

Mossley Hollins High School

Newsflash 33

Friday 5th June 2020



Message from Mr Marshall

Dear Parent/Carer

At 2.45pm yesterday (Friday 5th June) I was informed by the Tameside local Authority COVID-19 Planning Group that the decision had been taken by key personnel at the local authority that **the planned reopening of schools will be delayed.** This is due to the scientific evidence showing that the virus 'R' rate is currently too high in Tameside. I realise that this is in contradiction of a host of information that has been sent to families and students already but obviously we must follow the guidance of the Local Authority.

Therefore, primary schools will not reopen on Monday and secondary schools will not return on 15th June as planned. We are now working towards an opening date of Monday, 22nd June, but obviously this is dependent on so many factors.

Please note that we will remain open as usual to the group of students who have already been attending school each day

You will appreciate that this is a rapidly changing situation and I will be in a position to give you more details on Monday.

Stuart Marshall
Headteacher

Below is a copy of the letter we receive from Tameside local Authority COVID-19 Planning Group

Advice Note to Schools and Childcare Settings 5th June 2020

Tameside Council understands that this is an extremely challenging time for all who live in our borough but recognises fully the many acts of kindness which local residents have undertaken to support each other. We would like to pay special tribute to the work of headteachers, staff, school governors and childcare providers for their fantastic work in supporting children and families during this and your brilliant contribution to the Borough's response to Covid 19.

Nationally, the government is requesting that schools and childcare settings start to increase the numbers of pupils attending over the coming weeks. Our local approach, as you know, has been to focus on making **safe and sensible** decisions and maintaining, wherever possible **collective approaches** which can inform local decisions. Headteachers and their staff, in partnership with the Local Authority, have done excellent preparatory work undertaking and completing risk assessments in their schools.

Members of SAGE (Scientific Advisory Group on Emergencies) and the Association of Directors of Public Health advised caution and concern about the too rapid easing of lockdown and the increased risk of a second pandemic wave. Balancing this concern, the national R number being between **0.7 to 1.0** and estimated at **0.73** in the North West and the importance of having our children back at school, I supported the limited increase in the number of children attending planned in the Borough from Monday 8th June.

However information released at 2pm today estimates the R value is now above the critical value of 1 for the North West, at **1.01**.

Because of this change in R, and despite the excellent work undertaken, I am therefore strongly advising all schools and childcare settings to delay wider opening until at least 22nd June for us to be more assured that the rate of infection is reducing and R is firmly below 1.

All settings should continue to remain open for vulnerable children and the children of key workers as they have been since the start of the national lockdown.

We are Thinking of You

If you haven't yet seen the 'staff lockdown lip-sync video', you can view it from the following:

1. The School Website
2. You tube: <https://www.youtube.com/watch?v=IYle6jyotr0&feature=youtu.be>
3. Facebook: Mossley Hollins page
4. Twitter: Takes you to the You Tube footage



Thank you to all the staff that took part and spent the time to do some fantastic clips, it is very much appreciated and with over 10K views on Facebook.

Message of Thanks from a Parent

We were delighted to receive the following message from one of our parents just before the half term holiday.

I would like to pass on my thanks and best wishes to all staff for the holidays (even though I know some remain working for the key workers children.) Both of my children have been able to carry on with their learning, thanks to the organisation and hard work of their teachers during this difficult time.

I sincerely hope that all staff get to switch off and relax in the coming week.

Curriculum Provision: Changes from the 15th June

Thank you to all of our students who have been working hard and submitting their work to their teachers diligently. Thank you also to all of the parents and carers who have supported their learning; it is so important that our learners engage as much as possible with the work that is being set by their teachers, in order to continue their learning and to make it easier for them when we do return to school.

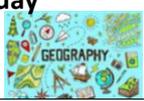
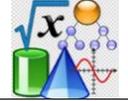
When our year 10 students start to return to the school building on the 15th June, their learning for that week will focus on English, maths and science. Year 10 students will still be expected to complete remote learning from home in all subjects, including English, maths and science. The face-to-face contact they will have in school will be a supplement and support to their learning completed at home. Each student will be set tasks as they are now, including receiving a lead lesson for every subject that is recorded or live, which will offer enhancement and deeper understanding of their learning. Year 10 students will be expected to meet the normal deadlines for completion of the two tasks they are set.

Our Year 9 students will now be approaching their GCSE years of study and we want to ensure they are prepared to be able to meet the challenges of their GCSE work in order to achieve well. In order to allow students to develop their study skills and manage the expectations, we will be increasing the amount of work they are set. In all subjects, they will receive one task to complete per week; the expectation will be the submission of a high quality, extended response. This will be from the 15th June.

Please see below the reminder for which days students can expect to be set work in which subjects, and the submission days. **For Years 7 and 8, in the subjects of Religious Studies, drama, music and Computer Science, staff will be feeding back once this half term and staff will be advising students of when they will receive feedback.**

If you have any queries, please contact Ms Riddy, Deputy Headteacher.

