

Newsletter - April 2022

"I am the light of the world. Whoever follows me will never walk in darkness, but will have the light of life"

John 8:12

Message from Ms Phillips

School Production

After a break of two years, we were delighted to be able to stage *Moana Junior!* on Monday 4th and Tuesday 5th April. It was a pleasure to see the children throw themselves into both performances, and to see their lights shine so brightly. Also pleasing was the opportunity invite parents, carers and other members of the community into the school to watch the performances. Well done to the whole cast for their commitment over the last two terms, and for their splendid performances.

Special thanks must go to the staff who gave so much of their time up to support, and in particular Miss Jones (Director), Mr Payne and Mr Fenney (Musical Directors), Miss McNamara (Dance Director) and Mr Kell (Technical Director). Thanks also to all the staff who supported in the run-up and on the evening, from costume making and set painting to ensuring the school looked its best to welcome our visitors. It truly was a magnificent team effort. We look forward to another exciting production next academic year.



Celebration Assemblies

Easter Assemblies

We were very pleased to welcome Rev Alec Ham from St Mary's Church Upton and Rev Christine Broad from Holy Cross Church Woodchurch to our Easter Assemblies on Thursday 7th April. Our message for Easter was Hope, and our pupils supported this through bible readings from the Gospel of Luke, leading us through the Easter Story. Music from the choir included "Hallelujah" and "You've Got a Friend in Me" to complete what was a thoughtful Assembly with positive messages of hope and redemption.



Year 8 Celebration Assembly

On the afternoon of Thursday 7th April, we welcomed the families of the Year 8 pupils for the Celebration Assembly. This was the first time that many of the families had entered the building due to the pandemic!

Many of you were able to join us and recognise the achievements of so many pupils for their contribution to our school community.

It was a pleasure to be able to share this occasion with you.

I hope our pupils and families have a restful Easter Break. We look forward to welcoming all children back into school on **Monday 25th April 2022.**



Year 10 Expectations Evening

On Wednesday 30th March, Year 10 held their expectations evening. A lot of preparation had gone into the presentation and it was very encouraging to see over 150 people in attendance and Year 10 pupils looking smart in their school uniform.

The rationale behind this important event was to provide a more detailed account of the support that is on offer to the Year 10 cohort as they embark on the journey towards Year 11. Our goal is for every valued pupil to be prepared for the demands of Year 11 and the final examinations that will determine post 16 pathways and future careers.

The presentation began with a welcome speech by the Headteacher and then passed over to Mr Stead (PPL Year 10). Mr Stead discussed the encouraging start to Key Stage 4 that Year 10 has made and the Wisdom demonstrated when selecting option pathways in what was; the first ever virtual options process. Mr Stead amplified the importance of the pupil-parent-school partnership and the importance of parents/carers trusting the school's decisions when it comes to their child's academic progress. Some further important messages were shared, such as the reasons behind pupil success.

- **Pupils get the basics right every day**, such as attendance, punctuality, behaviour, homework and organisation.
- **Pupils acknowledge and reflect on mistakes made**, such as having a positive dialogue with their teachers, showing endurance and acting on feedback.
- **Understanding who is responsible for their achievement**, such as Teachers, Parents/carers and themselves.

The presentation then took a more 'opportunity' focus and Miss Griffiths (AHT, CL for English), Mr Hewson (DOM) and Mr Philcock (CL for Science) discussed the independent learning possibilities of Google classroom and the Google subject sites that every pupil has access. To support this, Miss Griffiths also reminded parents/carers and pupils of the Woodchurch big 4 revision strategies and the potential impact these can have on exam success:

Concept Maps

Flashcards

Mnemonics

Condensed Notes

During Year 11, pupils will be participating in MIMO's, which are short sessions designed to further develop key knowledge in English, Maths and Science. Pupils will have the opportunity to attend Saturday College sessions throughout the year and this is a further opportunity for independent learning in a College environment. Finally, the introduction of period 6 next term was introduced, which is a contracted, formal and high quality teaching period provided every day. Period 6 is not a revision session, it is established on pupil timetables from the outset and pupils will be unable to opt in and opt out.

In conclusion of the evening, Mr Bannon (AHT) went through a range of support on offer in regards to post 16 pathways and college applications. A number of work experience success stories were also shared to outline the positive week that occurred.

Overall, a wealth of information was shared with parents/carers and pupils and we would like to not only thank you for attending but also for the positive feedback received. It is clear to see that the resources, additional support, technology and high quality teaching is a recipe for academic excellence and we encourage every pupil to take every opportunity and let their light shine.

If you have any further questions or would like to request a summarised copy of the presentation, don't hesitate to get in touch with Mr Stead at school.

ECAD

Twelve pupils from Year 10 took part in an Art Masterclass weekend residential at the Conway Centre in Anglesey, along with pupils from across Wirral and Cheshire. Pupils worked with a variety of artists and art media, to produce outcomes based on the theme 'Space and Depth.' The weekend needed our pupils to show resilience and determination, as the workshops were delivered from 9 am until 9.30 pm at night on Saturday. Pupils produced the equivalent of 6 weeks of design work during the weekend and all work produced will be submitted as part of the pupils GCSE coursework.



English

Year 7

Year 7 have built on their excellent start to Woodchurch life this term. Pupils have been analysing non-fiction texts linked to the theme of nature and the environment, including newspapers, letters and speeches.



Through their study of the environment and climate change, pupils have gained a deeper understanding of human impact on our planet, all whilst developing the key skill of non-fiction writing.

During this term, pupils have demonstrated great empathy and compassion whilst discussing some difficult and challenging topics, including extinction, animal abuse and factory farming.

Year 7 have been passionate in both their speech writing and their letter writing, using a variety of newly developed skills and techniques to create a coherent, interesting and detailed argument. Students have also, through knowledge checks and learning homeworks, been assessed on their knowledge of SPEARFACTOR and PAFT.

Pupils have also had the opportunity to study poetry for the first time at Woodchurch. They have impressed their teachers with their knowledge of poetic techniques, structure and rhyme, and have been working hard to build their understanding of poetry as a form of literature.

After half term, Year 7 pupils will begin their exploration of Shakespeare by reading *Romeo and Juliet*, perhaps Shakespeare's most famous play. Pupils will explore aspects of context (when was the play written and how does that affect our understanding of the play), the plot and the involvement of key characters. To get a head start on their study of *Romeo and Juliet*, we recommend pupils watch a version of the text or explore some of the contextual information on the English Site.



English Site: <https://sites.google.com/woodchurchhigh.com/english/year-7/non-fiction-and-blake>

English

Year 8

This half term, Year 8 have continued exploring the theme of 'Love and Relationships' by looking at a range of poems. Pupils have explored key themes such as childhood, conflict, growing up and the role of parents and carers in a child's life. Pupils have analysed poems in depth, looking at a range of poetic devices, which they have then revised using the English Subject Site.

Year 8 pupils have read Shakespeare's *Much Ado About Nothing* play as part of the 'Love and Relationships' topic. This comedic play explores themes of trickery, marriage, gossip and hypocrisy. Pupils have used their knowledge of Shakespeare from their studies in Year 7 to explore these ideas. As plays are meant to be performed, pupils have used their drama skills to act out scenes from the play and embody the characters. This play links with our Woodchurch Christian Values of wisdom, trust, and compassion, and pupils have explored these ideas in detail through written and practical tasks.



