

Athelstan Argus

Trust Staff Newsletter

Caring, collaborative and excellent

April 2021



WELCOME BACK!

Jon Bell, Headteacher at Sir William Romney's thoughts on being back:

Walking around the school over the last few weeks has been a joyous experience and it has been wonderful to see our once empty classrooms and buildings coming to life once again. I did not realise how much I had honestly missed hearing students learning to play keyboards, talking between lessons and our Year 7 students excited that they were going to a Science laboratory for the first time. However, I must still do something about the music rooms being located so close to my office!

The media rhetoric before the re-opening schools was certainly unhelpful for both students and staff. Therefore, at SWR, we have deliberately refused to mention any of the negative buzz words emanating from the media; no mention of 'catch-up', 'deficit

MALMESBURY APPOINTED FLEXIBLE WORKING AMBASSADOR SCHOOL

We are delighted to say that Malmesbury School has won the bid and been appointed as the Flexible Working Ambassador School for the whole of the South West region. This is a significant recognition of our outstanding practice in this area; we were recognised for the variety and quantity of flexible working practices that we utilise in the school.

Our brief is to train and support other schools in the region to become better at flexible working, to instil an ethos of flexible working and to promote the benefits to the workforce and the schools. There will be a launch event to schools across the region in June.



Department
for Education



Bradon Forest School test team



www.theathelstantrust.org

@AthelstanTrust

@BradonForestSch

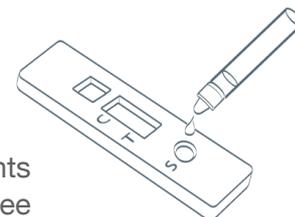
@MalmesburySch

@TheDeanAcademy

@AvonTSA



“It’s made me realise that teachers are really important!” Malmesbury student



curriculum’ or gaps in students’ knowledge. Instead, as an entire team, we have committed to welcoming students back to school, supported their re-socialisation and offered a fully engaging extra-curricular programme for all students. It has also been both a relief and pleasure to allow all students to attend lessons in their specialist areas and classrooms. Teachers are now in their own classrooms and our students in Years 7 and 8 are enjoying a genuinely broad and rich curriculum.

Like every school, our risk assessments and protective measures are followed by all and I suspect will remain place for a considerable time yet. This feels like a small price to pay to ensure that our schools return to something a little closer to normal for both students and staff. Following the most disruptive, disconcerting and challenging twelve months known, I have been so impressed with students’ resilience, independence and positivity upon their return to school. As we all know, this would not have been possible without the determination, commitment and teamwork displayed by all staff, parents and families across our school community. It is for this reason that we can all look towards the future with great optimism and once again provide students at SWR and across the Trust with the opportunities and learning experiences that they absolutely deserve.

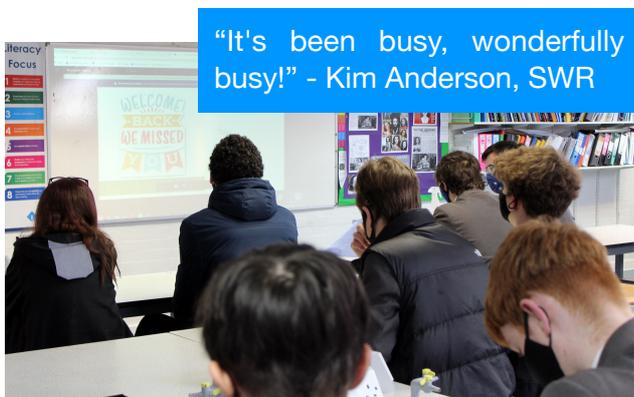
Large numbers of our students were genuinely pleased to see us as well as their friends. As we come to the end of our need to provide remote education for all year groups, I wanted to share our most recent message of support from a parent.

"Just wanted to say a big thank you to all the teachers, administrators and all staff that have worked throughout lockdown to help our children continue with some description of home schooling. I know it’s been a challenging time, but staff have been so supportive, and they too have had their own families to cope with through lockdown too. So, thank you and a big cheer from me."



Bradon Forest School: Lateral Flow Testing for Students

BFS created a short film to reassure students and parents of the self-test process



“It’s been busy, wonderfully busy!” - Kim Anderson, SWR

Bradon Forest Headteacher, Julie Dickson, said: “The students have coped with having to self-administer tests extremely well, ably supported by the testers. After so many weeks without students the school has had a buzz about it again as we return to normal.

Parents have really appreciated the amount of work that has gone into our remote learning package. Our combination of live learning, tutor and pastoral support, mental health advice and leaning support for SEND students has been much appreciated. Whatever your role in school, you have contributed in some way to keeping the site functioning or providing a robust remote learning package. Thank you!”



Feedback from SWR Staff:

“It’s been fantastic to have all the students back with us and engaging in face to face

lessons. Remote learning was a great success in many ways but being able to interact with students in person has been sorely missed by staff and students alike. Of course school life is not restricted to the learning that occurs in lessons; outside of the classroom, I've really enjoyed seeing the return of our rich and varied extra-curricular programme. Whether it be debating, crafting, song writing or sporting activities, our students have jumped at the opportunities provided to them and the buzz that comes from students engaging in clubs and activities that enrich their educational experience has well and truly returned to the corridors of SWR." - Rob Skipp.

'It has been so lovely teaching our students face to face again as opposed to talking to a blank screen for hours. Although they are obviously still re-adjusting to the school routine, it is good to see them smiling and looking genuinely pleased to be back at SWR.' (Jules Gill)

The Dean Academy Staff and Students

"It has been amazing to have students back on site, after such a long time with students learning remotely. The students have slotted straight back into familiar routines and are working really hard in lessons!" Richard Brand, Headteacher

"It's great to be back in the classroom and see and speak to faces not icons!" Fiona Price, Geography and History.

