

Weekly Bulletin for Families

Message from the Head of School

We have had a wonderful week. SET Saxmundham has felt vibrant and exciting. We have been delighted to see our students cluttering the place! They have been full of fun. School feels fantastic.

I have seen students wearing their masks conscientiously, I have seen students smiling and chatting to their peers and staff.

The Lateral Flow testing has gone very well indeed. The students have just got on with it and have made sure they did it well. They were so patient waiting for their results. Well done to all SET Saxmundham students.

I would like to say a big thank you to Mrs. Sheehan, Mrs. Mellor, Mr. Hume, Mr. Richards, Mr. Hall and Mr. Wellesley-Wesley for working hard processing the students' tests. A special thanks go to Lisa Williams-Newson who has helped with testing since January.

We have taken delivery of the kits that students will be bringing home so they can continue to test themselves to ensure they are safe and making sure our community stays as safe as can be.

In discussion with the other schools we have taken the decision to allow students, when they are taking their break and during lunchtime outside, that they can remove their masks; this is in line with advice from PHE. It is important that they put their mask back on when they go back into the building.

**Mrs L Girling,
Head of School**



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Head of School

Behaviour and Attitudes @SET Saxmundham

The students have come back to school in an impressive way. We are focusing on making sure that students only wear the Saxmundham hoodie or jumper – please work with us and ask your children not to bring other sweatshirts or jumpers.

As you know we are a no phone school and students are responding well to this however they still wear their EarPods / headphones in school, please work with us in reminding them that they should not be wearing them in the building or in the outside areas.

I am glad to say almost all the children are wearing masks and not face coverings – thank you very much.

Learning @SET Saxmundham

Year 10 students have been making fantastic models of specialised cells and DNA over the last 2 lessons.



Year 10 students have been using microscopes to investigate cells. They extracted cheek cells and made slides to use under their microscopes.



Year 10 students engaged with their learning.

Year 8 - PSHE lessons - thinking and discussing mental health, what affects them and how they self-regulate.



Curriculum Summary - Years 7-10

MATHS:

| Years 7 to 9 | |
|------------------|--|
| Recovery | Factors Multiples and Surds Proportion Averages Percentages |
| Mandatory | Ratios Equations Graphs |
| Desirable | Angles Transformations |

| Year 10 | |
|------------------|--|
| Recovery | Factors Multiples and Surds Proportion Averages Equations and Inequalities Sequences Ratios Pythagoras Trigonometry |
| Mandatory | Ratios Pythagoras Trigonometry |
| Desirable | Angles Transformations 2D and 3D Shapes Data Collection |

ENGLISH:

| | |
|---------------------|--|
| Years 7 to 9 | Year 7, 8 and 9 will be completing a 'Come Dine With Me' unit focusing on character, key techniques and writing for genre, audience and purpose. The characters and techniques will vary depending on the class. |
| Year 10 | Year 10 are studying conflict poetry. |

Curriculum Summary - Years 7-10

Science:

| | |
|----------------|------------------------|
| Year 7 | Sound; Electricity |
| Year 8 | Electromagnets |
| Year 9 | Waves |
| Year 10 | Genetics and Evolution |

MFL:

| | |
|----------------|---|
| Years 7 | Poetry & Stories - students will be studying a poem about colours and feelings focussing on key sounds and pronunciation and then writing their own version. They will then look at the story of 'Petit Chaperon Rouge'. |
| Years 8 | La Francophonie - Students will be learning about the countries of the French speaking world to coincide with Le Jour de la Francophonie on 20th March. Some of year 8 & 9 will also be putting together a French pop song and creating a video to enter a national competition run by the French Institute. |
| Year 9 | German - who are looking at short stories and poems in German. |
| Year 10 | Customs & Festivals - with a focus on speaking. |

Curriculum Summary - Years 7-10

Geography:

| | Current topic | Next topic |
|---------|--|---|
| Year 7 | 'How does ice shape the land?' | 'Why is Antarctica worth protecting?' |
| Year 8 | 'How will climate change affect us?' | 'How is South West China changing?' |
| Year 9 | 'What goes on inside the Earth?' | 'Is the World shrinking?' |
| Year 10 | Theme 1 section 3 'A global perspective on development issues' | Theme 2 section 1 'Shaping the landscape - coasts and coastal management' |

History:

| | Current topic | Next topic |
|---------|--|---|
| Year 7 | How much power did Medieval Kings actually have? | What did the Black Death mean to the people of Walsham? |
| Year 8 | 'Were any radical reform movements actually successful?' | 'Has there always been slavery?' |
| Year 9 | 'How did fighting change throughout World War Two?' | 'Superpower relations and the Cold War, 1941-91' |
| Year 10 | 'Superpower relations and the Cold War, 1941-91' | 'Superpower relations and the Cold War, 1941-91' |

