

FAMILY MATTERS

HOLY FAMILY CATHOLIC SCHOOL
NEWSLETTER



**IMPORTANT UPDATES
FROM
DR. STONE ON PAGES
2 & 3**

21ST MAY THE FEAST OF THE ASCENSION

*Let us continue his
work as he commanded*



A POP OF

POSITIVITY

WHAT'S BEEN YOUR SOURCE OF HAPPINESS &
LAUGHTER THIS WEEK?



@HFCSWaltham



www.holyfamily.waltham.sch.uk



@HFCSWaltham





Holy Family Catholic School & Sixth Form

Headteacher: Dr. A. Stone BA Hons (Cantab) NPQH



Walthamstow House Site

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Head of Lower School

Tel/Fax: 020 8520 0482 / 4658

Web: www.holyfamilywaltham.sch.uk

Wiseman House Site

30-34 Shernhall Street, London E17 9RT

Mrs A Klitou BA Hons
Head of Upper School

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Email: office@holymfamilywaltham.sch.uk

22nd May 2020

Dear Parents/Carers

I am writing to give you all a further update regarding our plans for the school after half-term. We have spent the past week developing a plan for a limited re-opening of school for a very small number of additional students each day. After the half-term break this is what we are planning:

- First, we will continue to be open for the children of key workers and for vulnerable children.
- In addition, we shall be contacting all Yr 10 and Yr 12 students in due course and inviting them in to meet with a member of staff on a date between Tuesday June 2nd and Friday June 12th.
- This will be the first phase of our opening the school to more students and I want to assure you that this gradual increase in student numbers has been carefully planned and risk assessed so that everyone attending school will be safe.

There will be a maximum of twenty Yr 10 and twenty Yr 12 students invited in on any given day. Students will receive further details from either Mrs Klitou (for Yr 10 students) or Mr Delf (for Yr 12 students). It will be essential that everybody follows all instructions from teachers in order to reduce any risk of infection. This will include social distancing, following all instructions from teachers and ensuring that everyone practices good hygiene and uses the sanitisers provided.

We are staggering the arrival times of the students as follows:

- Children of key workers and vulnerable students must arrive at 8.30 and must stay all day until 3.10pm. Students will not be permitted to come and go or to arrive after 8.30am.
- Yr 10 and Yr 12 students **who have received an appointment** must arrive for 10am on that day. They should expect to be in school until 3pm. Only students who have been given an appointment may attend. If a student arrives who has not been given an appointment they will be sent home.

We will be strictly applying the rules around infection prevention and, if any student cannot meet our expectations then they will be sent home. This is for the safety and

ASPIRE TO THE HOLY FAMILY WAY

protection of everyone in our school community. I ask that you, as parents/carers, explain the importance of social distancing and hand hygiene to them. It is vitally important that they understand and respect this.

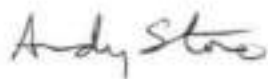
As I said in the letter I sent you earlier in the week, there is, at present, no plan for more than limited numbers of students in Yr 10 and Yr 12 to attend school. This may change and our plans will be under constant review as the situation with COVID19 evolves and government guidance develops. All other year groups must not attend school yet and will continue to be provided with work to complete at home.

I understand that some of you may have particular concerns about your son/daughter returning to school, even in this limited way, and I want to assure you that we shall do everything possible to keep them safe. We believe it will be of value for students to attend school for a day in this way and for them to have a catch up session with a member of staff who can support and guide them in their studies and with any other issues they may have at this time. Staff will be looking forward to seeing the students and we hope that they too will appreciate the opportunity to come into school. We want to get back to some degree of normality as challenging as this is going to be for everyone.

Please note that only a very limited lunch service will be available and that this may well only be a sandwich lunch. Students may choose to bring a packed lunch in with them but they will not be permitted to go off site during the day for food or any other reason.

Thank you for your support of the school and we hope that this limited re-opening will prepare us for a wider re-opening of the school whenever it is safe to do so with larger numbers.

Yours sincerely



Dr Andy Stone
Headteacher

A huge congratulations to Benjamin Dzah in year 10 who has been accepted on to Imperial College, London's Insights into Science and Engineering Summer School (which is being delivered remotely this year due to corona).



Y10 Insights into Science and Engineering Summer School



SOCIAL MEDIA CATCHUP



@hfcswaltham



@hfcswaltham

Chaplaincy Corner

- Mrs. Grierson. Chaplain



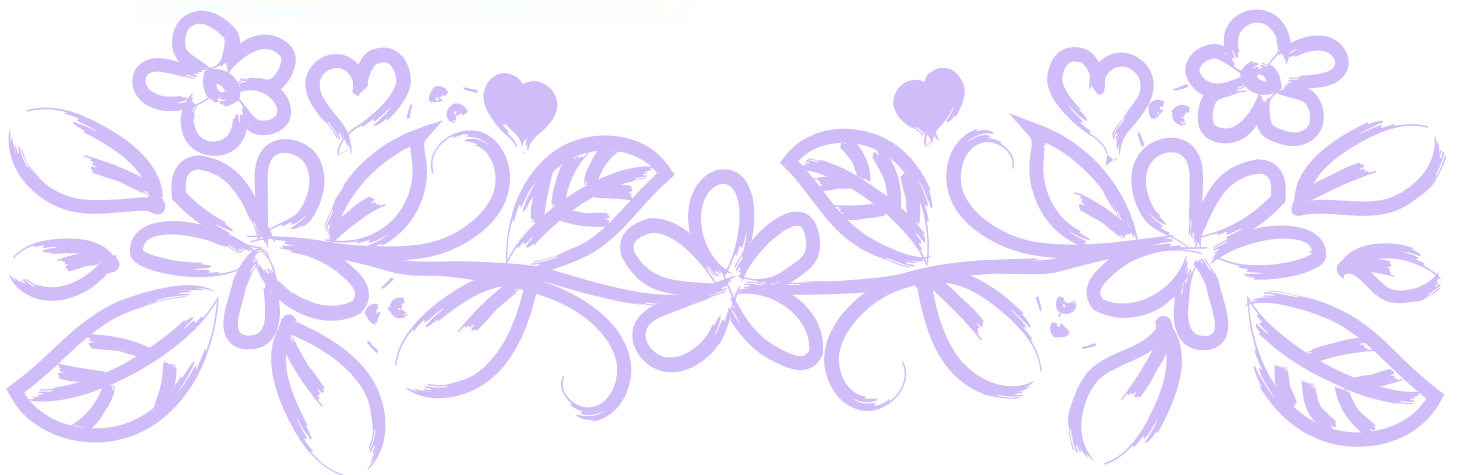
Thursday 21 May was 40 days after Easter and we celebrated the Solemnity of the Ascension of our Lord into heaven.

