

Weekly Bulletin for Families

Message from the Head of School

Well at last our students are on their way back to school. School feels like school again; we have missed them all. Saxmundham staff have been emailing, phoning and meeting students this week finding out what we need to do to make coming back to school easier.

Please be reassured we will be looking after your children and helping them to transition back into school.

It is important for your children to focus on their learning as we know this will make all the difference in getting back into school life.

Saxmundham looks really smart and we are determined for it carry on like this which means our school community must respect each other and the building.

Our testing station is in the hall and we are all ready to make sure the Lateral Flow Testing is run smoothly and as quickly as possible.

Thank you so much to all parents and other family members who have encouraged and supported their children in learning at home; you have done a great job and we are very grateful for your determination.

Just a few reminders:

- If coming by bus / minibus – face masks **MUST** be worn, please sit in year groups or with siblings
- Blazers, ties **MUST** be worn
- **ONLY** Saxmundham hoodies can be worn
- Headphones **MUST** not be worn in school whether inside or outside

Staff will be looking out for this and reminding students of our rules – Ready Respectful and Safe.

Lead Practitioners in the Trust and Subject Leaders have been planning learning that will interest the students and support them in their transition into school. I am looking forward to sharing their learning with you in the next few Bulletins.

I am delighted to be able to share the Specialist Centre Consultation Summary with you in this Bulletin. The majority of the returns were positive. There are families that are naturally concerned that this might take away from the changes we are making at Saxmundham. I will make sure before the end of term that our next Parent Forum will focus on the Specialist Centre opening at Saxmundham.

**Mrs L Girling,
Head of School**



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Head of School

SET Saxmundham Specialist Centre Consultation Summary

- Number of responses: 88
 - 92% in favour of the specialist centres opening at SET Saxmundham
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Commentary

Through the consultation we were asked five main questions and we have responded to these questions below.

Why are you doing this?

- This initiative reflects the Seckford Education Trust's inclusive ethos and will allow students to receive the specialist teaching and support they deserve within their local communities.
 - The delivery link with our existing specialist centres at our sister schools means that the work of SET Saxmundham will be enhanced, whilst ensuring that SET Saxmundham continues to focus on its priorities and improvement and development plans.
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Who are you working with?

- Suffolk County Council has undertaken a commissioning process where schools, who were interested in establishing new provision, provided information on how specialist places would be run and supported by the school.
- Schools who were successful in this process, like ours, are currently working with the council to ensure the appropriate infrastructure and support is in place to enable these new centres to be open in September 2021.
- The funding for capital works to our school is being provided by Suffolk County Council.

What does it mean for Teaching and Learning?

- The staffing and delivery of teaching and learning at the new centres will be the responsibility of the Seckford Education Trust.
 - All teaching and support posts will be new and additional to the current staffing at SET Saxmundham.
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How does this affect arrangements in the mainstream school?