Years 7, 8 and 9	Subject Work is Set	Submission Day and Time to Complete
Monday 	Science – 1 per week Technology – 1 per fortnight	Friday: 1 week Friday: 2 weeks 
Tuesday 	Spanish – 1 per week PE – physical activities each week	Monday: 1 week 
Wednesday 	English – 1 per week RS– 1 per fortnight Life Skills - 1 per week	Tuesday: 1 week Tuesday: 2 weeks Tuesday: 1 week 
Thursday 	History – 1 per week Performing Arts – 1 per fortnight	Wednesday: 1 week Wednesday: 2 weeks 
Friday 	Maths – 1 per week Geography – 1 per week	Thursday: 1 week Thursday: 1 week 

Year 10	Subject Work is Set	Submission Day and Time to Complete
Monday 	Science - 2 tasks per week Technology - 2 tasks per week	Friday: 1 week 
Tuesday 	Spanish – 2 tasks per week PE and Sport – 2 tasks per week	Monday: 1 week 
Wednesday 	English – 2 tasks per week RS and Life Skills – 2 tasks per week	Tuesday: 1 week 
Thursday 	History – 2 tasks per week Performing Arts – 2 tasks per week	Wednesday: 1 week 
Friday 	Maths – 2 tasks per week Geography – 2 tasks per week	Thursday: 1 week 

Insight and Microsoft Teams Tutorial

In Newsflash 25 and Newsflash 29 we included tutorials on how to use Insight and Microsoft Teams. The tutorials can be found here-

Insight: <http://www.mossleyhollins.com/newsflash--friday-20th-march-2020/>

Microsoft Teams: <http://www.mossleyhollins.com/newsflash-friday-1st-may-2020/>

Water Safety

You may have read of recent incidents in the press about groups of people gathering to jump into lakes and reservoirs around the country. Not only is this very dangerous, but it risks putting our wonderful NHS colleagues under even more pressure than they are already. Lakes and reservoirs may seem very appealing particularly in the hot weather that we have been fortunate to experience over the last few weeks. However, reservoirs in particular are the worst possible places to take a swim, due to the temperature of the water (never really getting above 11°C) and the fact that there is hidden machinery with no lifeguard on duty should things go wrong.

After jumping in, it can be very difficult to get back out and there will be nobody around to help.

Please stay safe and stay out of reservoirs.

United utilities have put together some videos, which help to explain why we should not go swimming in reservoirs, not all of it is an easy watch, but it certainly brings home the risks and the human tragedy that can result from taking the plunge. <https://www.unitedutilities.com/about-us/recreation-sites/reservoir-safety/>

Dangerous Activity – ‘Balloons’

It has been brought to school's attention that some children in the community, not necessarily MHHS students, have been taking part in an activity known as "balloons". We wanted to share some more details on this worrying activity and the implications.



Nitrous oxide is a colourless gas that is most commonly found in pressurised metal canisters. You may have seen these metal canisters lying around in streets outside bars and nightclubs. Nitrous oxide is sold in small pressurized canisters called "whippits" or cream chargers. They are normally used for whipping cream. The gas is extracted with a whipped cream canister into a balloon.

Taking nitrous oxide can cause:

- feelings of euphoria, relaxation and calmness
- fits of giggles and laughter – hence the nickname 'laughing gas'
- sound distortions and hallucinations – when you see or hear things that aren't there

Nitrous oxide can also:

- give you a severe headache
- cause dizziness
- stop you thinking straight
- cause short-lived but intense feelings of paranoia
- How long the effects last and the drug stays in your system depends on how much you've taken, your size, whether you've eaten and what other drugs you may have also taken.
- Nitrous oxide is often taken in combination with other drugs. Therefore, its effects can be unpredictable, as it depends on what other drugs are being taken with it.

If you would like to find out more about the dangers of this worrying activity please see the information on the TalktoFrank website: <https://www.talktofrank.com/drug/nitrous-oxide#mixing>

Pastoral Structure – 2020-21

In line with our annual review of our pastoral structure, I would like to confirm arrangements for next year.

Year Seven (class of 2025) – Ms Allwood (Redgrave)
Year Eight (Class of 2024) – Ms Sharpe (Nightingale)
Year Nine (Class of 2023) – Miss McLaughlin (Turing)
Year Ten (Class of 2022) – Miss Burns (Faraday)
Year Eleven (Class of 2021) – Mr Beaumont (Bronte)

We would like to take this opportunity to thank Ms Allwood for all her hardwork and commitment with our current Year Seven students; she has worked tirelessly with them since the summer term in 2019-20. Ms Allwood has already begun to work with our new year students and is looking forward to supporting them throughout next year.

We would also like to take this opportunity to thank Ms Sharpe for her fantastic work with our current year 10 students. She too has provided fantastic leadership and support for her year group since before they started with us in September 2016. Ms Sharpe is very excited about working with her new year group in Nightingale College.

Mr Beaumont who is our most experienced year 11 Head of Year will now support students in Bronte College, he is very excited about leading and supporting them through this challenging time.

Messages to the students

From Ms Allwood:

Year Seven -Well, it doesn't seem like nine months since you all walked along the bridge, worried looks on your faces, wondering what school life was going to be like at Mossley Hollins.

Over the months I have known you, you have all become familiar smiling faces that I look forward to seeing and have missed since lockdown. Many of you have emailed me, sometimes with problems but also sometimes to ask me how I am and how I am doing. This is evidence of the mature young people you have all become. I am extremely proud of you all for this and will be sad to pass you on to your new Head of Year, Miss Sharpe (who is gaining the best year group in the school!) However, I am confident to know that you are all ready to start your new chapter, as you are no longer the youngest in the school, and are ready to move, with pride into Year Eight.

Year Six - The summer holidays always feel long, but this year especially and the feelings that Year Sixes always have will feel greater this year as they leave primary school and move into Year Seven. By now, we are usually preparing to meet you all for the first time at our parent partnership evenings, to answer questions, to put your mind at rest, to help you take those first steps in becoming a Mossley Hollins student and understanding what that means.

As your Head of Year, I am especially looking forward to greeting you all on your first day and welcoming you into what is much more than a school. It is a huge part of our community and a family. Many of you will have siblings, parents and grandparents that have been part of Mossley Hollins history.

