

Mossley Hollins High School

# Newsflash 21

Friday 12<sup>th</sup> February 2021



## Retirement Plans of Mr. Marshall, Our Headteacher

Last term, before Mr. Marshall was unwell, he discussed his retirement plans with our Chair of Governors, Mr. John Denton. The plans were then shared with the senior staff and then all our staff, here at Mossley Hollins. As we approach the mid-point in the year, it is important that this information is passed on to students, parents and carers. Mr. Marshall intends to retire from his post of headteacher at the school at the end of the summer term, 2021. We wish him well and will write more about his dedication and service nearer the time. As you know, at present, in his illness absence (non-Covid-19 related), the Acting Headteacher is Mrs. Din. I know you will join me in wishing Mr. Marshall the very best of health and in thanking Mrs. Din for taking up the reins so professionally. We will update you on plans for September 2021 as soon as we know them.

### Statutory Consultation:

**Mossley Hollins High School to convert to an academy so it can co-found and jointly form the Tame River Educational Trust with three other Tameside schools**

Attached to the Newsflash there is a Briefing Document for Students, Parents, Carers and our School Partners which sets out our ambitious and exciting plans, in relation to the above, with Alder Community High School, Droydsden Academy (with whom we have been in a Soft Federation since 2015) and Hyde High School.

Please take the time to read the document, join in our consultation and ask any questions you wish. The details of who to contact are at the end of the document. The consultation begins formally on the 22<sup>nd</sup> February and runs until the 2<sup>nd</sup> April 2021. In the meantime, have a pleasant and safe half-term holiday. Thank you so, so much for your huge support and kind compliments as we navigated one of the most difficult of half-terms in the school's history: it has been so pleasing to be told by students and their parents of how well the whole school community was doing in such complex circumstances. We know that many families and staff have faced considerable hardship and our school stands right by your side. Do not hesitate to get in touch if we can help.

## Message from Mrs Din

### Headteacher's Message

Please click [here](#) to read today's Headteacher's Message.

### Subject Provision for Remote Learning

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

## A few little changes for a limited period only- (Wednesday 24<sup>th</sup> February to Thursday 4<sup>th</sup> March) to reduce screen time and give teachers curriculum planning time for next year

We would like to thank the parents and students who have contacted us to share their views and comments on what is going really well and how we can make things even better. One area that has been raised is the amount of time students are spending sitting in front of a computer screen or monitor. We have built into our lessons opportunities for students to work away from their screens where appropriate, and know that whilst we continue to work in these very different circumstances, it is important for the students' well-being that they do activities that allow them to be creative, artistic and participate in physical activities beyond their learning. In order to facilitate this, we will be running a slightly different timetable from Wednesday, 24<sup>th</sup> February to Thursday, 4<sup>th</sup> March.

### **What do I do?**

1. Please see the chart below to see what one SUBJECT IS **NOT** BEING TAUGHT ON A DAY between Wednesday 24<sup>th</sup> February to Thursday 4<sup>th</sup> March.
2. **If you have that subject** on that day (for example, English on Wednesday 24<sup>th</sup> February) it will not be on - Why not try the sporting or creative activities listed? If you wish you may upload any photographic achievements on to your YEAR TEAM GROUP.
3. **Year 11** could undertake an activity or they may wish to use any time they are not being taught for independent study for the next round of PPE exams. We hope that is good news, too?
4. All **other** subjects **continue to be taught on each day and you must attend and sign in 'live' as usual.** Registers will be taken and all absences dealt with, as usual. You will only miss UP TO ONE SUBJECT on that day and may not miss any if you do not have that subject on that day. You attend all the others each day.
5. This is just to give you a little screen-time break for up to 7 days. We hope you like it. You will only miss one subject each day (if you have that subject). It also helps teachers use that time in to plan together for next year, in that period.
6. Until the end of Tuesday 23<sup>rd</sup> February and from Friday 5<sup>th</sup> March all lessons each day will be on, as normal, in all subjects.

DATE	LESSONS NOT TAUGHT ONLINE	Year groups who will complete activities during the lesson in column 2
Weds 24/2	ENGLISH	Year 7, Year 8, Year 9
Thurs 25/2	HUMANIITIES	Year 7, Year 9, Year 11
Fri 26/2	SCIENCE	Year 7, Year 10, Year 11
Mon 1/3	MFL	Year 7, Year 10, Year 11
Tues 2/3	A&S	Year 8, Year 9, Year 10, year 11
Weds 3/3	MATHEMATICS	Year 7, Year 8, Year 9, year 11
Thurs 4/3	TECH/ICT/ART	Year 10, Year 8

A list of activities you may try instead will be shared with you after half term.

## Year 9: Celebrating Student Success



Last Friday, Millie Wright volunteered at one of our local vaccination centres helping the staff there with inputting key information onto databases. We are all very proud of you Millie, thank you!



## Punctuality to Lessons

Good punctuality to lessons is essential in order for students to achieve their full educational potential. It is also a vital behaviour that will assist students in forming good habits for later life.



All students are expected to be punctual for all of their live lessons. Students arriving late are recorded on the register, along with how many minutes late they are. If a student arrives late to the lesson, the teachers will ask them to explain why they have not arrived on time. We have the same high expectations for punctuality to our live lessons as we do when we are in the building; we expect pupils to demonstrate their good manners online.

## Student Voice Feedback

Thank you to those of you who have taken the time to tell us what is working well and what we can improve on. Please continue to do this.

Here are just some of the things that you have told us about and how we have addressed them:

Students said.....	We did.....
•End the lessons a little early to give time to hand work in and move onto the next lesson.	All lessons now finish 5 minutes early to allow time to turn in any assignments to Teams
•More demonstrations and practical tasks.	Our Teaching & Learning team will be working with all teachers on this.
•Record the lessons so we can watch again.	All teachers have been advised to record their lessons.
•Include more tasks that take us away from the screen.	All faculties have been working on ways to do this in every lesson where possible.
•Explain slowly, please do not rush, and give thinking time.	Reminded all teachers of this and encouraged them to use the chat function to follow up
•Always have the power point uploaded before the lesson then if there is an IT issue you can still access the work.	All teachers have been reminded about sharing the Powerpoint at the start of their lesson.
•More creative tasks away from the PC	Our Teaching & Learning team will be working with all teachers on this.
•Please build in breaks for double and triple lessons.	This has now been implemented in all double and triple lessons.

