

Easter 2019

WWW.GOLDWYN.KENT.SCH.UK

GOLDWYN SCHOOL

Featuring:

Art Work

Computing

Red Nose Day

Christmas Concert



Headlines

Welcome parents and carers to the Spring issue of the Goldwyn Magazine. As you can see the last two terms have provided a wide range of opportunities and experiences for students, which are celebrated inside this magazine.

Our students continue to enjoy the 'morning meet and greet' from Cooper, welcoming the students at the start of the day with a wag of his tail and an open invitation for a cuddle and a tummy rub!

This term we have begun to work with a small group of students on the 'FRIENDS' programme (www.friendsresilience.org), which helps students develop resilience skills alongside their social skills, an areas many of our cohort find incredibly difficult. As you will see inside the magazine we have also had our new outdoor space installed, with very grateful thanks to our friends at Chart Stables for such a sturdy shelter which hopefully will give us some shade as the weather improves, or alternatively keep the rain off us in the April showers!

I would like to thank the parents and carers who attended our Year 8 Progress Review Day. This level of commitment and support for students' education is greatly appreciated and will undoubtedly result in better outcomes for all our students who benefit enormously from our collaborative working.

When we return from Easter we enter a potentially stressful time for our Year 11s as they prepare to sit their GCSE examinations. Many of our Year 10 and 11 students have been sitting Functional Skills exams over the past few months and many have achieved great success already, setting them on a positive path towards their final GCSE exams. As a staff group we wish them all the best of luck in this; we will continue to provide advice and strategies to help manage these anxieties as the term goes on. If any parents or carers have any queries regarding these examinations please contact your child's LCU manager, who can answer any questions for you.

I would like to wish you all a happy and peaceful Easter.

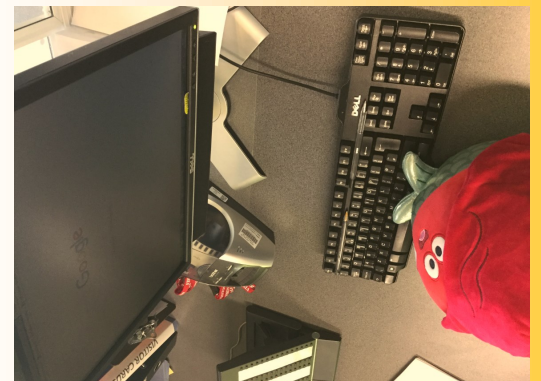
Best wishes,

Nic Petri
Head of Centre – Goldwyn Ashford

Red nose Day

On Friday, 15th March, we had a non-school uniform day in support of Comic Relief. Student's also raised money by selling milkshakes and cupcakes at break time.

Comic Relief spends the money raised by Red Nose Day to help people living tough lives across the UK and internationally.



A big thank you to everyone that help us raise money for Comic Relief this year

Christmas Concert



Goldwyn saw another successful concert at the end of the Christmas Term, showcasing the talents of the students and staff, both on and off stage. A big well done to all the performers and those who worked behind the scenes.