After 40 days with his disciples, the risen Lord ascended to his rightful place in heaven, with the promise that he would not abandon them and they were to carry on his work, in the way a great project may be left to others to complete. He would continue to work through them and their successors but in a new way, through the Holy Spirit.

Ten days after the Ascension we have the feast of Pentecost (Sunday 31 May).

Many of our students have been preparing for the Confirmation, and here is a message from the Brentwood Catholic Youth Service:

Pentecost Sunday 31 May 10.30am Mass for Confirmandi. With a special message from Bishop Alan at the start of Mass, and music recorded by soloists and groups of young people from across the Diocese, as well as Intercessions read by young people, this Mass is especially for those who would have been Confirmed today, and it will be offered for you. On both YouTube and Instagram we are BrentwoodCYS and more details of the Mass can be found at <https://bcys.net/events/pentecost/>



Prayer

From these few months, I have realised that we are not alone.

God has given us peace over this pandemic,

and we hope that our normal lives can happen again.

These months have been hard, struggling for some families and sometimes we feel alone.

Although, we are not alone.

Sometimes it's hard to accept the fact that we feel alone but we're really not.

Hopefully, we can all come over this together.

Jane Themudo, Year 8



Congratulations Fr Niall on being conferred a Canon in the Diocese of Brentwood. If you tuned in on Monday for the Mass, it was a lovely celebration. I was reading some of the messages being left on Facebook and Youtube during the service and there was an outpouring of love for Fr Niall!

Mass (Sunday 10am and Monday-Saturday 9.15am) is now live-streamed on their Youtube channel, and you can "watch again". Just search for OLSG E17

Stay safe
Mrs Grierson
Chaplaincy

A POP OF

POSITIVITY

WHAT'S BEEN YOUR SOURCE OF HAPPINESS & LAUGHTER THIS WEEK?

Vira

Being able to work
in the garden
because of the
sun, really nice
weather

Wiktor A.

My puppy named
Coco

Kya

Me and Dejaine
had a dance party
on FaceTime

Alwin

I saw my friend get
a haircut from his
brother on a
facetime call

David S.

My family,
because they
make me laugh
everyday and
they also make
jokes everyday to
keep me sane
everyday.

Natalia I.

Talking to
friends
online

Tara

My mum made some
homemade burgers.
They were very nice

Chantelle

Seeing everyone clap
for the NHS every
Thursday.

Daniel H.

I shaved all my hair
off 😁

Amelia S-B.

I am drawing more
now.

Kevin

Playing with my
younger sister

Rihanah

The corona virus
deaths are
decreasing

Louis

Playing Uno

Chenna

Receiving stars
for my school
work.

Annette

Being around my
mum spending
time together,
calling my family
to check up on
them.

Teni

I got to see both
sunrise (with the
birds chirping) &
sunset (in silence)
and it was
beautiful.

Febylin

Completing my
assignments for
the week.

J'nae

Cooking

Rimi

Helping my mum

Natalia S.

I had a good
conversation with my
family and every one
was laughing

Jeylan

Knowing all my friends
are staying safe even
though I have had a loss
recently I also know that
they are in a better
place which makes me
happy.



Mental Health
Foundation

**MENTAL
HEALTH
AWARENESS
WEEK** →

18-24 MAY

2020



Looking after your mental health during lockdown

It's Mental Health Awareness Week and, whether or not we've experienced mental health problems before, this is a really difficult time for almost all of us. Many of us are feeling the strain of being kept apart from friends, family and loved-ones, while the backdrop of coronavirus can be scary and unsettling.

This year's theme is kindness.

[Click Here](#) for this week's newsletter where we explore how you can be kind to yourself and others.

⚠ **What to do in a mental health emergency** ⚠

In a mental health emergency, there are various steps you can take. They are explained by the NHS [on this page](#). If the situation is urgent but not an emergency, you can ring a local NHS emergency helpline or failing that call 111. If you feel you cannot keep yourself or someone else safe, call 999. [Click here to familiarise yourself with the NHS advice.](#)