- The timing of the school day for the centres will be different to that of the mainstream school in order to maximise the experience of students in both settings. Additional transport arrangements will therefore be arranged for students in our centres to facilitate the timings of each school day.
 - Trustee and governance arrangements are in place; and the centres will report to the Seckford Education Trust and will be supported by our existing specialist centres at SET Ixworth and SET Maidstone and Causton.
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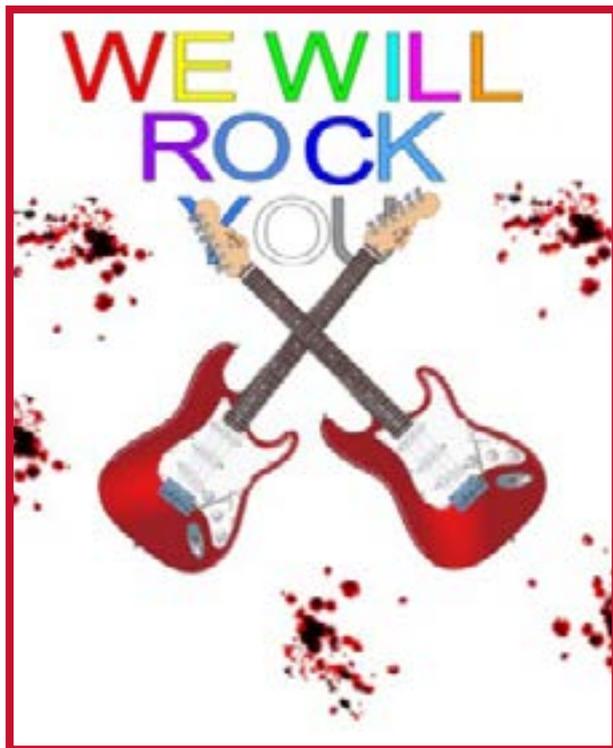
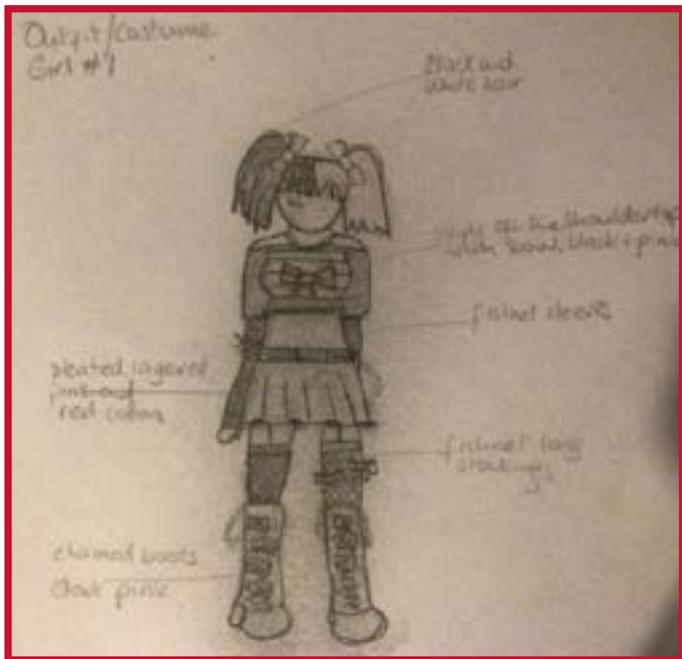
Will you be taking fewer students into Year 7?

- Places in the centres will be in addition to the school's current PAN (Planned Admission Number). This means that there will not be a reduction in the number of places available in the usual admissions round.
- Allocation of specialist places will follow a separate admissions process and will be for students with an education, Health and Care Plan.

Learning @SET Saxmundham

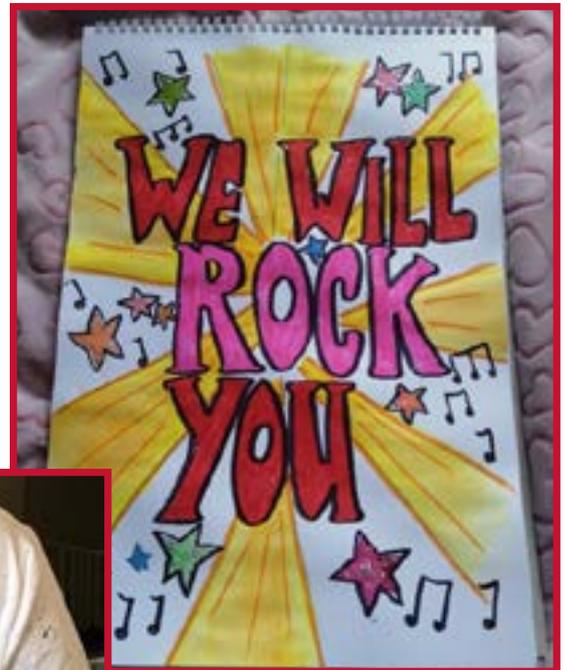
We Will Rock You KS3 creative arts project:

Year 7



We Will Rock You KS3 creative arts project:

Year 8



We Will Rock You KS3 creative arts project:

