

Mossley Hollins High School

Newsflash 20

Friday 7th February 2020



Message from Mr Marshall

Thank you to all students and families who returned our recent survey. I was very proud to read that 97% of you believe that Mossley Hollins has high expectations of your child and that 94% believe that their child is doing well here. Thank you so much to the 93% of parents and carers who would recommend Mossley Hollins to other parents- we do not take for granted the trust you have in us and will strive to deliver the very highest quality of education to your children.

Above all else, we want your child to be happy and to feel safe at Mossley Hollins and over 90% of you agreed that they do. However, I will not rest until every child feels secure and happy. We have studied the data very carefully and identified where students have any concerns at all about life at school. In every case, we will meet the students and hear their concerns, and where necessary contact you to discuss the best ways forward. Several meetings have already taken place and we have been able to help students resolve issues already. This work will be completed before half term. Please may I remind you to contact your child's Head of Year if you have any concerns regarding the safety or welfare of your child.

After we have completed this urgent work we will work together to address so the other suggestions for improvement that you and the students have made. I will report back on progress in future editions of the Newsflash.

Thank you once again for your help in improving our school still further.

Mr Marshall

School Gateway

The advertisement features a hand holding a smartphone displaying the School Gateway app interface. The app shows a header for 'Green Abbey School' and a list of sections: 'Andre Foster (100)', 'Achievements 160 points', 'Timetable', 'Homework link', 'Club Attended', 'Attendance 94%', 'Teacher Messages', 'Behaviour 0 points', and 'Parent Evening link'. To the right of the phone, a quote reads: "School Gateway genuinely gets me more engaged and involved at home with my daughters' schooling and rates a 10 out of 10 from me!" attributed to Rohan, Queen Elizabeths, Exeter. At the bottom, it says "Download the app for free today" with buttons for the App Store and Google Play.

A Message of Thanks

This week Mr Marshall received two messages from recent visitors to the production of 'Annie.'

Dear Mr Marshall, I am emailing this afternoon to congratulate Mossley Hollins pupils and staff on the excellent production of Annie. My wife and I watched the performance on Thursday evening and thought it was amazing, and would like to forward our appreciation to everybody involved.

Looking forward to future productions at Mossley Hollins High School.

Dear Mr Marshall,

My daughter is a Year 9 student at MHHS and I had the privilege of coming to watch her and her fellow students in the school production of Annie. I have been moved to write to you to congratulate the school and its students on not only the high quality of the performance, but the high production values throughout, from the stage management to the set and costume design.

There were some memorable performances and your students are a complete credit to you and your school. Congratulations to everyone- staff, students and volunteers- involved in making the production such a success.



School Attendance

This week, Mrs Din has led assemblies on the importance of good attendance at school. It was pleasing to see how many of our students have got 100% attendance at school so far this year. Students were reminded of the impact that poor attendance can have on their studies and their friendship groups, where missing key learning in lessons can significantly impact on their progress. 80% attendance is the equivalent to an average of one day's absence per week. 90% attendance is the equivalent to an average of half a day per week absence. The government defines persistent absentees as those students where the attendance is below 90%. The average attendance for Mossley Hollins last year was 97.1%.

Please help to ensure that your child attends school regularly, if you do have any concerns about your son/daughter's attendance please do not hesitate to get in touch with your son/daughter's head of year in the first instance.

Section 7 of the Education Act 1996, states parents are responsible for ensuring that a child, of compulsory school age, attends school regularly and punctually. If parents fail in this duty, then we will work with Tameside Local Authority and initiate legal proceedings; this may involve issuing Fixed Penalty fines or prosecution.

Year 11 Pre-Public Examination (PPE) Timetable

We are pleased with the maturity with which the year 11 students have approached the first full week of PPEs. We would like to remind students and parents of the importance of ensuring 100% attendance throughout the final week of PPEs.

