

Newsletter - October 2022

"The Lord loves righteousness and justice; the earth is full of his unfailing love."

Psalm 33:5

Message from Ms Phillips

It has been a busy start to the new academic year, with many events taking place and our pupils taking full advantage of the experiences offered to them throughout the school day, as well as our after school provision. Year 11 are immersed in their studies, with many of them attending the Period 6 provision which offers additional lessons after school, supporting them as they work towards their external GCSE examinations in the Summer Term.

After a thorough analysis of the GCSE performance of our former Year 11 pupils, we are now able to share the proven positive impact this provision had on their progress and attainment.

Their endurance and commitment is to be commended and their success serves to highlight to our current Year 11 pupils, their parents/carers, and our community, the value of this excellent provision.

Average Grades per subject:

	All Pupils	Period 6 Non-Attendees	Period 6 Attendees
English Lit	4=	3+	4+
English Lang	4=	3+	4+
Maths	4-	3-	4+
All Subjects	4=	3=	5=

We hope all our families have a restful half term break, and look forward to welcoming pupils back into school on **Monday 31st October 2022**.

Ms Phillips

Curriculum Evenings

Over a period of four weeks Year 7 parents/carers were provided with the opportunity to attend Curriculum Evenings, sampling the subjects offered to their children. During the evenings parents/carers were shown how their children experience learning, together with the expectations for them to continue their studies at home through Google Sites.

The evenings were well attended and the evaluation feedback highlighted how useful parents/carers found the events.

Our SEND Team also met with parents/carers to discuss numeracy and literacy strategies, and how to support their children with home learning.

Year 7

It has been a pleasure to see how quickly Year 7 have settled into the Woodchurch community, adapting to new ways of learning and an expanded curriculum. Each week Miss Quigley and Mrs Ward bring pupils to meet me to showcase their good work and Christian Values. These visits are a highlight of the week and I take

Thank you to parents/carers who joined us for Year 7 Form Tutor evening this week. We hope you found the opportunity to discuss your children's progress useful.

IQM Flagship Status

We are delighted to have achieved the Inclusive School Award with Flagship status for the second time, following a review visit from the Inclusion Quality Mark team at the end of last term. The Inspectors were again impressed by the "positive climate of inclusivity amongst the student population". Parents and carers shared with the Inspectors that the school was "incredibly supportive, caring, and with great provision."



Woodchurch High School is committed to ensuring that all our children have the best opportunities to achieve their full potential and this external recognition is very welcome. We will continue to work hard to improve life chances for all in our community.

Open Evening

Open Evening

We were pleased to welcome so many families to our Autumn Open Evening on 2nd October. Our pupils were fantastic ambassadors, speaking to parents and children, and inviting them to join in the activities within the Curriculum Areas. The Prefect Team were highly commended for the way in which they conducted the guided tours and provided families with information about life at Woodchurch High School. Feedback was overwhelmingly positive:

"The children were so engaging. A credit to the school."

"Speaking to students – fantastic. Great ambassadors for the school!"

"School is amazing and pupils were polite and helpful."

Following Open Evening we again offered bespoke tours after school. These enable families to ask questions of the Senior Leadership Team and explore specific areas of the curriculum and our provision.

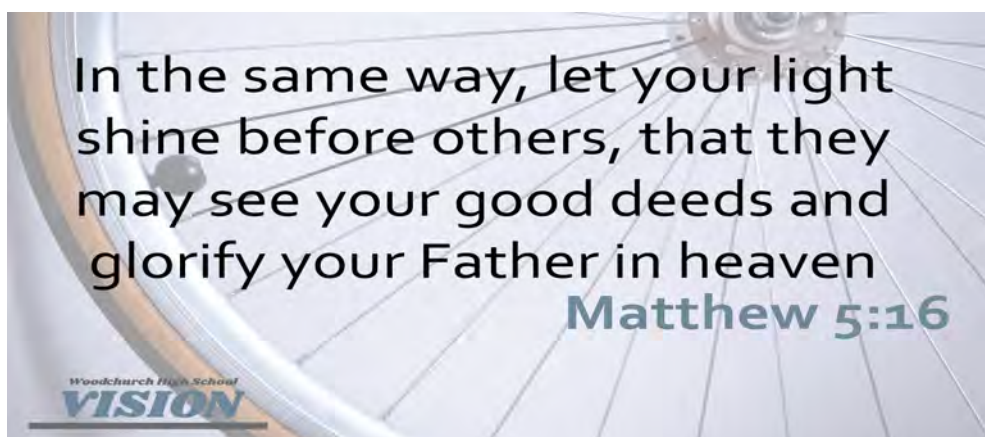


Chaplaincy

In Collective Worship this half term we have looked at the school vision and talked about the first two of our school's Christian Values. The School Vision is taken from Matthew 5:16, which says, "Let your light shine before others, that they may see your good deeds and glorify your Father in Heaven." We thought about how it links with our values and how we apply those in the outside world, to encourage one another to love and good deeds.

The first of our School Christian Values is humility; we thought about how we can live out this value in school – by putting others first, thinking of others' feelings and considering how our actions will impact and affect others. The second is justice. We used the bible, the lives of some famous people, and the work of charities, to help us think about how we can live out this value in school – by respecting others, treating them kindly, and looking out for those who might not be able to speak up for themselves.

Through this half term we have also been thinking about prayer – what prayer is, how Jesus taught his followers to pray using the Lord's Prayer, and our own School Prayer. The Lord's Prayer and our School Prayer remind us to praise God, to thank Him and to say sorry to Him. God loves to hear from us in prayer; the bible says "God's there, listening for all who pray, for all who pray and mean it." (Psalm 145:18). If prayer is unfamiliar to you, but you'd like someone else to say a prayer for you, we have a system in school called Say One for Me – it's a letterbox for pupils and staff to post prayer request cards into, for our Chaplaincy Team to pray for. This has run successfully in school for many years, and we extend the offer to you at home via email. If you would like our Chaplaincy Team to pray for you, or those you care about, for any reason then send them an email to chaplaincy@woodchurchhigh.com and they will Say One for You. These prayer requests are viewed and prayed for by the Chaplaincy Team in school and by a small group from the St Mary's Parish Church in Upton.



ECAD

Year 8 have continued to work with clay this year, but in a completely different way to year 7. We have created ceramic plates, using the abstract portraits in the style of Kees van Donge.

We are very impressed with their outcomes so far. We are excited to see how the next stage of their project develops in the next half term.

Well done Year 8.



