

# Bulletin for Families

**Monday 27 April 2020**

I hope that since I last wrote you have kept safe and well during these uncertain times and are making the most of your daily exercise to enjoy the sun and release those positive endorphins. Many of you by now will have been contacted either by your son/daughter's Form Tutor or someone from the Pastoral Team as we endeavour to make contact with you all to check on your son/daughter's wellbeing and whether there is anything we can help with; be it directing you towards support or providing equipment to enable them to access the learning at home.

As we move towards a virtual School and working online I wanted to take this opportunity to remind you that the internet does pose risks to young people and we should all be vigilant to what they are doing online and who they are interacting with. All the Google Classrooms are only accessible to staff and students within the Seckford Education Trust so are a safe platform for students to communicate with their peers and teachers.



Mrs S Marsden  
Assistant Headteacher

As mentioned in last week's Bulletin there is a new website [www.omegle.com](http://www.omegle.com) which promotes and sets up the opportunity to connect with random strangers with the strap line 'Your friends are boring. Strangers are better'. Please speak to your sons/daughters about this website if you are worried they may have made themselves available here.

The NSPCC has been working hard to prepare resources for parents/carers to use at home to support young people. Topics include:

- Talking to a child worried about coronavirus
- Parents working from home
- Children staying home alone
- Lockdown and separated parents
- How to cope with tantrums and other difficult behaviour

The advice can be found on the NSPCC website here:

<https://www.nspcc.org.uk/keeping-children-safe/coronavirus-advice-support-children-families-parents/>

The Anna Freud centre has also released updated information to support people in looking after their mental health. This advice can be found on their website at: <https://www.mentallyhealthyschools.org.uk/>

As ever if you are concerned about your son/daughter please do not hesitate to contact the School's Designated Safeguarding Lead or one of the pastoral team or a form tutor. Information on DSL's along with their contact details can be found on the School's website within the Covid-19 Child Protection Policy.

Keep safe and well and please contact us if we can help.

With very best wishes,

Sarah Marsden  
**Cross-Trust Assistant Headteacher, Pastoral**

## Year 7



### Cross Trust Competition: Reading for Discovery

*The best readers use books like stepping stones. They'll read one thing and it will lead to another....and another...and another. If you read something interesting, it should spark your curiosity to find out more. That's what this **Cross Trust Competition** is all about. **All entries should be submitted by Thursday 8 May.** You are going to be given a 'mystery poem' for your starting point. You need to:*

#### **Step 1**

Read your poem, *Mrs Stein* by Bill Dodds, and decide for yourself what it's all about. (Think about the topic of CONFLICT we have been studying this term.)

#### **Step 2**

Go hunting, and find the following items:

##### **1. A song that you think links to your text.**

*You could choose a song because the lyrics link to what you have read. Or, the melody might seem to 'suit' what you have read. You could even choose a film soundtrack that you think would make a good accompaniment to your text.*

##### **2. A photo or painting that links to your text.**

*Use google image, magazines or newspapers or look through some books that contain paintings. Find an image that you think represents the ideas in the poem. You could even choose a painting or photo that contains colours that you feel link to your text in some way.*

### 3. A news story OR information text that links to your extract.

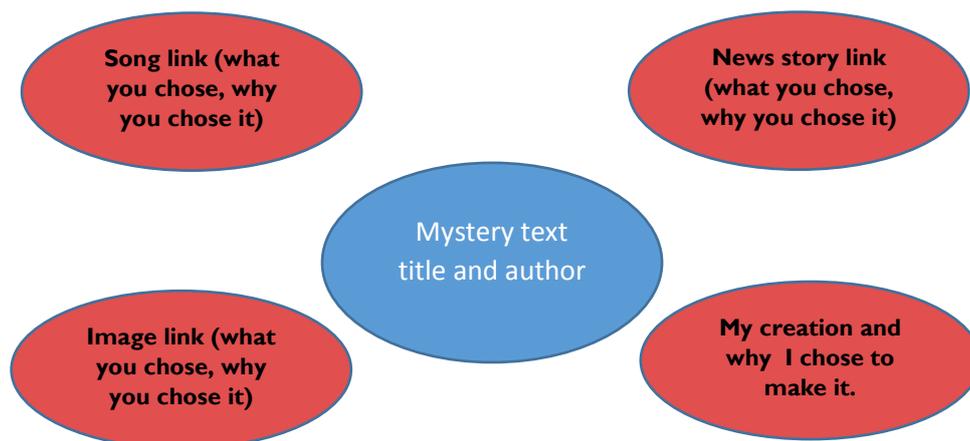
*Find a news story that links to your text in some way. Use online newspapers for this. Search through old stories by using search boxes on newspaper websites themselves – all old news stories are archived. Alternatively, you might choose to do some factual research about the poet or the poem.*

