

STUART BATHURST CATHOLIC HIGH SCHOOL

NEWSLETTER

28 November 2020

#38



HEADTEACHER'S MESSAGE

Hello and a warm welcome to our newsletter.

As always I'm going to reflect on the liturgy that will be read at Mass on Sunday. This Sunday marks the start of an important episode in the Catholic calendar – Advent. This, our “mini Lent” allows us to reflect, atone and prepare for the coming of our Saviour at Christmas. At the moment, when I read the liturgy, I seem to find each week that it is so easily applicable to our lives today. In fact, as we come out of our second Lockdown and into tier 3, the message in this week's Gospel couldn't be more apt.

This week I spent time in a virtual meeting with Headteachers from across Sandwell. In both the Primary and Secondary Phases it is clear that in our area the risk from Covid 19 remains not only high but very high. There are a huge number of closures particularly in the Secondary schools across Sandwell. Our government has given us the opportunity to decide whether we will meet with family members to celebrate Christmas or just to get together. Believe me, there is nothing I would like more than to be able to see my Dad, brother and sisters and their families but this year it won't be possible. I honestly can't advise you on what to do, that will be a personal decision made within your families, but I would urge you to think very carefully about the possible repercussions for the elderly and clinically vulnerable.. The vaccine isn't here yet and on December 23rd until December 27th none of us will suddenly become immune to this awful virus.

In this weekend's Gospel, the message is clear: if we live our lives based on integrity, love, compassion and sharing, this will always put us in a better place than one which is based on selfishness. The wise ones amongst us will try and live good lives every day and all day. Why? Well for a start we feel better for it ourselves but more importantly those around us benefit from it too. The Gospel isn't asking us to stay awake physically but it is asking us to stay awake spiritually, paying attention not only to our needs but those of others. Sometimes we are so preoccupied with the pressures of life that we neglect others and in that way we neglect our own spiritual wellbeing.

This week we have had a very different timetable and I thank you for being so accommodating. At the time of writing this, the plan to open to all year groups for the full week is still in place. I will let you know of anything that may affect your work patterns as soon as I can. In the meantime, we have produced a newsletter this week that aims to support you, as parents, if we have

to ask students to isolate at home, if you are advised to isolate yourselves, or indeed in cases where there is a positive case in your home and your children cannot attend school. I hope that you find this useful. I know it's not easy to be at home for a long period of time and appreciate that the role of home teacher is not one of choice for many of you but please keep going and encourage your children to engage too! The more effective we can make the time at home, the less ground your child will have to cover when they return.

I'm going to sign off for this week. Once again I would like to thank all of you, and the students and staff in our learning community, for being brilliant, staying awake spiritually, and making sure that we are one week closer to coming out of this challenging time in one piece.

Take care, look after one another and God bless.

Mrs Morris



REMOTE LEARNING GUIDE

UPDATE FROM OUR VIRTUAL SCHOOL

I am delighted with the success of our virtual school and would like to thank all staff, students and parents with their support in the implementation of remote learning.

The progress that we have made as a school since March in ensuring that our young people continue to receive 'Quality First' education in these testing times has been phenomenal. Schools in the local area have sought guidance from us in the systems and processes we have used to set this up and this very much makes us a beacon school for online learning. This would not be possible without your support.

I have been impressed by the quality of lessons that teachers have put together and how they have adapted, and in some cases, transformed, their practice on this new platform of teaching. Similarly, student engagement has been high and each day that I have visited lessons, I have been blown away by their participation and dedication to their learning.

I am so proud to see all the nominations for Home Learning Heroes and would like to congratulate every student who has been selected by subject teachers for this accolade.

As this method of learning and working looks set to be the 'new normal' for the months to come, we have produced this guide to centralise key information, to ensure the continued smooth running of virtual classrooms and to remind you of key expectations. If there is any clarification you require, or any questions that you may have, please contact us on parentportal@stuart-bathurst.org.uk.

Miss G Raindi

Senior Assistant Headteacher-
Quality of Education



REMOTE LEARNING INFORMATION ON OUR WEBSITE

You can find further information on remote learning under the COVID tab on the school website. Here you will be able to locate:

- A video presentation on remote learning
- Student code of conduct for remote learning
- A video presentation on how to use Knowledge Organisers
- The structure of the day in the event of remote learning being triggered as a result of bubble closure

REMOTE LEARNING GUIDE

SUMMARY OF REMOTE LEARNING PLAN

Our remote learning plan details what will happen in the case of 3 key scenarios linked to school closure. These are summarised here:

If your child's year group is sent home:

Staff will set up virtual classrooms and invite your child to them no later than the day before the lesson is due to take place. Follow instructions on our video for remote learning as to how to access these.

If your child's class bubble is sent home:

Staff will set up virtual classrooms and invite your child to them no later than the day before the lesson is due to take place. Follow instructions on our video for remote learning as to how to access these.

If your child is self-isolating because they or a member of your household is displaying symptoms of COVID19:

Staff will be made aware of this and send out the link for a live stream of the lesson taking place in the classroom at school so that your child can view it and take part. This link can be found on ClassCharts/school email. Your child should check both.

Please remember that all lessons are recorded and available for up to 7 days for students to review/re-watch.