Monday, 10th February	Geography (1hr 15) <i>Our Natural World</i>		Chemistry P2 (1hr 10/ 1hr 45)	Statistics P2 (1 hr 30)
	Music appointments			
Tuesday, 11th February	Physics P2 (1hr 10/ 1hr 45)		Music Theory (1hr 30) Design and Technology (1hr 30)	
Wednesday, 12th February	Religious Studies (2hrs) - <i>Religious, Philosophical and Ethical Issues in the Modern World</i> Computer Science P2 (1hr 30)		Mathematics P3 (1hr 30)	Music appointments
				Further Maths P2 (1hr 30)
Thursday, 13th February	English Literature P1 (1 hr 45) <i>Macbeth and Jekyll & Hyde</i>		Spanish Listening and Reading (1hr 45/ 1hr 20)	
Monday 24th February	Art		Art	

Nightingale College (Year 11) - Half-Term Intervention

Throughout the half-term holidays, we will be offering bespoke intervention sessions for students in year 11. Letters have already been sent to parents and carers, but should you have any questions about the intervention sessions please contact Mr Wells.

	AM	PM
Monday, 17 th February	09:00-11:00 Spanish – L03 (CT)	12:00- 14:00 Drama- G04 (VR)
	09:00-11:00 Drama- G04 (VR)	
Tuesday, 18 th February	09:00- 11:00 Music composition – G01 (SM)	
Wednesday, 19 th February		
Thursday, 20 th February	09:30- 12:00 History- 2.01 (LR)	
Friday, 21 st February		

GCSE Computer Science- Trip to Fierce PCs Limited

On Friday, 24th January several GCSE Computer Science Students visited Fierce PCs Limited. Students were able to pose their questions to the director of the company and were then led on a guided tour of the premises. Students were able to see first-hand how PCs are built to customer specifications as well as visit the other parts of the business. Students also spent time in the businesses e-gaming suite and were able to compete against each other.



Revision Tips

Revision Strategies for students

How do you revise? The answer to this question is often 'I read through my notes'. This is not revision! Yes, it can form *part* of your revision, but simply 'reading through' notes will not be that helpful. Revision should be *active* (i.e. you need to be *doing* something), so each week we will suggest some strategies you may find useful. It is important to find what works well for you and also recognise that using a *range* of strategies and doing different activities for different subjects is often more effective than one single method (and will make revision more interesting and less daunting!)

Using Flashcards

Flash cards (small double-sided cards, with a key term or question on one side and definition/ answer/ a few key points on the other) are a useful study tool as they promote studying through **active recall**, which is one of the practices through which our brains learn most effectively. They should be used to **test your knowledge**, not just as a way to condense your notes further.

Some tips for getting the most out of flashcards:

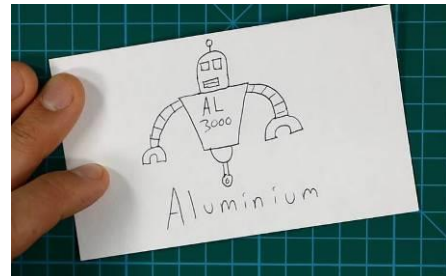
- **Make your Own Flash Cards**

Many subjects provide flashcards and there are plenty of apps and places you can buy pre-made cards. These can be useful when you have lots of facts to learn, but making your own might be worth a try as it forces you to **intake new information, process it in your brain and create something new with it** - which are integral parts of the learning process and creates strong neural pathways, which enable you to easily retrieve what you've learned at a later date.



- **Use pictures and words**

Adding pictures to your cards can make them a lot more memorable. In cognitive psychology, there's a concept called the [Picture Superiority Effect](#), which describes how people tend to remember imagery a lot better than they remember words. This could include a simple sketch, a quick map, a chart or graph, a flowchart or timeline. If you are making your own, sometimes the more whacky the picture, the easier it will be for you to remember.



- **Don't overload your flashcard**

...with too many facts or too many questions. You need to keep them short and sharp, or you run the risk of your brain confusing recognition for recall (when you think you know something you don't).

- **Say your answers aloud when you revise**

Or better still, get someone to test you. It doesn't require your mum/ brother/grangmother/friend to have any prior knowledge as the answer or definition will be there for them!



