



Message from Mrs Din

Headteacher's Message

Please click [here](#) to read today's Headteacher's Message, which includes important information regarding GCSE consultation.

Subject Provision for Remote Learning

Please click [here](#) for further information regarding what you can expect for each subject when working from home.

Student and Parent Voice Feedback

Thank you to those of you who have taken the time to tell us what is working well and what we can improve on. Please continue to do this. Here are some of the things that you have told us about and how we have addressed them:

Students said...	We did...
We need more time to upload our work to Teams	Teachers will now end their lessons 5 minutes early to give you plenty of time to do this
We find it hard to sit at the screen for double and triple lessons.	Teachers will now build in 5-minute movement breaks in the middle of longer lessons.
We want to be able to work away from the screen sometimes.	Teachers will set independent tasks that you can work on away from the screen, with clear timed deadline for when you need to return to your meeting.
We will find it difficult to complete homework from Teams after a full day of online lessons.	All homework has been cancelled. We will look again at this in a few weeks.
As a year 11 student, I am worried about my GCSE grades and the amount of work I need to complete.	We have spoken to many students on the phone or have invited students into school to speak to us further to help and support you. Please continue to contact your Form Mentor or Head of Year to seek this support.
My book has run out or I don't have any paper to work on.	We have set up a stationery supply station at main reception. Please collect what you need or ask someone to collect it for you.

Parents said...	We did...
How can I check what my son/daughter is completing each week?	Each week you will have access to a report from Teams showing which pieces of work have been submitted and what is outstanding.
In the first week, some students were misusing the technology, especially the chat feature.	All staff received training on how to limit access for students to some features of Teams. The behaviour policy was amended to address any off task behaviour in remote lessons and a new procedure has been implemented to allow all staff to report any poor behaviour from students.

Home Learning in Science

This is Yogesh Patel's (Yr. 11) Separate Physics work from two experiments he undertook at home to work out his power – it is fantastic physics.

Practical 1

- 0.5kg water = mass
- $0.5\text{kg} \times 10 = 5\text{N} = \text{weight}$
- 1.2m = distance
- $1.2\text{m} \times 5\text{N} = 6\text{J} = \text{energy needed to pull up the water jug once}$
- $6\text{J} \times 20 = 120\text{J} = \text{energy needed to do the exercise 20 times}$
- 26 seconds
- $6\text{J} / 26\text{s} = 0.2\text{W}$

take	Time (s)	Power (W)
1	26	0.23
2	24	0.25
3	25	0.24

Practical 2

- 50kg = weight
- 1.9m = height of stairs
- $50\text{kg} \times 10 = 500\text{N} = \text{mass}$
- $500\text{N} \times 1.9\text{m} = 950\text{Nm}$
- 1.3s = running up the stairs*
- $950\text{Nm} / 1.3\text{s} = 730\text{W}$

take	Time (s)	Power (W)
1	1.3	730
2	1.5	630
3	1.5	630

This is Hannah Collier's (Yr. 11) Separate Biology work – her work has been impeccable throughout WFH and working in school.

Sciences CB8c.2 Parts of the heart

Name _____ Class _____ Date _____

- Use a brown colour to lightly shade in the blood vessels and chambers of the heart that transport deoxygenated blood.
- Use a bright red colour to lightly shade in the blood vessels and chambers of the heart that transport oxygenated blood.
- Draw arrows in the chambers of the heart and blood vessels to show the direction of blood flow.
- Write in labels to identify the main structures of the heart.
- The walls of the heart are mainly made out of muscle tissue. How does muscle tissue allow the heart to do its job?

The muscle contracts and relaxes to pump blood around the body.
- Coronary arteries supply the heart muscle with blood. What happens when blood stops flowing in one or more of these arteries? The muscles cannot pump blood to the rest of the body.
- Explain why the thickness of the muscle tissue is not the same in all parts of the heart.

Some areas of the heart require more power when pumping the blood.

The left is thicker because it has to pump blood all around the body, therefore produce more power.
- State what heart valves do. Prevent the backflow of blood.
- Describe how heart valves work.

They contract and relax to keep the blood flow in one direction only (close behind the blood).
- What structures hold the flaps of the heart valves in position? The atrium and ventricles

The Heart

- Do now:**
- Red blood cells carry oxygen. White blood cells help defend against microorganisms. How can the cells be suspended in it? Platelets create blood clots to prevent blood loss.
 - Veins have valves so that the blood only flows in one direction, against gravity. To prevent backflow.
 - A factors links to Fick's law: concentration, surface area and diffusion distance.

