Mossley Hollins High School

Newsflash 18

Friday 22nd January 2021

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 Feedback

Thank you to those students who took the time to let us know what is working well and how we can improve. Over the next week we will be contacting some students to get further details about some of the ways that you feel we can improve things for you. Here are just some of the things that students have told us are working well

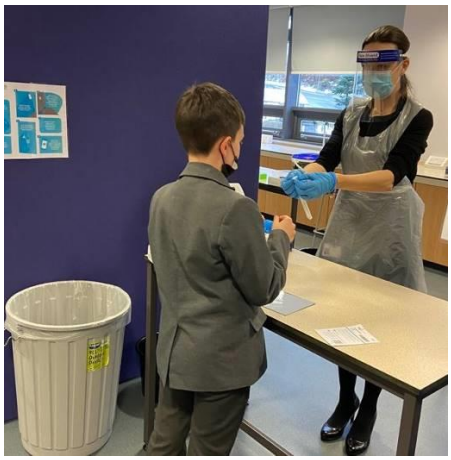
- It's easier to work at my own pace at home
- This way of working is much better than how it was last lockdown
- Teachers are helpful in lessons
- The live classes are working well, and I am learning well in that environment.
- When the teachers set the work explain it but let you get on with it
- It's all good
- Having live lessons because it feels like normal school. Still being able to do practical lessons like guitar and food technology.
- Online school, still able to learn
- I think teachers are trying very hard to keep students engaged and the lesson interesting
- Being able to send work through teams assignments
- The lessons are still the same as in school
- I feel like I am learning more than I was.

Marking Students' Work

Feedback to students is an essential part of Teaching and Learning. To ensure that our students can make progress in our virtual school, our teachers have put together a schedule for marking assignments, which will be submitted via Teams. Click here for the schedule, from each subject, of which the class teacher will mark pieces – full feedback will be given to students on these pieces of work. In addition, teachers may also request that students submit other pieces of work to ensure that they are completing their work during the live lessons, in order to check that all students are working well remotely. This will help us to support student engagement and ensure that students do not fall behind in their curriculum journey.

It has been a busy week for our students in school who have been engaging with their live lessons in our Library.

We opened our COVID Testing Centre as we welcomed back staff and the children of key workers, or those who need some additional support, to school. Testing involves the use of 'lateral flow' test kits and helps to identify any asymptomatic cases who may not otherwise be detected. All consenting students attending school have now taken two tests, with the requisite time lag between them, and staff in school are now tested on a weekly basis. So far, the process has run very smoothly and we would like to thank both the students for their mature and positive approach to the testing procedure and all the staff who have undertaken training to manage and administer the process. We would also like to thank the site staff for setting up the testing area.



Online Behaviour Policy: Manners and Etiquette in Live Lessons

We would like to thank our students, parents and carers for the overwhelming positive start we have had with our online learning over the last three weeks. To make things even better for students and staff, we want to make it really clear to everyone about our high expectations for online learning. Below you will find our ***Online Behaviour Policy: Manners and Etiquette in Live Lessons.***

Online Behaviour Policy: Manners and Etiquette in Live Lessons

We will not tolerate any behaviour which disrupts learning, any such behaviour will result in serious sanctions for those involved. Please be aware that expectations of behaviour in online lessons are exactly the same as our expectations in the school building:

- Use your manners and be polite at all times – do not call out and ensure that anything you type is sensible and appropriate
- Remain on task and work hard all lesson
- Follow all instructions from the teacher

- Attendance will be checked every lesson and home will be contacted if you do not attend your online lessons. You must log on to your lessons on time and remain for the duration of the lesson
- You will need to be engaged in these lessons and ready to answer questions.

There are some rules specific to online lessons:

- Please ensure your cameras are turned off when you join the call and then remain off for the duration of the lesson
- Please turn your microphones off until your teacher specifically asks you to give an answer or contribute to the discussion
- Use the chat function to ask appropriate learning questions (in Standard English) and give answers when directed by your teacher.
- Never use the chat function to speak to other students and never add angry faces/inappropriate emoji's to either the teachers or students comments.

Our Values and Principles

Mossley Hollins High School is committed to ensuring that all students and staff are able to learn and work hard in an environment which is **safe, supportive and which promotes and rewards great learning habits.** Central to this are our high expectations of behaviour and these, as with all aspects of the school's ethos and culture, are founded upon our values of **Manners, Hard work and Honesty (M+H+H=S).**

Behaviour in Live Lessons

The severity of the sanction will depend on the nature of the student's behaviour. For off task behaviour and answering back whilst their microphone is on or in the chat function, students will be a given a verbal correction. Prior to a sanction being issued in the aim of redirecting the student to their learning but sanctions will escalate in their severity where poor behaviour persists and a student fails to correct their behaviour.

The available sanctions are to be used to promote and develop positive online learning behaviour; all adults and students are expected to use the opportunities provided within the sanctions system to look to resolve the issues that have led to the inappropriate behaviour.

