

Easter 2021

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Goldwyn School

Featuring:

Cooper the Dog

LPP Award

Red Nose Day

Bronze D of E



Food Technology

Key Stage 3

It has been an exciting time being back in the kitchen for all the pupils. They have all appreciated the replacement of old equipment, with our new non-stick pots and pans. The focus for the pupils return has been on health, safety and hygiene in a commercial kitchen.

Year 7 have shown some fabulous new cutting skills and are now not only demonstrating their knife skills but also able to name the hold and the shape that they are aiming to produce.

Year 8 and 9 have focused on the safety precautions that need to be taken while preparing food. They have been concentrating on what needs to be done to avoid cross contamination. Ben R. has been leading the way in demonstrating his responsibility with his station and making sure it is ready for the next group.

PSHCE

Even in the toughest of times the work that the pupils have been achieving in PSHCE is AWESOME!

Across all Key Stages we have been looking into what makes up a healthy lifestyle. From healthy eating and drinking to keeping our mental health in check.

Year 10's have also been spending time with their CXK career's advisor and the future is really bright, with plans and pathways aspired to and we are all cheering you on to achieve your targets!

Year 11's are producing some really decent work as they continue their path to their next steps and their chosen pathways, the clock is ticking down and they are embracing it every single step of the way!



Year 7

During the school closure we were very proud of the Year 7s. As we all know this was a stressful time for all but the Year 7s had the extra challenge of leaving the Nurture Provision and going off to meet their new specialist teachers. They more than rose to the challenge and exceeded all our expectations. The engagement and participation in online learning was phenomenal. I would like to give a special mention to Zack who not only attended every lesson but completed every piece of work.

Since returning to school all of the Year 7s have adjusted well to their new timetable, and moving around the school to specialist teachers. All the staff have commented on how amazing they have been and how impressed they have been with the quality of their work and engagement in lessons. Debbie, Kelly, Siobhan, Claire, and Michelle are super proud of them all.

In Math's they were learning about decimals and since coming back to school we have been applying these skills to measurements and finished off with a practical capacity lesson.

D of E Bronze

This March our D of E Bronze group completed their assessed expedition. This expedition was the final required stage to achieving their Duke of Edinburgh Bronze Award.

Unusually, this year the expedition was held in and around the school grounds.

Well done to our D of E Bronze group, and a big thank you to Paul and Kath for making it possible.



History and Lockdown

Lockdown is nothing new. Even without the benefit of modern medical knowledge, our ancestors knew well enough that you catch infectious diseases from other people, and that the best way to protect yourself and your family was to isolate. We will quietly ignore recommended treatments for the fourteenth century Black Death - Drinking vinegar, eating crushed minerals, arsenic, mercury or even ten-year-old treacle! Accounts of the great epidemic outbreaks in history are scattered with reports of people locking themselves away, or moving to the relative safety of rural areas.

It also became a matter of good municipal government to have a building on the edge of town for the quarantine of people with communicable disease. These came with a number of names – fever sheds, lazar houses, pest houses. In 17th-century Bristol, one of the pest houses went by the discouraging name of Forlorn Hope.

The history of Tudor and Stuart England is punctuated by outbreaks of plague, and by monarchs leaving the capital for safety. Sometimes they tried to deter anyone from London following them; when Elizabeth I moved to Windsor to avoid an outbreak, a gallows was erected outside as a warning not to enter.

Arguably it was Henry VIII who lived in greatest fear of disease. Despite the strong image he sought to portray, he was also a hypochondriac who spent much time studying medicine and even devised his own cures and potions, offering advice and medication to anyone he thought needed it.

Henry also had a particular dread of the Sweating Sickness, a mysterious ailment which killed tens of thousands during the reigns of Henry and his father. It seems to have particularly affected England and was recognised at the time as being different to plague. In 1517 Henry escaped the Sweating Sickness by leaving London and ended up spending the summer moving with a small entourage from one place to another. By December they had almost run out of food because he refused to buy from any supplier who might have been in contact with the disease.

Another outbreak in 1528 saw him on the move once more, moving from one place to another. When he heard that his beloved Anne Boleyn was ill with the sickness, he refused to visit her, though he thoughtfully did send her a love letter and one of his surgeons.

