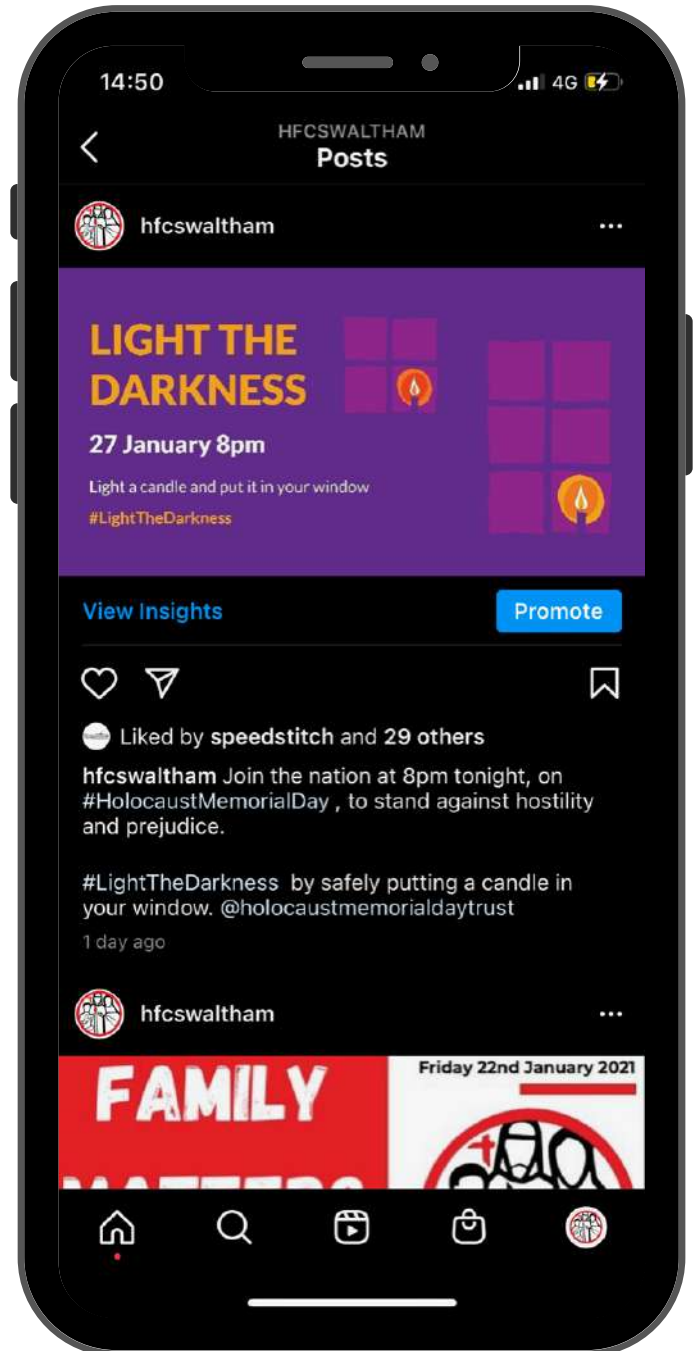
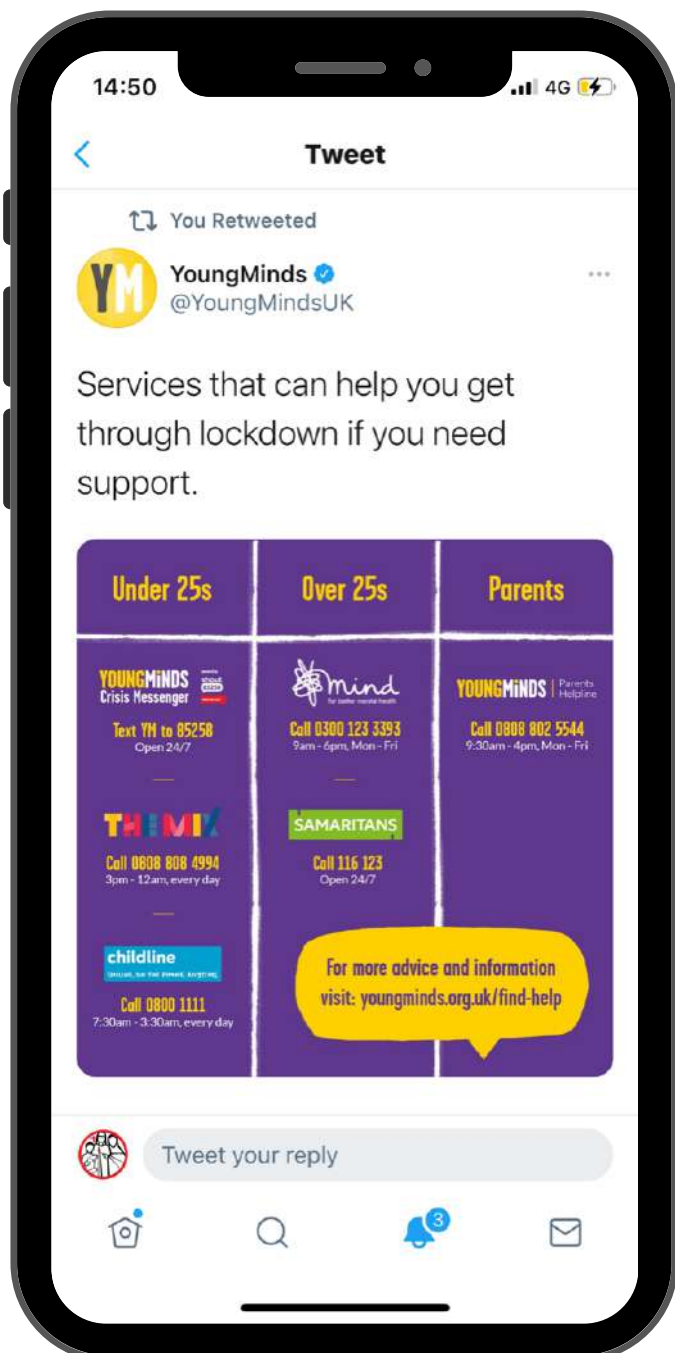
Comments repeated:

- Parents would like a copy of their child's timetable. We have let parents know where they can access this
- Parents are worried about how we know whether or not students are engaged in the lesson. We want to reassure parents that we have been sharing good practice on different techniques, have had training on it and do lesson pop-ins to watch good practice in action
- Parents are concerned that feedback is not always left on students' work. Our marking policy asks teachers to mark a piece of work each fortnight and a lot of feedback happens on the spot (verbal feedback) with teachers being able to watch students as they type
- Parents are concerned about how they will find out about their child's progress. As one parent put it, they are relying on their child's honesty as they are working too. They would hope that teachers get in touch with them if there was an issue. We want to reassure you that it's business as usual in that we are keeping track of attendance at and engagement in lessons and if we are worried about anything, we will be in touch. This term's Parents' Evenings will be pushed back to when we return
- Parents are concerned that students are getting very little opportunity to be physically active during this time. They see this as a very important issue especially as children are missing out on the 'unintentional exercise' of travelling to and from school each day and walking from lesson to lesson

SOCIAL MEDIA CATCHUP



@HFCSWALTHAM



@HFCSWALTHAM



TikTok is a video-sharing social media app available on iOS and Android which lets users create, share, and view user created videos much in a similar manner to Facebook, Instagram and Snapchat. It's main draw, however, is that users can record and upload bite-sized looping videos of themselves lip-syncing and dancing to popular music or soundbites, often for comedic effect, which can then be further enhanced with filters, emojis and stickers. TikTok has been designed with the young user in mind and has a very addictive appeal. At the beginning of 2019 it skyrocketed in popularity to become the iOS store's most downloaded app with over 33 million downloads. Estimates suggest that it now has anything between 500 million and over 1 billion monthly active users worldwide.



What parents need to know about

TIKTOK



MATURE CONTENT

On the iOS store, TikTok is listed as 12+. On the Google Play Store it is rated as 'Parental guidance recommended'. When signing up for the app, it's possible to lie about your age without any form of verification. As children scroll through their feed, most of the videos they're likely to come across are lighthearted or funny takes on dance routines which are designed to make people laugh. However there has been a slew of videos which have been reported for featuring drug and alcohol abuse, self-harm and sexual content, including young teens dressing overtly sexually and behaving suggestively. Given the deluge of material uploaded to TikTok every day, it's impossible to moderate everything and it can be quite common to come across explicit content on the 'for you' feed when logging into the platform.



INAPPROPRIATE MUSIC

TikTok revolves around creating music videos through lip-syncing and dancing. Inevitably, some of the music featured by users will contain explicit or suggestive lyrics. Given the undeniably young user base, there is a risk that children may look to imitate the explicit language they hear or the suggestive actions they see when viewing others user's videos on the app.



TIKTOK FAME

TikTok is very image focused and there is a notable preoccupation with appearing cool and attractive. Many teenagers now attempt to go viral and become what's known in-app as 'TikTok famous'. TikTok (and its predecessor Musical.ly) has spawned its own celebrities - social media stars Loren Gray and Jacob Sartorius have been catapulted to fame through their initial exposure on the app. Obviously, most budding influencers looking to become the next big thing will be disappointed, but this may have the knock-on effect of making them go to more and more drastic lengths to get noticed.



ONLINE PREDATORS

As a social network, TikTok makes it easy to connect with other users. This includes the ability to comment on and react to other user's videos, follow their profile and download their content. Be aware that by default, any user can comment on your child's video if their account is set to public. Most interactions are harmless enough but as an app, TikTok is prone to predators because of the abundance of younger users.



ADDICTIVE NATURE

Social media is designed to be addictive and TikTok is no different. It can be fun and hugely entertaining. However, it is also because of this that it can be hard to put down. In addition to the short, punchy nature of the looping video format, the app's ability to keep you guessing what will come on screen next makes it easy to turn a five-minute visit into 45-minute visit.



IN-APP PURCHASES

Aside from the content, there's also the option to purchase in-app extras called 'TikTok coins'. Prices range from £0.99 for 100 coins to an eye-watering £93.99 for 10,000 coins. TikTok coins are used to purchase different emojis to reward content creators that a user finds funny or entertaining. In the iOS version of the app you can disable the option to buy TikTok coins but this sadly doesn't seem to be a feature in the Android version.



Safety Tips For Parents

TALK ABOUT ONLINE DANGERS

Assuming your child is above the age limit to use the app, make sure you also take the time to talk to them about what they are seeing on the app. Have a dialogue, get them to give you their opinion on what is appropriate and model the correct behaviour for them. Go over why they shouldn't give out private information or identifiable photos and be positive and understanding of them. In the long run, getting them to think critically about what they're seeing goes a long way to keeping them social media savvy.



USE PRIVACY SETTINGS

Undoubtedly, the easiest way to safeguard your child on TikTok is to make sure their account is set to private. This means only those users your child approves can view, like, and follow their content. Setting the account to private may clash with your child's goal of social media superstardom, but it will keep their content secure from strangers. This setting can be enabled under the privacy and safety menu by pressing the ellipsis in the 'me' tab of the app. To be extra safe, there are additional controls available to toggle such as who can send comments and messages, among other options.



ENABLE RESTRICTED MODE

In the digital wellbeing section there's the ability to turn on restricted mode using a PIN. Restricted mode filters out content that is not age appropriate although it should be noted that this isn't always 100% fool proof. When enabling restricted mode, parents should still be vigilant to what their child is watching and take note that the algorithm moderating content is not infallible.



EXPLORE AND LEARN YOURSELF

Understanding and learning the app yourself is a great way to get to grips with TikTok. You could then even use the app with your child and watch some videos with them. If you are the parent of a teen, even if it does not make you popular, keep a close eye on what they're viewing and sharing. That said, it's a brilliant chance to turn it into a bonding opportunity with your child also. You could even unleash your inner performer and make videos with them while (more importantly) keeping them safe online.



LEARN HOW TO REPORT AND BLOCK INAPPROPRIATE CONTENT

With the proper privacy settings in place, TikTok can be a safe space for your child to express themselves. However, just in case something does manage to slip through, make sure your child knows how to recognise and report content that isn't appropriate and get them to come to you about what they have seen. TikTok allows users to report offenders and comments within the app. You can also block individual users by going on their profile.



MODERATE SCREEN TIME

As entertaining as TikTok is, you can help your child moderate their time on the app by making use of the digital wellbeing section. Under the screen time management option, you can limit the daily allotted time allowed on the app in increments ranging from 40 to 120 minutes. You can also lock this preference behind a PIN number which has to be inputted in order to then exceed the daily time limit. This way your child can get their daily dose of memes without wasting away the day.



Meet our expert

Pete Badh is a writer with over 10+ years in research and analysis. Working within a specialist area for West Yorkshire Police, Pete has contributed work which has been pivotal in successfully winning high profile cases in court as well as writing as a subject matter expert for industry handbooks.



