

Newsletter - February 2020

"Since God so loved us, we also ought to love one another"

1 John 4:11

Message from Ms Phillips

Reminder: Friday 28th February is a Staff Development Day. School will be closed to pupils on this day.

Following our recent curriculum review, Year 8 pupils and their parents/carers were invited into school this week for their mid Key Stage review. Improvement targets were set which will extend into Year 9 and sustain pupils as they make their Options choices in the next academic year.

Year 10 have been carrying out their work experience this last week of the half term. Over 260 pupils are working in more than 240 separate placements. Feedback from placements has been exceptional and we are extremely grateful to the organisations who encourage us in this vital insight to the working world.

Our Random Act of Kindness Valentine's card was designed this year by Amy Waine. Mrs Simpson's Form, 8XN, passed these to our close neighbours to thank them for their patience, understanding and continuing support for the school and our pupils.

Finally, thank you to all our pupils and parents/carers for their support during this week's Ofsted inspection. Pupil behaviour was exemplary and we greatly appreciate the backing of parents and carers. We hope to be able to share the outcomes with you at the beginning of next half term.



ECAD

Thirty five Year 10 pupils were fortunate enough to have the opportunity to work with the internationally renowned artist Ian Murphy during an Artist in Residence day in January. Pupils had been researching his style of work for their 'Architectural Detail' project. Pupils thoroughly enjoyed the talk that Ian gave them, which not only featured examples of his work, but also a history of how he became an artist and the steps he took to carve out his successful career.

The cultural capital gained by the pupils through work produced, along with experience of working with an esteemed artist was immense. To take the subject beyond the four walls of the classroom and work contextually with an artist they are currently studying not only inspired the pupils for their own work, but also opened their eyes to possible career pathways within the creative industries.





On Wednesday 22nd January, Woodchurch High School's young musicians were invited back to support the Children's Society's annual Christingle event held at Chester Cathedral. The celebration was attended by over 250 primary school pupils from across the diocese and was a really nice way for our young musicians to end their Christmas programme for the 2019-2020 academic year.

The Woodchurch pupils provided all the music for the service, providing live accompaniment for Rend Collective's 'My Lighthouse', Hillsong's popular Christian anthems 'Here I am to Worship' and 'Mighty to Save' and the primary school friendly 'Faith as small as a Mustard Seed' with singers Connor Hoijard and Jessica Ellis leading the singing. The pupils performed each track with a real professionalism and the feedback from the organisers at the Children's Society and the attending primary school staff has been really positive.

A big 'Well Done' to our pupils from Year 10, Connor Hoijard and Jessica Ellis (vocals), James Clarke (bass guitar), Bray Dolan (electric guitar) and Angelo Galindo (drums) and a big thank you to Angus Farley from Year 11 for leading the group on the piano for the last time, as we wish him every success with his GCSEs in the coming term.

English

Year 7

Is an animal's life less valuable than a human's life? Is eating meat morally permissible?

As we are continuing to develop our critical thinking skills, these are some of the huge philosophical questions that Year 7 have been attempting to answer to enhance their evaluative skills in their English lessons.

This half term, pupils have been studying different writing formats and tones, with a focus on persuasive writing. Pupils have thoroughly enjoyed this module so far: particularly the study of persuasive articles for and against the existence of zoos. Pupils have developed the persuasive skill-set to argue both for and against animals being kept in zoos, and in doing this, they have honed the technique needed to create their own pieces of convincing writing.

Since the beginning of this new term, pupils have relished the opportunity to engage in such an exciting part of the Year 7 Learning Programme. Pupils have thoroughly enjoyed participating in mock court trials regarding the death of Harambe the gorilla in 2016; visiting the school farm before writing a formal letter to the Headteacher about their fantastic experience of this, and even creating their own persuasive posters in the hope of reducing plastic waste!

In addition to all Year 7 pupils developing an impressive array of writing and critical skills in English (which will serve them well in their upcoming trial exams!) our Curriculum Map and Learning Programmes ensure that pupils truly develop a love for learning. It is also vital that pupils are revising at home for their upcoming trial exams as advised by class teachers.

Year 8

Year 8 began this term by successfully completing their Gothic horror mock assessments during trial exam week. Their results clearly demonstrated their hard-working and determined attitudes to learning, and the English staff are extremely proud of their progress.

This term, Year 8 have investigated what 'family' means to them, and how this concept can be different for lots of people. Looking at a range of extracts including: Harry Potter, Matilda and Goodnight Mister Tom has allowed pupils to consider less 'traditional' ideas of families and see the value in the relationships between characters.

Alongside these fiction texts, pupils have also exercised their poetry skills and have investigated a range of poems. Concentrating on language and structure has allowed Year 8 to create their own impressions and understand the deeper meanings behind poems.

Year 8 have demonstrated their ability to approach sensitive topics with compassion, and have shown their ability to understand complex ideas and language. With these ever-increasing skills, pupils will be well prepared to study their next Shakespearean text, Much Ado About Nothing!



English

The Woman in Black Theatre Trip

32 Year 8 pupils joined Miss Edwards, Mrs Eves, Mrs Allum and Ms Calder on a trip to the theatre at the end of last month to see *The Woman in Black* at the Playhouse in Liverpool. A great afternoon was had by all, despite being scared out of our wits!



Year 9

Year 9 came back this term with a great challenge looming: trial exams! As such, in the first few weeks of term, revision mode set in. Students worked hard revising the skills they had been developing before Christmas for their English Language trial exam. They explored extracts from fiction texts in order to test their reading and language analysis skills as well as letting their creative juices flow whilst writing their own short stories.



Following their exams, Year 9 have dived head first into Charles Dickens' *A Christmas Carol*, exploring all the trials and tribulations of Ebenezer Scrooge on his journey of self-improvement. The pupils have been analysing how Scrooge is presented at the start of the novella and have been tracking his change throughout, noticing how the lessons he learns along the way allow him to become a better man and a better Christian. A

Christmas Carol is a great text for us to apply our Christian Values to and Year 9 have enjoyed exploring how the characters in the novella do and do not exhibit them.

