

Summer 2021

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Goldwyn School

Featuring:

GCSE Art Work

Challenger Games

LPP Award

Subjects

WELCOME

Headlines

Dear Parents and Carers,

Welcome parents and carers to the summer 2021 Goldwyn Ashford newsletter. The path we have all trod over recent months has been littered with challenges and obstacles. However, it is with great pride that I can say our Goldwyn community has responded to Covid with our own positivity which has itself gone viral. As you flick through the newsletter you will read of great achievements and successes across the curriculum, a team effort of students and staff alike.

This time of year is always inevitably tinged with sadness as we bid farewell you our Year 11's. As they move on to new challenges and experiences they should reflect with great pride on how hard they worked to produce evidence for teacher assessed grades during a year in which the goal posts of assessments were forever changing. We say adieu for now but look forward to seeing them all again at a certificate presentation assembly in the autumn term.

May I take this opportunity to thank you all for support over the last year. Please have a relaxing break and we look forward to seeing you in September.

Best wishes,



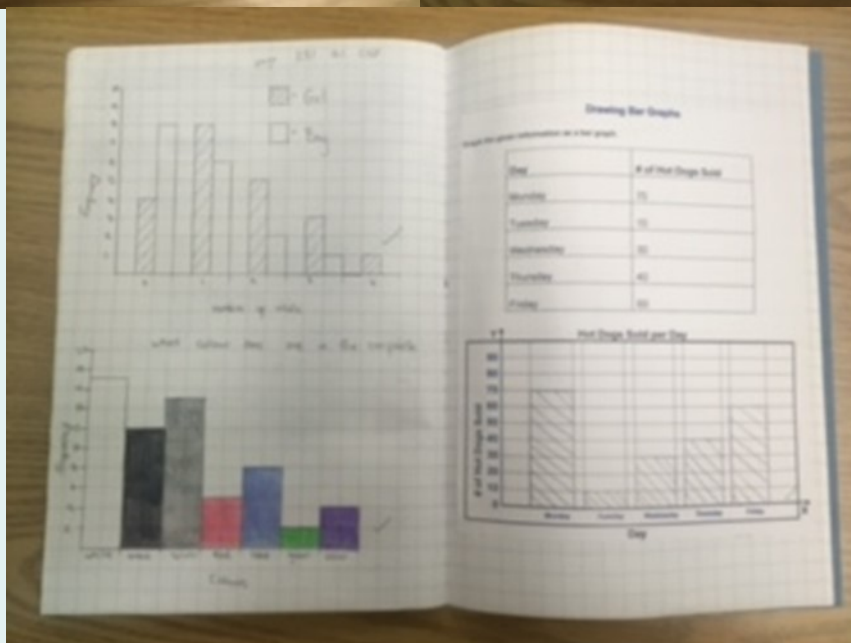
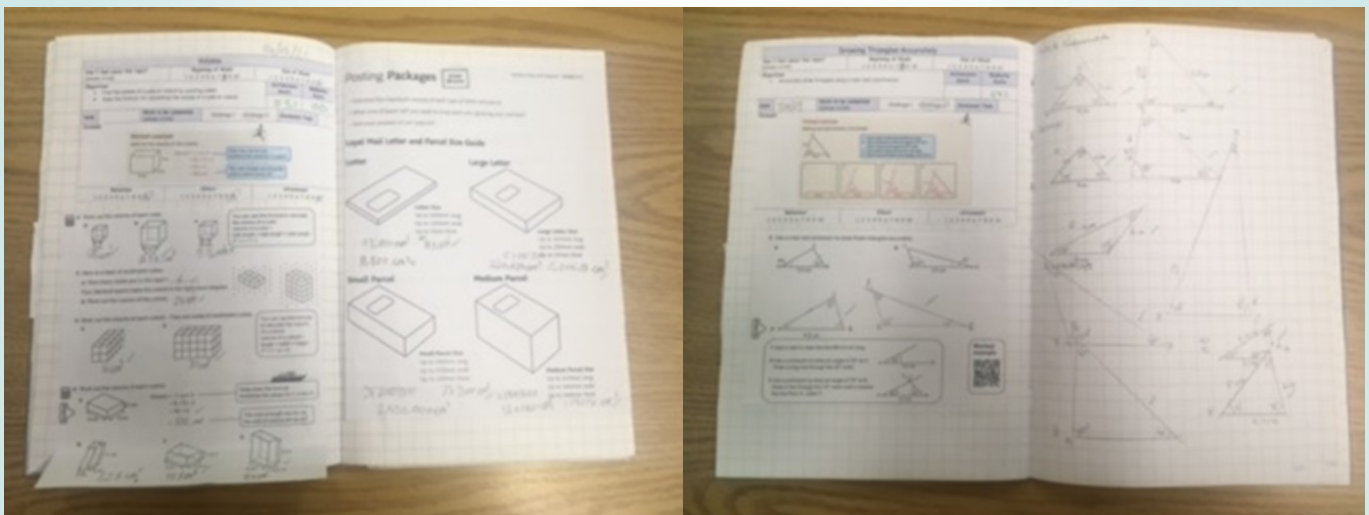
Duncan Fryer
Head of Teaching and Learning