NEW FOR 2020 FAMILY SAFETY MODE

TikTok Family Safety Mode allows parents to link their own TikTok account to their child's. It's a great way to oversee your child's digital wellbeing by giving you direct control over their safety settings and being able to remotely turn features on and off. This includes managing screen time, the ability to send and receive direct messages (and with whom) and the ability to restrict the appearance of content that might not be age appropriate.





Holy Family Catholic School
SEND support at home

We understand that we are not there face to face at the moment for all of the pupils that we support, but we can arrange a chat and check in on Google if you or your child wants to speak to us face to face. Please email us a.minnock@holyfamily.waltham.sch.uk or m.scullion@holyfamily.waltham.sch.uk

'Parents know how to inspire a love of books in babies and toddlers: just put them on your lap, and start reading. But as kids get older and go to school, reading can be seen as work rather than fun -- and kids, especially teens, may stop reading for pleasure. Reading has so many benefits. Here are seven ways to get teens reading, either again or for the first time.

1) Young Adult. (YA) novels tackle the edgy issues teens struggle with, from peer pressure, to grief and trouble at home or school. Whether they're personally grappling with these issues or seeking vicarious thrills, teens gravitate toward subject matter that's relatable.

2) Merge movies with books. Hollywood is turning to teen lit for ideas more than ever. Offer your teen the print version to read before or after a big film adaptation comes out, and talk about the similarities and differences between the two.

3) Get graphic. Gone are the days when graphic novels were dismissed as comic books. Now recognised as literature, they may be the key to getting some teens hooked on books. They're available in a wide range of genres -- from adventure and fantasy to historical fiction, memoir, and biography -- so there's a graphic novel out there to suit your teen's taste.

4) Lure 'em with adult books. Find nonfiction titles on subjects your teen is curious about, such as climate change, race, political corruption, or inspirational success stories.

5) Try poetry. The Youth Poet Laureate who spoke at the recent presidential inauguration was powerful. Poetry is valuable both as individual poems and novels in verse. All that white space on the page makes them easy to read. Poetry that rhymes catches attention and interest.

6) Let them listen. Spark teens' interest by getting an audiobook to listen to on the way to school or on long drives. Let them download audiobooks to their smartphones.

7) Model reading. Read at home where your teens can see you. Talk about what you're reading, and express your enjoyment. Send your teen the message that reading is a pleasure, not a chore.'

Chaplaincy Corner

Continuing the theme of ASPIRE, this week we're looking at "participate". As the lock down continues, we are missing opportunities to participate, whether it be a sports club, church, a trip to the pub or just a get-together with friends.



But we still need to keep talking – FaceTime, phone calls, texting and so many other options exist to make sure that you can keep talking to those that you love. It's so important to do this and to not shut yourself off from everybody.

And for students, please don't shut yourself away from your family. Use this time at home to connect with people you live with, as well as people you haven't spoken to in a while. You could try family film nights/board games, or look through old photos and reminisce on happy memories.

Praying as a family is not something that comes easily to everyone. Families are far more likely to watch television together than they are to pray together. Pray through joys and sorrows: families can pray together in thanksgiving for a good day and for God's help in difficult times. Praying through both good and bad reminds the family of God's presence and that he answers all prayers as He sees fit.

Sunday 31 January is Racial Justice Sunday – 'A Time to Act'

Racial issues and inequalities were identified nationally and internationally in 2020 generating awareness, emotion and outrage. In light of this Racial Justice Sunday 2021 is particularly significant. Ethnic minorities have suffered disproportionately from the COVID-19 pandemic, demonstrating a systemic problem with racial injustice in our society. It is not enough to simply denounce racism. This is a time to act.



***Lord Jesus Christ,
in your ministry***

***you were approached by people
of many different nations and cultures.***

***You listened to their cry for help,
treated them with love and compassion,
and brought them healing and wholeness.***

***In our own time may we provide
to all those who are suffer
the help that they need
and the care that they require.***

***May we respond to the invitation of the Holy Spirit
to dream of a world made new
where the poor are not forgotten
but are given the opportunity
to live and flourish***

with good health and equal prospects.

We ask this in the name of Jesus the Lord.

Amen

Stay safe - Mrs. Grierson, Chaplain

TIPS FOR

WELLBEING

This week Ms Nordon tells us:



UBUNTU
(SAY OOH-BOON-TO)



This roughly translates to:

I find my worth in you and you find your worth in me.
In other words, we need to look after each other as well as ourselves.

This may mean having to forgive people and a need to really see how others live to understand where they are coming from.

Nelson Mandela put ubuntu in South Africa's constitution and maintained ubuntu as a way of life-he and Archbishop Desmond Tutu often exclaimed they could not be happy unless the people around them were happy too.

We walk forwards together.
Can you increase kindness in someone else's life?

YEAR 10

WE KNOW THAT THESE TIMES ARE SO CHALLENGING FOR EVERYONE, AND THAT IT IS HARD TO STAY MOTIVATED AND ON TOP OF YOUR SCHOOLWORK IN SUCH STRANGE AND SCARY TIMES. I ASKED YOUR TEACHERS HOW YOU WERE ALL DOING, AND I GOT AN OVERWHELMING POSITIVE RESPONSE. HERE ARE THE STUDENTS THAT HAVE BEEN GOING ABOVE AND BEYOND IN THEIR SCHOOLWORK AND ONLINE LESSONS. WELL DONE EVERYONE! KEEP UP THE GREAT WORK.

- MRS FITZPATRICK

FOR FANTASTIC WORK AND COMMITMENT IN MATHS LESSONS, MISS ATAKAN WOULD LIKE TO APPLAUD:

ASHWIN CHERIAN, EMILIA WATSON, DAVID SHERIDAN,
GISELA ANTWI & ASHLEE MIE YAP

IN FRENCH, MISS SHEIKH-OOMAR WOULD LIKE TO COMMEND:
GABRIEL TURAY

100% DESERVES HUGE RECOGNITION FOR ALWAYS TAKING THE LEAD IN THE PRAYER, HELPING ME OUT WITH TECHNOLOGY, HELPING ME WHEN TAKING THE REGISTER, NOT FORGETTING THE ALL IMPORTANT - KEEPING ON TOP OF ALL TASKS SET, HELPING CLASSMATES. HE CREATED SOME STARTER ACTIVITIES FOR ME WITHOUT EVEN ASKING HIM TO DO IT! STRIVING TO DO HIS BEST AT ALL TIMES.