History never fails to be topical, the present always resonates with the past. To this end Year 9 spent most of lockdown studying how medicine in Britain has developed over the centuries. We began with Hippocrates' Four Humours, which weren't actually very amusing at all and ended by studying the creation of the very first vaccine. The word comes from the Latin word vacca, meaning cow. A virus that mainly affects cows (Cowpox) was used in the first scientific demonstration that giving a person one virus could protect against a related and more dangerous one.

Last year it was another famous Englishman William Shakespeare who made history by being the first person to receive the coronavirus vaccine in the UK. He was looking good at 456 years old. He is reported to have cried out 'Is this a needle I see before me' as the nurse prepared the jab. As a taming of the flu it appears to have worked, although he will need to follow the full process by having two doses, both alike in quantity.

With Kelly at the helm, Year 7 have met the tyrannical Tudors. Our Tudor family tree began with a Henry who hated spending money and who married the wife of the King he had just butchered at Leicester and left for dead (literally) in a car park. Next in the family line came a Horrid Henry with a penchant for wives, sharp blades and divorce papers. His second wife Anne pleaded for her life, but as we all know, beggars can't be Tudor's. Then his fourth wife Katherine Howard tossed a coin in the hope of tales of a glorious reign, instead it landed heads - you lose . . . Katherine had the diamond encrusted gold glorious crown but unfortunately no head to put it on.

GCSE pupils have been studying the Cold War, not a battle fought in winter, but rather instead a war of words and tense stand-offs between two twentieth century superpowers. We are learning about how people in the West nearly went bunkers as they feared a Soviet nuclear strike, how the Berlin Wall fell to go down in history and about a space race for which there was no constellation prize for coming second.

Kelly and I would like to take this opportunity to praise the way the pupils engaged with the home learning. We were so impressed by the resilience shown across year groups, many of our young students proving themselves to be confident, self-regulating independent learners. Here are some examples of the fantastic work they produced.

Duncan and Kelly

David

Hitler - control by terror	Organisation, background and power	How this helped control Germany	Rating out of 5
SS	Hitler's elite They did the hard work Total area of Germany Loyal to Hitler Savage, fanatical, ruthless	Suppression Terrorism NO FEELER	5
Concentration Camps	Political opponents Jews Gypsies Soviet POWs Prisoners of war	They terrorised They were They were They were	5
Gestapo	Secret police They were They were They were	They were They were They were	5
The Police and the Courts	They were They were They were	They were They were They were	5
Local wardens (informers)	They were They were They were	They were They were They were	5

DAVID

Challenge: Totalitarian State is a form of government that does not permit freedom to the individual
Korea, Entrea.

King Phillip,

May you allow me to explain our defeat.

To start off I take full responsibility in the loss. there are many reasons why we lost one being the cowards of men we had to fight for us, they tried there best to plea not to be killed or set away as they were sea-sick although they did little to stop it. They made a total song and dance of it! Not only that but the English sent some of their own boats towards us on fire, as we were in perfect formation we did not have enough time to move out the way. Any boats left after that terrific failure attempted to move round the other side of the country but were smashed to bits by the rocks.

Our final chance we attempted to manoeuvre up to Scotland and then down to Ireland where they had none of it and after our defences already being low destroyed as.

I hope with the utmost respect you'll understand the situation.

Duke of Medina

Kenzie



Cooper the Dog

Lily J. in Year 7 raised £23 by making face masks. The money has gone towards a new lead for our in house therapy dog, Cooper.

Cooper is a Labrador Retriever and has been with us since September 2017. He is a beloved member of Goldwyn, and the support he gives to our students is invaluable.

Thank you Lily for all your hard work!



Art and Design During Lockdown

COVID, COVID, COVID. What did this mean to Art in Goldwyn?
Well we all became ZOOM personalities!

Initially it was difficult but we soon became accustomed to it and the students engaged fully. They made some fabulous work which they should be very proud of.

Here are only a tiny few fabulous pieces of 'LOCKDOWN ART' at Goldwyn.