TIMETABLE FOR REMOTE LEARNING

Year 7	Period 1	Period 2	Break	Period 3	Period 4	Lunch	Form Time	Period 5
	9:00 - 9:55	10:00 - 10:55	10:55 - 11:15	11:20 - 12:15	12:20 - 1:15	1:15 - 1:45	1:45-2:15	2:20 - 3:10
Year 8	Period 1	Period 2	Break	Period 3	Period 4	Lunch	Form Time	Period 5
	9:00 - 9:55	10:00 - 10:55	10:55 - 11:15	11:20 - 12:15	12:20 - 1:15	1:15 - 1:45	1:45-2:15	2:20 - 3:10
Year 9	Period 1	Period 2	Break	Period 3	Period 4	Lunch	Form Time	Period 5
	9:00 - 9:55	10:00 - 10:55	10:55 - 11:15	11:20 - 12:15	12:20 - 1:15	1:15 - 1:45	1:45-2:15	2:20 - 3:10
Year 10	Period 1	Period 2	Break	Period 3	Period 4	Lunch	Form Time	Period 5
	9:00 - 9:55	10:00 - 10:55	10:55 - 11:15	11:20 - 12:15	12:20 - 1:15	1:15 - 1:45	1:45-2:15	2:20 - 3:10
Year 11	Period 1	Period 2	Break	Period 3	Period 4	Lunch	Form Time	Period 5
	9:00 - 9:55	10:00 - 10:55	10:55 - 11:15	11:20 - 12:15	12:20 - 1:15	1:15 - 1:45	1:45-2:15	2:20 - 3:10
Year 12	Period 1	Period 2	Break	Period 3	Period 4	Lunch	Form Time	Period 5
	9:00 - 9:55	10:00 - 10:55	10:55 - 11:15	11:20 - 12:15	12:20 - 1:15	1:15 - 1:45	1:45-2:15	2:20 - 3:10
Year 13	Period 1	Period 2	Break	Period 3	Period 4	Lunch	Form Time	Period 5
	9:00 - 9:55	10:00 - 10:55	10:55 - 11:15	11:20 - 12:15	12:20 - 1:15	1:15 - 1:45	1:45-2:15	2:20 - 3:10

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 7	Lexia	PSHE	Assembly	Lexia	Hegarty
Year 8	PSHE	Assembly	Lexia	Hegarty	Lexia
Year 9	Assembly	Lexia	PSHE	Hegarty	Lexia
Year 10	PSHE	GCSEPod	Hegarty	GCSEPod	Assembly
Year 11	Intervention	Intervention	PSHE	Assembly	Hegarty

FORM TIME ACTIVITIES

Sessions highlighted in green will appear on the calendar and you should log in online to attend these with a member of staff. Other sessions are independent study using the relevant platforms. Read on for further information on Lexia, Hegarty Maths and GCSEPod.

REMOTE LEARNING GUIDE

LEXIA LITERACY PROGRAMME

All students from Year 7 to Year 9 have access to Lexia: a literacy package that the students can access at home.

In Lexia, students work independently to develop critical reading and language skills through individualised, motivating learning paths.

All students, regardless of their skill level, can work at their own pace and the teacher is notified (on web-based reports and via email) when they require support.

Year 7 and a few Year 8 students access Core 5 while the rest of Year 8 and 9 use Power up.

All students should log on for approx. 30mins a week to support their literacy skills.

To access, search Lexia Core 5 or Power up as appropriate. Then they will be asked for a teacher email. They can use mine: s.masters@stuart-bathurst.org.uk.

Then they use their school email address as their user name and the passwords are listed below:

Year 7 and 8 - Pink 1234
Year 9 - Yellow 123



HEGARTY MATHS PROGRAMME

HegartyMaths is the best way for your child to learn maths on their own at home.

1. Every single topic in school maths (850+) is explained in 10 minute video tutorials designed and delivered by Mr Colin Hegarty.

Mr Hegarty is an-award winning teacher who won UK Teacher of the Year 2014 and was nominated in the top 10 teachers in the 2016 Global Teacher Prize.

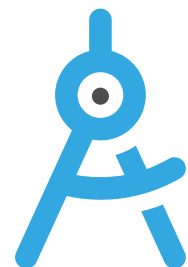
2. After every video, HegartyMaths has an assessment with questions covering everything taught in the video so students can practise and ensure they understand the maths Mr Hegarty just presented.

3. HegartyMaths records everything your child ever does on the system (their progress and effort), reporting it back to the teacher and to the child so it's clear what their strengths and weaknesses are and how hard they are working.

4. HegartyMaths lets parents see everything their child needs to learn and support them. Often, parents, who may be unsure of the school's methods, like to watch the videos along with their child and understand the techniques their child needs to know.

5. HegartyMaths helps every child practice their weaknesses so they can achieve impactful independent learning.

FURTHER INFO ON OUR WEBSITE.



REMOTE LEARNING GUIDE

GCSEPOD

We are delighted to announce that Stuart Bathurst Catholic High School has continued its investment in GCSEPod, the award-winning digital content and revision provider used by over 1,250 schools worldwide.

As a subscriber, your child now has access to GCSEPod's library of over 6,000 'Pods,' 3-5 minute videos designed to deliver knowledge in short bursts.

GCSEPod makes learning and revision much more manageable: every Pod is mapped to an exam board, and contains all the right facts, quotes, keywords, dates and annotated diagrams that your child needs for GCSE success – all neatly organised into topics and exam playlists.

Make sure you download the GCSEPod app from the App Store 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. We strongly suggest you encourage your child to review these playlists regularly as this will speed up their progress.

We recommend that you talk about GCSEPod with your son or daughter – check that they've successfully activated their account and encourage them to make use of this amazing resource throughout their GCSEs.

For more ways to support your child using GCSEPod, please visit www.gcsepod.com/parents where you'll find lots more information and resources.

Your child has already been registered with GCSEPod, so all they need to do is activate their account by following the instructions below. If your child's account has already been activated but they can't remember their username and password, please ask them to contact their Head of Year or Student Welfare Officer.

Alternatively you can email us on parentportal@stuart-bathurst.org.uk.

5 STEPS TO GET YOU PODDING

1. Go to www.gcsepod.com and click "Login" in the top right-hand corner.
 2. Click "New to GCSEPod? Get started."
 3. Select "Student"
 4. Enter your child's name, date of birth and the school name.
-

THE TOP-PODDER COMPETITION RETURNS!

From next week, we will start to tally students' access to GCSEPod. This will create the GCSEPod league, with chances for students to win prizes in recognition of their efforts.