This half term, pupils completed their English assessments, which focused on an Unseen Poem and an extract from '*Much Ado About Nothing*.' Pupils prepared for this assessment in depth, using their Personalised Learning Criteria (PLCs) and the Woodchurch 'Big 4' independent study techniques to revise for this assessment. Teachers of Year 8 are extremely proud of the commitment to learning shown by pupils, and their responses to the assessment have been of a very high standard. It is evident that pupils have engaged with this topic and these skills will prepare them for their future learning in English at Woodchurch.

Next half term, Year 8 pupils will begin looking at Willy Russell's *Blood Brothers*. This will focus on the theme of 'Conflict and Class.' Pupils can use the Subject Site to prepare for this topic.

The English Department could not be more proud of how thoughtful, engaged, and enthusiastic Year 8 have been in their lessons. Their performance during the assessment demonstrated their hard work and commitment to learning this term.

Well done Year 8, and we hope you have a restful and enjoyable Easter break!

English Site: <https://sites.google.com/woodchurchhigh.com/english/home>

English

Year 9

Year 9 students have continued to make fantastic progress in their English studies this term. Pupils have continued to read *Stone Cold* by Robert Swindells exploring homelessness in the UK. Throughout the novel, Swindells highlights the unfair and prejudiced attitudes many people have towards homeless people and also how vulnerable the homeless really are. Students have shown real compassion and maturity handling these topics and have discussed and debated these themes sensitively in class. In addition to this, students have been exploring speech writing and analysis based on the themes of 'Marginalisation and Compassion'.



Year 9 have started to explore speech writing and have learnt many techniques that writers use to persuade an audience. Students have written a variety of speeches covering various topics and have had a chance to watch influential speeches analysing what makes them impactful and inspiring. This has developed student's confidence and has allowed them an opportunity to start exploring content that they will cover at GCSE, building their writing skills in preparation for KS4.

During this term, Year 9 students have completed an exam paper to test their learning of the novel *Stone Cold*. This was an excellent opportunity for students to practise answering exam style questions and receive detailed feedback from their teachers using a GCSE Mark Scheme. Overall, students impressed their teachers with their ability to formulate extended responses using an extract and to be able to discuss the novel as a whole memorising quotations.

Year 9 have demonstrated dedication and endurance for learning this term and we would like to congratulate them on their success and continued commitment. Attendance to MIMO sessions on Tuesday mornings has been excellent, with pupils learning important words and phrases to support their responses such as: antagonist, pseudonym, marginalised, industrial decline and more. Pupils are tasked to learn new vocabulary and tested in English lessons to ensure this new knowledge sticks. The aim is to give pupils the tools they need to think and talk about texts more successfully.

English Site (Year 9): <https://sites.google.com/woodchurchhigh.com/english/year-9/stone-cold>

English

Year 10



This half term, Year 10 pupils have begun their study of Charles Dickens' famous yuletide story, *A Christmas Carol*. Pupils have been exploring the novella through the well-known characters of Ebenezer Scrooge, Bob Cratchit, Tiny Tim and the Christmas Ghosts. Through each of the ghosts who visit Scrooge, pupils have been engaging with what exactly the impact of each ghost was and how it encouraged Scrooge to change as a person.

By linking the transformation of Scrooge from a selfish, greedy character into someone who is generous, friendly and kind to the transformation of the Birlings in *An Inspector Calls*, pupils have been able to take note of how each of the WHS Christian Values can be applied to their GCSE Literature texts. This has been particularly useful when considering what might cause a person to change their outlook on life, and we in the English Department hope that our Year 10 pupils have been encouraged to demonstrate some of these Christian Values as they approach Year 11 and their GCSE exams (endurance and hope in particular).

Pupils' attendance at Expectations Evening on Wednesday 30th March was noted; we as a department are delighted that so many Year 10 pupils were able to attend and engage with what they should expect from their GCSE year and also what is expected of them. The English Department was in attendance to make revision guides available to Year 10 pupils who wanted to make a strong, positive head start to what can be a challenging year for pupils. However, for those who missed out, revision guides are still available to purchase from any member of the English team and cover all aspects of Literature.

Of course, revision guides aren't the only resource available to Year 10 pupils to assist with their revision. A visit to the English Site (link below) will equip pupils with a wealth of knowledge in an engaging video format for pupils to watch and make their own revision resources. It is important that pupils begin to engage with regular, independent revision of their English topics before they start Year 11 to ensure they have an effective routine and revision practice. If pupils require any further guidance or support with their revision, or indeed any topic in English, they need only speak to or contact their English teacher (or any member of the team).

English Site (KS4 Literature): <https://sites.google.com/woodchurchhigh.com/english/ks4/english-literature>

English

Year 11

Year 11 pupils this half term have been focused on preparing for their Centre Assessed Exams for English Literature and have completed exams on the following topics: *Macbeth*, *An Inspector Calls*, *A Christmas Carol* and Unseen Poetry. The English Department has been pleased with Year 11's work so far but would like to make it clear that there is still work to be done. Many pupils should be proud of the work they have done so far and should be encouraged to maintain their current work ethic during the final few weeks. However, if pupils are disheartened by their CAE results, they should make sure they focus their energy on revision in order to improve their results.



Next half term, pupils will be approaching their official GCSE exams. In English, pupils will be developing their knowledge of key themes, characters and exam technique to enable them to confidently enter their exams and achieve their goals. To that end, pupils should aim to make sure they attend all their English lessons and complete homework sufficiently to give themselves the best chance of achieving well in exams.



Through period six, MIMOs and Saturday College sessions, Year 11 pupils are being provided with all the tools they need to succeed in their GCSE exams. It is important that pupils continue to engage with all these opportunities for success, in addition to completing their own revision at home. We recommend making use of the WHS Big 4 revision strategies to assist with independent study: mnemonics, flashcards, concept maps and condensed notes. Pupils' English teachers can also help guide revision, such as narrowing down topics or providing additional resources - all you have to do is ask!

Another great resource pupils can use to guide their revision is the English Site (linked below). Pupils can access video lessons, led by members of the English team, that could further develop their knowledge and understanding of key aspects of both Language and Literature. They can also find copies of the Literature MIMO presentations there.

The whole department is confident that, if pupils continue to work hard, complete their independent study and attend their English lessons, they have the potential to achieve their desired grades. Keep up the hard work, Year 11 - not long to go now!

English Site:

Language: <https://sites.google.com/woodchurchhigh.com/english/ks4/english-language>

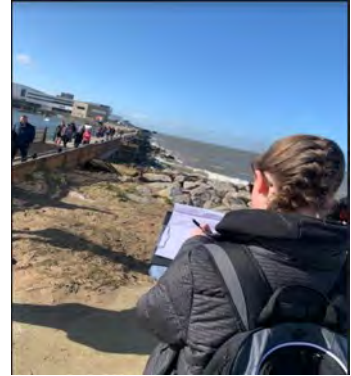
Literature: <https://sites.google.com/woodchurchhigh.com/english/ks4/english-literature>

Humanities



In Geography, **Year 7** have moved on to the topic of Africa. Pupils have discussed perceptions that we have about Africa and compared them to reality. We will go on to look at different tribes and cultures within Africa as well as issues around poverty and disease. Check out the videos on the subject sites: <https://sites.google.com/woodchurchhigh.com/geographywoodchurch/year-7/africa-development>

Year 8 pupils have looked at Blood Diamonds in Africa and how Palm Oil is causing issues with biodiversity. We are running a trip to Chester Zoo to better understand conservation issues, and how alternatives to unsustainable palm oil can be used. We will also cover in that unit the ongoing conflict in Ukraine, giving pupils the opportunity to learn and ask any questions they may have about the conflict and to apply our Christian Values.