### 4. Create something that connects with your interpretation of the poem.

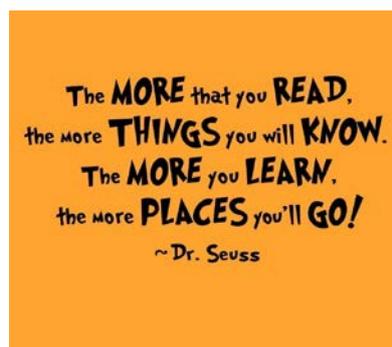
*You could make a model, maybe using playdoh or Lego or bits and pieces lying around the house. You might prefer to make a collage, draw a picture, sew, write or record a play, lyrics, a soundtrack, a poem or a short story... the possibilities are endless. Do what you love.*

### Step 3: Present your findings

You can choose how to present your findings. You could make a giant mind map on A3 paper - a basic format is given below. Include copies of (or extracts from) your song, image, news story and 'creation' onto your mind map, along with one or two sentences explaining how and why you think it is linked to your text.



Alternatively, you could make a video, create a scrapbook or collage or even use Pinterest (<https://www.pinterest.com/>) to collect your findings and give your teacher the link, or use Video Star to film your ideas. Be as creative as you like – because we like creative!



# Mrs. Stein

BY BILL DODDS

The school bell rings, we go inside,  
Our teacher isn't there.  
"Maybe she's sick!" her pet cries out.  
Yeah, right. As if I'd care.

I have a D in Language Arts,  
My grade in maths the same.  
And now my teacher might be sick.  
Could be I'm part to blame.

She doesn't like me, that's a fact,  
I wouldn't tell a lie.  
She says stuff like: "You're very smart,  
But you don't even try."

I start to laugh—my teacher's sick!  
And boy, I'm feeling fine . . .  
When someone knocks the door right in,  
And there stands Frankenstein.

She's six-foot-eight, her dress is black,  
She's wearing combat boots.

I start to gasp, she growls and says,  
"I'll be your substitute."

The teacher's pet is whimpering;  
She doesn't stand a chance.  
The smart kid stares and points and faints.  
The bully wets his pants.

"My name is Mrs. Stein," she says,  
And every student cringes.  
She leans the door against the wall,  
She's knocked it off its hinges.

"Now let's begin. You there! Stand up!"  
She looks me in the eye.  
I try to move, my legs won't work.  
I know I'm going to die!

In one big step she's next to me,  
And she does more than hover.  
She blocks the sun, it's dark as night,  
My classmates run for cover.

"Now get up to the board," she says.  
"I'd like to see some action."

Pick up the chalk, explain to us  
Division of a fraction."

I leap away to save my life,  
This time I *really* try.  
I think and think and think and croak,  
"Invert and multiply."

"Correct! She says. I breathe again  
And head back for my chair.  
"You, FREEZE!" she shouts, and I stop cold.  
"And don't go anywhere."

This all begins at nine o'clock,  
I fight to stay alive.  
It seems to last a million years—  
The clock says nine-o-five.

That's just three hundred seconds,  
And then my turn is through.  
She points at every one of us—  
"Now you. Now, you. Now, you."

We all get nailed this awful day,  
There's nowhere we can hide.

The lunch bell rings, we cannot eat,  
We simply crawl outside.

We can't believe the other kids  
Who run and play their games.  
Not us, who have big Mrs. Stein—  
Our world is not the same.

The bell has tolled, I must go in,  
My time on earth is through.  
I'll leave this on the playground—  
Here's what you have to do.

You must listen to your teacher  
And pray her health is fine,  
Or one day soon you'll hear the words:  
"My name is Mrs. Stein."

## Year 8



### Cross Trust Competition: Reading for Discovery

*The best readers use books like stepping stones. They'll read one thing and it will lead to another....and another...and another. If you read something interesting, it should spark your curiosity to find out more. That's what this **Cross Trust Competition** is all about. All entries should be submitted by **Thursday 8 May**. You are going to be given a 'mystery poem' for your starting point. You need to:*

#### **Step 1**

Read your poem, *Tarantella* by Hilaire Belloc, and decide for yourself what it's all about. (Think about the topic of JOURNEYS we have been studying this term.)