How many times the heart beats:

4200 times in an hour
126000 times in a day
36750000 times in a year

Heart is made of cardiac muscle

Heart receives its own blood supply via the coronary artery

Aorta - a large artery which carries oxygenated blood from the heart to the rest of the body

Pulmonary artery - carries deoxygenated blood to the lungs

Pulmonary vein - carries oxygenated blood from the lungs to the heart

Vena Cava - deoxygenated blood from the body

Vena Cava - oxygenated blood from the body

Right hand side valve - tricuspid valve between the atrium and ventricle - prevent backflow of blood.

Left hand side valve - bicuspid valve between the atrium and ventricle - prevent backflow of blood.

The muscular wall on the left ventricle is much thicker than on the right because pushing the blood to the rest of the body requires a lot more power than if it was going to the lungs.

This Tracy Ojeaburu's (Yr. 8) work on the Plant Kingdom. She produced a PowerPoint on the uses of plants using her own independent research.

Thursday 14th January

Do Now:

How are organisms into groups by what they look like? How many are there up to e.g. multi cellular? line features

Classification is the organisation of living things into groups according to their similarities.

Physical traits (genomol etc.)

es being to prokaryotes.

is discovered that there were many 3 primary viruses.

Kingdom	Characteristic	Example
Animalia	Cells don't have a cell wall. Multicellular animals. Feeds on other organisms. Nervous system. Don't carry photosynthesis.	All multicellular animals. Jellyfish, bats and mammals.
Plantae	Cells have a cellulose cell wall. Autotrophic. Have chlorophyll so carry out photosynthesis.	All green plants. e.g. ferns, mosses etc.
Fungi	Cells have chitin cell wall. Multicellular organisms. Reproduce using spores or seeds. Feed saprophytically/ feed on dead organisms or decompose organic material.	Moulds, mushrooms, yeast.
Protists	Have a cell wall, but made from cellulose. Cells have no nucleus.	Bacteria, some green algae.
Prokaryotes	Single cell or colonies of single cells. Have no nucleus.	Bacteria, some green algae.

Monday 12th January

Do Now:

What are the characteristics of living things? (MRS NIGEL)

Characteristics: Movement, Respiration, Growth, Excretion, Reproduction, Sensitivity, Nutrition.

Examples: Bacteria, Fungi, Plants, Animals.

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Meds from Plants
By Amber Earls

Amber Earls' (Yr. 8) produced a PowerPoint on plants & classification. Her work is always beautiful and she always puts in maximum effort.

Life Skills and Form Time

The theme for form time next week will link closely with Children's Mental Health week, which this year runs from 1st to 7th February. Please see the Children's Mental Health week article below for activities you could try out at home in this week. Each form group will also have the opportunity to 'check in' with their form tutor at least twice a week, to share their positive experiences of home learning and to ask for any further support, clarification or guidance they might need.



	Monday	Tuesday	Wednesday	Thursday	Friday
Year 7	Ms. Allwood assembly	Form Time/Check in	Life Skills	Ms. Riddy assembly	Form Time/Check in
Year 8	Ms. Riddy assembly	Life Skills	Form Time/Check in	Mr. Taylor assembly	Form Time/Check in
Year 9	Miss. McLaughlin assembly	Form Time/Check in	Form Time/Check in	Life Skills	Ms. Riddy assembly
Year 10	Form Time/Check in	Ms. Riddy assembly	Form Time/Check in	Mrs. Burns assembly	Life Skills
Year 11	Mr. Beaumont assembly	Form Time/Check in	Ms. Riddy assembly	Form Time/Check in	Form Time/Check in

Please see below the timetable for Life Skills during form time next week:

<u>Year group</u>	<u>Theme</u>	<u>Topic during w/c Monday 1st February</u>
Year 7	Healthy Bodies	<i>The anti-vax movement</i>
Year 8	Careers	<i>A career in the construction industry</i>
Year 9	Being independent	<i>Living independently (understanding the cost of running a household)</i>
Year 10	Extremism, radicalization and cults	<i>The Prevent strategy</i>

If you have any queries regarding our Life Skills curriculum or our Pastoral Programme please contact Mrs. R Harrison at r.harrison@mossleyhollins.com

Updates Regarding Post-16 Providers

Clarendon Sixth Form and Tameside College Open Events are still live. Year 11 students are strongly encouraged to visit <https://open.clarendon.ac.uk/> and <https://open.tameside.ac.uk/> to explore the opportunities each post-16 provider has to offer. Students will be able to take virtual tours of both colleges, receive a warm virtual welcome from each principal and watch tutorials and information videos about a wide variety of courses available. There are also 'take away' tasks available for each course, which provide our students with the exciting opportunity to sample further education resources. The application deadline for both Clarendon Sixth Form and Tameside College is February half term, although students are encouraged to apply as early as possible in order to secure the place on the course of their choice.