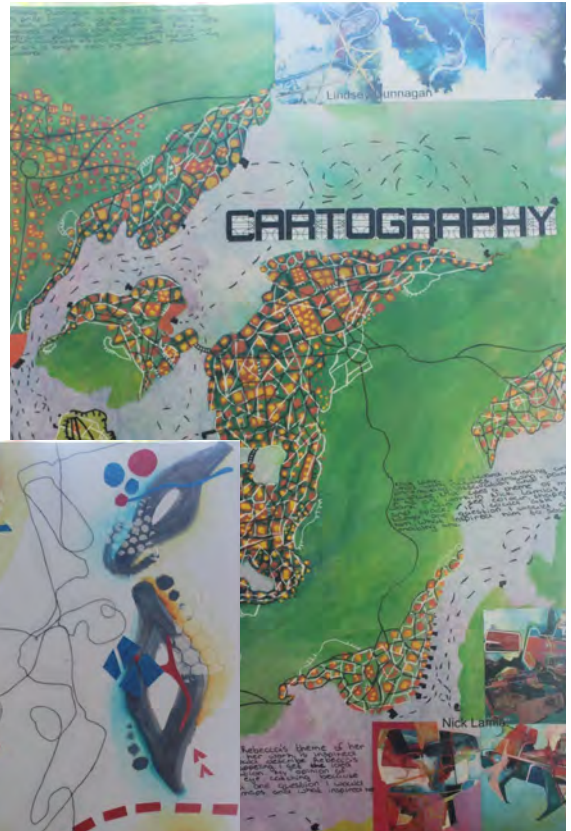
Year 10 have made an amazing start to their 3D course. Investigating Coral reefs and the impact of Changing Seas. They are ready to take their inspiration and transform it into ceramic pieces of work in the next half term. We are really excited to see how they turn out!

Well done Year 10.

ECAD

Year 10 Art and Design

The year 10 Art and Design pupils have made a great start to their coursework. They have completed two research boards based on a range of Artists studied, Nick Lamia, Lindsey Dunnagan, Rebecca Riley and Derek Lerner. The pupils' boards have been inspired by these artists and picking up on the theme Cartography. We will be moving onto looking at primary and secondary



Year 10 Art Graphics

The graphic pupils in Year 10 have been busy researching two art styles Art Nouveau and Psychedelia, to help inspire them to create their own posters based on a music concert. Their brief must include a range of drawings that have a direct link and crosses over between the two art styles. From this point pupils will move onto the computer to produce a digital version of their designs, adding colour, layers and detail.

ECAD

Pupils in Year 10 and 11 have been working hard on their designs for our Art Textiles fashion show.

Pupils in year 10 have been creating fashion designs that take inspiration from the Dutch fashion artists Viktor and Rolf and the British embroidery artist, Jessica Grady. Pupils are considering sustainability and upcycling an item of clothing from home, combining the unique style of the 'Vagabond' collection from Victor and Rolf and the vibrant,



Year 11 fashion students are taking their inspiration from the Dutch fashion designer, Iris Van Herpen's collection entitled, 'Sensory Seas' and the bold print designs of Shelee Carruthers, an Australian fluid art and acrylic paint pouring artist. They have considered the textures, colours and patterns that form the unique, dramatic designs in the collection and designed some truly unique outfits.

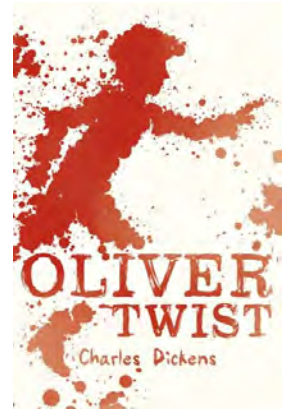
The fashion show will showcase all of the students' amazing work and we can't wait for you to see it too.

English

Year 7

Year 7 have made an excellent start to their study of English in Woodchurch High School. Pupils have adapted well to attending lessons on time and navigating their way around school. It is great to see so many enthusiastic new pupils joining the school!

This half term, Year 7 have started to read Charles Dickens' *Oliver Twist*. We have met characters like Fagin, the Artful Dodger, Bill Sikes and Nancy. We have travelled from the lonely workhouse Oliver was born in, to the bustling streets of London where Oliver joined a criminal gang led by Fagin.



Pupils have been getting to grips with reading complicated texts, selecting key quotations and writing down their ideas about how characters and events are presented by the writer. The whole English Department would like to praise pupils in Year 7 for how enthusiastic and adaptable they have been so far this year.



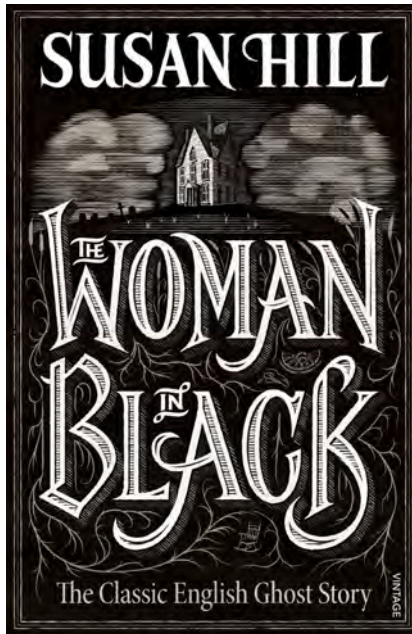
After the half term break, pupils will be moving on to creative writing where they will practise describing the five senses when writing about a particular scene. To help pupils prepare for this, parents and carers could spend some time with pupils discussing the five senses and thinking of adjectives to describe scenes in movies, TV or real life.

A great start, Year 7 - keep it up!

Year 7 English Site: <https://sites.google.com/woodchurchhigh.com/english/year-7/oliver-twist>

English

Year 8



Pupils in Year 8 have had a good start to the year in English with their study of *The Woman in Black* - Susan Hill's terrifying Gothic novel. Year 8 have been exploring what the word 'Gothic' means and the different things they should expect from a Gothic novel, such as creepy settings and supernatural creatures.

To prepare for their first assessment of the year, pupils have been reading extracts from the novel and practising answering exam-style questions. Pupils have been learning to write about impressions that are created by the author and how to write about tension created by the language used in the text. In addition to work completed in class, pupils have been making effective use of the English Site where they have been watching videos to help them prepare for their assessment.

Next half term, pupils will continue to read *The Woman in Black* but will also start learning about narrative writing. For their next assessment, pupils will be asked to write a short story using their understanding of tension and Gothic techniques learnt through the study of the novel.



It would be beneficial for pupils to read independently for pleasure over the half-term break to improve their vocabulary but also their imagination. This will help them develop ideas for their story writing in their next assessment.

Year 8 have started well and we hope this will continue throughout the year.

Year 8 English Site: <https://sites.google.com/woodchurchhigh.com/english/year-8/the-woman-in-black>

English

Year 9

This half term, Year 9 have been reading novels by renowned American authors: either *Of Mice and Men* by John Steinbeck or *To Kill a Mockingbird* by Harper Lee. Pupils have been enthusiastic about their enjoyment of these novels and have enjoyed reading about the range of interesting characters to be found inside each book.

Before getting stuck into their respective novels, pupils have been exploring the historical context of the novel - learning about the Wall Street Crash, the Great Depression and all the issues with racism and social inequality that plagued 1930s America. Pupils have been able to apply this knowledge to the reading of the text, particularly when looking at the character of Crooks.

