

THE WEEKLY NEWSLETTER

WB MONDAY 21ST SEPTEMBER 2020

Halewood
Academy
Wade Deacon Trust



Dear Parents/Guardians,

I am conscious there are many updates and letters to read, and I thank you for your cooperation in reading these and supporting us. As there are many updates I would recommend you following our school social media pages to ensure you are up to date, alternately please check the school website regularly.

The main change this week to the school day is that students are to wear plain face coverings in communal areas within the school, unless exempt. If your son/daughter is exempt please provide evidence to their Progress Leader. We also ask that all adults wear a face covering. Once again, I thank you for your support with this.

As you are aware the Open Evening was unable to go ahead last week, so please keep an eye on our website and social media for our Virtual Open Evening which will be going live soon. The application process is open until 31st October 2020.

I would like to take this opportunity to congratulate our 2020-21 Year 11 Head Boy/Girl, Ben Bradley and Evie-Jo Kenna and Deputy Head Boy/Girl, Luis Eden and Abigail O'Rourke on their new roles and wish you good luck in your new roles, I know you will do an excellent job. I would also like to applaud all the students who interviewed, it was a closely contested process, and other candidates have been awarded the role of Senior Prefects. Miss Catterall and I were overwhelmed at the maturity and way in which all students spoke highly about the school, staff and what they can bring to the role. Well done to everyone involved.

Thank you again, and take care.

Miss J Gallagher, Principal

This week...

- Attendance update
- New staff
- Student Leadership
- Maths challenge
- Word of the week
- Rewards
- Career of the week
- Recommended reads
- Remote Learning

Health & Safety Notice

To all vehicle drivers and cyclists : Please take care when leaving the car park through the exit gates, and also check either way for pedestrians and fellow road users who live on the small housing development opposite the Academy.

Thought of the week...

***Nothing is
IMPOSSIBLE. The
word itself says
'IM POSSIBLE!'
- Audrey Hepburn***

Attendance

Important update from Gary Kelly - CEO of the Wade Deacon Trust

You should have received a letter from the CEO of the Wade Deacon Trust, Gary Kelly last week, here is some information from the letter regarding attendance:

What will happen if your child needs to self-isolate

Where a pupil is identified as being in contact with a confirmed Covid-19 case we will contact their parents/carers separately confirming what actions they need to take. If you do not receive any communication this means that your child has not been identified as a contact. Therefore, providing your child remains well, they should continue to attend school as normal.

How you can help us to keep pupils in school

We need your help to minimise the chances of having to send whole 'bubbles' or groups of pupils home to self-isolate. We can do this together by supporting the guidance enclosed poster.

Please also encourage your child to;

1. wash their hands with soap and water often – do this for at least 20 seconds
 2. use hand sanitizer gel if soap and water are not available
 3. wash their hands as soon as they get home
 4. cover their mouth and nose with a tissue or their sleeve (not their hands) when they cough or sneeze
 5. put used tissues in the bin
- Immediately and wash their hands afterwards

WHAT TO DO IF...

Guidance for parents and carers
if your child or another household member has COVID-19 symptoms or their child has been in contact with a confirmed case.
Government guidance is subject to change at short notice - if in doubt refer to official websites shown below.

YOUR CHILD HAS SYMPTOMS OF CORONAVIRUS
If your child has coronavirus symptoms:
• a high temperature
• a new, continuous cough
• a loss of, or change to, your sense of smell or taste
DO NOT send your child to school
Inform School ASAP
Get a test now
www.gov.uk/get-coronavirus-test or phone NHS 119
Tell school what the test result is as soon as you know.
Follow 'stay at home' guidance for households with possible or confirmed coronavirus infection' www.bit.ly/stayathomeguidance
www.gov.uk/get-coronavirus-test

SOMEONE ELSE IN YOUR HOUSEHOLD HAS SYMPTOMS
If someone in your household develops symptoms, they get a test. Other members of their household self-isolate for 14 days from when the symptomatic person first had symptoms.
DO NOT send your child to school
Inform School ASAP
If the test is negative;
• the person with symptoms can stop self-isolating, but may have another illness
• other members of the household can stop self-isolating, so your child can return to school.
If the test is positive;
• the person with symptoms self-isolates for at least 10 days from symptom onset and follows 'stay at home' guidance
• other members of the household continue self-isolating for the full 14 days
DO NOT send your child to school
www.bit.ly/stayathomeguidance