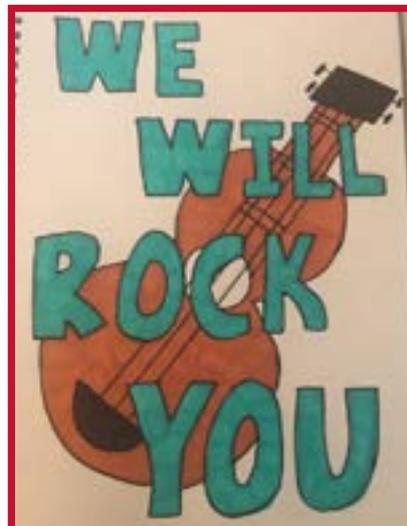
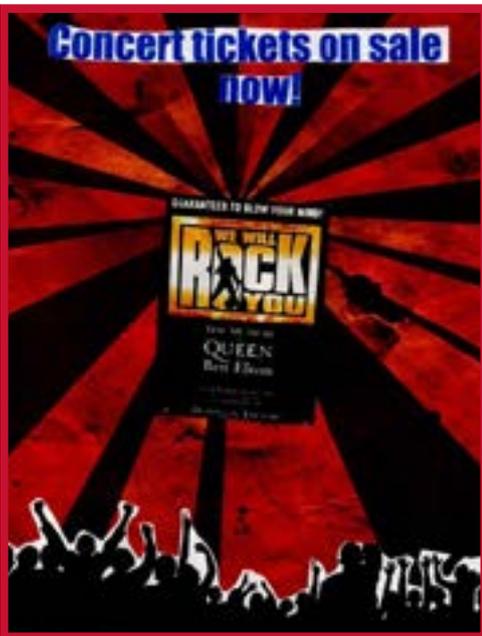
Year 9



Pop design

Pop's character is elderly and used to work in a library. I have shown his old hippy style by using suede clothing and long hair. In my mind I picture him to be smart and messy, I have used a blazer like jacket to show his smart side and to show his messy side I have used patched broken jeans.

Pop is an elderly librarian trying to figure out the exact date the music died, and where to buy We Will Rock You tickets. He later appears as the borman at the pub on the shores of the Seven Seas of Rhye where the Bohemian rebels decamp to.



House Competition

Last week saw even more students and teachers becoming more physically active!

We had a lot of people get engaged and moving - here are the top 3 students for each year group:

Year 7:

Joint 1st: Adam and Amelie (25 points), Joint 3rd: Isobel, Makaylah and Georgina (17 points)

Year 8:

1st: Phoebe (75 points), 2nd: Jesse (33 points), 3rd: Shay (30 points)

Year 9:

1st: Chloe (90 points), 2nd: Freya (54 points), 3rd: Sophia (13 points)

Year 10:

1st: Lily (24 points), 2nd: Kalum (18 points), 3rd: Amelie (12 points)

Year 11:

1st: Ben (30 points), 2nd: Kacey (29 points), 3rd: Nicole (7 points)

House Standings so far:

1st: Wembley: 533 points

2nd: Twickenham: 465 points

3rd: Wimbeldon: 343 points

4th: Lords: 319 points

To get your house points for this week, make sure you complete the physical activity diary under the House Competition topic in your core PE GoogleClassrooms.

Year 8 English

8A were directed to summarise **Northern Lights** so far, ready for Mrs Girling when we get back and there have been some great summaries:



Beth



Matilda



Trae

Trae also wrote a wonderful short piece of Travel Writing to the style of Bill Bryson about Saxmundham:

“I can’t believe how small Saxmundham is. Couple miles through then you’re at Leiston or Peasenhall or even Yoxford. When you feel like you’ve arrived you’ve already left! There’s small little houses neatly put in place and the occasional cottage standing there all bored and out of place like a 5th wheel. It’s so easy to get around it’s almost impossible to get lost. How easy to get around in this place is unreal! Each day at 4pm the high school kids flood out and swarm the streets like eagles controlling the cold murky British sky. All normal here in Saxmundham. When I go to the local supermarket and I see little old beings walking their dogs. They give the occasional “morning” or the depressed grunt but nothing special. Everyone nowadays seems moody and stuck in their own world. Oh the good old 1980s. Then again I travelled through a little old town with little old people.”