As well as the themes and issues raised in the novella, Year 9 have been discovering what life was like in Victorian England. They have been researching workhouses, the Industrial Revolution and what the Victorian family looked like and how these issues influence our reading of the novella.

To do well in their April assessments, Year 9 should make sure they are doing independent revision at home. The challenge with English Literature is that there is a lot to remember so it's best to start as soon as possible! We recommend pupils having their own revision guides and copies of the text which are available to buy from the English Staff Base. It is essential that Year 9 pupils have access to these resources as they head into Year 10 this September.

As well as *A Christmas Carol*, Year 9 have been learning what it takes to write an effective and persuasive speech. They have been taking inspiration from famous historical speeches and applying their tried and tested SPEARFACTOR techniques to their own speeches, in order to sway their audiences towards their points of view. It would be beneficial for Year 9 to practice planning speeches at home, they can choose topics that they are passionate about and use their literacy books to help them to plot their arguments. Within their plans pupils can make sure that they are planning to include various persuasive devices such as command words, repetition and rhetorical questions.

English

Year 10

This half term in English, Year 10 have been working towards their GCSE Literature Component 1 trial exam taking place on Monday 2nd March. All English staff have been impressed by Year 10's attitude so far this term towards their learning, but there is still lots of revision to be completed to fully prepare for the exam! To this end, pupils will be expected to complete a series of homework tasks over half term to revise their knowledge and apply their skills to practice exam questions. Independent work is essential for achieving target grades at GCSE – both homework set in class and individual revision!



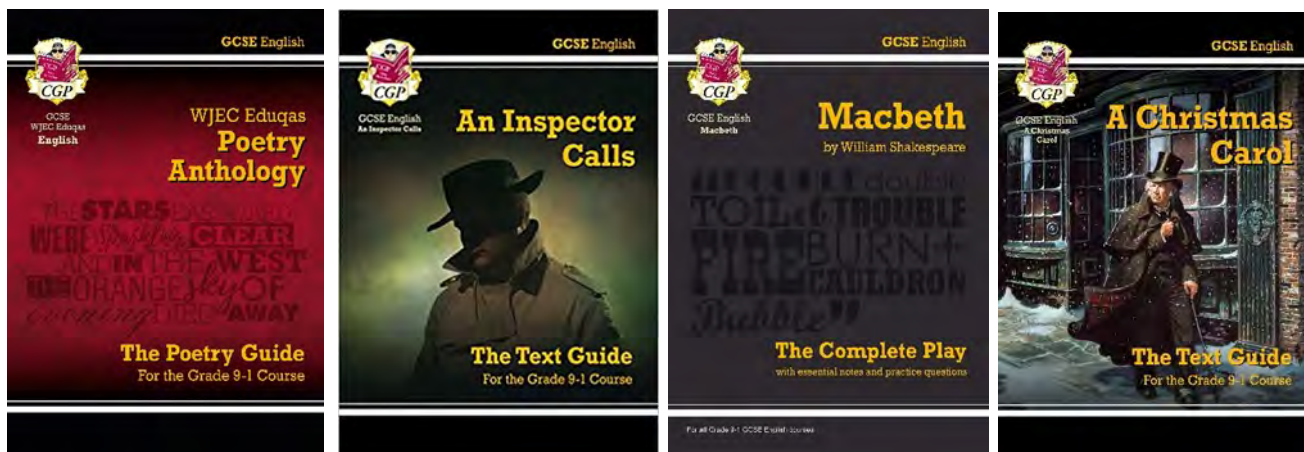
To prepare for the upcoming exam, pupils will need to revise their knowledge of *Macbeth* and of the Eduqas Poetry Anthology. To achieve this, pupils should access online revision resources, utilise work completed in their exercise books and could also purchase comprehensive revision guides from the English Department, available for only £2.85 each. For each text and poem, pupils need to make sure they understand and know the plot or what the text is about, characters, themes and quotes. This knowledge will then be applied to questions practiced in lessons to ensure each pupil can demonstrate their understanding of each text in detail. Watching a film production of *Macbeth* can also prove to be very helpful for revising the plot, characters and themes – maybe the family could watch it together and occasionally pause for discussion?

Following Work Experience and half term, Year 10 will have another week of lessons before their English Literature Component 1 trial exam, so attendance during that week is essential to ensure all appropriate knowledge is learnt. After exams, pupils will continue to develop their knowledge of *Macbeth* and the Poetry Anthology in preparation for Year 11 exams. By the end of the Spring term, Year 10 should have a concrete understanding of both *Macbeth* and the poems and therefore fully prepared to approach revision of these topics before mock exams in Year 11 – not so far away now!

In addition to accessing revision resources and guides, pupils would also benefit from having their own copies of each of the set texts they will need for their GCSE Literature exams – these can be purchased from the English Department for a discounted price. Pupils should also obtain a lever arch file to help organise and store all the exercise books, set texts and materials necessary for English in Years 10 and 11. These can also be purchased from the English Department for £2.50 or pupils could bring their own into school.

Well done so far Year 10! Keep up the good work!

English



Congratulations to Year 11 who have just completed their final lot of Walk-Through mock exams in English Literature this half-term. As part of the trial exam period, Year 11 studied intensely for three hours on each day before their English mocks. It was a gruelling three hours, but three hours where your teachers were incredibly proud of you! Very well done!

This half term, Year 11 have been revising over all things Literature and have really shown how well they are revising at home and at Saturday College. Pupils have tracked the characters through Macbeth's blood-thirsty reign, followed Scrooge on his journey to redemption, and following the Birling family through their interrogation surrounding the death of Eva Smith. All before 18 Anthology poems have been introduced!

Pupils are at a crucial stage now where their knowledge of the English Literature texts needs to be sound. Pupils have been devising their own revision aids in lessons and utilising their teachers to consolidate their knowledge during this final push.