Home Learning in Modern Foreign Languages

Year 10 were working brilliantly using the new 'Padlet' platform this week – some superb pieces of written Spanish work and Mr. Taylor says you should be proud of the amazing work you are all doing!

Year 10 Trapdoor Task
Write your work here

Roman Burton

normalmente desayuno a mi hermano le gusta el yogur y mi hermana le encantan los con tostadas. sin embargo, la semana pasada mi hermano tomo yogur y mi hermano como fruta y el te. mi madre y mi padre generalmente tengo ensalada y el zumo de naranja.

☆ RATE

Josh H

Normalmente, desayuno un yogur porque tengo mucha prisa. Sin embargo, los fines de semana prefiero tomar los . A veces, almuerzo un bocadillo ya que tengo mucha hambre. De postre, siempre como algo dulce dado que soy muy goloso. Por la noche, ceno pollo con ensalada. ¡Nam Nam!

☆ RATE

Grace CS

Normalmente desayuno los cereales porque tengo mucha prisa. Sin embargo, los fines de semana prefiero tomar los . Por la tarde almuerzo un bocadillo ya que tengo mucha hambre. De postre, siempre como algo dulce dado que soy muy goloso. Por la noche, ceno pollo con arroz. Nam Nam! Mi hermano tomo pescado y patatas fritas pero no me gusta.

☆ RATE

Jamie

Normalmente desayuno los cereales porque tengo mucha prisa. Sin embargo, los fines de semana prefiero tomar la fruta. A veces almuerzo un bocadillo ya que tengo mucha hambre. De postre siempre como un pastel de chocolate dado que soy muy goloso. Por la noche, ceno pescado o manisco. Nam Nam!

☆ RATE

Jodie palmer

normalmente desayuno las tostadas porque tengo mucha prisa. sin embargo, mi hermana desayuno grande tomo en la semana, almuerzo tengo patas fritas ya que muy amable

☆ RATE

Chloe Illingworth

Normalmente no desayuno pero bebo un poco de te. Los fines de semana a veces desayuno jugo de naranja y tostadas. Mi hermano prefiere comer cereales con no leche. Que raro?

☆ RATE

Katie Briers

Normalmente desayuno los cereales porque tengo mucha prisa. Sin embargo, los fines de semana prefiero tomar los . Por la tarde almuerzo un bocadillo ya que tengo mucha hambre. De postre, siempre como un pastel de chocolate dado que soy muy goloso. por la noche, ceno pollo con arroz.

☆ RATE

ellis - trapdoor

normalmente desayuno los cereales porque es facil de hacer. sin embargo los fines de semana me encanta tener algo diferente. prefiero tomar los . De postre siempre como algo dulce dado que soy muy goloso.

☆ RATE

Talia

Normalmente desayuno 1 un fruta 2 un yogur 3 los cereales porque es muy rico. Sin embargo, los fines de semana prefiero tomar 1 las tostadas 2 los 3 la zumo de naranja. A veces almuerzo 1 un hamburguesa 2 patatas fritas 3 la ensalada ya que tengo mucha hambre. De postre, siempre como 1

filly

normalmente desayuno la fruta porque tengo mucha prisa. sin embargo, los fines de semana prefiero tomar los tostadas. por la tarde almuerzo un bocadillo ya que tengo mucha hambre. De postre, siempre como algo dulce dado que soy muy goloso. por la noche, ceno tortilla española.

lauren

A veces, desayuno un yogur porque que rico pero normalmente, desayuno los cereales. Entre semana almuerzo los patatas fritas dado que me gusta los patatas fritas

☆ RATE

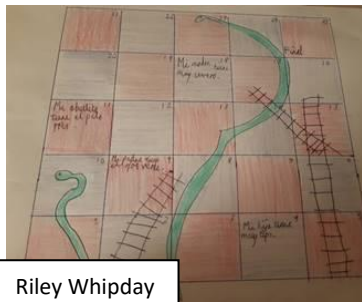
Isobel

Normalmente desayuno un yogur porque tengo mucha prisa. Sin embargo, los fines de semana prefiero tomar la fruta. Entre semana almuerzo un bocadillo ya que tengo mucha hambre. De postre, siempre como un pastel de chocolate dado que soy muy goloso. Por la noche, ceno pescado o

Generalmente, desayuno tostadas y mi hermano desayuno cereales porque s

This week, Mr. Taylor's year 7 Spanish classes were designing snakes and ladders board games to help them to learn how to talk about their family and friends. Well done year 7 – some outstanding work here!