ART & PHOTOGRAPHY



Chantelle Berlin, yr 11



Anna Rees, yr 11



Aleksandra Pietak, yr 11



Ted Trivuncic, yr 8

ART & PHOTOGRAPHY



Patrick McCormack, yr 8



Ramiyah Bamgbose, yr 8



Chinedum Onunkwo, yr 8



Katrine Otomewo, yr 8



Dovydas Simkus, yr 8



Nikolas Gauba, yr 8



Victoria Chamulak, yr 8



Moriah Tesfal, yr 8



Wiktoria Matejek, yr 8



Tyrees Argha, yr 8



Amelia Wales, yr 8



Milena Sokolowska, yr 8



Maria Baleanu, yr 8



Allison Teves, yr 8



Laura Kasprzyk, yr 8



Abi Sivakumar, yr 8



Nathan Chan, yr 8



Victoria Chamulak, yr 8



Zackary Rebello, yr 8



Ramiyah Bamgbose, yr 8



Maria Baleanu, yr 8



Milena Sokolowska, yr 8



Giulia Distefano, yr 8



Erin Gallagher, yr 8



Emilia Biedrowska, yr 8



Chelsy Shotikare, yr7



Mariya Katerina Leybak, y7



Lewis Benjamin y7



David Rezter, yr7



Julia Matejek, y7



Naomi Holness, yr 7



Zoe Aslam, y7



Lewis Benjamin y7



Dylan Giraldo, y7



Anabel Chinedu, y7



Sinead Keegan, y7



Ms Ttofi, Manager of Bethany Room



MATHS

5 Famous men who love Maths

Brian May



Maybe one of the more surprising celebrities to be on our list; the guitarist for possibly the most famous group to date, "Queen". May has an education that most people would be jealous of. Whilst studying Physics, Mathematics and Applied Mathematics at 'A' Level, he went on to study mathematics and physics at Imperial College, London. What may come as a surprise, is that before becoming a huge hit with "Queen" Brian May was a mathematics teacher! He emphasises the importance of making maths enjoyable. "If you can improve the image of maths, it seems like a good scheme to me. I was lucky because my dad did it for me, he made it fun. If you can make it fun, you're home and dry."

Michael Jordan



Often described as the greatest ever NBA player, Michael Jordan, perhaps more well known for his basketball ability, studied Mathematics until his junior year at college. With all college players having to pass Maths and English at college to play on the team, Jordan excelled in Mathematics and his enjoyment for the subject was reflected in his class choices. Lucky he was good with numbers, as Michael Jordan happened to be the highest paid earner and one of only 2 players ever (Kobe Bryant) to earn over \$30 million in one year!!

Glen Johnson



The former Liverpool and England full back, came as a surprise. Johnson in his down time from playing is studying for his Mathematics degree at the Open University. Johnson admitted that he was a good mathematician at school but football got in the way of him studying the subject further.

Rowan Atkinson



Prior to starring in the Blackadder series, Rowan Atkinson believed his future lay in electrical engineering. He gained the highest marks at Newcastle University before going on to Oxford in 1975, where he studied for an MSc in electrical engineering. This is where Rowan met Richard Curtis who wrote the Blackadder series and is what shot him into the limelight. Who would have thought the Mr Bean would have a mathematical related degree.

Dennis Bergkamp



What is it with famous faces and engineering degrees? This time it's Mechanical Engineering, which is what Dutch footballing legend Dennis Bergkamp managed to gain a degree in from the University of Bath at the same time as playing for both Arsenal and the Dutch international team.

"We know what we are, but not what we may be"
- William Shakespeare

This quote means that we know what we know what we are and know many things we have been but we don't know what the future could hold for us and what we could be in the future. This means that the future is a surprise for us but is something we can make great and something where we can actually achieve anything and follow our dreams. If your past hasn't been the best, you can make a positive change to your future.

We know what we are, but know not what we may be poem

**We know who we are
We know what we have been.
We know the past
And we know what we have seen.**

**But we do not know who we could be...
We do not know what the future could hold.
We do not know what could happen
We do not know how the future could unfold.**

**Many could be stuck -
Living in despair,
But only you can change this -
Make the future fair.**

**You can achieve anything
You can follow your dreams.
You can be anything
You can make your future gleam.**

**No matter who you are
And no matter what happens.
We can be who we want to be;
Only you can find your future!**

- Athena Savva

The ease with which the country's children have taken to online learning shows we need to rethink education. Are schools and teachers even needed in the future?

So long as humanity needs education, there will always be those whose job it is to help that education along, and teach those who need to be educated or wish to learn. The way this has been achieved has changed dramatically over time, but ultimately there have always been those who do something linked to educating people – we call them teachers. Teachers are crucial to the education process, as they do much more than just present information found online or in a textbook. They connect with students, form vital relationships, and fulfil many needs beyond just “teaching”. Students are able to confide in their teachers, receive guidance and advice, encouragement, etc. There isn't really anything online for that just yet, and even then, it wouldn't be the same as communicating and connecting with another caring human being. Of course, education will always be evolving. Teachers are being less didactic, and more facilitating – setting activities and engaging with students to direct them to the information, by allowing them to question and interpret the knowledge. They do not act as living, breathing textbooks. They are getting to grips with the ways in which modern students access information, which requires less ability to recall facts and more ability to actually understand and apply the information. This is exactly the reason why it wouldn't be possible to replace them with anything mechanic, as it wouldn't be able to connect with the students. Although technology can change and develop, it will never reach the capacity to be able to see something isn't getting through to a student, and have the ability to adjust it.

Learning is a human behaviour – best guided by other, more experienced humans. Research has shown that the factor that most improves learning in any student is their relationship with the teacher – not something that can be manufactured. Each learner is unique with different personalities and experiences, and human teachers have the capacity to perceive that, relate to it, and therefore compensate for it in the best way they deem possible. That being said, there are schools all around the world that are seeing how technology can enhance learning experiences – the key word here being *enhance*. Computers have been introduced into the classroom, along with different games to help with learning information, making it easier for children to actually retain the knowledge and have a smoother and quicker learning experience. Even using interactive whiteboards is an example of this, used to aid teachers in creating effective resources that can be used in the classroom and later shared online to help with home learning. Without all this technology, modernising and improving education would seem near impossible. However, all of this will never result in “robot” teachers, or schools ceasing to exist – such an idea is simply absurd – so therefore they will always be needed, even as technology develops.