- **Use 'spaced repetition'**

This means testing yourself multiple times, at intervals dependent on how well you know the concept. **The concepts you should retest most often are those you're struggling to learn.** The concepts you feel confident with should be retested less frequently. A simple tip is to sort your cards into three piles as you revise: No idea/ Not too sure/ Confident. The 'no idea' pile should be tested soonest and most frequently.

Above all flashcards must be USED! Simply owning or making a set is not revision... using them is!

Apprenticeship Week

Apprenticeship Week is a national event, which, this year, runs from 3rd to 9th February.

The theme for National Apprenticeship Week 2020 is "Look Beyond" where we are encouraging everyone to look beyond outdated stereotypes surrounding apprenticeships and celebrate the diversity of opportunity and value that they bring to the country today.

Find out more by using the following links:

This link will take you to companies hiring higher and degree apprentices in 2020:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835406/Higher_Degree_Vacancy_Listing.pdf

This link will show you how to find an Apprenticeship:

<https://www.gov.uk/apply-apprenticeship>

Bronte College (Year 10) - Life Skills Day

At Mossley Hollins, we are committed to each students' personal development alongside their academic progress to prepare them well for their lives beyond school. As such, Year 10 will participate in a Life Skills day on Friday, 14th February, which will focus on important issues relating to their lives in the wider world and their future outside Mossley Hollins. They will participate in the following sessions:



- Stalking and sexual harassment – workshop delivered by Dr Sue Hills of the Alice Ruggles Trust.
- The psychological and physiological impact of substance abuse – workshop delivered by Mr Christopher Henniker of Branching Out Tameside.
- Committed relationships – an understanding of the nature of cohabitation, marriage and civil partnerships as well as the legal implications for each. This session will also include religious views on these pathways and will be delivered by MHHS staff.
- Prevention of Sexually Transmitted Infections – workshop delivered by representatives from YouThink
- Sexual Health Service- The impact of alcohol and drugs on sexual behaviour – workshop delivered by Ms Rachel Pink of The RSE Service.

Students will receive a timetable for the day and the sessions will be based in the Bronte homebase and surrounding classrooms for the duration of the day. We are sure you will agree that sessions offered on this day will provide a valuable learning experience for our students, one that will enable them to learn and develop new skills to make the right choices, both now and in the future. If you have any enquiries about the Life Skills and Religious Studies day, please contact Mrs. Rebecca Harrison at r.harrison@mossleyhollins.com

Life Skills

The content for Life Skills next week will be:

Year 7 – Family

Year 8 – Thinking about future options

Year 9 – Reviewing the topic

Year 10 – How different is the political structure of the UK and US?

Year 11 – Humanities revision



If you have any enquiries about the Life Skills curriculum, please contact Mrs. Rebecca

Harrison at r.harrison@mossleyhollins.com. For any enquiries regarding the Citizenship content (Year 10 only), please contact Ms. Louise Ricker at l.ricker@mossleyhollins.com

Nightingale College (Year 11) -Peter Vardy Conference

All parents and carers of students in Year 11 who are studying GCSE Religious Studies will have received a letter this week regarding the upcoming Peter Vardy Conference. This visit will take place on Thursday, 27th February 2020 – all details regarding expectations and timings of the day are made clear in the letter. May I please take this opportunity to remind parents and carers that permission slips for attendance on the trip and payment of £12 were due on Friday, 22nd November 2019. If this has not been paid it must be paid promptly to the school account, details of which can be found on the full letter. This will be an extremely valuable and exciting learning experience for all students involved.