Please continue to feedback on areas where we can make improvements to help you with your learning.

## A Message from our Head Student Team; Caring for our Environment

Our planet is very important, and it is vital that we care for it. It can be difficult to know where to start and so the head student team have put forward a number of ideas that you can easily do to help combat climate change.

Recycle your rubbish!	Unplug electrical appliances when not in use	Use reusable shopping bags	Try to become a vegetarian or vegan	Use a refillable water bottle
Don't waste food	Buy food locally	Upcycle old things	Try thrifting your clothes	Don't litter

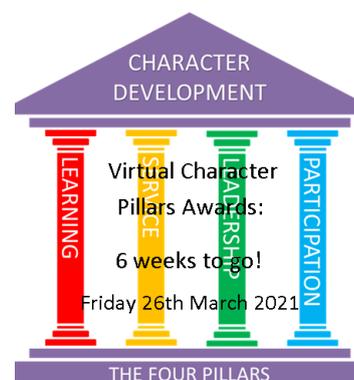
Here are some petitions you can sign to help make a positive change for our planet:

[Preserve, Protect and Defend the Ocean](#) [Ban The South African Trade In Rhino Horn](#) [Stop the U.K. from exporting its plastic waste](#)

## Character Development at Mossley Hollins

**NEW ONLINE FORM AND CRITERIA NOW ON THE WEBSITE, NOW INCLUDING GRADUATE CRITERIA!**

This has been an exciting week at Mossley Hollins for Character Development! We are working on the preparations for a virtual Character Pillars Award Celebration for next half term. This will give us the opportunity to celebrate the successes of our students in year 7 and 8 who have been developing character traits in the four different pillars. Year 7 are working towards apprentice level and year 8 are working towards apprentice and graduate level. It is not too late to be included in the first awards evening of the year. If you believe that, you have met the criteria for one or more of the character pillars please ensure that you send in the details. We want to celebrate the achievements of as many students as possible.

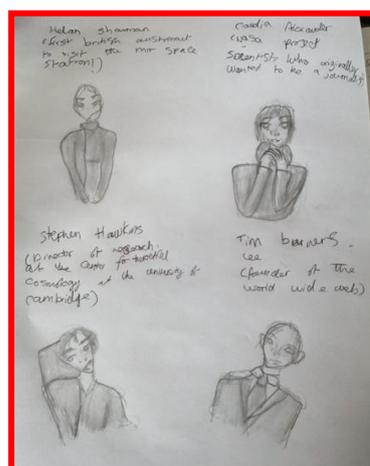


The online form has been released on the website and you have been in touch with all the amazing activities you are doing at home to develop character. If you have completed any of the challenges, please let us know by completing the 'Character Development Form', which can be located on the school website or by clicking [here](#).

Below is just a selection of some of the wonderful things going on:

**George Cassidy** has been working towards **Service** and **Learning** by helping around the house and learning the new skill of American Football. Well done George!

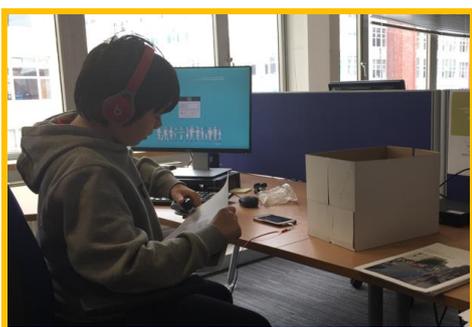
Brooke Whitfield has been working on her **Learning** Character Pillar and developing her Art skills, Great work, Brooke!



**Jessica Bowers** has recently taken part in a virtual World Cancer Day Art Show with her charity Clic Sargent. Jess created a number of pieces on the theme of World Cancer Day including a collage showing her own journey. Well done, Jess! Incredible work towards your **Service** Character Pillar.



**Dean Bottomley** has made great progress towards his **Service** badge by helping print and deliver leaflets informing residents in Manchester city centre of road closures whilst **Thomas Mills** has been taking responsibility for looking after the family's chickens and **Ava O Connell** has been cooking delicious meals. Well done, all!



## Junior Award Scheme for Schools 2021

Does your child attend after school clubs? Are they a member of Scouts, Guides or a Dance group? Or would you be keen to support other projects in the local community? If so, the JASS award could be for them!

We are very keen for Year 7 students to apply to complete their Junior Award Scheme for Schools at Mossley Hollins High School. Completing the Junior Award Scheme can also help students to achieve their participation and service character pillars.

This award is designed to recognise wider achievement and it is a good starting point for children who may go on to do the Duke of Edinburgh Award. Participants are awarded a certificate on completion of each section and a full certificate and badge on completing Silver award level.

## JASS - Junior Award Scheme for Schools

A huge congratulations to **Ella** and **Max Whitwam** in Year 9 who have both achieved their **Gold** JASS Award, and Leah Patel in Year 8 on achieving her **Silver** JASS Award. We are so proud you!

We have also sent out many section certificates for students who have progressed toward their Silver and Gold awards having completed one of the four activities: My Interests, Get Active, Stay Active, Me and My World and Adventure. Very well done to all receiving their certificates, these will be in the post this week.



## Español: ¡Mi Proyecto!

The MFL faculty at MHHS challenge you to get creative and complete one of our projects for February. The deadline for submissions is **Friday, 19<sup>th</sup> February** and winners from each year group will receive a **£10 gift card** and a feature in the Newsflash. **Judging will favour creativity and use of Spanish!**

<u>Year 7</u>		
¡A la luna!	<p>Imagine you are going on holiday to the moon! What is the weather like? What do the moon aliens look like? Who are you travelling with? Design a piece of work which is out of this world!</p> <p><b>Submissions to</b> <a href="mailto:c.taylor@mossleyhollins.com">c.taylor@mossleyhollins.com</a></p>	
<u>Year 8</u>		
¡Preparados, listos, cocina!	<p>Research a Spanish recipe online or translate one of your own favourite recipes. Submit your recipe along with pictures of the finished dish.</p> <p><b>Submissions to</b> <a href="mailto:s.owen@mossleyhollins.com">s.owen@mossleyhollins.com</a></p>	
<u>Year 9</u>		
¡Vamos a jugar!	<p>Design and create your own board game about Spanish school subjects. You can invent your own or replicate another game. Submit photos of your board game along with rules.</p> <p><b>Submissions to</b> <a href="mailto:g.stroker@mossleyhollins.com">g.stroker@mossleyhollins.com</a></p>	
<u>Year 10</u>		
¡Hogar, dulce hogar!	<p>1. Design your ideal home, creating labelled floor plans and descriptions.</p> <p>2. OR map out a town (Mossley in the year 3021?) and label.</p> <p><b>Submissions to</b> <a href="mailto:a.pringle@mossleyhollins.com">a.pringle@mossleyhollins.com</a></p>	
<u>Year 11</u>		
¡Hacia un mundo mejor!	<p>Design a poster or create an instructional video that could be used in schools to teach students how they can help look after the environment.</p> <p><b>Submissions to</b> <a href="mailto:j.stevens@mossleyhollins.com">j.stevens@mossleyhollins.com</a></p>	