I will be around not just to help you settle in, and work through problems with you, but to hear and see your successes through Year seven. This September is going to be special, and I hope you are as excited as I am.

From Ms Sharpe:

Year Ten (Bronte) - It has been an absolute pleasure to work with each one of you. Over the four years that I have been your Head of Year, I have watched you grow from small Year Six pupils, nervous and excited to start your journey with us at Mossley Hollins and now you have flourished into wonderful young adults; ready to start the challenges and responsibilities that Year Eleven brings.

Whilst I am sad to not continue this work with you into Year Eleven, please know that I will still be there and will support where I can. I am so looking forward to seeing how much more progress you make in your final year at Mossley Hollins.

Year Seven - I am so excited to be taking over from Ms Allwood and moving with you into Nightingale College.

I am looking forward to getting to know every one of you. Please do get in touch to share your achievements with me. If you have any questions or queries, please do not hesitate to email me directly.

From Mr Beaumont:

Year Ten - I would like to take this opportunity to introduce myself as the new Head of Year for Year Ten going into Year Eleven. I feel extremely privileged to take on this role to support and nurture the students, as they prepare to enter their final academic year of study at MHHS.

There will be lots of concerns and questions for us to consider together as a partnership between home and school. Nevertheless, rest assured I shall strive to provide the best possible academic and pastoral guidance in the coming months. I will endeavor to work with the year group as a whole and with families on an individual basis to ensure that you all have the best opportunities for life after Mossley Hollins.

I would also like to thank Miss Sharpe on your behalf. Miss Sharpe has been an excellent Head of Year over the last four years. You would not be the amazing year group that you are without her hard work and dedication during this time.

These are strange times and we have all had to adapt to a new way of working. I am already proud of those of you who have embraced this new challenge showing motivation, resilience and pride in your learning. The hard work you have undertaken and your ability to adapt to our remote teaching and learning style will make you better young men and women. Over the next few weeks, we will be moving into an exciting new phase and these core values will be needed more than ever. I am really looking forward to working with you all very soon.

SEN Support for 2020-21

We would like to welcome Ms. Sherlock in her more substantial role at Mossley Hollins High School from September 2020. Ms. Sherlock has worked closely with Mr. Wilson this year and provided expert advice and guidance for our most vulnerable students. Next academic year she will work across Mossley Hollins High School and Droylsden Academy as our Director of Special Educational Needs and Learning Support Special Educational Needs and Disabilities Co-ordinator. Ms. Sherlock will ensure that we provide a high quality of education for our special educational needs and looked after students. She will also ensure that we maintain and further develop the implementation of the schools' SEND Strategy, Policy and Practice.

Back to school – Transport Update

Message from Transport for Greater Manchester-

We want to make it as safe as possible for students to return to school during lockdown and beyond.

If your child is returning to school, please help protect school buses and public transport for those with no alternative and cycle or walk if possible. To get help and advice on cycling and walking, including tips on journey planning visit <https://tfgm.com/coronavirus/cycling-walking>.

For students who must use public transport, space will be limited due to social distancing and with capacity restraints this may mean pupils won't be able to board all services.

Also, when using public transport students should keep themselves and others safe by wearing a face covering (That doesn't mean surgical masks, which we must keep for clinical settings, it means the kind of face covering you can easily make at home) ; keeping your distance; washing your hands regularly and buying tickets online or use mobile apps.

A TfGM igo card is proof of age ID (needed for child tickets from age 11) and is also a smart card for buying tickets online, see tfgm.com/igo for details.

Uniform Suppliers – Appointment Calendar Now Open

Parents will be aware how busy the uniform shops can be in late August – the shops are normally full of customers and staff. To ensure the uniform shops are following the government guidelines on social distancing, they will only be able to allow 5-6 customers into their stores at any time to ensure the safety of our staff and customers.

With this in mind, the suppliers are asking that if you are able, please shop online this Back-to School season. If your child is starting a new school and you would feel more comfortable shopping in-store, please book an appointment so they can avoid long queues, and please shop for your uniform earlier than usual. By making their shop safe, they will not be able to see as many customers per day, so to make sure they are able to help as many people as possible please start your uniform shopping as early as possible this summer.

Top Marks Schoolwear (Ashton)- 'We are currently taking appointments for June, and as these appointment slots fill up, we will be extending the calendar, including extending our opening times so we can serve as many customers as possible. Please do not worry about coming too early and your child growing out of their uniform, we always try to make sure you have enough growing room for at least a year, you are always more than welcome to exchange the sizes before they go back in September.'

Book an appointment: <https://topmarksschoolwear.co.uk/book-an-appointment/>

Shop online: <https://topmarksschoolwear.co.uk/category/schools/ashton/high-schools/mossley-hollins-high-school/>

Simply Schoolwear (Greenfield)- 'We have started taking appointments in 15-minute slots to make it easier for parents in this current situation. Parents can call the shop on 01457 872 515 or our designated staff on 07814 446404 to book an appointment.'

Shop online: <https://simplyschoolwear.com/category/schools/secondary-schools/mossley-hollins/>

You will find full details of the uniform requirements on the [school website](#) along with a video from each supplier showcasing the required uniform.

Assessment and Reporting- Summer Term

As much as possible, we are keen to keep to our usual methods of assessment and reporting. Your child should expect to complete assessments on Microsoft Teams in the upcoming weeks. At the end of the academic year, your child's end of year report will be available to view via Insight.