#### **Step 2**

Go hunting, and find the following items:

##### **1. A song that you think links to your text.**

*You could choose a song because the lyrics link to what you have read. Or, the melody might seem to 'suit' what you have read. You could even choose a film soundtrack that you think would make a good accompaniment to your text.*

##### **2. A photo or painting that links to your text.**

*Use google image, magazines or newspapers or look through some books that contain paintings. Find an image that you think represents the ideas in the poem. You could even choose a painting or photo that contains colours that you feel link to your text in some way.*

### 3. A news story OR information text that links to your extract.

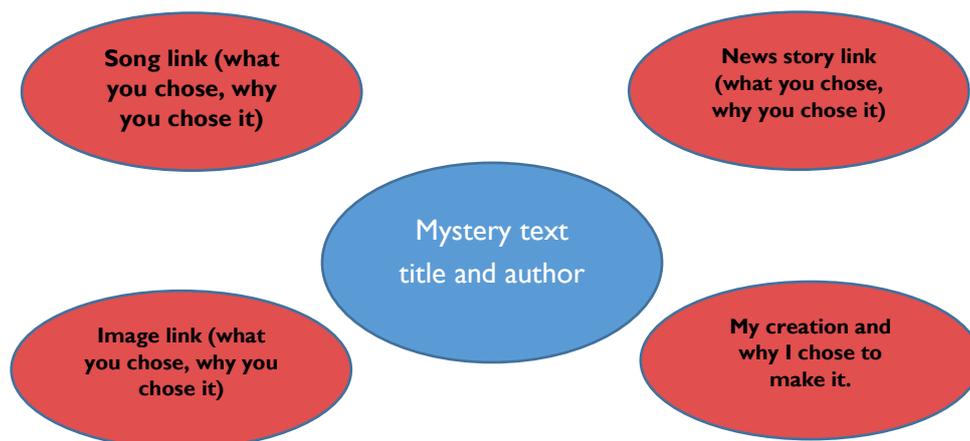
*Find a news story that links to your text. Use online newspapers for this. Search through old stories by using search boxes on newspaper websites themselves – all old news stories are archived. Alternatively, you might choose to do some factual research about the poem or the poet.*

### 4. Create something that connects with your interpretation of the poem.

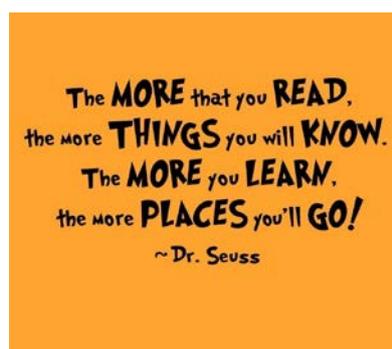
*You could make a model, maybe using playdoh or Lego or bits and pieces lying around the house. You might prefer to make a collage, draw a picture, sew, write or record a play, lyrics, a soundtrack, a poem or a short story... the possibilities are endless. Do what you love.*

### Step 3: Present your findings

You can choose how to present your findings. You could make a giant mind map on A3 paper - a basic format is given below. Include copies of (or extracts from) your song, image, news story and 'creation' onto your mind map, along with one or two sentences explaining how and why you think it is linked to your text.



Alternatively, you could make a video, create a scrapbook or collage or even use Pinterest (<https://www.pinterest.com/>) to collect your findings and give your teacher the link, or use Video Star to film your ideas. Be as creative as you like – because we like creative!



# Tarantella

Do you remember an Inn,  
Miranda?  
Do you remember an Inn?  
And the bedding and the spreading  
Of the straw for a bedding,  
And the fleas that tease in the High Pyrenees,  
And the wine that tasted of tar?  
And the cheers and the jeers of the young muleteers  
(Under the vine of the dark verandah)?  
Do you remember an Inn, Miranda,  
Do you remember an Inn?  
And the cheers and the jeers of the young muleteers  
Who hadn't got a penny,  
And who weren't paying any,  
And the hammer at the doors and the Din?  
And the Hip! Hop! Hap!  
Of the clap  
Of the hands to the twirl and the swirl  
Of the girl gone chancing,  
Glancing,  
Dancing,  
Backing and advancing,  
Snapping of a clapper to the spin  
Out and in --  
And the Ting, Tong, Tang, of the Guitar.  
Do you remember an Inn,  
Miranda?  
Do you remember an Inn?  
    Never more;  
    Miranda,  
    Never more.  
    Only the high peaks hoar:  
    And Aragon a torrent at the door.  
    No sound  
    In the walls of the Halls where falls  
    The tread  
    Of the feet of the dead to the ground  
    No sound:  
    But the boom  
    Of the far Waterfall like Doom.