Year 9 have also started a unit on conflict. In this we look at the different types of conflict and how this can range in scale from local issues to global conflicts. We will cover issues around water in the USA and how racism can underpin political decisions that are made. We will also cover the war in Ukraine so pupils can understand the impacts of war and apply our Christian Values. Some Year 9 pupils also visited New Brighton to have an introduction to GCSE geography, where we look at how coastal management works.



Year 10 have also visited New Brighton as part of their GCSE fieldwork on coasts, here they evaluated the different coastal defences, improved their understanding of coastal land use, erosion and transport and even how sand dunes form and change. In Lessons we have started to look at volcanoes and the impacts of eruptions on people and the environment.

Year 11 will have completed the revision of urban issues. pupils should check over the support materials on google classroom and on subject sites. The remaining class time will be spent preparing for the Paper 3 decision making paper based on the pre released booklet. It is essential for their success in this summer's exams that they are familiar with the arguments for and against waste incineration and that they can make their own choice on whether it should be built or not.



The links below are to three other recommended revision support websites:

<https://timeforgeography.co.uk/>
<http://www.coolgeography.co.uk/>
<https://www.bbc.co.uk/bitesize/subjects/zkw76sq>

Humanities



Year 7 have made great headway with their third enquiry of the year - *Were medieval kings as powerful as they wanted to be?* We are currently investigating the grisly murder of Thomas Becket in Canterbury Cathedral, and learning about the implications for the crown. Students will move on to King John and the Magna Carta, and will evaluate the extent of the destruction caused by the Black Death. Students can find out more about this period here - <https://www.bbc.co.uk/bitesize/topics/zrfm7yc>

Year 8 have completed their assessments on the issue of religion in the Tudor period, and are now learning about the Elizabethan Empire. Sir Francis Drake's piracy, clashes with the Spanish and the desire to find the mythical city of El Dorado make this something of a swashbuckler!

Year 9 are approaching their assessment on the British Empire. Currently they're exploring the way the Empire was portrayed, through education, the Great Exhibition of 1851, and in adverts for products. They will then be ready to make their judgement about whether or not we should be proud of the British Empire, and discuss the various interpretations people have of it.

Year 10 are very close to finishing the Health and Medicine paper, after which they'll be moving on to the Nazi Germany paper. The Year 10s are showing a great work ethic; there's plenty of independent learning and we've been really impressed with the way our students have been engaging with their learning. They will look at Hitler's rise to power, and will focus on life under Hitler - what were his expectations workers, women and newspapers? How did Hitler use terror to ensure compliance? There are a wealth of resources available from the National Oak Academy, for anyone wishing to get ahead - <https://classroom.thenational.academy/units/weimar-and-nazi-germany-1919-1939-6b4e>

Year 11 are almost at the final hurdle! We are polishing off our USA paper, investigating the end of the Cold War and the role of the USA in conflicts in the Middle East in the 1990s, and we're cracking on with revision alongside this. Lots of students are coming to our lunchtime revision sessions on Tuesdays and Thursdays, but it would be great to see even more. We're also running a Future College on Saturday 2nd April, when we will be focussing on revising the Nazi Germany paper. There are also lots of videos that students can use to revise both content and exam technique on our [History Learning Site](#)



This month, **History Club** completed their stone keep castle. Based on the 'How did the Normans keep control of England?' topic, a group of Year 7 & Year 8 students designed, built and painted a model stone keep castle. The team settled on a stone castle because they argued it was more defensible than a motte and bailey castle and would therefore stand the test of time. Over a period of six weeks, the group toiled away at cutting, glueing, modelling and painting the castle - finally completing it on the 10th March. History Club then showcased the castle to Ms Phillips and answered questions about the construction of the castle as well as about the topic itself.

Humanities



The second half of Spring Term has seen our KS3 classes complete their formal centre assessed examinations which have provided the students an insight into the examinations they will complete when they get to KS4. They have accessed our Subject Sites to address gaps in their knowledge and to help prepare for their assessments. For the Year 7s, this has seen their first examinations in the hall and they worked very hard in this unfamiliar environment. Our Year 7 Learning Programme has focused on the life and teachings of Jesus with sets 1-4 exploring a textual analysis of St. Mark's Gospel. Upon return from the Easter break, our Year 7s will begin study of Islamic beliefs. Year 8 have been researching the life and experiences during the Holocaust, students have been critically assessing the value of learning about the Holocaust and testimony of survivors have fascinated our Year 8 pupils. The students have tackled this difficult topic with maturity and compassion. In the Summer term, they will be introduced to beliefs and practices in Buddhism. Year 9 have been engaged in many philosophical and ethical dilemmas whilst looking at their Evil and Suffering Learning Programmes with great debates taking place in topics such as the Death Penalty. They have been able to give their own opinions on ultimate questions and back them up with reasons. After the break, they will start a brand new Learning Programme 'What happens when faith and courage collide?'.

As for KS4, Year 10 have been looking at Christian practices. They have nearly completed all topics for GCSE Paper 2 - Christianity and there will be an assessment after the Easter break on Beliefs and Practices in Christianity. In order to best prepare for these assessments, our Year 10 pupils should make use of the Subject Sites to revise and make use of the Woodchurch Big 4 strategies: Concept Maps, Mnemonics, Condensed Notes and Flash Cards. Any revision resources will be marked by their classroom teacher. Overall they have been working well on the GCSE course, developing their exam technique, a difficult skill to master. Following the link and scrolling down to Exam Technique will provide a wealth of resources for this area: <https://sites.google.com/woodchurchhigh.com/rswoodchurch/gcse-religious-studies>

Year 11 have been looking at the advanced notice from the exam board in preparation for their upcoming GCSE examinations. They have made use of Period 6, Saturday College and the Subject Sites website for revision. On the site there are recorded lessons for all topics, revision guides, videos on how to answer exam questions and resources for lessons if they have missed any lessons, as above for Year 10, all resources can be accessed using the link provided. In the run up to the exams our Year 11s must focus on revising, using the Woodchurch Big 4. There will be revision sessions on in school over Easter which will be kindly ran by Mrs. Wilton and Mr. Killilea. A kind reminder that the GCSE RS examinations will be taking place on the following dates: Paper 1 - Philosophy and Ethics **Monday 16th May AM**, Paper 2 - Christianity **Thursday 26th May PM**, Paper 3 - Judaism **Wednesday 8th June PM**. Best of luck with the revision from all of the RS department!

Computing & Business

Business Studies

Over the last couple of months, pupils in years 9, 10 and 11 have been working very hard in their Business Studies lessons, showing lots of resilience and endurance.

