

Halewood Academy THE WEEKLY NEWSLETTER

WB MONDAY 17TH MAY 2021



Dear Parents/Carers,

With restrictions lifting slightly this week, it has been wonderful to see smiling faces again. I know students are happier. We must not forget, Covid-19 still exists, it hasn't gone away. We are still encouraging all safety measures are followed in accordance with government guidance.

Students in Year 11 who are wanting to do well, are continuing to show commitment and determination. They understand that what they do in school, academically and personally, will support them in their future journey.

Thank you to Lesley MacCallam – Careers Coordinator, for supporting Year 11 students through their college application process.

IMPORTANT NOTICE FOR ALL PARENTS

Due to us having a leavers celebration meal for Year 11 next Friday 28th May, school will finish for Year 7-10 students at 12.15pm. If your son/daughter receives FSM, they can order a 'grab bag' the day before.

If you haven't done so already, please complete the stakeholder survey. Thanks to those who have done so far. There is some valuable information, which we will use to improve the Academy further.

https://forms.office.com/Pages/ResponsePage.aspx?id=DQSIkWsW0yxEjajBLZtrQAAAAAAAAAAAAa__YxCUMRUMTIGUK5NVENBWFc0STRYQ1pKN0RGRFZBSC4u

[id=DQSIkWsW0yxEjajBLZtrQAAAAAAAAAAAAa__YxCUMRUMTIGUK5NVENBWFc0STRYQ1pKN0RGRFZBSC4u](https://forms.office.com/Pages/ResponsePage.aspx?id=DQSIkWsW0yxEjajBLZtrQAAAAAAAAAAAAa__YxCUMRUMTIGUK5NVENBWFc0STRYQ1pKN0RGRFZBSC4u)

Attendance is pivotal to your son/daughter's education and to their social, emotional and physical wellbeing. The attendance team have been working tirelessly to make contact home to support both parents and students to attend school. This collaboration has led to an increase in attendance this week. Well done to all involved.

Year 10 parents, you should have received a letter to inform you your son/daughter will be sitting mock examinations the week beginning 7th and 14th June. Please ensure they have started to revise.

Community Notice

We have been contacted by some members of the community asking us to let you know that there is a possibility your son/daughter is causing antisocial behaviour. Please speak to them about such topic. We are at the heart of the community, we pride ourselves on our Core Values – Resilience, Aspiration, Collaboration, Excellence and Respect. We cannot do this alone; we need to work together.

As always, the newsletter has a wealth of information from celebrations, notices and important information. Please take the time to read it, we hope you enjoy it.

Tomorrow marks the 4 Year anniversary we lost one of our own, Megan Hurley. This was due to the bomb attack at the MEN Arena in Manchester. 22 people died after an explosion tore through the concert. Please take some time to reflect on those who lost their lives, those who were/still are injured and those families who are affected. Our thoughts and prayers are with you all.

Take care of yourself, and those you hold dear to you.