THE STUDENTS BELOW COMPLETE ALL TASKS IN FRENCH WITHOUT FAIL, PROMPTLY ACT UPON FEEDBACK AND ARE REALLY TRYING HARD.

KIRA BARANOVSKA, SHANJAI PERATHEEPAN, LYAN WILLIAMS
SANDOVAL, KING-DAVID BOACHIE & ANNA SYTNIEWSKA

MISS BARRY WOULD ALSO LIKE TO CONGRATULATE
REMY MEYFROOT

AS HE HAS BEEN EXCELLENT WITH HELPING AND ENCOURAGING OTHER STUDENTS TO DO THEIR BEST, STAY FOCUSED AND COMPLETE WORK.

IN MEDIA, MRS FARRUGIA WOULD LIKE TO HEAP PRAISE UPON:
JOANNA FAITH COPA

FOR PRODUCING CONSISTENTLY OUTSTANDING WORK AND ALWAYS PUTTING IN MAXIMUM EFFORT- SHE GOES ABOVE AND BEYOND IN EVERY PIECE OF WORK IN MEDIA STUDIES.

LUCA DA CONCEICAO

FOR SHOWING GREAT IMPROVEMENT IN HIS WORK AND SUBMITTING EXCELLENT ASSIGNMENTS WITH LOTS OF TEXTUAL ANALYSIS DETAIL

YEAR 10 - CAREERS

WE ASKED YEAR 10 WHAT CAREER WOULD YOU LIKE TO PURSUE AND WHY?

TINGYU

10R

Therapist because you learn more things as well as help others through their own things

KHALIL

10I

I want to have a career that links with business because it seems interesting and you can get paid well

AYOMIDE

10P

I would love to be a immunologist. I aspire to be a immunologist because I enjoy science especially biology and I believe that my point of strength is the immune system

NATALIA

10I

I want to pursue a career with being a psychiatrist because I find it very interesting and also I would want to help people experiencing things in their life like that

OMARIO

10P

Acting

ETHAN

10I

Anything to do with sports

CHENNA

10I

A civil engineer as I like solving problems.

NOAH

10R

Mechanic or electrician because it is something i find interesting

WE ASKED YEAR 10 WHAT CAREER WOULD YOU LIKE TO PURSUE AND WHY?

ARCHIE

10I

I would like to be an engineer or someone that does construction

EXAUCEE

10R

Marketing or sales consultant or a business related job . I like jobs where you work as a team to come up with creative idea or a solution.

MARY LETICIA

10PH

Law because I like to help people and also I like to argue my points.

THERESE

10I

I have several options I want to explore. First would be to become a nurse or a doctor/surgeon but I find science hard. Second is becoming a barrister, I read about it on START and it looks interesting. Another would be something to do with maths and finance. I really enjoy maths. The final career would be acting. I very much enjoy acting. I'm also doing things out of school to do with acting and drama and trying to pursue my dream to become a proper actress. Though, being an actor means that I will not always have a job. It is not reliable and not everyone who wants to be an actor, gets big as an actor.

DAVID

10PH

After looking at the "start" website, I would like to be a furniture maker as DT is one of my favorite classes and I also like to make things.

AIESHA

10R

I would like to be a part of the NHS because you acquire unique skills. The NHS provides excellent training and support for employees to develop unique skills. You'll learn things that you probably never thought you could do. You surprise yourself all the time and feel great when you master something that you know will help people.

SHAY

10E

Teacher or something to do with media

CHLOE

10I

I would like to work in the business industry because I've always liked how hard working it is to get the job done. My uncle also works in this industry and he has inspired me

Spell for stormy seas

By sorcerer

Calm sea and sky so bright hear my call,
Hear me say my spell,
Turn black as night and as wild as a sugar filled
child,
Sea make noise,
Sky crash lightning,
Fight each other and see who wins,
But I have one request,
Which you MUST follow,
No one can be hurt,
No one can be broken,
No one can die,
Remember this is all an illusion,
Not a real storm,
I'll leave that for mother nature.

Stop when I say,
It will be soon,
Just hang on and make it turn out okay,
Are you ready,
Steady,
GO!

Also known as
Eke known as

Spelleth fr' stormy flotes

By s'r'r

Halcyon flote and sky so bright heareth mine
own calleth,
heareth me sayeth mine own spelleth,
turneth black as night and as wild as a sugar
did fill issue,
flote maketh hurtling,
sky crasheth lightning,
square each oth'r and seeth who is't wins,
but i has't one requesteth,
which thee wilt followeth,
nay one can beest did hurt,
nay one can beest broken,
nay one can kicketh the bucket,
rememb'r this is all an illusion,
not a real st'rm,
i'll leaveth yond fr' moth'r nature.

stand ho at which hour i sayeth,
'twill beest lief,
Just hangeth on and maketh t turneth out well
enow,
art thee eft,
steady,
wend!

The Spell of the Storm



Oh Poseidon! Oh Neptune!
Show the powers of thy anger!
Whirl the wind into danger!



I shall tell this spell of revenge!

Make the sea furiat'd!

The world's justice is in your hands

I want to make justice alive!

Make the winds shout!

Make the waves scream!

Make the sky roar!

Give my enemies this pain and agony!

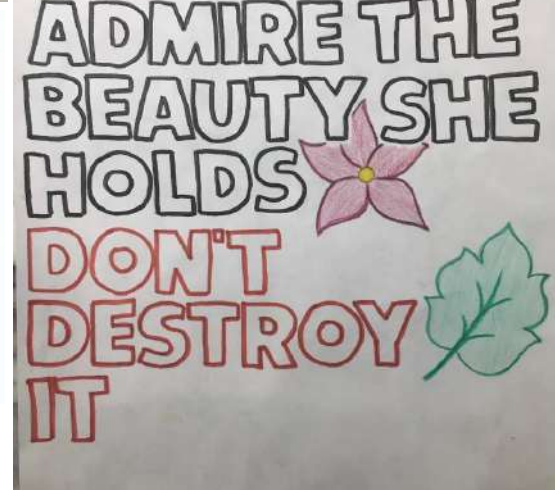
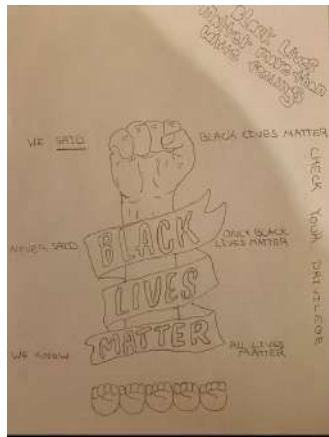
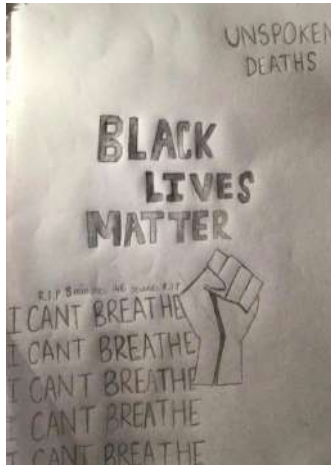
Oh Poseidon! Oh Neptune!