Year 9 have recently finished a unit of work on marketing. Some great work was produced and some promising entrepreneurs of the future.

Year 10 have completed work on ownership and have recently began looking at business finances. Their behaviour and attitude has been excellent, please keep this up.

Year 11 have now completed their course and are revising for their external exams in May and June. Reminder that revision sessions are available on Monday mornings from 8am and Tuesday lunchtimes.

There is an extensive selection of revision materials on the Business subject site, which pupils are encouraged to use for their independent revision. Revision guides are also available for £3.

Any further questions on any of the Business Studies courses, please contact Mrs Hulse.

Year 9 Computing

This half term Year 9 pupils have been working hard to develop their programming skills during their Computing lessons. Pupils have made the transition from using simpler block based languages to using the text based language, Python. Python is used in industries across the world and so pupils are developing highly sought after skills each lesson. So far, pupils have produced a range of interactive and engaging programs including conversational programs and quizzes on topics of their choice. Their programming journey is set to continue into the next half term as pupils continue to strive towards closing the tech skills gaps that exist in industry today. Below is an example of a piece of code written by a pupil to program a conversation with the computer. The computer stores the answers given and the use the answers in the replies given.

```
< >  main.py
1  print ("hello, nice to meet you.")
2  name = input ("what is your name?")
3  print ("hello " + name + " its great to meet you ")
4  emotion = input ("how are you doing today?")
5  food = input ("what did you have for your tea last night?")
6  print ("i like " + food+ " as well ")
7  team = input ("who is your favorite team")
8  print ("i think that "+team+ " are the best to!")
9  sport = input ("what sports do u like?")
10 print ("yes i agree " +sport+ " is very good")
11 school = input ("what school do you go to?")
12 print ("yes " +school+ " is very good")
13 subject = input ("what subjects do you enjoy?")
14 print ("oh wow i like " +subject+ " aswell, but i prefer soemthing else")
```

Computing & Business

For the newsletter this month I have included some information about how to support your child using their mobile phone and the news information they might see when browsing different websites.

Upsetting Internet Content - The past 2 years have been a very turbulent time with COVID-19 and more recently the war in Ukraine. This first poster outlines how upsetting and worrying it can be for young people reading about this and how reliable the information they are reading might be.

Phone Scams - There has been a large increase in the number of scams that are taking place through mobile phones. These are ranging from text messages claiming to be from delivery companies, to prizes having been won and simply needing to click on the link and give in some details to claim. It is important that pupils are aware of what scams they might receive on their phone and how they can react to them in the correct way.

As always, if you have any questions, please feel free to contact me

Mr Bunby - Curriculum Leader: Computing & Business

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SUPPORTING CHILDREN TO DEAL WITH UPSETTING CONTENT

A Guide for Parents and Carers

Raising children in the digital age seems to be getting tougher, with the world currently experiencing so many uncertainties. From the continuing impact of COVID-19 to the war in Ukraine, right now children across the globe can scarcely go online without being exposed to unsettling stories, images and ideas. Reassuring a concerned child can be difficult, especially when bad news feels omnipresent. We've put together some advice to help you in discussing upsetting events with young ones.

1 FIND OUT WHAT YOUR CHILD KNOWS

There are many ways that children are exposed to upsetting content in the media, both online and offline. Before swamping your child with information, find out what they know already. Show them you're interested in what they have to say, practice active listening and try to gauge how much your child has been impacted by what they have seen.



2 RIGHT TIME, RIGHT PLACE

Starting a conversation about upsetting content probably isn't the best idea when your child is studying for an exam or about to go to bed. Choose a time when they're relaxed and open to talking, to make sure you have their full attention. Remember, these conversations can become emotional, so choose somewhere your child feels safe and comfortable.



3 KEEP IT AGE APPROPRIATE

With younger children, try and keep the conversation more general and avoid leading questions and complex detail. You can go slightly deeper into the specifics with young teenagers but keep monitoring their emotional response. With older teens, you can be more open about the realities and consequences of what is happening – but again, do stay aware of their emotional state.



4 EMPHASISE HOPE

Upsetting content can make us feel angry, scared. Upsetting content can make anyone feel angry, scared, sad or overwhelmed. Try to find stories of hope, generosity and strength related to the content you're discussing. Children often feel reassured when they know they can do something to help, so encourage your child's sense of control through activities which make them feel they're positively impacting the events they're concerned about.



5 MONITOR REACTIONS

All children react differently, of course, and young people might not directly say that they're scared, angry, anxious, confused or uncomfortable. Emotional reactions are natural when discussing upsetting topics, so take note of your child's body language and reactions. Allow them to express their feelings in a non-judgmental space and try to stay mindful of how they might be feeling.



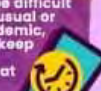
6 CONSIDER YOUR EMOTIONS

It's not only young people who find upsetting news difficult to process: adults also have to deal with strong emotions in moments of stress. Children develop coping strategies by mirroring those around them, so staying on top of how you appear to be regulating your emotion on the outside is important for supporting your child through worrying times.



7 SET LIMITS

Managing screentime and content can be difficult at the best of times, but especially in unusual or stressful periods (at the start of the pandemic, for example). It's virtually impossible to keep children away from upsetting content completely, but it's important to try and at least limit exposure by using parental controls, talking about the dangers of harmful content and enforcing screentime limits.



8 TAKE THINGS SLOWLY

Try not to overwhelm your child with information all at once; instead, take the discussion one step at a time. You could make the first conversation a simple introduction to a potentially upsetting subject and then wait until your child is ready to talk again. Opening the door to the conversation and demonstrating that your child can talk to you about this type of issue is a vital first step.



9 ENCOURAGE QUESTIONS

Online, troubling images, posts, videos and stories are shared across multiple platforms, many of which your child might access. Even if the content is actually inappropriate, encourage your child to discuss what they saw instead of being angry at them for seeing it. Children are still learning that not everything online is accurate – you want to be their ultimate source of information, not their device.



10 FIND A BALANCE

There's often a tremendous compulsion to stay right up to date with events. Our phones frequently send us push notifications urging us to read the latest article or view the most recent video on social media. It's essential to remind your child that it's healthy to take regular breaks, and to focus on positive events instead of 'doomscrolling' and risking becoming overwhelmed by bad news.



11 BUILD RESILIENCE

News has never been more accessible. While our instinct may be to shield children from upsetting stories, it's important that they're equipped with the tools to manage this content when they are exposed to it. Talk about upsetting content more generally with your child and emphasise that they can always tell you or a trusted adult if something they see makes them feel uneasy.



12 IDENTIFY HELP

It's hugely important that children know where to find support if they encounter upsetting content online. Encourage them to open up to an adult that they trust, and make sure they're aware of who their trusted adults are. It is essential that children understand that they're not alone, and that help is available if and when they need it.



Meet Our Expert

Cayley Jorgensen is the director of FaceUp South Africa, which is a reporting system that is currently being used by schools and companies to fight bullying around the world. FaceUp helps give a voice to bystanders by encouraging them to speak up and get the help they not only want but need.