As much as there is an onus on students to take ownership of their behaviour, we also expect all adults to maintain a professional approach in managing behaviour and in modelling expected behaviours when intervening and interacting with students online. Sanctions are more likely to promote positive behaviour if students see them being applied fairly and consistently.

See the Behaviour Tariff below for full details of the sanctions, which will apply to each type of online behaviour.

Where behaviour in online lessons is contrary to these expectations, hinders the learning of others and/or opposes our values, sanctions will be issued to correct behaviour and encourage positive choices and home learning habits.

For off task behaviour and answering back, the teacher will give a correction prior to issuing a sanction as the aim is to redirect students to their learning without interrupting the lesson – failure to correct the behaviour will lead to a sanction.

The sanctions to be issued by staff in online lessons are:

- Correction
- NUHOPE Sanction issues (N or O) - You will be emailed by your class teacher your Head of Year will be CC'd and we will expect you to have a discussion via email to discuss your behaviour.
- Red Line support - Where a student continues to be off task (O) or answers back (N) they need to be removed from the online lesson by the teacher. After the student has been removed from the lesson, an email must be sent to Miss Martin, who will notify the senior member of staff who is on Red Line duty.

Please use the Subject REDLINE REQUEST and highlight the message as high importance. Please cc Mr Wilson, Mr Wells and Ms Riddy into the email.

- Automatic Red Line Behaviour (swearing; use of discriminatory language including racism, homophobia and sexism; aggression or violence) = student removed from the online lesson instantly. Sanction to be determined by Mr Wilson. The member of staff must dealing with the incident must send an email to Miss Martin and cc Mr Wilson, Mr Wells and Ms Riddy.

We reserve the right to enforce the school Behaviour Policy when students are out of school not following government guidelines for social distancing, anti-social behaviour in the community or online, including sharing impolite messages, nudes, or bringing the school into disrepute. If a student has feedback on teaching and teaching or the pastoral support, they should email admin@mossleyhollins.com

Mossley Hollins High School – Behaviour Tariff - Online Learning 2021

Classroom Behaviour	Sanctions/Strategies/Behaviour Management Dialogue
Off Task **(talking while the teacher is teaching, talking during a silent task, not working hard on the task set, any behaviour which could distract other students in a live lesson, using loaned ICT in an incorrect way e.g. inappropriate comments or emoji's on the chat function).**	1st time – Correction "NAME, you are off task – correct this by…" 2nd time – NUHOPE issued (logged on Sims) "NAME, you are off task again so you are now receiving a NUHOPE sanction that will be logged on Sims; now it is time to work hard by...(redirect the student to the task)" 3rd time – Parental call home from SLT (Redline email) - removal from the lesson.
Answering Back **(not speaking politely to the teacher, making any comment when a sanction or correction is issued, questioning or challenging a correction or sanction during a live lesson)**	1st time – Correction "Correction – do not answer back." 2nd time – NUHOPE issued (logged on Sims) 3rd time - Parental call home from SLT (Redline email) - removal from the lesson.
RED LINE BEHAVIOUR **Swearing out loud or in the chat** **Use of discriminatory language (including racism, homophobia and sexism)** **Aggression or violence**	RED LINE RESPONSE Removal from the lesson, pending a decision, which could include removing the student from online learning for a period of time, Phone call home from the senior member of staff on Redline response and Parent meeting. Parent/carer contacted by telephone on the same day by the member of teaching staff and Head of Year.

The Headteacher/Deputy Headteacher reserves the right to administer discipline to all students who remote learn based upon the evidence in relation to the incident available at that time, including information about the student's previous record. The Headteacher/Deputy Headteacher reserves the right to refer any incident to the Police where a crime may have been committed.

Students Working from Home: Beware of Plagiarism

We are so pleased with the way students are working; we have seen some excellent examples of their engagement and progress these last few weeks. As we continue with our remote learning, we are aware that students are using their screens and internet access more than they normally would. This can lead to the temptation of finding work online, cutting and pasting and presenting it as your own. We would like to remind all students and parents that

plagiarism is not acceptable – in exams, it can result in disqualification and call all results into question. Students must present work that is their own. Teachers will know their students and their ability well, and can normally recognise if a plagiarised piece of work is submitted. The most enjoyment a teacher gets is seeing what our students can do and their progress – we enjoy reading your words and work. Please ensure that everything you submit is yours.

Plagiarism is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition.

Life Skills and Form Time

The theme for form time next week will link closely with Holocaust Memorial Day, which takes places on Wednesday 27th January 2021. 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	Mr. Wilson assembly	Form Time/Check in
Year 8	Mr. Wilson 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	Mr. Wilson assembly
Year 10	Form Time/Check in	Mr. Wilson assembly	Form Time/Check in	Mrs. Burns assembly	Life Skills
Year 11	Mr. Beaumont assembly	Form Time/Check in	Mr. Wilson assembly	Form Time/Check in	Form Time/Check in

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

Year group	**Theme**	**Topic during w/c Monday 25th January**
Year 7	Healthy Bodies	*Vaccinations*
Year 8	Careers	*A career in medicine*
Year 9	Being independent	*Living independently (understanding the options available for 'moving out')*
Year 10	Extremism, radicalization and cults	*Spotting the signs of radicalisation*

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

Support for Student Resources

We are aware that as we are asking students to complete some of their work away from the screen of their computer, they may be running out of materials, such as exercise books and paper, to work on. If your child requires a new exercise book, paper or any other school-issued resources, please contact the school either by phone or to admin@mossleyhollins.com and we can arrange for you to collect the needed resources.