REMOTE LEARNING GUIDE

IN THE EVENT OF TECHNICAL ISSUES

If you have trouble accessing computer/internet facilities: please contact us on parentportal@stuart-bathurst.org.uk and we will do our best to support. Please note however that cases will be prioritised to FSM/PP students first.

If you require assistance with passwords/accessing Microsoft Teams: please contact us on webmaster@stuart-bathurst.org.uk

IF YOU LOSE CONNECTION IN A LESSON/CANNOT SEE THE POWERPOINT:

Try leaving the lesson and rejoining. If this still does not work, you can view the lesson for 7 days afterwards or email your class teacher after the lesson and they will try and support.

SUPPORTING REMOTE LEARNING AS A PARENT

Ensure your child has access to a laptop/internet - contact the school if this presents a difficulty.

Create a quiet space for learning to take place.

Make sure you and your child have read the online code of conduct and understand our expectations for remote learning.

Encourage your child to attend all remote learning lessons on time - if your child cannot attend a lesson for a valid reason, ensure they contact their teacher and Head of Year to let them know.

Motivate your child to stay on task and complete all tasks.

Check that they complete any homework set from the lesson.

Advise your child to contact the class teacher if they are having trouble with their work.

Celebrate their online successes.

ATTENDANCE UPDATE

It was fantastic to see so many students across the year groups working remotely last week attending our virtual school.

Remember, non-attendance will result in a phone call home from the school and where there is a pattern, a formal meeting arranged. We ask that you as parents support the school by ensuring that students attend all lessons on time every day.

USEFUL WEBSITES

Your child can also use the below websites to supplement their online learning.



BBC Bitesize is a free online study support resource designed to help with learning, revision and homework!

Bitesize provides support for learners aged 5 to 16+ across a wide range of school subjects. It also supports children and young people's wellbeing and career choices. From April, Bitesize will be publishing daily lessons to help students with home schooling.



Oak National's 10,000 lessons and resources cover a wide range of subjects, from Early Years Foundation Stage to Year 11. Each lesson is an hour-long. They're delivered by a teacher, with a pre-recorded video as well as quizzes, worksheets and creative activities. It's all easy to use, there's no login or password, you can access the lessons on any device, and pupils only need materials they can find at home.

REMOTE LEARNING GUIDE

WRITING AN EMAIL TO STAFF

We have noticed that not all students are composing emails correctly when requesting support from staff remotely.

Take note of the advice here to ensure that you are excelling with your e-mail etiquette!

HOW TO EMAIL A TEACHER	
1 	2 
Subject Line Your subject line should be a short summary of your email (2-6 words). Examples: "Missing Assignments" "Technical Difficulties" "Late Work"	Say Hello Just like you would in person, say "Hello" first. Examples: "Hi [Name]," "Good morning, Mrs. Gracey," "Greetings!"
3 	4 
Why Are You Emailing? Tell the teacher why you are emailing them. Include any relevant details. Examples: "I am emailing because..." "I can't find..." "Can you please help me with..."	End Your Email Close your email with a simple goodbye. Examples: "Thank you for your help." "Have a nice day." "See you in class."
5 	
Include Your Name You were given a name when you were born, let's use it! After ending your email, do not forget to sign your name.	

To: myteacher@myschool.org
Subject: Missing Assignment

Good Morning,

I am emailing you because I have already turned in my book report. However, it still shows that I am missing the assignment in the grade book. Can you tell me if you have received it?

Thank you for checking on this.

Tommy Smith





DO YOU WANT TO JOIN OUR SIXTH FORM?

Last week, we launched our Virtual Open Day for prospective Sixth Form students. There is lots of information available on a special page of our website. Check it out [**HERE**](#)

REMOTE LEARNING GUIDE

SAFEGUARDING ONLINE ACTIVITY

During the current situation with the COVID-19 lockdown, the use of online and digital technologies is being used now more than ever. Many of these technologies are used to enable students to engage creatively with their learning.

Socially, our students often use the internet for entertainment, interaction and communication with 'friends' – bringing about new risks which many adults were never faced with.

It has never been more important for parents and carers to understand how their children use the internet and associated technologies, so that they can help to manage the risks that exist and reinforce the important online safety messages that we should all be promoting.

Online Safety is an ever growing and changing area of interest and concern. The internet and related technologies, including mobile devices such as phones, gaming media, tablets, and watches, are developing rapidly and are integral to the daily lives of our students.

As children are communicating with peers more frequently online, at times they may send or receive unkind/ inappropriate comments which can cause a great deal upset and distress.

If any online bullying occurs please ensure that you contact school to discuss and provide any screenshots of incidents, and appropriate actions will occur. In some cases, a referral to the police will be made when dealing with cases of online bullying or harassment.

For further information on how to keep your children safe online, please go to:

Internet Matters

for e-safety support for parents and carers

London Grid for Learning

for e-safety support for parents and carers

Net-aware

NSPCC support for parents and careers

Parent info

for e-safety support for parents and carers

Thinkuknow

e-safety advice from the National Crime Agency

UK Safer Internet Centre

advice for parents and carers



REMOTE LEARNING GUIDE

HOW CAN YOU PROTECT YOUR CHILD ONLINE?

Have free and frank discussions.

Encourage your child to talk to you about how they use the internet and show you what they do. Discuss with them the kinds of things they might come across. A good time to talk is when they get a new device or mention a new website

Manage their devices.

Encourage them to use their tech devices in a communal area such as the living room or kitchen and set up a user account for your child. If you think they aren't old enough to have a mobile phone or tablet, stay firm and explain the reasons why.

Put yourself in control.

Activate parental controls on your home broadband, all devices including mobile phones and games consoles. Safe search settings can also be activated on Google (and other search engines), YouTube and on entertainment sites like iTunes and iPlayer.

Keep their information private.

Your child can set privacy settings on most social networking sites so that only close friends can search for them, tag them in a photograph or share what they've posted.