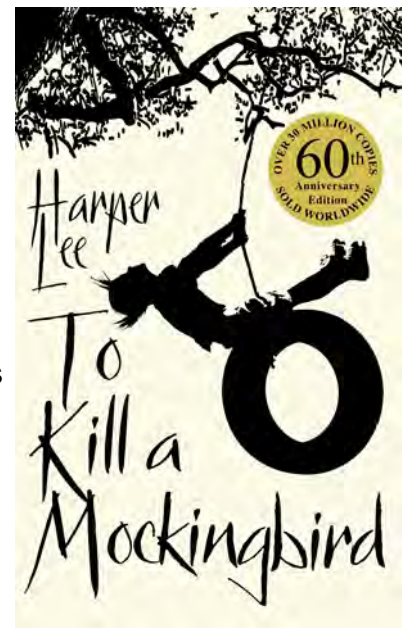
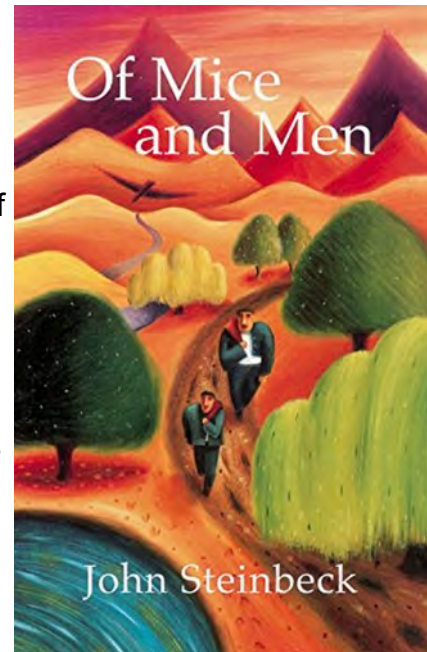
While reading, pupils have been practising skills that will help them answer GCSE questions in their upcoming exam after half term. Pupils will sit a full English Language Component 1 Reading exam where they can utilise their skills and knowledge of the specific question types and also therefore prepare for using these skills in Year 11.

To help pupils prepare for this assessment, pupils should access the English Site where they can watch videos to help them revise and practise the types of questions they will encounter in the exam. It is crucial that pupils spend some time in the half-term break revising for this exam - after all, failing to prepare means preparing to fail!

We're confident that Year 9 will rise to the challenge of this exam and prove just how dedicated they are to their education.

Year 9 English Site (exam preparation):

<https://sites.google.com/woodchurchhigh.com/english/year-9/of-mice-and-men/assessment-ayy9/prep-reading-ayy9>



English

Year 10

Year 10 have continued their study of Shakespeare's *Macbeth* that they started last year to explore a wider range of characters and themes, rather than focusing solely on the Witches and the theme of the supernatural. All their hard work and revision in their last assessment has paid off as Year 10 have made an excellent start to the year in English.

While reading the play and, in some classes, acting scenes out, pupils have been exploring Shakespeare's use of language, structural devices and imagery techniques including metaphor and pathetic fallacy. Pupils have then been able to use this knowledge when responding to exam questions about certain scenes from throughout the play.

In their next assessment, Year 10 will be required to answer both an extract question and an essay question about *Macbeth* and so should make sure they keep up with their revision of key quotes and scenes. Pupils should also make use of the English Site where they can watch video lessons curated by experts in the English Department that cover each key extract, character and theme that they could be asked to write about in a Literature exam.

Year 10 have also been adapting to a new homework policy where they have been provided with homework books and knowledge PLCs where they can use the look, cover, write, check method to learn key quotes off by heart. Research has shown that this is the most effective way of pupils transferring knowledge from their short term memory into their long term memory, ready for use in their GCSE exams. We would like to encourage Year 10 to keep up with this practice to ensure they are in an effective revision routine ready for Year 11.

Well done so far, Year 10 - keep up the hard work!

Year 10 English Site (*Macbeth*): <https://sites.google.com/woodchurchhigh.com/english/ks4/english-literature/macbeth>



English

Year 11

To kick-start their final year studying English at Woodchurch High School, Year 11 pupils have been working on English Language exams. This is different to the Literature components they studied in Year 10 and so has required some adaptation - but we all agree that Year 11 have been excellent so far!

For English Language, pupils are required to read, analyse and produce their own fiction and non-fiction texts, depending on the component they are studying. This term, pupils are learning how to respond to Language Component 1 which is about fiction texts. To assist with this, we advise that pupils read fiction at home - whether that is reading whole novels or just short stories that they can find online. This will not only help with their imagination when writing, but also develop their vocabulary, spelling and communication skills.

While focusing on English Language in their regular English lessons, pupils who attend Period 6 have also kept up with their study of Literature, spending time revising their knowledge from Year 10 and practising skills they will need to master ready for their exams in 2023. As a department, we would like to stress that independent study (revising at home) is key to achieving goals and making progress in Literature due to the high amount of content pupils need to know. Pupils should make use of the WHS Big 4 techniques to assist with this.

Pupils should maintain the momentum they have started with this year to sustain them through the difficult period to come. Well done with all that you have done so far!

Year 11 English Site (Language): <https://sites.google.com/woodchurchhigh.com/english/ks4/english-language>



Year 11 have now completed Paper 1 and should now be using the Geography Site at home to independently revise the areas that they need to develop in the first instance.

[Geography GCSE subject site](#)

Year 10 have visited Loggerheads to carry out GCSE fieldwork. This has allowed pupils to apply their understanding and knowledge of river processes covered in lessons, as well as allowing them to develop fieldwork skills for GCSE Geography Paper 3.

Year 9 have also been studying Rivers, special mention to set 6 Geography who have been fantastic with their understanding of river processes and waterfall formation.

Set 1 Year 9 have also had the opportunity to undertake GCSE-style fieldwork and were excellent despite the heavy rainfall!

Year 8 have been studying China and how it has grown, both populations-wise and economically. We have also looked at the impacts of the one child policy, particularly furthering our learning through our Christian values. Pupils have also enjoyed looking at the i-phone factory in China allowing for a discussion about pay and working conditions.

Year 7 have been developing their Geography skills, using 4 and 6 figure grid references, compass direction and measuring distance. Also big thank you to the pupils who helped out at open evening, they were fantastic ambassadors for the school.



Year 11 are currently working through the topic of Germany in Transition. We will then be starting our final topic on the USA in November. Pupils are also working hard in period 6 completing their Elizabethan England knowledge. All students should be accessing the subject site to strengthen their knowledge and understanding.

Year 10 have made a fantastic start to their GCSE studies in history. We are currently looking at the reign of Elizabeth I and the problems she faced at home. Students are showing excellent integrity in lessons and have made a positive start to GCSE exam practice. These skills can be embedded further by visiting the subject site.

Year 9 have been looking at the controversial issue of Britain's Empire and will be discussing if this should be a source of national pride. Students are working hard looking at India as a case study and will be gathering evidence to form their own opinion on our big question. We encourage our year 9 pupils to begin speaking to their class teachers about history as a GCSE option and taking a look at examples of students' work.

Year 8 have made a positive start to the year looking at the Tudors. They are gathering historical evidence to answer the big question: 'Should the Tudor period be described as a religious rollercoaster'? We encourage students to visit the subject site to do extra reading and to look for resources on BBC bitesize to consolidate their knowledge. Never forget, Horrible Histories is a great resource too - you are never too old!