Nightingale College (Year 11) – History Study Skills Day

The Humanities faculty has arranged for Year 11 History Students to attend an Edexcel History study skills day on Tuesday, 25th February 2020. During this day, students will be delivered sessions focused on revision and exam skills by an external speaker from keynote education who has expert knowledge on the Edexcel GCSE course. We are confident that this course will greatly boost the students' understanding of exam and revision techniques in order to prepare them for their final examinations in June. Students will examine the following:

- Effective revision strategies
- Know your knowledge- what is too little and what is too much?
- What is judgement, analysis, criteria?
- How to get the highest grades
- What is the examiner looking for?
- Source utility, explain why questions, how far do you agree questions, interpretations questions (Germany)
- Using thinking quilts to plan longer answers
- Revision of key knowledge and problem content areas

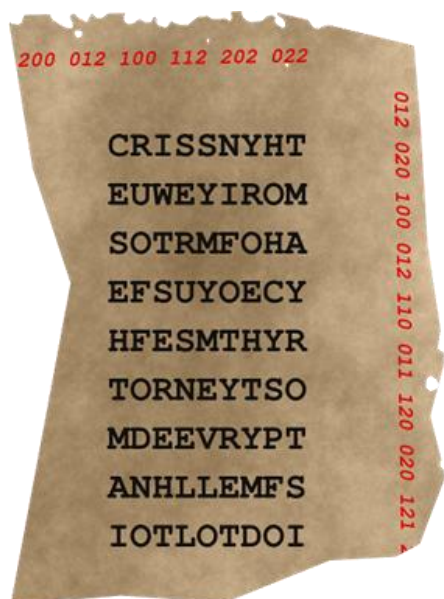
Parents of Year 11 historians will receive a letter with further information.

Zeta Club

Zeta Club takes place each Monday during lunchtime. We have entered two teams into the Alan Turing Cryptography Competition from the University of Manchester. Each week, a new code is released at 4pm on a Monday evening. If teams respond with the answer within the first hour of release of the code they receive fifteen points and points descend the longer the challenge has been open.

Our highest team got fourteen points on the first code (they were just four minutes past the hour) and fifteen points on the second code - they currently sit in 222nd in the country (out of almost 1000 teams). Another team joined late to the competition so only received five points on their first code and eleven points on the second code.

Here are the two challenges they have tackled so far...



To make these harder, contestants are given very few clues as to how to crack each code. A story accompanies each challenge but only gives minor details on how they should be decoded.

Can anyone crack these as quickly as our teams? The competition runs until the 6th April when the winners and solutions are released. A total of six chapters and an epilogue face our teams.

Scientist of the Week

Scientist of the Week

Millie Grainger Y10

Millie is a very conscientious student, and has recently started applying herself to the best of her ability in science.

In recent lessons on predicting solubility, calculating empirical formula and relative atomic masses - she has excelled. Keep up the hard work Millie!

Miss McLaughlin

Safer Internet Day is on Tuesday, 11th February. During Computer Science lessons next week, students will be discussing how to use the internet safely as well participating a quiz about the safe use of the internet:



<https://www.saferinternet.org.uk/safer-internet-day/safer-internet-day-2020/safer-internet-day-2020-quiz>

Below is more information about how parents and carers can support their children in using the internet safely.

Let's create an internet where we are....

1. Free to talk

Talk regularly with your child about how they use technology. Find out how they like to represent and express themselves online, and how being online makes them feel. Listening to your child will give you the best possible idea of how you can support them.

2. Free to explore differences

The internet is a place where lots of different people can communicate and come together. For some children, the first place they see people who are different to them may be online. For others, the internet may be the one place where they can find people similar to them. Acknowledge the different types of identities your child may see online, and use these to spark discussions around diversity and inclusivity. Talk to your child about being respectful to everyone online, and what to do if they feel their own identity is being targeted.

3. Free to make the internet work for your family

There are lots of tools to help you manage the devices used by your family. For example, knowing how to activate and use parental controls can help protect your child from seeing inappropriate content online.

4. Free to get involved

As parents and carers, it's natural to feel worried about the risks posed by your child being online, but for young people the internet offers a wealth of exciting and fun ways to explore and experiment with their identity. This might be through the characters they choose on games, the filters or emojis they use on profile pictures, the content they share, or the sites and services they use. Spend some time with your child looking at, or interacting with, the things they do online. Talk about both the positive and negative aspects of being online, and empower your child with safe choices they can make - instead of overwhelming them with restrictions.