English

Treasure Island

Then I came to the island. I beheld sand stretching for miles I looked everywhere for an escape. I made my way to the melancholy wood running hither and thither dodging trees and rocks. Although I was weary I had to keep going I hearkened a great number of curious sounds behind me I fancied it was the pirates. My prospect darkened as my eyes were opening and closing until eventually I fell and hit my head against a big jagged rock.

I stumbled to my feet as I came too. I could feel the blood stickling down my face, I felt the sharp pain from where the rock had entered my head. I fancied the pirates had found me, looking hither and thither scanning the undergrowth I could hear them gaining ground. I beheld my escape...

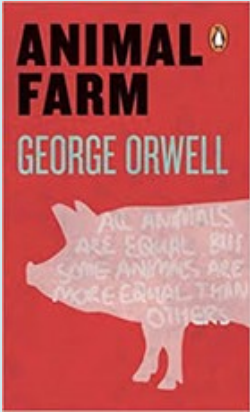
The cave was in front of me, I made my way to front of it, gingerly I entered the cave.

The smell of perished beasts burnt my nose, I walked across the entrance of the cave treading on bones and fur the taste of rusted metal stung the back of my throat. Decaying corpses as I got deeper and deeper. I began to stumble further into the cave and my heart rate increased dramatically. I knew if I didn't find the exit to the cave soon I would join these corpses. At last I beheld the light wearily I made my way up to the light...

By Kailum Yr8.

Looking at 18th century language and text - based around Treasure Island.

English - Key Stage 4

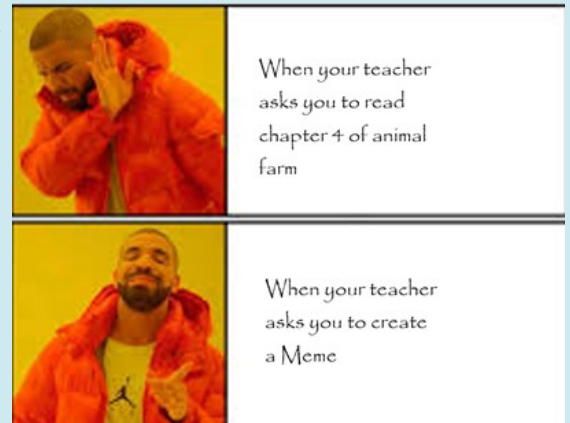


Term 4 has been a great term of remote and classroom learning for years 10 and 11; I've been so impressed with the attitude and focus of our students.

Year 10 are currently studying George Orwell's classic tale, Animal Farm, with a language and literature focus. Students already have a good understanding of characters and their political allusions, along with knowledge of allegory and anthropomorphism (we had great fun saying that!). Links between history and English have been so useful this term as they already know about Russian politics, communism and propaganda.

I must also congratulate all year 10 students for passing the reading element of their English Functional Skills 1 exam and over half for passing both reading and writing. A fantastic achievement in such challenging times.

Finally, I'll leave you with Brandon's meme, created during our Comic Relief lesson.



This term, year 11 have been revising GCSE Language paper 1 looking at the language and structure of various fiction extracts along with writing their own. Students have also analysed language, juxtaposition and structure using Freytag's pyramid. Before returning to classroom lessons, students also completed a mini-mock remotely which really gave them a chance to show off their writing ability.

In addition to their GCSE revision, year 11 have been preparing for their English Functional Skills 1 exam which should happen in the first week after the Easter holidays. As part of this, students must also take part in a speaking and listening assessment which we are completing over the next few weeks. I must congratulate Ryan W for completing this remotely via Zoom and to Kaila, Kenzie, Alfie, Riley and Jayden who did a fantastic job completing this in the classroom while following Covid safety protocol. Speaking for a length of time in a mask is not easy!

Thank you to all KS4 students this term and to Kim, Amanda, Laura, Cheryl, Sarah, and Andrew who support them in their lessons.

Here are just a few snippets of the fantastic work completed this term:

Scared for her life, she sat on the old broken jetty. The same one in which they set off from on that dreadful day... It was 7 years ago it had happened now, but she would never forget that day. The day that her entire family sunk right in front of her eyes, completely helpless.