Following the final round of mocks, Year 11 will know exactly where they need to improve and what they need to focus on when revising independently. The English staff are always on hand to help!

***An Inspector Calls* Theatre Trip**

On Tuesday 4th February, 60 Year 11 pupils joined Miss Hough and Miss Barney on a trip to Liverpool to see our GCSE Play, *An Inspector Calls*, performed live at the Playhouse. The performance was absolutely fantastic and pupils left feeling confident in their knowledge of the plot (not to mention thoroughly entertained!).

Pupils should use techniques in the Woodchurch Revision Handbook to support to consolidate their knowledge of the key texts. Of course, the English staff are on hand to support pupils, including during the timetabled revision sessions below:

Revision and Extra-Curricular in English

Tuesdays - 3.15 - 4.00pm

Revision timetables are available in all English classrooms, outside Year 11 PPL Office and English staff can advise.

English

Y10 Literature Skills Revision Sessions

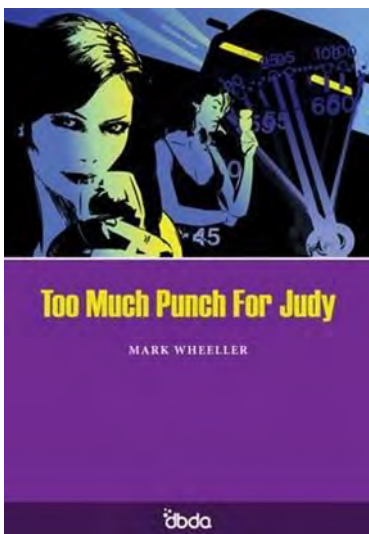
Tuesdays 3:15 - 4:00 in SEN1

Date	Topic of Revision
12 th November	'Macbeth' – The plot of the play in detail.
19 th November	'A Christmas Carol' – A whistle-stop tour of key contextual information for the Victorian novella.
26 th November	NO SESSION DUE TO STAFF MEETING
3 rd December	Romanticism – Key context for the Romantic poets of the anthology.
10 th December	'London' by William Blake – Annotations, context and notes for the earliest poem in the Anthology.
17 th December	'A Christmas Carol' – The plot of the novella in detail. Just in time for Christmas!
CHRISTMAS HOLIDAYS	
7 th January	'Macbeth' – Tracking the character of Macbeth through the play.
14 th January	NO SESSION DUE TO Y11 PARENTS' EVENING
21 st January	'A Christmas Carol' – Tracking the character of Scrooge in the novella.
28 th January	'The Prelude' by William Wordsworth – Annotations, context and notes for the one about the ice skaters.
4 th February	NO SESSION DUE TO STAFF MEETING
11 th February	NO SESSION DUE TO Y10 WORK EXPERIENCE
FEBRUARY HALF-TERM BREAK	
25 th February	'Macbeth' – Tracking the character of Lady Macbeth throughout the play.
3 rd March	NO SESSION DUE TO Y9 PARENTS' EVENING
10 th March	'A Christmas Carol' – Tracking the characters of The Ghosts in the novella.
17 th March	'She Walks in Beauty' by Lord Byron – Annotations, context and notes for the one about the beautiful lady.
24 th March	NO SESSION DUE TO STAFF MEETING
31 st March	(Y10 Parents' Evening) 'Macbeth' – Tracking the character of Macduff throughout the play.
EASTER BREAK	
21 st April	'A Christmas Carol' – Tracking the Cratchits throughout the novella.
28 th April	'Ozymandias' by Percy Bysshe Shelley – Annotations, context and notes for the one about the broken statue.
5 th May	'Macbeth' – Tracking the character of Banquo throughout the play.
12 th May	'A Christmas Carol' – Tracking the character of Fred throughout the novella.
19 th May	'To Autumn' by John Keats – Annotations, context and notes for the one about – well – Autumn!
MAY HALF-TERM BREAK	
2 nd June	NO SESSION DUE TO STAFF MEETING
9 th June	'An Inspector Calls' – The plot of the play in detail, including notes on context.
16 th June	'An Inspector Calls' – A character study of Mr Birling in the play.
23 rd June	'Sonnet 43' by Elizabeth Barrett-Browning – Annotations, context and notes for the one about love. A bit much.
30 th June	'An Inspector Calls' – A character study of Gerald Croft in the play.
7 th July	'An Inspector Calls' – A character study of Mrs Birling in the play.
14 th July	Summer revision tips – Revision work shop and planning for revision over the Summer holidays. 1 year to go!

Drama

Year 7

This half-term Year 7 have continued to learn all about the world of William Shakespeare and have been exploring another one of his key plays, *The Tempest*! Year 7 have continued to work incredibly hard developing their confidence and key drama skills, including physical theatre, facial expressions and body language.



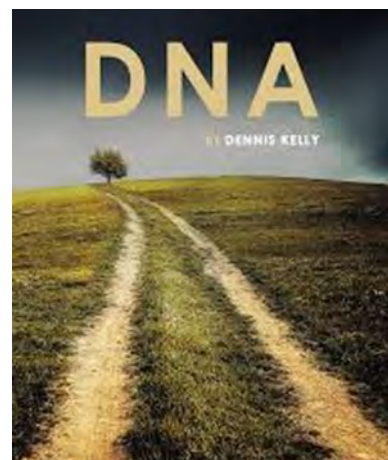
Year 9

This half term Year 9 have finalised their study of our set text, Mark Wheeler's *Too Much Punch for Judy*. Pupils have loved engaging with this true story which is written as a verbatim play and follows the tragic tale of two sisters, one of whom killed the other in a car accident. Pupils have worked incredibly hard preparing to sit a written exam in the hall! Their engagement in lessons led to them achieving real success in the exam.

Well Done, Year 9!