*By Hilaire Belloc*

## Year 9



### Cross Trust Competition: Reading for Discovery

*The best readers use books like stepping stones. They'll read one thing and it will lead to another....and another...and another. If you read something interesting, it should spark your curiosity to find out more. That's what this **Cross Trust Competition** is all about. **All entries should be submitted by Thursday 8 May.** You are going to be given a 'mystery poem' for your starting point. You need to:*

#### **Step 1**

Read your poem, *Two Scavengers in a Truck, Two Beautiful People in a Mercedes* by Lawrence Ferlinghetti, and decide for yourself what it's all about. (Think about the topic of IDENTITY we have been studying this term.)

#### **Step 2**

Go hunting, and find the following items:

##### **1. A song that you think links to your text.**

*You could choose a song because the lyrics link to what you have read. Or, the melody might seem to 'suit' what you have read. You could even choose a film soundtrack that you think would make a good accompaniment to your text.*

##### **2. A photo or painting that links to your text.**

*Use google image, magazines or newspapers or look through some books that contain paintings. Find an image that you think represents the story. You could even choose a painting or photo that contains colours that you feel link to your text in some way.*

### 3. A news story OR information text that links to your extract.

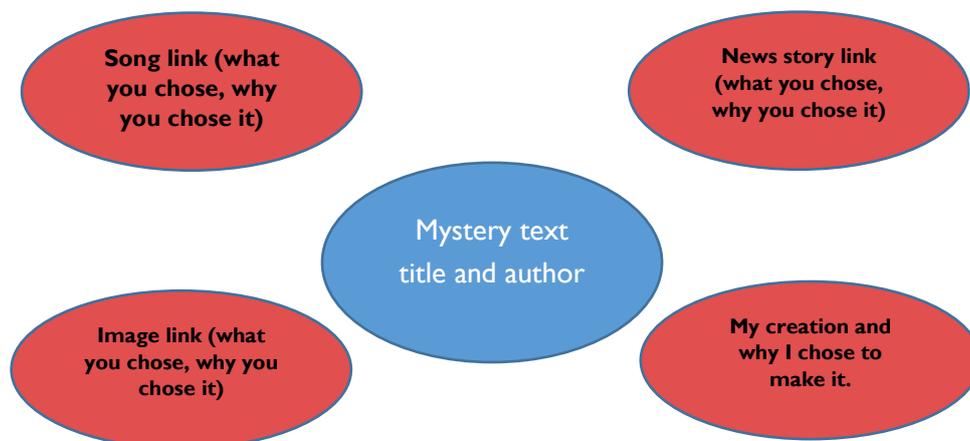
*Find a news story that links to your text in some way. Use online newspapers for this. Search through old stories by using search boxes on newspaper websites themselves – all old news stories are archived. Alternatively, you might choose to do some factual research on the poem or poet.*

### 4. Create something that connects with your interpretation of the poem.

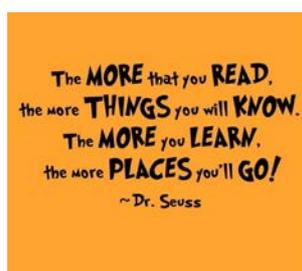
*You could make a model, maybe using playdoh or Lego or bits and pieces lying around the house. You might prefer to make a collage, draw a picture, sew, write or record a play, lyrics, a soundtrack, a poem or a short story... the possibilities are endless. Do what you love.*

### Step 3: Present your findings

You can choose how to present your findings. You could make a giant mind map on A3 paper - a basic format is given below. Include copies of (or extracts from) your song, image, news story and 'creation' onto your mind map, along with one or two sentences explaining how and why you think it is linked to your text.



