

Mossley Hollins High School

Newsflash 34

Friday 12th June 2020



Message from Mr Marshall

Our Virtual School – Phase 3 Developments:

I have been pleased to speak to a number of parents this week about the provision for students and how we can further improve the resources and teaching that we are currently offering. We are aware of the length of time that students have been away from their classrooms and the loss of curriculum time this has created and I am keen to increase student/ staff interaction and engagement.

Year 10 students already have interactive lessons in many subjects where teachers incorporate video and pre-recorded lessons into their teaching and we are keen to extend this to all students. We are currently working with teachers and faculty leaders to agree how we can best achieve this from 22nd June and I will provide more details next week. We are hoping for a mix of some live sessions where students will be able to join online, receive direct teaching and have the opportunity to ask questions and receive support, and pre-recorded lessons with the opportunity for live follow-up after the lesson.

To allow this to happen it is important that every child has access to ICT provision and we have been working hard to help where this is not the case. We still await the promised laptops from the government to help specific students, but we have still not yet received our promised allocation. As soon as we do, we will be in touch with families to support the learning of their child.

This next step we are taking is in line with national guidance and the majority of schools are moving in the same direction. If you have any questions or concerns then please get in touch via email admin@mossleyhollins.com and let us know.

Year 10 wider reopening

At the time of writing, we are working hard to prepare for the return of year 10 pupils in small, safe groups from Monday, 22nd June. We were very disappointed that we have had to delay our plans to bring students back from 15th June but as you know, we have to follow the advice of the Local Authority. We will be in touch with all year 10 students and their families next week with details of the wider provision from this date. I have provided further details in a letter [here](#).

Looking ahead- Thinking about applying for the best courses at the best universities?

Finally, it's important to think ahead to better times when this virus does not have such an impact of the way we live our lives. I have today heard from Dr Richard Lee, Assistant Principal at Oldham Sixth Form College about an exciting offer for students who may have ambitions to apply for the most oversubscribed courses or for leading universities in the future.

Applying to universities, or for courses, that have complex application processes, involving entrance exams and interviews, is daunting for students. Nevertheless, it is daunting for parents and carers too.

On Thursday, 25th June from 7pm, Dr Lee will be offering a 'virtual' session to demystify the process of applying to Oxford or Cambridge University, or for competitive courses, such as Medicine, Dentistry, Veterinary Science or Law. He will also explain Oldham Sixth Form's support mechanisms for students.

This session would have run, in person, for the parents and carers of students at OSFC, but, given the current circumstances, is being offered remotely. As a result, it is also being offered to parents/carers of aspirational students in Years 10 and 11 at local partner schools like ours to give an early insight into the processes and support available. It is never too early to start thinking about it.

If you would like access to the presentation, then please email Richard – rle@osfc.ac.uk. Please give your name and that of your son/daughter, and details of which year they are in. Don't forget to mention that they currently attend Mossley Hollins. Richard is looking forward to connecting with as many aspiring young professionals as possible.

Have a great weekend.

Curriculum Provision

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.

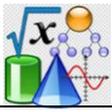
At the time of writing this article, we are planning hard for our Year 10 students to start to return to the school building on the 22nd June. On their return, their learning for that week will focus on English, maths and science as well as the humanities and language subjects. They will still be expected 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. They 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 a reminder of 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 

This Week's Assembly

This week Mr Marshall led an assembly entitled 'New Learning – Embracing change and resilience'. In this assembly Mr Marshall gave students important advice and support on the Virtual School and a new way of studying and learning. The link to Mr Marshall's assembly can be found below: <https://youtu.be/SLrBUhzrdpo>

Well done also to McKenzie Figgins (Y8) who was inspired by Mr Wells' assembly last week to help around the home!



GCSEpod Free Training for Parents

At Mossley Hollins High School, we give all of our students in Y9, Y10 and Y11 a free subscription to GCSEpod – a fantastic resource which enables students to view thousands of pods (3-5min videos) which are tailored to their studies. It is proven that students who regularly use GCSEpod achieve higher grades than their counterparts at the end of Y11.