5. Free to seek help and support

It can sometimes feel like young people are the experts in all things digital but remember – you are the life experts. Find out how to get more support by visiting Childnet's '[Need Help?](#)' page. You can take steps to support your child online by using features such as privacy settings on social media and understanding how to make a report on a range of apps, games and services.

Just as we tell young people to talk about what they are unsure of, make sure you do too! Chances are that you'll find other parents or carers who are trying to figure out how to make the internet work for their family! You don't need to know all the answers straightaway but reassure your child that you can figure it out together. Maybe there isn't an answer, but what your child is looking for is comfort.

For more information please see Mr Chalmers.

Safeguarding Students Online – Likes

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.



'Likes' are a simple way for users to show that they like a post on social media. This could be anything from photos and videos to status updates and comments. The feature is widely used on several social media platforms and is extremely popular on Instagram and Facebook. It is often used by children to measure the success of their social media post and gauge opinion. However, it can also bring a number of social pressures, particularly if users start to question their own levels of popularity.



What parents need to know about SOCIAL PRESSURES LINKED TO 'LIKES'



DAMAGING TO SELF-ESTEEM

Your child may use likes to measure their own self-worth, with more likes instilling a greater level of confidence and acceptance amongst their friends and peers. However, children who only receive a small number may in turn feel a sense of rejection or isolation and could potentially suffer from low self-esteem issues, impacting them in other aspects of their life such as at school or in social settings.



UNREAL VIEW OF THE WORLD

Your child may follow celebrities or other popular individuals on social media who receive millions of likes. Not everything on social media is a true reflection of the world and your child may feel pressured into behaving in a similar way in real life or posting similar material in order to feel popular and achieve a similar level of self-worth.



AN ADDICTIVE FEATURE

Like features encourage children to stay online for longer. In doing so, your child is likely to engage with app's for longer periods than they otherwise would have wanted, checking their phone more frequently, including at night when they should be asleep. This could contribute towards screen addiction which can cause sleep deprivation and consequently a lack of focus during the next day at school.



COMPETITIVE CULTURE

Children will often compare the number of likes they receive for their post against their friends or followers, possibly evoking emotions of jealousy or resentment. In a bid to increase their own status and receive more likes, this could lead to a competitive culture in which children try to better one another, potentially leading to them engaging in more and more riskier activities.



Safety Tips For Parents

FOLLOW OR BEFRIEND YOUR CHILD ONLINE

Using the same social media sites as your child and connecting with them online will allow you to keep an eye on what their interests are and who may be influencing them. Following their likes will help you build a picture of what your child is being exposed to and what they find interesting.



MONITOR MENTAL HEALTH

If your child does post on social media, it is important to monitor their feelings and emotions, supporting them and encouraging them to talk to you about what they may be experiencing. Explain to them that not everything online is real and that life is not dictated by how many likes a post may or may not get.



ENCOURAGE HOBBIES OR OTHER ACTIVITIES

Try to help reduce your child's screen time and need for social media through encouraging them to do other things such as a sport or hobby or simply playing with friends outdoors. Supporting them to take up other activities that they enjoy can also help build self-esteem and increase their own confidence.



DISCUSS THE REAL WORLD

Talk to your child about online perceptions and about what they feel is and isn't important in their life. Try to establish an open and honest conversation and speak about what they feel is acceptable to post online and if they feel pressure to conform.



HELP TO BUILD YOUR CHILD'S SELF-ESTEEM

Try to help build your child's self-esteem through positivity and praise and listening to them if they are struggling with the way they look or feel. Talk to them about the positive aspect of their personality and help them understand that looks aren't everything. Try not to criticise or blame your child which could compound any negative thoughts they are already feeling.

Meet our expert

Pete Badh is a writer with over 10+ years in research and analysis. Working within a specialist area for West Yorkshire Police, Pete has contributed work which has been pivotal in successfully winning high profile cases in court as well as writing as a subject matter expert for industry handbooks.