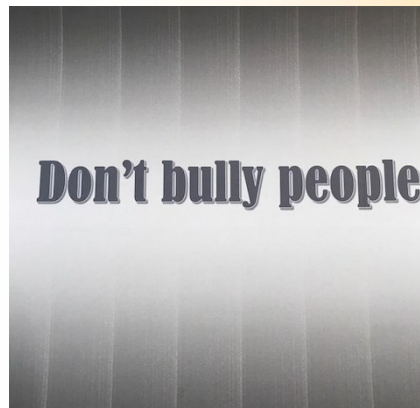
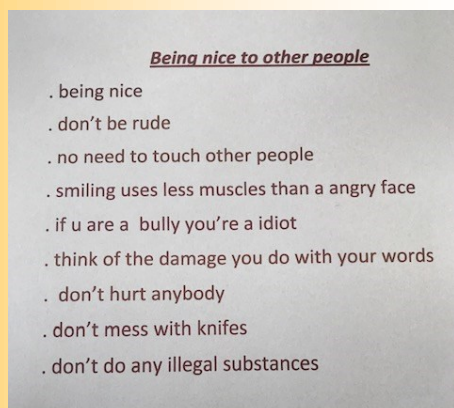
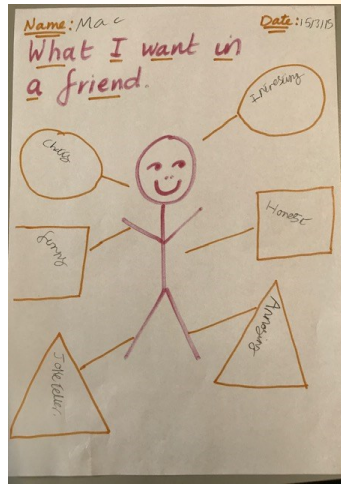
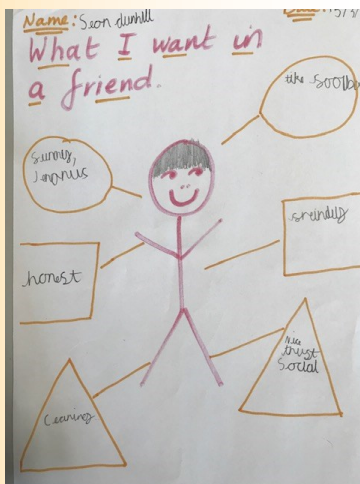
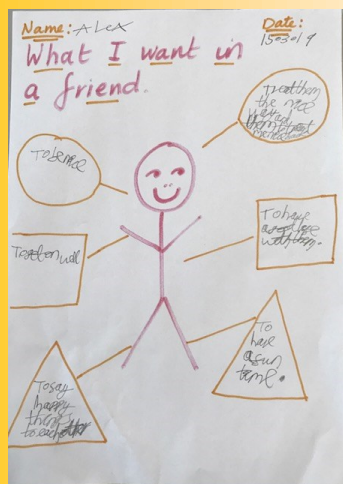


PSD

Year 7 have been discussing what makes a good friend, learning how we like to be treated and how we should treat others.

Our Year 10's and 11's are working very hard to achieve their AQA certificate with the 'Preparation for Working Life Level 1 / Level 2' module.

Across the school we have begun our talks on relationships and sex education guidance.



PSD

Thanks to the generous support from Chart stables and the Headstart programme we now have our safe space shelter constructed and situated in our outside area ready for its grand opening this summer!

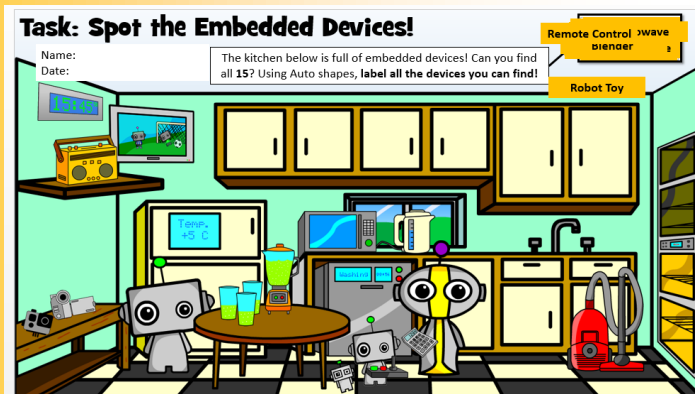
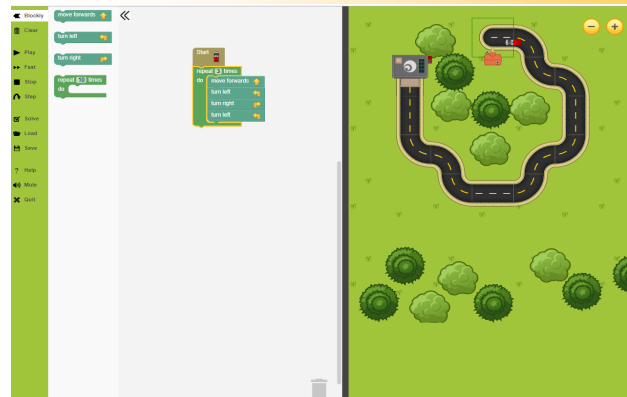


Computing

It has been another successful Easter term in the computing department with students achieving success in a range of different projects

Year 7

In terms 3 and 4, Year 7 have been learning about PC Basics and also learning how to code with 'Code for Life'.