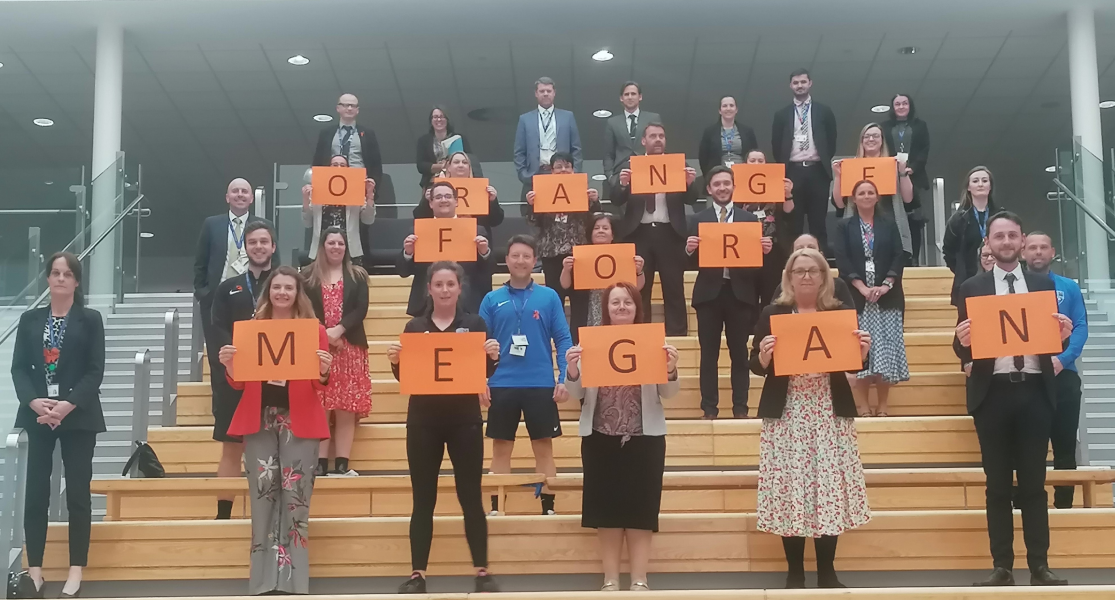
Ms Gallagher

Interim Principal.

- This week**
#ORANGEFORME
- GAN
- Class Charts
 - Schools infection survey
 - Do you have leadership qualities?
 - How do we support key cohorts of students?
 - Skills Builder
 - Numeracy challenges
 - Science champions
 - Espanol
 - Chess Club
 - Aspiring Writers
 - The big ask

NOTICE

Any students receiving a grade 3 in their lessons will be expected to stay for a 20-minute resolution after school with their class teacher to resolve the issue.



#ORANGEFORMEGAN

May 22nd marks the anniversary of the Manchester Arena attack, to mark this day and remember Megan Hurley we will be fundraising for The Megan Hurley Foundation by selling orange ribbons for £1.



Fundraising will be a fundamental part of keeping funds & income going into 'The Megan Hurley Foundation' and will help toward our cause. The Megan Hurley Foundation will aim to provide initial short-term help and support to self-employed families, unable to attend work (and therefore have no income), due to the sudden and unexpected loss of a child. The Megan Hurley Foundation may also provide help and support to other good cause that will benefit children. The Trustees will agree eligibility for those requiring help and support.

Reg. Charity No.1179487



Class Charts



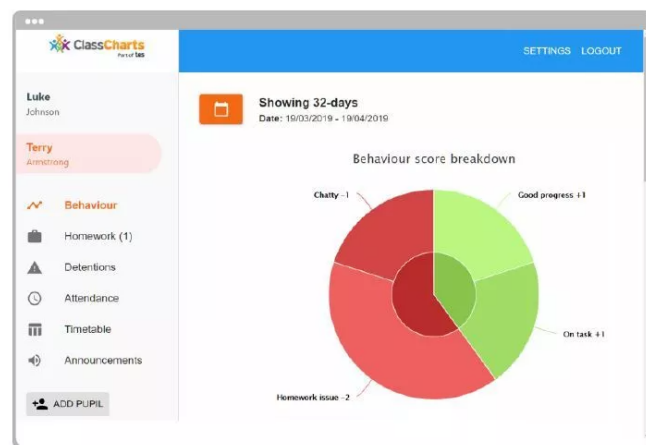
What is Class Charts?

We recently started using Class Charts at Halewood Academy. This is an online system which teachers use to track achievement and behaviour throughout the school day.

We believe in working closely with parents and one of the key benefits of using Class Charts is that we are able to securely share your child(s) achievement and behaviour report with you and so keep you up to date in real-time.

We be using this as our main method of communication with parents, replacing messages sent by Schoolcomms and most letters that would usually be posted.

You should have already received a letter with a parent code and student(s) codes which will allow you to get these communications and keep track of your child(s) achievement and behaviour report through the App.



Please see the school website for a user guide:

<https://www.halewoodacademy.co.uk/parents/class-charts/>

**Download
the app now!**



Schools Infection Survey Update

May 2021

What is the Schools Infection Survey?

The Schools Infection Survey (SIS) is a flagship study taking place in 150 schools across 15 local authorities in England. The study is investigating the role of schools in the spread of COVID-19 and how transmission within and from schools can be minimised.

Over the 2020/21 school year, the study will:

- Measure the level of current COVID-19 infection
- Test for antibodies (evidence of past infection) to the virus and look at how this changes over time
- Track school absences and school closures
- Look at what changes schools have made to control the spread of the virus
- Investigate outbreaks in schools (when there are 2 or more infections)

The study collects 2 main types of information – some from tests and some from questionnaires.

The team take samples using two different types of test. A nose swab checks for a current COVID-19 infection, while a mouth swab checks for antibodies. Blood tests are taken from teachers. If antibodies are found, it means a person has already had a COVID-19 infection.

The questionnaires participants fill in give us lots of important information. Combining the questionnaires with the tests helps us get a clearer picture and understand the spread of the virus.