National Online Safety

#WakeUpWednesday



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Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 09.03.2022

What Parents & Carers Need to Know about PHONE SCAMS

In a three-month period during 2021, no fewer than 45 million people in the UK experienced a suspicious attempt at being contacted via their mobile. Phone scams are a common form of cyber-attack where fraudsters engage directly with their intended victim through their smartphone. As our phones carry so many sensitive (and therefore potentially valuable) details about us, it's vital that trusted adults are alert to the tactics that scammers use to get access to user accounts, personal data and private information for financial gain.

WHAT ARE THE RISKS?

SMISHING

SMS phishing, or 'smishing' is one of the most common forms of mobile-based cyber-attack. Smishing is when a scammer texts their target, pretending to be a reputable person or organisation. They aim to trick the victim into supplying sensitive data such as bank details and personal information, so that they can then access the target's bank accounts and remove money.

IMPERSONATION

Fraudsters often impersonate someone else to trick the victim into actually transferring money directly. They might claim, for example, to be a friend or relative using a different number who urgently needs funds. Other common cons include sending fake texts informing the target that they have a package which requires a fee to be delivered, or that they have an unpaid bill to settle.

NUMBER SPOOFING

Here, the scammer takes impersonation a step further by cloning the phone number of a genuine company. So when the target receives a call or text, their phone recognises the sender's number as legitimately belonging to Amazon, HMRC, the NHS or the DVLA (who have all been impersonated in these cons). This makes the scam far harder to spot and the victim much more inclined to comply.

FAKE TECH SUPPORT

Attackers contact a target, pretending to work for their employers' IT support team. They then advise them to download some software to fix 'a technical issue' with their device. In reality, however, the software grants the scammers access to the victim's private data and sensitive information. This con is more common on desktop and laptop devices, but is still possible to accomplish on mobiles.

SIM HIJACKING

SIM hijacking switches control of a phone account from the victim's SIM card to one in the scammers' possession. Criminals use personal details pieced together from social media (birthday, address, pet's name and so on) to pose as you, then instruct your phone network to transfer your number to their SIM – giving them access to all calls and texts meant for you, including one-time login passcodes.

Advice for Parents & Carers

DO SOME DIGGING

If you've received a call or text asking for specific information, research the caller's number. There are several websites that allow you to enter a phone number and will then display any relevant information about it – this usually includes feedback and comments from other people, so you can easily see if that particular number has been implicated in potential scams.

TRY A CALL BLOCKER

If a suspicious call comes through on your mobile, you can manually block the number if you believe it to be dubious or a nuisance caller. Alternatively, you could consider installing a call blocker service on your phone. They automatically stop calls getting through from numbers which have been reported as suspicious, halting potential scammers in their tracks before they can reach you.

VERIFY THE SOURCE

Never disclose confidential details to an individual or organisation you're unfamiliar with. If the caller claims to represent a company you trust but is still asking for personal information or payment on an outstanding charge, end the conversation. Then find the company's genuine number on a bill or on their website and call them directly to confirm if there really is an issue you need to address.

BREAK OUT THE TECH

Lots of anti-virus software now also protects mobiles. Some anti-virus apps can detect phishing links in text messages and alert you to the risk. When you're out and about, try not to use public WiFi for sensitive transactions: it's far less secure than your home WiFi network. Instead, you could consider installing a VPN (virtual private network), which encrypts all data travelling to and from your phone.

REPORT INCIDENTS

If you or a family member does give out confidential information to a caller you aren't sure about, contact the actual company mentioned to check if the call was genuine. If they confirm that the call was not made by their organisation, you should report it as a potential scam via the Action Fraud website and (depending on exactly what information was divulged) consider involving the police.

BE WARY OF LINKS

If you get a message from an unknown number asking you to click on a link, report it as spam and do not open the link. One recent example 'warned' victims they'd been exposed to the Omicron variant and needed to click a link to buy a special test – only to find they had paid their money to scammers. Links can also install malware onto your device, so always treat them with extreme caution.

Meet Our Expert

Formed in 2018, KryptoKloud provides cyber security and resilience solutions to its customers. With offices in the UK, the company offers managed service operational packages including cyber security monitoring and testing, risk audit, threat intelligence and incident response.



National Online Safety

#WakeUpWednesday

Sources: <https://www.actionfraud.gov.uk/news-centre/2021/45-million-people-targeted-by-scams> | <https://www.actionfraud.gov.uk/blog/news/shocking-new-uk-fraud-statistics-fraudsters-commit-a-scam-every-16-seconds> | <https://www.kryptokloud.com/news/2022/12/the-five-biggest-scams-of-2021/>



www.nationalonlinesafety.com



@nationalonlinesafety

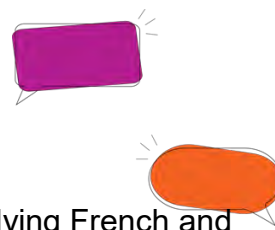


/NationalOnlineSafety



@nationalonlinesafety

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 23.03.2022



The MFL department would like to say a big well done to pupils studying French and Spanish. Pupils have shown outstanding endurance and progress this half term.
¡Gracias! Merci!

Google Classroom: Homework

The MFL department is now using Google Classroom as the main hub for setting homeworks. While vocabulary and homework materials will be uploaded to Classroom, students should still continue to bring their vocabulary books to lessons as they will still need these for certain resources. Homework should also continue to be logged in planners as usual so that parents remain aware of any engagement with independent learning.



All learning homework set is also available on our MFL Google Site!

Exams

Congratulations to all key stage 3 students that have now completed their exams this half term. To support their progress, pupils can access a range of key grammar and topic resources via our MFL Google Site. One way Year 8 and 9 can challenge themselves at home would be by continuing to revise the 'Hub Phrases', 'Booster Verbs' and the key tenses. Revision materials such as 'Knowledge Organisers' are also available on the MFL Google Site. Pupils are encouraged to use the condensed knowledge organisers provided for each topic and to use these to support their ongoing revision.

Pupils can also use online websites such as DuoLingo, Memrise and Quizlet to revise vocabulary. Practice exam questions are also available on BBC Bitesize which has been updated, and any other support needed pupils should ask their MFL teacher.

Year 11

Year 11 students have their speaking GCSE when they return after the Easter break. To prepare for these exams students should revise from their prepared GCQ's and revision materials such as the 'Knowledge Organisers' on the MFL Google Site. Pupils are encouraged to use the condensed knowledge organisers provided for each topic and to use these to support their ongoing revision.

Home Learning and Revision

There are lots that parents and carers can do to support our pupils completing home learning for French and Spanish, using a range of online resources.



We would recommend:

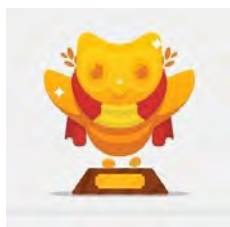
- Visit our new Google Site for an expanding range of MFL resources, especially for GCSE revision including knowledge organisers and grammar activities.
- On our school's VLE you will find MFL resources for each year group. These include reading activities, translations and writing tasks.
- Seneca is an online platform that is great for revising your language skills.



Modern Languages Google Website

The MFL Google Site is now up and running! For pupils studying languages at GCSE, pupils can now find knowledge organisers for each topic, grammar video explanations and topic videos to support their revision for GCSE exams. Class teachers will have shown pupils where resources are on the website, but pupils should ask their class teacher if they need any support accessing resources!