YOUR CHILD HAS BEEN IN CONTACT WITH A CONFIRMED CASE OUTSIDE SCHOOL
Contacts who need to self-isolate will be notified and advised by the NHS Test and Trace service. Children under 18 will be contacted by phone wherever possible and asked for their parent or guardian's permission to continue the call. If you or your child have not been notified, your child does not need to self-isolate. If your child's contact is waiting for a test result, you do not need to self-isolate.
If your child has been informed that they are a contact of a person who has had a positive test result for COVID-19;
DO NOT send your child to school
• **Inform School ASAP**
• your child must self-isolate at home for 14 days from the date of their last contact with the person who tested positive
• follow the 'stay at home' guidance
• Your child is at risk of developing COVID-19 for the next 14 days.
• Even if your child never develop symptoms, they can still be infected and pass the virus on without knowing it.
• You should not arrange a test for your child unless they develop symptoms of COVID-19.
• If your child does not have symptoms of COVID-19, other people in your household do not need to self-isolate.
www.bit.ly/guidanceforcontacts

Top 5 Form attendance

(21st September 2020 - 25th September 2020)

FORM GROUP ATTENDANCE

7MWL/KCL	100%
7CKN	100%
7NHI	99%
7SSC	98.2%
10CJO	97.8%

WELL DONE



New Staff



"Hi! My name is Miss Stedman and I am delighted to have been appointed as your new Science teacher. I am looking forward to meeting all staff and students at Halewood Academy and sharing my passion for Science with you all. If we have not met already just look out for the tiny teacher on crutches!"



"Hi, my name is Miss Hale and I am excited to start my journey as Second in Charge of English at Halewood Academy. Over the next year I look forward to getting to know everyone properly and sharing my passion for my subject with students, not to mention the joy of having a 20-minute commute rather than a 2-hour commute."



"Hi, my name is Mr McNicholl and I am over the moon to be joining Halewood Academy's Maths Department. I am looking forward to working with all the staff and pupils here Halewood Academy and hopefully spread my passion for Mathematics!!!!".

"Hi! My name is Mr Knight and I am thrilled to be a new Geography teacher and part of a great humanities department at Halewood Academy."



Hello, my name is Mrs McGrath and I am excited about my new role as teacher of Religious education at Halewood Academy. Over the next year, I am looking forward to getting to know the staff and pupils at Halewood, and can hopefully inspire a love of RE to all those that I teach!

Student Leadership

After a heart-warming and very closely contested interview process, we are delighted to announce:

Head Boy- Ben Bradley

Head Girl- Evie Jo Kenna

Deputy Head Boy- Luis Eden

Deputy Head Girl- Abigail O'Rourke

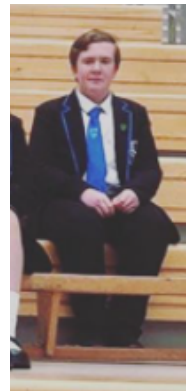
All of the other candidates were so good that they are now all Senior Prefects.



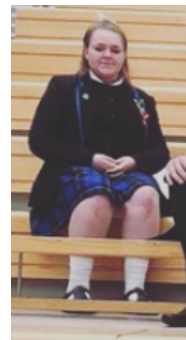
"Hi, I'm Ben Bradley and I have been selected as Head Boy for my final year at Halewood Academy. I sent my application in and was lucky enough to be offered an interview. The interview was carried out by three teachers and I was asked about why the role is important, why I wanted it and what I could bring to the role. Despite being nervous, I answered the questions honestly and was lucky enough to be given the role later that day. Although its a really strange time at the moment and very uncertain, my aim is to encourage everyone to be there for each other and help support each other as much as possible."



"Hi, I'm Evie, and I have recently been appointed Head Girl of Halewood Academy. I am just going to tell you briefly about my interview process and what I would like to bring to the role. We were asked to submit an application detailing why we need a head girl/boy, school events we had taken part in, how we had presented the core values and anything else we thought would be useful for the role. Next came the interviews, we were asked similar questions, also including ones about how we would work with students and staff, what we liked/could improve in the school and any questions we had for the interviewers. It was quite nerve wracking for all applicants because everyone that applied had amazing qualities and skills, so there was some great competition. I hope I can bring great leadership skills and a level head to the role, an ability to work hard under pressure will hopefully come in handy as I face new challenges everyday. Thank you to all of the students and staff who gave me support when applying for Head Girl, I hope to serve the school well in my last year and do everybody proud."