Year 7 have made a brilliant start to their history studies. They are showing great enthusiasm and are currently enjoying the topic of the Battle of Hastings. We would ask students to familiarise themselves with the subject site where they can find lots of videos and reading on the topic. Well done year 7 for a great start!

And finally, we currently have an archaeology club running on Thursdays afterschool for all KS3 students. If your child would like to join, please encourage them to speak to Mrs Lewis or Mr Brade.

Humanities



Year 11 have the opportunity to take a more detailed look at Jewish beliefs and practices this term, giving them a fascinating window into new beliefs and cultures. We have discussed ideas such as the Nature of God and the afterlife, and will move forward to understand more about how these beliefs are lived out in Judaism.

Thanks to all the year 11s showing their commitment to learning by attending their lesson 6 RS sessions to revise for their exams. You can extend your revision further by accessing the resources on our subject site!

Year 10 have made a great start to their GCSEs with Philosophy and Ethics, looking at Relationships and Families. While exploring issues such as marriage, divorce, gender equality and family roles, they have had the chance to explore what the Bible says, and to study a diversity of Christian approaches to tackling these subjects. They should be using the resources available on our subject sites to expand and deepen their understanding.

Year 9 have been looking at the ever-important issue of climate change in lessons, and how Christians and Humanists respond to global issues that arise because of this. Set 1 classes have also had a great opportunity to take part in a lecture on Stewardship by the Wirral Youth for Christ group.

Year 8 have been taking part in the Archbishop of York award which is a resourced leadership programme that aims to give young people the opportunity to serve their communities and also build confidence and other teamwork skills.

They have looked at historic figures such as Martin Luther King Jr. and Mother Teresa, and have been brilliant at thinking about ways that they can apply their teachings in their own day to day lives!

Year 7 have settled in fantastically well and have shown great enthusiasm in lessons. Their first unit of work has been an introduction to Christianity, in which they've had the chance to learn to read the Bible, discovered key features of important ceremonies, and explored different Churches. Sets 4, 5 and 6 are going on a visit to a local Church to experience this first-hand.

A huge thank you to pupils that helped out at open evening, they did their school community incredibly proud!

ICT, Computing & Business

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

What Parents & Carers Need to Know about

FIFA23

FIFA 23, like its many predecessors, is a massively popular football simulator featuring lifelike recreations of thousands of real-world players, drawn from teams around the globe. While the gameplay is subtly improved year on year, the publisher EA Sports' tweaks tend to focus on FIFA Ultimate Team mode, which can tempt gamers of all ages to spend real money recruiting better players for their side. With each new release of FIFA comes a host of new players to unlock – meaning that youngsters can feel pressured to keep buying to compete with their friends.

AGE RATING
PEGI 3

WHAT ARE THE RISKS?

RELEASE RAZZAMATAZZ

FIFA 23 will be the last in the blockbuster series, before EA goes solo with its own football title next season. This 'end of an era' vibe – coupled with a huge advertising budget making the new release almost impossible to miss – will elevate FIFA 23 into even more of a 'must have' for football-mad young gamers, no matter how minor the updates are on last year's version.

AGE-INAPPROPRIATE CHAT

Based on a popular sport which appeals to people of all ages, the FIFA franchise draws a huge audience of both children and adults. Communication is a key element, with many players enjoying in-game audio chat via headsets. With the mixed age range of players and a lack of regulation, however, chats can often turn offensive or toxic – especially in the heat of competitive matches.

IN-GAME PROMOTIONS

Unless precautions are taken, dedicated FIFA fans can spend significant sums when attempting to improve their Ultimate Team. Most top-level players can be unlocked by simply participating in matches, but some sought-after stars can be obtained more quickly in limited-time promotions which cost a large amount of FIFA points (the in-game currency, often paid for with real money).

CIRCLING SCAMMERS

The popularity of FIFA Ultimate Team (FUT) mode has led to online scammers convincing many impressionable gamers to pay real money for non-existent FUT coins and player cards, or directing unwary FIFA fans to phishing sites. If your child gives these individuals their login details, the scammers can access not only their carefully built team but potentially your payment information.

ADDICTIVE NATURE

One match on FIFA (usually around 15 minutes, but often lengthened by extra time and penalties) almost invariably leads to another. It can be a powerful temptation for young players, regardless of unfinished homework or an approaching bedtime. If the 'just one more game' mindset starts to impact a child's daily routine, it could be a sign of gaming disorder – a recognised mental health issue.

GAMBLING-ADJACENT BEHAVIOUR

Ultimate Team has become a major feature in FIFA due to the revenues it generates. It can also be addictive, with children striving to earn coins and level up while swapping, selling and buying players. Spending FUT coins to open a player pack (which many experts have likened to gambling) is designed to be an exciting act – with bright lights, fanfare and attention-grabbing prizes.

Advice for Parents & Carers

BE SELECTIVE WITH CHATS

It's enormous fun for FIFA players to chat online with friends, even as their teams do battle in the game. It's probably the safest idea, though, to restrict contact with strangers. By turning off voice chat in FIFA and allowing cross-party chat in their device's settings, your child can speak to people who are already on their friends list but won't be able to talk to (or hear) strangers online.

CONTROL SPENDING

If your child plays Ultimate Team mode on FIFA, ensure their account isn't linked to your payment methods – so they'll need your permission to make in-game purchases. Alternatively, you could use parental controls to limit spending – or set up a pre-paid 'allowance'. When excitedly clicking options on screen, it's easy for a young person to forget the real-world repercussions of online purchases.

STAY ALERT FOR SCAMS

There are some key things to remember about potential FIFA scams. Firstly, EA never contacts users via any method other than emails to the account holder (which may well be you). Neither will they ever ask for a player's username or password outside the game itself. EA's terms and conditions outlaw the buying of FUT coins, so anyone selling them should be treated as suspicious.

AVOID 'EXTRA TIME'

If your child's spending a lot of time on FIFA 23 and seems less enthusiastic about other activities in their life, you could consider restricting how long they can play for each day with the parental controls in their device's settings. Even if they're not playing on their console or computer, there's a FIFA companion app for smartphones – but that can be limited through parental controls, too.

Meet Our Expert

Lloyd Coombes is Games Editor of technology and entertainment website Dexerto and has been working in the gaming media for three years. A long-time fan of the FIFA franchise, he is also a parent and therefore a keen advocate of online safety. Writing mainly about tech and fitness, his articles have also been published on influential sites including IGN and TechRadar, among others.



Sources: <https://www.gamesradar.com/youngsters-spend-over-8000-figures-buying-gaming-gadgets/> <https://www.ea.com/newsroom/questions-and-answers/faq-addictive-behaviour-gaming-disorder> <https://www.eurogamer.net/eurogamer-calls-for-better-regulation-of-fifa-coins-following-new-report>



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BEREAL

BeReal is the latest trending social media app. The concept is that people see others in their authentic day-to-day lives, sharing candid photos without editing or applying filters. Each day at a random time, users are simultaneously notified to take a picture of what they're doing at that exact moment. The two-minute window to submit an image means there's no time to select a particularly glamorous or exciting activity. BeReal shares two pictures: a selfie, and an image of the immediate surroundings. Users can only view and react to their friends' photos once they upload their own.