Year 10

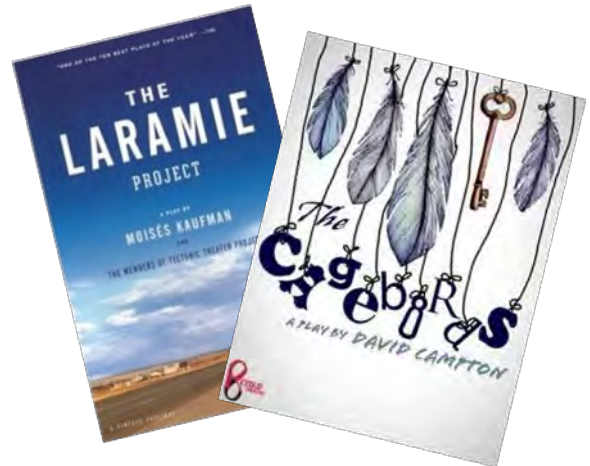
Year 10 have started their set-text for this year, Dennis Kelly's *DNA*. The play tells the story of a group of teenagers who gang up on their friend. Following a series of incidents, they come to believe their friend has died. Pupils have enjoyed following the story and watching the characters compromise their integrity in favour of staying on the right side of the law. Pupils have performed key extracts and began to explore different ways to write about key moments in their performances. We're looking forward to celebrating their exam success in Spring 2.



Drama

Year 11

Year 11 have been preparing for their Component 2 performance exam this half-term and are enjoying putting their own spin on their characters. Pupils are studying a range of different plays, including Moises Kaufman's *The Laramie Project*, David Campton's *Cagebirds* and Shelagh Stephenson's *The Long Road*. Pupils have been working tirelessly to learn lines and develop skills in order to ensure they achieve the best possible grades in their performance exam.



Good Luck Year 11!

Peter Pan

On December 18th, Miss Jones, Miss Edwards and Miss Wallwork took twenty Year 7 pupils to Liverpool's Empire Theatre to watch *Peter Pan*! Pupils and staff thoroughly enjoyed the performance, which was very funny, if a little tongue in cheek! Year 7 behaved perfectly and were a real credit to our school.

Well Done!





This academic year, pupils have been set a challenge to read 10 books independently. Already, many pupils are rising to this challenge and we are well on our way to smashing our whole school target of 1000 books!

- Reading is a guaranteed way to ensure success at GCSE and beyond. Children who read books often at age 10 and more than once a week at age 16 gain higher results in **Maths, vocabulary and spelling tests** at age 16 than those who read less regularly.
- In England and Northern Ireland the median hourly wage of workers with the highest levels of literacy is **94% higher** than for workers who have the lowest levels of literacy.
- Research shows that reading for pleasure can reduce the symptoms of depression, build empathy and help us build relationships with others.
- Reading enjoyment has been reported as more important for children's educational success than their socio-economic status (OECD, 2002).
- There is a **growing** body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006).

We have until the end of the academic year to reach our target of 1000 so keep reading! Remember to speak to your English teacher or your form tutor about getting yourself a book to read. There's no such thing as someone who doesn't like reading, only people who haven't found the right book yet!

ICT/Business Studies

Year 11 - GCSE pupils - a reminder that revision sessions run on a Thursday evening 3.15-4pm and a Friday morning from 8am.

Year 10 - OCR Business and Enterprise pupils - a reminder that their external examination is 21st May 2020. Revision sessions will be beginning after Feb half term for these pupils. Day and time to follow.

Humanities



GCSE- Year 11 revision is available every Thursday lunch time and after school in Hum 5

Year 7 have taken part in a decision making exercise on the volcanic eruption in Montserrat, pupils worked in teams to make the best decision to save lives and protect property all done in real time. This gave pupils an insight into the real responses to natural disasters and pupils showed their compassion towards the Islands residents.



Year 8 have been studying the link between war in the Middle East and Geography. This includes how army's use the physical environment to their advantage, the impact of war on the development and the people of the country. They are now looking at UK issues such as water supply, waste and air quality in cities.

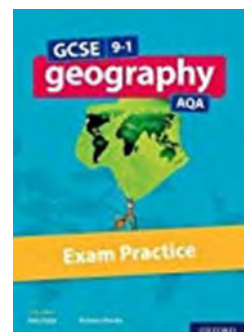
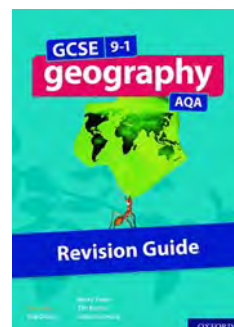
Year 9 are looking at deforestation in the Amazon and how it has impacts at local, national and global levels. Pupils will study how rainforest can be managed sustainably.

Year 10 are looking at what causes a development gap between rich and poor countries. They have looked at the impact of malaria in Africa and tourism in Kenya. Pupils have then gone on to evaluate the benefits of tourism and suggest alternatives.

Year 11—12 school weeks to go till the first GCSE exams start. In class pupils have been focusing on exam skills of photo analysis, interpreting graphs and looking at how cities can be made sustainable. Pupils must be completing the independent learning tasks set as homework and we have practice exam books and revision guides on sale in the department at £4.50.

<http://www.coolgeography.co.uk/>
<https://www.bbc.co.uk/bitesize/subjects/zkw76sg>

Revision materials are provided at Saturday College.



Humanities



Year 11

Year 11 pupils have now completed revision on the Health and Medicine Through Time unit and are currently doing revision on the Elizabethan Age unit. Pupils have recently completed a Trial Exam on the Health and Medicine and Development of the USA topics.

Important dates –

Year 11 Trial Exam - Monday 23rd March 2020

This Trial Exam will cover the Elizabethan Age, 1558 - 1603 and Germany, 1919 - 1939 topics.

There remains a big emphasis on Year 11 pupils carrying out independent revision and pupils need to continue to take advantage of the revision classes being offered in History on Thursday lunchtime and after school, and Wednesday after school. Saturday College is also available for pupils to undertake independent revision.

Current and upcoming topics: all years

Year 7 pupils have completed their unit on the Norman Conquest and are now looking at what life was like for people living in medieval Britain. Topics include medieval towns, law and order, the murder of Thomas Becket, medieval medicine and the Black Death.