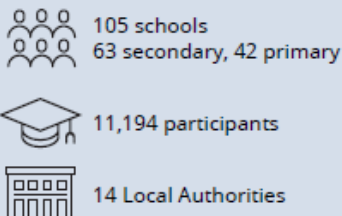
All the information we collect is anonymous and can't be linked to any individual or school.

What do we do with the information?

The study will help the UK Government make policy decisions about COVID-19 in schools. It also helps contribute to global scientific knowledge about the virus.

All this helps us to respond to the current pandemic and stay prepared for the future.

What have we learned so far?



Findings from the first round focused on rates of current infection.

This first round of data showed COVID-19 infection rates among students was 1.24%, and staff 1.29%. This was roughly the same as levels found in the wider community at the peak of the second wave of the pandemic. The community level was 1.2% during the week 8 November to 14 November.

Staff and students had slightly higher rates of infection in secondary schools than in primary schools, but these differences were not significant.

Round 2 took place while schools were still open and looked at infection rates and antibody rates.

The results showed that staff and students had lower rates of COVID-19 infection than the community. School staff had similar levels of antibodies as other working-age adults.

There was no evidence in this preliminary analysis to show that participating school staff are at greater risk of infection than other working adults, although response rates were low.



Professor Sinéad Langan

Co-chief investigator of the study at the London School of Hygiene & Tropical Medicine

"Schools and their staff have made a huge effort to protect themselves and their students by implementing COVID-19 control measures to try and stop infection entering the school site, and reduce on-site transmission.

These preliminary findings suggest participating school staff were not at significantly higher risk of infection than working age adults in the wider community."

Sharing results

The next official publication of the study results will be on 27 May, with a detailed bulletin from the Office of National Statistics.

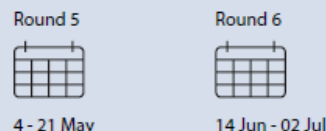
A Head Teachers' Forum and Local Authority Forum will be held on Microsoft Teams and presented by one of the study's lead scientists.

A note on vaccines and antibodies

Our antibody tests can identify people who have had a natural COVID-19 infection. If you've received a COVID-19 vaccination, your body will produce antibodies against the virus, but these won't be detected by our tests.

So, even if you have received the COVID-19 vaccine, it is beneficial for you to remain in the study. Your participation means that we can continue to track who has had a natural infection and who has not. It will also allow us to assess if infection occurs despite vaccination.

What's next?



Questionnaires

After each round of testing participants receive questionnaires to fill in.

It is important for the researchers to have this information alongside the test data. We would like to thank you for taking the time to fill out these questionnaires – they help us make important findings.



DO YOU HAVE LEADERSHIP QUALITIES?

Here at Halewood Academy, we are passionate about Student Leadership. If you feel that you can demonstrate the leadership qualities below (and we know you all can!) get in touch with Miss Catterall on MCatterall@halewoodacademy.co.uk as soon as possible, so that you can be included in the next cohort of students to undertake the Student Leadership Accreditation Award. This is open to students in ALL year groups, and you DO NOT have to have done anything specific in terms of leadership in school before. More information will be coming out in Assemblies after the holidays.

Student Leadership Accreditation criteria – Guide to the principles of the award

	Strands	Level		
		Bronze	Silver	Gold
Developing myself	1. Commitment	Being punctual & regular	Being dedicated	Getting others involved
	2. Organisation and planning	Knowing what to do	Planning ahead	Organising a group
	3. Communication	Communicating within a group	Communicating outside a group	Communicating with a range of people including in public
	4. Being accountable	Being trustworthy	Having a responsibility	Having responsibility for success
Contributing to my community	5. Being a role model	Behaving well	Being respected	Being respected and helping others become respected
	6. Using my skills to help others	Recognising personal skills	Using skills to help others	Actively looking for opportunities to help others
	7. Understanding my community	Being aware of my community	Contributing to my community	Making a lasting contribution to my community
Working with others	8. Team working	Being part of a team	Working well in a team	Leading a team
	9. Presenting	Telling the audience things	Explaining things to the audience	Convincing the audience
	10. Challenge and reflection	Acting on others' comments to improve	Acting on self-reflection to improve	Acting on my own and others' reflections to improve at the same time

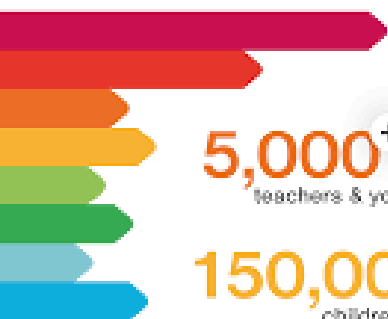
How do we Support Key Cohorts of Students?