"I like being back at school as teachers are able to help me with things that I get stuck on."

"Doing my Science lessons with Mr Child."

"I like English lessons because Miss Clark makes it fun."

"I like PE because it gets us out and active."

"I like Technology lessons because we get to make things."

Malmesbury School Staff and Students

have now settled back into a much more normal way of school life - it is as if we were never away! Staff have felt mixed emotions of relief, excitement and anticipation.

Feedback from Malmesbury School staff:

"It is so nice to see the students' faces again."

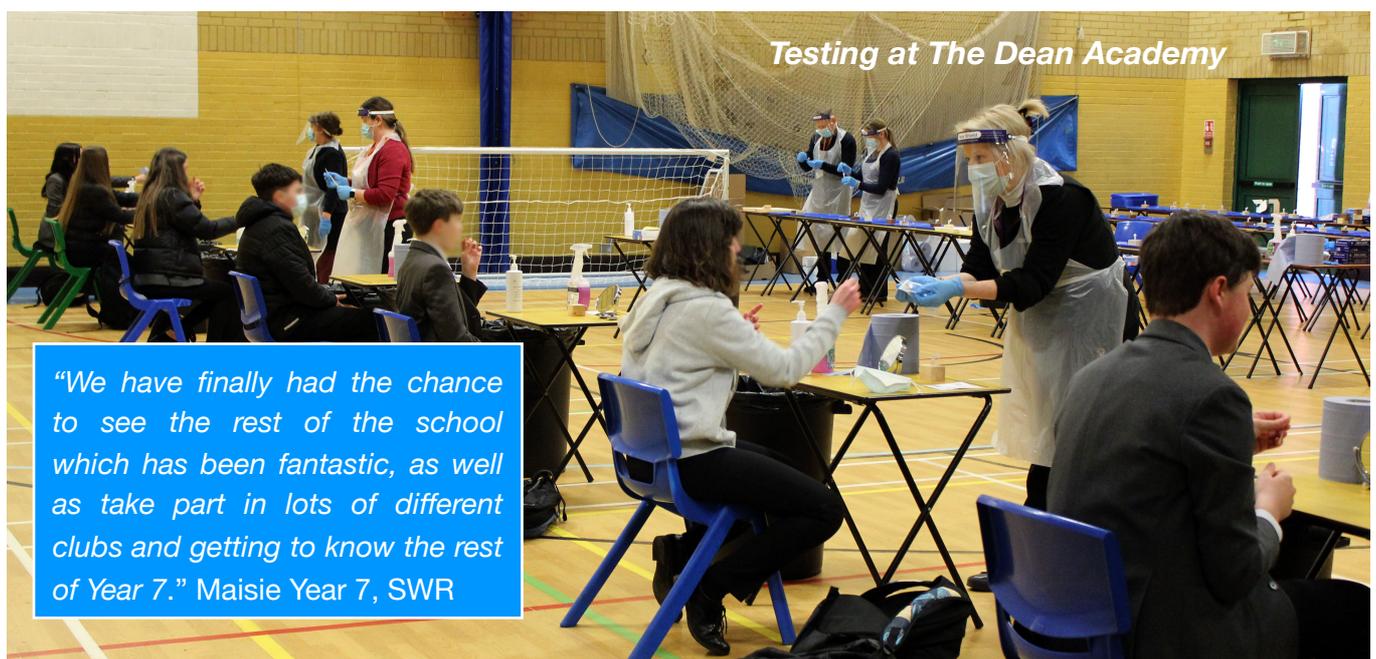
"I thought I'd find it strange being back on site, but it's taken a lot less time to readjust than I'd thought it would."

"The testing has been so well organised."

"I can't wait to get back in the classroom and pick up a board pen, not a pair of headphones."

"I quite enjoyed remote learning actually - I can't mute any students now!"

After an initial week of students finding their feet (and confidence) again they have really taken learning into their stride and the wonderful school 'buzz' has returned. Students across the school have commented that it is good to be back into a more normal routine away from their screens.



"We have finally had the chance to see the rest of the school which has been fantastic, as well as take part in lots of different clubs and getting to know the rest of Year 7." Maisie Year 7, SWR

"I like being back but I'm not keen on the early wake ups!" Malmesbury student

'Active Lockdown' Challenge

Heads of House at Bradon Forest School set the challenge to both staff and students to be more active during Lockdown 3.0. Weekly walk, run and cycle totals were submitted by participants with the aim of clocking up enough miles to have virtually walked the coastline of Britain.



Head of Battlewell, Mrs Wiltshire, said: "The total of 8679 miles gives them enough distance to have walked to Land's End (from Purton), to have walked around the UK coastline, walk back to Purton via Stonehenge and then decide that once back that we needed an ice cream in Weymouth before returning to Purton one final time! Thank you to everyone who took part. We hope that as life gradually returns to normal that you keep your new active lifestyle!"

Tokyo Challenge - The Big TDA move to the Olympics!

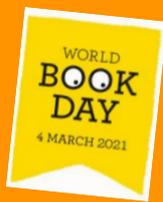
During the recent lockdown, the PE Department at The Dean Academy, launched a motivational whole school challenge for its staff and students.

The aim was to get them out and about and collectively cover the distance from Lydney to Tokyo, a whopping 9619km, in honour of the 2021 summer Olympics. How they covered their distances was entirely up to them - walking, running, cycling, it didn't matter as long as they were active. Each week of lockdown everyone sent in their totals of kilometres covered and we tracked their journey to the Olympics.