GCSEpod are running a series of free webinars for parents and carers to support you in helping your child get the most out of this outstanding resource. Please click on the link below if you are interested in booking a place for a webinar – your son or daughter can attend the webinar with you. GCSEpod are running the same webinar on the following dates so you can attend when it is most convenient for you: 15.06.20 and 23.06.20

<https://www.gcsepod.com/news-gcse-learning-revision/podup-presents-webinars/>



Parent webinars:

- Parents can attend the webinar with their child
- Top tips for home learning
- How using GCSEPod can avoid the knowledge dip
- How parents can get involved with at home learning
- GCSEPod assignment overview – what are they and how do students complete them?

"My daughter's school introduced this as part of their remote learning but I really didn't know where to start. The webinar gave us a great overview to help us get started. Now that I understand how it works, I will be able to set a routine schedule with my child with the relevant subjects and get involved more in the process."

Parent

For your information:

- All webinars are recorded and made available to anyone that attends, or books but cannot attend.
- Attendees don't need a microphone. Just headphones or speakers.
- Webinars work on tablets as well as computers.
- Joining instructions will be sent via email following booking.

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/>

Black Lives Matter

At Mossley Hollins, we are committed to promoting tolerance and cohesion across our school and the wider community. We realise that some students may be concerned and, rightfully, shocked about the recent death of George Floyd in the USA. George Floyd was a black man who was murdered by a police officer whilst being arrested for allegedly attempting to use a counterfeit bank note. The police officer knelt on George's neck until he sadly could no longer breathe and died. There was no evidence that George Floyd was armed or a danger to the police officers, and his death was ultimately a result of racism. Racism not just a problem in the USA and George Floyd's death is an event which has now sparked protests led by the Black Lives Matter movement. We are now seeing large, mainly peaceful, protests against police brutality and ingrained racism which is sadly still prevalent around the world today. The aim of these protests is to encourage a genuine equality between races.



Many of our students have asked what we can do to understand and support the Black Lives Matter movement and how we can help raise awareness of this injustice. The main thing we can do is to educate our friends, our families and ourselves. It is not enough to dislike racism, we need to actively work towards anti-racism and continue our support even after the outrage and protests have passed.



Noah Cooke (Y9) has written an excellent article on this subject, which can be found [here](#). Please do take the time to read.

The English faculty have compiled a list of books, documentaries and podcasts to help us educate ourselves on this issue. Please remember that some of these resources may use prejudice and unacceptable language and will be highly emotional.

Books	Documentaries / Podcasts
<p><u>Fiction</u></p> <p>Taking Up Space by Chelsea Kwakye and Ore Ogunbiyi</p> <p>Girl, Woman, Other by Bernadine Evaristo</p> <p>The Underground Railroad by Colson Whitehead</p> <p><u>Non-Fiction</u></p> <p>Code Switch</p> <p>White Fragility: Why It's So Hard for White People to Talk About Racism by Robin DiAngelo</p> <p>Don't Touch My Hair by Emma Dabiri</p>	<p>13th – Netflix (Rated 15)</p> <p>When They See Us – Netflix (Rated 15)</p> <p>Teach us all – Netflix (Rated 'guidance')</p> <p>Strong Island – Netflix (Rated 15)</p> <p>Code Switch - https://www.npr.org/sections/codeswitch/?t=1591627316535</p> <p>No Country For Young Women - https://www.bbc.co.uk/programmes/p063zy3c/episodes/downloads</p> <p>Witness Black History - https://www.bbc.co.uk/programmes/p01h9dl0/episodes/downloads</p>

As ever, students are welcome to discuss any of these issues with any member of staff.

"No one is born hating another person because of the colour of his skin, or his background, or his religion. People must learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite." Nelson Mandela

Life Skills

The content for discussion via Microsoft Teams next week will be;

Year 7 and Year 8 – The risks of drinking alcohol

Year 9 – Pride and Inclusivity (*this piece of work will span over next week and the week beginning 22nd June.*)

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



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://simplyschoolorwear.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.

Stretch Projects – An Update

It is lovely to see so many of our most able learners completing our fortnightly stretch projects. I am incredibly impressed with the quality of the responses; they demonstrate the many skills and talents that our learners possess and I really enjoy reading everything submitted. I am working on a way of showcasing and celebrating the fantastic work being completed, I'll give more information when I can.