## School Uniform Recycling

There is now a link on our website under Parents / School Uniform Recycling, which links to a website where parents can list second hand MHHS uniform for sale and where others can then buy it.

## Extra Curricular Opportunity

"Interested in the BIG questions? See below for an exciting opportunity from Oxford University.

### EXPLORE LIVE: ARE REAL-LIFE FRIENDS BETTER THAN ONLINE ONES?

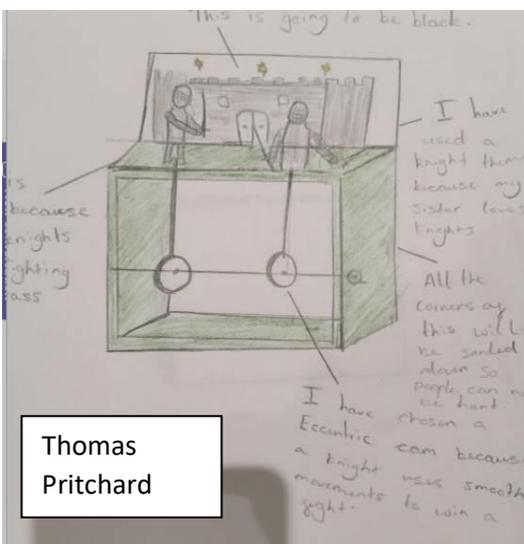
We are very excited to announce that the University of Oxford is running an Oxplore LIVE event from **2pm to 2.45pm on Monday 8 March**, focused on the Big Question: Are real-life friends better than online ones? The event is aimed at 11 to 18 year olds. We have a fantastic **panel of academics** from across the University lined up to discuss the Big Question with students. Plus, there will be interactive polls and a competition for students to enter. Please register via the web page [here](#).



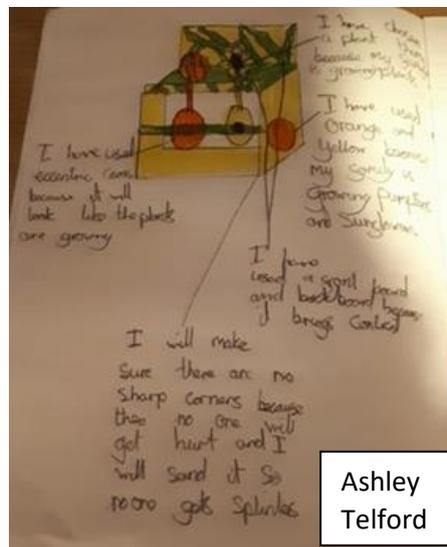
## Home Learning in Technology



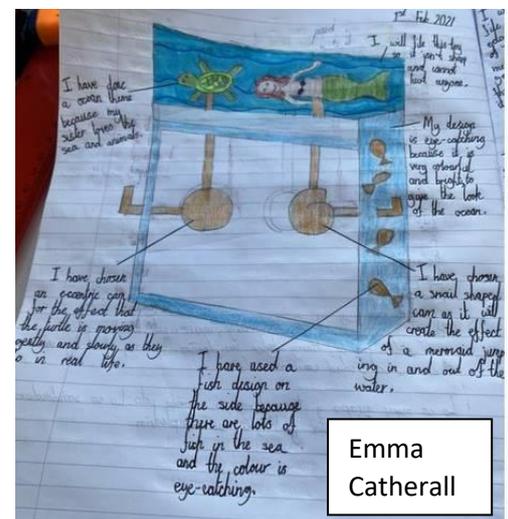
Year 7 Technology students have been busy designing their cam toys at home, which they will be making from wood when we are back in school.



Thomas Pritchard



Ashley Telford



Emma Catherall

## Pancake Competition- How creative can you be?

### Pancake Challenge How creative can you be?

**Challenge A** - design and make a creative sweet or savoury pancake that uses at least two fruits or vegetables in its design.

Submit your entry to Food Mrs Duncan/Mr Beaumont by: 22nd February to be in with a chance of winning a prize.

Marks will be awarded for:

- Creativity and imagination.
- Promoting healthy eating.
- Incorporating a variety of skills such as pouring, mixing and chopping.



### EXTREME Challenge How creative can you be?

**Challenge B** - design and make a 3D pancake object or scene using either sweet or savoury pancakes.

Submit your entry to Mrs Duncan/ Mr Beaumont by: 22nd February to be in with a chance of winning a prize.

Marks will be awarded for:

- Creativity and imagination
- Structure and design
- Use of colour and pattern



### Basic Pancake Recipe

#### Ingredients:

100g plain flour

2 large eggs

300ml milk

1 tbsp. sunflower or vegetable oil, plus a little extra for frying

#### Method:

1. Put plain flour, eggs, 1 tbsp. oil and a pinch of salt into a bowl or large jug, and then whisk to remove any lumps. Gradually add your milk, whisking until you have a smooth batter.
2. Set aside for 30 mins to rest if you have time, or start cooking straight away.
3. Set a medium frying pan or crêpe pan over a medium heat and carefully wipe it with some oiled kitchen paper.
4. When hot, pour a small amount of batter in to your pan, just enough to coat the bottom.
5. Cook your pancakes for 1 min on each side until golden, keeping them warm in a low oven as you go.



**You must have permission and be supervised by an adult when cooking in the kitchen.**



Entry forms can be found on the school website and school Facebook page.