In the case of what the country has done due to the Coronavirus outbreak, it has shown, more than ever, that teachers and schools are drastically needed – not the opposite. This outbreak is forcing those preparing for SATs, GCSEs and A Levels in the upcoming years to teach themselves content in order to not fall behind. This may seem like a simple task, as teachers are still setting work and are available in online classrooms, but this will never top

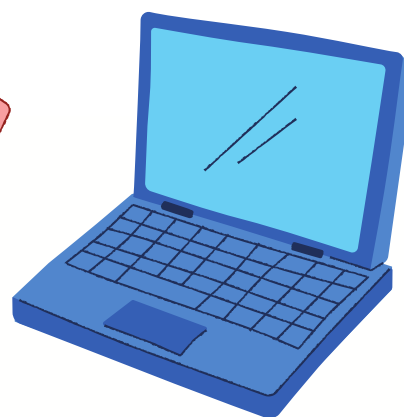
ENGLISH CONT.

the learning environment found in a classroom. Students in this modern society arguably have the worst work ethic, so being relaxed at home amid off-putting noise, their phones, and the overwhelming want to procrastinate will not help this issue – only worsen it. Distractions are rife at home – the internet being the biggest one nowadays. Although it could be used to aid learning, (having an endless multitude of resources and information), it isn't always reliable and can easily be used to cheat on online tests or plagiarise work.

This doesn't even take into the account those who have problems at home – be it family problems, a lack of learning space, or an absence of internet connection. Thousands upon thousands of children in the UK grow up in poverty, and as education is a route out of poverty, this will not be possible if the children who don't have access to the internet, will now not have access to a high quality education – something all students who come from less fortunate backgrounds currently do. For some students, maybe online games and contacting their friends won't be the biggest distraction, but a row taking place behind the scenes will be what hinders their learning experience. Now, if these children had access to a safe, comfortable space outside of their toxic household, they could escape this, even for a little while every day, and talk to someone about their issues if they wished – someone like a teacher. If schools and teachers were to disappear in the future, this would be detrimental to those children who suffer most in society, and result in endless cycles of poverty and abuse. They would have no one to talk to, and no way to learn and progress.

Technology will always be needed, there isn't a doubt about it. It is something crucial to modern society and plays a key role in education both inside and outside the classroom. No one is denying any of this, but the thing that truly holds the classroom together – that drives the students forward – is the teacher. They not only find effective ways to help students retain what they learn, but also act as a strong motivating force, and meet many needs beyond teaching. The emotional and caring side of any human being, the enthusiasm and passion a teacher possesses, can never be artificially replaced.

Tanya Cannon
Year 11



By Jakub Patla, 10I

SHAKESPEAREAN POEM



Nevertheless, I know who I am:

I am myself... I am air...

All...

Nevertheless, I know who I am:

A ball of happiness and a small particle of sadness...

Nevertheless, I know who I am:

A drop of tears and a ladle of joy,

Good and evil.

And maybe not?

I don't know,

What awaits me, what fate will bring...

I don't know,

What will happen tomorrow and what the day gives me...

But right now, I am, I am staying and waiting...

But for what?

What will the mornings give me, who will become again before the sun rises...

Will I always be there from now?

Because the day after tomorrow may be different:

I won't know anything, I won't feel anything:

Only sadness and memories will remain and You?





THE POETRY SOCIETY

The Foyle Young Poets of the Year Award 2020 is open for entries!

The biggest poetry competition for young writers is once again looking for the best poems by young people aged 11-17 from the U.K. and beyond. This year's award-winning poet judges – **Maura Dooley** and **Keith Jarrett** – cannot wait to read your students' work and perhaps even spend a week writing poetry with them at the prize winners' writing retreat.

How to enter the competition?

Students' work can be entered online using our quick and easy submission form. They can enter themselves or be nominated by parents, guardians or school staff. Please see our website, www.foleyoungpoets.org, for details and the competition rules.

We are always so delighted to receive work from schools and are aware that the adults who work with young poets are not just to be found in the English classroom.

Access: Our entry forms are available in a range of accessible formats. If you or any of your students require any information about the competition, in an alternative format, please don't hesitate to contact us at fyp@poetrysociety.org.uk.

.We look forward to receiving your entries before the deadline of the 31 July 2020!

Best wishes,

Alice Watson, Education Officer

The Poetry Society, 22 Betterton Street, London, WC2H 9BX

fyp@poetrysociety.org.uk



HOSPITALITY & CATERING

Students have been working hard to complete their online training course on Food Allergies. Their teachers also joined in for moral support. They have been awarded certificates from the Food Standards Agency. Congratulations to all!

Connor Stapleton

Miracle Mulamba

Abigail Kangethe

Noah Bruce

Aiesha O'Garro

Quintin Ata-Gyamfi

Burang Sylva

Shawn Edwards

Caroline Jonkute

Kareem Clarke

Chloe Okyere-Nyarko

Jessica Marfo

Precious Asiedu

Stephanie Nwajagu

Sharon Davies

Elizabeth Asolo

Tatiana Serwaa Boateng

Jessica Blackson

Elisjana Puci-Di Domenica

Ms Salah

Joshua Onunkwo

Ms Cameron-Marques

Emilia Watson



PRODUCT DESIGN TEXTILES

Our first batch of Sock Monsters! Be on the lookout for more mischievous monsters in the coming weeks. Keep up the fantastic work Year 7!

John Murphy

- John Murphy is an artist who has designed and created "stupid creatures" for 10 years.
- He has his own brand of creative sock monsters.
- Some of John's monsters are published in 2 books.
- In his free time, he makes stuffed toys from recycled clothing.
- He teaches classes to young children who want to learn his skills.
- His influence was a stuffed bear his mother made for him when he was about three.
- John started making sock monsters when he was in college.
- His main interests are character design and cartooning.



John Murphy

John Murphy has been making Sock Monsters for the last 10 years. He is working on a cartoon pilot and developing images for a line of mobile phone covers for the next month. He and his collaborator will be working for a network that he can't say about just yet.



Extension activity

My sock monster's name is Dread. He is very lazy and never likes to do things on time. He enjoys sleeping.

Dread is always up to mischief. Today, he wanted to do the laundry, instead he put the clothes on the floor.