Talk about online reputation.

Let them know that anything they upload, email or message could stay around forever online. Remind them they should only do things online that they wouldn't mind you, their teacher or a future employer seeing. Get them to think about creating a positive digital footprint.

Don't give in.

Remind them how important it is not to give in to peer pressure to send inappropriate comments or images. Ensure that as parents/carers you are aware of age restrictions of online apps and not allow them to access anything that is not age appropriate.

AGE RESTRICTIONS FOR SOCIAL MEDIA APPS AND WEBSITES



REMOTE LEARNING GUIDE

SUPPORTING EMOTIONAL WELL-BEING

It's normal for children and young people to feel worried or anxious at the moment. We've all experienced sudden changes in our lives and routines – and we're living with lots of uncertainty about the coming weeks. For some young people, the coronavirus pandemic may also worsen or trigger anxieties they were already struggling with.

Here are five things you can do to support your child:

1 Talk to them about what's going on. Find out how they're feeling and what they're thinking about, let them know it's okay to feel scared or unsure, and try to answer their questions and reassure them in an age appropriate manner. Remember, you do not need to know all the answers, but talking things through can help them feel calmer.

2 Help them to reflect on how they're feeling and encourage them to think about the things they can do to make them feel safer and less worried.

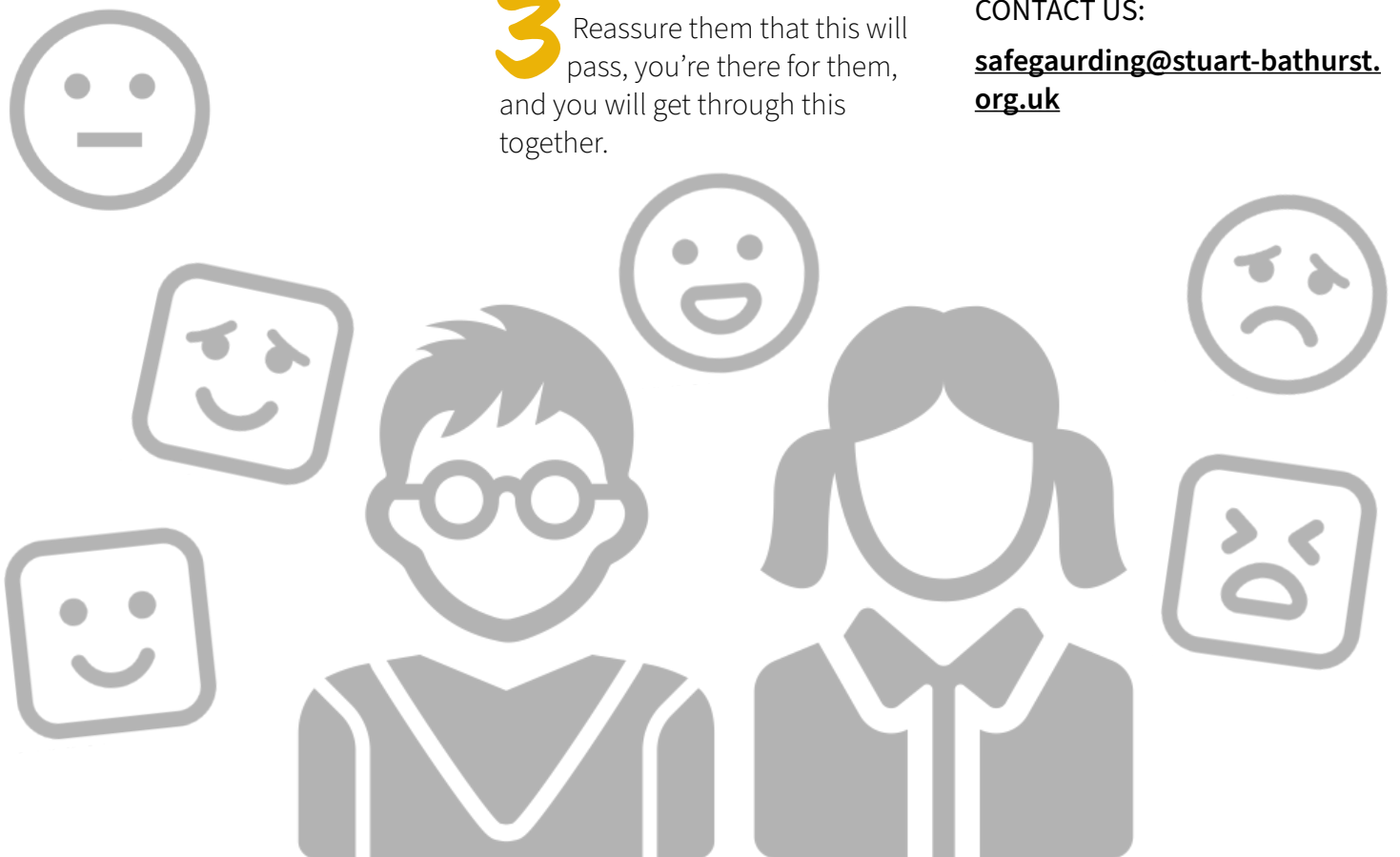
3 Reassure them that this will pass, you're there for them, and you will get through this together.

4 Spend time doing a positive activity with your child (such as reading, playing, painting or cooking) to help reassure them and reduce their anxiety. This is also a great way of providing a space for them to talk through their concerns, without having a 'big chat'.

5 Keep as many regular routines as possible, so that your child feels safe and that things are stable.

IF YOU HAVE ANY CONCERNS RELATING TO YOUR CHILD AND YOU WOULD LIKE FURTHER ADVICE OR SUPPORT, PLEASE CONTACT US:

safeguarding@stuart-bathurst.org.uk



REMOTE LEARNING GUIDE

HOME LEARNING HEROES!