13+
from the
App Store &
Google Play

CONTINUOUS NOTIFICATIONS

Like any social media app, BeReal's developers want users to be on it regularly and scrolling for long periods. BeReal only sends one notification to post a picture each day, but there are other alerts for events such as mentions, comments, friend requests and reactions to your photo. This can cause young users to feel pressure to open the app and respond, distracting them from other activities.

CONNECTING WITH STRANGERS

When someone signs up to BeReal, it highlights anyone in their phone's contacts list who already has the app – so users can connect with friends, or invite others from their contacts. The 'Discovery' feed, meanwhile, shows posts from strangers and gives users the option to add them as friends, too. This means your child could potentially connect with – and communicate with – a stranger.

PUBLIC SHARING

As well as sharing posts with friends in the moment, the app also allows posts to be shared publicly and public content to be viewed. Before a user can see this public content, they must post their own photo first. Unfortunately, there currently seems to be a lack of moderation on the content that's being uploaded, so a young user could be exposed to posts which aren't suitable for their age.

EASY LOCATION

BeReal's default setting is to share the exact location of where a post was sent from. Given that images are usually shared within the two-minute window, anyone your child is friends with on the app will know exactly where they are (or at least, where they were two minutes earlier). As we've noted, this could include strangers who are intending to use this geographical information for malicious purposes.

VISIBLE PERSONAL DATA

As with any other form of social media, it's important that your child doesn't share too much personal information on their profile. BeReal allows for a photo, full name, approximate location and a short bio. It's safest to make sure that your child's profile doesn't display anything which could identify where they go to school or exactly where they live.

REPUTATIONAL DAMAGE

What your child says and does online – their digital footprint – shapes the way that other people see them. It's essential that young people understand that when they post something online, they are giving the app in question the right to do whatever they wish with that image or content, including sharing it elsewhere. This form of permission is explicitly referenced in BeReal's terms of use.

Advice for Parents & Carers

LIMIT NOTIFICATIONS

BeReal offers the option to turn off individual types of notification. Doing this will significantly reduce the number of times your child is tempted to open the app by incoming comments, uploads, friend requests and so on. Ironically, it will allow them to actually 'be real' by being present in the moment and their current environment as opposed to being engrossed on social media.

KEEP IT AMONG FRIENDS

Remind your child why adding strangers to their contacts isn't a good idea, and advise them to decline any friend requests from people they don't know in real life. If something your child sees on BeReal makes them feel uncomfortable, they can report it by clicking on the three dots in the top right. The reporting tool allows them to state the reason that they're flagging up the post.

STOP AND THINK

BeReal's goal is for users to be authentic with friends, removing the pressure of that flawless photo or perfectly worded post. It's still vital, though, that children stop and think rather than uploading something risky just to meet the two-minute deadline. Point out to them what kind of information strangers could extract from an image: school crests, street names or local landmarks, for example.

CREATE A SAFE PROFILE

Remind your child to use an avatar as their profile pic (as opposed to a photo of themselves) and use a nickname or just their first name, not their full name. Any information they add to their bio (which is optional) should be kept vague, and personal details should remain private. It's also worth turning off the geolocation feature either through the device's settings or in BeReal itself.

Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.



Source: <http://www.bvsa.gov.br/br/pt/assuntos/seguranca>

Source: <https://www.vgtravels.com/https://www.vgtravels.com/>
<https://www.vgtravels.com/https://www.vgtravels.com/>

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#WakeUpWednesday

Maths

Sparx Maths

A new, adaptive homework platform was launched with great success at the beginning of term, and we currently have 74% of the student body from Years 7 to 11 completing their compulsory homework to 100% every week.

Amongst these students are a number who have been recognised for their commitment to independent study and who have earned Sparx XP points in excess of 10,000 points since 1st September. All have been recognised and awarded mathematics badges in assemblies.

Maths Study Support

Study support is offered every day and all are welcome to attend. Maths teachers are on hand to help.

	Monday	Tuesday	Wednesday	Thursday	Friday
Before School (8.15-8.45)	Mr Perkins M10		Mr J Roberts M4		
Lunch (12.30-1.00)	Miss Arrowsmith & Miss Lake M7	Mr D Roberts & Mr Barnett Textiles 2	Miss Jones & Mrs Davies M11	Mr D Roberts Textiles 2	Mr Lawson & Mr Raggett M8
After School (3.20-3.50)	Miss Schofield & Miss Anderton M5	Mrs France M6	Miss Horsewood M3		Mr Bell M9

Further Maths

A cohort of Year 11 and Year 10 students have committed to two hours of Further Maths after school on Thursdays and Fridays. This is a standalone qualification and is a testament to the maths talent amongst the students at Woodchurch High School.

Open Evening

A variety of demonstrations of how Mathematics is taught at Woodchurch and application of algebra in Magic Maths was well received by prospective pupils and parents at Open Evening.

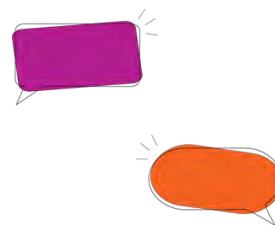
The Further Maths cohort were on hand to proudly showcase their work during the evening.

Calculators

Casio scientific calculators can be purchased from the maths base. They cost £9.



MFL



iFelicidades!

The MFL department would like to say a big thank you to pupils studying French and Spanish. Pupils have made a fantastic start in their commitment to learning so far this year. ¡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.



Year 7 Speaking Assessment

Year 7 have just completed their Speaking assessments. The assessments showed that pupils have committed to revising for their exams with Endurance. In lessons, pupils are acting on feedback from the exams and celebrating successes. Well done Year 7 and keep up the good work!

Year 8 and 9 Translation assessments

Year 8 and 9 have just completed their translation assessments. Pupils have shown their Wisdom during the assessments and are currently acting on feedback from the exams. Well done Year 8 and 9 thank you for your commitment to revision!

Year 10 Listening and Translation Assessments

Year 10 have now completed their assessments and are currently acting on feedback. These assessments have highlighted the progress that Year 10 have made since September and are evidence of their commitment to learning. Well done Year 10 on showing incredible Endurance and Wisdom.

Year 11 Speaking and Translation Assessment

Year 11 will be completing their Speaking and Translation assessments over the coming weeks. We encourage year 11 to continue their revision on the MFL subject sites.



"At the end of the day, we can endure much more than we think we can"
Frida Kahlo

MFL

To support their progress, pupils can access a range of key grammar and topic resources via our MFL Google Site. One way pupils 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 GCSE 'Theme' and to use these to support their ongoing revision.

Mrs Bateman would like to congratulate all of her year 7, 8 and 9 Spanish Intervention groups for their excellent start to the year, showing their Endurance and commitment to learning.

Languagenut

Pupils should now have a login for Languagenut, which is an exciting, interactive resource currently being used in MFL.