Holocaust Memorial Day

At Mossley Hollins, we are committed to promoting tolerance, equality and mutual respect. As such, we would like to remind the school community of Holocaust Memorial Day which occurs on Monday 27th January 2021. The Holocaust Memorial Day is an opportunity to reflect on the atrocities, which occurred in the absence of such values.
27th January marks the anniversary of the liberation of Auschwitz-Birkenau, the largest Nazi death camp.
The Holocaust threatened the fabric of civilisation, and genocide must still be resisted every day. Our world often feels fragile and vulnerable and we cannot be complacent. Even in the UK, we all must challenge prejudice and the language of hatred.
HMD is for everyone. Each year across the UK, thousands of people come together to learn more about the past and take action to create a safer future. We know they learn more, empathise more and do more.
Together we bear witness for those who endured genocide, and honour the survivors and all those whose lives were changed beyond recognition.

BE THE LIGHT IN THE DARKNESS
Be the light in the darkness is the theme for Holocaust Memorial Day 2021.

"We will continue to do our bit for as long as we can, secure in the knowledge that others will continue to light a candle long after us."
- Gena Turgel MBE, survivor of the Holocaust (1923-2018)

Character Development at Mossley Hollins

Before lockdown, our Year 7 and Year 8 students were working hard on Character Development with many looking forward to receiving their first Character Pillar badges and I am sure this hard work is continuing at home. Students may be spending their time, at home, learning a new language on Duolingo or supporting their younger siblings with remote learning; both of which are examples of activities that meet the Character Pillar criteria.

Please click on the links below to access the Character Pillar trackers, which outline the criteria for each badge. There are trackers for Apprentice and Graduate level.

Leadership
Learning
Participation
Service

If your child has met one of the criteria please ask them to speak to their form tutor or Mrs Ryan. We would love to receive some photographs of students working towards their Character Pillars.

Music – Online Instrumental Lessons

The provision of online lessons continues with our instrumental music teachers. We have students at home and in school receiving tuition each week, which is so good for our young learners. At a time when any normality is to be welcomed, these lessons deliver exactly that. It is so good for the mental wellbeing of our students to be able to hear from and receive tuition on their instrument / voice. We are currently delivering nineteen guitar lessons, eleven piano lessons, six drumming lessons, two string lessons and seven brass and woodwind lessons each week.

Spring Term Scholars Club

As we continue to adapt and overcome the new challenges we face, so does the Scholars Club! This week sees the virtual launch of the project for our new cohort of year 9 students. It has begun with a welcome webinar hosted by Selwyn College, Cambridge University where the students can find out a little about life as a student at the world's top universities.

As previously, the main thrust of the scheme is for students to work with a top PhD research expert and complete a project working at a level far above the key stage they are currently in! This time around, students will be looking to see if there is a link between geography and society's health and well-being.

Online small group tutorials start in the coming weeks and in the meantime, students will complete preparation work via their dedicated TEAMS page looking at essential study skills, going on virtual campus tours and thinking about some degree courses that are available to them.

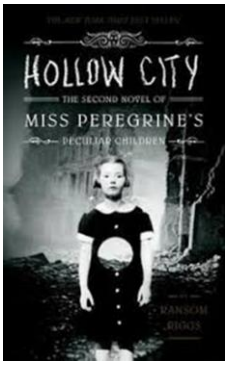
Good luck everyone.

Reading for Pleasure

Reading for Pleasure

In this lockdown, some of the things that we enjoy are no longer available to us. However, the wonderful world of reading is still open! Reading for pleasure can broaden your horizons, sooth your soul and offer a little bit of escapism. We would like to make you aware of the following reading opportunities.

The Oak Academy have now opened an online library and a new book will be available each week (online for free!). Year 7 students may be interested in this week's book, which comes from popular author Jacqueline Wilson. On their website, (click here) you will be able to listen to an interview with the author, enjoy some related games and most importantly – read one of her most popular novels: The story of Tracy Beaker.



If reading on the screen isn't for you, then you might be interested in audiobooks. By listening to an audiobook, you get all the benefits of enjoying a book but is a bit easier on the eyes. Audible have made a selection of their audiobooks available free. We would like to draw your attention in particular to Ransom Rigg's Hollow City: The second novel in the Miss Peregrin's Peculiar Children. On their website, (click here) you will find a whole range of genres to suit a wide variety of tastes. Parents – you may find something of interest there for you too!