Over the next few pages, we recognise and celebrate the amazing effort our students have made to transfer their learning online. Subject teachers have nominated students who they think have shown extra diligence and commitment to continuing their studies whilst at home. Well done everyone!

Y7

TOP STAR:

Richard R

Answering lots of questions and being very pro active in his lessons

TOP STAR:

Natalie S

Excellent focus and engagement in online lessons..

SUBJECT	STUDENT 1	REASON FOR NOMINATION	STUDENT 2	REASON FOR NOMINATION
Maths	Ruby B	for their engagement in online lessons. Always ready to respond to questions asked as well as asking questions for clarity		
Science	Rohail A	Excellent work rate, always answering questions, asking amazing questions (very inquisitive)	Charlie E	Always so enthusiastic, does as he's asked, attempts all of the work and asks questions whenever he is unsure.
RE	Joseph J	Excellent work completed and good answers given via chat	Summer P	Excellent answers given in online lessons and always encouraging others.
History	Talha N	Fantastic engagement online and excellent work produced.	Kaveyan L	Excellent focus and engagement in online lessons
Geography	Talha N	Excellent work submitted and prompt responses in lessons.		
French	Summer P	always encourages and commends participation of her peers within the lesson	Hamzah I	Fantastic engagement in online and excellent work produced.
Music	Izzy W	Enthusiastic, polite and willing to ask and answer questions.	Olivia A	Enthusiastic, polite and willing to contribute in response to the lesson and other students.
Drama	Summer P	Excellent performance of Monologue from Harry Potter and the Cursed Child. Lots of tone and intonation used to create meaning.	Aaron M	Excellent performance of Monologue from Harry Potter and the Cursed Child. Lots of tone and intonation used to create meaning. Always willing to answer questions and support others in the class with ideas.
Citizenship	Rohail A	Always on the ball - giving superb contributions and answering questions making sure he is always conscientious of others' feelings first - Well done!		

REMOTE LEARNING GUIDE

Y8



SUBJECT	STUDENT 1	REASON FOR NOMINATION	STUDENT 2	REASON FOR NOMINATION
Maths	Daniel D	For their engagement in online lessons. Always ready to respond to questions asked as well as asking questions for clarity	Marie-Rose L	Engaged in lesson, always volunteering verbal contribution
Science	Palima S	She's keen to try to answer every question, isn't afraid to say if she's unsure about something and encourages her peers with 'well done' if they do well in lesson	Daniel D	He works incredibly hard every single lesson, and also does a lot of research outside of lessons into the topic we are covering.
RE	Kian B	Good answers given and excellent work completed in lesson	Filip G	Good engagement in lessons and answers given in chat.
History	Anika B	Excellent engagement in online lessons and work is always sent promptly.	Rayhaan P	Incredible knowledge demonstrated in all lessons. Detailed comprehensive notes are submitted after each lesson.
Geography	Jenson R	Jenson engaged well in online and sent his work promptly at the end of each lesson.	Kirit A	Homework produced to a high quality. Good engagement in online lessons and work sent promptly.
French	Um-E-Habiba N	Excellent participation and positive attitude. Always makes the effort to type in French in the chat bar.	Mohammed A	On time and courteous upon arrival in every online lesson. Excellent participation - engaged throughout, responding to questions. This is also evident in the work he sends after each lesson.
ICT	Sasha D	Excellent engagement and contribution to online learning - always helpful to others and retrieval knowledge is superb!	Mary-Rose L	Engages fully within the remote lessons and gives great answers to activities and discussions.
Drama	Joe G	Fantastic engagement and contribution to the lesson. Excellent analysis of the scene with thoughtful and creative answers.	Julia C	Fantastic engagement and contribution to the lesson. Excellent analysis of the scene with thoughtful and creative answers. Growing confidence in acting.
Citizenship	Mitchell M	Giving great answers to lead the discussion in-depth.		

REMOTE LEARNING GUIDE

Y9



SUBJECT	STUDENT 1	REASON FOR NOMINATION	STUDENT 2	REASON FOR NOMINATION
Maths	Sumaaiya S	for their engagement in online lessons. Always ready to respond to questions asked as well as asking questions for clarity	Takira K	Being fully engaged throughout online lessons and providing solutions to starters.
Science	Mitchell M	The most improved student for both Miss Prosser and Dr Shah. Answering questions and showing real progress online.	Savanna B	Excellent engagement online. Answers questions and challenges herself answering difficult questions
RE	Takira K	Fantastic engagement in online lessons. The work completed has been excellent. Will always offer answers and is one of the first to reply every time.	Cody B	Excellent work completed and good answers given via chat.
History	Madison A	Extremely detailed notes from home submitted into school.	Sumaiyyah S	Fantastic work produced on the Jarrow Crusade submitted from home.
Geography	Mohammed I	Excellent work produced in lesson and engagement.	Sania B	Excellent engagement in online learning, work sent promptly and homework completed.
French	Mollie S-S	Has attended every online lesson on time and always polite. Is engaged throughout and tries her best to complete all tasks and give answers where appropriate. Has demonstrated fantastic dedication to learning/ the subject by requesting additional resources to complete whilst learning remotely.		
ICT	Paul A-I	Always being a great role model to his peers, within excellent completion of work and fabulous, in-depth understanding!	Holly T	Engaged fully within the remote lessons and giving great answers to activities and discussions.
Music	Zara A	Excellent engagement online. Willingness to think and answers questions.	Holly T	Excellent engagement in online lessons. Always prepared to respond to questions.

REMOTE LEARNING GUIDE



Y10

TOP STAR:

Lyla D

100% attendance to lessons, demonstrating an excellent work ethic with additional work on Hegarty maths and eager to continue learning. Well done!

TOP STAR:

Hamza P

Excellent attitude during lessons, attendance has been fantastic and regularly discussing the work in the chat box to ensure that he understands fully.