The next set of projects are now live for year 7 and 8 over on TEAMS covering "How do we know when a pandemic has ended?", "What the textbooks don't tell us about slavery" and "Winston Churchill, Hero or Villain?" As you can see it is a collection of relevant and topical projects to develop their understanding of the world we live in.

Mr Fenton

This week on the Geoggle-box

Earth's Great Rivers BBC iPlayer

AMAZON

The Amazon - by far the greatest river on Earth. It is the river flowing more than 4,000 miles from the Andes to the Atlantic. Its 1,100 tributaries drain the greatest river basin on the planet and along its incredible journey it collects and transports one-fifth of the world's fresh water.



*** 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.*

If you have any questions, or recommendations, please do not hesitate to contact Miss Hodgkins.

r.hodgkins@mossleyhollins.com

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

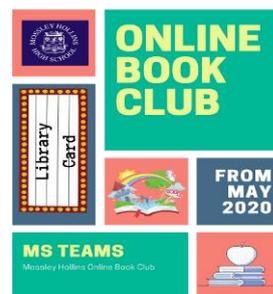
Mossley Hollins Virtual Clubs

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**.

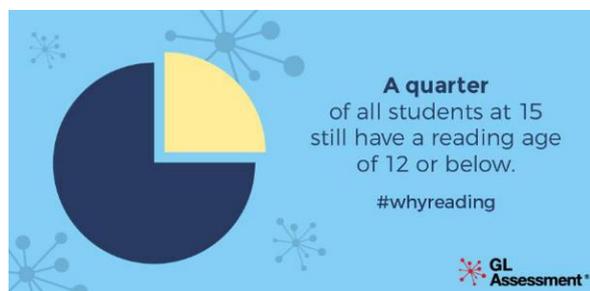
If you would like more information on when the club meets and the book, we will be reading next please contact: Miss Joy at h.joy@mossleyhollins.com or Miss Osborne at m.osborne@mossleyhollins.com



Advice for families on the importance of reading

Reading for pleasure is one of the most important activities that your child can do for their development and success. There is overwhelming evidence that literacy has a significant relationship to people's life chances. Reading for pleasure is more important than either wealth or social class as an indicator of success at school. It is important that the texts that students read are challenging and enhance their abilities. Not only will reading appropriate texts improve your son or daughter's Academic skills, but also through extended reading, your son or daughter will open up new worlds and enrich their viewpoint and values.

However, a very sad statistic in a recent report has revealed that 25% of all students, at the age of 15, have a reading age of 12 or below. Alongside our virtual school, there are many ways that parents and carers can support their children in becoming confident readers. Academic reading is a complex task and it's common for children to come up against "reading barriers". Parent and teacher Alex Quigley, author of *Closing the Reading Gap*, suggests ways you can help your child overcome difficulties at home.



What do parents need to know about reading barriers?

Though parents do not need the expertise of a teacher to help with reading at home, every parent can benefit from understanding reading barriers so they can support their child. Given reading is so complex, there can be multiple barriers to becoming a successful reader.

Here are four key reading barriers and suggestions for how you can help your child overcome them.

Reading barrier: dyslexia

The most well-known reading difficulty is dyslexia. It describes how children can struggle to match letters to sounds with accuracy. It's estimated that up to 1 in every 10 people in the UK has some degree of dyslexia, with 4% of children affected in a more severe way.

Parents of dyslexic children need close support from school and teaching professionals, but many children can struggle matching letters and sounds as a more mild barrier.

For most younger children, they need to be taught the special code that matches letters with sounds, the alphabetic code, typically with an approach called phonics.

How you can help at home:

Seek out opportunities to notice sounds in words: spotting rhymes, spelling patterns (could, would, should), breaking down words into individual sounds and blending them together are all phonological skills you can practise with your child. More structured phonics skills learning is also available if you want to support your child's reading at home in the same way as they would be taught in school.

Reading barrier: faltering fluency

Reading fluency is the ability to read in a way that sounds 'natural' – just like talking. You can spot when your child isn't fluent, as they trip over words and lack a smoothness or expression in their voice.

How you can help at home:

Read to your child, aloud – something which they will continue to benefit from even when they are fully-accomplished readers.

If you're looking for some great books to read out loud, please see the reading lists published by the English Faculty which are tailored for each year group.