"Hello, my name is Luis, and I have recently been appointed Deputy Head Boy. Wow... what an experience! From the initial realisation that we would now be the oldest year group and that we had the opportunity to apply for a lead role in the Junior Leadership Team (JLT) such as Head Boy, Head Girl or simply a lead prefect to the actual application of a maximum of two pages when you want to put your heart on the piece of paper! To then the interview, a heart-felt and warm environment with only 3 out of all supportive staff in a socially distanced manor with many questions such as, why we think we need a new Head Boy/ Girl and supportive team behind them? What we think we could bring to the role? And a simple but effective question of, what values we hold to take this role? Which allows a moment of reflection... This interview and opportunity allowed me to reflect on my time in Halewood Academy and how far I've come and that wouldn't be without the support of staff and students!"



"Hi, my name is Abi and I was recently awarded Deputy Head Girl. I'm just here to give a brief outline of what my interview and what I had to do to gain this placement. Firstly, I had to write a letter of application, basically just explaining why I would be fit for the role of Head Girl and showing off some of my qualities. Then we had to have a little interview, where they just asked you 6 questions linking back to the application letter. By having the role of Deputy Head Girl, I would hope to bring many positives to our school and make it an even better workplace and environment. I would like to say a big thank you to everyone who supported and pushed me to go for this role as it is something really out of my comfort zone and wouldn't of been able to do it without the support of my family, friends and teachers."

Maths Challenge of the Week

The name Matilda is written repetitively like this: **MatildaMatildaMatilda..**



What is the 1000th letter?



ANSWERS IN TO MISS DEVONSHIRE OR YOUR PROGRESS LEADER

Last weeks answer...

A quiz has twenty questions with 7 points awarded for each correct answer, 2 points deducted for each wrong answer and 0 for each question omitted.

Jack scored 87 points.

How many questions did he omit?

Jack omitted 5 questions.

Jack must have scored at least 87 points from his correct answers.

12 correct $\times 7 = 84$ points

13 correct $\times 7 = 91$ points

91 points - (2 wrong $\times 2$) = 87 points.

So Jack could have got 13 right, 2 wrong and omitted 5

Could he have got more than 13 correct?

14 correct $\times 7 = 98$ points

98 points - (number wrong $\times 2$) cannot be 87

15 correct $\times 7 = 105$ points

105 points - (9 wrong $\times 2$) = 87 points.

But 15 right and 9 wrong is not possible because there are only 20 questions.



Word of the week – Week 3

Definition:

To hold back or prevent

Synonyms:

inhibit, obstruct, delay, prevent

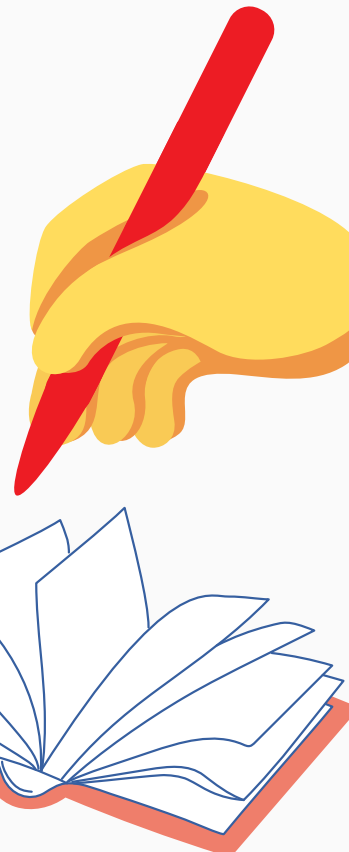
hinder

Worked examples:

A lack of preparation can hinder your chance at success.

Antonyms:

facilitate, enable, help, assist, to make possible



Rewards

Due to the new ways of working this year we have restructured our rewards system so that pupils can still collect points for a range of reasons and be rewarded more frequently. On Monday, our new rewards system will start for all pupils. Points given to pupils by staff, this will go onto their register. These will be recorded over the half term and top scoring pupils will receive rewards. Form groups with the best attendance will also be rewarded.