Our final reading suggestion for this week is an opportunity exclusive for Year 11 students. Miss Nazareth-Kay is running a virtual Year 11 Book Club via teams on Thursdays at 3pm. Their first book is Charlotte Bronte's literary classic, Jane Eyre. In you are interested in joining the book club; please contact Miss Nazareth-Kay on d.nazareth-kay@mossleyhollins.com

Keep Calm and Put a Lab Coat on – Science at home

THE JAMES DYSON FOUNDATION
INSPIRING THE NEXT GENERATION OF ENGINEERS

Dyson Challenge Cards

Can you skewer a balloon without popping it? Coat a nail in copper? What happens when you plug a clock into a potato? Dyson engineers have designed these challenges specifically for children. Ideal for home or in the classroom, they encourage inquisitive young minds to get excited about engineering. Click here for more information.

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Charity Update

Mossley Hollins held a Christmas Jumper Day to support two fantastic local charities: Mossley Foodbank and Mossley Cancer Committee.

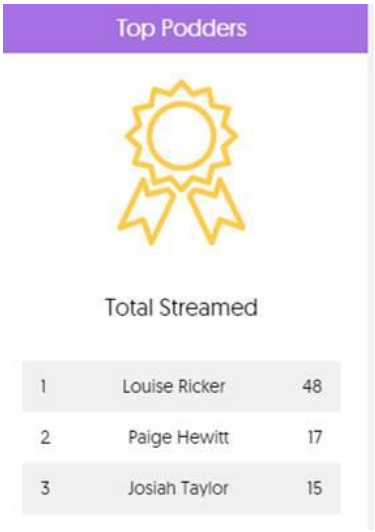
Mossley Foodbank – we received lots of donations (see picture below) which were greatly appreciated
Mossley Cancer Committee – we raised £226.15

GCSE Pod

GCSE POD is an award-winning digital content and revision provider used by over 1,250 schools worldwide. As a subscriber, our children now have access to GCSEPod's library of over 6,000 'Pods': 3-5 minute videos designed to deliver knowledge in short bursts. GCSEPod makes learning engaging and manageable, whilst equipping our pupils with great study habits. One of the best things about GCSEPod is that you can download any Pod to your child's mobile device, and then they can watch them at any time, in any place, with or without internet. It's like they're carrying a whole set of textbooks in their pocket! Make sure you download the GCSEPod app from the App Store (Apple and Android are supported) to access this feature. GCSEPod also has the ability to identify knowledge gaps and automatically send playlists to help fill them. After completing any homework set on GCSEPod, your child will get a personalised "Boost Playlist" of Pods relevant to their identified areas of weakness.
Please click here for help logging in your account.

GCSE POD - Usage Summary- Last week Usage -858 Pods Watched
Top three Subjects – last week.
These were the three most used subjects during last week.

English Literature Geography History



Parental Voice - Keep Having Your Say!

Thank you to all families who have previously shared their thoughts on how we could further improve our new systems and what they thought was working well. We would really like to hear from you again given the situation we have all founds ourselves in over the last few weeks, on how you think things are going in school. Do you have any useful feedback for us? We would really like to hear from both parents / carers and also from students about the experience of school in a 'COVID safe learning environment' for those students attending school, and the experience of live lessons and our online provision for those learning at home. We would encourage you to reflect on what do you think we have done well and what we could do better. Please email your comments to us at haveyoursay@mossleyhollins.com by 12 noon on Friday, 29th January 2021. Thank you for your continued support.

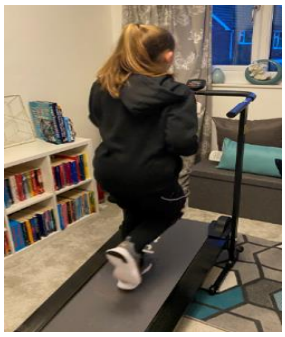
Arts and Sports News & Home Learning

Family Work out – Boxing Routine

This week's 'Stay at Home Stay Active' family fitness workout is a boxing routine. Complete the boxing combination exercises using the poster. You need to complete each exercise for 20 seconds and have 10 seconds rest after each one. Every circuit involves doing 3 minutes exercise, which is how long a competitive boxing round lasts. Good luck everyone.

Keepy Uppy Challenge.

This week's sports skill challenge is a football keepy uppy challenge. The challenge is to complete as many kick ups as possible in 60 seconds without the ball touching the floor. Try to complete the challenge every day for 5-10 minutes and try to beat your personal best. Good luck everyone.