Important dates –

Year 7 Trial Exam - Week beginning 16th March 2020

Year 8 pupils are following a depth study on World War One. Topics include the causes of the war, conditions in the trenches, how the war brought about medical developments and the role of women during the war.

Year 9 pupils will be continuing their Health and Medicine Through Time unit, looking at developments in patient care and public health from the medieval period to the late 20th century. They will also carry out a depth study on how the plague of 1665 impacted on the 'plague village' of Eyam.

Year 10 pupils have now completed their study of the Elizabethan Age, 1558 – 1603, and have begun work on the Development of the USA, 1929-2000.

Important dates –

Year 10 Trial Exam - Tuesday 3rd March 2020

This Trial Exam will be on the Elizabethan Age, 1558 - 1603 topic.

Fun Fact!

In Ancient Egypt, slaves were often smothered in honey so flies would be attracted to them and not the Pharaoh!

Humanities



On Monday 27th January, all Year 11 pupils took part in a Walk Through Mock in preparation for their GCSE examinations in May. It was a really productive day where pupils looked at the most difficult topics on the specification and how they could approach them. Mrs Keegan and Mr Bannon led sessions in the main hall while Mrs Wilton and Miss Devlin led focus groups. Pupil behaviour was excellent throughout the day.

On Wednesday 29th January, Mrs Keegan took 13 year 10 pupils who will be going on the Poland trip to the annual Wirral Holocaust memorial commemoration at the Floral Pavilion. This year's theme was "Stand together" and was particularly poignant as this year marks 75 years since Auschwitz was liberated. Pupils were extremely fortunate to hear the testimony of Lady Milena Grenfell-Baines, a Holocaust survivor who was evacuated from Prague on one of the eight Kindertransport trains organised by Sir Nicholas Winton. Her testimony was a powerful reminder of the horrors so many experienced as a consequence of the Holocaust and subsequent genocides. Along with the year 10 pupils, two of our year 11 pupils, Rachel Blair and Adam Taylor, also attended. They gave a moving speech about their visit to Poland last year, and in particular spoke of their experience of visiting Auschwitz and the lessons they learnt during their time there. They both did fantastically well.

On Friday 31st January, Mrs Murphy organised for 45 of our Year 8 pupils to attend a conference held at Chester Cathedral for Holocaust Memorial Day. Mrs Miller and Miss Champion accompanied pupils on the day where they took part in workshops looking at themes such as forgiveness, Ann Frank's story and how we can stand together to prevent subsequent genocides from happening today. Pupils really enjoyed these sessions and they behaved impeccably throughout the day.

GCSE Religious Studies revision continues to run each Wednesday after school for Year 11 pupils. For the next few weeks we will be revising Judaism, before moving on to Christianity. All pupils are welcome to attend.



Pupils have been enrolled and are now completing their volunteering, physical and skill sections. Pupils need to upload evidence to their E DofE account to show the progress they are making. Any outstanding payments are needed by February 29th. All information is available on the school website under DofE.



Social media influencers are people who have established credibility in a specific industry and have the power to influence other people's decisions. Most commonly associated with YouTube and Instagram, 'influencers' will usually have a large number of followers and be viewed as authentic by their audience. It is for this reason that many influencers are often paid by big companies to promote their products in the hope of persuading their followers to purchase those goods.



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



AN UNREALISTIC PERCEPTION OF BODY IMAGE

Some of the most popular social media influencers often depict themselves as having the 'perfect body' and are paid to promote items such as health supplements or swimwear, which young people believe can help them achieve the same look. What is not always realised is that these images can be edited or filtered and aren't always a true-life representation. Your child may feel like this is what they need to look like and in some cases, become obsessed with their body image, which could contribute towards a lower self-esteem or even becoming depressed if they can't achieve the same look.



BECOMING UNREALISTIC ROLE MODELS

As children become more and more involved on social media and identify who their favourite people are to follow, they may come to see social media influencers as role models, particularly if they are attracted by the lifestyle they see online. This could lead them into developing potentially unrealistic expectations of life and in some cases, using their role models as an escape from reality, particularly if they feel like they're own life isn't very fulfilling.



ENCOURAGING BAD HABITS

Although many social media influencers will get paid to advertise brands and their products, they will also post their own material online too, usually depicting their daily life or an activity for example. This may have both desirable and undesirable consequences, with influencers able to inspire both good habits, such as healthy eating, exercise or kindness. However it may also encourage children to adopt bad habits, such as drinking, smoking, swearing or even criminal behaviour, particularly if these are seen to be endorsed by the influencer.



THE NEED TO HAVE EVERYTHING

Many social media influencers will take photos or videos of themselves wearing the latest fashion or jewellery which companies want them to promote. They may also be provided with the latest gadgets to promote or, if they are children, toys to play with in order to persuade their followers to purchase them. Many children will be keen to buy these items in order to keep up with the latest trends however if they get left behind, they could be made to feel inadequate or inferior by other children who do have them.



AUTHENTICITY OF ENDORSEMENTS

Social media influencers hold a lot of persuasion with their audience and are often looked up to by younger followers. Many children will see them as credible, authentic and trust what they see online. However, some influencers may not always believe in the product they are promoting and therefore can mislead their followers, abusing their level of confidence in them. Your child may therefore find themselves looking up to people who are disingenuous or who feign interest in activities that they themselves do not actually care about.



Safety Tips For Parents



FOLLOW WHO THEY FOLLOW

A good way to see first-hand who may be influencing your child is to create your own social media account and follow the same people they do. This will give you a strong indication of what is shaping how your child behaves, what they like and what they are taking an interest in.



TALK ABOUT ROLE MODELS

Role models can play an important part of your child's life, particularly outside of the home. Talk to your child about who they look up to and why. Remind them that not everybody online is who they seem to be and if you do have concerns that your child is being negatively influenced, work with them in finding more positive alternatives.