SUBJECT	STUDENT 1	REASON FOR NOMINATION	STUDENT 2	REASON FOR NOMINATION
Maths	Kaydee J	Helping other students with questions via the chat.	Connor H	Engaged in lesson, always volunteering verbal contributions
Science	Julia S	Brilliant classwork, brilliant homework, taking my feedback from homework on board and is producing excellent work.	Tyler H	Excellent work online. Always the first to answer the questions and is willing to challenge herself. I am really proud of the progress that Tyler is making. Keep up the excellent work.
RE	Amie A	Outstanding work produced at the end of each lesson. Work is emailed instantly and her presentation is excellent.	Rishi G	One of the first students to answer in lessons. Always engaged.
History	Gursewak S	Excellent engagement in lessons and persistent effort to improve his GCSEPod score.	Amie A	Amie always completes homework set and sends across her detailed notes if she is not able to attend the lesson in school.
Geography	Todd B	Great participation and engagement shown in online lessons.		
French	Prabsimran S	Excellent attendance and participation in online lessons. Outstanding work produced. Work is emailed immediately and homework tasks requested	Ava C	Excellent attendance and participation in online lessons. Outstanding work produced. Work is emailed immediately
Computer Science	Mohammad N	Engages fully and gives great answers.	Joseph E	Thinking outside of the box from different interesting angles of discussion
Business	Emily H	Excellent retrieval, calculations and contribution - Amazing Work!	Sulaiman R	Excellent online participation and completes all tasks to a great standard.
PE	Ryan A	Excellent attitude to learning during live streamed lessons, completing work to a high standard and then sending completed work over to ensure that content had not been missed.	Mia-Louise F	Excellent contributions to the theory and the practical elements of the PE lessons.
Music	Keelie R	Great participation and engagement shown in online lessons.	Jack J	Excellent attendance and participation. Great work produced.
Psychology	Ava C	Excellent retrieval communication during online lessons.		

REMOTE LEARNING GUIDE

Y12



SUBJECT	STUDENT 1	REASON	STUDENT 2	REASON
Business	Harjot B	Developed a drive and passion for learning in Business. Outstanding responses and enthusiasm for subject	Dylan S	Great contributions to the lesson and completed work to a great standard.
IT	Janel R	Excellent written answers to the work completed in the lesson		
Computer Science	Suhana K	Almost always the first to offer an answer in chat, even if she's not sure she's got it correct!		
Digital Media	Kyren A	Answering questions well on the chat and emailing excellent work from the lesson straight after the lesson had ended.		
PE	Jaskaran M	For excellent punctuality and showing maturity in engaging in online lessons and for always offering to share his answers. He is able to self and peer assess with confidence and can suggest ways to improve answers. He has had a great start to the A level PE course.		
English Literature	Megan P	Her willingness to participate in group discussions on line, her work ethic and her contributions to steering the class' learning.	Mariam B	Whilst a quieter member of the group in a classroom setting, Mariam has excelled in the online platform in terms of her contributions.
Media Studies	Gabriela J	Excellent responses and contributions to discussions online. Hard-working and determined no matter what the setting.	George H	Thoughtful and challenging in his contributions, George always strives to achieve of his best in all he does.
Drama	Paige W	Excellent contribution to discussion on Edwards Bond's use of violence in the play 'Saved'.		
Music	Reece G	Great attendance, polite, and good work ethic during individual tasks.	Ines L	Great attendance and concentration. Mature approach to independent study.
Core Maths	Amaani G	Engaged in lesson, always volunteering verbal contribution		

ANNOUNCING OUR HOUSE CAPTAINS!



HOUSE CAPTAINS

Ava C
Betsy P

Lucy G
Libby V
Daniel D (r)

Eva T
Milla-Jay S
Korey H (r)

SPORTS CAPTAINS

Julia S
George S

Savanna B
Eunice N
Henry B (r)

Sam B
Kyle L
Destini D-M (r)

CHARITY CAPTAINS

T'iah M
Summra N

Madison A
Sarah P
Kathy B (r)

Imaad J
Morgan P-B
Kaydee J (r)

CHAPLAINCY CAPTAINS

Harrison Mc
Kishaya L

Joyee O
Jude Y
Jacob C (r)

Sasha D
Michaela M
Zahra G (r)

WEEKLY HOUSE CHAMPIONS



**WHOLE
SCHOOL**

	MacKenzie-Leigh A	Sasha D	Joseph M
7	Rohail A	Skye E-C	Ruby B
8	MacKenzie-Leigh A	Sasha D	Joseph M
9	Olivia M	Venus K	Arafat S
10	Ava C	Tyler R	Amie A
11	Harley L	Jodie S	Libby McC

TOP 5 WINNERS THIS WEEK

VERITAS

Year 7	Year 8	Year 9	Year 10	Year 11
Skye E-C	MacKenzie-Leigh	Kaci-Leigh B	Libby V	Jodie S
Ruby B	Joseph M	Mollie S-S	Kareena D	Jaya B
Sara R	Connor H	Takira K	Gursewak S	Zuzanna O
Summer J	Uthmaan M	Mohammed R	Simardeep S	Lori C
Kathy B	Mohammed A	Haafizah H	Conor H	Anna M

AMARE

Year 7	Year 8	Year 9	Year 10	Year 11
Zuzanna G	Mary-Rose L	Arafat S	Ava C	Harley L
Hamzah I	Rimsha Y	Paul A-I	Tyler R	Khadeejah B
Aaron M	Joe G	Tyler F	Amie A	Salina S
Ellie R	Abdul Azeem S	Thea D	Julia S	Paulina J
Ronnie L	Khaalid P	Faith K	Joshua U	Samuel A

PIETAS

Year 7	Year 8	Year 9	Year 10	Year 11
Rohail A	Sasha D	Olivia M	Jonathan N	Libby McC
Hana Z-J	Summer Q	Venus K	Aaminah H	Simranjeet S
Faizah I	Morgan P-R	Aryaan A	Aaron H	Dylan S
Katy S	Leon D	Talhah B	Isra H	Leah D
Sufyaan A	Lanette H	Ashley G	Emily H	Zakir U

UPCOMING HOUSE COMPETITION DEADLINES



Christmas Card Competition

Friday 4th December 2020 (Last Call!)