Alternatively, you could make a video, create a scrapbook or collage or even use Pinterest (<https://www.pinterest.com/>) to collect your findings and give your teacher the link, or use Video Star to film your ideas. Be as creative as you like – because we like creative!





at the cool couple  
as if they were watching some odorless TV ad  
in which everything is always possible  
And the very red light for an instant  
holding all four close together  
as if anything at all were possible  
between them  
across that small gulf  
in the high seas  
of this democracy

*by Lawrence Ferlinghetti*

## Year 10



### Cross Trust Competition: Reading for Discovery

*The best readers use books like stepping stones. They'll read one thing and it will lead to another...and another...and another. If you read something interesting, it should spark your curiosity to find out more. That's what this **Cross Trust Competition** is all about. **All entries should be submitted by Thursday 8 May.** You are going to be given a 'mystery poem' for your starting point. You need to:*

#### **Step 1**

Read your poem, *Two Scavengers in a Truck, Two Beautiful People in a Mercedes* by Lawrence Ferlinghetti, and decide for yourself what it's all about. (Think about the topic of IDENTITY we have been studying this term.)

#### **Step 2**

Go hunting, and find the following items:

##### **1. A song that you think links to your text.**

*You could choose a song because the lyrics link to what you have read. Or, the melody might seem to 'suit' what you have read. You could even choose a film soundtrack that you think would make a good accompaniment to your text.*

##### **2. A photo or painting that links to your text.**

*Use google image, magazines or newspapers or look through some books that contain paintings. Find an image that you think represents the story. You could even choose a painting or photo that contains colours that you feel link to your text in some way.*

### 3. A news story OR information text that links to your extract.

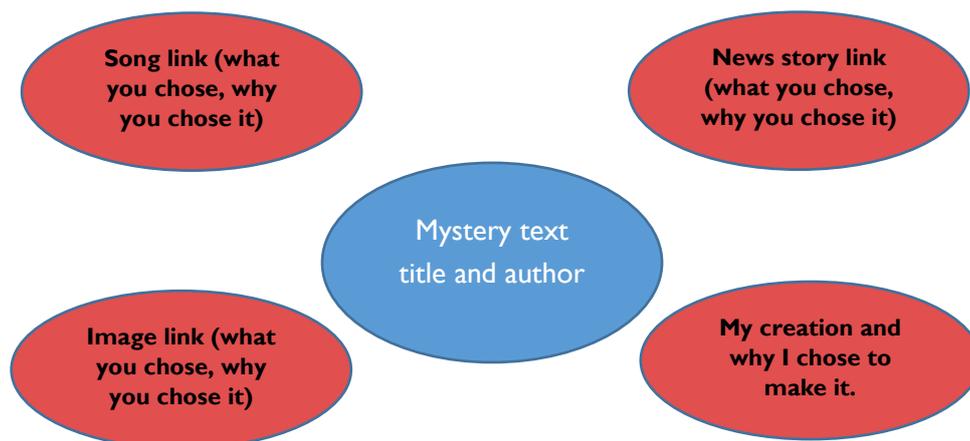
*Find a news story that links to your text in some way. Use online newspapers for this. Search through old stories by using search boxes on newspaper websites themselves – all old news stories are archived. Alternatively, you might choose to do some factual research on the poem or poet.*

### 4. Create something that connects with your interpretation of the poem.

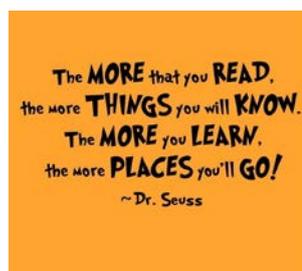
*You could make a model, maybe using playdoh or Lego or bits and pieces lying around the house. You might prefer to make a collage, draw a picture, sew, write or record a play, lyrics, a soundtrack, a poem or a short story... the possibilities are endless. Do what you love.*

### Step 3: Present your findings

You can choose how to present your findings. You could make a giant mind map on A3 paper - a basic format is given below. Include copies of (or extracts from) your song, image, news story and 'creation' onto your mind map, along with one or two sentences explaining how and why you think it is linked to your text.



Alternatively, you could make a video, create a scrapbook or collage or even use Pinterest (<https://www.pinterest.com/>) to collect your findings and give your teacher the link, or use Video Star to film your ideas. Be as creative as you like – because we like creative!





at the cool couple  
as if they were watching some odorless TV ad  
in which everything is always possible  
And the very red light for an instant  
holding all four close together  
as if anything at all were possible  
between them  
across that small gulf  
in the high seas  
of this democracy

*by Lawrence Ferlinghetti*