## Create a Design for a Facemask Inspired by a Famous Piece of Art

During the pandemic, facemasks have become a key part of everyday life, so let's brighten them up a bit. We would like you to create a mask design based on a famous piece of art. We want to be able to look at it and see straight away which artist has inspired you! Think carefully about your layout. This design would be worn, what will be the focus? If you have access to colour, please add some, if not, use some mark making to show different tones. Let's get creative!



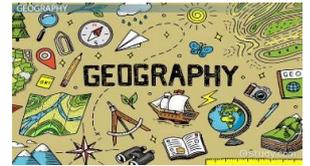
## Timetable Changes: Years 8 (Nightingale) and 9 (Turing)

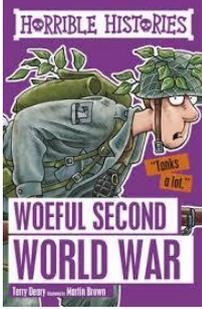
Please note that we have made some timetabling changes which will affect the timetables of some classes in years 8 and 9. **We will send a text message to all of the students** concerned; please make sure you check your timetable carefully from the 22nd February, this can be done by using the School Gateway app, or by using Insight to ensure you are aware of any changes to your timetable. If you have any queries, please contact Ms Riddy, Deputy Head Teacher.

## Humanities Enrichment Activities



Pick one or two of the following challenges to complete to stretch and challenge yourself in both history and geography to develop your knowledge and understanding. How many can you complete? Make sure you take photos as evidence for your work and upload on TEAMS if you wish. We look forward to seeing your work.



History		
<p><b>Watch</b></p>  <p>Watch one of the Horrible History documentaries (<a href="#">here</a>) on Youtube and write a review of it.</p>	<p><b>Read</b></p>  <p>Horrible history books and write a review of it</p>	<p><b>Make</b></p> <p>A 3D model of a trench or castle.</p> 
<p><b>Photograph &amp; Explore</b></p> <p>Take a photo of castle or historical site and create a research fact-file about it.</p> 	<p><b>Design</b></p> <p>A historical costume.</p> 	<p><b>BBC Bitesize</b></p>  <p>Watch a bitesize lesson on this topic <a href="#">here</a>.</p>
<p><b>Oak Academy</b></p> <p>Complete a lesson with activities on Oak Academy <a href="#">here</a></p> 	<p><b>Listen</b></p> <p>Listen to a Homeschool History podcast <a href="#">here</a>.</p> 	<p><b>Cook</b></p> <p>Cook a medieval meal <a href="#">here</a></p> 

# Geography

## Watch

Watch one of the documentaries [here](#) and write a review of it.

## Read

A travel/geographical book or article and write a review. Click here for some [ideas](#).

## Photograph

Take a photo of a geographical feature or nature, or make a collage.



## Research

A country or a place you would love to visit and create a fact file (Location, people, culture, language, food, human and physical features).



## Design

...something new from something old. **Recycle** something you would normally throw away and turn it into something fun or useful.



## Explore

A new or familiar place... make and send us a postcard! (If you cannot explore in 'real life' go online and pick somewhere you'd like to visit).



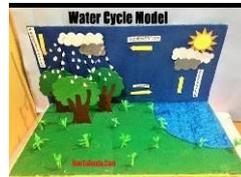
## Make

An item of food from a different country or even something you have studied in food (a shipwrecked desert island cake perhaps?!)



## Create

A 3D model of something you have studied (the water cycle? A city of the future?)



## Learn

Visit [Oak Academy](#) or [BBC Bitesize](#) and learn a new topic or revisit one you have studied this year.

### Some useful websites:

Year 7 Oak Academy: [Click here](#)    Year 8 Oak Academy: [Click here](#)  
 BBC Bitesize: [Click here](#)    Internet Geography: [Click here](#)

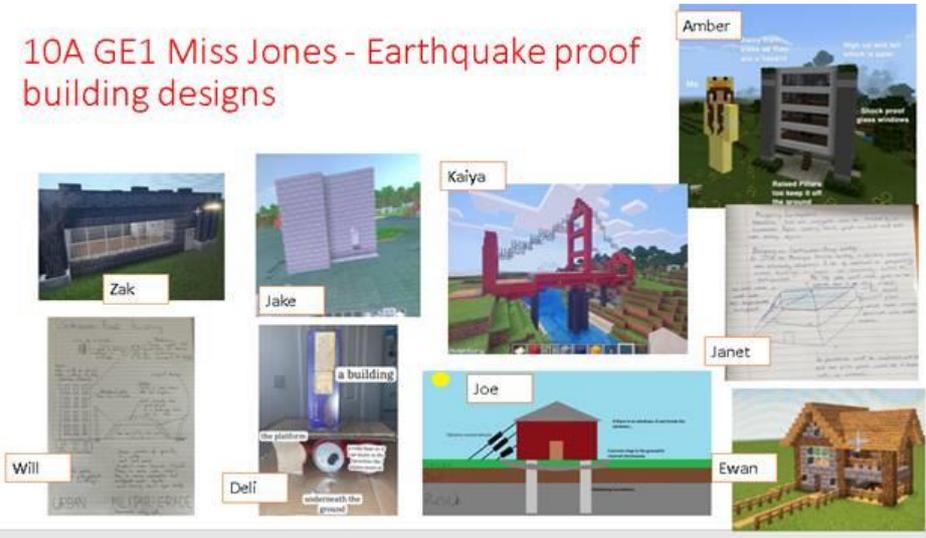
## Home Learning in Humanities

Year 10 have been working on creating Earthquake Proof designs for buildings as examples of mitigation against natural hazards.

### EQ PROOF DESIGN

Built from lego - It has a solar panel on top so power isn't coming from the ground which is likely to get destroyed, pillars on the outside for extra support, thick bricks form inside, and extra front support with lights on top.

# 10A GE1 Miss Jones - Earthquake proof building designs



King John and Magna Carta

Magna Carta (great charter of freedom) is a charter of rights agreed to by King John of England. It was made to make peace between the rebel Barons and the unpopular King John.

Who is King John?

King John was the King of England in 1199 until his death in 1216. 2 years before his death he decided to mount a huge campaign to try and re-conquer Normandy. Unfortunately for him he was badly defeated at the battle of Bouvines. John was known as weak and had to pay the huge price of 20,000 marks by June.

Who agreed to the Magna Carta?

King John agreed to the terms of the Magna Carta, the rules about the terms were: No taxes may be levied without consent of parliament. No subject may be imprisoned without cause shown. No soldier may be quartered upon the citizenry and lastly Criminal law may not be used in time of peace.