The MFL Google Site also has resources to support revision and learning in KS3. If a pupil has any ideas as to what they would like to be included on the google site to support them further, please see Mr White in MFL 6.



If you feel that you would like to refresh your language skills in small chunks, you may want to try some of these suggested activities. Just 5-10 minutes a day of practicing language skills will make recalling vocabulary a lot easier!

1. Download the free (and simple to use) language learning app **Duolingo**.
2. **BBC.co.uk/languages** - select '**Spanish**' in the '**Choose your language box**' then click on '**Mi Vida Loca**' to watch the 22 episodes of the interactive video drama.
3. **Quizlet.com** - search for **mflwoodchurch**. Scroll down the list of activities to find topic areas to revise. The 'gravity' game is particularly addictive.
4. **Teachvid.com** - sign up for a free account, watch the language videos and try some of the interactive activities.
5. **bbc.co.uk/bitesize** – select secondary then KS3 or GCSE, Modern Foreign Languages then either French or Spanish. Quizzes, videos and interactive exercises on a range of topics, including all those at GCSE (we follow the **AQA specification**).
6. '**Easy Languages**' channel on YouTube – select either **Easy French** or **Easy Spanish**. Subtitles available in the foreign language and English. Good way to develop listening skills and build a wider range of vocabulary.
7. '**Comme une Française**' channel on YouTube – practise pronunciation, learn phrases on a wide range of topics and improve your knowledge of French culture.
8. '**Agencia ELE**' channel on YouTube – Spanish videos on a range of GCSE topics. Subtitles can be turned off and on through the settings button at the bottom of the video screen.
9. **1 jour 1 actu.com** – current affairs website aimed at young, native speakers of French.
10. **Lyricstraining.com** – no need to set up a free account. Practise listening skills by completing gap fill exercises on French or Spanish songs. (Start with 'Beginner' and 'Choice mode'.

PE

A fantastic day at the Merseyside Indoor Sportshall Athletics Competition - Year 8 finished 6th overall in a very competitive round.

Year 7 have been crowned Merseyside Champions!

Congratulations to all the boys involved.



The Year 7-9 basketball teams had a great day out to watch a professional basketball fixture at the Ellesmere Port Sports Village to watch Cheshire Phoenix narrowly lose to London Lions.

PE

Year 10 OCR Sports Studies

The Year 10 OCR Sports Studies group took part in a leadership afternoon with a selection of our Year 7 pupils. The Year 10s were fantastic ambassadors for the school, with Jo and Carys from Wirral School Games commending them on their leadership skills, manner with the Year 7 pupils and overall maturity. Well Done.

The Year 10 OCR sport studies classes had an excellent day at the national indoor cycling centre in Birmingham with an introduction to BMX racing. Pupils had a great day out and learnt a lot about this exciting Olympic Sport.



Congratulations to our footballers who are representing Everton against Manchester United in their Community Football league at Man Utd's Cliff Training Ground. Well done Girls!

Performing Arts



Year 7 Drama

This half-term Year 7 have continued their work on docu-drama! Looking at Drama that links to real life issues and stories. Pupils have developed key skills including facial expressions, tone, volume and body language to help them to explore different characters and stories. Mr Payne has had real success with his groups who have explored the poverty and deprivation people in Liverpool faced in the 1970s and Miss Jones is really pleased with how well her groups have engaged with exploring the impact of the Boxing Day Tsunami! Well done, Year 7!



Year 8 Drama

This half-term pupils have started exploring a classic play in Drama, *Our Day Out*! Pupils have absolutely loved learning the story of pupils at a school in Liverpool who get up to all sorts of adventures on their school trip to Wales! They have been working hard developing key practical skills, including still image and key vocal and physical skills to make their characters believable. We are really impressed with the continued focus and commitment of our Year 8 pupils.

Year 9 Drama

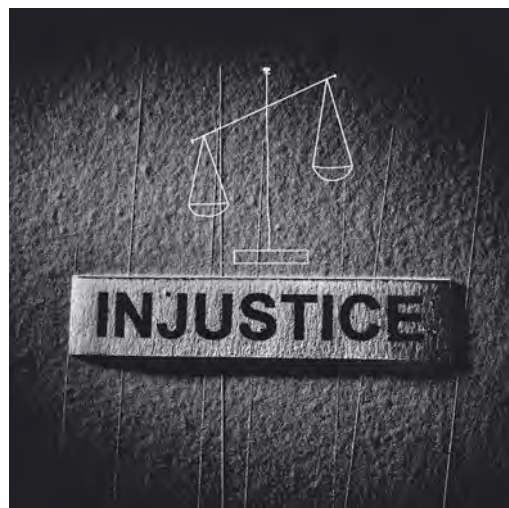
Year 9 have continued to make excellent progress in Drama and this term they've continued exploring Mark Wheeler's play *Game Over*. The play tells the true story of fourteen-year-old Breck Bednar who was groomed online and killed. Pupils have continued to develop key skills when analysing script and have been really interested in the verbatim nature of the story. We are incredibly proud of the compassion Year 9 have displayed when exploring such a sad story.

Performing Arts



Year 10 Drama

Year 10 have moved onto their Component 1 examination and are preparing their devised performance based on the stimulus of 'injustice!' Pupils have explored different issues around this theme, including the death penalty, gender inequality, poverty and immigration. Miss Jones is really impressed with the maturity that Year 10 have demonstrated when discussing complex topics and the variety that they have displayed in their performance ideas. We can't wait to see their final performances at the end of next term. Keep up the hard work, Year 10.



Year 11 Drama

Year 11 have been working tirelessly this half-term to finalise their Component 2 extracts and performed these with success to our examiner in March. Pupils were, understandably, very nervous about their performances but performed with confidence and professionalism. The Drama department are very proud of their endurance. We have now moved on to continue our study of An Inspector Calls ready for pupils' Component 3 examination and we can't wait to celebrate their success in the summer!

Performing Arts



Year 7 Music

Year 7 have continued to show incredible endurance in their studies of musical pitch and have truly mastered skills such as finding the notes on the musical stave and finding the notes on the keyboard. Mr Fenney and Mr Payne were particularly impressed with their focus and progress in using more complex musical theory: an aspect which will pay dividends throughout their time studying Music at Woodchurch High School.

Even at this early stage we are noticing many students who would be successful in studying music in Key Stage 4. Some students are continuing to challenge themselves through utilising our Music Subject Site and are developing the skill of using both hands on the keyboard. Keep letting your light shine, Year 7!