Year 10 English

Hero Badge for Kalum for delivering a consistent high level of English work throughout his time working at home. This poem, inspired by John Agard’s *Half-Caste*, was just another example of his excellent commitment to his English learning:

Come challenge yourself and look at the other half of me

Or do you just see a door half open, a book half read

Now look again with your eyes not half closed

For those ignorant half caste racism and stereotype words you speak

Like you I am half full not half empty

I walk the same path as you, you have no more privilege than me

Come challenge yourself

Take my hand and I will tell you about the other half of me

Shout out to some brilliant creative responses to the poems Half Caste and No Problem in IOM2



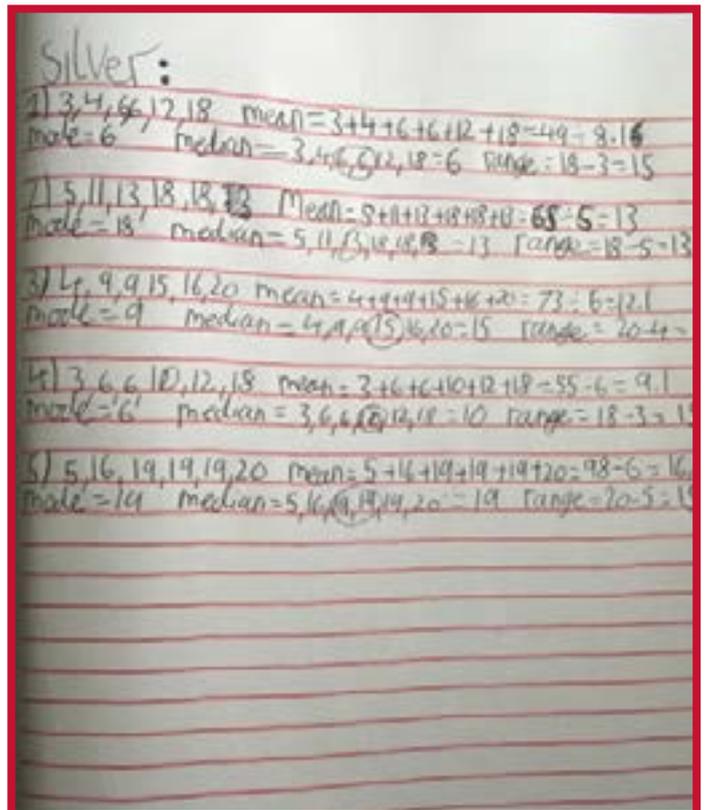
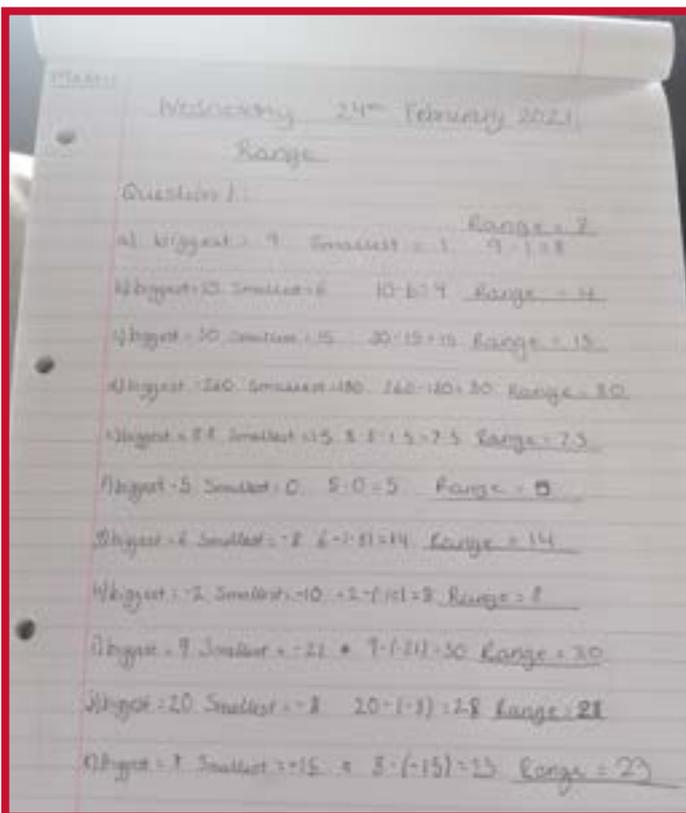
Joe

This excerpt is from Ruby's work which I thought was particularly powerful:

On my way to the shop I saw a protest for equal rights. I always like it when I see protests because it means people are still trying and people still have hope.