Being a role model of an exciting, fluent reader can be great fun (adopt different voices or even accents for different characters, if you're brave enough!). As part of a shared reading session, take it in turns to read so your child gets the chance to practise their own fluent delivery.

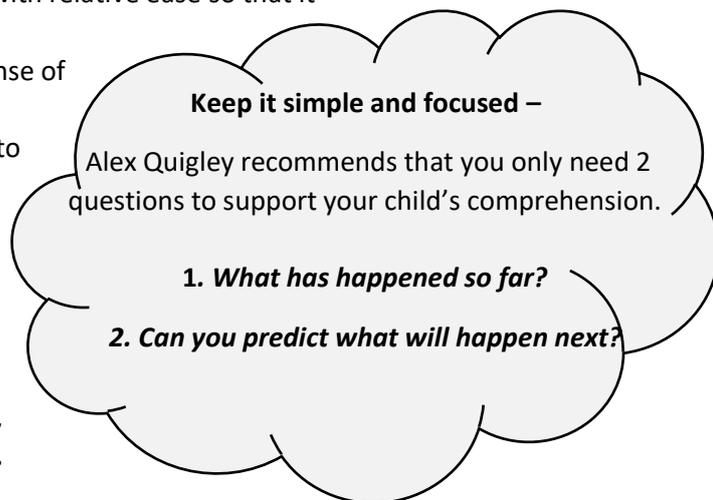
Reading barrier: comprehension

The crucial goal of all reading is to take the sounds of the page and to make meaning. Reading comprehension is when you understand a narrative, or follow some instructions, with relative ease so that it makes sense.

Each time a child reads a tricky text they are trying to build a sense of the world of the text. For many children – as many as 8% of children are labelled 'poor comprehenders' – they can struggle to follow a plot or answer more sophisticated questions about a character in a story.

How you can help at home:

A great way to enhance the comprehension of a text is to ask lots of good questions. Before you read with your child, ask them **what they can remember about the book**; after you read, prompt them to **predict what is going to happen next and why**.



Reading barrier: lack of motivation

It is common for children who find reading a challenge to quickly lose motivation to read independently. A vicious circle ensues; every time a reading opportunity is missed, they may fall a little bit behind their peers and soon enough, they don't believe they are a good reader. A depressing, self-fulfilling prophecy can occur.

How you can help at home:

If your child isn't motivated to read, then they may struggle to find a book of interest and be reluctant to read anything at all.

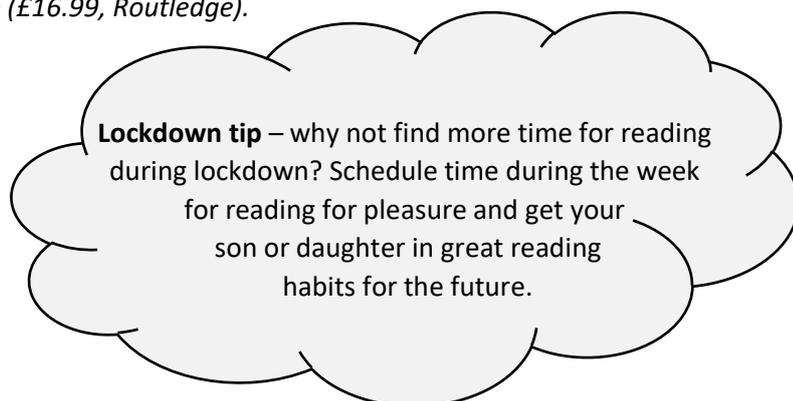
Talk with your child and offer them 'bounded choice' – that is to say, picking from two or three books. This offers some choice, but support in the selection too.

Don't worry about the "quality" of what they are interested in reading: comics, magazines, online information, non-fiction 'silly facts' compendiums, reading series (like Beast Quest or Rainbow Magic), football books or cricket books or rugby books, the same books again and again... reading is reading and should be celebrated.

It's hugely important to be a reading role model yourself, too – whether it's online news, "comfort" fiction or a best-seller you've been looking forward to, the more your children see you reading, the more they will see it as a normal (and hugely enjoyable!) part of everyday life. Happy reading!