Outstanding Achievement – Ava Hanson

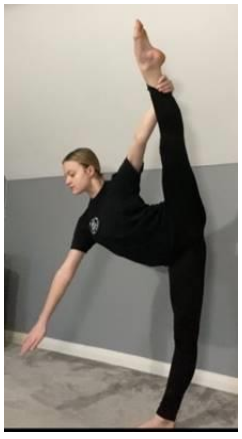
Ava Hanson in Year 7 is an enthusiastic sport performer who plays football for Stalybridge Celtic Juniors and is a member of Tameside School of Gymnastics. She is working hard to improve her fitness levels during lockdown by participating in training sessions on zoom and running on her treadmill at home (see picture). She is currently taking part in her football club's 'Lockdown Challenge' by completing a 200-mile challenge, the distance from Stalybridge Celtic to Wembley. Ava and her teammates have been running, cycling and walking in their own time to achieve this challenge

Outstanding Achievement in school – Year 8 boys

This week in school, three year 8 pupils- Dimitris Polyzois, Layton Charlton and Alex Kirk- took part in a badminton lesson with Mr Doodson and Mr Darnbrough. The boys performed to a very high level in their practices and worked hard to improve their skills and techniques. They then displayed an excellent level of competitiveness in the games and produced some high quality games when playing against each other.

Outstanding Achievement – Amy Starkey

Amy Starkey in Year 9 is a dedicated athlete who competes at a very high level for East Cheshire Harriers. During lockdown, Amy has been completing her own training plan at home to maintain her fitness levels. She has also been training hard with her coach at Heaton Park on Sunday's focusing on her javelin and hurdles technique to improve her performances (see picture). She is looking forward to competing at multi event competitions again soon.



Outstanding Achievement- Libby Hardman

Libby Hardman in year 10 this week submitted a super, detailed skills audit for her Dance GCSE, complete with a series of photographs to illustrate her analysis. Miss Sharpe wants to say a huge well done.

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follow us on twitter

Sport Performer of the Week

Year 7 – Ava Hanson in Year 7 has been working hard at home by training on her own and doing zoom sessions to improve her performance in both football and gymnastics.

Year 8 – Dimitris Polyzois, Layton Charlton and Alex Kirk were outstanding in their PE lesson this week when playing badminton and displayed a very high level of performance in the games.

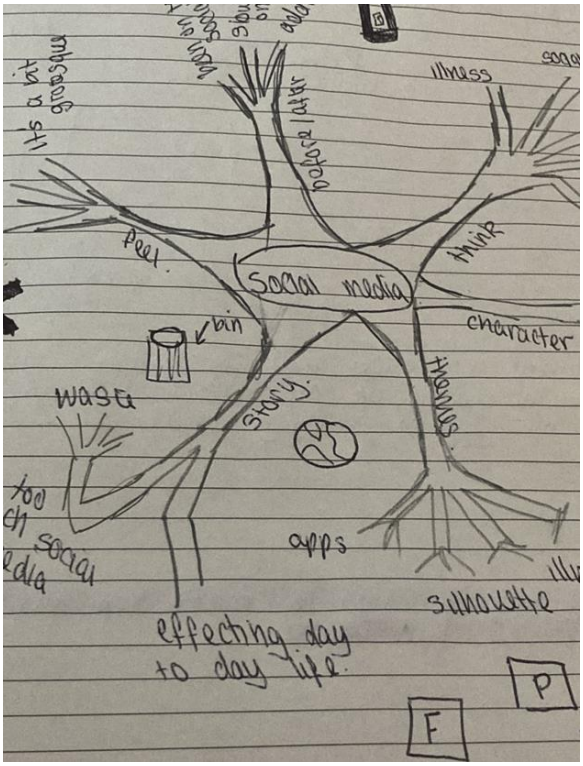
Year 9 – Ella Whitwam and Amy Starkey have been going above and beyond with their training at home in their chosen sports. Both girls have been taking part in zoom sessions and completing their own training sessions for Netball and Athletics.

Request from the PE department

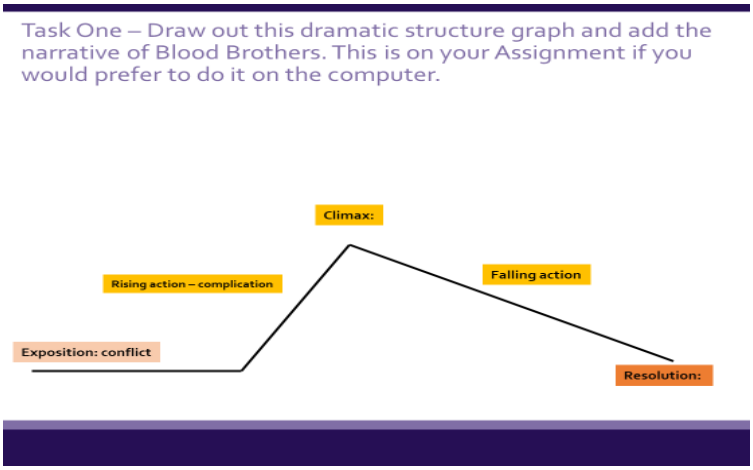
The PE department would love to find out what fitness challenges or sports challenges the pupils of Mossley Hollins are taking part in outside of school. We would like all pupils to send/email photos of them taking part in their exercises with information about their achievements to Mr Doodson or Mrs Dodd on a.doodson@mossleyhollins.com or v.dodd@mossleyhollins.com. Thank you to Ella Whitwam, Amy Starkey and Ava Hanson for their information this week.