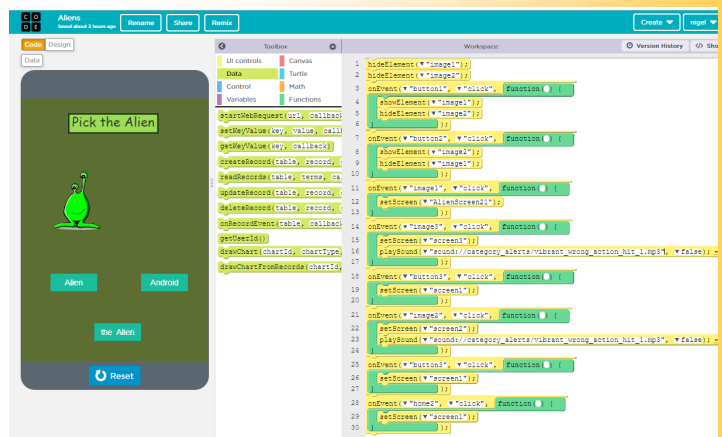


Year 8

In terms 3 and 4, Year 8 have been learning about encryption and how computers work.

Year 9

In terms 3 and 4, Year 9 have been studying how the internet works, and also learning how to make simple apps using 'AppLab'.



Year 10 and 11

Students in Key stage 4 have continued to work hard preparing for taking a Level 1 or Level 2 Pearson Functional Skills in ICT. Year 11's have successfully taken their first Level 1 exam in term 4 and are awaiting their results.

PE

It has continued to be a fantastic couple of terms of PE at Goldwyn. In term 3 the students enjoyed and applied themselves brilliantly to both gymnastics and outdoor handball. All year groups showed excellent control and stability when learning their gymnastic routines and some were even confident enough to perform them to their peers. I look forward to helping them build on their routines in the future. In regards to handball, it was great to see the students working well as a team and getting to grips with the new rules. There has been some amazing talent on show across year groups!

In term 4 we have covered both Tag rugby and Rounders. The students have blown me away with their rugby skills and their development in understanding the rules of the game. There has also been some outstanding Rounders performances, where students have demonstrated great ability with both bat and ball. The children have also enjoyed improving their fitness through circuit training; they have challenged themselves and motivated each other. It was a brilliant sight to see the Year 11s leading a circuit for the lower years, great social skills were on show!



Roll on summer sports for terms 5 & 6 where we look forward to Sports Day and the Inter-Goldwyn Football Festival. On top of that, thanks to our new enrolment in the inter school sports schedule we will be attending a cricket festival at Kent Cricket Ground and entering into an inclusive tennis competition.

Challenger Troop Report

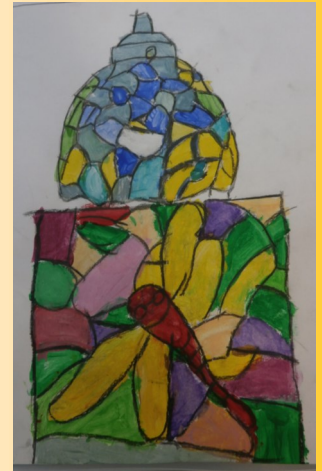
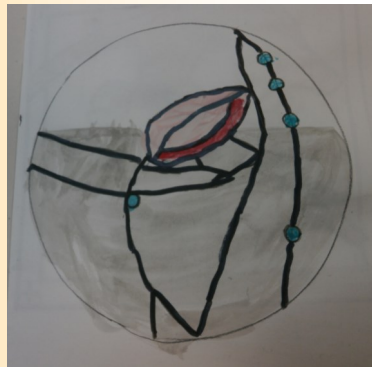


Another exciting term for the Year 9 students taking part in Challenger Troop.

