
Weekly Bulletin for Families

Message from the Head of School

We have had another busy week at school and online learning. Students in school have been focused on their learning. We have seen some lovely learning which you children have posted on Google classroom. Senior Leaders are busy monitoring the engagement of our students in their live lessons, the learning they submit on google classroom and the amount of positive praise points.

I would like to thank you on behalf of the staff how much you are supporting your children at home. We do understand that it is probably difficult, time consuming and perhaps sometimes stressful. We are here to help you and your children.

I am glad to say that Mr Connell-Smith is almost back to full strength and is making sure his team are 'looking out' for Key Stage 4 students. Mrs Power has truly settled into SET Saxmundham and her team of staff are making sure that we meet the needs of students in Key Stage 3.



Mrs L Girling
Head of School

Mrs L Girling, Head of School

Lateral Flow Testing – an update

Testing

- **The Government has confirmed that: “the use of rapid lateral flow tests is already proving beneficial in finding people with coronavirus (COVID-19) before they develop symptoms”.**
- **We continue to test staff, across all of our secondary schools, on a weekly basis and are expected to test students twice upon their return.**

Self-isolation for those identified as a ‘close contact’

- **It is important to clarify that if a student or staff member is identified as a close contact and required to self-isolate at home, the same restrictions do not apply to the cohabiting family.**
 - **The whole family is only required to remain at home if one of them has a confirmed positive test or is symptomatic and awaiting test results.**
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Learning @ SET Saxmundham

Frida Pennycook in year 7 this morning regarding what she is doing to keep fit and healthy....

My mum and I are part of a charity sponsored thing called WheelPower which raises money for people who are disabled to get into sport and we are raising money by walking and we've done 10 miles this week.



Excellent commitment to learning in Year 9 – this is a picture of Oscar and his cardboard furniture

Praise postcards

Praise postcards sent out for an excellent commitment to online working and some brilliant work submitted in history and geography:

Y7 - Adam Etheridge-Irwin, Frida Pennycook, Kacper Dabrowski, Alice Warrington, Georgina Makey, Annabel Smith, Molly MacMahon, Connor O'Reilly, Stacey Williams-Rivers

Y8 - Alex Twomey, George Dunachie, Karl Bond, Kyra Foster, Harry Clifford, Jake Durrant, Ryan Gibb, Daniel McNee, Jennifer Zimmermann

Praise Postcards for commitment and dedication in English

Yr11-Kacey Mills Cunnigham, **Yr10** - Kalum Wheeler

Praise postcards sent for commitment and dedication to online learning in History (JMC):

Alex Twomey, Jake Ward, Sophie Gates, Amy Teague, Jennifer Zimmermann, Abigail Etheridge-Irwin, Liam Morris, Oliver Stacey, Bradley Wilkes, Harrison Wilding, Lucas Butcher, Leah Williams, Oliver Jennings-Codd, Shay Munnings

Praise postcards

Tutor Praise postcard sent for most positives so far in 9C: Sophie Hudson

Praise postcards for commitment and dedication to online learning in Science HMA

Year 7- Radu Petrule, Frida Pennycook, Jacob Parker

Year 8- Beth Miller, Charlie Smith, Daniel McNee, Freya Owen, Kaitlin Claessens, Matilda Matthews, Noah White and Phoebe List

Tutor Praise points for most positive points last week HMA:

Matilda Matthews, Morgan Cardwell, Kyra Foster, Abigail Etheridge-Irwin

Praise Postcards Year 10 Science EPA – Blake Ainsley, Sampson Ellis and Elijah Brunning for fantastic work and contribution to Live lessons.

Praise Postcards Year 10 Maths EPA – Emily Williams, for fantastic work and challenging herself to complete the harder questions. Gracie Riley Cook and Laila Squirrel for consistent submission of high-quality work.

A big shout out to IIM2 math's group (EPA) who have been amazing in turning in work and engaging in live lessons – I am very impressed with their attitudes to learning and their hard work.

A big shout out to 8B and 9B maths – I have such a huge turnout for their live lessons, I'm really impressed.

10A maths and IIM3 maths are very focused on their work and will often send private messages to ask for help or for more work – very resilient and are in charge of their own learning.

Praise postcards for R&E are being posted to:

Year 7: Alice Warrington, Amelie Marshall- Dave, Charles Bullion, Molly MacMahon, Georgina Makey and Szymon Michalaz for their fabulous symbol designs

Year 8: Morgan Cardwell, George Dunachie, James Dye, Phoebe Lenson, Phoebe List, Matilda Matthews, Anna Wisniewski and Jennifer Zimmermann for their work on stereotypes in advertising.