*Alex Quigley is a parent and former teacher. He now works for an educational charity, whilst writing books for teachers. His latest book is *Closing the Vocabulary Gap* (£16.99, Routledge).*

You can find him on Twitter at @huntingenglish



Mossley Hollins Young Reporters

We are so proud of how our Young Reporters' Club members continue to take the time to share their experiences of living with the Covid-19 Pandemic:

A Very Different Whit Friday by Amber Earls (year 7)

Whit Friday is normally a time to spend with family and friends. This has been a tradition in the North West of England for 135 years. Unfortunately, due to the Covid-19 pandemic this year, the crowd was unable to celebrate this lovely tradition. Mossley streets are normally full of joy and happiness as the brass bands, the schools and parishioners from the churches' parade carry banners proudly displaying their name in decorative stitches. However, this year, it was the total opposite.

So, to celebrate Whit Friday in 2020, my neighbours and I decided to plan a little tribute to the tradition. My Dad, my two neighbours and I played the song 'Slaidburn' as the whole cu-de-sac watched and listened - keeping to the two-metre rule.

The main disappointment for me though was that I couldn't take part in Whit Friday with the Mossley Hollins main band as it would have been my first time with them. I was also disappointed as I didn't have a chance to enter the competition either - I was particularly looking forward to the competition as it would have been my 6th year as a band member.

My hope for 2021 is that we can all spread the joy and contribute in the next Whit Friday as (fingers-crossed) Covid-19 will not affect yet another important event in people's lives.

Young Reporter's Poem by Harriet Newton (year 8)

I'm a bit confused with this Covid as sometimes directions seem coded?
I know to stay in at home, however this sometimes makes me feel alone?
The days were easy at first but then the bubble burst! POP.
I miss my family and friends, no contact I'm finding cruel, I miss my band and teachers and friends I have at school.
The way I school now is from home- with help from mum and dad, the teachers give me great feedback for which I'm very glad.
Mum says as long as we are safe and all help together, we will soon be back to normal and this virus gone forever.

Are you interested in joining our Virtual Young Reporters' Club? - Contact Ms O'Donnell on m.odonnell@mossleyhollins.com.



Amber played a traditional Whit Friday song this week:
<https://photos.app.goo.gl/hbmmiFjXXgMFGy8Z6>

Food Challenge Seven- Winners

Thank you and well done to all the students, parents and staff who entered last week's challenge. 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:

**Jack Hartley
Amelia Byers
Chloe Catherall
Emma Catherall (Year 6)**

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



Jack's caramel shortcake and potato cakes



Amelia's caramel shortbread



Chloe (Yr. 8) and Emma's (Yr. 6 joining MH in September) potato cakes and caramel shortcake.



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

Challenge Eight-

Savoury- Pasta bake with homemade tomato sauce

Sweet- Chocolate chip cookies

Send all photographs of your wonderful entries to

h.duncan@mossleyhollins.com

Good luck!

Ingredients

200g pasta

½ onion

1 tablespoon tomato puree

1 clove of garlic

1 tin of tomatoes

1 teaspoon herbs

1 tablespoon oil

75g cheese grated

Vegetable of your choice,
sweetcorn, peas etc.

Equipment

Pan & pan stand

Vegetable knife

Wooden spoon

Colander

Tablespoon & teaspoon

Grater

Ovenproof dish

Chopping board

Garlic press

Electric hand blender (optional)

Pasta Bake with Homemade Tomato Sauce



Method:

1. Cook the pasta on the hob for 8 minutes, or until slightly undercooked.
2. Drain the pasta in the colander over the sink.
3. Wash the pan to get rid of any starch.
4. Slice the onion on the chopping board using the claw grip and bridge hold.
5. Top and tail the clove of garlic, crush with a garlic press.
6. Open the tin of tomatoes carefully.
7. Pour 1 tablespoon of oil into the pan heat gently and add the sliced onions. Stir for 3 minutes, then add the garlic.
8. After 2 minutes add the tomatoes, tomato puree and herbs. Bring to the boil and then reduce the heat to a simmer for 5 minutes with the lid on the pan.
9. Meanwhile grate the cheese using the grater.
10. Switch off the hob and blend the tomato sauce using the electric hand blender. You can leave this stage and have a chunky sauce.
11. Add the pasta to the sauce and coat well. Add in your sweetcorn/peas etc.
12. Pour the pasta into your oven proof dish top with cheese and bake in the oven for 15 minutes at Gas 5/ electric 200 o/c
13. Serve with a green salad or garlic bread.