PRODUCT DESIGN

FOOD

Year 8 - Food from Around the World

Dishes from Africa and Europe!



Un loup



Un loup couleur c'est gris, noir, marron et blanc. La taille d'un loup adulte est 1,2 - 2m. Un loup manger cerfs, chèvres, orignaux, wapitis et bisons et bois de l'eau. Un loup vivre dans Amérique du Nord, Europe, Asie et Afrique du Nord. Je trouve que un loup sont très mignon cars j'aime quand ils sont moelleux et assez petit.

faits amusants:

Les loups hurlent pour communiquer leur



position aux autres membres de la meute et pour éloigner les meutes rivales de leur territoire. A howl can communicate things like a wolf's location, warnings about predators, and the position of prey.

FAITS AMUSANTS

Les cochons d'Inde ne ont pas de dent supérieures aux dents.

Ils ne dorment que pendant de courtes périodes.

Cochons d'Inde vivent en Amérique du Sud.


Ils aiment l'eau.

Finissent leur vie.

Les cochons peuvent vivre jusqu'à 10 ans.

Cochon d'Inde

Début





un lapin



by Naois Adnan

- un lapin, je magique Snowflake, il est gris et blanc. Il petite, il mange de la toute carottes et pomme et il boit de l'eau.
- il aime sauter avec ses sauts en sautée, il aime pas les insectes car il pense qu'ils sont effrayants.
- il vit sans une grande cage, la nuit mais le jour il court dans le jardin.

Mon animal préféré est un cygne car ils sont si beaux et élégants. Ils ont un long cou avec un joli bec jaune. Ils ont des plumes blanches comme la neige. Ils mangent de la végétation aquatique. Ils me rappellent les choses que j'aime et les ballerines. Ils vivent dans les lacs et les rivières.



SIXTH FORM

Please inform Mrs Warwick if you book any sessions, so we can credit you, and contact her if you have difficulty booking

mrs.warwick@holyfamilycatholicschool.co.uk

Opportunity	Details	Website
Degree Apprenticeship Webinar - to help application stand out.	21/5 9.30-11.00 am	Register from the email
English Taster Class - Things fall apart by China Achebe - with Q and A	Monday 15 June 11.00-1200	Register from email
Digital Work Experience- Tata Consultancy Services - 5 day digital programme	from 18 July	Register from email
Scholarships for prospective law students £2 million available across the fund	ongoing	scholarships@law.ac.uk
Virtual Residential Summer School - Exeter University	Monday 27/31 July. Deadline for application 27 May	For application form https://www.exeter.ac.uk/exeterscholarship/apply/year12/nationwide



INTRODUCING SPEAKERS FOR SCHOOLS

VIRTUAL WORK EXPERIENCE AND TALKS

LEARN MORE UNDER
THE **INSPIRATION** &
EXPERIENCE SECTIONS

These talks are available for free to all year groups

WEEK STARTING MONDAY 25th MAY 2020

DATE	SPEAKER	INFO
Tues 26 th May 10am Add to calendar	Baroness Mary Goudie, Life Peer & Campaigner	Baroness Mary Goudie will be joining us to talk about her career and passion for tackling social injustices. Mary is happy to answer questions from students and looks forward to an interesting discussion!
Wed 27 th May 10am Add to calendar	Dr Wanda Wyporska Executive Director, The Equality Trust	Dr Wyporska will tell students her experience of being a young carer and how she got started in her career journey. Wanda will also discuss the topic of Inequality in the UK.
Fri 29 th May 10am Add to calendar	Nick Boyle, CEO of Lightsource BP	Nick is the CEO of Lightsource BP, an innovative solar company, and will be joining us to discuss his own career and motivations, and provide insights into low carbon businesses and technologies.

- Join 10 minutes before the VTALK to be ready
- You can join without needing an account
- They have a whole library of past talks you should check out [here](#)

Instructions can be found here

YEAR 8



Year 8 Stars

Hello Year 8!

Mr Sayer and I have been receiving STAR nominations from your teachers.

The following students have been nominated for producing outstanding work so far and for contributing to the Holy Family Way.

Well done and keep up the excellent work!

Please congratulate the following students.

Thank you
Miss St Aimie & Mr Sayer

Music Stars

Emilia Biedrowska

For going above and beyond and making a mini band of instruments! Well done!

Luan Ademas

For producing a cool montage of pictures showing us how he made his instrument! Was super cool, well done Luan!

Roneta Lauzonys

For making an excellent make-shift ukulele, REALLY COOL! Well done Roneta!

Music Stars

Dovydas Simkus

For completing every assignment quickly and to a brilliant standard!

Laura Kasprzyk

For going above and beyond and writing two brilliant a cappella lyrics!

Nyah Theodore

For completing everything I have set to an excellent standard and for submitting very quickly! Very impressive, well done! :D

Music Stars

Giulia Ornelano

For making an awesome home-made instrument, well done!

Athena Savva

For not only completing and making an instrument but also for yet again going above and beyond and researching the instruments that were first made - AMAZING!!

Music Stars

Alexz Farquhar

For creating an excellent and impressive home-made ukulele/guitar! Well done! :D

William Chelkous

For making an awesome looking home-made guitar, well done!

Maria Baleanu

Working on her EAL

Nathan Chan

Up to date with all the schoolwork being set.

Helen Shaji

Up to date with all the schoolwork set

Life Skills Stars

Nyah Theodore

Great work

Athena Savva

Great collage work

Deborah Oylmah

Great definitions

Life Skills Stars

Alison Savva

Outstanding artwork

Ted Truivandic

Outstanding video presentation of you playing the ukulele! Very impressive!

Amelia Wales

Excellent hand drawing

Drama Stars

Thomas Masterson Thank you for joining the script reading session and reading your parts so wonderfully!