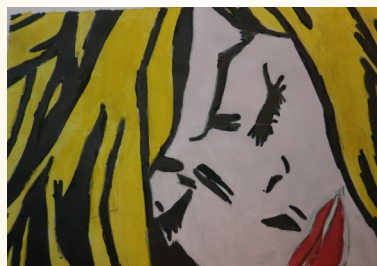
This term Georgina, Kaila, Osh, Luke, Oliver and Bradley have taken part in various activities including: map reading; first aid; field craft; bush craft; survival skills; nutrition; target shooting; air soft; archery; climbing; lots of physical training and so much more.



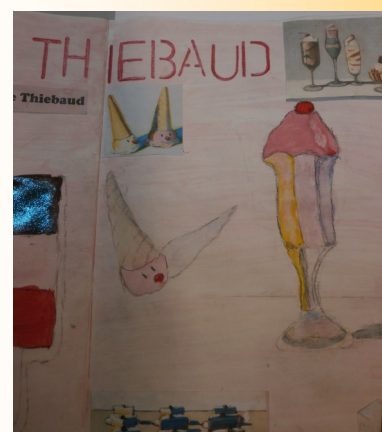
Year 7 Stained Glass Windows and Art Deco



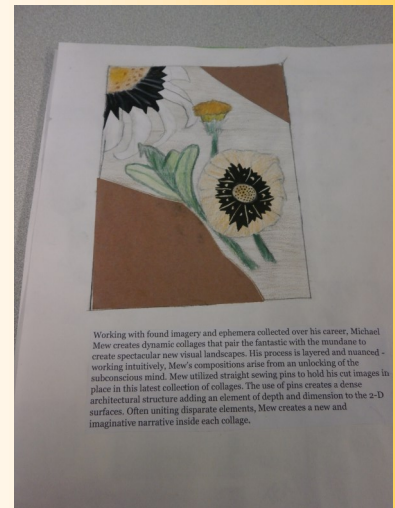
Year 8 Pop Art



Year 9 GCSE Food Project



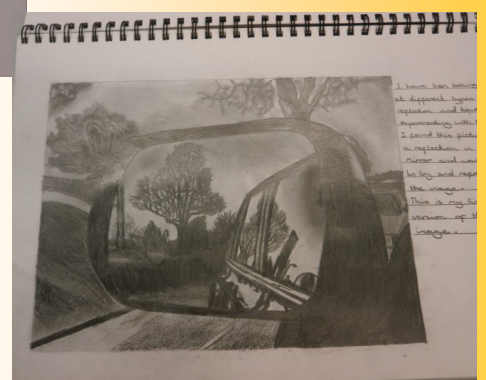
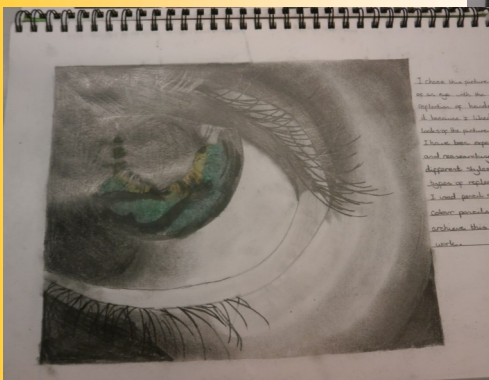
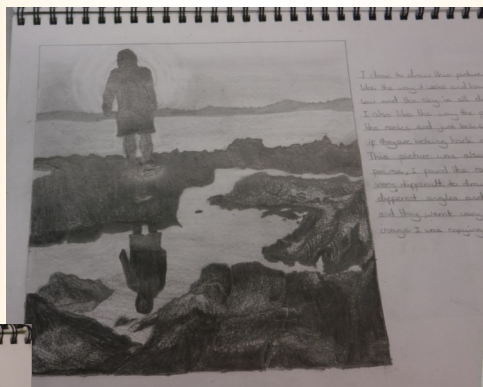
Working with found imagery and ephemera collected over his career, Michael Mew creates dynamic collages that pair the fantastic with the mundane to create spectacular new visual landscapes. His process is layered and nuanced, working intuitively. Mew's compositions arise from an unlocking of the subconscious mind. Mew utilized straight sewing pins to hold his cut images in place in this latest collection of collages. The use of pins creates a dense architectural structure adding an element of depth and dimension to the 2-D surfaces. Often uniting disparate elements, Mew creates a new and imaginative narrative inside each collage.