If you have any questions about any issues relating to assessment and reporting, please contact Mr Wells (g.wells@mossleyhollins.com)

Year 7	Assessments take place during...	Monday, 22 nd June – Friday, 26 th June
Year 8	Assessments take place during...	Monday, 22 nd June – Friday, 26 th June
Year 9	Assessments take place during...	Monday, 29 th June – Friday, 3 rd July
Year 10	Assessments take place during...	Monday, 15 th June – Friday, 26 th June

Life Skills

All year groups will begin a new Life Skills topic next week and will be provided with an opportunity to discuss the content with their form tutors and peers via Microsoft Teams. The content for discussion next week will be;



Year 7 and Year 8 – What is a drug? *As part of a new unit on 'Personal Safety'*

Year 9 – What is sexuality? *As part of a new unit on Sexuality and the LGBTQ+ community*

Year 10 – will cover Life Skills content as part of a virtual Futures Week, which will be launched on Monday, 29th June. Students will be given the opportunity to investigate various career pathways, examine the local labour market, and develop job application and interview skills. They will also be able to take virtual tours of universities and be advised how to access virtual seminars, delivered by professionals in a variety of job sectors. More information regarding the launch of these activities will follow!

For any queries regarding the Life Skills curriculum, please contact your child's form tutor in the first instance. For all other queries, please contact Mrs R Harrison at r.harrison@mossleyhollins.com

Assembly this Week – The Importance of Hard Work

In this week's virtual assembly, Mr Wells spoke about the importance of hard work during the final seven weeks of the academic year. Mr Wells talked about the importance of consistently working hard to achieve your goals, discussing how consistently walking 20 miles per day was the reason Amundsen was successful in reaching the South Pole, ahead of Scott, in 1911.

Mr Wells also explained how this week has been National Volunteers Week and discussed with students the different ways you might be able to volunteer and help, despite the current restrictions due to COVID-19.

The following links will allow you to view the assembly:

YouTube <https://youtu.be/6A4okR3HG1c>

Mossley Hollins school website <http://www.mossleyhollins.com/virtual-assemblies/41661.html>



Careers Update

We are aware that many students, especially in year 10 and 11 may wish to discuss their futures. Mrs Senior, our Positive Steps Co-coordinator is currently conducting virtual appointments with students to discuss sixth form places, apprenticeships and other career pathways. If you would like an appointment with Mrs Senior, this can be arranged by Mr Wells (g.wells@mossleyhollins.com)

As well as this, Mrs Harrison is working hard to ensure we have a dedicated section of our school website available for year ten students. This will contain information about how to gain a place at top universities; life at university; life at Sixth Form College as well as the latest information about apprenticeships.

Stretch and Challenge- Our Emotions

Over the last few weeks, we have included projects designed to take some of our learners beyond the curriculum and help them develop their curiosity and independent learning skills. This week's is the final challenge. Why not check them out and try a few?

This week we are looking at our emotions...

Our emotions. How do we create them in a lab to study?

View the masterclass on our emotions here: <https://www.youtube.com/watch?v=vbONrWo3xkg>. Remember to get the most out of it to follow the instructions and try all activities in the presentation.

Your submission is as follows:

Produce 1 side of A4 summarising the key learning to be taken from the lecture. Remember to do your own research to elaborate on points made in the clip.

Produce an essay of no more than 1 side of A4 that answers the final discussion point: "What would be the best way to induce happiness in the laboratory?"

Please submit your work to Mr Fenton at A.Fenton@mossleyhollins.com

Mossley Hollins Virtual Clubs

Join our school's **Virtual Young Reporters' Club** to:

- Share stories about how the coronavirus pandemic is affecting you.
 - Attend mini masterclasses on how to craft news stories that engage your audience.
 - Access opportunities to get your articles published. Are you interested? Contact Ms O'Donnell via Teams or at m.odonnell@mossleyhollins.com
- Our first online meet-up is on Tuesday 19th May – Get involved!

You could also join the **Online Book Club**.

If you would like more information on when the club meets and the book, we will be reading next please contact: Miss Joy at h.joy@mossleyhollins.com or Miss Osbourne at m.osborne@mossleyhollins.com



Science at Home – Project 7. Are you up for the Challenge?

Levitating Match

Whether watching that movie about wizards or catching up on our magic tricks, we love it when things mysteriously rise into the air. We are especially fond of levitation when there are no strings or trickery attached... stuff just starts lifting off the ground.

You will need - Matches - adult supervision required.



Method

1. Turn the bottom of an empty matchbox upside down. Gently poke the bottom of one of the matches through the bottom of the matchbox so that it is sticking straight up from the centre.
2. Lean a second match against the first one so that the tips are touching.
3. Use a third match or lighter to light the middle of the leaning matchstick.
4. Watch as the flame spreads in both directions up and down the matchstick. The leaning match should start to rise.
5. Blow out the flame and observe as the match that was leaning remains in mid-air.

The Science bit

The key to making this trick work is to light the leaning match in the centre of the stick. By lighting it in the centre, most of the stick (and weight) of the match is quickly burned up. By the time the flame spreads up to the head of the match, the weight of the stick is minimal. When the flame hits the two match heads, they ignite simultaneously and create a burst of high heat that fuses the two heads together. This fusion holds one end of the match up while the other (and lighter) end curls upwards, creating the illusion that it is levitating.

Don't forget to send a photograph to Miss Walton (s.walton@mossleyhollins.com) to appear in next week's newsflash!

This week on the Geoggle-box



*** For further information on each of these productions please do take time to review any age ratings, warnings or detail of content in greater detail.*

Thank you very much for your summaries and suggestions of geographical documentaries and films sent over by Amber Webster, Oliver Neville-Cooper and Mae Traynor!