Elena O'Brien Thank you for joining the script reading session and reading your parts so wonderfully!

Thomas Masterson Thanks for attending the Stranger Things script reading session this week

Sam Mae Thanks for attending the Stranger Things script reading session

Maths Stars

Emilia B.

For all your hard work and dedication to your work every week.

Thomas Masterson

For completing work to a high standard past the time in Maths

Gabriel Reinyer

Fantastic effort on Mathswatch

Joseph Beauford

Fantastic effort on Mathswatch

Cameron Hinds

Fantastic effort on Mathswatch

RE Stars

Tyone Light

Stella Gassan

Patrick McCormack

Thy Kacheng

Wendy Anand

David Price

Eric Gledhill

Ellen Gledhill

Ming Gledhill

North Gledhill

South Gledhill

Great Answers in RE

Product Design Stars

Maame Asante

For demonstrating fantastic creativity in your fabric print designs for Textiles. I was blown away by your design! Well done! You must join Fashion and Textiles club when we return to school.

Claude N'Ghaedo

Great researching on food and culture from Asia for our 'Food from Around the World' project. Well done! Keep it up.

Patrick McCormack

Great researching on food and culture from Asia for our 'Food from Around the World' project. Well done! Keep it up.

Product Design Stars

Nathan Chan

For your wonderful redesigns of famous logos to promote social distancing! For demonstrating fantastic creativity in your fabric print designs for Textiles! Well done!

Mary Glus

For your wonderful redesigns of famous logos to promote social distancing! Well done!

Nell Edreva

For demonstrating fantastic creativity in your fabric print designs for Textiles. Well done!

Geography Stars

Kezia Tomy Mathew 8P

Consistently working hard in geography, producing two excellent 'Around the World at Home' projects and winning 5P's 'Geographer of the Week' title.

Kayalenna Tuitt 8S

8S 'Geographer of the Week'. Outstanding in geography projects, producing two strong pieces of work given it is on time!

Grace Price

Exceptional work in geography, producing a super excellent 'Around the World at Home' project - well done!

English Stars

Tania Rodriguez

For excellent engagement and good quality work in English.

Damareo Blake

For excellent engagement and good quality work in English.

YEAR 8

English Stars

Cino Jose

Great Romeo & Juliet Work Week 3 - Nice Invite!

Stacy D'Souza

Great Romeo & Juliet work week 3!

Yu Ruo Chen

Great Romeo & Juliet work week 3!

English Stars

Malachi Cameron-Marques

Fantastic & incredibly thoughtful contribution to Romeo & Juliet Lesson!

Perry Kwarteng

Completion of All English Lockdown Work - Go Perry!

Giulia Distefano

Great Romeo & Juliet Work week 3

English Stars

Danielle Fennell

Excellent English work

Ulyssa Rillera

Excellent English work

Maria Shotikare

Excellent responses for English

Geography Stars

Trinity Ah Chung

Catherine Cabanatan

Tara Devlin

Julienne Avollos

Emilia Biedrowska

Geography homework booklet, all filled in correctly

Omar Paul-Jones

For achieving 100% on last week's ActiveLearn French task
Keeping up to date with all schoolwork

RE Stars

Ted Trivunic

Excellent effort with RE work

Thomas Masterson

Excellent effort with RE work

Joseph Bearfield

Excellent effort with RE work

Product Design Stars

Nathan Chan

Great researching on food and culture from Asia for our 'Food from Around the World' project. Well done! Keep it up.

Omar Paul-Jones

Great researching on food and culture from Asia for our 'Food from Around the World' project. Well done! Keep it up.

Product Design Stars

Yu Ruo Chen

Great researching on food and culture from Asia for our 'Food from Around the World' project. Well done! Keep it up

Tyrees Agha

Great researching on food and culture from Asia for our 'Food from Around the World' project. Well done! Keep it up

Mary Gwa

Great researching on food and culture from Asia for our 'Food from Around the World' project. Well done! Keep it up

English Stars

Josiah Da Silva

Very good efforts in English

Chinedum Onunkwo

Good effort in English

Ted Trivunic

More excellent work in English

Spanish Stars

Ryon Laba

For starting to catch up with your Spanish work and putting in more effort. Keep it up, Ryon!

Tahalia Miller

Well done for catching up with your Spanish work and showing commitment this week. Keep it up, Tahalia!

Kami Nagorny

For excellent effort in Spanish this week! It's great to see all your effort paying off, Kami!

English Stars

Alisia Dehelean

Very good English work

Stacy D'souza

Fantastic Romeo & Juliet work!

Joshua Morgan

Amazing Romeo & Juliet Work!

Jane Themudo

Amazing Romeo & Juliet Work!

Spanish Stars

Gabriella Francis

For showing great maturity, effort and resilience in her independent Spanish work

Neriah-Jane Grafu

For showing great maturity, effort and commitment in her Spanish work

English Stars

Giulia Distefano

Brilliant Romeo & Juliet work!

Gabriella Francis

Fantastic Romeo & Juliet work!

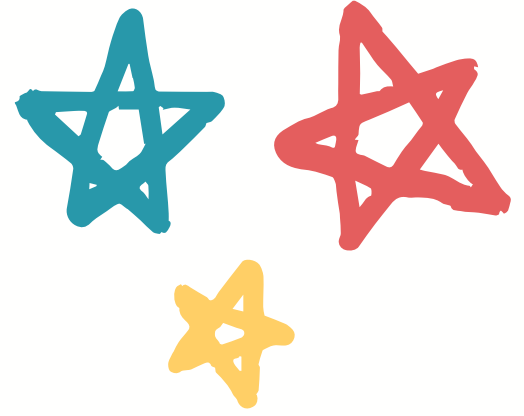
Sofija Gajauskaite

Excellent English work

Mary Gwa

Very good English work

YEAR 9



9AN

- Shawn Edwards - Well done for completing and passing the Food Standards Agency; Food Allergy online training course! Congratulations on receiving your certificate! Proud of you!