Pete Glynn, Head of PE at the academy, commented "*The challenge has been a great way of encouraging our students to leave behind their screens of lockdown learning and get active, which is really important not only for physical health, but for mental wellbeing too, particularly during lockdown when it has been even harder to find the motivation.*"

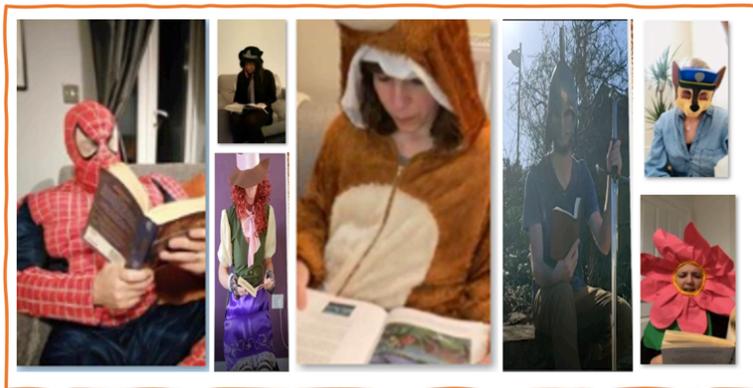
The challenge continued when students returned to school with everyone completing a 1km run as a warm up in each PE lesson. Pete added "*It looks like we should finish any day now with the total well over 8,000km with just over a week to go before Easter, which will be a fantastic school community achievement.*"





LOCKDOWN WORLD BOOK DAY 2021

World Book Day is a **celebration of reading, authors, illustrators and books.** It is designated by **UNESCO** as a worldwide celebration of books and reading and marked in over 100 countries all over the world ... and, of course, across **The Athelstan Trust!**



Covid-19 might have forced this year's World Book Day celebrations online but it didn't stop students enjoying a celebration of all things bookish. Students at Sir William Romney's School were asked to watch a video of their teachers (in disguise) reading from their favourite books before submitting their answers though Teams.

Meanwhile, in Bradon Forest School, a digital library was shared with students, with links to digital texts and audiobooks on the World Book Day website:



And students from Malmesbury School were also busy being creative, choosing from a range of reading themed challenges and sharing their efforts in live lessons.

Here is a collection of work from both Malmesbury and Bradon Forest School students: literary cake baking, character portraits and even a Harry Potter inspired potato!

<p>Just read! Create a cosy reading environment and indulge in a good book. Be ready to share what you're reading. You could even share a photo of yourself enjoying your reading.</p> 		<p>'Reading Is Power' Use this as the stimulus for a piece of writing, a piece of art, a sculpture or even a song. Be ready to share your creation.</p>  <p>#ReadingIsPower</p>	<p>Breakdown the book cover</p> 	
<p>Create a scene from a book you love – this could be through dressing up, creation of a freeze frame, a painting, a Lego sculpture, a puppet show etc. Take a photo / video and be ready to share this.</p> 				
			<p>Create a picture of a bookshelf that reflects your personality. Find out book titles that link to your interests and books that you have enjoyed. Draw the books on a shelf and write in the titles and authors on the spines. Be ready to share this and explain your choices.</p> 	

'Reading Is Power' was the Teens' theme for this year's World Book Day, with the website publishing a 'Power List' of empowering books that promise 'to change the way you think'.

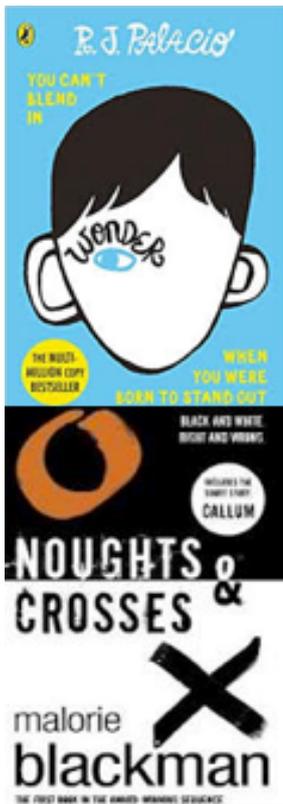
The last word on the power of reading, though, will go to a student from Bradon Forest School whose acrostic poem explores ideas on this very important theme:

- R**eading helps with your mental health
- E**scaping into another world
- A**ltering negative thoughts to focus on something else
- D**istracton is helpful
- I**nformation for filling your mind with facts and creativity
- N**ever ending the books go on and on
- G**iving you something healthy to do and to focus on



- I**magination allows you to unlock another world in your mind
- S**tores can take you on an adventure, where do you want to go. It's up to you?

- P**eace to stop and be in the moment
- O**bserving text and pictures to fill your mind with emotions
- W**ellbeing is looked after when you are in a book zone
- E**veryone can benefit from reading a book
- R**estart your mind

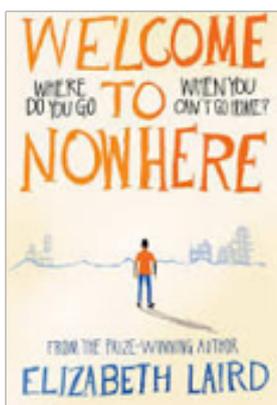


BEYOND WORDS: THE DEAN ACADEMY'S WHOLE SCHOOL READING PROGRAMME

The longer our students can keep an enjoyment of reading going, the greater the benefits in the classroom. A 12-year-old who enjoys reading has, for example, a reading age of 2 years, 1 month higher than their peers who do not enjoy reading. This rises to a gap of 3 year 3 months for a 14-year-old.