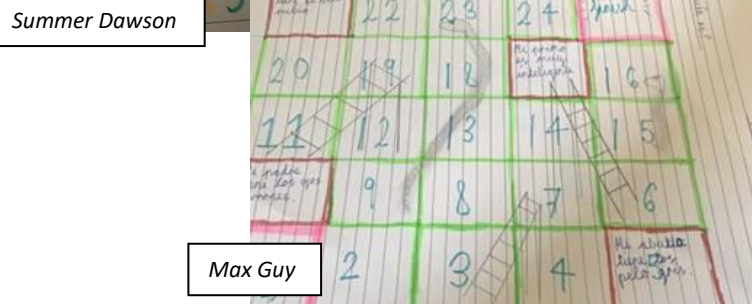
This week, Mr. Taylor's year 8 Spanish classes have been creating their own Spanish menus – some brilliant work away from the computer, and some clever ways of making Mr. Taylor hungry! Fantastic work, year 8!



Macy Ullett



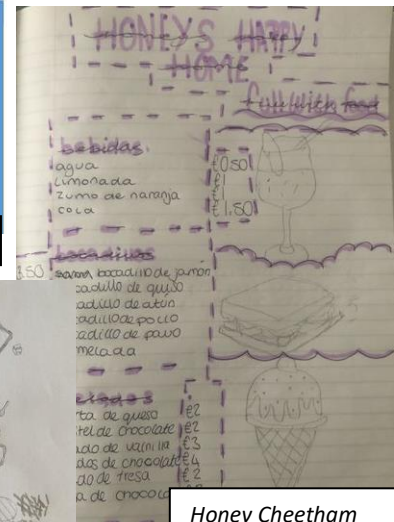
Summer Dawson



Max Guy



David Maude



Honey Cheetham



Joe McGrath



Maisie Riley

Oldham Sixth Form College Event

Richard Lee, Assistant Principal at Oldham Sixth Form College, will be running a virtual session for our Year 11 students on **Tuesday, 9th February** at **3.05pm**. The session is for any Year 11 student who would like more information about what Oldham Sixth Form has to offer, regardless of whether they have applied yet or not. Richard will also run a Q&A segment as part of this session where students can ask questions about Oldham Sixth Form College and their post-18 options such as university pathways, careers and Oxbridge.

If your child would like to attend this virtual session, please email Mrs Harrison r.harrison@mossleyhollins.com as soon as possible so that they can be added into meeting via Microsoft Teams.

GCSE POD - Usage Summary

Last week Usage - 689 Pods Watched

These were the three most used subjects during last week.

English Literature Physics Computer Science



Children's Mental Health Week – Monday 1st – Sunday 7th February 2021

Next week is Children's Mental Health Week and this year's theme is 'Express Yourself!' Here are some ideas for exploring self-expression at home;

- Have a go at defining yourself! Psychiatrist Thomas Szasz says that '*The self is not something that one finds. It is something one creates*' - what does he mean? Do you agree? How are you creating and developing your identity right now?
- Make a photo/video montage or a collage to represent who you are as a person
- Write a daily journal about your thoughts and feelings, or whatever comes to mind!
- Make an inside-out box. On the outside of the box, decorate with all the qualities you show to the world. On the inside of the box, decorate it with the hidden qualities, interests, ideas and passions that you might not have shared with others.
- Sing or dance – both are excellent ways of de-stressing and expressing yourself.
- Talk about how you are feeling. This is so important for your mental health and a good way to express your thoughts to others.
- Listen to this short poem by spoken verse artist George the Poet about possibilities and the 'impossible'
<https://www.youtube.com/watch?v=eAJUbK8rkC0>



Remember, being creative and expressing yourself can:

- help you to relax and de-stress
- generate "feel-good" endorphins which can lift your mood, help you feel empowered, and create a sense of identity and achievement
- help to boost your self-esteem, connect with others, and give you purpose and meaning

Home Learning in Maths

Can you complete the challenge?

Mrs Hammond's year 8 class have been investigating how the depth of liquid changes when it is poured into different shaped glasses. This is part of the unit of work on Real-Life Graphs that they have been studying over the past few weeks.

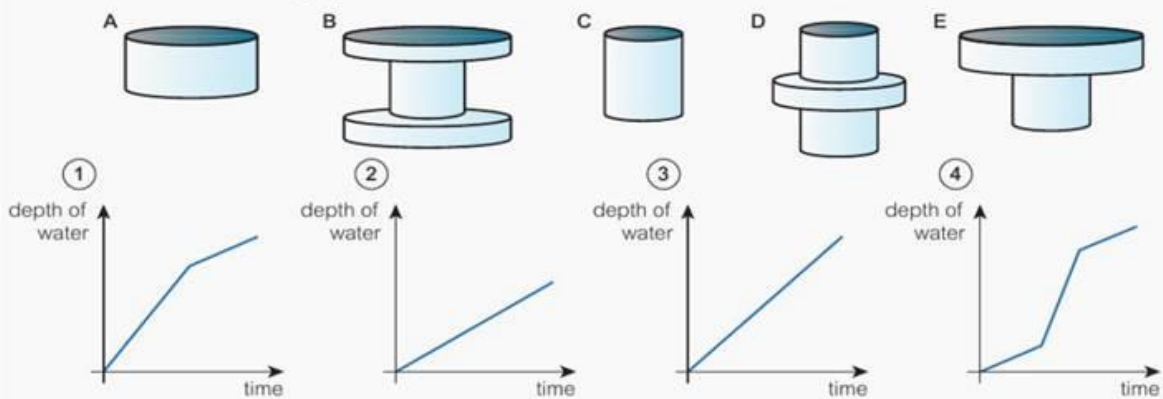
Here is Taylor Williams testing out some of the glasses in her kitchen:



Can you match the containers to the graphs?

12 Problem-solving / Reasoning

a Match each of the graphs to the correct container.



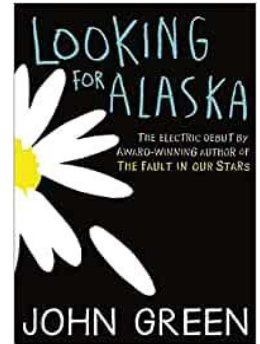
b Which container has not been matched to a graph?
Sketch a depth-time graph for this container.

Mrs Briggs's year 7 class have been playing rock, paper, scissors to test out the differences between Theoretical and Experimental probability. Here is Reece Howard carrying out his experiment at home.



Reading for Pleasure

Miles "Pudge" Halter wants to gain a deeper perspective on life, so he enrolls in boarding school. While he's there, he gains a group of loyal friends and falls in love with Alaska Young. When an unexpected tragedy strikes, the close-knit group of friends try to make sense of what they have been through.

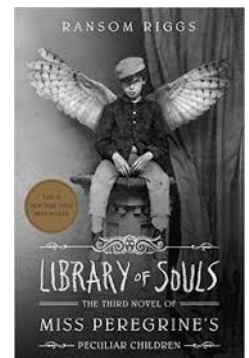


This week's recommended read which is available from the Oak Academy library is an exciting adventure novel from Nizrana Farook *The girl who stole an elephant*.

Chaya, a no-nonsense, outspoken hero, leads her friends and a gorgeous elephant on a noisy, fraught, joyous adventure through the jungle where revolution is stirring and leeches lurk. Will stealing the queen's jewels be the beginning or the end of everything for the intrepid gang?

Click [here](#), where you can read the book online, listen to an audio version and read an interview with the author

If you enjoyed listening to last week's recommended audio book *Hollow City*, you'll be excited to know that the next in the series *The Library of Souls* is also available for free on audible. Click [here](#) to access it.



Year 11 Book Club

Year 11 readers it is not too late to join our book club. Miss Nazareth-Kay is running a virtual Year 11 Book Club via teams on Thursdays at 3pm. The first book is Brontë's literary classic *Jane Eyre*. If you are interested in joining the book club; please contact Miss Nazareth-Kay on d.nazareth-kay@mossleyhollins.com

Update on the secondary school and college testing programme – change to confirmatory PCR tests

The secondary school and college testing programme is continuing to use lateral flow tests to identify cases of coronavirus (COVID-19) amongst staff and pupils who are asymptomatic.

Following new advice, NHS Test and Trace and Public Health England are temporarily pausing the need for a confirmatory PCR test following a positive result with a lateral flow test in secondary schools and colleges. In line with clinical advice, confirmatory PCR testing will remain in place for primary school staff as testing is done at home. Following a positive lateral flow test result, an individual will need to self-isolate in line with [government guidance](#), and contact tracing will need to be undertaken. It will also be the trigger for self-isolation payments.

Confirmatory PCR testing was introduced to minimise the chance of false positive results with lateral flow tests. When coronavirus (COVID-19) prevalence rates are high, however, Public Health England has advised that the performance of lateral flow devices and PCR tests are broadly comparable for infectivity and expected to be indistinguishable when used at test sites, significantly reducing the need for routine confirmatory testing.

Uniform Guidance – Keyworker Students currently accessing the school building

We would like to remind all students and parents of our students currently accessing the building of our uniform expectations and ask for your support in ensuring that these are followed rigidly. Please see a clear reminder of our uniform expectations, which are published each year in the student planners.

This includes dark grey/black socks, dark grey school trousers (that match the colour of the jacket/pullover) and formal all black shoes.

Make up, jewellery, nail polish and /or acrylic or gel nails are not permitted at all. Students should not attend school with inappropriate hairstyles, including patterns shaved into their hair and/or hair dyed in a bright/unnatural colour.