BUILD THEIR SELF-ESTEEM

It's important that your child is aware of how unrealistic perceptions of life can be depicted on social media and that it is easy to be deceived. Discuss with your child how images can be heavily edited, cropped or manipulated to create artificial scenarios and that often the lifestyle that people display on social media isn't always realistic or in fact the truth.



DISCUSS REALISTIC VS UNREALISTIC EXPECTATIONS

If you notice your child has suddenly taken a strong interest in the way they look, or you find they are a lot more body conscious, then it's a good idea to speak to them about why they feel that way. If they seem unhappy, try to build their self-esteem by talking to them and listening to their concerns, helping to build their confidence through praise and positivity. Remind them that looks aren't everything and not everything they see online is actually a true depiction of real life.



ENCOURAGE INDEPENDENT THINKING

Social media influencers can be quite powerful individuals who hold a lot of persuasive power so it's important to encourage your child to think independently about everything they see and engage with online. Talk to them about the dangers of blindly following others and in keeping an open mind when viewing content. Teach them to always question people's motives online, especially when they see individuals are promoting a brand or product which they are likely to have been paid to advertise but may not necessarily personally endorse.



Meet our expert

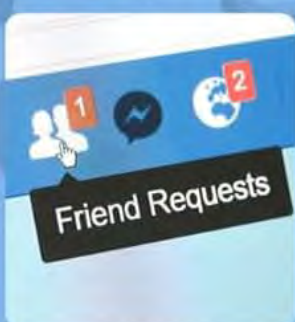
Pete Badh is a writer with over 10+ years in research and analysis. Working within a specialist area for West Yorkshire Police, Pete has contributed work which has been pivotal in successfully winning high profile cases in court as well as writing as a subject matter expert for industry handbooks.





The whole concept of social media relies upon users having friends and/or followers. 'Friends' tend to be those with whom users will share their own personal profile. It's usually a mutual relationship with both parties able to engage and interact with everything their friends post online. 'Followers' on the other hand can typically be just one-way relationships and, dependent on the platform, only provide access to certain aspects of an individual's profile, such as a person's content feed. A common trait that often exists between the two however is the desire to gather as many friends or followers as possible.

25K



What parents need to know about SOCIAL PRESSURES LINKED TO 'FRIENDS & FOLLOWERS'



POSSIBLE 'FRIEND ENVY'

Children may compare the number of friends or followers that they have with their own online friends and people they know. In some cases, this could lead to 'friend envy', particularly if they see this as a sign of popularity. This could lead to your child showing signs of jealousy and resorting to sending friend requests to people they don't know that well, or even strangers, in a desperate bid to increase their own status online.



OPEN DOOR POLICY

Another way that children can increase their following is by leaving their accounts open so that they can be easily found, and anybody can view their posts. This is in the hope that other users will like their posts and decide to follow them, therefore increasing their numbers. Once again, this can leave your child vulnerable to being followed by strangers or people who have dishonest intentions.



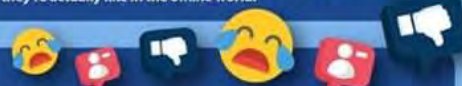
COLLECTING 'FAKE' FRIENDS

Children who feel under pressure to increase their friend count or want to increase their following as quickly as possible can be vulnerable to collecting 'fake' friends. They may, for example, accept friend requests from people they don't know very well or from complete strangers, inadvertently leaving themselves open to online bullies, trolls or even the possibility of being groomed.



CONSTANT NEED TO PLEASE

As children start to gain more friends or an increasing number of followers, they might start to feel an added level of pressure to provide them with more interesting and likeable content. Almost as if they now have an audience waiting, this constant need to please may be an extra burden that pushes your child into oversharing personal information or posting material that is inappropriate or offensive, inaccurately portraying what they're actually like in the offline world.



FEELINGS OF REJECTION

Just like increasing friends and followers can bring a sense of happiness and satisfaction, so the loss of friends and followers can cause children to suffer feelings of sadness and rejection. Depending on how invested your child is in their social media activities, this could influence their attitude and behaviour offline and potentially have a negative impact on their mental health and wellbeing.

Safety Tips For Parents

BE THEIR FRIEND OR FOLLOWER

The best way to know who your child is friends with online or who follows them is to be their friend or follower yourself. This will allow you to see who your child is engaging with most online or open up discussions about how they know certain people they've added to their network who you haven't heard them speak about before or you yourself don't know.

BEHAVE ONLINE AS THEY WOULD OFFLINE

Your child's behaviour online should always be treated as an extension of their behaviour offline. Discuss with your child the pitfalls of trying to be somebody they're not and that trying to please everybody will only make them unhappy. Tell them that they should be proud of who they are and that they should always behave in an appropriate and responsible way when posting content online.



TURN ON PRIVACY CONTROLS

All social media platforms have their own privacy controls which can be used to help protect children online. For instance, removing the ability for strangers to comment on public posts or having a screening process for friend or follow requests is good practice which can help to ensure your child's experience online is a safer one.

TALK TO THEM ABOUT THE VALUE OF REAL FRIENDSHIP

Social media can often distort what true relationships and friendships should actually be like. It's important to teach your child the value of true friendships and that meeting and speaking to people face to face in the real world, offline, is often a better way to build a more trusting and confident relationship with someone rather than just speaking to them online.



TALK ABOUT STRANGERS

If privacy measures have been put in place, then usually your child will receive a notification if somebody tries to befriend them online. Talk to your child about making sure they don't open up their personal life to people they don't know and that if they are ever in any doubt, they should never accept a friend request from a stranger.

DISCUSS WHAT BEING POPULAR ACTUALLY IS

A higher number of followers can be a measure of popularity but can also lack substance beyond just the number itself. Discuss with your child that popularity can come and go and that a large number of followers doesn't necessarily mean a large number of friends, particularly online where the real value in a relationship cannot be accurately determined.