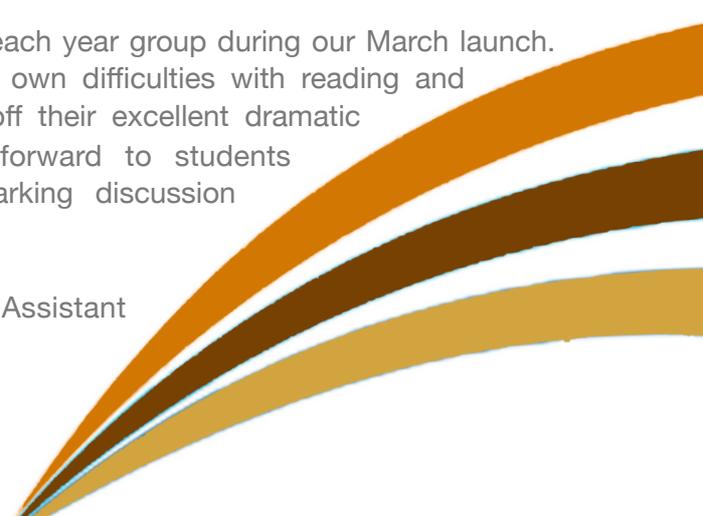
The Beyond Words programme at The Dean Academy has been designed to ensure every student reads high quality, challenging texts so they are instilled with the knowledge to think critically and creatively as well as improving their:

1. **Word Knowledge** - through incidental exposure to Tier 2 and Tier 3 vocabulary
2. **World Knowledge** - research suggests that when you read about an experience you feel it as if it happened to you, not just the character you are reading about. In their Beyond Words tutor reading sessions, students read a variety of books from a wide variety of perspectives, encouraging them to be more tolerant of others and develop their cultural capital.



You could hear a pin drop across each year group during our March launch. Staff have been open about their own difficulties with reading and vocabulary as well as showing off their excellent dramatic delivery skills. We are looking forward to students engaging in the stories and sparking discussion amongst our community.

- Joanne Rosbrook: Associate Assistant Headteacher



GDPR and EdTech Safe and Interactive Teaching

Teachers across the Trust have embraced remote learning via teams with enthusiasm and creativity and the feedback from students and parents has been hugely positive. The desire to engage students has prompted creative ways of teaching which is to be commended.

In the recent Trust survey of how many interactive websites and apps teachers are using, we collated a list of over 30 different providers and whilst many of these served a temporary purpose whilst remote teaching, we anticipate that our use will continue to grow as EdTech opportunities expand.

However, it is important to remember that if even just the name of a student or a school email address is shared on a website or app, there are data protection considerations to be aware of. Personal data is Any information relating to an identified or identifiable natural person.

Things to consider:

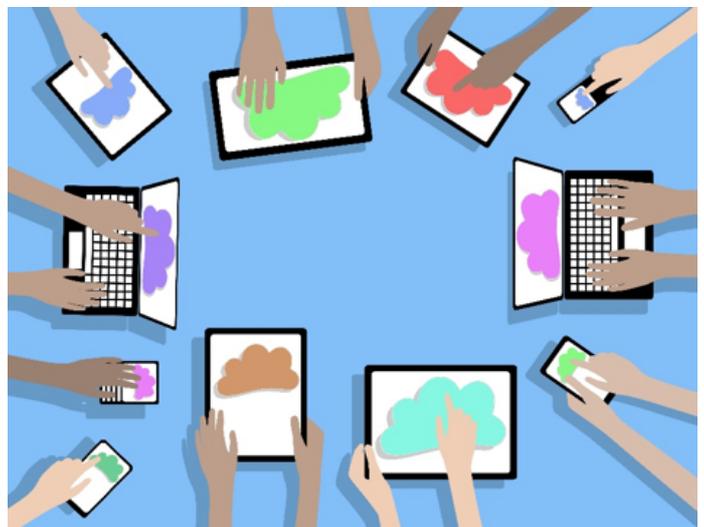
1. Is there an app within Microsoft 365 that would serve the same purpose that would be more secure?

2. Think about data minimisation:

- Does the student need an individual login or is there a way to access without this?
- Does the full name of a student need to be provided? i.e. Can we use an identifier/ref no? Or instead of full names just use first name plus initial of surname? Jack Black ⇒ Jack B
- Does the DoB of a student need to be provided or just details of year group instead? Instead of 9/4/2011⇒ Year 7

3. Tell your GDPR lead before sharing data with a new provider and if:

- Special category data will be processed - i.e. information which relates to race/ethnic origin, political opinions, religious beliefs, genetic data, biometric data, health data (physical & mental), sex life, and sexual orientation. This should be avoided wherever possible.
- The site offers information society services - this is where a site offers something to the pupils at distance (i.e. via the web) for remuneration (which may not be £ but may be more functionality for handing over personal data i.e. creating an account).
- The site included adverts. You will need



consent from the parent (for students under 13), and from the students (for students 13 and older). Contact the GDPR lead for your school for advice regarding consent.

4. Data breaches

- If we share data with a third party and they have a data breach, we are still responsible for reporting the breach as it involves our data. If you become aware of a data breach (as with any other data breach such as sending an email with personal data to the wrong recipient) please inform your GDPR Lead straight away.

GDPR Contacts

- Data Protection Officer - i-west@bathnes.gov.uk
- Trust GDPR lead - Jo Cummings
- Bradon Forest - David McDonald
- Malmesbury School - Mark Shadrick
- Sir William Romney's School - Jacqui Green
- The Dean Academy - Declan Mooney

It might not be the most exciting subject but hopefully, this summary offers an explanation of why it's important to follow these considerations before introducing any new EdTech to your lessons.

“Technology is just a tool. In terms of getting the kids working together and motivating them, the teacher is most important.” - Bill Gates

Superhero Staff at Malmesbury School on Red Nose Day

Great to see staff taking participation to the next level!