We would like to remind parents of the footwear, which are deemed acceptable and unacceptable.

Footwear must not resemble trainers and shoes manufactured by sportswear companies will not be allowed. Canvas or leather converse/vans style pumps will not be allowed, nor will any footwear that covers the ankle.

Please be aware that some companies, market shoes as school shoes but in fact, they are not acceptable as they have logos and/or trainer like soles. Other shops, such as Clarks have also begun to design their school shoes to look like trainers. Shoes must be all black including the stitching, sole and trim. Logos of any kind are not acceptable. If students arrive in school with inappropriate shoes, they will not be permitted into lessons. Please help to avoid any issues by ensuring that the uniform policy is adhered to.

During the lockdown we are asking that any students in the school building wear their full school uniform every day, even when they are due to have physical education. Students must bring their trainers with them in their school bag to change into for physical education.

Thank you for your continued support

Suitable School Shoes

BOYS



GIRLS



Unsuitable School Shoes

MOSSLEY HOLLINS

No Pumps

No coloured soles or logos

No 'skate' shoes

No boots/ high tops



No Coloured stitching or boots

No trainers

No emblems

Perfect Uniform

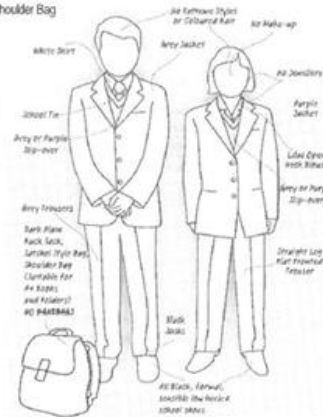
UNIFORM RULES

All uniform is available to purchase from Simply Schoolwear and Debonair

GIRLS	BOYS
Regulation Purple School Jacket	Regulation Grey School Jacket
Tulle girls boot cut grey trousers (Simply Schoolwear) Tristar girls stretch grey trousers (Debonair)	Tulle flat front grey trousers White shirt – plain (any supplier)
Lilac open-neck fitted blouse	Grey or Purple sleeve-less, slip-over school jumper Purple striped tie
Grey or Purple sleeve-less, slip-over school jumper	
SOCKS: Black	SOCKS: Black
SHOES: All Black, formal, sensible low heeled school shoes. No boots or trainers	SHOES: All Black, formal, sensible low heeled school shoes. No boots or trainers

HAIRSTYLES: school will not accept students with shaven heads or emblematic patterns in their hair. No un-natural hair colour will be accepted. **NO MAKE UP, JEWELLERY OR NAIL VARNISH.** No hair accessories apart from purple/black bands and clips.

BAGS: Dark Plain Ruck Sack, Satchel Style Bag, Shoulder Bag (Suitable for A4 Books and Folders)
NO HANDBAGS.



PE UNIFORM RULES

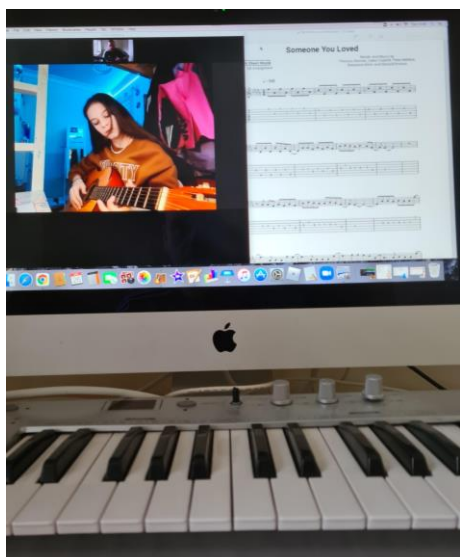
GIRLS & BOYS

- PE polo top
 - Grey shorts
 - Sports socks
 - Outdoor sports top (optional)
 - Tracksuit bottoms – black with school badge (optional)
- All PE kit available from Simply Schoolwear & Debonair

Please see list of acceptable/unacceptable shoes on the school website.

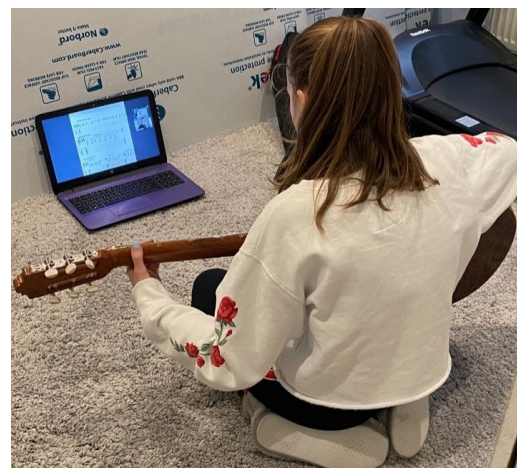
There is a reward for showing this good learning habit and an immediate sanction for not doing so.