Year 8

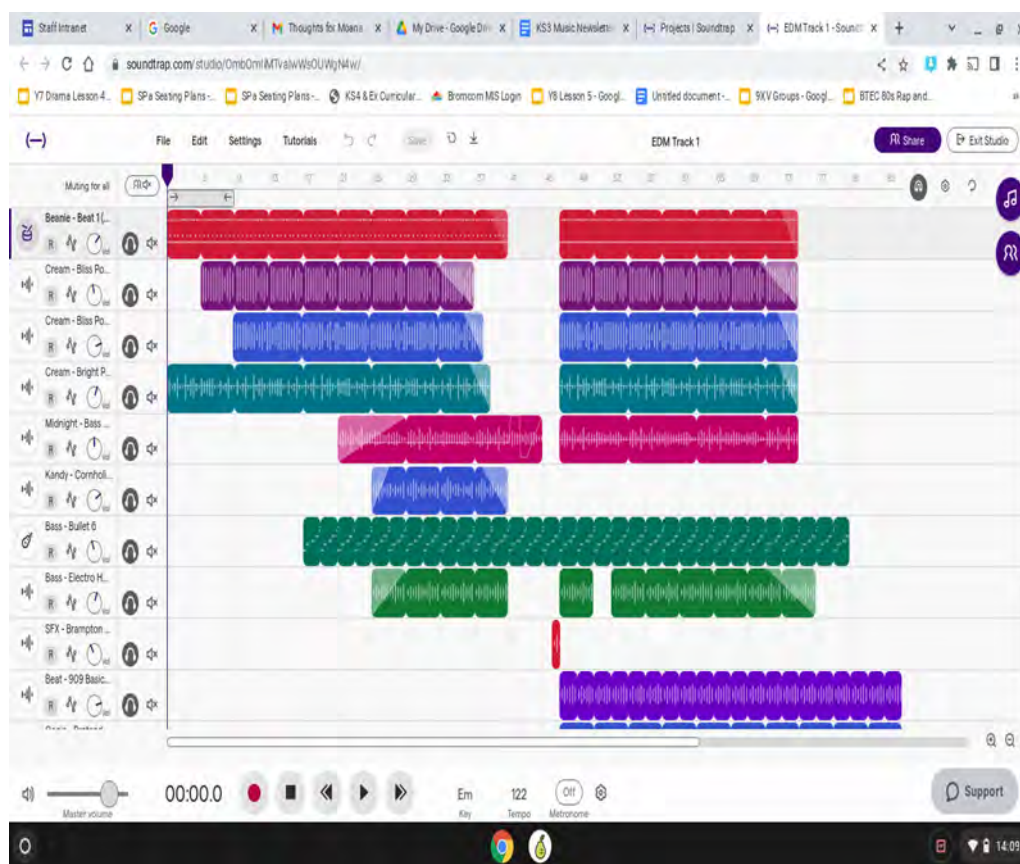
Despite the challenges of learning a new instrument, Year 8 have made good progress on the Ukulele and are now in the process of preparing for their assessment of 'Wonderwall'. Across the board students were engaged and active in discussions about 'What Made Britpop, Britpop?' and listening to different bands of the 1990s. The music department are looking forward to exploring their vocal skills for the first time in our Musical Theatre topic next term and developing the cross curricular links between the Performing Arts subjects.

Performing Arts



Year 9

Year 9 have continued to explore the development of Rock and Pop music past Britpop, and into the 2000s with Electronic Dance Music (EDM). We wanted to allow our students the opportunity to practically explore all elements of the genre and so have developed keyboard skills through performing Avicii's house classic, *Leve/s*, in addition to discovering how technology is used to create modern music. Students have used the online programme SoundTrap to arrange and produce their own dance tracks: a task which has seen a fantastic response and increase in independent study. Well done Year 9: keep up the great work!



Year 10

This half-term Year 10 have made a start on the second component in the BTEC Music practice course. Year 10 have had the opportunity to develop both their practical skills on their chosen instruments and theoretical knowledge by looking at various different skills used in the Music industry as well as ordinary life. Some of these skills include time management, self discipline and working with others. Year 10 pupils will be gaining an understanding of how these skills are used across different roles in the music industry such as the job of a Sound Engineer or Musician. Year 10 are continuing to thrive and show endurance throughout the course so far and the Music department are very proud!

Performing Arts



Year 11

This half-term, Year 11 have returned to begin work on their final component of the BTEC course, Component 3. This is where pupils will have to respond to a commercial Music brief and apply all of the skills they have developed in their time here, at Woodchurch.

The focus and endurance Year 11 have displayed is excellent and the Music department is excited to see and hear the final Musical products that the students produce based upon the assignment they have been given.

Extra curricular activities

The Music and Drama department have continued to offer a variety of different clubs this half term both during and after school. These clubs include; Guitar club, Keyboard club, Choir and drama club.

We still continue to offer our Y10 Music students use of the practice rooms and laptops after school to catch up and complete any coursework or to improve on their chosen instrument.

We have now introduced the opportunity for current Year 9 students to take part in after school workshops to improve their skills and knowledge before starting the new Music BTEC course in September. Providing them the opportunity to gain an increased understanding on their chosen instrument or theoretical concept. Numbers have been excellent for our first workshop session last week and we look forward to hosting more of these opportunities until the end of term.

Child Development

Year 11 Child Development

Year 11 pupils have been working hard to complete their coursework on equipment and nutritional needs for children from birth to five years. They have enjoyed their practical activity of making either a two course meal for a 4 Year old or preparing a formula bottle for a baby. Pupils had to plan and prepare for this activity and they had to consider all factors involved, this supported them to demonstrate the skills needed to complete this aspect of their coursework. Pupils worked really hard and were extremely proud of the end result.

Lucy enjoyed making a chicken curry with rice and a fruit salad for dessert. Lucy found this task really enjoyable and loved tasting the curry.



Keeley made a delicious meal and considered the type of dish that a 4 Year old would eat.



Megan made a baby's bottle and followed all the instructions perfectly.



Ruby's tomato pasta dish was a real hit and was full of flavour.

Practically completing this task prepared pupils for writing their written evaluation. A massive well done to all the pupils. Mrs Kennedy has been so proud of all their hard work.

Science

Unilever Competition Final

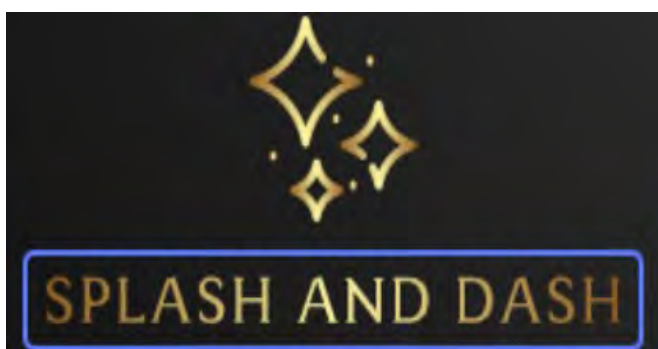
Our Year 8/9 pupils have really enjoyed participating in the Unilever Bright Futures Project and are ready to enter the final competition in the coming weeks.

Team Biobees have designed, developed and produced an SPF cream bar that helps to protect people and the planet too. It is environmentally friendly, using all sustainable products. The product looks great and smells amazing too, while protecting the skin from harmful UV rays.

Team Biobees have worked alongside Isaac to design and 3D printed and eco-friendly plastic packaging that also comes with a free packet of seeds to encourage pollinators to a garden near you!



All of our teams have worked really hard, they have been busy completing their market research, designing their new products while considering costs, scale up, sustainability, packaging and their customers!



Team Splash and Dash have developed a concentrated household cleaning tablet in a bottle 'for life' that is eco-friendly and sustainable. They have eliminated water in the production steps meaning customers will hydrate the product themselves, saving shipping costs, packaging and the planet!

Team Lucky Lemon and Shambaroo have been working to produce a lemon soap and shampoo bar, both look fantastic!