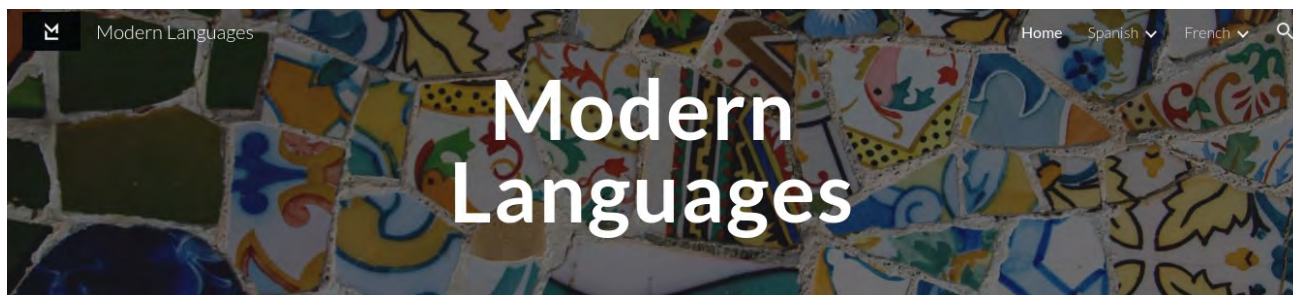


Languagenut supports both Key Stage 3 and Key Stage 4 pupils with secondary language level learning and preparation for exams in both French and Spanish, covering all four key skills. We are encouraging all pupils to log on to Languagenut to enhance their learning and also to take part in the World Language competition, competing for points against not only other schools around the world but also with their fellow classmates.

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.





Linguists of the Month

Year 7

Ruby Walker
Finnley Mcewan
Jack Williams
Rosie McGinley

Year 8

Amelia Pickstock
Will Smith
Daniel Nabog
Nathan Sanders

Year 9

Joe Roberts
Carmen Cavanagh
Luca McNulty
Ruby-Marie Hughes

Year 10

Gabriel Nabong
Michelle Wildblood
Jack Wycherley-Brown
Oliver Harper

Year 11

Lewis Reynolds
Katie Croft
Daisy Meadows

Mrs Bateman would also like to congratulate all of her year 7, 8 and 9 Spanish Intervention groups for their excellent start to the year, showing their Endurance and commitment to learning.



Quizlet



Click [here](#) to access our vocabulary lists on Quizlet!



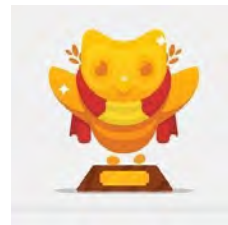
Duolingo

Click [here](#) to sign up for Duolingo!



Easy Languages

[French](#) [Spanish](#)



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 practising 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

Woodchurch pupils played their first fixture of the season, representing Everton under 16 Pan disability team. Pupils played on a Friday evening in Salford against Manchester United, Manchester City and Oldham. The pupils played three fixtures, drawing all three games; 0-0, 1-1 and then 2-2. The Pupils played some fantastic football, showed excellent character and are all looking forward to their next fixture, at the end of the current half term.

Pupils in the squad for the evening; Dylan Murray, Leon Taitt, Shea Newton, Ben Clayton, Kiele Hopwood, Cieron Redgrift, Callum McCarthy, Chris Jones and Max Connolly.



Our SEND pupils competed in 2 tournaments at Greenbank Sports Academy this month, the first being a powerchair football tournament. Many of our pupils had never experienced this sport before and had a fantastic time trying it out and competing against other schools from across Merseyside. They showed great commitment and endurance and finished a fantastic 4th place.

In our second tournament we competed in a dodgeball tournament. We had a KS3 team that consisted of our new year 7 pupils who competed right up until the final game and ended up in the bronze medal playoff game. Unfortunately, they lost that game and finished in 4th place, however our KS4 team which consisted of pupils ranging from year 8 to year 10 performed excellently and ended up winning the gold medal in their competition, a fantastic achievement considering many of the pupils were in competition against pupils older than themselves.

They were both great tournaments from start to finish and there was great compassion and humility on show as at the end of every game our pupils always make the effort to go



PE

Netball Stars

Netballers have made an excellent start to the year with both their commitment to training and their results.

Year 9 beat Ridgeway 6-0

Year 8 beat Ridgeway 4-0

Year 8 beat Oldershaw 6-0

and Year 7 had their first fixture against Oldershaw and won 3-0.

Training is on a Tuesday and Thursday for all years unless there is a fixture. All are welcome. Miss Rapple

Jack Caldicott has been selected to represent Great Britain in the International Wushu Kung Fu Competition in Athens. This is a real testament to Jack's many years of hard work and dedication. We wish him every success and look forward to hearing about his experience when he returns from the tournament. Well done Jack!



Mr Yarranton

Year 11 football team beat Maricourt 5-4 on penalties after a 3-3 draw after extra time to progress into the next round of the Merseyside Cup.



Year 8 boys football team beat Mosslands 3-2 in the ESFA.
A very tough game for the boys, showing excellent endurance.



Year 10 rugby team after a good win against Pensby High School. Final score 30-20

Performing Arts



Drama



This half-term **Year 7** have been exploring the history of theatre! Starting in Ancient Greece where theatre began, pupils have been developing their understanding of different styles and genres of performance and, from there, have been working on different drama skills such as tone, facial expression and movement to bring their performances to life. We are really proud of how well Year 7 have settled into their Drama lessons!

Well done, Year 7!

This half-term **Year 8** pupils have been exploring different elements of Horror in drama and theatre! They're exploring the theatre practitioner Antonin Artaud and the way in which he evokes fear in his audiences! From there, pupils have been devising their own performances based on their idea of a haunted house! We've had some super scary scenes from pupils and we were particularly proud of 8XZ who showcased their own haunted house to Mr Crowe using physical theatre! We can't wait to see what spooky scenes Year 8 develop next!

Year 9 have continued to make excellent progress in Drama and this term they're exploring a devising project based around the ideas of different world issues! From looking at the refugee crisis to different conflicts around the world, we are so proud with the mature way in which Year 9 have approached their practical performances and we are excited to see their compassion continue as they develop key scenes in relation to real events.

Year 10 have made an outstanding start to their drama lessons and we couldn't be prouder with the endurance they've shown when it comes to tackling certain playtexts! They've explored a range of different theatre practitioners including Stanslavski, Artaud and Brecht. Pupils really pushed themselves out of their comfort zones when exploring Kafa's Metamorphosis in the style of Steven Berkoff and they scored really highly in their practical performances! Well done, Year 10!

Year 11 have been working tirelessly this half-term to prepare for both their Component 2 and Component 3 examinations! Pupils are working on their individual play scripts bringing to life key characters from a range of different texts - we can't wait to see them perform for their final exam in the new year! We're reminding any Year 11 pupils that haven't got their tickets to join us to watch Inspector Calls in March to get them soon - we can't wait to watch this classic performance on stage!