NEW! Winter Writing Competition

Wednesday 9th December

Best Form Board Competition

Monday 14th December

12 Days of Christmas Hamper

Monday 14th December

Unifrog

Monday 14th December

Top 5 Lunch!

Last Week of Term: 14th Dec with HOHs.

NEW! Sports House Competition

In PE lessons – starts 14th Dec

NEW! SPORTS HOUSE COMPETITION

YEAR 7 Competition

Tuesday 15th December - Period 4

YEAR 8 Competition

Thursday 17th December - Period 4

YEAR 9 Competition

Friday 18th December - Period 2

YEAR 10 Competition

Wednesday 16th December - Period 2

YEAR 11 Competition

To Be Confirmed soon.



SBCHS TWITTER NEEDS YOUR ADVENT PRAYERS!

For each day of advent we would like to post an advent prayer on the school's twitter page.

Please spend time in form and at home creating a beautiful presented advert prayer.

Email all prayers to your Head of House.

If you have written a prayer in your form's prayer book and would like to share that too, please ask your tutor to take a picture and email it to your Head of House too!

All featuring prayers will receive 10 house points and a special prize from Mrs Jordan.

ADVENT

Advent is the period of four Sundays and weeks before Christmas. The word means 'coming' and this is the time when we remember that Jesus came into the world and we think about how we can remember the real meaning of Christmas.

We reflect on three things during Advent, when Jesus came long ago, how he is here with us in the present and we look forward to when He will come in the future. During Advent we try to be a little more like Jesus in what we do and this is why we always think of others and try to share what we have with those who may not have the same comforts we enjoy.

This year Advent begins on Sunday, November 29th, and ends on Thursday, December 24. Over the next few weeks we will look at how it is celebrated.

Symbols of Advent

The Advent wreath was created out of evergreens, symbolising everlasting life in the midst of winter and death.

The circle reminds us of God's unending love and our eternal life.

Additional decorations, like holly and berries, are sometimes added. Their red colour points ahead to Jesus' sacrifice and death.

Pinecones can symbolise the new life that Jesus brings through His resurrection.

The most common Advent candle tradition, involves four candles. A new candle is lit on each of the four Sundays before Christmas.

Each candle represents something different, although traditions vary. The four candles traditionally represent hope, faith, joy and peace.



Often, the first, second, and fourth candles are purple; the third candle is rose-coloured.

Occasionally, a fifth white candle is placed in the middle and is lit on Christmas Day to celebrate Jesus' birth.

Whichever tradition you might like to adopt, the symbolism of light growing in the darkness as we lead up to remembering Jesus' birth is something that all Christians celebrate.

12 DAYS OF CHRISTMAS - HAMPER APPEAL

Please give your items to your form tutor, Head of Year, or Student Welfare Officer at line-up

DAY 1:
Mince Pies

DAY 2:
Christmas Pudding

DAY 3:
Christmas Crackers

DAY 4:
Selection Boxes

DAY 5:
Chocolate/Sweets

DAY 6:
Rice/Pasta

DAY 7:
Savoury Biscuits/Crackers

DAY 8:
Soft Drinks

DAY 9:
Tinned Fruit/Veg

DAY 10:
Crisps

DAY 11:
Long-Life Milk

DAY 12:
Cakes



WINNING CHEMISTRY POETS

1ST PLACE

From the Loo to You!
by James T

When you flush the chain,
And empty water down the drain,
The water trickles to the sewage plant,
And is screened to remove all things rank.
Primary treatment is the first stage,
To make it clean so there is no rage.
It stands in a sedimentation tank,
Where sludge is formed and solids sank.
Then we move to the second bit,
Where air is pumped through where microbes sit.
The microbes break down organic matter for you,
Like leaves and twigs; feathers and poo!
Now it's time for the final part,
The water is now like a fine piece of art.
It is pumped into rivers and carried away,
And the waste is not allowed to stay.
The toxic waste is treated with three
Methods so that it can be seen
UV radiation, chemical & membranes too,
Create a useful product to use.
The waste water is treated every day,
And keeps diseases like cholera away.
So next time you flush the loo,
You know how the water got to you!

Year 11 students are studying waste water treatment as part of their AQA Chemistry course. They were asked write a poem explaining the stages of sewage treatment. These are the top three in the class.

2ND PLACE

From the Loo to You!
by Abigail F, Alice F, Laeba I

Before treatment the sewage is screened,
In order for the water to be cleaned.
After being screened it is put in a tank,
Where it settles like money in your bank.
Sedimentation happens here,
The sludge falls to the bottom,
yet the water is not clear.
The effluent is removed by aerobic digestion,
But what happens next? Is the question.
The air is pumped through the water,
To break down the organic matter.
Sludge is transferred and broken down
by anaerobic digestion
And releases methane, use this as
an energy source, is my suggestion.
The digested waste is used as fertilizer too,
To make your flowers a brighter blue!
The treated sewage is released back
into the environment,
Where it can be free,
But if it contains toxic substances
it can still be green.
It can be treated by uv radiation,
Please recycle and save creation!

3RD PLACE

From the Loo to You!
Daniella M, Anjali S, Alyana F

Dirty water needs to be cleaned
Now it's time to get it screened!
In large settlement tanks they stand.
You're lucky you don't need to clean
it by hand!
The sludge goes to the bottom,
The process of sedimentation, where
it's long forgotten.
Effluent is removed by biological
aerobic digestion,
Air breaks down organic matter and
microbes – now that's some progression!
Through anaerobic digestion, sludge is
broken down,
It's methane gas, - an energy source
that's used around our town.
If the waste still contains toxic substances,
We need to change these circumstances.
Adding chemicals, uv radiation or
membranes,
That will prevent you from
writhing in pain!