Manners + Hard work + Honesty = Success



Online Music Lessons

We are delighted that our one to one Music Lessons have continued online at the present time. Pictured here are Amber Webster (Y9) and Jasmine Williams (Y9) who have been accessing their Music lessons



Mossley Hollins PE Department – Cancer Research 2 miles a day in February.

In February the PE department will be taking part in the Cancer Research UK 56 mile challenge. This will involve the PE staff running 2 miles every day in February to run a total of 56 miles altogether. The PE department are raising money for this and hope to raise over £500 by the end of the month. We would like to wish Mr Miller, Mrs Dodd and Mr Doodson the best of luck with their challenge.

If you or your families are interested in taking part in the 2 mile a day challenge, please visit the website www.cancerresearchuk.org for more information.



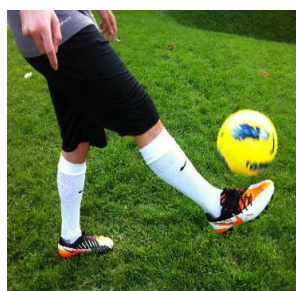
Family Challenge – 2-mile challenge

The family 'Stay at home Stay Active' challenge in February will be to complete your own 2-mile challenge. We would like pupils, parents, carers and family members to take part in a 2 mile challenge each week. This could be a walk in your local area, a run around a park or even a bike ride. The PE department would love to find out what different families are doing so please email pictures or information to Mr Doodson or Mrs Dodd on a.doodson@mossleyhollins.com or v.dodd@mossleyhollins.com.

Please look out next week for 2-mile routes around Mossley which pupils and their families will be able to use near their homes to complete the 2-mile challenge.



Outstanding performance in PE lessons this week.



This week in PE lessons, the focus was on improving skills and fitness related to football. The pupils took part in a number of challenges including a keepy uppy challenge. Alice Cooke in Year 7, who plays for Ashton Pumas, completed over 50 keepy uppys using both feet to demonstrate her exceptional level of skill. Finn Jones in Year 8 improved his personal best in all three keepy uppy challenges to demonstrate an outstanding level of control and technique. Finally, Sean Smith in Year 9 demonstrated an outstanding work ethic to beat his personal best with 127 kick ups and also practiced his skills by performing the around the world whilst doing it.

Outstanding Achievement in school – Year 7

This week in school, four year 7 pupils demonstrated an excellent level of ability in a table tennis lesson. The pupils were Ava Hanson, Louis Distin-Webster, Oscar Leitheiser and Lucas Mason. They all worked hard to improve their skills and techniques throughout the lesson and they competed in a tournament at the end of the lesson. The quality of table tennis on show is improving every week.



Sport Performer of the Week



Year 7 – Alice Cooke in Year 7 for demonstrating an outstanding level of ability in the keepy uppy challenges this week.

Year 8 – Finn Jones in Year 8 for improving his personal best in all 3 of the keepy uppy challenges to demonstrate an outstanding level of technique.

Year 9 – Sean Smith in Year 9 for demonstrating an outstanding work ethic to beat his personal and reach 127 kick ups.

Request from the PE department

The PE department would love to find out what fitness challenges or sports challenges the pupils of Mossley Hollins are taking part in outside of school during lockdown. We would like all pupils to send/email photos of them taking part in their exercises with information about their achievements to Mr Doodson or Mrs Dodd on a.doodson@mossleyhollins.com or v.dodd@mossleyhollins.com. Thank you to those pupils who have contacted the PE department already with information this is much appreciated.

Community Project

This week are we bringing you news on an exciting project which is being run in our community.

Bangdrum CIC have just launched Vale Sounds, a new talent development project that will run alongside the exciting building and capital developments up at The Vale in Mossley. They are looking for up to twenty enthusiastic and motivated young people aged 16-21 from Tameside and Oldham to work alongside them as they unveil their new venue in the summer of 2021. It is worth noting that they are willing to take on applicants under 16, and recognise that there would certainly be the necessary maturity, skill and drive from the likes of lots of our students here in school.

Over the next six months, aspiring musicians, technicians, venue programmers and marketers will learn new skills, put them into practice in a realtime professional setting and help to launch The Vale at a gala opening event in July / August 2021.



Vale Sounds is a six-month training programme for young people to learn new skills and be involved in the launch of a brand-new music venue in Tameside.

Getting underway in February 2021, we are looking for aspiring young musicians, technicians and music promoters aged 16-21, resident in the Tameside or Oldham area.*



MUSICIANS

- Confident on an instrument / voice
- Creative collaborator
- Desire to perform on-stage



TECHNICIANS

- Interested in sound engineering and lighting design
- Curious, practical, and patient
- Enjoy hands-on learning



PROMOTERS

- Excited about music and the arts
- Interested in how the music business works
- Ready to connect and communicate with the world



HAVE WE FOUND YOU?