Outstanding Achievement – Erin Preger

Erin Preger in year 8 has this week produced an outstanding piece of drama work around the current topic of Social Media.



Year 10 Drama - Blood Brothers



By Grace English

Exposition: The ending is shown. We find out about Mrs Lyons and Mrs Jonestone and the characters. Mrs Johnstone tells Mrs Lyons she is pregnant and Mrs Lyons asks for a baby.

Rising action: The two twins meet and grow up together. It is tense because of the theme of superstition and how the boys might die if they learn they are a separated twin.

Climax: mickey is sent to prison and suffers from depression. Linda is upset with him because they have a life and seeks help from Eddie.

Falling action: Mrs Lyons also goes slightly crazy and attacks Mrs Johnstone. Mickey gets a gun and tries to find Eddie.

Resolution: Mickey shoots Eddie and the police shoot him. Everybody is sad and "say it's not true" plays.

By Kiah Lees

Exposition: Before the boys were born, and when they meet each other at 7.

Rising action: When the boys are 14 and Mickey falls in love with Linda.

Climax: When they are adults and Mickey goes to jail.

Falling action: Mickey's addiction, Linda and Eddie's affair.

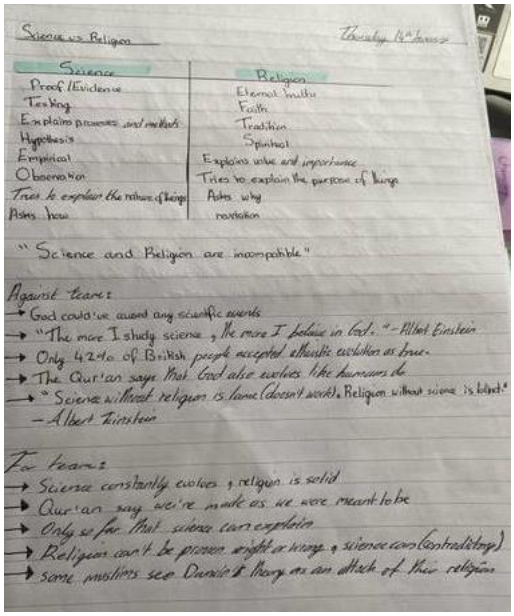
Resolution: Mickey finding out, them both being killed.

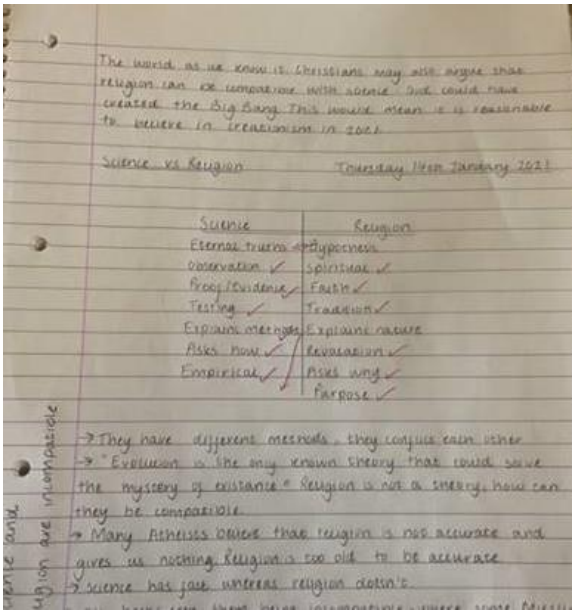
Scenes showing social inequality: Policeman scene, School scene, when Eddie gets back from University.

Home Learning in Humanities

Religious Studies

In GCSE Religious Studies last week, Year 10 held a virtual debate based on the statement '*Science and religion are incompatible'.* Mrs. Harrison was very impressed with the level of preparation Year 10 did for the debate and with the wonderfully mature way; they gave clear, concise and well-justified arguments for both sides. Here are some pictures of their fantastic preparation work. (Left – Leah Craig, Right – Grace English)