Pupils will have the opportunity to gain points for:

- Achieving a 1 on the register for exceeding expectations
- Demonstrating any of the School Core Values which includes Respect, Collaboration, Aspiration, Resilience, and Excellence.
- Homework that goes above and beyond
- Representing the schools in sports teams, open evenings etc
- Regular attendance and commitment to a school club
- Excellent work in numeracy and literacy including Hegarty Maths and Reading role models
- Leadership qualities including developing yourself, contributing to the community and working with others.

We are anticipating pupils to achieve huge numbers of points as the work and enthusiasm we have seen already this year from has been excellent. I am really excited to start rewarding this great work and praising the pupils that represent our school so well.



Career of the week!



TRANSLATOR



Average salary (x year)

£18,000 £40,000

Starter Experienced

Typical hours (a week)

37 to 39 variable

Translators convert the written word from the 'source language' into the 'target language', making sure that the meaning is the same.

YOU CAN GET THIS JOB THROUGH:

- a university course
- a college course
- studying a language at GCSE
- a qualification with a professional body

ENTRY REQUIREMENTS:

COLLEGE COURSES -

- languages – courses which specialise in linguistics or translation
- 2 to 3 A levels, or equivalent, for a degree

GCSE's -

- 5+ in English, Maths and a Language

SKILLS & KNOWLEDGE

- foreign language skills
- to be thorough and pay attention to detail
- customer service skills
- patience and the ability to remain calm in stressful situations
- the ability to accept criticism and work well under pressure
- the ability to work on your own
- to be flexible and open to change
- to be able to carry out basic tasks on a computer or hand-held device

Excellence

Resilience

Collaboration

Respect

Aspiration

Recommended Reads

Suggested reads for students



Tom Gates series by Liz Pichon

Audio & Book The Graveyard Book by Neil Gaiman
(narrated by Neil Gaiman)

Suggested reads for Parents/Carers



Audio Book A Man Called Ove by Fredrik Backman (narrated by Joan Walker, 9 hours 12 minutes)

Remote Learning

Provision for Self-Isolating Students from September 2020

Our aim is to ensure that students are able to continue their learning with as little disruption as possible. We are pleased to be able to offer students and families a range of support, depending on the circumstances. Our provision for students will be include remote teaching and access to a range resources that will match what they would be learning in school. This will be a mix of Streams (Lessons with teacher voice-overs), PowerPoints, Worksheets, Quizzes & access to online learning websites such as Hegarty Maths, Educake, SENECA & Oak Academy.

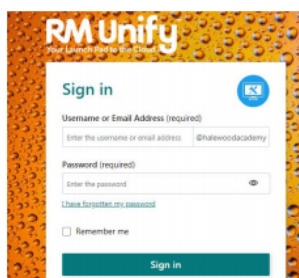
Where is pupil work being set and how is it accessed?

All student work is being set on Microsoft Teams, students can access this using their school login details (the same as they use to access the computer in school).

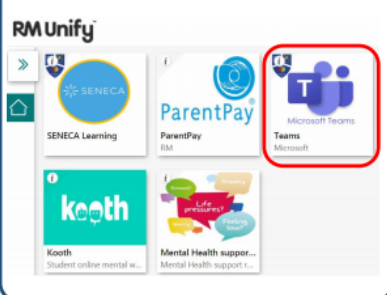
They can access Teams through logging into RM-Unify.

1. Log-on to RM Unify.

(there is a link on the student section of the website)

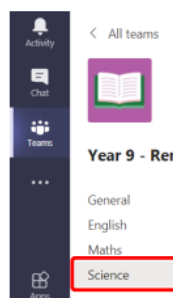


2. Click on the Teams icon.

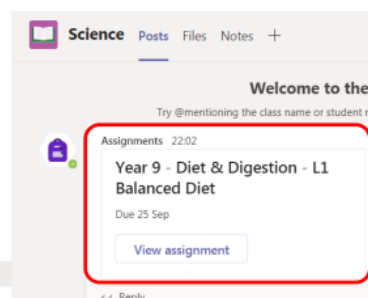


Teams User Guide

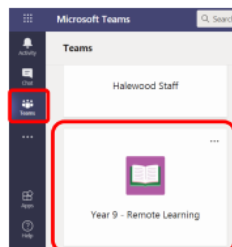
4. Choose the appropriate subject.



5. Click on the assignment.



3. Click on Teams and choose the appropriate team e.g. Year 9 – Remote Learning.



6. Follow the instructions on the assignment.