Fun fact! This was the first time John agreed to follow the rules like everyone else.

Year 7 geographers have been learning about tectonic hazards. Students in Miss Morrison and Mr Barber's class built models of volcanoes, complete with magma chamber, volcanic bombs, ash clouds and pyroclastic flows!

Fantastic piece of History work from Samantha Nuttall in Year 7

Year 9 geography students have been learning about climate change and produced some fantastic informative presentations on the topic.



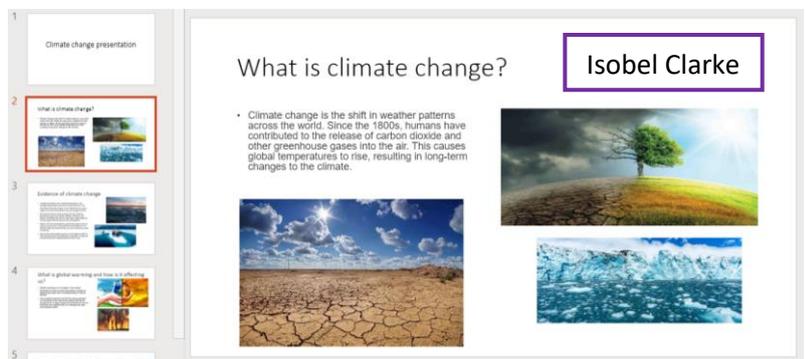
Reece Hodgson



Francesca Walker



Mark Thistleton



Isobel Clarke



Niamh Wilde



Lydia Schofield

# February Half Term Maths Challenges

There is a fantastic opportunity for you to enter a national competition over the February half term. The MEM (Mathematical Education on Merseyside) Challenge has been running for the last 20 years, and we have had some amazing success in recent years with our very own Joshua Aspin achieving Second and Third prizes for the last 2 years.



There are three challenges available and each challenge has seven or eight questions of increasing difficulty. Each year there is a different theme for the papers, this year the theme is Nature. Winners will be invited to a ceremony at the University of Liverpool which will hopefully take place in June.

Entry is free, all you have to do is send your answers back to Mr Frost in plenty of time before the deadline of the 19th March.

For further information and to download the question sheets, please follow these links;

For the Challenge and Senior Challenge -

<http://mathsmerseyside.org.uk/challenges>

For the Open Challenge - <http://www.livmathssoc.org.uk/cgi-bin/sews.py?OpenChallenge>

Any questions, please contact Mr Frost ([m.frost@mossleyhollins.com](mailto:m.frost@mossleyhollins.com)).

## The Senior Challenge - Years 9 & 10



MATHEMATICAL EDUCATION  
ON MERSEYSIDE

Sponsored by **MERCER**

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TRUST**

## Senior Challenge '21 Year 10 or below

Illustrations by Theo Chaddock

### Rules

- 1) Senior Challenge '21 should be attempted at home during February half term.
- 2) Your entry must be your own work, though of course you may ask for help on how to get started or for the meanings of unfamiliar words.
- 3) Entries without any working out at all or written on this sheet **will not be marked**.
- 4) It is possible to win a prize or certificate even if you have not completed all of the questions, so hand in your entry even if it is not quite finished.
- 5) Please make sure that you staple your pages together and you must write **your name and school neatly on every page**.

Either you or your maths teacher needs to return your entry by 19<sup>th</sup> March to this address:

Senior Challenge '21 Entries,  
Chris Marchant,  
Department of Mathematical Sciences,  
University of Liverpool,  
Peach Street,  
Liverpool,  
L69 7ZL

A Prize-Giving Evening will (hopefully) be held at the University of Liverpool on 9<sup>th</sup> June.  
We hope that you enjoy the questions.

## The Open Challenge - Year 11



(INCORPORATING THE LIVERPOOL BRANCH OF THE MA AND THE ATM)

## Open Challenge '21 For Year 13 or below

### Rules

- 1) It should be attempted at home during February half term.
- 2) Your entry must be your own work.
- 3) For individual entries only. You should attempt all questions.
- 4) Entries without any working out at all or written on this sheet will not be marked.
- 5) It is possible to win a prize even if you have not completed all of the questions, so please submit your entry even if it is not quite finished.
- 6) You must **PRINT** your name, date of birth and school address plus postcode in neat, legible writing on the front sheet.
- 7) Pupils under 15 years of age should only attempt this in exceptional circumstances. Either you or your maths teacher needs to return your entry by **5<sup>th</sup> March** to this address. **\*\*\*\*\*Due to COVID restrictions the deadline has been extended to 19 March\*\*\*\*\***

Pupils may submit their individual entries directly, preferably by post, to  
**Open Challenge '21 Entries,**  
Mrs A. Carter, Danes Court, Mudhouse Lane, Burton, Neston CH64 5TS.

or, where this is not possible, by email with a pdf attachment to  
[newstead@liverpool.ac.uk](mailto:newstead@liverpool.ac.uk)

All of the prizes and certificates will be posted to schools and colleges. Solutions will be posted on [www.maths.lv.ac.uk/ms.html](http://www.maths.lv.ac.uk/ms.html) shortly afterwards.  
We hope that you enjoy the questions.

## The Challenge - Years 7 & 8



MATHEMATICAL EDUCATION  
ON MERSEYSIDE

Supported by

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FOUNDATION**

## Challenge '21 Year 8 or below

Illustrations by Theo Chaddock

### Rules

- 1) Challenge '21 should be attempted at home during February half term.
- 2) Your entry must be your own work, though of course you may ask for help on how to get started or for the meanings of unfamiliar words.
- 3) Entries without any working out at all or written on this sheet **will not be marked**.
- 4) It is possible to win a prize or certificate even if you have not completed all of the questions, so hand in your entry even if it is not quite finished.
- 5) Please make sure that you staple your pages together and you must write **your name and school neatly on every page**.

Either you or your maths teacher needs to return your entry by 19<sup>th</sup> March to this address:

Challenge '21 Entries,  
Chris Marchant,  
Department of Mathematical Sciences,  
University of Liverpool,  
Peach Street,  
Liverpool,  
L69 7ZL

A Prize-Giving Evening will (hopefully) be held at the University of Liverpool on 16<sup>th</sup> June.  
We hope that you enjoy the questions.