Praise postcards for dedication to online learning in Science KMI

Y8 – Jake Durrant

Y9 – George Childs, Sebastian Heart

Y10 – Kalum Wheeler

Praise postcards have been sent to:

Kacey Mills-Cunningham, Edward Ralph and AJ Storer for their commitment and contribution in their live English intervention.

Miss Costello

Praise postcards

For commitment to online learning in Year 7 French, praise postcards have been sent from Madame Vincent to:

Oliver Bloomfield, Charles Bullion, Adam Etheridge-Irwin, Bella Gale, Georgina Makey, Isobel Manister, Amélie Marshall-Davé, Jacob Parker, Radu Petrule, Alice Warrington, Rosie Berry, Annabel Smith and Roxy Squirrell.

Here are a few examples of the descriptive paragraphs that students have written using adjective agreement and intensifiers!

Je m'appelle Charlie Bullion.
J'ai treize ans et j'habite à Saxmundham.
Je suis assez timide mais extrêmement intelligent.
J'ai les cheveux châtain, très courts et frisés.
J'ai les yeux saphir.
J'adore les mathématiques mais je déteste le sport.
J'adore les chocolats parce qu'ils sont délicieux.
Je m'appelle Adam Etheridge-Irwin.
J'ai onze ans et j'habite à Saxmundham.
Je suis assez intelligent et très sportif.
J'ai les cheveux bruns, très courts et bouclés.
J'ai les yeux bleus.
J'adore les mathématiques mais je n'aime pas l'anglais.
J'aime assez la pizza parce que c'est bien.
Je m'appelle Isobel Manister.
J'ai onze ans et j'habite à Felixstowe.

Je suis vraiment petite et généreuse.
J'ai les cheveux courts, blonds et raides.
J'ai les yeux bleus.
J'aime beaucoup le poisson parce que c'est délicieux.
Je m'appelle Amélie Marshall-Davé.
J'ai onze ans et j'habite à Felixstowe.
Je suis vraiment créative et très intelligente.
J'ai les cheveux bruns, assez longs et raides.
J'ai les yeux marron.
J'adore le thé mais je n'aime pas le café.
J'aime beaucoup le chocolat parce que c'est délicieux.
Bonjour, Je m'appelle Rose Berry.
Je suis assez grande.
J'ai les yeux bleu vert et les cheveux blonds.
J'aime danser et chanter.
J'aime mes chatons et ma famille aussi.

Praise postcards

Praise postcards sent out to:

Jess Turpin 10A and Olivia Turpin 7B for achieving 1st and 2nd places respectively in Ms Gilard's 'How good is your memory' quiz.

Well done!

Top reward points in each year group are:

YEAR 7

Marshall-Dave, Amelie
Petrule, Radu
Bullion, Charles
Makey, Georgina
Ainsley, Ashton
Etheridge-Irwin, Adam

YEAR 9

Hudson, Sophie
Childs, George
Drane, Evie
Hall, Chloe
Luck, Sophia

YEAR 8

Matthews, Matilda
Etheridge-Irwin, Abigail
List, Phoebe
Claessens, Kaitlin
Owen, Freya
Gibb, Ryan
Teague, Amy

YEAR 10

Michalak, Marta
Stack, Phoebe
Ainsley, Blake
Butcher, Phoebe
Brunning, Elijah
Squirrell, Laila

YEAR 11

Gibbons, Maddison
Owen, Sophie
Dye, Annabelle
Harrington-Moss, Ethan
Rodrigues, Isabella
Evans, Aled
McCartney, Hayden
Owen, Charlotte

Feedback routines during lockdown

English

Work will be viewed weekly; misconceptions will be identified and lessons will be planned accordingly. Immediate verbal feedback will be given in our weekly 'live' lessons. Before half term, every student will receive detailed feedback on an extended piece of work. Students will be expected to redraft and improve this work based on the feedback given.

Maths

At the end of each topic teachers will give students feedback either by video or by written explanation on the areas of the topic they have struggled on. Students are then assigned a follow up task so that they can practise and the teachers can be sure that they have understood. Depending on the length topic this lesson which will either be entitled 'Green Pen Lesson' or 'Feedback and Review lesson' and will be posted every 5 to 7 lessons on Google Classroom.

Science

In Science, as well as frequent quizzes for students to check their understanding, each class will complete one extended task by half term. Students will receive personalised feedback from their teacher. In Years 9-11 the task will be in the style of an exam question. Year 7 and 8 will produce a short piece of writing about one of the scientific ideas they have been learning about this half of term.