Grading Collaboration

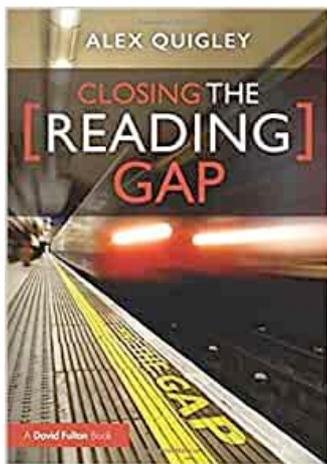
On 28 May 2021, there will be a Cross Trust Grading Day to give staff a chance to work together. Tim Gilson's grading presentation is available here: [Teaching & Learning - The Athelstan Trust](#). The presentation gives great examples of what we can say to students:

- “Welcome back on track” – focus on the now
- “We’ve got this, we’ll work on this together”
- “Let me worry about the grading; you just keep working hard”
- “I know you well, let me help you develop”
- “There is still everything to gain and what you have banked is safe” “I will only grade at the end”
- “It will be no harder than any other year”
- “Ask me anything, I am here, I can help.”
- “Take the opportunity to show what you can do now and over the coming weeks – don’t focus on what you have done already”
- “We will be using mini assessments with a safety net of all the evidence you have already accrued”

SHARING GOOD PRACTICE: LITERACY CPD



Assistant Headteacher Helen Wilkinson reports: In the February 2020 issue of the Argus, Trish Paisey, Head of English, and I wrote about our literacy drive and the focus on vocabulary in the classroom including: tier 1 2 3 vocabulary, the importance of etymology and use of the Frayer model.

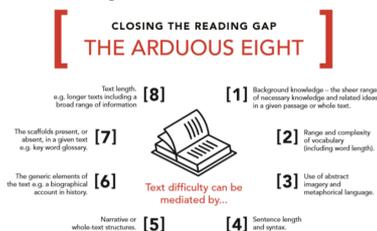


In January this year we started to further develop our literacy though focusing on reading. We used 'Closing the Reading Gap' by Alex Quigley and other research and in the true spirit of remote learning, produced 3 x 10 minute Powerpoints. These resources, which included voiceover, talked staff through a recap of literacy from last year, barriers to reading, and practical suggestions for reading both in and outside of the classroom. We are now in the process of ensuring reading is part of our teaching and learning offer both in the classroom and for homework tasks. This includes challenge texts for the most able. Our work on testing Years' 7, 9 and 10 reading ages will also inform our practice and will give staff further insight into the ability of the student they have in front of them.



Understanding reading difficulty and the 'Arduous Eight'

When we explore what makes a school text difficult, we come to explore a whole range of complex, interacting factors. Quigley has simplified them as the 'Arduous Eight'.



Understanding reading difficulty

The basic units of language and sentences below offer us the building blocks for the text we expect our pupils to read. The more complex the variation, the more barriers it will pose to our novice readers. A very simple proxy for every teacher determining text complexity is to be aware that **when a sentence has three or more clauses it is likely to offer an increased degree of challenge to most of our pupils.**

- **Word:** teacher
- **Phrase:** the teacher
- **Clause:** the tired teacher
- **Simple sentence:** the tired teacher began reading
- **Complex sentence:** when the bell rang, the teacher began reading
- **Compound sentence:** The bell rang and the teacher quickly began reading

Word Consciousness:

'As teachers cannot elaborate on the rich biographies of every word, we need to ensure that we better select words to explain more comprehensively.'

Alex Quigley, *Closing the Vocabulary Gap*

We would like to make our CPD available to all staff across the Trust so please contact us if you would like to take advantage of this opportunity. Also, if you have any questions on this subject and how we are using reading ages, do get in touch:

- [Helen Wilkinson](#)
- [Trish Paisey](#)



Supporting Students with Autism and Related Needs Returning to School

Debbie Riall, Specialist Teacher for ASC across the Trust, tells us about some twilight online training she ran recently for Malmesbury School staff.

For most students, returning to school after another lockdown is something to look forward to; seeing friends again, having 'real' lessons instead of online learning, enjoying the buzz and busyness of school life. However, for many autistic students (with or without a diagnosis) the return is anxiety inducing, something to be dreaded. At home, they are in their comfort zone; learning online in their own, familiar safe space, wearing favourite comfortable clothing, eating what they want when they want, interacting on their own terms, living a life of high predictability.



My training addressed three challenges that our teachers and teaching assistants face when supporting and encouraging students with Autism with their learning: how to help these students to focus and concentrate, to understand instructions for a task and to speak in lessons only when appropriate to do so.

Our students have been online learning intermittently for so long now that these skills will be rusty for many. For our autistic students, many of whom find these aspects of learning a challenge at the best of times, it is likely to be particularly hard because they will have to master them again while out of their comfort zone.

Teachers and support staff will need to be patient and understanding with all our students as they get back into the way of learning in a classroom once more. It is common knowledge that people do not function well if they are anxious or stressed. Students with Autism, whose default setting in school is often highly anxious, will need staff to be especially calm and supportive to help them settle back in successfully.

There were too many strategies given in the training to list here, but one member of staff asked me to pick the three top tips from my suggestions. So here they are:

- Keep your responses calm and measured
- Use visual support as much as possible
- Ensure that instructions are clear, precise and correctly sequenced

Please contact me if you would like me to run Autism training online or in person at your school and I will be happy to help. DRiall@theathelstantrust.org

COMMUNICATION ACROSS THE TRUST

This year, The Dean Academy has been building its social media presence on platforms such as Twitter, Instagram and Facebook.