AFTER SCHOOL CLUB @ HOME

Each week, on a Tuesday evening, a daring and intrepid band of 7 (that's seven) secret agents meet on Microsoft Teams to investigate and crack coded messages that have been intercepted by our intelligence agencies.

This is all part of the National Cipher Challenge 2020, an event that has been running for 19 years, and set up by the prominent mathematician Simon Singh (check out his book about the mathematical secrets of the Simpsons if you get the chance – its full of brilliant mathematical nerdiness and is one of my favourite books), alongside the University of Southampton and GCHQ.

As the weeks go by, the challenges get more and more complex. Don't take my word for it though, here's what one of our agents have said about it...

'The Cipher Challenge has got me out of doing nothing for 30 minutes on a Tuesday evening. Even though it is after school, I enjoy it because it is a very fun and educational challenge. The first day I attended was great and made me want to do more. This is good as we learn about History, Maths and English/Literature at the same time. I would recommend this as you can also act as agents who the country relies on and it makes doors open in your mind that were locked. Therefore, this is a great and academic way of learning things.'

From the agent only known as Maths_Mich

Think you're the potential next James Bond? Have a go at this coded message from me. Prizes available for one lucky winner.

All I will tell you is that each letter in the coded alphabet has been shifted across by a certain number... there may or may not be a clue hidden somewhere in this page as to what the number is.

If you crack it, you can send your solution to numeracy@stuart-bathurst.org.uk and you could win a SIGNED copy of Simon's book on the Simpsons.

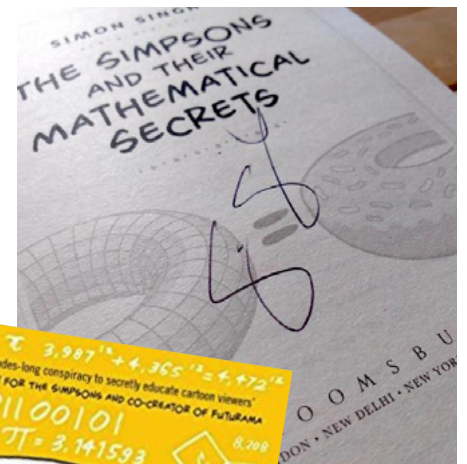
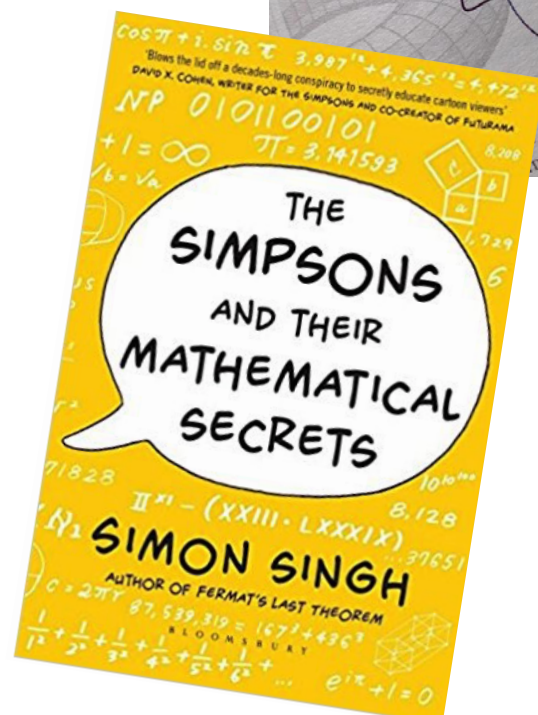
Mr Glover

Maths Teacher and Numeracy Coordinator

THE CODED MESSAGE

OP,
PM FVB JHU JYHJR
AOPZ JVKL AOLU ZLUK
AOL DVYKZ MPNNF
WBKKPUN AV AOL
LTHPS HKKYLZZ DPAO
AOL PUZAYBJAPVUZ.

NVVK SBJR,
TY NSVCLY




Élénk
Hungarian

SYNONYMS

Active
Cheerful
Exuberant
Full of life
High-spirited
Jolly

"THE LIMIT OF MY LANGUAGE IS THE LIMIT OF MY WORLD"
— LUDWIG WITTGENSTEIN



VOCABULARY FOCUS


Vivacious

Adjective: full of high spirits and animation

ANTONYMS

Boring
Dispirited
Dull
Unhappy

MORPHOLOGY (WORD PARTS) ETYMOLOGY (WORD ROOTS)



WORD FAMILIES: SIMILAR WORDS TO HELP WITH MEANING

-ness (suffix)
Noun Vivaciousness

-ly (suffix)
Adverb Vivaciously

How could you use these in sentences?

WORD OF THE WEEK GOES MULTILINGUAL!

Each week, we will show the WOW in different languages. It's a great glimpse into how languages develop!

English	vivacious
Panjabi	ਵਿਹਿਮੀ
Filipino	masigla
Portuguese	vivaz
Arabic	مرح
Urdu	زندہ باد
Chinese	活潑
Hungarian	élénk
Romanian	vioi
Polish	żyw
Italian	vivace
Danish	livlig
French	vivace
Spanish	vivaz
Bengali	প্রাণবন্ত
Gujarati	જીવંત



Pope Francis ✓
@Pontifex

#Advent is a continuous call to hope: it reminds us that God is present in history to lead it to its ultimate goal and to its fullness, which is the Lord Jesus Christ.

11:30 AM · Nov 29, 2020 · TweetDeck

841 Retweets 50 Quote Tweets 4.3K Likes

ATTENDANCE PRIZE DRAW

If you achieve 100% attendance for the last week of term (starting Monday 14 December) and, have achieved 100% for the whole term, you will be automatically entered to win vouchers and other Christmas treats!