Miss Catterall loves her Maltesers and the staff enjoyed eating them when she introduced her MALTS strategy for key cohorts! We do everything that we can to support our key cohorts of students. Please see one of the school's key strategies below. This strategy has been informed by Educational Research.

Halewood Top 5 Tips- Key Cohorts

- 1. **Mark** their books first where needed.
- 2. **A**dditional interventions- staff will look for strategies that support students in the key cohorts inside and outside of the classroom.
- 3. **L**earning Walks- Students in the key cohorts will be focused upon in learning walks.
- 4. **T**argeted Questions- Students in the key cohorts will be given targeted, open ended questions in lessons.
- 5. **S**eating plans- Staff must know them well. They must know who they are and where they're sat.





325⁺
organisations

5,000⁺
teachers & youth leaders

150,000⁺
children & young people

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HALEWOOD
ACADEMY
WADE DEACON TRUST



Domino's

**Fancy a Dominos Pizza Lunch
for you and your maths
class?**

Log onto Hegarty Maths between Monday – Friday
and complete the Numeracy task set.

Year 7, 8W and 9W – Task 21

8H, 9H – Task 48

Remember to aim for
100% Watch the video
to help



hegartymaths

For more info ask your
maths teacher

N

NUMERACY

Maths Challenge of the Week

Coffee is sold in jars.

There are 200g of coffee in each jar.

Ben makes 8 cups of coffee each day.

He thinks he uses 2g of coffee to make each cup of coffee.

Ben wants to buy enough coffee for 28 days.

How many jars of coffee does Ben need to buy?

This half term's challenges are all past exam questions.

Send your answers in to Miss Devonshire

adevonsire@halewoodacademy.co.uk or to your

progress leader

NUMERACY

N

Last Week's Answer

Liz buys packets of coloured buttons.

There are 8 red buttons in each packet of red buttons.

There are 6 silver buttons in each packet of silver buttons.

There are 5 gold buttons in each packet of gold buttons.

Liz buys equal numbers of red buttons, silver buttons and gold buttons.

How many packets of each colour of buttons did Liz buy?

$$\text{LCM of 6, 5 and 5} = 120$$

$$8 \times 15 = 120$$

$$6 \times 20 = 120$$

$$5 \times 24 = 120$$

15 red, 20 silver and 24 gold

NUMERACY

N

KS3 Scientist of the Week

Lee Cawley



KS3 Science Core Value Champions

Respect

Aspiration

Collaboration

Excellence

Resilience

Y7

Olivia Price

Teagan Cross

Jack Rogan

Jake Kirkby

Patrick Pluck

Y8

Joshua Frodsham

Sunds Ahmad

Nathan Taylor

Caitlin Halpin

Megan Adams

Y9

Richie Longworth

Maisie Lamb

Charlie Surridge

Anthony Falls

Zach Flynn



Halewood Academy



KS4 Scientist of the Week

Poppy Carter-Williams



KS4 Science Core Value Champions

Respect

Aspiration

Collaboration

Excellence

Resilience

Y10

Owen Williams

Thomas Asfle

Kyle Cross

Lilia Worthington

Josh Sumner

Y11

Tom Yoxall

Bobby Ross

Lewis Boyes

April Allister

Nathan Volante



Halewood Academy

We Seek The Best



ESPAÑOL

Top Tip: Learn a little every week.
Try to learn the names of drinks you like so
you can order them in Spanish on your
holidays.



To learn more useful Spanish
phrases for school or holidays,
follow [SPANISH POD 101](#) why
not follow Spanish Pod 101 on
Instagram.



Most Common Drinks in Spanish
- Part 1 -

	water agua		coffee café
	milk leche		tea té
			beer cerveza

Check the link to download hundred of
these mini-lessons and start speaking real
Spanish
➔ [SpanishPod101.com](#) ➔

Here is some of the work from some of our superstar students! All of you have shown great
commitment to making as much progress in Spanish as possible.
From year 7- Chloe, Sadie, Mateo and Jack and from year 9 – Dominic.

Quick note to say...
Fantástico!