<https://www.independent.co.uk/life-style/gadgets-and-tech/facebook-like-inventor-deletes-app-iphone-justin-rosenstein-addiction-fears-a7986566.html>

<https://www.childrenscommissioner.gov.uk/wp-content/uploads/2018/01/Childrens-Commissioner-for-England-Life-in-Likes-3.pdf>, <https://www.psychologicalscience.org/news/releases/social-media-likes-impact-teens-brains-and-behavior.html>, <https://ico.org.uk/media/about-the-ico/consultations/2614762/age-appropriate-design-code-for-public-consultation.pdf>, <https://www.familylives.org.uk/advice/primary/health-and-development/helping-your-child-build-self-esteem/>

www.nationalonlinesafety.com

Twitter - @natonlinesafety

Facebook - /NationalOnlineSafety

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 28.08.2019



Redgrave College (Year 7) - Character Awards

The first ever Mossley Hollins High School Character Awards will take place on Tuesday, 25th February. We have been extremely proud at the level of enthusiasm shown by our Year 7 students, to have over 120 pupils achieving the "apprentice" level of our Character Pillar scheme is incredible at this point of the year.

Invites should be arriving home to any pupil who has achieved "apprentice" in one or more pillars to celebrate their achievements.

This is not the end though; pupils are encouraged to keep gathering evidence and getting involved in the wider school community to deepen their character and move on to the next stages of the pillars - "Graduate."



MCSP Careers' Fair: Primary and Secondary

The annual MCSP Careers' Fair for our year 6 and year 8 pupils is to be held at Mossley Hollins High School on Wednesday, 26th February and Thursday, 27th February. The event presents a very exciting opportunity to create links between the classroom and the workplace and to help build aspirations for our students. During the event, students will be involved in a number of activities designed to allow them to think carefully about, and begin to prepare them for their education including and beyond the age of 16. The day will focus on students learning about all aspects of future educational opportunities, life and work.

We have lots of local business people, and employers coming in to work with students about their ambitions and aspirations during the event. Students will be involved in a 'Careers' Fair' and an 'Aspirational Activity' during the event and they will have the opportunity to ask questions to find out what qualifications are needed for a wide range of jobs, and the different routes that can be taken to achieve those qualifications. The MCSP Careers' Fair presents a great opportunity for our partner primary school pupils and our year 8 pupils to ask specific questions about career pathways and the motivations and skills required to be a life-long learner and be successfully employed in the future.