I chose to draw this picture to
like the way it came and how I
was and the way it all changed.
I chose like the way the sun
the rocks and just behind
of the water looking back and
This picture was taken
because I found the boat
very different to the other
different angles and
and they were very
strong I was enjoying

I chose this picture
as an eye with the
reflection of the boat
a picture of the boat
I chose the picture
I chose the picture
and the reflection
different angles
I chose the picture
I chose the picture
I chose the picture
I chose the picture

I have seen before
at different angles
reflection and how
reflection with
I chose the picture
a reflection in
river and how
the boat and the
the image
This is my
version of it
image



Geography

The different year groups have studied a variety of topics within Geography since Christmas, with:

Year 7 completing the unit on the United Kingdom, looking at different tourist attractions within each of the countries which make up the United Kingdom.

Year 8 completing the unit on Asia and Oceania, looking at the different countries within each of the continents and tourist attractions that are there.

Year 9 completing the unit on earthquakes and volcanoes, looking at what causes earthquakes and volcanic eruptions, where they occur around the world and finishing the unit by building their own volcanoes; this will take them into next term.

Year 10 working very hard towards their qualification in Travel and Tourism and beginning their project on a chosen tourist destination from around the United Kingdom and presenting their findings to the rest of the class.

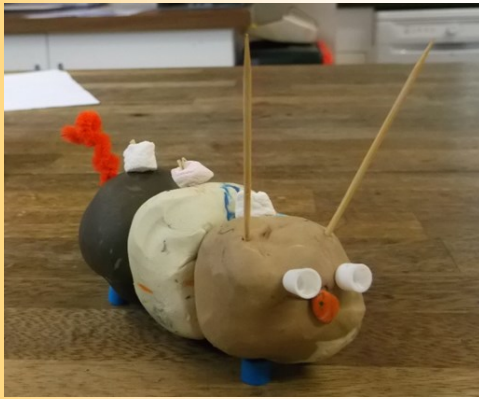
Year 11 working towards completing their BTEC Level 1 Award in Travel and Tourism by completing their presentations on UK tourist attractions and worldwide tourist destinations.

Catering

In these last two terms Years 7, 8 and 9 have been on a food journey around the world. We started in Finland with a Finnish fruit plait, then toured the British Isles making classics such as scones, Welsh Rarebit, shortbread and cottage pie. We have also explored France, Italy, America and the Caribbean. The students have produced some amazing dishes along the way, well done!



Science



Genotype/ phenotype record table				
Characteristic	Allele from Mum	Allele from Dad	Genotype	Phenotype
antennae	a	A	Aa	2 antennae
body segments	B	b	Bb	3 body segments
tail	T	T	TT	Curly tail
nose	n	N	Nn	orange nose
legs	L	L	LL	Blue legs
sex	X	Y	XY	Male
eyes	e	E	Ee	2 eyes
humps	h	h	hh	3 humps

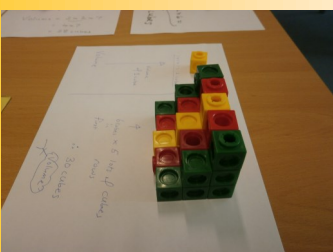
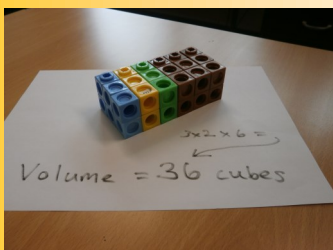
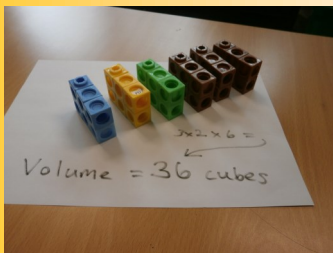
Exploring Genetic Inheritance and Variation in species. Building models linked to dominant genes.

Purification of copper using electrolysis.