Maths

Super maths work from Ruby and Jennifer Year 8 on Averages. Mrs Stevens.



Year IIMI Maths, Mrs Wright:

A sample of quality work from Zoe, illustrating her grasp of some complex mathematical concepts. Very well done!

Capture recapture and Index Number

$$M = B$$

$N = T$ ← The equation

- 1) A scientist wants to estimate the number of fish in a lake. He catches 50 fish from the lake and marks them with a dye. The fish are then returned to the lake. The next day the scientist catches another 50 fish. 4 of these fish are marked with the dye. Work out an estimate for the total number of fish in the lake. You must write down any assumptions you have made.

$$50 = \frac{4}{N} \times 50$$
$$N = 50$$
$$50 \times 50 = 2500$$
$$2500 \text{ divided by } 4 = 625$$

625 fish in the lake

We have to assume no fish died and that the scientist counted the fish correctly.

Chain Index Number

- 1) The table gives information about the cost of the same basket of groceries in 2010, in 2011

In 2009, the cost of the basket of groceries was £25.95.

- (a) Work out the cost of the basket of groceries in 2012.

$$25.99 \times 1.058 = 27.50$$

£27.50

- 2) The table gives information about the annual cost of gas for households in the UK in 2009, 2010, 2011 and 2012.

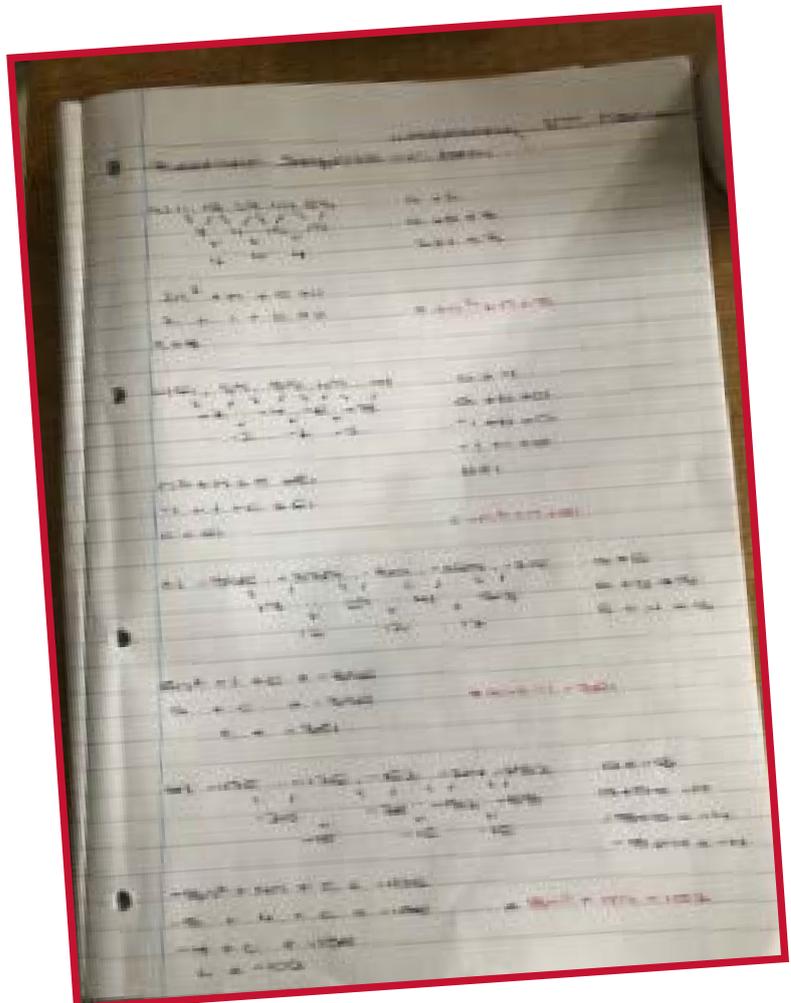
- (a) Using 2009 as the base year, complete the table by calculating the index number for the year 2012.