Meet our expert

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





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



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



DAMAGING TO SELF-ESTEEM

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



UNREAL VIEW OF THE WORLD

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



AN ADDICTIVE FEATURE

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



COMPETITIVE CULTURE

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



Safety Tips For Parents

FOLLOW OR BEFRIEND YOUR CHILD ONLINE

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



MONITOR MENTAL HEALTH

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



ENCOURAGE HOBBIES OR OTHER ACTIVITIES

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



DISCUSS THE REAL WORLD

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



HELP TO BUILD YOUR CHILD'S SELF-ESTEEM

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

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Maths

Celebrating success within Maths

The following pupils have had success in either recent assessments or are continuing to strive for excellence in all lessons.

<u>Year 7</u>	<u>Year 8</u>	<u>Year 9</u>	<u>Year 10</u>	<u>Year 11</u>
Axtell, Niamh Bartley, Anna Cole, George Jones, Daisy Myers, Daisy Smith, Jessica	Clarke, Abigail Gateland, Grace Hawkins, James Hudson, James Jones, Lydia Jones, Matthew Maloney, Aidan Parkinson, Faith Pearson, Zac Pritchard, Daniel Senior, Dominic Simon, Lily	Bibby, Rose Campbell, Ellis Champion, Keesha Kelly, Nathan McCartan, Emily McNulty, Courtney Senior, Kamy Stratton, Callum	Clark, Hugh Cooke, Lilly Hughes, Demi Hughes, Emily King, Abi Oztuna, Kaan Petrrou, Nikos	Cooke, Liam Eltaki, Mia Hughes, Jenson Johnston, Jack McKenna, Chloe Nelson, Austin Weekes, Dean

Homework Club

Maths homework club will continue every Wednesday to support learners that wish to receive support for their home study. This will be staffed by our Support Staff in the Maths Pod. The club will finish each week at 4pm and all learners are welcome.



Year 10 and 11 Preparation

To prepare for the upcoming GCSE examinations, our Year 11 learners have taken part in a Walking Talking mock. In addition, learners have been given lots of practice with past papers which are marked weekly by staff to develop independent study. Finally, students are directed toward www.onmaths.com, a website in which they can attempt whole papers or individual questions for their areas of development and receive immediate support from a YouTube clip or immediate feedback.

Additionally, Year 10 students have been tasked with Mathswatch activities to aid them in revising for next terms GCSE Mock examinations.

Maths

Number Day

On the 6th February, we celebrated Number Day with all classes in Key Stage 3. The day consisted of a number (pun intended) of activities and games to encourage learners to celebrate the numbers in all aspects of maths. This included activities based around shape as well as further developing number skills.

Number day is an initiative run across the country in aid of NSPCC, pupils were encouraged to bring a small, optional donation to take part. All money raised will go towards this cause.

In addition to these lessons, high attaining pupils from Years 9 and 10 took part in the UK Maths Challenge, a national competition run for keen Mathematicians to encourage them to use their mathematical reasoning skills in a multiple choice style assessment.

The Top 40% of the country will receive awards and can also be invited to compete against the best Mathematicians.

The logo for JustMaths, featuring the word 'Just' in blue and 'Maths' in purple, both in a playful, rounded font.

Username:
WoodchurchStudent

Password:
Woodchurch



Username:
FIRST LETTER OF NAME and FULL SURNAME
(all in capitals)
@Woodchurch-high

Password:
Password!



Username:
First 3 letters of first name followed by
first 3 letters of surname

Password:
Ask Miss Shevlin



Year 9 Trial exams

Year 9 students have just completed their trial exams to test their skills in writing, reading and listening. This was Year 9's first opportunity to attempt questions taken from GCSE exam papers and it is clear that they demonstrated a lot of endurance and resilience whilst completing these exams. ¡Felicidades! Félicitations!

Year 10 Trial exams

After the half term break, pupils in Year 10 will complete their trial exams in reading, listening and writing. To help them prepare, pupils should continue to revise new words and phrases in their vocabulary books, revise 'Hub Phrases' and 'Booster Verbs' and also use online platforms such as BBC Bitesize to practice exam-style questions.

Year 11 Update

Year 11 are currently reviewing their trial exam papers to unpick and understand effective exam technique.

To continue preparing for their GCSE exams, Year 11 should ask their MFL teacher about after school revision sessions and also should be revising their General Conversation Questions!

MFL Revision Guides

MFL revision guides are available for pre-order from the MFL staff base. There is a revision guide available and a workbook which are invaluable to pupil's exam preparation. Please ask any MFL teacher for details!

MFL Homework club

Are you in Year 7 and 8? Do you need help with vocabulary learning? Do you want fun, new techniques to improve your vocabulary scores? See Miss Parkinson in MFL 1 on a Wednesday lunchtime.

MFL Facts!

In the spirit of welcoming in 2020, the MFL department would like to share with you how the Spanish and French celebrate New Year.

On the eve of 31st December, in Spanish homes families will sit together, each with a bowl of twelve grapes. Each person must eat a grape from their bowl in time with the striking of the clock at midnight. If all grapes are eaten before the arrival of 12 o'clock, then good luck and prosperity will fill their new year!

In France, New Year's Eve is usually celebrated with a feast, called le Réveillon de Saint-Sylvestre. The feast consists of traditional dishes like oysters, foie gras and champagne. Alike to Spain, attending this feast brings luck to the lives of all those attending.

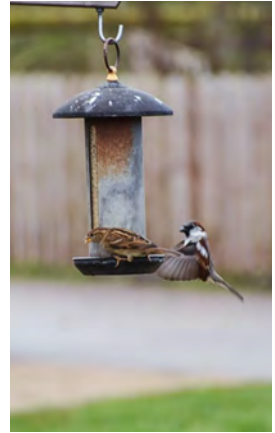


Eco

Big Garden Bird Watch

On Monday 27th January, members of the ECO Committee and representatives participated in the Big Garden Bird Watch. They spent an hour observing and counting all the species of birds that flew over and landed on the School farm. The five most popular birds we saw were Goldfinch, Woodpigeons, Black Birds, Robins and Collared Doves. Pupils also captured a variety of stunning snap shots using a 300m lens.