Go,Go,Go!



D&T ASSEMBLED

Year 9 have been looking at statement fashion and creating their own statement t-shirt designs!



Statement T-Shirt Design

Fashion design has always been a great medium for getting a message across! The following designers have all used clothing to make a statement.

Task
You have been commissioned to create a design for a statement T-shirt which voices your opinion on one of the following topics...

- Black Lives Matter
- Mental Health
- Covid: Lockdown - Impact on education - social distancing - separation from family and friends.
- Sustainability of our environment

Steps to Success

- Look at the following slides which show fashion 'statement' collections from famous designers. These will help to inspire you.
- Choose a topic you would like your T-Shirt design to speak out!
- Do some research on your chosen topic and think carefully about your message. It must not be rude or offensive. Your message should come from YOU!
- Think about typography. Look at different fonts you can use in your design.
- Consider supporting images for your design.

What do you need to submit?

- A planning page which shows your ideas through small sketches and mind-maps/doodles.
- Some initial ideas for your statement message. The development of your design.

- A well presented drawing of your design idea. Where possible, on plain A4 paper and this must include colour. Do not draw the T-shirt, just the design which would be printed onto the front or back of the T-Shirt.



Katherine Hamnett: Slogan Tees



Vivienne Westwood: Climate Protest



Viktor and Rolf: 'Fashion Statement' 2019

Viktor Horsting and Rolf Snoeren are a Dutch Fashion design duo. They held their 2019 collection 'Fashion Statements'.

Each of the 18 dresses, which featured ornate silhouettes, ruffles and intricate details, were emblazoned with controversial slogans like "I'm a cunt" and "I don't want to be a cunt".

Each dress was also adorned with a collection of...

https://www.victorandrolf.com/2019/2019-victor-and-rolf-fashion-statements.html



Vivienne Westwood: Climate Protest

Vivienne Westwood is a British fashion designer largely responsible for the New Wave of British Fashion Design.

She has a reputation for her activism, which she expresses through her clothing and accessories.

https://www.viviennewestwood.com/2019/2019-vivienne-westwood-climate-protest.html

https://www.viviennewestwood.com/2019/2019-vivienne-westwood-climate-protest.html

Vivienne Westwood: Climate Protest

Vivienne Westwood has long been known as a controversial and iconic figure. Her designs are often seen as a form of protest.

She has a reputation for her activism, which she expresses through her clothing and accessories.

https://www.viviennewestwood.com/2019/2019-vivienne-westwood-climate-protest.html

https://www.viviennewestwood.com/2019/2019-vivienne-westwood-climate-protest.html



MFL

Year 10 French students had to find their favourite outfit from their wardrobe - take a picture and describe when they wear it / what their favourite outfit is. It was a race and these were the fastest entries.



Quand je sors avec mes amis quand il fait chaud, je porterais probablement cette tenue. C'est ma tenue préférée parce que c'est très à la mode et bon pour les journées chaudes d'été. J'aime aussi cette tenue parce que tout va vraiment bien ensemble.



Lundi prochain, je vais porter un t-shirt noir avec mon rappeur préféré dessus avec un jean. Ma sœur déteste ma chemise parce que elle n'aime pas les rappeurs. Je ne porte jamais de robes ou de jupes. Je porte des baskets Jordans rouges.



Si je sors avec mes amis, je porte normalement un jean noir déchiré et, un grand sweat à capuche et des chaussures blanches. J'aime beaucoup porter des vêtements confortables parce que je pense que c'est joli. Aussi, j'adore porter des jupes mais je n'aime pas celles hautes. Par contre, ma sœur a détesté les imperméables. Également, quand je vais dans un endroit j'aime porter des robes.

Mes vêtements préférés



Quand il fait froid, Je porte un pull moulant noir avec un pantalon gris et des baskets noires et blanches. aussi, pour me garder au chaud, je porte un manteau gris soyeux ou un manteau en cuir donc je n'ai jamais froid. Quand je sors avec mes amis, ils me disent que mon pull est trop moulant. Je ne sais pas mais, à mon avis, j'ai l'air si beau! (My friends say that my jumper is too tight but I don't know - in my opinion I look so handsome!)



Si je sors je porte un pantalon noir, un t-shirt noir, chaussures noires, et chaussettes. Je porte ça quand c'est été, j'adore ça. Ma t-shirt c'est grande parce que est me garde au chaud. Aussi ma grand-mère achetée les chaussures.



Si je sors avec mes amis, j'aime porter un pantalons noir car c'est vraiment doux et ca me rechauffe. Je ne porte jamais de pantalons bleu parce que je pense que ça ne me va pas. J'adore porter ma jupe noire car c'est vachement confortable et j'aime le dessin de fleurs. Je n'aime pas porter de chapeau car je pense qui est très inconfortable et un peu agaçant. Je porterai des chaussures noires car j'aime la couleur noir.

CAREERS CORNER

Dear parents,

In a 'normal' year we would start organising work experience placements for your child to take place in the last 2 weeks of the summer term (July 2021).

As we are all aware, recent times can be described as anything but 'normal'.

For that reason, this year's work experience placements will be cancelled.

Instead of this we would like all our year 10 students to take advantage of the following opportunities that their YL has been sharing with them:

- Virtual/Online Work experience from S4S (see following pages for more information)
- The Virtual National Apprenticeship Show (www.nas.vfairs.com) taking place on 10 February
- And many more.

Please read "The Parents' Guide information" pack in the following link to see more opportunities for your child and why these are important.

<https://bit.ly/39MC4Ko>

Kind regards,

Mr Fidegnon

CAREERS CORNER

There are many more virtual experience opportunities on the [Speakers for Schools website](#) or contact Mr Fidegnon for more info.



SPEAKERS
for schools
EXPERIENCE



BRINGING CONSTRUCTION TO YOU

Robertson

Virtual Work Experience -

Robertson is delighted to offer a virtual work placement opportunity. Your virtual work placement will give you the opportunity to connect with the construction industry. You will gain an introduction to our industry, our organisation and careers within it, as well as recognising and developing t...