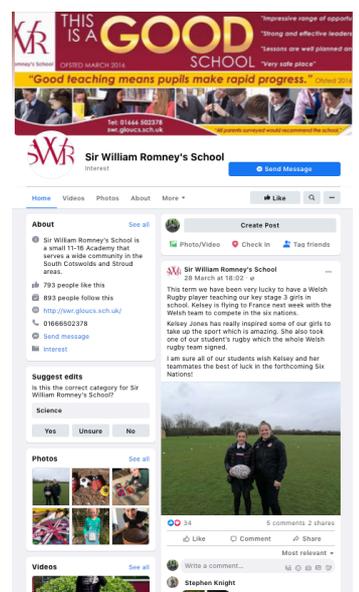
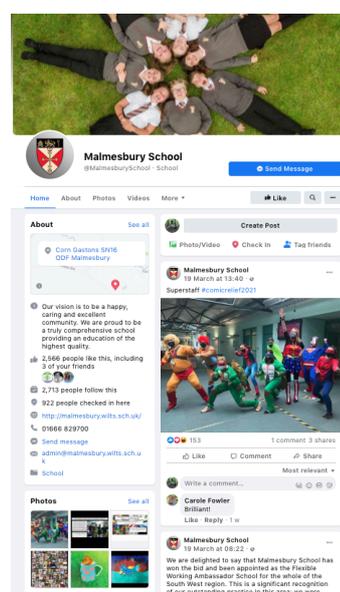
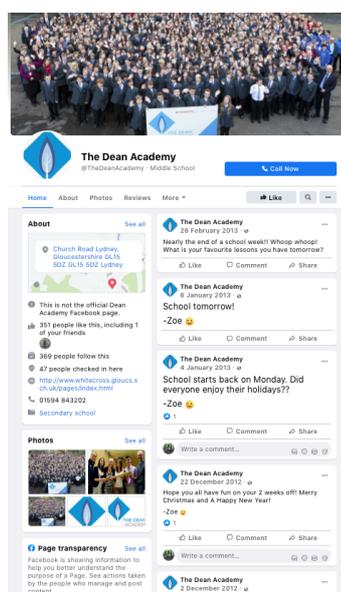
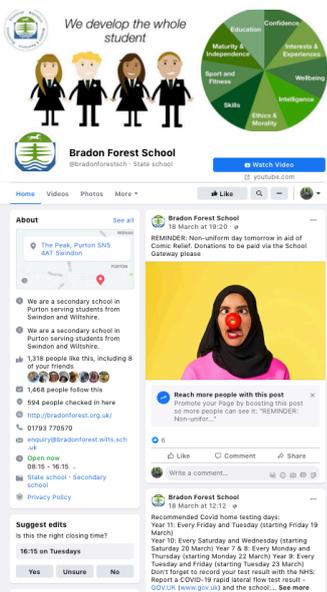
Through posts they have been aiming to provide a snapshot of school life. It is a fantastic platform for teachers to show off exemplary work from students, celebrate achievements, share thoughts and ideas and announce upcoming events. It can also help parents to find out more about the school and to make them feel part of our school community.

You can follow us on:

- Instagram: @thedeacademyofficial
- Twitter: @TheDeanAcademy
- Facebook: @thedeacademyofficial



Schools across the Trust embrace social media for the same purposes. Simply search for the school name on Facebook:



If you're interested in launching a new social media platform for your school, be sure to read the article in our December 2019 issue of the Argus for tips!

Keeping in touch has been more important than ever during the last year. As well as the social media platforms all our schools use to provide students, staff, parents and our local communities with snapshots of school life, we have an impressive collection of vibrant newsletters.



The Dean Academy email a weekly Parent Bulletin, showcasing students' work in its Bright Spots section, plus a termly newsletter.

Malmesbury Matters - A newsletter for parents with a round up of school news and a celebration of students' achievements

Malmesbury 'Spark' - A Magazine written by and for staff to share teaching and learning ideas



Bradon @home was a fortnightly newsletter sent out to 'champion home learners' during both National Lockdowns. The school also sends out a weekly parent bulletin via school comms, as well as updating news and events across social media and the school website.



Sir William Romney's Holistic Herald
The Holistic Herald is aimed at parents and helps to keep them informed of anything of note outside of the classroom. It outlines what will be covered in Personal Development lessons over the coming terms, what extra curricular opportunities are available, careers and post 16 information as well as a range of other relevant initiatives we feel they should know about.

ANDY HALDANE TALK TO YEAR 13 ECONOMICS STUDENTS AND STAFF



The International Business and Languages Faculty at Malmesbury School were recently honoured to welcome Andy Haldane, Chief Economist at the Bank of England and a member of the Bank of England's Monetary Policy Committee, to give a tailor-made online talk /Q&A directly to our Year 13 Economics students and some staff.

The students compiled a range of challenging and topical questions which included: 'To what extent will the national debt increased by Covid 19 affect the younger generation in our lifetimes - do you think there will be a rise in poverty?' 'Will austerity return?' 'How can Britain's productivity problems be resolved?' and 'How do you think the rise of China will affect the world economy - Pros and Cons'. Students benefitted from Andy's unique insight into and comprehensive knowledge of the current state of the UK economy as well as some enlightening forecasts for the months and years ahead.

In addition, since Andy was state educated in Leeds, and was the first in his family to attend university, he provided a perfect role model for our students; encouraging them to be aspirational and follow their dreams and ambitions.

This unique online opportunity for our students to converse directly with one of the UK's top economists would not have been possible in more 'normal' times, so we were pleased to be able to make the most of this chance to offer such a special positive enrichment experience to our students during these challenging times.

Cheryl Nield de Crespo [Economics teacher.]



IN OTHER NEWS

Trust Appointments:

Sir William Romney's:

- Deputy Headteacher: Rob Skipp
- Head of English: Jacqueline Powell

Malmesbury School:

- Assistant Headteachers:

Dan Baker and Anne-Marie Williams

Bradon Forest School:

- Parent Support Advisor: Karen Griffiths

Staff and students at The Dean Academy will be saying a fond farewell at the end of term to Jo Rosbrook, SENCO and Associate Assistant Headteacher, who has worked at the academy for an

incredible 12 years. During her time at The Dean Academy Jo has worked in various roles including Acting Head of RE, Head of Careers/Aimhigher and Director of Faculty for World Affairs. Jo is moving on to become an Assistant Headteacher. We wish her all the best.