Head over to vale-music.co.uk to find out more and to apply.

*If you are slightly outside of the age range or suggested locations, you may still be able to apply. Contact us at projects@bangdrum.co.uk to arrange a chat.

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The project will be facilitated online until it is safe for participants to meet in person in a Covid secure venue. The majority of the elements planned, such as training and talks with experts, can run just fine online, and only a few elements such as band rehearsals may be pushed later in the program to ensure safe delivery.

The Vale are pleased to extend the deadline for Mossley Hollins student applications until 8th February! Students and parents/carers are welcome to arrange some time to chat or ask any questions before applying by emailing projects@bangdrum.co.uk

Safeguarding our Students

At National Online Safety, we believe in empowering parents, carers and trusted adults with the information 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.

Hello, Sign in or register Daily Deals Brand Outlet Help & Contact Sell Watch List My eBay

What Parents & Carers Need to Know About EBAY 12+

eBay is the world's biggest online auction platform: a digital emporium where you can buy practically anything, new or used. Although eBay has made huge strides with protecting buyers in recent years, there are still dangers to be mindful of, particularly when it comes to children using the site. Here's how to minimise the risks.

Shop by category Q Search for anything All Categories Search Advanced

It's not for Children

Although many items on the site – toys, video games, DVDs, etc – will appeal to them, it isn't intended for children. eBay's policy does state that "a person under 18 can use an adult's account with the permission of the account holder" – but note the next line: "the account holder is responsible for everything done with that account". So you could be liable for bids made on your account, which might result in unexpected bills or an account suspension. Think carefully before letting an under 18 loose on eBay.

Overspending

It's easy enough for adults to get drawn into eBay bidding wars – and find themselves paying more for an item than they can really afford. For children, who often aren't aware of the financial consequences of their actions, that temptation could be even stronger. Allowing children to bid on eBay auctions is fraught with risk.

Counterfeit/Illegal Items

Despite tightening restrictions, eBay is still rife with counterfeit, unlicensed or illegal items. It's not uncommon, for example, to find cheap internet TV boxes for sale that promise access to premium sports and movie channels, often using illegal streams. Some listings are deliberately misleading. You might, for instance, find an Xbox box shown – but literally all they are selling is the box the console came in. However, a child might see an Xbox selling for £100 and make a bid, thinking they're getting a bargain.

Off-site Communication

Rogue eBay sellers may try and get buyers to contact them away from the site, to avoid paying eBay fees. Any transactions conducted off the site, however, don't offer the protection that you get on eBay itself (in terms of feedback, returns and refunds). Off-site trading can often involve swapping mobile phone numbers or email addresses, which poses obvious risks if a child is using the site.

NOS National Online Safety #WakeUpWednesday

Advice for Parents & Carers

Visit the Safety Centre

eBay's Safety Centre (pages.ebay.co.uk/safetycentre) publishes good advice on how to avoid scams. Pay particular attention to the guidance on fake 'second chance offer' emails, which often arrive when you've just missed out on an item. Again, children who desperately want a product are more susceptible to such tricks and could inadvertently infect the computer with malware or hand over personal details to fraudsters.

Use Two-Factor Sign-in

eBay has a security facility that requests confirmation from the eBay mobile app when you sign in. That way, even if your child (or someone else) knows your password they won't get access to your account. Install the eBay app on your smartphone, then on the computer click the 'Hello, [your name]' link at the top of the screen. Select 'Account Settings', then 'Sign-In and Security'.

Adjust Content Filters

If you don't use eBay, you can block it using the filters provided by all leading internet providers. Instructions on how to implement these filters vary, but all will offer the facility to block certain sites to any user on the Wi-Fi network. These filters aren't foolproof, however; they won't stop access if your child visits eBay using 3G/4G mobile data on their phone.

Secure Your Account

Remove temptation and don't leave your signed-in account accessible on a family computer. Ideally, give your children separate accounts on the computer so you're not sharing the same web browser and apps. Alternatively, ensure you log out after an eBay session, so it's not possible for your child to make bids or sell items using your account. You're left logged in by default, so make sure you click on the 'Hello, [your name]' link in the top left of the screen and sign out.

Meet our Expert

Barry Collins has been a technology journalist and editor for more than 20 years, working for titles such as the *Sunday Times*, *Which?*, *PC Pro* and *Computeractive*. He's appeared regularly as a technology pundit on television and radio, including on BBC *Newsnight*, Radio 5 Live and ITV *News at Ten*. He has two children and has writes regularly about internet safety issues.

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