Online

01/03/2021

Favourite

[VIEW OPPORTUNITY](#)



NextGen Nurse - Meet the people behind the masks: South East England

NHS

Virtual Work Experience -

Find out about a career where you can make a difference, work in different roles around the world with a competitive starting salary and earning potential and a huge choice and opportunity for personal and professional growth.

We are the NHS, and we help save and improve people's lives...

Online

22/03/2021

Favourite

[VIEW OPPORTUNITY](#)



East West Railway Company - Building a New Railway

East West Rail Company

Virtual Work Experience -

Join us for a week's work experience and get involved in one of the UK's most important infrastructure projects, East West Rail. Help us design and implement this new direct rail connection linking the communities between Oxford and Cambridge that are well-known for their vibrant economy, educati...

Online

05/04/2021

Favourite

[VIEW OPPORTUNITY](#)



Royal Air Force Careers Insight - Access All Areas

Royal Air Force

Virtual Work Experience -

Aged 15+ and interested in finding out more about opportunities in the Royal Air Force?

"With over 50 professional roles to choose from the RAF gives you opportunities you won't find in any other careers"

RAF APPRENTICESHIPS

The RAF Currently has 23 apprenticeship roles to c...

Online

04/03/2021

Favourite

[VIEW OPPORTUNITY](#)



Construction Virtual Work Experience - 09:00am - 15:15

GRAHAM Construction

Virtual Work Experience -

This opportunity is open to students from Liverpool, Wolverhampton, Barnet, Harlow, Essex and Northern Ireland.

Interested in working in the construction industry, join our Virtual Work Experience with GRAHAM a tier 1 contractor.

- Find out more about the roles within the Construct...

Online

04/03/2021

Favourite

[VIEW OPPORTUNITY](#)



Green Skills in the Construction and Engineering Industry

Skanska

Virtual Work Experience -

Would you like to know more about what the Construction and Engineering Industry is doing to be more "Green", our plans for the future and how we've made big strides and even bigger commitments to the UK's Global Net-Zero Carbon aims by 2050?

Skanska UK and Network Rail are leading interna...

Online

06/04/2021

Favourite

[VIEW OPPORTUNITY](#)



Education Charity Worker - Insight Session (13:00 - 15:00)

WEA

Other -

The WEA is the UK's largest voluntary sector provider of adult education in England and Scotland.

Founded in 1903, the Workers' Educational Association (WEA) is a charity dedicated to bringing high-quality, professional education into the heart of communities. With the support of nearly 3,0...

7 miles

27/04/2021

Favourite

[VIEW OPPORTUNITY](#)



An insight session about the roles within the ambulance service. Open to Devon students from 2-3

Devon Training Hub

Virtual Work Experience -

Interested in being a Paramedic or becoming part of their team?

There are many roles to consider and many avenues into pursuing this career choice. During the one hour session, Devon Training Hub and volunteers from the ambulance service will explain some of the options available to you. Th...

Online

02/01/2021

Favourite

[VIEW OPPORTUNITY](#)

CAREERS CORNER



SPEAKERS FOR SCHOOLS VIRTUAL TALKS & BROADCASTS



The SFS Virtual Talks programme allows speakers to remotely connect with students in classrooms and share their unique insights and advice with young people.



DATE: Monday 1st February

TIME: 10:00 – 11:00

YEAR GROUP: KS4 – 5 / S4 – 6

SPEAKER: **Dorothy Byrne**, Editor-at-large, Channel 4, Chair, Ethical Journalism Network & Former Head of News and Current Affairs, Channel 4

[CLICK HERE TO JOIN](#)



Speakers for Schools Experience Nursing Broadcast

DATE: Tuesday 2nd February

TIME: 14:00 – 15:00

YEAR GROUP: KS4 – 5 / S4 – 6

SPEAKER: Dr Crystal Oldman, CEO, The Queen's Nursing Institute

[CLICK HERE TO JOIN](#)

Join Speakers for Schools for our first Experience Nursing Broadcast with Dr Crystal Oldman CBE. Dr Crystal Oldman CBE joined the Queen's Nursing Institute in November 2012 as Chief Executive. Crystal worked in the NHS for 18 years, the majority of which was in the field of community nursing, working with some of the most deprived communities in west London. An opportunity not to miss for students who would like to hear more about Crystal's journey and an insight into working in nursing.



DATE: Tuesday 2nd February

TIME: 10:00 – 11:00

YEAR GROUP: KS4 – 5 / S4 – 6

SPEAKER: **Branko Bjelobaba**, Finance and Engaging in Democracy Speaker

[CLICK HERE TO JOIN](#)



Penguin Talks in Partnership with Speakers for Schools

DATE: Thursday 4th February

TIME: 14:00 – 15:00

YEAR GROUP: KS4 – 5 / S4 – 6

[CLICK HERE TO JOIN](#)

How to motivate yourself, with Adrienne Herbert and Alice Liveing

Leading wellness professional, podcast host and author of *The Power Hour*, Adrienne Herbert joins personal trainer, blogger and best-selling author, Alice Liveing to discuss how students can motivate themselves and maintaining their wellbeing during lockdown

Joining a VTALK

8 months ago · More

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[Joining a VTALK](#)
Speakers for Schools

Join 10 minutes before the
broadcast to be ready

Learn how to join a VTALK here:

Welcome to Holy Family Sixth Form

6TH FORM

APPLICATIONS

APPLY ONLINE NOW!

JOIN OUR
OUTSTANDING
SIXTH FORM IN
SEPTEMBER 2021
AND OPEN THE
DOOR TO YOUR
FUTURE!



We have extended our deadlines for Sixth Form Applications -

Internal Holy Family year 11 students: Friday 19th March 2021

External year 11 students: Friday 19th Feb 2021

VIRTUAL OPEN EVENING: [HTTPS://WWW.HOLYFAMILY.WALTHAM.SCH.UK/SIXTH-FORM/ADMISSIONS/](https://www.holyfamily.waltham.sch.uk/sixth-form/admissions/)

APPLICATION PORTAL: [HTTPS://HOLYFAMILY.APPLICAA.COM/YEAR12](https://holyfamilyppliaa.com/year12)



1) Why study at Holy Family?