Ingredients

200g self-raising flour

75g Butter/margarine

1 egg

100g sugar

100g chocolate chips

Equipment

Large mixing bowl

Baking tray

Sieve

Scales

fork

Small bowl

Cooling rack

Chocolate Chip Cookies

Method:

1. Light the oven at gas 6/electric 200 o/c
2. Weigh out flour and sieve into the large bowl.
3. Weigh butter and chop into small pieces into the flour.
4. Using the rubbing in method, rub the butter into the flour until it looks like breadcrumbs.
5. Weigh out the sugar and add to the bowl. **Stir.**
6. Weigh out the chocolate chips and add to the bowl. **Stir.**
7. Crack the egg into a small bowl and beat with a fork.
8. Add the egg to the bowl and mix with the fork.
9. Form the mixture into a ball of dough using your hand.
10. Divide into 8 equal balls of dough.
11. Roll each piece into a ball.
12. Flatten each piece onto a greased baking tray and bake in the middle of the oven for 12-15 minutes.
13. Cool on the cooling rack and enjoy!

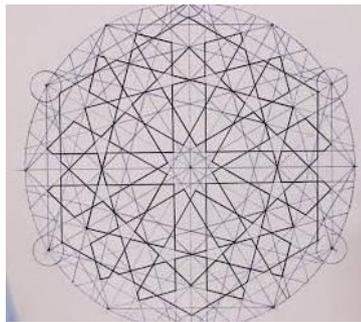


Home Learning

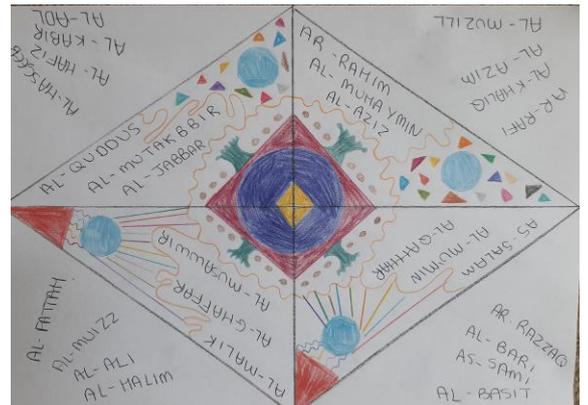
Well done to the following students for their excellence in Home Learning. Well done to...



Leah Patel (Y7) for her Buddhist Mandala in RS



Matthew Weilding (Y8) for his Islamic Artwork in RS



Max Whitwam (Y8) for his Islamic Artwork in RS



Apolonia Renoso (Y7) for her Buddhist Mandala in RS



Gracie-Rose Mallon (Y8) for her Islamic Artwork in RS



Charlie Mayall (Y7) for his Buddhist Madala in RS

Mythical creatures, ferocious scaled beasts,
Lengends of old, from the West and the East
Razor sharp claws, made for tearing and slashing,
Horn armoured tail, ever deadly whip lashing
Poisonous fumes billow, with each chilling breath,
Blackened and choking, cloaked within death.

Jorge Ingman (Y7) for his poem on his mythical creation the 'Penghu'.

Kalia Delaney Green (Y7) for her Buddhist Mandala in RS



Maya Wainwright (Y7) for her Computer Science work.

A Virtual World

How has ICT impacted out lives?

From entertainment to home comfort, technology has impacted our lives greatly.

For example, we can now listen to music as much as we want. We have radios, but most people listen to their favourite songs on smartphone apps. In addition, we have gaming consoles, which are very popular. There are big competitions for gamers to win if they had the skill. Also, famous gamers can stream what they are playing on different apps, like YouTube.

Thanks to messaging and calling apps, we can now chat to friends, family or even strangers from all around the world. We can do this on many platforms such as Whatsapp, Snapchat, Facebook, E-Mail and Instant Message.

Furthermore, shopping online has become very popular, as there is more variety and you do not have to go out.

When on the internet, there can be many dangers such as cyber bullies, hackers, grooming and stealing of personal data. It is always very important you make sure what you are on is safe and secure.