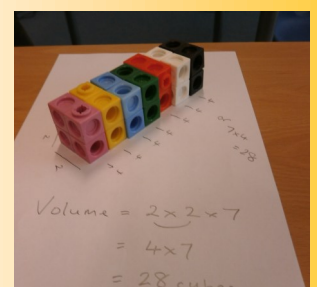
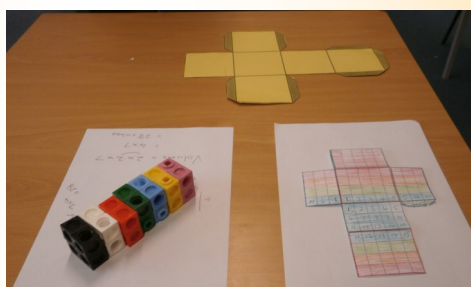
Capillary action to show how water gets transported up through a stem.

Maths

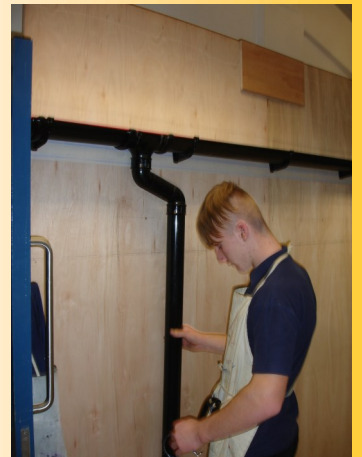
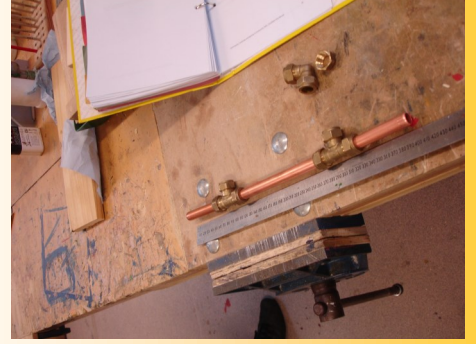


It can sometimes be hard to comprehend concepts in maths, so when we learn about some topics we try to support the concepts if possible with visual and kinesthetic approaches.

When learning about volume we tried to give the students the idea of 1 cube being equal to 1 lump of volume (a bit bigger than a centimetre cubed in this case). We used colour to group the rows of the cuboids, so that they could count up in, for example 6 cubes blue, then 6 green, etc. Then arriving at how many cubes made up the volume of various cuboids. This did prove very positive to some in helping them understand the concept. Also, it allowed for interesting discussions and misconceptions to be sorted out. We will then build on this with further work on Prisms.



Design Technology



Music

Year 7:

Year 7 pupils have been exploring melody and chords through learning to play pieces, such as Pachelbel's Canon in D and Eye of the Tiger. They went on to learn how to play African rhythms together on the djembés and dununs. Many did well in learning to play a well-known African melody on the kalimba (thumb piano).



Year 8:

Last term's Year 8 Trance music is now available to listen to on our Goldwyn Music YouTube channel: <https://www.youtube.com/user/goldwynmusic>.

This term, the focus has been on the Blues with both classes forming Blues bands. This developed into energetic Rock & Roll. Pupils were then given the choice of songs to learn as a class band. Both groups have done well in creating cover versions of these songs.

Year 9:

Year 9 pupils have been learning to play the steel pans. Many of them learnt to play instrumental versions of Eye of the Tiger and Zeze. We hope to form a Goldwyn School Steel Band in the near future.

Year 10:

Year 10 BTEC Performing Arts students have been developing their performance skills and rehearsing individual and group pieces for performing in the Easter Concert. They have continued to make fantastic progress.



Year 11:

Year 11 students have all completed the work for their BTEC in Performing Arts, having recorded their 'audition' pieces.

Instrumental Lessons

10 pupils have been receiving individual keyboard and drums tuition from Andrew Parry Music tutors, this term. A Headstart Talents and Interests grant has been used to get some pupils started on a set of 10 lessons.

English

A letter from Auggie's mum to Auggie.

A creative piece written by Ryan Webb, inspired by the book Wonder.

A letter to my clever little monkey,

you were born on 2nd of August. As soon as you were born I can remember the nice nurse rushed you out of the birth room.

I was so scared why had they rushed you out?