[@HFCSWaltham](#) [@HFCSWaltham](#) www.holyfamilywaltham.sch.uk



2) Choosing your subjects



[@HFCSWaltham](#) [@HFCSWaltham](#) www.holyfamilywaltham.sch.uk



3) How to apply to Holy Family



[@HFCSWaltham](#) [@HFCSWaltham](#) www.holyfamilywaltham.sch.uk

4) Frequently Asked Questions



[@HFCSWaltham](#) [@HFCSWaltham](#) www.holyfamilywaltham.sch.uk

Curriculum Information

CURRICULUM OFFER FOR SEPTEMBER 2021



CURRICULUM PATHWAYS 2021



SIXTH FORM ADMISSIONS CRITERIA 2021



SIXTH FORM LEAVERS 2020 DESTINATIONS



Sereena Lakeman

University for the Creative Arts

Studying: Fashion Photography

Congratulations!



Oliwia Kilic

University of Reading

Studying: Animal Science

Congratulations!

Liam Lewis

University of Kent

Studying: Economics



Katherine Kinson

University of East Anglia (UEA)

Studying: Biochemistry



Dominika Klonowska

**University of Westminster,
London**

**Studying: Architecture and
Environmental Design**

Congratulations!



Emily Luvualu

London Metropolitan University

**Studying: Business Management
and Marketing**

Congratulations!

Nicole Kucmova

University of West London

Studying: Criminology



Peter Luvualu

Middlesex University

**Studying: Business Management
(Project Management)**



Interested? <https://youtu.be/2ENwM-RpvOU>

Student briefing sheet

Deadline: 30 April 2021

Need more information/guidance:
contact your science teacher /
or Mrs Anjorin



Competition brief

There is much more to working for the NHS than being a doctor or nurse. In fact there are more than 350 different careers in the NHS and, with that many careers on offer, there's a job to suit you no matter what your interests and skills are.

That's where the Step into the NHS competition comes in. We want you to choose an NHS career that interests you and create a job description and an ad to tell your friends and other young people about it. You can work on your own or in teams of up to four.

The prizes

Whether you enter individually or as part of a team, everyone taking part in a winning entry will get their own prize and certificate.



National winner

The overall winner(s) will each receive a £50 Amazon voucher and a prize for their school.



Regional winners

Nine regional winners or members of winning teams will each receive an Amazon voucher worth £25.

Highly commended certificates are also awarded.

Good luck! We look forward to seeing your entries.

It's easy to enter

Follow these straightforward steps and you'll be in with a great chance of winning! All the competition tools referred to (and more) are available from your teacher or on the Step into the NHS website: stepintothenhhs.nhs.uk/secondary



1. The research phase

Find out what careers are available in the NHS by taking a look at stepintothenhhs.nhs.uk and healthcareers.nhs.uk

You can also take a **personality quiz** to reveal the careers that might suit you and bite-size information about them.

Select a career that you find most interesting from the ones you have researched.

2. The job description

Next, you need to produce a job description for your chosen role.

A job description describes what you do in the role. It also details any qualifications, experience and skills needed to do the job properly.

Complete the ready-made job description template.

Don't forget to use the supporting guidance document.

3. Send us your entry

The official pupil and teacher entry forms must be completed and accompany entries.

Full competition details can be found in your teacher's guidance booklet, so feel free to ask them questions if you need more information.

Make sure you don't miss the deadline. Your teacher has all the details.

4. The job advertisement

Now you understand your chosen career, create a fun and lively job advertisement so it appeals to other people your age. There's a guidance sheet to help with your planning.

You can select any media you like, for example, film, poster, presentation, leaflet or website. It's entirely your choice!

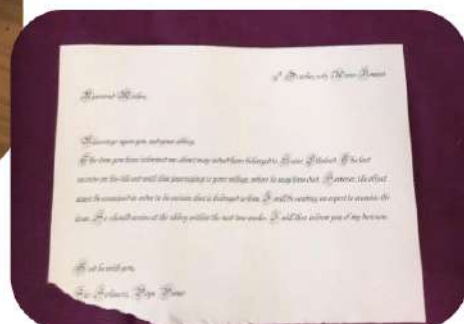
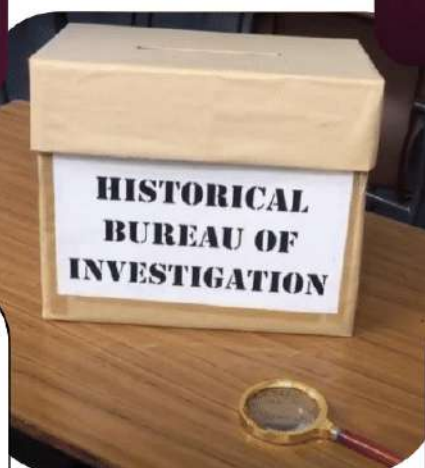
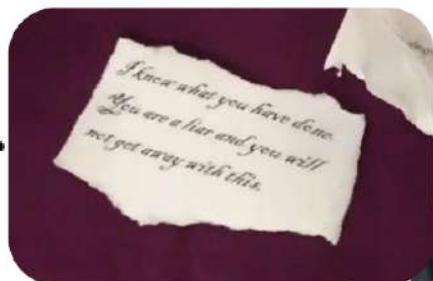
However, please avoid using copyrighted material, for example, music on videos and websites.

Together we can make a difference!

stepintothenhhs.nhs.uk/secondary

The Haunted Abbey

Join History Club using class code: 4uit21r
Google Meet on Wednesdays at 3:30-4pm



Lady Eleanor has been murdered! The killer has left clues around the room... can you find them all?

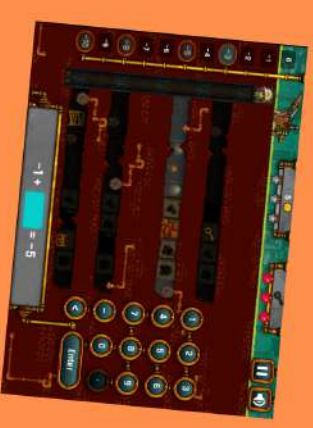
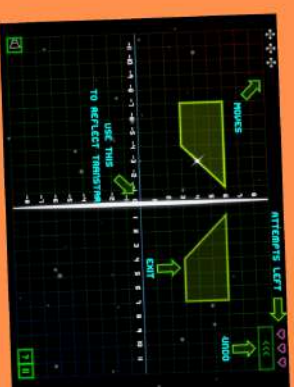
Crime scene pictures and videos are on the History Club Google Classroom.

THE WAY OF THE MATHS NINJA



MANGAHIGH

MATHS GAMES AND QUIZZES
Compete with each other for
top scores and medals!