Performing Arts



Music

Year 7

Starting a topic such as Music can be a daunting thought for anyone- suddenly all of the dots and symbols are expected to mean something. Even if this was the case for our new Year 7 classes we wouldn't know as they have truly risen to the challenge and shown real endurance in developing their rhythmic notation skills. This half term, classes have developed their understanding of pulse within Music and have used percussion to explore how notes of different durations can be organised into a rhythm. Year 7 are making progress at such a fantastic rate that we have already begun practising dictation tasks. This is when students use rhythmic notation to transcribe a rhythm played by the teacher, something that is not usually studied until GCSE level! Moving forward, pupils will compose their own rhythms and work on combining them into a short, group performance task. Well done Year 7 and keep up the excellent work.

Congratulations to our Year 7 'Musicians of the Month': Skye Fitzpatrick and Oliver D'Elia!



Year 8

This half-term has seen Year 8 begin to explore a genre which is considered by many as the foundation to all pop music: the Blues. Pupils have shown great maturity when learning about the historical context of the Blues as a result of the American Slave Trade, and Liverpool's part in that dark side of history. Furthermore, Year 8 pupils have shown an enthusiasm for exploring the key features of Blues Music within whole class activities. Mr Payne and Mr Fenney are looking forward to developing pupils' keyboard skills further as they explore the various key features of blues next half-term.

Congratulations to our Year 8 'Musicians of the Month': Ryan Connolly and Caitlyn Clarke

Year 9

Performance skills are naturally vital in the Music Industry although there is a growing necessity for Music Technology. Year 9 have been studying Electronic Dance Music (EDM) and, in addition to learning *Levels* by Avicii, have begun using music software called 'Soundtrap'. Not only is this programme incredibly accessible and easy to use- it's also available to use at home! Students have explored composing their own drum beats, using synthesisers and creating their own EDM tracks through use of loops and audio manipulation. We look forward to hearing their own compositions and seeing how they utilise their skills to create their own backing tracks in our Rap topic.

Congratulations to our Year 9 'Musicians of the Month': Ruby D'arcy



Performing Arts



Music

Year 10

Year 10 have made an excellent start to KS4 Music. They have all demonstrated excellent wisdom and subject knowledge during lessons, re-capping aspects from last year and utilising their own time efficiently in order to maximise time within lessons. They are understanding theoretical aspects of music and applying these practically on their chosen instruments through the playing of melodies and chords and even composing their own examples. They have made an excellent start and the entire department is very proud of the progress they have made so far. Keep it up Year 10!

Year 11

This half-term Year 11 have continued to look into the second component in the BTEC Music practice course. Year 11 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 in ordinary life. Year 11 are working on producing six milestone performances based on targets they have set themselves at the start of the academic year. They have been working excellently and showing good endurance within lessons to achieve their targets.

Extra curricular activities

Extracurricular clubs are back up and running. Music club returns on Monday and Wednesday lunch times allowing students from all year groups to pop into Music to practise and learn instruments they have looked at during lesson time or their own individual instruments to develop their skills and understanding.

Choir is still running on Thursdays after school and the Performing Arts department is very keen to welcome some new members, especially pupils from Year 7. In choir, we sing and learn a wide variety of songs from different genres of music, so there is always a song for everyone to enjoy!



Our recent visit to Foxfield to share some singing was a great success and pupils really enjoyed sharing their gifts and talents with pupils.

Little Shop of Horrors

Little Shop Of Horrors rehearsals have picked up where they left off. Students are eager to attend rehearsals and learn the songs for the show, which is in December. The cast are sounding fantastic in rehearsals and really committing to learning their parts outside of rehearsals so when they do attend rehearsals they are prepared as true industry professionals would be. Ticket sales will commence after October half-term and we are looking forward to welcoming you all to this year's production!

Science

Science Subject Site

Over the Summer term the Science Faculty has responded to pupil feedback regarding the accessibility of the Science Site.

How has the Site changed?

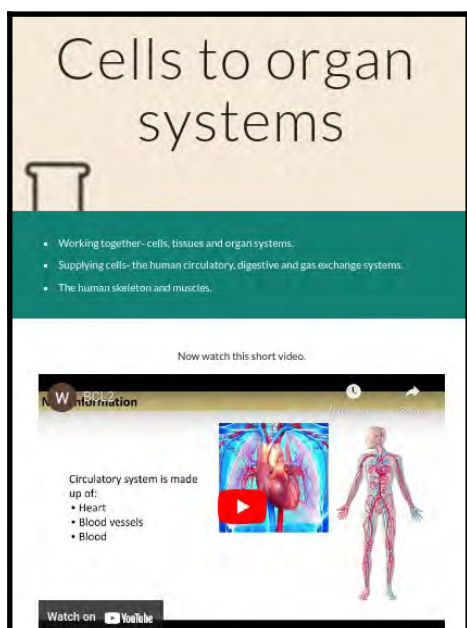
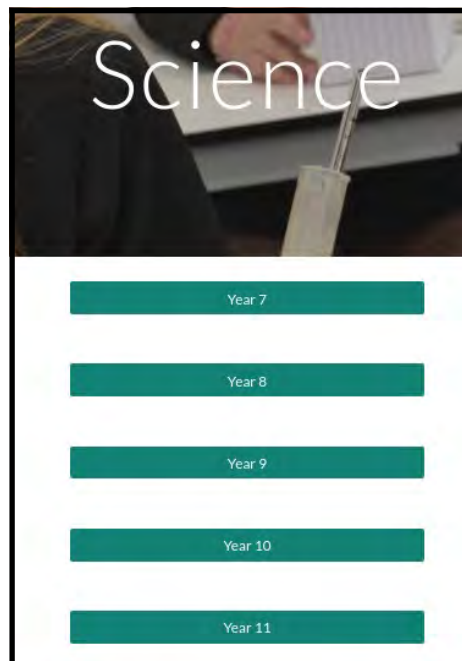
Using this feedback we have made a new Science Site that:

- Has a simplified format to ensure it can be accessed by mobile phones which nearly 50% of pupils use to access the Site.
- Is arranged by year group and term so it is easier for you to find the correct unit.

What is included on the Site?

Thanks to this feedback from pupils we have been able to provide pupils with what they tell us helps them to learn and revise. The new Science Site:

- Has short video clips of three to five minutes that summarise essential key concepts.
- Has short quizzes to test your knowledge.
- Links to PLCs so you can identify your strengths and areas for development.
- Has a section on disciplinary knowledge (practical skills) which will support across all three Science specialisms: Biology, Chemistry and Physics.
- Includes longer, more detailed videos for each of the GCSE required practical activities.



Why use the Science Site?

Self regulation, where pupils plan, monitor, and evaluate their learning has been shown to lead to improved progress in all learning.

This includes pupils' understanding about strategies they can use to learn such as the Woodchurch Big 4 revision strategies: mnemonics, concept maps, flash cards and condensed notes which can be produced using our summary videos.

Pupils are able to monitor and purposefully direct their learning using PLCs to identify what they need to learn next.

Completing quizzes on the Site will increase pupils' motivation to learn, including improving their self-belief.

Science

Science Club

Year 7 and 8 have been enjoying taking part in Science Club after school. So far they have successfully make bouncing custard and tested out their engineering abilities making spaghetti bridges. We have many more exciting practical activities planned including Halloween investigations, making bath bombs and rainbow fizz.