If you have any questions, or recommendations, please don't hesitate to contact Miss Hodgkins.

r.hodgkins@mossleyhollins.com

Keep an eye out for what is on the Geoggle-box next week!

Mossley Hollins Young Reporters

Recently, Prime Minister Boris Johnson announced plans for Year 10 students to have some face-to-face contact with teachers from 15 June. Though Mossley Hollins High School has stayed open throughout the pandemic for children whose parents are key workers and for those requiring additional support, this plan to reopen schools more widely has caused a nation-wide debate. Therefore, it is only natural that our students will have begun to think about what this phased return to our classrooms possibly means for them. Some members of our Young Reporters' Club shared their thoughts.

Ms O'Donnell

David Maude Reports:

I think it is a good idea to have some students come back over the next couple of weeks because it will make things easier for students that have to prepare for exams, for those who have limited technology or for those who have learning difficulties. To potentially feel safer in the classrooms though, I would like to see just half of the pupils return initially but with tables spread out to account for social distancing and to have the other half of students to keep working from home where possible.

I have found that doing lessons at home is more difficult because you have to teach everything yourself. There are also thousands of distractions and the Internet can go down at any time.

I have missed being able to physically interact with people in lessons and I especially miss the chance to eat with friends in person at lunchtimes. However, whilst in lockdown, I have learned that I am good at playing piano and I have eaten more through boredom- so returning to school may help with that!



Amber Earls Reports:

I feel that the return to school is necessary, especially for year 10 GCSE students. In addition, some children may be finding it difficult to learn from home as they might have developed an unhealthy routine and as a result, their education may suffer. Additionally, some students might not have access to the internet; this might have affected their learning and their social life and could have left them feeling completely isolated. Returning to school will really benefit them.



I know the school will put in place many safety measures following Government guidelines. Personally, when we do return, it would make me feel safer if each student maintained social distancing in classrooms, the schools had a deep clean and if regular hand washing was compulsory. It would also make me feel safer if students had regular temperature tests too.

School-wise, I have really missed the canteen croissants! Honestly though, I have missed my friends and the time that I have in class being taught a subject rather than having to teach it to myself. I think I miss the routine I had got into. Even getting the bus to school and back!

Clearly then, some students are eager to get back to the school community to continue their education. Obviously though concerns around safety are still paramount in their minds – rest assured the school has been working hard to minimise any risks and we look forward to welcoming them back when it is safer to do so. Keep on working hard everyone and above all keep safe.

Food Challenge Six- Winners

Thank you and well done to all the students, parents and staff who entered the Mossley Hollins Bake Off during half term. There were so many amazing entries and we have received some fabulous photographs of you all making and presenting your dishes.

This week's winners are:

James Gibbons
Amber Earls
Emily Fletcher
Amber Webster

You have all won a voucher which will be emailed to you, congratulations and good luck with challenge seven.



Mossley Hollins High School's 'Cooking at Home Competition'

Challenge Seven- Savoury- Potato Cakes Sweet- Caramel shortcake

Send all photographs of your wonderful entries to
h.duncan@mossleyhollins.com

Good luck!

Potato Cakes



Ingredients

1 large potato,
cooked, mashed and
cooled
35g plain flour
2 spring onions sliced
finely (optional)
½ teaspoon baking
powder
50ml milk
Salt and pepper
1 egg

Method

1. Wash, peel and dice potato.
2. Bring to the boil in a pan of water, reduce the heat to simmer for 15 minutes until potatoes are cooked.
3. Drain the potatoes and cool.
4. Sieve the flour into the large bowl and add the baking powder
5. Add the mashed potato, salt and pepper and the sliced spring onions.
6. Add a whisked egg and milk
7. Whisk to a smooth batter
8. Heat a frying pan on a low heat.
9. Drop a round of batter into the frying pan and fry on both sides for 2 minutes until golden brown.
10. Drain on a paper towel and serve

Caramel Shortcake

Equipment

Large bowl
Food processor
Scales
Jug
Kettle
Saucepan,
Wooden Spoon
Spatula
Baking tray
Dessert spoon
Pan stand

Ingredients

Shortbread
150g plain flour
100g margarine
50g caster sugar
Caramel topping:
200g condensed milk
(200g)
2 dessert spoons
golden syrup
30g caster sugar
60g margarine/butter
Topping:
100g milk chocolate

Method

1. Preheat oven Gas 4/ Elec 190
2. Prepare shortbread using the rubbing in method or Food Processor.
3. This is done by rubbing the margarine into the flour with your fingertips.
4. Then add your sugar.
5. Use the warmth of your hand to mould the breadcrumbs into a shortbread dough.
6. Mould the shortbread dough into foil tray and bake for 20-25 minutes until golden brown.
7. Meanwhile make caramel. Put caramel ingredients in saucepan and melt on a low heat
8. Stir the mixture with a wooden spoon until light brown colour. KEEP stirring all the time.
9. Remove from the heat and cool. Be careful not to taste, as this will be very hot.
10. Pour caramel over the shortbread, and wash pan.
11. Leave to cool for 30 minutes.
12. Melt chocolate in a bowl over a pan of hot water until smooth and melted.
13. Pour the melted chocolate over the layer of caramel and chill.
14. Once chilled cut into equal squares



Technology Home Learning

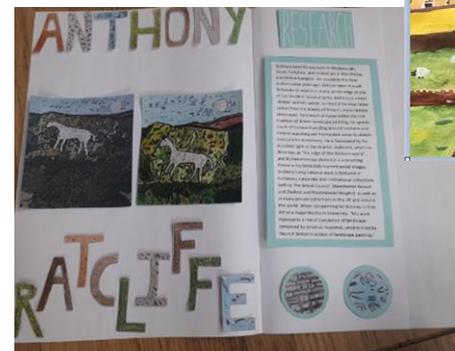


Home Cooking with Nancy Bardsley (Y8): vegan paella, a prawn pil-pil and a Cornflake cake



Year 9 art students have been continuing to work in the style of, and be inspired by, the local artists, working towards their murals in the local area.