What I was most scared of was the fear that the doctor had done something wrong, or that you had been born not breathing. I remember seeing your father drop the video camera and run out with the nurses. I lay there unable to leave not knowing what was going on. I felt concerned.

Not all the birth was full of worries. The funniest part of your birth was the farting nurse. There was a nurse that wouldn't stop fating. She had noticed that the doctor had fainted when you were born and tried to pull him up. At this point she let out the biggest, loudest, smelliest, fart in the history of farts. At this point in time I I didn't find it funny but when I look back at and it is absolutely hysterical.

The next morning as soon as they showed me your beautiful but frightening face, I was so surprised, but worried about how your life will plan out. Would people accept you? Would you survive? Had I done this to you? Now I know the answer to some of these questions and life is not as scary as I thought it would be.

I gave up my work to home-school you. This worked well until you were 5TH grade, when your dad and I decided you should try real school. (Although your dad said we shouldn't make you do anything you don't want to do) I knew you needed to go to school because I don't know all the stuff you need to know in life to have a full and bright future.

You had to complete an admission's exam to get into school. I felt guilty telling you, you were doing an IQ test, when really it was test to get you into school, BUT YOU PASSED



I know you were nervous on your first day, but what I didn't tell you, was I was just as nervous as you were. I was so pleased to see you at the end of the day, I couldn't stop smiling. I had planned to do several things that day but I was so worried about you I couldn't do a thing. I was so keen to talk to you about it, but you didn't want too till you got home.

When we did talk, I was completely distraught to hear that a kid had been unkind, and I felt so guilty to put you through it. I was really pleased to hear that you made friends called summer and Jack. I realised from that point that school wasn't going to be that bad.

I know you have been through a lot and there is still more to come. I know you have all you need to let all of this go and be the best person known. I have big hopes for you in the future and I know big positive things will happen to you. I will always have your back during the ups and downs

I am so proud of you my cheeky little monkey

English

Development by Year 11 student

My life before Goldwyn was pretty hard, it was a tough time for me in my life. I was an angry child with a huge amount of energy and a massive temper, nobody knew why I was so angry all the time., this never bothered me, what bothered me was the fact of I didn't know where the anger was coming from and why I could never work out what the reason for me being so angry was.

I used to be the kid in primary school that was really hyper and playful but never knew how to fit in with the other children. I used to get in trouble for the stupidest things in primary school but the thing that stuck with me was being told off for being too hyper and hands on. I never understood this until I got a bit older and started to get an idea of the person I was and how I wanted to be as a person. I had a rough time throughout my primary school years but they made me think of who I wanted to be.

When I started Goldwyn School I had a rough few weeks of me kicking off all the time. I had convinced myself Goldwyn wasn't the place for me. I don't know what changed my mind but I decided to give Goldwyn a chance to prove themselves to me. I started to realise Goldwyn wasn't all that bad, I started to talk to people and ask for help. When I started to join in on class activities and conversations I started to make friends. For the first time in ages I was happy, my life was beginning to open more. I was talking to my mum about things like how my day had been and what had been happening.

I had been talking to my mum all the time but there was one problem, I wanted to talk to my dad about these are things but I didn't know how. I became used to my dad working away from home a lot and only seeing him on weekends where at that age I was spending all my time in my room doing teenage things like Xbox and talking to my friends all the time. Me and my dad began to seekout help to try and save our relationship. Every weekend we would drive down to Folkestone where we would take part in a group therapy program with other families where we both started to really understand each other as well as realising there are other families with the same problems. We both started to look forward to therapy each week and the car drives felt quicker as we started talking more.

School became a thing I started to enjoy and look forward to every morning, it became easier to talk to people and make friends. The school years started to go quicker and I became happier. I am now currently in my last year of school and am working towards my exams.

English

The Storm by Charlie Barnes

18/03/19

THE STORM

Upon the cliff face the light house stood abandoned, alone and surrounded by jagged rocks and trees screaming with fear. The vulnerable light house, standing with pride whilst protecting the land behind. It shook with fear and distress as it bravely stood its ground. Whilst shining its light like the North Star, guiding ships to safety away from the perilous storm, which stood out like a sore thumb. Even though the lighthouse screamed with pain when the monstrous wind was trying to rip its very own foundations. It would not budge an inch.