GOVERNANCE OF THE ATHELSTAN TRUST

Strong, ethical governance is essential to the success of any organisation. The Athelstan Trust is fortunate to have experienced, dedicated and knowledgeable people at all levels of governance from our members to our board of trustees and our local governing bodies.

The members are “the conscience of the Trust” ensuring the ethos and values are upheld. It is their responsibility to appoint trustees. We have 4 members with a vacancy for a fifth. Our newest member is Martin Smith.



Martin was a governor at Malmesbury School from 2003 to 2015 with periods of being Vice-Chair and Chair of the Curriculum Committee. He is also Vice Chair of governors at Sherston Primary School, a parish councillor in Sherston and volunteers with climate change organisations in Sherston and Malmesbury. Martin has had a career in software development for over 30 years in both Financial Services and Education sectors. He now works part-time as a Senior Project Manager for an insurance company.

The trustees have independent control over, and legal responsibility for the Trust’s management and administration. We have 10 trustees who meet 6 times per year. Our newest trustee is Sophie Scruton.



Sophie started her career as editor of Charity Times - a magazine concerned with charity finance, law and governance. She has gone on to work for charities (the Bath Preservation Trust) and serve on governing boards such as the Athelstan Museum Council and the National Trust Council and currently the Holfords of Westonbirt Trust. Sophie has also served as an elected District Councillor for North Wiltshire. She runs a family farm as an educational resource with summer schools and educational days.

Information about other members and trustees is available on the Trust website [Trust Leadership – The Athelstan Trust](#)

Sir William Romney's Languages



SIR WILLIAM ROMNEY LANGUAGES
UNTIL YOU SPREAD YOUR WINGS, YOU WILL HAVE NO IDEA HOW FAR YOU CAN FLY

Aspiration is a value we truly believe in at SWR. To broaden our students' enrichment and linguistic opportunities, we have entered our school to the well-established Foreign Languages Spelling and Translation bee competitions for the last four years. This year, we entered the Anthea Bell Prize competition for the first time.

All who registered interest received teaching materials on translating poetry. The resources also offered a window in further education and translation careers, with a video interviewing language students from Queen's college, from where the competition originates; and with a literary translator. The French level 2 set of resources were particularly emotional as they were centered around a contemporary poem on Black Lives matter, which the students particularly enjoyed. We were successful in obtaining a place in the competition, which meant that we received teaching resources for two further lessons. These focused on translating short fiction and non-fiction texts. Again, the resources appealed to our students' translation creativity and made them reflect on the context of text. Some of the work produced by our students was so fantastic, that we emailed it to the university and they used our top 3 students' Spanish translations of the fiction text below on their Twitter page. Students and their parents were delighted, as were we! Feel free to have a go at the translation yourself!

Lilus Kikus by Elena Poniatowska (Mexico City: Biblioteca Era, 1991)

“Lilus Kikus... Lilus Kikus... ¡ Lilus Kikus, te estoy hablando!”

Pero Lilus Kikus, sentada en la banqueta de la calle, está demasiado absorta operando a una mosca para oír los gritos de su mamá. Lilus nunca juega en su cuarto, ese cuarto que el orden ha echado a perder. Mejor juega en la esquina de la calle, debajo de una palmera chiquita. De allí ve pasar a los coches y a las gentes que caminan muy apuradas, con cara de que van a salvar el mundo...

Tallulah's translation:

" River Moss... River Moss ... River Moss, listen to me" But River, sitting on the sidewalk in the street, is too focused, operating on a fly to hear the screams of her mother. River never plays in her room, that room that tidiness has spoiled. She better play on the corner of the street, under a small palm tree. From there she sees the cars and people who walk in a hurry go by, looking like they are going to save the world ...

Lara's translation:

“Lilus Kikus...Lilus Kikus...Lilus Kikus! I am talking to you!” But Lilus Kikus, is sat on the curb by the road, she is too absorbed operating on a fly to hear her mothers screams. Lilus never plays in her room, in that room the order has spoiled. It was better to play on the street corner,

under a tiny palm tree. From there she can watch the cars and people who are in a hurry go by, looking like they're going to save the world....

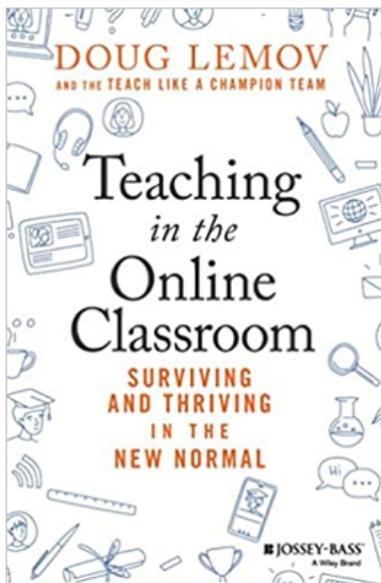
Rebecca's translation

Lilus Kikus... Lilus Kikus... Lilus Kikus im talking to you! But Lilus Kikus, was sat on the street and is too absorbed operating on a fly to hear her mother's calls. Lilus never played in her room has been ruined. Better play in the corner of the street, under a tiny palm tree. From there she can see all the cars and people who are in a hurry, with faces like they're going to save the world. The final level of the competition, against other schools, is coming up in March 2021. We will also be entering our students to the Stephen Spender Prize, the annual competition for poetry in translation.