Home Cooking with Amelia Byers (Y9)



Programming Poem written by Ewan MacDonald, revising for Computer Science

Use a # to comment on what does what
A variable changes, but a constant does not
An input goes in and an output comes out
And a data type shows what kind of thing you're talking about

Arithmetic operators perform quick calculations
Relational operators compare two values, showing their relations (duh!)
Boolean uses logic gates, and tells you 'true' or 'false' every time
Sequencing executes operations line-by-line

Import random can make choices without discrimination
Selection checks if criteria have been met to choose a destination
Nesting is one construct inside another
Iteration repeats things. Repeating your code by hand? Don't even bother

A list contains items, accessible by index position
It can become an array if each item is a list, in addition
A string is a series of characters - symbols, letters a-z, and numbers 0-9
A subroutine is a self-contained program that can be called at any time

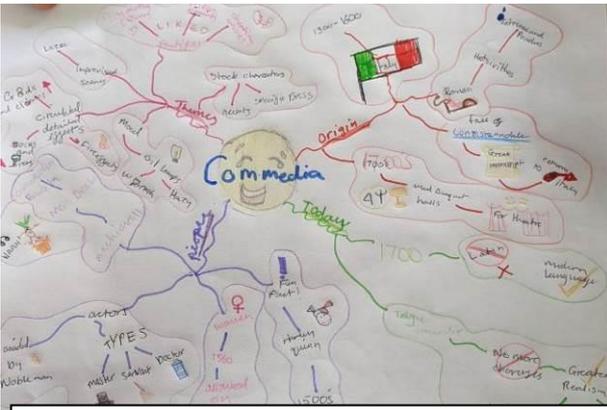
A global variable can be used anywhere in the world (program)
A local variable is only recognised in its own block of code
Data validation checks input is suitable for later
Authentication protects the data

Opening files is something you need
"r" opens a file you can only read
"w" writes to a new file in a process so swift
"a" adds to the end of a file, creating a new one if the file doesn't exist

Syntax errors keep the program from running
Runtime errors take place during execution, and are pretty annoying
Logic error is when it runs but gives an unexpected output - what a traitor
Code needs to be tested with a variety of different input data

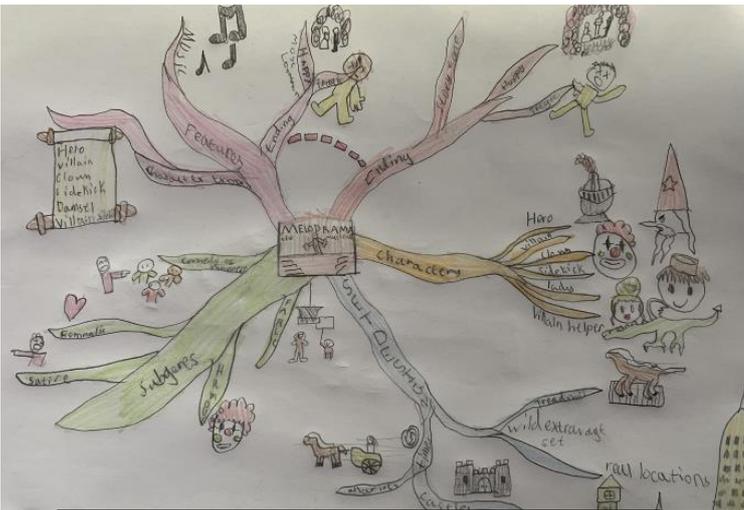
Normal data is data the user inputs that one would expect
Erroneous data is data that is clearly incorrect
Boundary data is on the edge of 'normal'

Outstanding work



Drama work from Noah Whitfield (Y7)

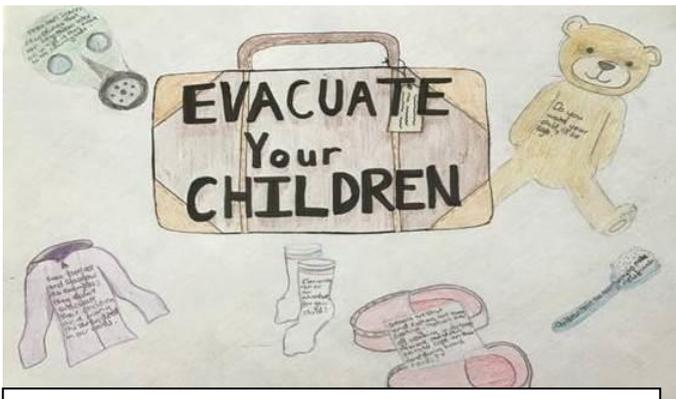
Well done to Fin Blenkinsop who has, with his family and the backing of Mossley Juniors Football Club, set up a Food Bank in a local 1930s telephone box.