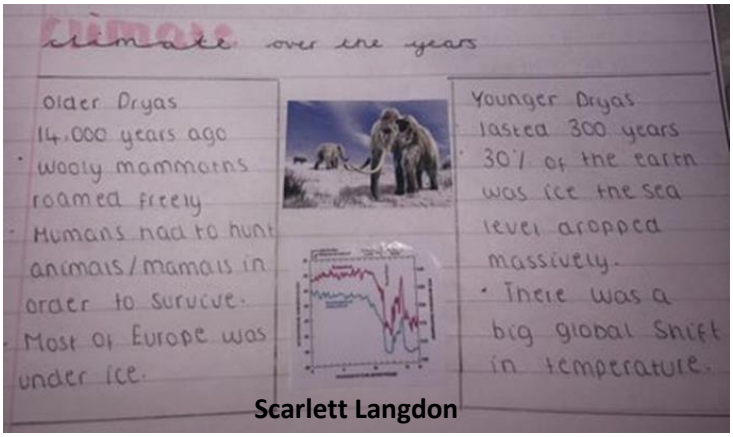




Next week in RSL, Year 8 and Year 7 will both be given the exciting opportunity to link their learning to the local community. As part of the Year 8 topic on Suffering, Rev. David Warner - the Vicar of Mossley, has prepared a video for Year 8 in which he explains how the Christian teachings on suffering impact his own life and his own views. Year 7 are currently studying a topic based around the question 'Is happiness the purpose of life?' and David has kindly prepare a video for them about what Christian teachings on happiness mean to him and just how challenging some might be to follow. Mrs. Harrison would like to say thank you to Rev. David for his time, and is sure that Year 7 and Year 8 students will find both of these resources extremely useful and thought provoking in their lessons next week!

Geography

Year 9 have been learning about the Climate Crisis in their new topic. They have been learning about the perception of the climate crisis in the media and have then been exploring the evidence for climate change in the past and present, to allow them to decide how reliable the evidence is for recent climatic change.



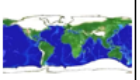
Scarlett Langdon

What evidence do we have for PAST climate change?

Complete a storyboard to show how the earth's climate has changed in the past. Use the other information sheet to help you. Include:

- Year and name of that stage
- Your own summary of what happens in that stage
- Your own picture/image to demonstrate what happens in that stage.

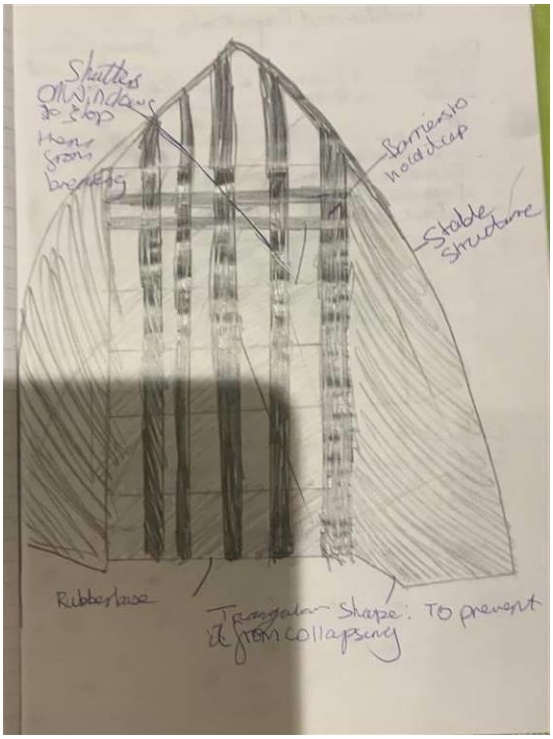
You can do this on a PowerPoint or on the word document here below. Or in any other way you wish (video, hand-drawn storyboard – your choice!)

Name of stage and year	What happened?	Picture
14,000 years before present.	Woolly Mammoths roamed freely. Most of Northern Europe was under ice. Humans hunted mammals.	
12,00 years before present.	Known as 'The Big Freeze' – lasted 300 years. 30% of the Earth was frozen. Ice sheets extended in lowland areas.	
11,000 years before present.	The Boreal period began - a rise in temp. Forest replaced the open lands. Rising sea caused coastlines to be flooded.	
7,000 years before present.	Warmer and moister – forests grew. Sea rose to 3 metres above its present level. Humans lived on shorelines they could fish.	
3,000 years before present.	Temperatures rising and glaciers melting. Believed it is due to human activity Exhaust fumes and coal stations contributing.	

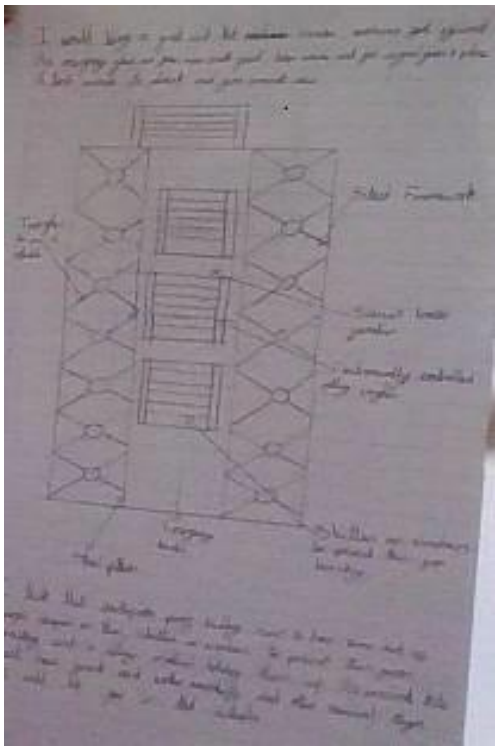
Brooke Bamford

Year 7 have been learning about tectonic activity and how earthquakes are made. They have then been exploring how earthquake proof buildings can help mitigate the impact of tectonic hazards by designing their own.