- King David Boachie - Excellent participation in English session

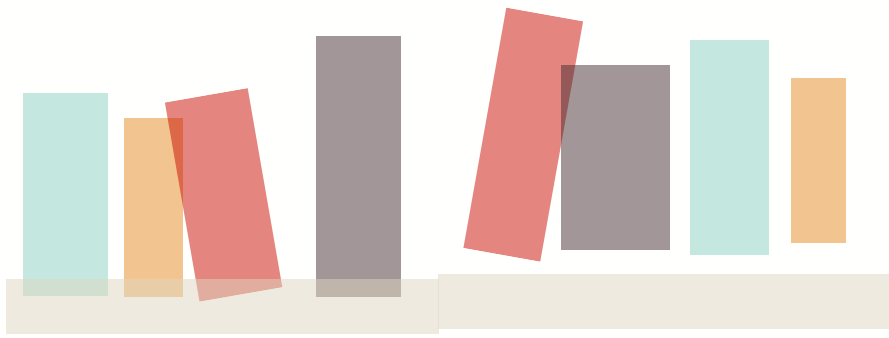


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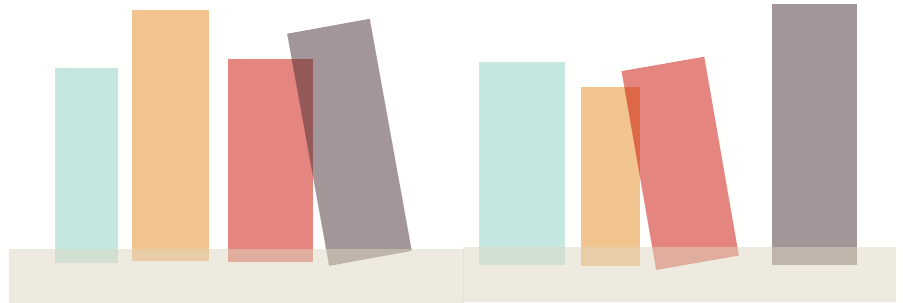
- Kyle Campbell Excellent participation in English session.

- Solange Neda Amoah - Excellent participation in English session.

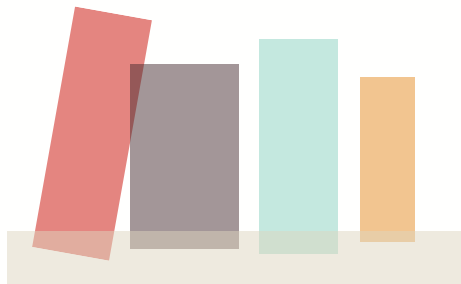
- Khalil Smith - Excellent participation in English session



UNTIL
1ST JULY 2020

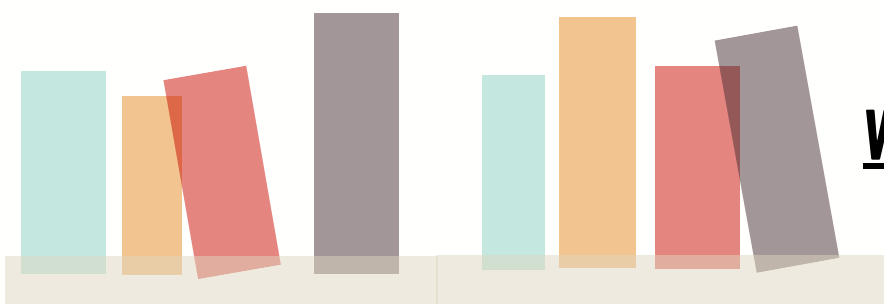
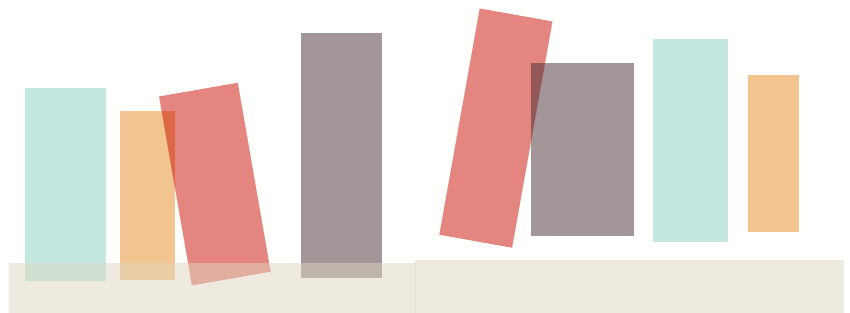


FREE ACCESS TO THE ONLINE ENCYCLOPEDIA BRITANNICA SCHOOL



THIS SITE WILL BE EXTREMELY
HELPFUL WITH RESEARCH HOMEWORK

THE PERFECT OPPORTUNITY TO
LOOK UP THE THINGS YOU'VE
ALWAYS BEEN INTERESTED IN
AND FIND ANSWERS TO
QUESTIONS YOU HAVE HAD FOR
A LONG TIME!



TO ACCESS, GO TO:
WWW.SCHOOL.EB.CO.UK
ID: **HFCSASF**
PASSCODE: **ACCESS**

**CELEBRATE YOUNG PEOPLE WHO HAVE
DONE GOOD THINGS, INSPIRED BY FAITH,
FROM YOUR SCHOOL OR PARISH.**

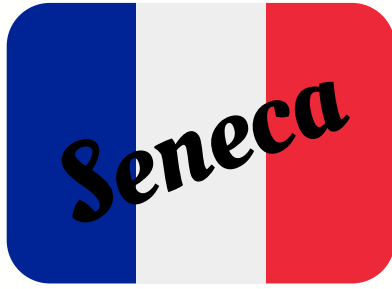
SHARE THE GOOD NEWS

Our screens have been filled with images of politicians and scientists; yet we know many young people have been brilliant in their creativity and compassion over the last two months

- A video of no more than 3 minutes in length, sharing a story of kindness, creativity, helpfulness or courage during the lockdown/isolation period.
- It could be that you narrate over pictures of what a young person has done, or that they tell their own story, or a bit of both.
- Please film in landscape (with the phone horizontal).
- Please include a sentence or two about the particular inspiration of faith - maybe it is a Saint that inspired them, or a line from the Bible, or an understanding of what it means to live in a Christ-like way. Keep it as natural as possible - let them share in their own words rather than scripting anything.
- As it will generally be teenagers who see such videos via our social media, it will be ideal if this is "peer to peer"; the young person featured should be roughly 13-23 years old.