Mangahigh.com

Login: fullname@hollyfamilycath

Password: family

School ID: 72953

KEEP READING

Waltham Forest are currently offering a 'click and collect' service from the Walthamstow, Chingford, Leyton, Leytonstone and Wood Street Libraries, and access to e-books.

[Click Here for more information](#)

“Today a reader, tomorrow a leader.” – Margaret Fuller





Holy Family Catholic School

Remote Learning Agreement



You should adhere to and follow these rules when online.

Be Ready

- Use the school resources in the way they are intended to be used.
- Plan and use your time effectively online.
- Know your username and password to all school accounts, i.e Google Classroom, Mathswatch, Seneca etc
- Join all online lessons on time
- Check your accounts regularly so you are up to date with the work set.
- Complete all tasks by the deadline.

Be Respectful

- You should respond in a polite, respectful and appropriate manner to all posts online.
- You should respond in a polite, respectful and appropriate manner to members of staff in online communications (E-mail, Google Meets etc).
- Inappropriate behaviour includes:
 - Complaints about any post, individual or activity.
 - Intolerance towards any individual or group of people.
 - Posting inappropriate images.
 - Using the platform as a form of social media or as a chat forum
 - Posting and sharing information and/or images that are not related to the learning set.
- Report any cyber bullying or harassment immediately.
- Never do or say anything online that you would not do or say offline.

Be Safe

- Set yourself a screen time limit - it is important for your mental health.
- Never share your password or any personal details online
- Do not forward spam. It is not fun and it could damage the computer through viruses embedded in the emails.
- Report any unusual or suspicious online activity.

What happens if I break the rules?

- Any account where inappropriate behaviour is reported or suspected will be suspended immediately.
- Parents will be contacted to discuss the inappropriate behaviour and when it will be reinstated.

Please confirm you have read and agree to these rules by submitting the following form. <http://tiny.cc/HFCSRemoteLearningForm>

REMOTE EDUCATION 10 TOP TIPS FOR PARENTS

Remote education ensures continuous learning outside the classroom. For parents and carers, remote education isn't always straightforward and there can be a number of factors they need to consider, especially around ensuring their children feel comfortable and are familiar with the whole concept. That's why we've created this guide to help parents and carers support their child in getting the most out of their remote education experience.

1. TAKE AN ACTIVE INTEREST IN YOUR CHILD'S LEARNING

As a parent or carer, your school may have explained how remote education works already, but children may still need help. Take an active interest in their learning and help support them whenever they need a helping hand.



2. MONITOR YOUR CHILD'S COMMUNICATION AND ONLINE ACTIVITY

It's important to remind your child that despite being at home, the same level of behaviour and conduct exists as if they were at school. Encourage them to remain polite, remember their manners and not to post or send any negative comments just because they are behind a computer.



3. ESTABLISH A DAILY SCHEDULE AND ROUTINE

Working from home and trying to learn in a more casual setting that children might associate more with play and a degree of freedom might take a bit of getting used to. Try to stick to a daily routine and use the timetable/schedule that schools have sent home to help children keep on top of their daily learning.



4. ENCOURAGE SCREEN BREAKS AND PHYSICAL ACTIVITY AWAY FROM DEVICES

Remote learning will inevitably require more interaction with computers, laptops and tablets. Teachers will invariably advise on screen breaks; however, it doesn't hurt to keep a check on their time online or encourage them to get some fresh air/exercise.



5. ENSURE YOUR LEARNING DEVICE IS IN PUBLIC SPACE IN THE HOME

It's important to consider where your PC or laptop is placed if live video is being used. Try to keep the background neutral, with no personal information visible and move learning devices out of the bedroom as this could be deemed inappropriate.



6. IMPLEMENT SAFETY CONTROLS AND PRIVACY RESTRICTIONS ON APPS AND SOFTWARE

Dependant on how your school implements remote education, your child may be required to download certain software or apps. Whilst these are likely to be relatively safe to use, like any other new app or platform, parents should still implement safety controls as a precaution.



7. ENSURE YOUR CHILD ONLY USES OFFICIAL SCHOOL COMMUNICATION CHANNELS

It's important that all communication with teachers and school staff is directed through approved school channels, whether that be through the school's online portal or the relevant secure messaging site.



8. FAMILIARISE YOURSELF WITH RELEVANT SCHOOL POLICIES

Schools should have a policy on remote education that they can share with parents. Familiarise yourself with this and ensure you know what is expected of teachers and your child during lessons, both online and offline.



9. MAINTAIN FEEDBACK WITH TEACHERS

Engage in communication with teachers where possible, and try to feed back progress and development as well as any helpful suggestions around the learning process. Be transparent but remain professional and only use official channels to communicate.



10. MONITOR YOUR CHILD'S WELLBEING AND MENTAL HEALTH

Remote education will likely mean that your child won't get the same level of social interaction and might not see their friends for a while. Keep a check on their wellbeing and try to encourage them to get out as much as they can. Whilst learning from home might seem fun and exciting to start with, missing out on seeing their friends every day might take its toll.



Parenthood...

The most rewarding job in
the world

And also the toughest

Need some advice about your
child's behaviour or emotions?

Contact YoungMinds'
Parents Helpline

0808 802 5544

youngminds.org.uk/parents



YOUNGmINDS

Worried about how you're feeling?



Check out youngminds.org.uk/find-help

YOUNGMiNDS



END RACISM

SCHOOLS MEDIA COMPETITION

We are looking for students (aged 14-18 inclusive) to submit an original piece of writing or an original image on the theme:

**‘LET’S CREATE A WORLD
WITHOUT RACISM’**

The winning entries will be published in the Far East magazine and online on Columban websites in Ireland and Britain and shared on Columban social media.

This is a chance to engage with an issue that addresses equality, justice, inclusion and also draws on faith and personal experience.

PRINT PRIZES

1ST £300

2ND £150 - 3RD £100

IMAGE PRIZES

1ST £300

2ND £150 - 3RD £100

THE COMPETITION IS BEING LAUNCHED
ON MONDAY **5TH OCTOBER 2020**



“We cannot tolerate or turn a blind eye to racism and exclusion in any form and yet claim to defend the sacredness of every human life.” POPE FRANCIS, June 2020

**DEADLINE FOR ENTRIES:
SATURDAY 20TH FEBRUARY 2021**

For more information on entry guidelines see:
www.columbancompetition.com
or email hello@columbancompetition.com

TOWER STOREYS

Your stories Your voices



Are you stuck inside and looking
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