Revisión
Me gusta recoger por internet - popular, divertido y es muy...
Me encanta ver la tele - los divertidos y fantásticos!
Odia bailar sola - es terrible!
Chalea en el móvil - es muy popular!
Me gusta jugar a la video - es muy popular! y es...
Es estupendo! = 74 A marzo

Revisión
En Liverpool hoy varían los restaurantes. Además
Ciertas tiendas también en la ciudad...
En la ciudad hay chocolatería.

Avance
Hay un problema con mi bolsa. - There is a problem with my bag.

El Vocabulario Importante: ¡Es imposible comprar así!

tiene un agujero	It has a hole ✓
está roto/a	It is broken ✓
cambiar	to (ex)change ✓
el cambio	exchange ✓

Collins Spanish Dictionary



LANGUAGES AND THE WORLD OF WORK

Picture a classroom full of students studying GCSE French. Or Higher Spanish, or any other foreign language commonly taught in UK schools. Now picture the same classroom, only this time it is full of students studying A-level engineering. How would you describe the students for each lesson? You might have imagined a language class mostly populated by female students, and male students making up the majority of the engineering class.

In 2017-2018, around 50% of all girls studied for a GCSE in a foreign language, compared to around 38% of boys. While maths and science are compulsory subjects at GCSE, when we look at what students go on to study at A-level we see a significant gender gap. Of the students who intended to study engineering, 87% were male, and 78% of those who intended to study physics were also male. These disparities continue through to undergraduate level, where, in the 2019 academic year, 71% of language students were female while 80% of engineering and technology students were male.

Statistics aside, you may be wondering this: 'Why is the study of science, technology, engineering and maths (STEM) is being compared with that of foreign languages?' The underrepresentation of women in STEM, beginning in school classrooms and continuing into the workforce, is a disheartening but well-established fact. Female overrepresentation in the study of foreign languages, meanwhile, may be less familiar and seemingly has little connection to the need to redress the gender balance in STEM.

But, think again – high uptake of the study of foreign languages from GCSE level may just be a secret weapon women and girls can use to carve out more space in the STEM workforce of the future.

As the world becomes increasingly interconnected through the internet (59.5% of the world's population is now online), the ability to communicate in more than one language is more important to employers now than ever before, particularly in STEM industries.

Scientific advancements are an international affair. As explained by Dr Bill Rivers, Executive Director for the Joint National Committee for Languages, "Multilingual communication is intrinsic to today's scientific collaboration and progress, which means the language industry is fundamental to furthering every aspect of STEM professions and business."

The authors of an academic study on foreign languages and STEM agreed with Dr Rivers. They said: "To be updated with scientific-technical advances, any researcher or professional needs to know other languages."

That's pretty conclusive! And the increased ability to communicate and collaborate with international scientists isn't where the benefits ends when it comes to STEM. Studies show that multi-linguists have better concentration and problem solving skills and are more able to multi-task – qualities that any good scientist needs.

Helping school students to understand that speaking a foreign language is highly prized in a competitive, globalised STEM workforce might mean that the language classroom, as well as the lab, is the place to nurture the scientists of the future.

Published: 7th May, 2021



WHY NOT HAVE A GO AT MAKING 'UNA HORCHATA' THIS WEEKEND?

- ☐ 1 cup uncooked white long-grain rice
- ☐ 5 cups water
- ☐ ½ cup milk
- ☐ ½ tablespoon vanilla extract
- ☐ ½ tablespoon ground cinnamon
- ☐ ¾ cup white sugar



Method

Pour the rice and water into the bowl of a blender; blend until the rice just begins to break up, about 1 minute. Let rice and water stand at room temperature for a minimum of 3 hours.

Strain the rice water into a pitcher and discard the rice. Stir the milk, vanilla, cinnamon, and sugar into the rice water. Chill and stir before serving over ice.

Recipe from: <https://www.allrecipes.com/recipe/141828/lolas-horchata/>

Keep Going on [Seneca Learning.com](https://www.senecalearning.com) too!

SENECA LEARNING

Remember to keep working through units on Seneca to learning to revise past topics or learn new ones. A little and often adds up to a lot!

Important: Please use your school e-mail address if you are creating your account.

Class

Year 7 Spanish

Year 8 Spanish

Year 9 Spanish

Year 10 Spanish

Year 11 Spanish

Class Code

dqp6h0cz9m

a2a97ydauo

2hoa6rv6n5

p5cz3j9jqb

uh5elq6drh



CHESS CLUB



ASPIRING WRITERS

Numbers and algebra are great
Understanding them, let's celebrate!
Maths is another term to share
Even in English – we don't care.
Ratios, multiplication and terms
Also division – numeracy isn't a germ.
Counting up and down, that's fun!
You should learn it, and now the poem's done.
Louise Warrender, 7MWL



Numbers,
They've always confused me,
Especially probability,
Never really made me jump with glee.