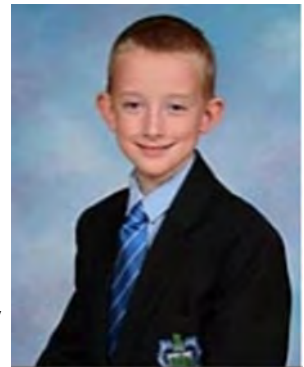
The Big Garden Bird Watch is organised by the RSPB (Royal Society for the Protection of Birds). For over 40 years, the aims of the annual Bird Watch is to support the RSPB in monitoring the progression/health of our birds and take action to protect any species declining in appearance.



Becoming an ECO Warrior

ECO IRIS and ECO Warriors have been introduced as part of our Committee's plan to improve the rewards scheme for our pupils engaging in actions and opportunities to contribute to environmental issues within our community. ECO Iris is available for Teachers to reward pupils demonstrating ECO friendly actions, this includes contributing to litter picking and volunteering for ECO Events.

Harry Jones (7YS) is the latest pupil to receive an ECO Warrior Badge for volunteering for a variety of ECO Events which includes working as our official photographer for our ECO Bricks Building Day and selling raffle tickets for our ECO Fundraising in aid of the Steve Irwin Wild Life Warriors.



ECO Brick Building

On Monday 13th January, twelve pupils from Year 7 and Year 8 spent the day building ECO Bricks using all the of plastics recycled by the whole school. They were supported by the ECO Committee throughout the day and we had two aspiring photographers from Year 7 capture our day!

They built 40 bricks in total and adding the bricks donated by our pupils which they made in their own time, we have over 50 ECO Bricks! These will be used to build furniture on the farm.



Ski Trip

This year our annual ski trip enjoyed a number of firsts! We set off for the first time on a pre-Christmas visit to Montafon in Austria. We also flew for the first time, which all pupils and staff were very excited about, as we set off at a civilised 9 am on Friday 13th December from the Sports Hall to head to Luton Airport.

The coach journey was comfortable and efficient as was the hospitality at Luton airport and all pupils moved swiftly through into the departure lounge by 4 pm in plenty of time for our departure for Zürich.

Once again a smooth transition to the gate and onto our flight ensured all pupils had had a wonderful start to their journey.

Our arrival in Zürich, Switzerland we were greeted with darkness and cold temperatures of around 4°C. We moved swiftly onto our coach and headed for our resort in Montafon.

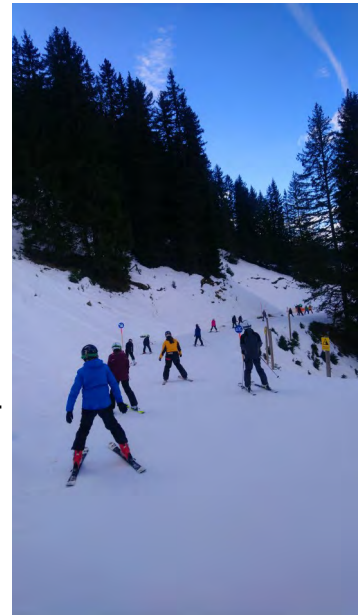
It was a welcome sight to arrive at our hotel (at midnight) and all pupils worked efficiently to ensure that they were situated in their rooms and settled all ready for our next day - ski preparation and our first glimpse of the slopes.

The four days of skiing was a tremendous experience for the pupils. The weather was really kind to us, with warm sun each day for the group, to enjoy our lunch and our journey to and from the slopes. Pupils worked hard from the outset to improve their technique and to be the best that they could be, with the obvious few laughable falls along the way. Our instructors worked really well with the pupils developing good working relationships and showing them how to master the mountains around Montafon. The evening activities included a pizza night at a local restaurant and disco night. On both occasions local staff commented on how well the pupils conducted themselves.

All efforts on the piste paid off, as on the Wednesday the whole group tackled tricky blue slopes and joined all skiers in the resort on the main slopes. It was a tremendous experience, particularly for all our beginners; and it was wonderful to see that all pupils made it onto the slopes showing the progress that had been made throughout the week.



Again a civilised evening departure for Zürich airport helped the smooth flow of pupils both to the airport and on from Manchester. During the flight pupils again demonstrated what excellent ambassadors they were for Woodchurch, by being inquisitive to airline staff and passengers alike. Once we arrived back in England parents and carers eagerly awaited the reunion with children and it was a great time for both staff and families to celebrate what was a fantastic experience and achievement for all pupils over the six days.



Diary Dates

Monday 17th February 2020— Friday 21st February 2020	Half Term Break
Monday 24th February 2020	All pupils return to school
Thursday 27th February 2020	Year 10 Revision / Reports Evening
Friday 28th February 2020	Staff Development Day—school closed to pupils
Monday 2nd March 2020— Friday 13th March 2020	Year 10 Exams
Tuesday 3rd March 2020	9X Parents' Evening
Wednesday 4th March 2020	9Y Parents' Evening
Monday 9th March 2020	Year 7 Expectations / Reports Evening
Monday 16th March 2020— Friday 20th March 2020	Year 7 Exams
Tuesday 31st March 2020	10X Parents' Evening
Wednesday 1st April 2020	10Y Parents' Evening
Monday 6th April 2020— Friday 17th April 2020	Spring Break—school closed to pupils



Thanks to everybody who supported the PTA during the Farm Christmas Fete and School Production Evening in December 2019, over £600 was raised. The December 100 Club runner-up was No 36 Chris Hewson, The January 100 Club Winner was No 5 Anne Roberts, runner-up was No 45 Nicky Cartledge – Congratulations to ALL!

If anybody is interested in joining the PTA, feel free to attend our next meeting at 6.30pm, February 24th here at the school. If anybody has questions regarding the PTA please contact Steve Roper via woodchurchptasecretary@gmail.com

Please Help the PTA to Help YOUR School.