Drama work from James Gibbon (Y7)



Evacuation propaganda poster Charlotte Williams (Y9)

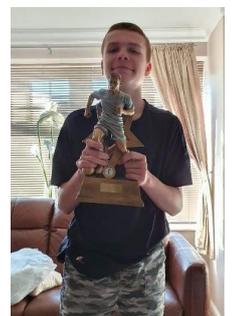


Evacuation propaganda poster Cassidy Clarke (Y9)

PE Home Learning

Outstanding Achievement: Bayley Wassall

This week's outstanding achievement award goes to Bayley Wassall. Bayley received a trophy at an online presentations awards evening for Stalybridge Celtic Colts where he won the Manager's Player of the Year. The comment from the manager was.... 'Bayley is an excellent central defender who has become a real driving force in the team this year....capable of taking control of any opponent. Bayley should be very proud of this outstanding achievement. Well done.





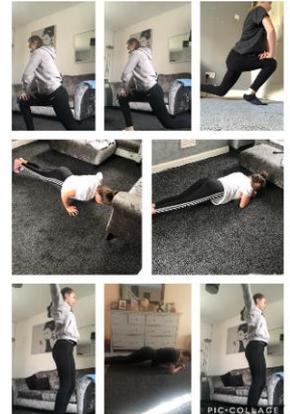
Sports activities outside school - Joshua Aspin – Year 8

Over the half term break, Joshua Aspin in Year 8 managed to get out on his bike. This is something he really enjoys doing, especially going downhill where he can increase his speed to increase the enjoyment of the bike ride.

Outstanding work this week

Mr Miller’s Nominations

This week Mr Miller went over the top with his nominations and selected 5 pupils for their outstanding work this week; Harley Kelsall, Isaac Herod, Ben Cawley, Josh Dawson and Mia Griffith Hall. The one piece of work that stood out the most was from Mia Griffith Hall who produced an excellent poster of her work out exercises. Well done to all 5 pupils.



Mr Doodson’s Nominations

This week Noah Whitfield and Nathaniel Taylor Jones went above and beyond to produce their own work outs to show excellent creativity. They also produced outstanding presentations to show their work outs with excellent photographs of them completing the exercises.

Mrs Dodd Nominations

This week Mrs Dodd also went over the top with her nominations and she also selected a number of pupils including Imogen Collins, Abigail Ogden, Erin Preger and Lucy Price Butterworth. They all produced some excellent photos to show them completing their work outs at home this week with the girls coming up with their own exercise routines. Well done to all four girls.

Mr Wilson’s Nomination

This week Finlay McCoy worked to the best of his ability whilst completing the ‘spell your name’ fitness challenge. Here he is completing his press ups working hard to increase his upper body muscle strength trying to get biceps like Mr. Wilson. Well done Finlay.



Mr Beaumont’s Nomination

This week’s nomination goes to Joshua Aspin. Not only did he take part in his bike rides during the half term break, but he also created his own work outs at home to increase his fitness levels. He showed excellent creativity to make a homemade bar to do pull ups and increase his muscle strength. Well done Joshua.

PE department – Request for photos

The PE department would love for pupils to send in pictures of them taking part in exercise at home, whether it be in the living room or in the garden. We would love to see pupils taking part in sports, sports challenges or fitness activities over the last weeks. Please take the lead from Josh Aspin and Bayley Wassall from this week to let the PE department know what you are doing during the lockdown. Please can pupils send their pictures to Mr Miller, Mrs Dodd or Mr Doodson.

Stay safe, stay home and keep active.

At National Online Safety we believe in empowering parents, carers and trusted adults with the information they need to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one platform of many which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guides, hints and tips for adults.



What parents need to know about INSTAGRAM

AGE RESTRICTION
13+
Anyone over the age of 13 can create an account.

Instagram is a hugely popular social networking app with over 1 billion users worldwide. The app, which is accessible on iOS and Android devices, allows users to upload images and videos to their feed, create interactive 'stories', exchange private messages or search, explore and follow other accounts they like. Images and videos can be transformed with an array of filters to edit the shot before sharing and anyone with an account can see others' online 'galleries' if their account is not private. To make posts easier to find, users can include searchable hashtags and captions to their uploads. That's why we've created this guide to help parents and carers understand exactly what Instagram is about.

HOOKED ON SCROLLING

Many social media platforms, Instagram included, have been designed in a way to keep us engaged on them for as long as possible. Behavioural economist Nir Eyal, calls this the 'Hook Model' and the Instagram feed is a great example of this. Children and adults may find themselves scrolling to try and get a 'dopamine release'. Scrolling may become addictive and it can be difficult to stop until children find that 'something' they are looking for, quickly losing track of time as they get deeper into their Instagram feed.

SLIDING INTO DMS

Direct messages (or DMs) on Instagram allow users to share posts, images, videos, voice messages and calls between each other privately (or in a private group). Even if your child's account is set to private, anybody has the option to message them and send them content. If the person is not on your child's friends list, the message will still be sent to their inbox but the user has to accept their request to see the message.

INFLUENCER CULTURE

Influencers are sometimes paid thousands of pounds to promote a product, service, app and much more on social media. When celebrities or influencers post such an advert, they should add a disclaimer somewhere in the post which states that they have been paid for it. Commonly, this is well hidden in the hashtags or in the comments of their post, making it unclear that their photo/video is actually an advert. This can be very misleading to young people who may be influenced into buying/wanting something promoted by somebody they admire, creating a false sense of reality and potentially affecting their mental health and wellbeing.

IMPACT ON WELLBEING

In a report by the RSPH, Instagram was ranked the worst for young people's mental health. Using filters on photos on Instagram can set unrealistic expectations and create feelings of inadequacy. Children may strive for more 'likes' by using realistically edited photos. Judging themselves against other users on the app might threaten their confidence or self-worth. In early 2019, Instagram banned images of self-harm and suicide, following the suicide of 14-year-old Molly Russell, who had reportedly been looking at such material on the platform. They since extended the ban to include drawings, cartoons and memes.