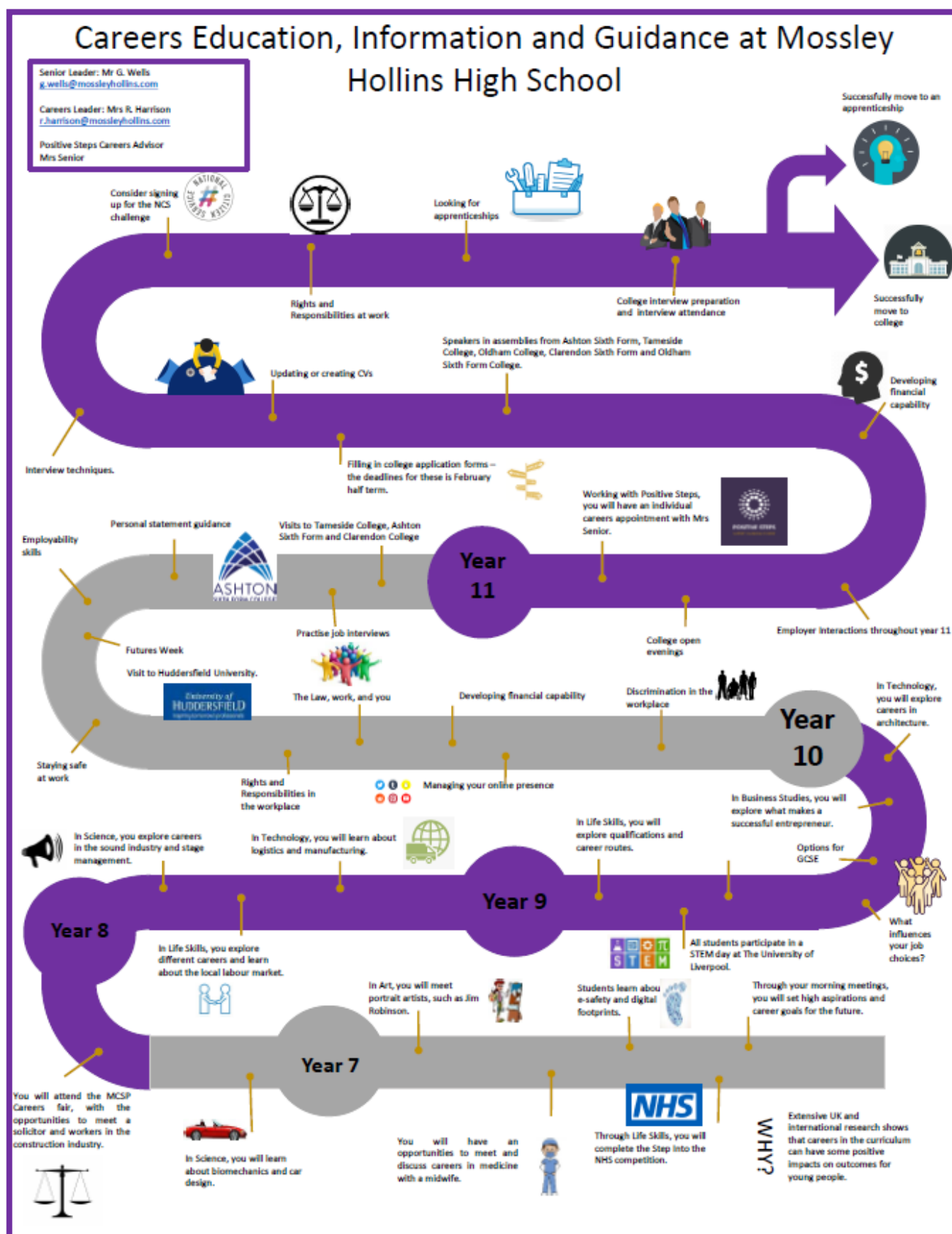
Faraday College (Year 9) – Lunchtime Activities

This Wednesday, Mr Spencer offered some of our Year 9 students the chance to show off their 'cells' knowledge and create models to showcase their creative sides. Students who took up the offer of this challenge during their lunchtime included amongst others: Katelin Allen (9Y), Matthew Taylor (9E), Corbin White (9Y) and Shanai Gallagher (9M). The picture taken shows a combination of animal and plant cells, each with their own interpretation of the key organelles within the cells themselves. Keep up the great work future scientists!



Our Careers Journey

At Mossley Hollins High School, we are proud to deliver a full and comprehensive careers programme. The information below outlines how careers information, education and guidance is provided throughout the curriculum. Should you have any further questions relating to careers provision, please contact Mr Wells or Mrs Harrison.



Ski Trip – February Half-Term

We are all looking forward to the ski trip at February half term. We wrote to parents/carers this week, but just a quick reminder of the following:

- Prior to departure, students should bring in their passport and European Health Insurance Card to main reception.
- As we explained on the information evening, skis and snowboards, helmets, boots and poles are provided for students. Below, I have outlined the items students will need to bring with them.

Skiing and Snowboarding Equipment	Other items to pack
Ski jacket and ski trousers / salopettes Ski socks x 3 Ski gloves x 2 Ski goggles Ski ties Ski hat Sun cream and lip salve Ski helmet Thermal base layer x2/3 Micro fleece tops Neck warmer / snood / balaclava Sunglasses	Clothes Toiletries a towel a pillow a blanket (to be taken on the coach) Money (Sterling and Euros) £150 maximum Mobile phones, devices and chargers Blister pads/ plasters Snacks / drinks

- Students should arrive at school at 04:45 on the morning of Friday, 14th February. This will allow us to depart from school at 05:00.
- We expect to return to Mossley Hollins on Saturday, 22nd February at approximately 20:00.

Should you have any further questions, please do not hesitate to contact Mr Beaumont via the school office or via email j.beaumont@mossleyhollins.com.

Mossley Hollins Alumni

This week Mrs Dodd in PE received news of one of our past students, Rebecca Lilly.