Please ensure you have their permission for the video to be shared. Email the video to
frdominic@dioceseofbrentwood.org

MFL Champions!



**Katrine O.,
Samuel H.,
Wiktorina M.,
Zackary R.,
Francis W.**



**Danice O.,
Cino J.,
Yu Ruo C.**

**Angel K.,
Gabriel L.,
Eva P.,
Jayden A.,
Zachary R.,
Wiktorina M.**

**Aaliyah H.,
Yu Ruo C.**



Translanguaging

What is translanguaging?

Translanguaging is term used to describe practices that allow and encourage EAL learners to use their full linguistic repertoire in order to empower them and help them to realise their full potential. This means encouraging them to speak, write and/or translate to and from their first language or any language they speak and English, to support their learning.

Encouraging translanguaging involves fostering positive attitudes towards multilingualism and encouraging EAL learners to be proud of all their language skills. Allowing learners to choose which language to use at any time is a key feature of translanguaging.

Examples of activities

Translanguaging can be used with EAL learners at all stages of English language proficiency, at any age and across the curriculum. Here are a few examples:

1. Bilingual and multilingual glossaries: These are useful to help EAL learners to build on their prior knowledge. For example in [Organs and systems](#) there is a multilingual word bank giving the names of organs, which many EAL learners may know in their first language. Other resources on EAL Nexus recommend encouraging learners to compile their own bilingual glossary of key terms.

Downloaded from EAL Nexus

Picture	English	Spanish	Polish	Russian	Ukrainian
	heart	corazón	serce	сердце	серце
	lungs	pulmón	płuca	легкие	легкі
	stomach	estómago	żołądek	желудок	желудок
	liver	hígado	wątroba	печень	печінка
	kidney	riñón	nerka	почка	почка
	bladder	vejiga	pęcherz	пухляк	пухляк
	uterus	útero	macica	матка	матка

2. Drafting written work in first language: When being asked for an extended piece of writing, such as a newspaper article in English, EAL learners with good literacy skills in their first language often produce a more sophisticated result if they are encouraged to draft it in their first language before writing it in English, particularly if they are at the [New to English or Early acquisition stages](#). This is because they can concentrate on the content first without being constrained by thinking about how to express it in English. They can then try and translate it with the help of a [bilingual dictionary or translation software](#).



3. Online research: If learners are asked to conduct their own research on a topic this can often be done entirely or partially in their first language. For example in [Life and works of Charles Dickens](#) learners are asked to find out information such as which books some of his most famous characters appear in, or matching the name of a character with a short description, and some of this research could be carried out in the EAL learners' first language.



4. Group discussion: Many of the group and pair discussions in EAL Nexus resources provide good opportunities for translanguageing. For example in Checking out me history where the learners are asked to talk about their own experiences as well as the meaning of the poems, it is suggested that particular attention should be paid to grouping to facilitate both English and first language communication.



How translanguageing works

- As well as the examples above, translanguageing includes any activity that empowers learners to choose which language they use, for example:
 - Note making (e.g. making their own notes from a text, graphic organiser or during practical work), in first language, English or a mixture
 - Note taking (e.g. noting down information while someone is talking or while watching a video), in any language(s)
 - Use of subject specific books in their first language
 - Any [collaborative](#) group or pair activity with peers who share a language, where the discussion can be in their language(s) of choice
- Encourage and support EAL learners to take GCSE exams in their first language (if available)
- Make EAL learners feel proud of their first language, and make positive references to their bilingualism in class
- Encourage development of first languages by providing texts in a range of languages, e.g. fiction and non-fiction books, magazines and newspapers

Top tip: Make sure that EAL learners and other in the class are clear that they are encouraged to use their first language in lessons (unless asked to English for a specific task) and that this will help them to develop both/all their languages.

Why is translanguageing a Great Idea for EAL learners?

All EAL learners have useful language skills in their first language, and many also have literacy skills, which they can build on to acquire academic English. Learners may sometimes find it easier to engage with new concepts in their first language and transfer that knowledge and understanding to English. The principle of building on the learner's prior knowledge is a key aspect of EAL pedagogy (NALDIC 1999).

Research such as the work of Cummins (dual iceberg and threshold theories), and Collier and Thomas (2002) recommends a socioculturally supportive school environment for EAL learners that allows natural language, academic, and cognitive development to flourish in their first and second languages. Welsh research into bilingual education (Baker and Wright 2017) points to the advantages of bilingualism and bilingual education, and there is also research that suggests the cognitive benefits continue into later life (e.g. Bialystock et al. 2012).

Researchers into translanguageing, such as [Garcia](#) and [Li](#), argue that giving EAL learners the opportunity to use their full language repertoire empowers them and enables them to reach their full potential. The importance of a positive attitude to multilingualism has been suggested by various researchers and activist for a long time. For example Skutnabb-Kangas (1984) coined the term 'linguistic human rights' and challenged what she saw as 'linguicism'. Levy et al (2014) suggested that learners whose first language is seen as low status in schools feel less included. Conteh (2015) reinforces the idea that valuing multilingualism in schools promotes success for EAL learners.



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