Gathering and Sharing Good Practice from the Remote Learning period

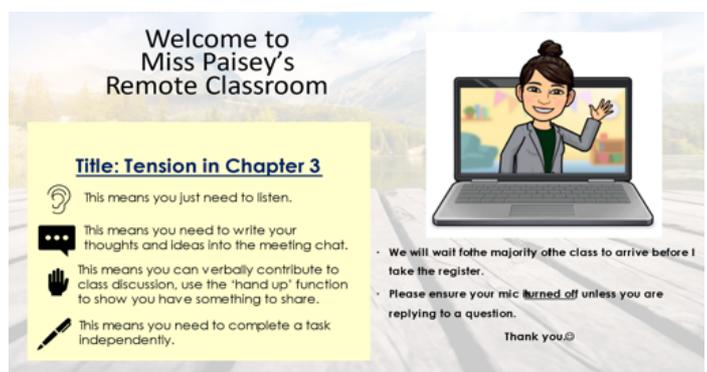


Helen Wilkinson has put together some highlights from a CPD workshop on remote learning, presented to Bradon Forest staff in February, using research and key points from Doug Lemov. Although we all hope Lockdown 3.0 was the last national lockdown, it doesn't hurt to be prepared for any eventuality:



Deb Wiltshire reports that Doug Lemov argues that to maximise attention and support engagement (whether for online or in person teaching), there is a place for chunking down the lesson content - ideally into 2 or 3 distinct mini lessons within a lesson. He suggests creating a mini (brain) break between tasks. In the onscreen scenario, he suggests an offscreen task, or the introduction of a different type of activity - think Kahoot- and he suggests that doing this will maintain pace and actually mean that students achieve more in a lesson because the breaks mean that they tackle new tasks introduced later in the lesson with the same energy they had at the start of the lesson. It also prevents working memory overload. He underlined, however, that this works best where staff and students have invested in each other and have a strong relationship.

- Use of holding screen to set standards and expectations for the lesson
- Use of student names and welcoming them to the lesson - use of names throughout the lesson. Aim for a personalised approach
- Talk through the big picture and set clear objectives for the Powerpoint lesson



- Have a standard approach of lessons for each faculty so that students know what is expected and how the lessons will progress
- Engage students from the very start of the lesson through use of the chat function. Cold call to ensure students are still engaged - keep answers in chat short. Make use of emojis
- Positive delivery throughout with clear instruction and timing
- Chunk up the lesson and use new content to reinforce understanding



- Use of kahoot and alike for checking understanding and heightening engagement

Kahoot!

- Model using on screen templates or by talking through/acting out
- Use ICT platforms which are engaging eg Hegarty Maths


 The logo for Hegarty Maths features a stylized blue icon of a person with arms raised, followed by the text "hegartymaths" in a lowercase, sans-serif font. The "h" and "g" are blue, while "arty" is a lighter blue and "maths" is black.

- Being aware of too much information on screen and cognitive overload
- Good quality visual material for stimulation
- Use of forms, assignments, Satchel: One quiz, insights etc for assessment of learning and feeding back to students
- Use of Sharepoint for easily accessible, good quality resources
- Design curriculum to re-align with remote learning needs. If possible, give 'away from the screen' activities for students to complete
- Offer catch up lessons and or a summary sheet with challenge tasks for those who had completed the work

Use of Sharepoint - Science from Ewen Vizor:

“We have been setting up a SharePoint site for science since the first lockdown. Essentially it is a website, accessible from anywhere and on any platform that can store all your learning resources. It remains secure however as you need to log into your Bradon Forest Office 365 account to access it. Its main function for us is to allow staff and students to navigate to every lesson in our schemes of work and to have access to all the resources that we choose to make visible. This means that we can permanently signpost schemes from the correct exam board, appropriate videos to support learning and the individual PowerPoints that drive lessons. This has been extremely useful on the lockdowns as we can add links to Teams or SMHW that take students to our own lessons and resources.

We hope to use this for setting remote learning for students who are absent through illness or are accessing work during isolation. It also allows colleagues to see what is coming up, for instance allowing TA support to see the PowerPoints for lessons in advance. Any staff that have developed resources with voiceover would also be able leave 'live' lessons for students to access - in the same way as Oak National Academy do.”

MESSAGE FROM TIM GILSON, CEO

Dear Colleagues

There has been a lot of reflecting on the past year in the media recently and we are not immune from this in education. The past 12 months have been incredibly challenging for all of you professionally and personally and you should reflect with enormous pride on what you have achieved. The recent return of students to school and your administration of testing has been positive and impressive. We clearly still face challenges about awarding grades for students and managing transition for Year 6 into Year 7 but I am confident that you will rise to these challenges as you have with everything else that has been thrown at you.

At a Trust level, by 1st April we will have grown from a 3 school Trust to a 5 school Trust, educating around 4500 students across three local authority areas, during the pandemic. It will be wonderful to welcome all our colleagues at Chipping Sodbury School formally into the Trust after Easter – it is an important moment for the Trust and we really look forward to working together.

It has been wonderful to see the level of collaboration at all levels across the Trust. So much expertise and good practice has been shared in a spirit of generosity, kindness and support. I have been very fortunate to talk to staff and student representatives from each school and on each occasion both students and staff have gone out of their way to make clear how well supported and looked after they have been by teachers/colleagues.

I have been asked by the staff representatives to remind everyone working in the Trust that there is always someone you can talk to if you are feeling anxious or fed up. You can start with staff governors/ union reps / line managers or if none of those feel right for you at the time, talk to any colleague and they will listen and may be able to point you in the right direction.

I hope that you are all able to enjoy the Easter break and that plenty of chocolate and a bit of spring sunshine will restore some of your reserves of energy!



Tim Gilson
CEO of The Athelstan Trust