Religion & Ethics:

| | Current topic | Next topic |
|--------|---|--|
| Year 7 | 'Are rites of passage important?' | 'Is there still a need for pilgrimage?' |
| Year 8 | 'How does Sikhism respond to stereotyping?' | 'Who was Mahatma Gandhi?' |
| Year 9 | 'What does evil look like?' | 'What does genocide tell us about human nature?' |

Curriculum Summary - Years 7-10 Creative Arts

Drama:

| | |
|----------------|---|
| Year 7 | Live theatre review of The Railway Children |
| Year 8 | Devising from a stimulus |
| Year 9 | Noughts & Crosses |
| Year 10 | Devising and live theatre review |

Music:

| | |
|----------------|---|
| Year 7 | Kitchen Sink Project |
| Year 8 | Minimalism with recall of Gamalan |
| Year 9 | Popular song: setting words to music (recall of The Future is Bright project) |
| Year 10 | Component I Solo performance |

DT/3D/Textiles:

| | |
|----------------|---|
| Year 7 | Pop up mechanisms |
| Year 8 | Architecture |
| Year 9 | Cardboard furniture |
| Year 10 | Further work collections on Shiguru Ban- bespoke plan for each student to fill the gaps |

Art/Photography:

| | |
|----------------|--|
| Year 7 | Stand alone project- a response to lockdown (complete in both Art and DT lessons) |
| Year 8 | Stand alone project- a response to lockdown (complete in both Art and DT lessons) |
| Year 9 | Stand alone project- a response to lockdown (complete in both Art and DT lessons) |
| Year 10 | Revisit lockdown projects- bespoke work for each student. Recap and support with Photopea- filters, layers, curves |

Year II overview - Humanities

Geography

8th March – 31st March – In class revision sessions focusing on exam skills and the topics of climate, ecosystems and desertification.

W/B 19th April – Students sit past paper (part 3 of a paper 1 exam) (32 marks – 45mins) that focuses on the topics covered above.

22nd April – 10th May - In class revision sessions focusing on exam skills and the topic of urban and rural processes and change in the UK.

W/B 10th May – Students sit past paper (part 1 of a paper 1 exam) (36 marks – 45mins) that focuses on the topics covered above.

17th – 28th May – Preparation for A-level to included fieldwork skills and techniques

History

8th March – 31st March – Focus on the unit 'Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches'. Students have 3 lessons a week and will follow the same pattern each week:

- Lesson 1 – Recap key knowledge
- Lesson 2 – Exam technique
- Lesson 3 – Complete a question from a past paper (related to the knowledge and exam technique taught that week)

20th April – 14th May – Focus on the unit 'Weimar and Nazi Germany, 1918–39'. Students have 3 lessons a week and will follow the same pattern each week:

- Lesson 1 – Recap key knowledge
- Lesson 2 – Exam technique
- Lesson 3 – Complete a question from a past paper (related to the knowledge and exam technique taught that week)

By the 14th May students will have completed a range of questions that will be equivalent to a complete exam paper for Weimar and Nazi Germany (52 marks) and Medicine in Britain (52 marks)

17th – 28th May – Opportunity to revisit other areas of the course and complete additional questions from past papers.

The Careers Section

A regular roundup of careers related activities that have been happening in school together with a selection of useful links to help students with their next steps.

The 1st – 5th March was National Careers Week. A week when a spotlight shined on a whole host of inspirational things that people have found themselves doing under the all-encompassing heading of ‘a career’. They may have got there through luck, sheer determination and hard work, or very careful planning, but in these diverse journeys there is a common thread, **opportunity**. Opportunity might find you, or you might have sought it out yourself, but if you’re not prepared, don’t have the skills, qualifications, confidence or courage, it’s an opportunity lost.

Be curious about other people’s journeys, experience lots of different things, be prepared, have your eyes open, ask for help and embrace your own unique journey.

[You could be a costume designer...](#)
[...or how about a UX or UI designer](#)

There seems to be a title for every week and last week is no exception – Science Week saw a focus on all things STEM (Science, Technology, Engineering and Maths). Here’s just a glimpse to give you some ideas as the pathways you could follow in any of these areas are in the thousands.

[UKPN Careers website \(ukpowernetworkscareers.co.uk\)](http://ukpowernetworkscareers.co.uk)

[And to mark National Women’s day as well as STEM, take a look at these stories](#)

With Year 11 destinations nearly all in place and Year 9’s all set with their choices for GCSE subjects, the SET careers team will not be taking a back seat. They are always on hand to talk through questions about career pathways, professions and further education. The team are also busy collating resources for careers libraries in schools and virtually at the same time as embedding Career Management Skills in the everyday curriculum.

*Jenny Stockman,
Careers and Mentoring*

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