Here is the first question from The Challenge;

### 1. The Elephants in the Zoo

A zoo has an equal number of African elephants and Asian elephants. The African elephants cost £11 per day to feed and the Asian elephants cost £9 per day to feed. The total daily bill for feeding all of the zoo's elephants is £1000.

How many elephants does the zoo have?



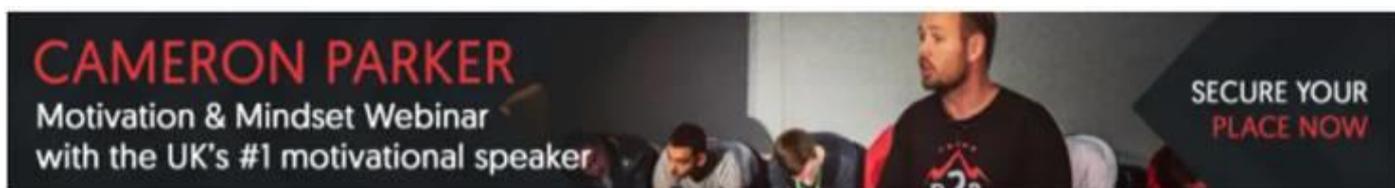
## Pre Public Examinations Timetable- Reminder

Last week in year eleven assembly, Mr Wells explained the plan for the final round of Pre-Public Examinations for year eleven.

- There will be a significantly fewer Pre-Public Examinations than originally planned.
- The examinations will begin on Wednesday, 10th March and finish on Friday, 19th March.
- A new timetable and PPE booklet has been sent out today; printed copies can be collected from school if required.
- If school re-opens, the examinations will take place in the building; if school remains closed, we shall conduct the PPEs online.

Date	Session	Examination	Duration
Wednesday, 10th March	14:00	Statistics, Paper One	1 hour 30 mins
	14:00	Music Theory	1 hour 30 mins
Thursday, 11th March	09:00	Biology, Paper Two	1 hour 10 mins
	11:15	Spanish Listening- Higher	45 minutes
Friday, 12th March	11:15	Further Maths, Paper One	1 hour 45 mins
	14:00	History - Cold War	1 hour
Monday, 15th March	08:45	English Literature Paper Two ( <i>Shakespeare and Unseen Poetry</i> )	1 hour 45 mins
	13:20	Geography Paper One	1 hour
Tuesday, 16th March	08:45	Mathematics Paper One	1 hour 30 mins
	14:00	GCSE PE	1 hour 45 mins
Wednesday, 17th March	08:45	Computer Science, Paper One	1 hour 30 mins
	08:45	Drama ( <i>Frankenstein</i> )	35 mins
	11:15	Business Studies, Paper One	1 hour 45 mins
Thursday, 18th March	14:00	Spanish Listening - Foundation	35 minutes
Friday, 19th March	08:45	Mathematics Paper Two	1 hour 30 mins

## GCSE Pod Student Webinars



Join renowned, world-class, youth coach and speaker, Cameron Parker. Cameron's mission is to lead the younger generation to success and he has spoken on stages both big and small across the UK and Europe educating and inspiring thousands of young people to level up their lives and upgrade their mind-sets.

**Stress to Success (Avoiding burnout, staying focused and stick to a plan)**

**23 February, 6pm**

## World Book Day – Thursday 4<sup>th</sup> March 2021

We invite you to join in our celebrations of literature for World Book Day.

One of the ways we'd like you to get involved is by getting dressed up as your favourite character from literature. You could find your inner wizard and dress up as Tolkien's Gandalf; or is Dickens' Artful Dodger more your style? How about going on a gothic adventure as Bramstoker's Dracula or Hill's Woman in Black? We'd love for you to get involved and send in a picture of yourself in full literary costume. Try and persuade the whole family to get involved!

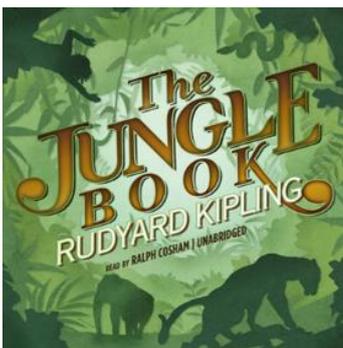
Since this year we will have to celebrate World Book Day in the virtual world, we'd also like you to change your teams icon to a book cover for the day. It could be the book you're currently reading, a favourite classic, or the next book you want to read.



## Reading for Pleasure

This week we'd like to recommend two classics available to listen to via audible.

The first we think will particularly appeal to students in year 7 and 8. Books are a wonderful way to explore the world from the safety and comfort of your own home. At the start of the year, year 7 students read some of Rudyard Kipling's stories from the Jungle Books. You can listen to the rest [here](#).



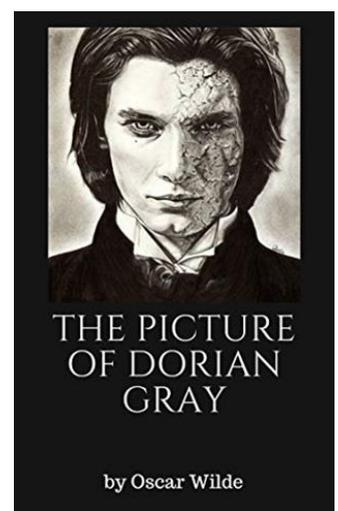
*Tales of Mowgli, the boy raised by animals in the exotic jungles of India; Rikki-tikki-tavi, a courageous young mongoose who battles the sinister black cobra Nag; Toomai, the boy who works with elephants; and more will delight listeners both young and old. These classic stories brim with adventure and thrills as the lively characters fend off ferocious tigers and deadly snakes, slip through the jungle to watch elephants dance, and seek refuge from dangerous hunters.*

For students in Year 9-11, Miss Osborne would like to share one of her all-time favourite novels: the gothic tale of *The Picture of Dorian Gray*. Oscar Wilde is probably best known for his comic plays; short stories for children and lyrical poetry but this (his only novel) is far darker and disturbing...