Further up the cliff, the trees were screaming in silence with pain as they were battered half to death. Paralysed with fear, they quivered as the wind screeched in anger and frustration trying to tear down the trees as if it was a flat pack shelving unit.

At the edge of the cliff, the rocks roared over the top of the crashing waves and louder than the wind. They stood their ground and protecting the land in which lay behind it. The rocks had this dark ominous aura about them. That made the wind grow stronger with rage and made the waves surge forward, like an army charging through the defences and destroying anything in their path.

Along the cliff edge, the rocks were taking a beating, although the rocks were overwhelmed and outnumbered they would not back down. They were armed with points like daggers. It was as if they were designed to break the wave into a million pieces, and turn them back to the ocean where they came from.

In the sea Waves erupting it was like all its emotions were bottled up and then they burst open like a gun shot. Intent to kill the sea started to grow larger and larger as the seas emotions screamed out and spread around the world turning to a sea that was like a black hole. Sucking in all the land that stood in its path. The salty air disintegrated the grass, all that was left was a few trees and the soil which did not stand a chance.

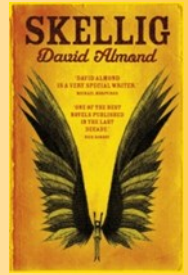
In the sky the dark, fierce and angry clouds wrapped around the earth like a thick winter blanket covering the sun, blocking it from seeing what the weather was doing to the land below. No matter how hard the sun tried to push its way past the blanket of clouds. They were just too thick for the sun to push through, it was like heaven was defeated and Satan had won, came out top dog, the king, the champion.

Charlie Barnes

English

Year 7:

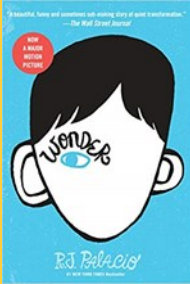
The students have been studying the novel Skellig. They have impressed me with their fluent reading and are demonstrating the ability to use expression and take on a role. They have been using outstanding vocabulary when writing character descriptions, and have also been exploring figurative language!



Year 8:

Within this unit the students have used a range of reading strategies including inference, to explore layers of meaning in pre 1914 text. They have applied their knowledge of grammar, vocabulary and text structure to write in an appropriate form and read a range of non-fiction texts and draw out relevant information to use in their own writing and presentations.

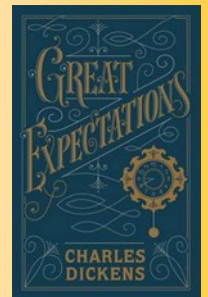
Year 9:



Students' develop skills in reading, writing and spoken English by strengthening their understanding of the ways in which writers address the themes of difference and conformity. They have responded to powerful texts that challenge accepted notions of normality. This unit has covered a wide range of fiction and non-fiction including the text 'Wonder' by RJ Palacio which the students have really enjoyed reading.

Year 10:

I have been amazed by the students' critical approach to the topics we have explored and their passion for making their point of view. We have been covering sensitive topics like oppression and questioning why people are prejudiced? This has led to some really powerful group discussions. The class have been mature in their approach and learnt to respect each other's opinions. The students are developing their ability to answer critical questions in detail while offering their own opinion using evidence. Students have also been looking at how to write using figurative language for impact so that their writing is more powerful as well as looking at how to structure arguments coherently to put across their point of view.



Year 11:

Year 11 have been working really hard towards their exams and although the work can at times be tedious, they have shown a mature approach to working towards improving their English skills in order to be able to approach their exams confidently. Alongside this nearly all the students have gained their Level 1 Functional Skills and two students have already achieved their Level 2 Functional Skills qualification, which is a fabulous achievement. I have high hopes for their up and coming GCSE exams and would ask that they take the time to do their revision over the Easter Holidays so that they can feel even more confident on the day of the exam.

Thank you to all those who contributed to this terms magazine.

DATES FOR YOUR DIARY	
5th April	End of Term 4
23rd April	Start of Term 5
6th May	Bank Holiday
24th May	End of Term 5
3rd June	Start of Term 6
19th July	End of Term 6



Edited by Delyth Hickman