Maths,
Not my brightest subject,
I mean dividing is okay,
But if we had the option to NOT pick maths, I would object.

National Numeracy Day,
It's quite enjoyable!
We used numbers and maths in subjects that never have maths in
them,
And for some reason I feel more financial.
Casey Bevan, 7NST



Hello and welcome



Hi, my name is Rachel de Souza and I'm the Children's Commissioner for England. My job is to speak up for children in England, stand up for their rights, and make sure that the people in power listen to what children need and want.



Dame Rachel de Souza

It's time to give something big back to young people like you after COVID — and **we need your help** to do it.

This is the largest ever survey of children and young people in England. We'll use what you tell us to show the government what you think, and what children need to live happier lives.

This survey will only take you **5-10 minutes**.



The Big Ask

This is your chance to have your say on the things that matter to you. You can tell us what your life is like, what you want in the future, and anything you...

CLICK HERE



[HTTPS://WWW.CHILDRENSCOMMISSIONER.GOV.UK/THEBIGASK/](https://www.childrenscommissioner.gov.uk/thebigask/)



Key Stage 4 – Extended Curriculum

Week 1	Monday	Tuesday	Wednesday	Friday
3-4 pm Year 11	(4-5 pm remote tutoring Geography/ History)	Business – library Halewood Academy Aspiring Writers – Virtual (EBB)	Design Technology G54 Art F04 Food LRC Photography F05 (support with controlled assessment/portfolio work)	Computer Science G54
3-4pm Year 10	Drama - Lecture Theatre Photography Remote Computer Science	Dance – remote 5:30 pm Science Revision – Science staff (rotation) in Science Dept. Halewood Academy Aspiring Writers – Virtual (EBB) Dance Fitness - Remote	History - F59 PE – G54 JCA Maths –F58 DDU Sports Science – Library HSC, DOL & PRY Remote Computer Science ?	History - F59
Week 2	(4-5 pm remote tutoring Geography/ History/ Computer Science)	Business – Library	Design Technology G54 Photography F05 (support with controlled assessment/portfoli o work)	Computer science G54
3-4 pm Year 11				
3-4 pm Year 10	Drama – Lecture Theatre Remote - Computer Science Photography	Aspirational Scientists – CWO/CHI/RAE/JKE Science Dept. Dance - Remote session	Geography - F59 PE – G54 JCA Sports Science – G54 HSC, DOL, PRY	Geography - F59



Key Stage 3 – Extended Curriculum

Week 1	Monday	Tuesday	Wednesday
Year 7 3-4 pm	Dance Practical – Fitness remote PE/Fitness – Gym /DOL/EWA Performing Arts – S26 3-3.45pm	PE Practical – Remote Fitness Club Halewood Academy Aspiring Writers – Virtual (EBB) Science Club – JMA/RSE - G36	Humanities Club - HB2A
Year 8 3-4 pm	Dance practical – Fitness remote	PE Practical – Remote Fitness club Performing Arts 3-3.45pmHalewood Academy Aspiring Writers – Virtual (EBB) Year 8 Reading Club – S41 (LTR) Maths Revision –S30 KHO	Computer Science- Girls Code Club – G50 (Library) Dance and Music – 3 3.45pm - S32
Year 9 3-4 pm		PE Practical- Remote fitness	Humanities Club – Skills based - HB5A Farm Urban Future Food Challenge – RKE/JKE/LKE - G36
Week 2	Dance practical – Fitness Remote Performing Arts – S26 3- 3.45pm Maths Revision PMC	Performing Art – Lecture Theatre PE Practical – Remote Fitness club	
3-4 pm Year 7			
Year 8 3-4 pm	Dance practical – Fitness remote	Performing Arts 3-3.45pm (S32) PE Practical :- Remote Fitness Club Maths Revision-S30 KHO	Humanities Club - HB1A Computer Science- Girls Code Club G50 (Library) Dance and Music 3-3.45pm Science Club – JKL/RAE - G36
Year 9 3-4 pm	Humanities Club – Skills based HB5A	PE Practical :- Remote Fitness Club Maths Revision-F34 ABA Science Club – RKE/JKE/LKE - G36	Farm Urban Future Food Challenge – AGN/RKE - G36