Give your answer correct to one decimal place.

$$1260 \times 100 = 128.6$$

980

128.6



And, Taylor demonstrating her mastery of quadratic sequences.

Excellent work!

Year 11 English

This week, inspired by J.B. Priestley's *Delight*, students in I1A have been writing their own delightful essays. Evie wrote this fantastic piece about the delight of plants:

Admiring the beautiful, murmuring environment I've created, I am greeted by a sense of freshness. Blossoming life envelopes me, without many flowers (they're not my favourite part of a plant), but with the richness of exotic growth. In the absence of noise, to imagine hearing the growth of plants is something that slows my mind to think. Stretching hand in hand, they line the room with gentle hope, their individual patterns linking like a substrate to an active site. Thirty report to me. Each individual soldier forms a protective army of kindness against the unknown that lies ahead. A breezy heightened scent of oxygen emanates from an assortment of fronds, spikes and nodules. Shunning my touch, they comfort me in their isolated companionship.

Day in and day out, I feel their benefits steadily soothing my soul. Indoor plants are said to improve concentration and productivity by up to 15%. I can see why. Their silent unconditional friendship encourages me. Their undemanding nature provides a sympathetic relief from the overstimulation of everyday life. They carry with them the impression of history and wilderness, connecting the indoor with the outdoor, bringing fresh air and health benefits. These angelic creatures watch over us so loyally without judgement or shame, only affirming and complementing.

My green companions ask such little effort or disruption, only weekly watering to conserve their energy and power. I use this as a time of reflection. Their utter resilience and determination to grow and thrive reflects such inspiration. Weekly excitement at new tips and shoots has become a regular event of motivation in my life. Particular plants bless me with new growth daily, exploding into flourishes of pale green leaves speedier than I can track. The luxurious colour of their leaves is known to eliminate fatigue and anxiety, producing an idyllic, harmonious atmosphere. My plants bring an unexplainable delight to my life.

Praise postcards were sent to the following students:

Year 7 French – Madame Vincent

Ashton	for giving his opinion on some of his school subjects in French
Amélie	for giving her opinion on some of her school subjects in French
Jacob	for giving his opinion on some of his school subjects in French
Zac	for giving his opinion on some of his school subjects in French
Adam	for commitment to online learning in French
Annabel	for commitment to online learning in French
Christopher B	for commitment to online learning in French
Makaylah	for commitment to online learning in French
Roxy	for commitment to online learning in French

Dates For Your Diary

Year 7

Monday 10 - Friday 14 May: KS3 examinations

Thursday 24 June: Progress Checkpoint 4 - reports sent home

Year 8

Thursday 29 April: Progress Evening

Monday 10 - Friday 14 May: KS3 examinations

Thursday 24 June: Progress Checkpoint 4 - reports sent home

Year 9

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

Thursday 22 April: Progress Evening

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

Parents' and Carers' Open Forum

Tuesday 4 May: 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

Virtual Routes into STEM – for students in Years 9-10

Virtual Routes into STEM is a course provided by the Engineering Development Trust (EDT) and is an exciting opportunity for students to explore the various routes they can take towards their STEM career. It is designed to give them an insight into pathways following GCSEs including study routes via College and University and direct Apprenticeship routes through industry. The course gives a fantastic insight into what life is like in a variety of different STEM settings and gives students the ability to virtually tour multiple colleges, universities and employers.



The course is open to all students in Years 9 & 10 and is suitable for all academic abilities. All that is required is a genuine interest in STEM subjects and inquisitiveness about what the future can hold. The course is held online and runs from 21st May to 6th June. It includes a diverse range of live interactive sessions that will be held over the half term week.

For more information please contact Mr Budden, Lead Practitioner for Science, at tbudden@seckfordeducation.org.uk