*Dorian Gray, a handsome and narcissistic young man, lives thoughtlessly for his own pleasure - an attitude encouraged by the company he keeps. One day, after having his portrait painted, Dorian makes a frivolous Faustian wish: that he should always remain as young and beautiful as he is in that painting, while the portrait grows old in his stead.*

*The wish comes true, and Dorian soon finds that none of his wicked actions have visible consequences. Realizing that he will appear fresh and unspoiled no matter what kind of life he lives, Dorian becomes increasingly corrupt, unchecked by public opinion. Only the portrait grows degenerate and ugly, a powerful symbol of Dorian's internal ruin.*

*Wilde's dreamlike exploration of life without limits scandalized its late-Victorian audience and has haunted readers' imaginations for more than a hundred years. Click [here](#) to continue reading.*



# Home Learning in Science

Here are some fantastic examples of science work that have been produced in the lessons this week. Students have been modelling atoms (Year 9) and isotopes (Year 10) using materials they can find in their home.



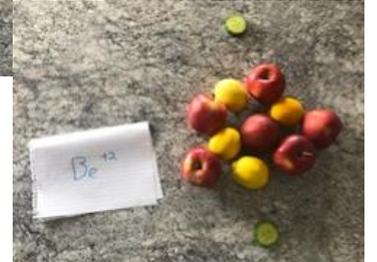
Chloe Hibbert (Yr. 9)



Emily Fletcher (Yr. 9)

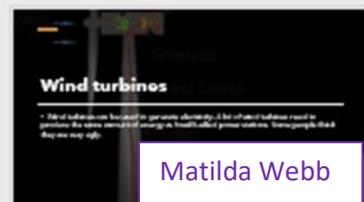


Katie Briers (Yr. 10)

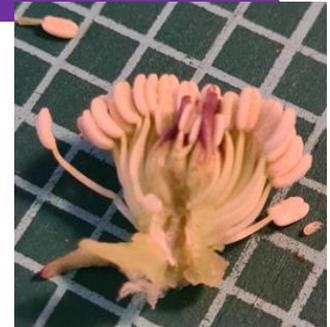


There was also a fantastic effort made by students in 7L, who worked independently to produce presentations on renewable energy resources.

Nathaniel Taylor-Jones (Yr. 8) was able to find (a very frosty) flower to undertake a dissection!



Matilda Webb



7S1 have been investigating diffusion in unicellular organisms. They used potatoes to represent the cells and food colour to show how substance can diffuse in. Some students investigated the different factors that affect diffusion using different temperatures of water and tea bags.

Hollie Broad



Sam Copson



Finley Smith

## Home STEM Challenge

### Diffusion Project

Complete these fun, easy to do experiments to consider a key scientific principle important for respiration, digestion and gas exchange in plants.

It would be great to see a report of your findings. I suggest clear photos of your work with a couple of sentences to describe or explain what you did and what you found. If you do not want to take photographs you could draw or paint a storyboard of your experiments

#### Experiment 1: Diffusion in a Liquid

For the first simple experiment, you will need a clear container filled with water, food colouring, a darker colour such as red is best, and you will need a watch. To start, add a single drop of colouring to the water's edge in the container and start timing the moment the drop hits the water. Stop timing as soon as the colour first reaches the opposite edge of the container. You can use dilute juice or anything with a 'strong' colour.

Challenge: Repeat the procedure after cooling the water in the freezer or heating it up in the microwave compare the results. Be careful that the liquid is not too hot so to avoid anyone risking being scalded.

#### Experiment 2: Diffusion in a Gas

For the second experiment, you will need a strong-smelling substance (perfume, candle or room spray) along with a watch and a second person. Have the other person stand on the opposite side of the room from you and expose the scent to the air. For example, light a candle or spray some air freshener. At the same moment, start timing. When you first detect the scent, stop timing.

Challenge: Next, repeat this again when your heating is on (warm room) and first thing in the morning before the room has been heated and colder than usual – compare the times.

**Report your findings to your Science teacher via email. By Friday 26th February**

## Arts and Sports News & Home Learning



### Online Music Lessons

Here is Sophie Wood from Year 7 having her online violin lesson in school.

### Young Songwriter Competition, 2021

The Young Songwriter 2021 competition is now open for entries.

If any of our students are interested in this competition, please click [here](#) for more information.



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



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

If you or your families are interested in taking part in the 2 mile a day challenge, please visit the website [www.cancerresearchuk.org](http://www.cancerresearchuk.org) for more information.

If you would like to, you can donate to the JustGiving page by following the link [here](#).

**Family Challenge – 2-Mile Challenge**

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



**2-Mile Routes**

Route 1. Mossley Train Station along Manchester Road towards Greenfield, to the Tollemache Arms Pub and back.	Route 2. Mossley Train Station along Manchester Road towards Heyrod, to the bridge under the train line and back.
Route 3. Mossley Hollins down Huddersfield Road to the Well – I – Hole farm and back.	Route 4. Mossley Hollins up Huddersfield Road to Stamford Golf Club and back.
Route 5. The Co-op in Top Mossley along Stockport/Mossley Road to Apollonia House Dentist and back	Route 6. The Royal George pub along Manchester Road to the Clarence pub and back.

**Year 7 Outstanding performance – Ava Hanson**

This week Ava Hanson in Year 7 started the ‘2 mile challenge in February’. She is aiming to complete both 2 mile runs and 5 km runs to run over 15km every week. She completed her first 5km run last Thursday with a great time of 35 minutes 30 seconds. Ava is determined to improve her times over the next few weeks. We wish her good luck with the challenge.



**Sport Performer of the Week**

**Year 7** – Harrison Mayall – has been running in his own time to improve his fitness levels during lockdown and on Friday in his PE lesson he completed the 2 mile challenge to compete against Mrs Dodd.



**Year 8**– Chloe Beschi – performed to a high level in her badminton lesson this week. She worked hard to improve her skills in training and then played to a high level in competitive games.

**Year 9** – Millie Wright – produced a fantastic piece of work in her Year 9 PE assessment. She then completed additional work in her own time to improve her own knowledge of the muscles of the body.



### Coming up after half term - Virtual Sports Clubs for MHHS pupils at home

After the half term, the PE department will be running virtual sports clubs for pupils in football, netball or basketball. We know that, at the moment, no sports are taking place outside of school so you will not be playing games for your local clubs. The virtual sports clubs will be set up for your year group and take place on a specific day after school from 3:00 – 3:30. The club will involve you taking part in individual challenges, which you can complete at home in your back garden. To take part in the sessions all you will need will be either a football, basketball or netball.