Rebecca Lilly left us in 2017 and she is currently studying in Kentucky, United States. She is in her second semester of her freshman year. Rebecca is on a 4-year course studying Health and PE as well as being a full-time student athlete for Campbellsville Lady Tiger Soccer team. Rebecca's first season with the college has been a good start to her college career because as a team they made it to the semi-finals of the NCCAA tournament in Florida, which is a tournament she was lucky enough to score in. Rebecca will be studying in America for the next 4 years and after that time she hopes to succeed in her ambition to become a professional football player.





Arts and Sports News

School Cross Country Event

On Saturday, 1st February a number of pupils were selected by the borough to participate in the Schools Cross Country event at Heaton Park. These students were selected following their fantastic performance at the Tameside schools cross country event earlier in the school year. There were up to 500 pupils aged 11-16 from the Greater Manchester area competing within different age categories. The pupils from Mossey Hollins put in a great performance, showing resilience and hard work.

Congratulations to Finley Blenkinsop, Brian Fannon, Cameron Green and Patrick O'Connell.



Match Reports

Year 11 Football

On Thursday night, the Year 11 football team played in the Tameside cup against Raynor Stephens. The team went down 2-0 early on in the game but showed excellent spirit to get a goal on the stroke of half time after some excellent play from Will Hughes created an opportunity for Kian Broadbent who volleyed home into the corner to make it 2-1. The boys worked hard in the second half to get back into the game and Michel Lisic equalised with a 20-yard strike from outside the box. Unfortunately, the boys went on to lose 4-2 despite a spirited comeback early on in the game.

Well done to Daniel Broadbent, Joe Hemsley, Kyle Clayton, Jack Porter, Daniel Rhodes, Cameron Monaghan, Callum McNally, Michel Lisic, Will Hughes, Jude Sigley, Dominic Collins, Kian Broadbent and Dan Mort.



SPORTS AND HEALTHY LIFESTYLE EXTRA CURRICULAR CLUBS

DAY	MORNING	LUNCHTIME	AFTERSCHOOL
MONDAY		Boys football Year 7 Year 11 GCSE Preparation <u>trampolining</u> and table tennis club. Year 11 Dance	Year 7 & 8 Football
TUESDAY		Year 7 Basketball. Year 8 Boys Fitness DofE, G.01 GCSE PE revision LO1 All years Trampolining Year 7/8 Dance	GCSE PE Netball Year 11 Football
WEDNESDAY		Year 8 basketball Year 9 basketball. Year 11 GCSE PE Preparation Table Tennis Year Annie rehearsal	Year 7-9 Girls football Fixtures Year 10 basketball Year 7 & 8 & 9 Street Dance
THURSDAY	Year 11 Badminton & Table Tennis club.	Year 8 Football Year 9/10 volleyball. YEAR 7 girls Fitness Year 9 dance	Fixtures
FRIDAY	GCSE PE intervention 8am G03 Year 10 Badminton & Table Tennis club.	Year 11 Volleyball Year 11 GCSE table tennis and volleyball Year 10 dance Year 7 boys fitness Year 9 Football Year 10 Football	GCSE Table Tennis

Dates for your Diary

Friday, 14th February- Year 10 Life Skills Day

Friday, 14th February- Break up for Half Term

Friday, 14th February- Saturday, 22nd February- Ski Trip

Monday, 17th February- Friday, 21st February- Half Term Revision Sessions

Monday, 24th February- Students return to school

Tuesday, 25th February- History Study Skills Day

Tuesday, 25th February - Character Evening – 6pm

Wednesday, 26th February and Thursday, 27th February - MCSP Careers' Fair

Thursday, 27th February- Peter Vardy Conference

Homework Clubs

To ensure students are able to complete their homework with support from a specialist teacher, we offer homework clubs during the following lunchtime each week...

Monday - Science 3:07

Tuesday - Humanities in 2:04

Wednesday - English/ MFL in 2.08

Thursday - Maths in 3:04 and Technology in 4:06

Friday - Arts and Sports in G:01