It's not too late to join, if any year 7 or 8 pupils would like to take part, we would love to see you Monday after school at Science Club.

Mrs Biddlestone

Eco Group



We are delighted to announce that we have renewed our **Eco School** status with Merit. The Eco Schools team provided inspiring feedback in respect of our actions & progress towards helping our School and community commit to sustainability and engage in environmental empathy and commitment. Our application included the following comments from the Eco Schools Team.

"We like your approach to appointing the Eco-Committee members whereby prospective members were asked for an expression of interest by completing an application form before being selected or voted in depending on numbers. It is wonderful to hear that the process of prospective Eco Committee members have developed their confidence and skills in leadership, critical thinking and team building! It is clear that your approach to the Eco-Committee demonstrates a proactive, inclusive and educational approach to the programme. It is impressive to see!"

You've also clearly looked both internally and externally and engaged with a range of different stakeholders, including that your pupils have been involved with planting 200 trees in the Carr Bridge Playground Area under supervision of Nicola Wallbank of Wirral Council. Your Eco-Committee met with the Deputy Head Teacher and the Head Teacher to have a discussion and they invited pupils to contribute their eco ideas. This kind of work is a good example of the collaborative approach we will all need to adopt to help protect and improve our environment - your application made us feel really positive for the future!

Well done for having achieved the Fairaware Award in 2021 too! All of these efforts show how embedded the values of the Eco-Schools project are within your school. We like how your 5-point Eco-Code has a clear idea and is a call to action and pledge that the whole school can get behind!

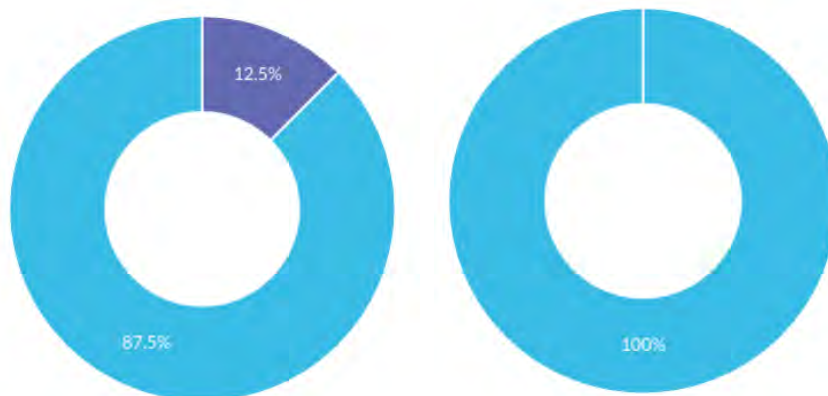
Congratulations to everyone for the great work you have managed to do. You should all be very proud of your amazing work and the great application you have submitted. You've really earned your Green Flag with Merit Award!

Eco Group

Recycle Week Success



Our Eco Committee devised an electronic quiz in which all form groups were invited to participate to celebrate Recycling Week. The aim of this activity was to challenge myths and implement vital knowledge on the subject of recycling.



87.5% of forms who participated answered correctly that recyclable items should not be bagged before being placed in recycling bins and therefore should be placed individually. All participants knew that batteries (whether single-use or rechargeable) should never go in the recycling bin. Regular household batteries are safe to put into your waste bin, but lithium-ion batteries and rechargeable batteries from computers, power tools and cell phones require special handling. These batteries are serious fire hazards in both trash and recycling collection vehicles.

The following forms were awarded with prizes for their engagement and participation in the quiz.

1st Place	9XW	100%
2nd Place	9YS	91%
3rd Place	9YZ	82%



Citizenship



Pupils in Year 8 have begun their Archbishop of York Award this half term. The first challenge, and one that has a significant impact for our nominated charities, is the sponsored walk.

Each Year 8 Form will have the opportunity to raise as much money as possible to complete their first challenge. The walks take place in New Brighton and pupils are asked to reflect and demonstrate our Christian Values of Compassion, Trust, Endurance and Hope.

Well done to the Form groups and individuals who have already completed the walk and handed in their sponsorship money, I look forward to hearing the grand total and how it is going to help the people in our community.



Woodchurch Farm

It was a busy start to the new term as within the first week the WHS Sheep Handling Team were off to the Westmorland Show in Cumbria to take part in the RBST sheep handling competitions.

As we prepared to leave school the weather was warm, the sun was shining and our sheep handling team looked really smart in their Rare Breed Survival Trust (RBST) polo shirts and flat caps. As we made our way north the weather started to get progressively cloudy and wetter. We arrived at the show in torrential rain but we were well equipped with water-proofs and we adopted the typical farming community attitude of - Just Get Wet and Carry On!



The competitions were scheduled for the afternoon so this meant we had time to see other events taking place at the show. We started by looking at diversification and the secondary businesses that farmers develop to supplement their income. This is involved a lot of food tasting, which all agreed was an important learning activity. The team then watched the cattle competition and were introduced to what makes a good dairy cow and what farmers look for in a breeding bull.

Before the sheep handling competitions started there was just enough time to have an outdoor lunch of soggy burger and chips - all agreed they tasted amazing!

An hour before the competition started the team were introduced to the rare breed sheep they would be showing for the RBST. The sheep were Shetlands. The team had an hour to learn as much as they could about the breed before going into the competition ring.



Competition white coats and flat caps to the ready and their heads full of facts our team haltered up their Shetland sheep and started to practise their skills before entering the competition ring.

Woodchurch Farm

As well as introducing our pupils to a rural lifestyle, sheep handling is a highly effective way of developing life skills. The activity requires pupils to work independently and as a team. They have to problem solve and keep a calm head. They also have to speak on a microphone in front of the public when the Judge asks them questions about their sheep breed. They develop resilience to keep on working even when the conditions are difficult. The activity also teaches pupils how to be gracious winners and losers.

Fact: Did you know that fine Shetland wool is used to make the famous Shetland Islands Wedding Ring Shawls. This lace shawl is so delicate that you can draw it through a wedding ring.

At the end of the competition Ella-Rose gained 4th place, which was really impressive as the team were competing against children who have been raised on sheep farms. Despite being cold muddy and very wet the team was still smiling. Back in the minibus everyone settled in for the journey home - before departing when asked to score the day out of 10 there were shouts of 'A Million, Ten Thousand, Infinity' so it was a good trip.



Diary Dates

Friday 21st October 2022	Staff Development Day (school closed to pupils)
Monday 24th—Friday 28th October 2022	Half Term
Monday 31st October 2022	All pupils return
Wednesday 7th December 2022	School Production
Thursday 8th December 2022	School Production
Friday 9th December 2022	School Production
Wednesday 14th December 2022	Year 8 Form Tutor Evening
Thursday 15th December 2022	Farm Christmas Fair
Tuesday 20th December 2022	Christmas Assemblies
Wednesday 21st December 2022	Early Close—2.00 pm
Thursday 22nd December 2022— Wednesday 4th January 2023	Christmas Holidays
Thursday 5th January 2023	All pupils return