Chloe Mitchell



Ava Hanson



Home Learning in Technology

Well done to Amber Webster (Y9) for her excellent participation in her Food and Nutrition live lesson. The class watched a demonstration of 'Mac & Cheese' and then how to make your own fresh pasta.

Amber made her own spaghetti and then followed the recipe to prepare and make the Mac & cheese! Absolutely amazing, Amber!

Well Done to Harriet Newton (Y9) for making this delicious looking Victoria Sponge cake.

Well done to Lucy Coverley in Year 10 for her Victoria sponge, which was made following Mrs Duncan's demonstration.

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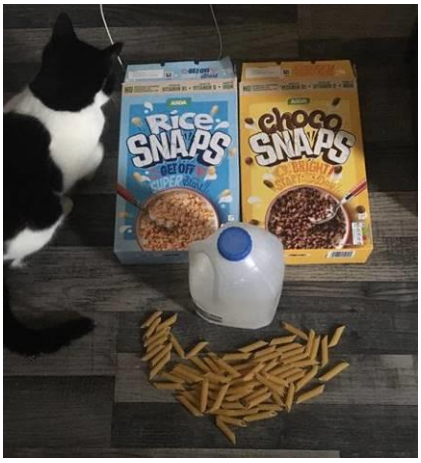
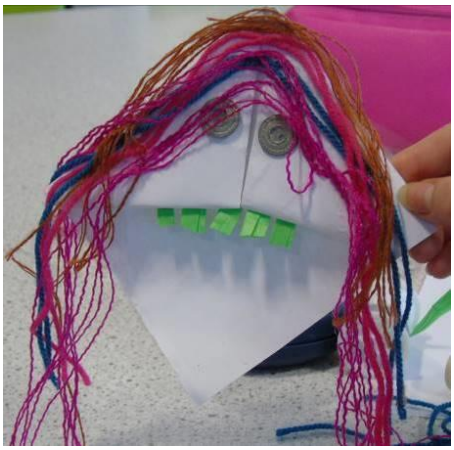
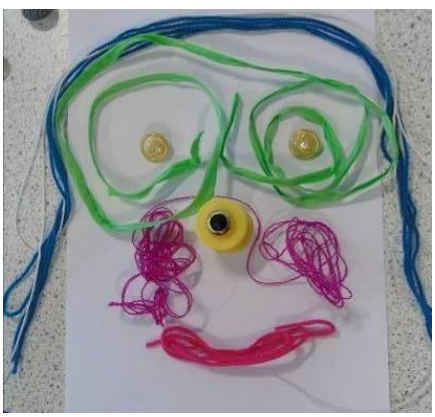
Year 7 portraits made of found objects inspired by artist Arcimboldo







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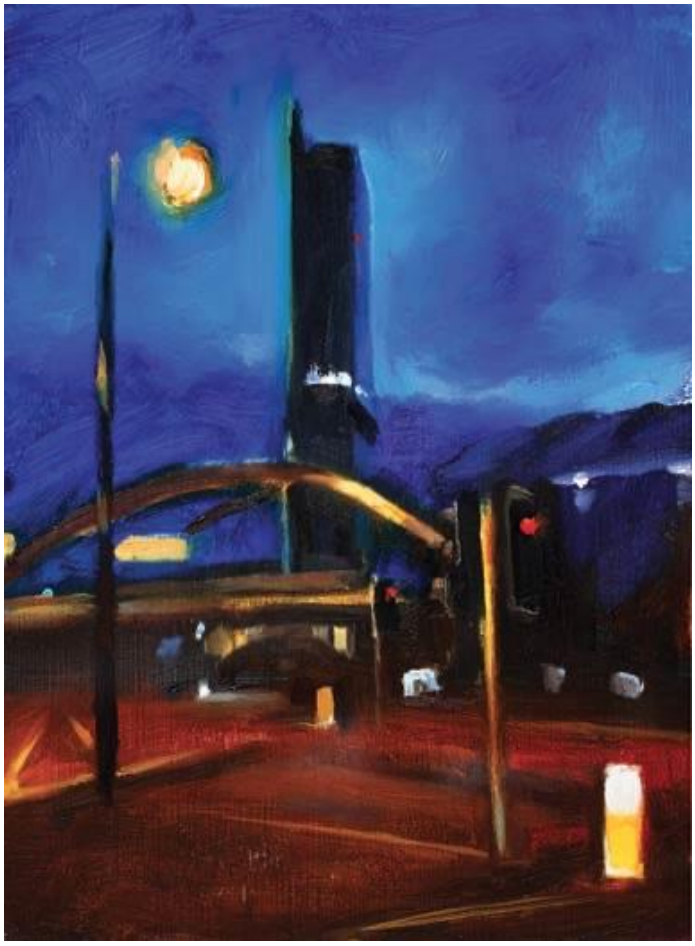
Year 10 artwork made from found objects



Original artwork by Liam Spencer

Student recreation in found objects/materials.

Close ups of students' work

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