LIVE STREAMING TO STRANGERS

Live streaming on Instagram allows users to connect with friends and followers in real-time and comment on videos during broadcast. If your child's account is private, only their approved followers can see their story. It's important to note they may have accepted a friend request from someone they don't know, which means they could be live streaming to strangers. Children also risk sharing content they later regret, which could be re-shared online for years to come. Public accounts allow anybody to view, so we suggest your child blocks followers they don't know. In early 2019, data gathered by the NSPCC found that sex offenders were grooming children on Instagram more than on any other online platform.

IN-APP PAYMENTS

Instagram allows payments for products directly through the app. It operates under the same rules as Facebook Payments, which state that if you are under the age of 18, you can only use this feature with the involvement of a parent or guardian.

EXPOSING LOCATION

Public locations can be added to a user's photos/videos and also to their stories. While this may seem like a good idea at the time, it can expose the location of your child. This is particularly more of a risk if it is on their story, as it is real time. A photo which includes landmarks in the area, their school uniform, street name, house and even tagging in the location of the photo uploaded to Instagram can expose the child's location, making it easy to locate them. If their account is public, anyone can access their account and see their location.

HIJACKED HASHTAGS

Hashtags are an integral part of how Instagram works, but they can come with risks. One person may use a seemingly innocent hashtag with one particular thing in mind, and before you know it hundreds of people could be using the same hashtag for something inappropriate or dangerous that your child shouldn't be exposed to.

IGTV

Instagram TV (IGTV) works similar to YouTube. Users can watch videos from favourite accounts on the platform or create their own channel and post their own videos. It's important to note anyone can create an Instagram TV channel and doesn't have to be friends with a person to follow an account and watch their videos. In 2019, Instagram apologised and removed some of its TV content which featured sexually suggestive imagery of children. As the feature may encourage spending more time using the app, it's important to set time limits to avoid children's sleep or education being disturbed.

Top Tips for Parents & Carers

RESTRICT DIRECT MESSAGES

If your child receives a message from somebody they do not know, encourage them not to accept their message request and 'block' this person; this is the only way to stop them messaging your child again. Children can also 'tap and hold' the individual message to report it directly to Instagram as well as reporting the account itself.

LOOK OUT FOR #ADS

In 2019, the UK's Competition and Markets Authority launched an investigation into celebrities who were posting adverts on social media and not declaring that they were paid for. Influencers must clearly state that they have been paid for their posts, for example using a hashtag like #ad or #sponsored. Teach your child to look out for the signs of a paid post/advert and discuss with them that not everything they see from celebrities is their personal choice and opinion.

MANAGE NEGATIVE INTERACTIONS

If your child is receiving unwanted or negative comments, they can block that account so that they can't interact with them. This stops them seeing and commenting on their posts, stories and live broadcasts. In addition, your child can instantly delete unwanted comments from their posts, turn them off completely and control who can tag and mention them in comments, captions or stories, from everyone, only people they follow, or no one at all.

MANAGE DIGITAL WELLBEING

Instagram now has an in-built activity dashboard that allows users to monitor and control how much time they spend on the app. Users can add a 'daily reminder' to set a limit on how much time they want to spend on Instagram, prompting them to consider if it's been too long. In addition, once users have caught up with all the previous posts since they last logged on, they'll receive a 'you've completely caught up' message. Both features can help you have a conversation with your child about how much time they are spending on the app and to set healthy time limits.

PROTECT PERSONAL INFORMATION

Your child may unknowingly give away personal information on their profile or in their live streams. Talk to them about what their personal information is and make sure that they do not disclose anything, including their location, to anyone during a livestream, comment, direct message or any other tool for communication on the platform, even to their friends.

USE A PRIVATE ACCOUNT

By default, any image or video your child uploads to Instagram is visible to anyone. A private account means that you have to approve a request if somebody wants to follow you and only people you approve will see your posts and videos. Children should also use a secure password and enable a two-factor authentication to add an extra layer of security to their account.

FILTER INAPPROPRIATE COMMENTS

Instagram has an 'anti-bullying' filter, which hides comments relating to a person's appearance or character, as well as threats to a person's wellbeing or health. The filter will also alert Instagram to repeated problems so that they can take action against the user if necessary. This is an automatic filter, which should always be enabled. Children can also report abusive behaviour or inappropriate/offensive material directly to Instagram from the app. This includes posts, comments and accounts.

TURN OFF SHARING

Even though this feature will not stop people from taking screenshots, it will stop others being able to directly share photos and videos from a story as a message to another user. This feature can be turned off in the settings. We also recommend turning off the feature which automatically shares photos and videos from a story to a Facebook account.

REMOVE PAYMENT METHODS

If you are happy for your child to have a card associated with their Instagram account, we suggest adding a PIN which needs to be entered before making a payment; this will also help prevent unauthorised purchases. This can be added in the payment settings tab.

DON'T FORGET TO BE VIGILANT & TALK TO YOUR CHILD ABOUT THEIR ONLINE ACTIVITIES!

Meet our expert

Parveen Kaur is a social media expert and digital media consultant who is passionate about improving digital literacy for parents and children. She has extensive experience of working in the social media arena and is the founder of Kids N Clicks, a web resource helping parents and children thrive in a digital world.



National Online Safety
#WakeUpWednesday

SOURCES: bit.ly/301xv1g | bit.ly/301xv1g

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