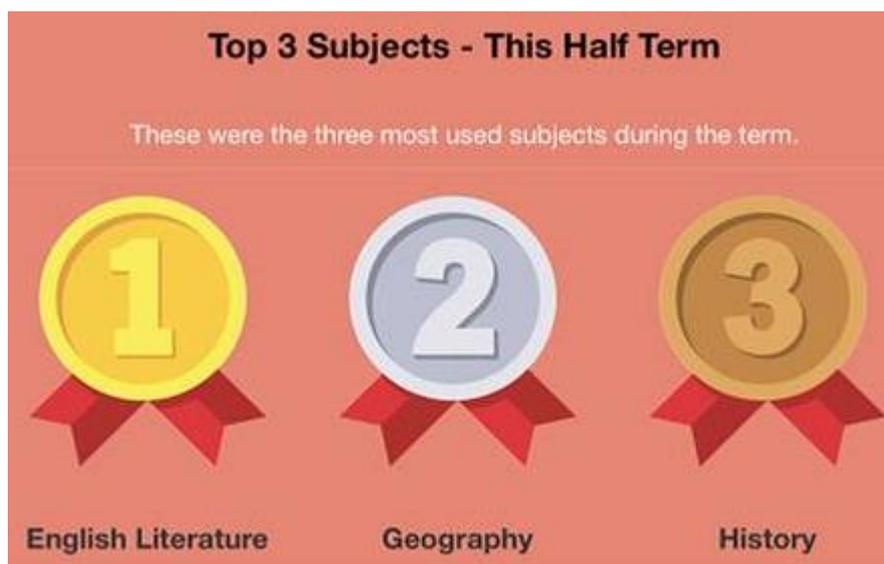
We hope the virtual sports clubs will give you an opportunity to practice your sports skills and share your successes and achievements with the PE department and other pupils in your year group. If you are interested, please let your PE teacher know.



### Request from the PE department

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

## GCSE POD Update



### Half Term Summary:

**2830**



This is the total number of Pods watched by students and teachers this term so far.

**HIGHEST DAY OF USAGE:**

This academic year, your students accessed the most Pods on **02/09/2020**.

**AVERAGE USAGE FOR YOUR SIZE:**

As a further comparison, the average number watched for an establishment of your size (between 301 and 400 Year 10+11 students combined) during the last half term was **1027**.

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

## 10 Top Tips for ... KEEPING CHILDREN SAFE FROM CYBER CRIME

We all want to continue being informed and inspired by the ever-expanding capabilities of the internet. But we also need to be able to safeguard ourselves against the growing amount of online hazards. Knowing what is fact, understanding what dangers exist and taking appropriate steps can go a long way towards protecting yourself and your family. National Online Safety has collaborated with the Yorkshire and Humber Regional Cyber Crime Unit to compile 10 pointers to help you keep your children safe from cyber crime.

### 1. Spot Phishing Bait

Phishing messages are untargeted mass emails asking for sensitive information (e.g. usernames, passwords, bank details) or encouraging recipients to visit a fake website. It's safest to learn the warning signs of phishing and increase your child's awareness. Too good to be true? Spelling or punctuation errors? Odd sense of urgency? These are all red flags. Don't click on links or follow demands: if you're unsure, contact the official company directly online to enquire further.

### 3. Encourage Strong Passwords

Weak passwords make it faster and easier for someone to gain access to your online accounts or get control of your device – giving them a route to your personal information. For a strong password, national guidance recommends using three random words (e.g. bottlegaragepylons). Consider paying for your child to access a password manager. Encourage them to have a separate password for their email account. Ensure the whole family uses two-factor authentication where possible.

### 5. Back up Your Data

Some cyber attacks can lead to the theft or deletion of important (and possibly sensitive) data or loss of files (like photos and videos) that can't be replaced. Backing up your data to the cloud – or to another device – will help prevent data loss if you ever become the victim of a cyber attack. Where possible, set your child's devices to back up automatically. Also encourage them to back up their data prior to installing any updates.

### 7. Take Care When Chatting

Criminals may look to manipulate others online and coerce them into using their talents or cyber skills for unethical means. Try to get your child to be open about who they are talking to online. Communication tools such as Discord are popular among gamers – but be cautious of the other people using them, and ensure you know who your child is chatting with.

### 9. Understand Their Motivations

Those being influenced online to use their skills unethically may display certain key warning signs. Sudden evidence of new-found wealth (unexplained new clothes or devices, for example), secrecy around their online behaviour or boasting of new online friendships are all causes for concern. If in doubt, refer through to your regional cyber crime team.

### 2. Don't Over-Share

Is your child sharing too much on social media? Do they post things about their private life, upload images of your home, or discuss their friendships and relationships online? Criminals will gather this information and may try to use it for identity theft or other offences such as fraud. To combat this, ensure your child's privacy settings mean they are only sharing information with family and close friends. Use parental controls where appropriate.

### 4. Stay Updated

People often put off installing updates to apps or software because they don't feel it's necessary, it can be time consuming, or could cause problems with programmes they rely on. But updates help protect users from recently discovered vulnerabilities to malware. You can usually set them to run automatically – encourage your child to select this option. Ensure updates are installed as soon as possible after you're notified they're available.

### 6. Be Wary of Public WiFi

Free public WiFi is commonplace – but it's often not secure and sends unencrypted data via the network. A hacker on the same network could access personal data (like financial information) without you even realising they'd done so. To avoid this, suggest to your child that they use their 3G or 4G mobile data when they're out and about, rather than free WiFi. Consider purchasing a VPN (Virtual Private Network) where possible.

### 8. Recognise Warning Signs

Often, budding cyber experts will relish the challenge of testing themselves or earning recognition from peers for their exploits. Even principled 'white-hat' hackers will look to test their skills online. If you think your child is interested in hacking, try to understand what their motivation is. You could encourage their participation in ethical competitions such as bug bounties.

### 10. Know the Consequences

Many young people may feel that hacking is essentially a light-hearted prank, and not especially serious. So make sure your child is aware of the implications of a conviction under the Computer Misuse Act – not only the possibility of a criminal record, but also lifelong travel restrictions and damage to their future career or educational prospects.

Produced in Partnership with

The Yorkshire & Humber Regional Cyber Crime Unit (YHRCCU) works with the National Crime Agency (NCA) and other partners, in the UK and abroad, to investigate and prevent the most serious cyber crime offences.



Yorkshire & Humber  
REGIONAL ORGANISED CRIME UNIT



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