We wish them lots of luck with their presentations at the Unilever Final Competition.



Science



chemistryforall
ENGAGING AND ENTHUSIASING PUPILS IN SCIENCE

30 lucky Year 9 pupils have been selected to participate in a 2 year Chemistry For All project delivered by LJMU.

LJMU staff will be visiting our school to deliver practical and revision sessions on 'Working Scientifically' as well as our pupils visiting LJMU to work in the Science undergraduate laboratories at the University to participate in 'Chemistry at the Crime Scene'.

Pupils will take part in valuable practical experiments, tour LJMU and find out about a range of exciting careers in Chemistry.



The first session is all about kinetics and rates of reaction. Pupils will investigate the different factors that speed up chemical reactions.

Pupils will compete in the iodine clock race to make a reaction last for exactly 30 seconds! They will explore how temperature, concentration, surface area and catalysts can make chemical reactions happen more quickly!

This project will reward our pupils who have worked with focus and commitment throughout the year and have taken Triple Science as a GCSE option. It will help to support our pupils learning in their science curriculum and engage them further in their Chemistry studies.



We are really looking forward to getting the project underway! A huge thanks to LJMU and Shaping Futures for working with our pupils during this fantastic project!

Woodchurch Farm

A Year 7 Spring Enterprise Project raises £95.00 for the school farm

As part of their Farm School class Year 7 pupils have been learning about horticulture. Back in November 2021, as part of an enterprise project, the class purchased a bag of Tête-à-Tête bulbs and set about planting up the bulbs ready to grow over the winter season.

Each week the class has monitored the rate of plant growth and tended the pots by thinning out and grouping the plants in stages of growth ready for sale. At the beginning of March a splash of yellow appeared on the farm as the flowers bloomed. After a lesson in Customer Service the class loaded up their trolley and set about selling the plants - it was a sell out! The class were amazed that they could raise £95.00 in one lunchtime!



Thanks to the hard work of the Year 7 pupils and the generosity of school staff the £95.00 raised will buy 16 bales of hay.

Well done Year 7 Farm School!

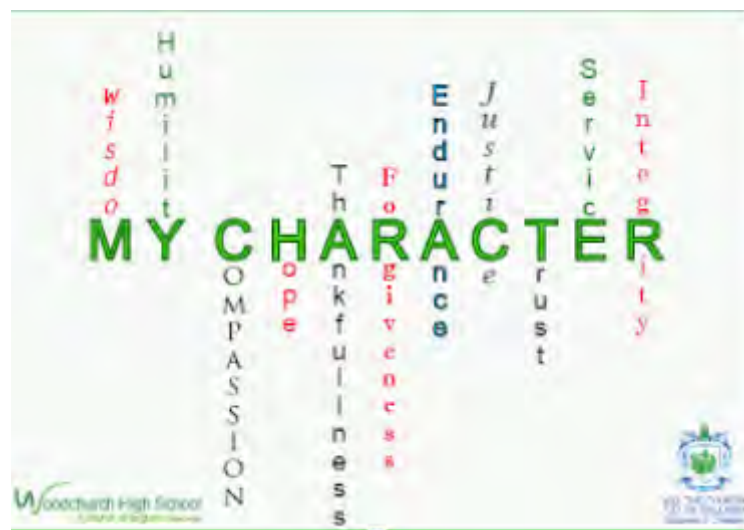




Citizenship



The My Character Awards have been launched with year 7 in the first term. Staff are encouraged to nominate pupils who have demonstrated one or more of our eleven Christian Values. Pupils who have been nominated receive a certificate in assembly from Mrs Smith (Pupil Progress Leader) and a letter describing the reason for nominations are sent home. It is a wonderful way for school to celebrate the good deeds of our Year 7 cohort.



Certificates





Citizenship



Year 8 have been working towards their Archbishop of York Award during the Spring Term. Through discussion with the Woodchurch High Eco Reps, it was suggested our Year 8 form groups could help with creating a more green friendly area and therefore complete a number of litter picks. Pupils have been working hard to clear the local area, especially in and around the Woodchurch estate. Well done Year 8 and I look forward to your celebration assembly later on in the academic year.

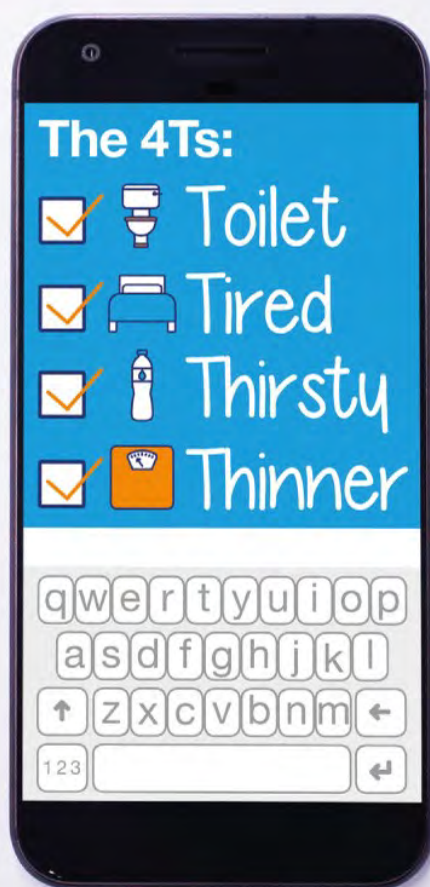


Throughout the year it is hoped that each member of all forms will be involved in the community challenge. This challenge should make a real difference to the communities and people with whom they have been involved.

Ms Burns' form group, 8YS chose to perform a Random act of Kindness. This Random Act of Kindness involves bringing joy and happiness by giving out Easter cards, produced by school, to people in the main shopping area in Birkenhead. Pupils will develop skills such as communication, cooperation and teamwork. Furthermore, pupils develop character traits including compassion, humility and trust. In the past this type of challenge has really made a difference to the people in our community and therefore built relationships based upon hope with local residents.

Easter Card

Know the 4Ts of Type 1 diabetes It could save a child's life



If your child is experiencing any of the 4Ts,
visit your doctor immediately for a test.

Don't delay. Type 1 diabetes can be fatal.

diabetes.org.uk/The4Ts





The new year 9 cohort for 2022 is ready to go! You will soon be receiving an email welcoming you to the DofE award, take time to read this and we will be meeting before half term to set up your on-line accounts so you can start collecting evidence for the 3 sections (Physical, volunteering and skill).

The dates for expedition this year are as follows **24-25th June and 8-9th July** for the assessment. This will involve two days hiking with equipment and an overnight stay, where pupils will camp and cook their own food using stoves

<https://www.dofe.org/>

The website is a one-stop place for all information about DofE.

Diary Dates

Friday 8th April 2022	School closes to all pupils
Monday 11th April 2022 - Friday 22nd April 2022	Easter Break
Monday 25th April 2022	School re-opens to all pupils
Monday 2nd May 2022	Bank Holiday—school closed
Tuesday 3rd May 2022	Y9 Vaccinations
Monday 9th May 2022	Open Evening
Friday 27th May 2022	School closes to all pupils
Monday 30th May 2022— Friday 3rd June 2022	Half Term Break
Monday 6th June 2022	School re-opens to all pupils