Humanities

At Key Stage 3 students (Years 7, 8 and 9) will receive feedback on one piece of written work each half term and two knowledge check tasks.

At Key Stage 4 students (Year 10 and 11) will receive feedback on two pieces of written work each half term and two knowledge check tasks.

MFL

In MFL work will be reviewed weekly. Students will receive instant verbal feedback during their live lessons. There will also be regular self-marking quizzes that provide instant feedback.

More detailed written or verbal feedback will be provided by teachers as a response to a more detailed piece of work once a half term. Students will be expected to respond to this feedback and make adjustments where necessary.

Creative Arts

Students in KS3 (Years 7, 8 and 9) will receive live lessons from two of the four Creative Arts subjects; D&T, Art, Music and Drama. In the live lessons students will receive live group and individualised feedback according to the task set. Students will also receive individualised written or voice recorded feedback on one assessment completed this half term. Separately students' progress will be tracked.

Students in KS4 (Year 10 and 11) will receive oral or written weekly feedback within their live lessons on either specific work submitted or their weekly progress on their creative project. This feedback will support them in completing the next step in their development. In addition, fortnightly teachers will provide individualised targeted written or voice recorded feedback on specific work completed by the students. Students' engagement and progress will also be tracked.

SET Lead Practitioners

Lockdown Poetry and Song Writing Competition

‘Poetry is when an emotion has found its thought and the thought has found words.’ **Robert Frost**
Seckford Education Trust is inviting you to express your thoughts, feelings and Lockdown experiences through the medium of poetry or song.

Your poem, or song, must not exceed 30 lines.

We will award prizes in each of the following categories: KS2, KS3 and KS4.

The winning entry will be judged on the following criteria:

- Imagination
- Originality
- Flair

Top Tips:

- Read lots! The poet laureate, Simon Armitage, wrote this poem inspired by Lockdown: <https://www.simonarmitage.com/wp-content/uploads/Lockdown-by-Simon-Armitage.pdf>
- Poetry should be heard. Think about how your poem will sound when it’s read aloud. You can listen to lots of different poems here: <https://childrens.poetryarchive.org/>
- Samuel Taylor Coleridge once said that, ‘poetry is the best words in the best order.’ Your poem doesn’t have to rhyme, but you must think carefully about the words you choose. Make sure each and every one serves a purpose.

All entries should be emailed to amellor@seckfordeducation.org.uk by the deadline of **1st March 2021**

Good luck!

Abby Mellor

**Lead Practitioner for English
Seckford Education Trust**



Dates For Your Diary

Year 7

Tuesday 30 March: Progress Checkpoint 3 - reports sent home

Monday 10 - Friday 14 May: KS3 examinations

Thursday 24 June: Progress Checkpoint 4 - reports sent home

Year 8

Tuesday 30 March: Progress Checkpoint 3 - reports sent home

Thursday 29 April: Progress Evening

Monday 10 - Friday 14 May: KS3 examinations

Thursday 24 June: Progress Checkpoint 4 - reports sent home

Year 9

Tuesday 30 March: Progress Checkpoint 3 - reports sent home

Monday 10 - Friday 14 May: KS3 examinations

Monday 21 June: Year 9/10 "Is University for You?" Evening

Thursday 24 June: Progress Checkpoint 4 - reports sent home

Year 10

Tuesday 30 March: Progress Checkpoint 3 - reports sent home

Tuesday 4 May - Friday 14 May: Mock Examinations

Monday 21 June: Year 9/10 "Is University for You?" Evening

Thursday 24 June: Progress Checkpoint 4 - reports sent home

Year 11

Thursday 10 December: Progress Checkpoint 2 - reports sent home

Monday 22 February - Friday 5 March: Mock Examinations 2

Thursday 25 March: Progress Evening - mock examination results

Tuesday 30 March: Progress Checkpoint 3 - reports sent home

Parents' and Carers' Open Forum

Tuesday 26 January: 9.30 – 10.30am

Tuesday 4 May: 9.30 – 10.30am

Tuesday 16 March: 9.30 – 10.30am

Friday 25 June: 9.30 – 10.30am

Year 6 Into 7 Transition

Wednesday 16 June: Transition Evening/ Meet the Tutor (5.00 - 7.00pm)

Tuesday 29 - Wednesday 30 June: Transition Days



BT's new Stand Out Skills hub:
www.bt.com/StandOutSkills

Free must-have tips, resources and advice for jobseekers at every stage of their search. It has ways to help you discover your potential, make your own luck, write job applications that can stand out from the crowd and advice on how to interview with confidence and stay resilient through it all.