The Dangers

We have made lots and lots of progress in the world of technology these past few decades. Computers and internet access have transformed people's everyday lives. ICT has given us the fantastic ability to communicate with anyone in the world, access movies, music and shop online. However, despite technology being great, there are lots of risks we need to watch out for.



Melissa Wilde who took photographs of her view from her window at different times of the day. Showing different lighting and use of 'framing' the image.

10-Minute Run Challenge.

This week the Year 7 and 8 pupils were giving an 'out of the comfort zone' challenge to get out of the house and complete a 10-minute run. It was fantastic to see the enjoyment and pride in some of the photos the pupils sent in. There were also some great views of the local countryside as shown here from Albert Deakin and Finley Buckett in Year 7.

Pupils did the challenge in a number of ways with people going on a family run, people running along the canal, running around the local park, running around the estate and finally running to the shop and back home. The PE department would like to thank all the pupils for their efforts this week. Well done to everyone.



Mr Doodson Nomination – Lewis Byers (Year 9)



This week the Year 9 pupils completed a circuit training session every other day with exercises including press ups and tricep dips. They worked hard in their sessions working for 30 seconds on each exercise. Lewis Byers produced an outstanding piece of work as evidence with pictures of him completing all 6 exercises. Well done Lewis.

Mr Beaumont Nomination – Jacob Burns (Year 8)

This week Jacob Burns in Year 8 completed the cardio challenge at home in the kitchen and uploaded pictures of him completing all the exercises including jogging on the spot, lunges, squats and star jumps. Well done Jacob outstanding effort.



Mrs Dodd Nominations – Nell Sedgwick and Mae Traynor (Year 7)



Nell Sedgwick and Mae Traynor both completed the 10-minute run out challenge in the community this week. Mae sent in the picture of her after she had completed the run and Nell sent in the picture of her route near the Roaches Lock, an outstanding view of the canal. Well done to both girls.

Mr Miller Nomination - Ellie Harris (Year 10)

Ellie has worked extremely hard to produce some fantastic revision resources over the past 3 weeks. These will help significantly when preparing for her exam next year. Great work ethic and attitude, well done Ellie.

PE department – Request for photos

The PE department would love for pupils to send in pictures/photographs of them taking part in exercise, whether it be in the living room, in the garden or out at local parks. We would love to see Mossley Hollins pupils taking part in sports, sports challenges or fitness activities. Please 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.

What parents need to know about MICROSOFT TEAMS

DISCLOSING PERSONAL DETAILS

Like any messaging service or social network, children can be targeted by others to share their private or personal information ranging from their phone number, birthday and home address to their social media accounts or even their personal login details and passwords. Oversharing their private information can lead to any manner of risks including online fraud, bullying or even grooming activity.



CYBERBULLYING

The risk of cyberbullying can be increased online when using chat facilities. Microsoft Teams provides the ability for users to chat to each other via its instant messaging service, both as part of a group or privately. Children could find themselves the target of negative or hurtful comments directed from other users who might find it easier to say things they maybe otherwise wouldn't in person.

BULLY



INAPPROPRIATE CHAT

The chance to have private conversations in Teams can also mean that children feel as though they can share messages and communication between each other that are hidden away from others. Whilst children are most likely to use Teams in a school setting, the ability to chat privately may provide an opportunity to be less formal which could lead to sharing inappropriate messages, files or content which is unsuitable in a school environment.



HACKING RISK

Teams, like any software application, may be a target for hackers to illicit personal data. A 'man-in-the-middle' attack could occur, whereby the attacker reroutes communication between two users through the attacker's computer without the knowledge of the other users. This means that online communications could possibly be intercepted and be read or listened to, exposing both parties to the possibility of identity fraud or other criminal behaviour.



VIRUS INFECTION

Viruses and other harmful programs are among the risks of using online platforms like Microsoft Teams. Wherever you can share files or links, there is a risk that the content could be malicious. This could lead to slow computer performance, deletion of data, the theft of private or personal information and even hackers taking control of your PC.



LIVE STREAMING RISKS

Microsoft Teams, like other video-conferencing software platforms, facilitates live streaming. That means it inevitably carries some of the associated risks. These are likely to be minimal within a controlled environment (for instance in a classroom setting / remote learning). However, live streaming means that content isn't always moderated and children may inadvertently view or hear inappropriate, unsuitable or offensive material that they otherwise wouldn't.