Kenzie, year 11

1. How did Dickens feel about parliament and MPs?

Dickens felt disgusted by parliament and MP's mainly because he worked as a parliamentary reporter working very closely to MP's and had seen how the MP's had such a poor attitude towards fellow human beings.

Alfie, year 11

STREET ART

Street art is now one of London's top tourist attractions and also the art helps improve struggling communities. But with good things comes bad ones, like last year the amount nationally spent on cleaning graffiti was a staggering £1.5 BILLION. Some may have varied opinions when it comes to this subject but personally I think that street art is a talent and should be appreciated. Art of this kind has exposed some amazing talents from certain people for example banksy.

Jazz, year 10

Testing Centre

Our lateral flow testing centre has been a huge success! Thank you to all our staff who volunteered to be part of our testing centre; it has played a vital role in reopening the sites to all students.

We are pleased to say we have now been able to close our testing area as the home testing kits have now been distributed to all staff and students.

Well done to everyone for continuing to home test!





Leading Parent Partnership Award

At Goldwyn we feel that parental communication and engagement lies at the heart of the success of both the school and its students. Our School Development Plan identifies Parental Engagement as one of Goldwyn's key priorities.

We want to continue to build on, and improve, our practice around working collaboratively with parents and carers to support them and their children on the journey throughout their school life with Goldwyn.

As part of this focus, we wrote to you some time ago to let you know that we have been working towards achieving **The Leading Parent Partnership Award**. LPPA (Leading Parent Partnership Award) is a nationally recognised award that aims to both strengthen and enhance our work with parents and carers. It provides us as a school with a clear framework for action, as well as identifying our current strengths and areas for development. We hope to achieve the award by the end of this academic year, and will update you on our progress in the summer term!

We want you to feel that your views and opinions really matter, and that we listen to the comments you make. We are pleased to see from previous data gathered that parents always, or mostly, feel well informed about their child's progress, with over 80% feeling that they can easily contact the school with any concerns that they have, and the majority of parents feeling listened to and supported with any issues that they raise. Our STLS (Specialist Teaching Service) provide intensive support to the wider school community in the Ashford area, working with mainstream primary and secondary settings. As part of this offer, they have previously run Parenting Support Groups, focusing on managing and supporting child behaviour, which increased parental confidence from levels as low as below 20% prior to attending, to between 60 and 100% when the 6-week programme was completed.

Following a parent/carer survey in 2019 which highlighted email and text as two of the main preferred methods of contact, we introduced the Home Connect system, which means that we are now able to send out school communications to you direct, without any unnecessary delays in getting important information to you. We also surveyed all our families over the Lockdown periods to ensure that students without a laptop or tablet at

home were identified and provided with equipment to allow them to fully access our remote educational offer.

Over recent Lockdowns and partial closures, our staff have worked hard to ensure that contact with families remained on par with that when students are on site, with the same high levels of pastoral support, including regular phone contact, you would normally have access to. We have had some really positive feedback on the measures we put in place, with Pastoral Calls highlighted as the support measure that had the main impact over this time. Parents and carers felt that these really benefited the students, with over 45% enjoying the contact and 42% feeling that the calls had a massive beneficial impact on child wellbeing. Parental comments have included: **'I would say that I have been really pleased with the support given, the regular calls and/or emails have been great for keeping in touch.'** Other parents have said that **'they wanted to take their hat off to all the teachers', many thanked us for our support, others commented on the good job we were doing.**

We would love to hear any suggestions you have for improving parental engagement and support even further, including any specific parent courses you feel it might be helpful for us to run. Please feel free to email alison.kane@goldwyn.kent.sch.uk in the first instance, and we will be happy to look at your ideas and comments, and see what else we may be able to put in place.



Red nose Day

On Friday, 19th March, we had a non-school uniform day in support of Comic Relief.

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**



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

DATES FOR YOUR DIARY	
1th April	End of Term 4
19th April	Start of Term 5
3rd May	Bank Holiday
28th May	End of Term 5
7th June	Start of Term 6
20th July	End of Term 6 for students
21st July	Staff Training Day



Edited by Delyth Hickman