Safety Tips for Parents & Carers

BLOCK USERS

If your child is receiving inappropriate messages or finds themselves being harassed or abused on Teams, they can block these contacts from the privacy control in the settings menu. To add an extra layer of protection, you can also block contacts whom hide their ID to protect children from communicating with people they don't know.



PROTECT PERSONAL INFO

It's a good idea to talk to your child about the importance of keeping their personal information private and secure. Children should only give out the minimum information they need to when creating an account and understand that if other people request their personal details from them, they should avoid providing it and report any concerns to a trusted adult.



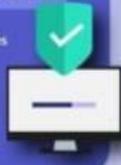
ENABLE BACKGROUND BLUR

To help protect your privacy during a video call or live stream, it may be a good idea to blur the background or even add a background effect. This can easily be done by clicking 'Background effects' before joining a meeting after which you'll have the option to blur your background, replace your background with one of the images provided or upload and use an image of your own.



UPDATE COMPUTER SECURITY

It's important to ensure you perform regular computer and software updates, as these patches often improve security flaws and minimise your vulnerability to cyberattacks. Having your own computer security or anti-malware software is another level of defence in minimising the chances of an attack from viruses, malware and other harmful programs. Ensure this is updated everyday so that it is able to protect you against the very latest threats.



TALK ABOUT RISKS

As a parent, talking to your child and making them aware of the risks of working and communicating online can help them to be more digitally resilient. Perhaps outline a set of agreed do's and don'ts and try to ensure young people know what to do if they are made to feel uncomfortable or experience any negative behaviour or activity.



AVOID VIDEO/AUDIO

It's always a good idea to turn off your audio during live group calls when not in use. This can easily be done by muting the mic and will avoid others hearing anything personal in the background at home or at school. Similarly, if possible, try to encourage children to avoid using video call to help guard against any privacy concerns and limit the risks of viewing anything inappropriate or unsettling.



SOURCES:

<https://www.microsoft.com/en-gb/microsoft-365/microsoft-teams/group-chat-software>
<https://www.microsoft.com/>
<https://www.cdnuknow.co.uk>

Meet our expert

Emma Davis is a cyber security expert and former ICT teacher. She delivers cyber awareness training to organisations nationally and has extensive knowledge and experience of managing how children access services and apps online.



www.nationalonlinesafety.com Twitter - @natonlinesafety Facebook - /NationalOnlineSafety Instagram - @nationalonlinesafety

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 10.06.2020



Wellbeing 30 Day Challenge

The year 10 'Wellbeing 30 Day Challenge' starts on the 15th June. We would like all students to try and take part as much as they can. Please send in pictures or videos completing the daily challenges and prizes will be given out to our most dedicated students on a weekly basis. I am sure everyone can take part on 'Day 4'.

Please can all evidence be sent to j.beaumont@mossleyhollins.com or posted on the Mossley Hollins Twitter page.

GCSEPod Wellbeing Challenge

Day 1 Go for a 30 minute walk	Day 2 Watch your favourite film	Day 3 Do 20 minutes of exercise	Day 4 Have a lie in	Day 5 Drink at least 2 litres of water today
Day 6 Play a board game or online puzzle	Day 7 Be outside for at least 1 hour today	Day 8 Make a to-do-list of 5 things and do them	Day 9 Have a digital-free night	Day 10 Take 10 minutes to read
Day 11 Listen to your favourite music	Day 12 Declutter your room today	Day 13 Pay someone a compliment today	Day 14 Write down 3 things you are grateful for	Day 15 FaceTime a friend or family member
Day 16 Eat some healthy food today	Day 17 Do a favour or good deed	Day 18 Try an online yoga session	Day 19 Move as much as possible	Day 20 Write down 3 positives about you
Day 21 Go to sleep one hour earlier	Day 22 Start an aspiration journal	Day 23 Watch your favourite TV show	Day 24 Have a PJ day	Day 25 Practice mindfulness exercises
Day 26 Go on an early morning walk	Day 27 Try meditation for 10 minutes	Day 28 Cook something new	Day 29 Create a mood board	Day 30 Find a quote that inspires you

Share your progress #podwellbeingchallenge