Maths

In Maths this year, the students have covered a large variety of topics. Ranging from number work, algebra, shape and space, and also statistics. Overall, the students have done really well in spite of the restricted time they have had in the school and have shown really good progress across these areas. This is a great accomplishment by everyone involved and will definitely help when the students get closer to completing their GCSE course in Year 11, as has been seen by the older year group who, despite facing a difficult two years, there are a number of students in Years 10 and 11 who have successfully gained their Maths Functional Skills qualification at either Level 1 or Level 2. This is a fantastic achievement for these students and shows how much hard work they have put in, not only when they have been in the school building but also through the remote learning at home.

Alex



History

For Key Stage 4 this term, I tinkered with tailoring a new History module. It was a challenge but I soldiered on, spying a great opportunity to be inspired by Le Carre espionage novels. I can afford myself a smiley as those early seeds have blossomed into a fascinating study of the Cold War, that state of hostility that existed between the Soviet bloc countries and the western powers from 1945 to 1990. I have been so impressed by the way our students have engaged with complex political and economic ideas. We have had our own occasional war of words in our feisty debates, at times reaching an impasse, at others requiring a demilitarised buffer-zone to maintain peace, however underlying all our theoretical discussions lied a spirit of glasnost. Should we hit a concrete wall in our progress, and policies of containment failed, we could always call another summit, or alternatively I, as a dictatorial leader did, have that ultimate deterrent – stay back at break and finish. However, in order to achieve our perestroika far better to form a grand alliance than an iron curtain.

In our Cold War studies alongside the political stand-offs came two races; one a sprint to the moon (arguably a pointless exercise in self-aggrandising one-upmanship) the other an endurance distance run in the pursuit of arms. Thankfully, eventually it was wise heads rather than warmongering arms that took control and did the leg work eyeing a more positive future, without the need for walls or growing arsenals.

It is suitably fitting it was the prophetic writer George Orwell who coined the phrase 'Cold War' as much of our work in History has been complimented by the KS4 English study of Orwell's satirical allegorical novella *Animal Farm*. We have found so many parallels in our learning as we assess the tyrannical leadership of Stalin (Napoleon) in the USSR, pig trotting out and usurping the language of Old Major (Marx and Lenin), a new society founded upon propaganda, censorship and terror. 'All animals are equal, but some are more equal than others'.

The Cold War rather ironically ended when Global warming came into historical prominence. Next term, part of our studies will include responses to this new big issue of our time.

This year all our Year 11 cohort were entered for the AQA History GCSE. They have worked really hard covering topics ranging from the history of medicine to the rise of the Nazi Party in Germany. They should all be very proud of what they have achieved.



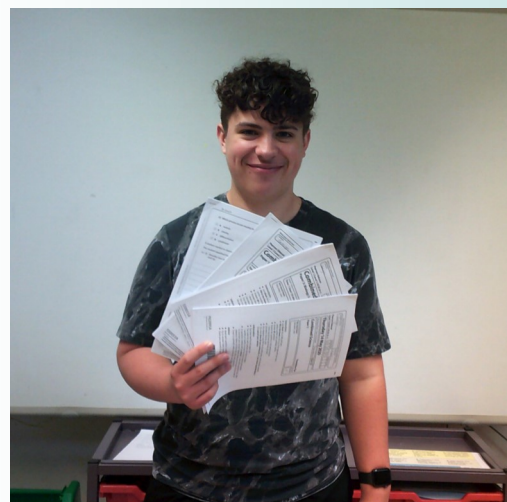
Our Key Stage 3 classes are Verdun and dusted with World War I. They have studied the civil rights movement in America, attempting to address less than civil wrongs and will finish by studying the English civil war, which as it turned out was far from civil. Year 7's have also focussed on the suffrage movement, developing an understanding of the importance of the vote and female empowerment.

Duncan

Science

Over the last few months the Science department has been very busy!

Year 11 have been busy preparing for their GCSE's and have been completing many GCSE past papers to provide evidence for this. This has been a challenging time due to the current situation but all students have risen to this challenge and produced some fantastic work that they should be proud of! I hope that in August, when they receive their results, they are pleased. :)



Year 10 have been studying and now completed the majority of their Combined Science course which covers Biology, Chemistry and Physics! They have progressed really well this academic year which will prepare them when they move into year 11. During the last few weeks of the summer term we have started going back over some of the 18 Core Practicals as revision.

Year 9 have now completed nearly half of their Combined Science GCSE course! Over the last few weeks we have been focussing on physics which includes topics such as Newton's Laws and Forces and also some of the trickier physics equations! We have also been completing some of the Core Practical's such as the elasticity of springs and density which shows the theory in action!

Year 8 this term, have been looking at energy and efficiency. They are now able to calculate how much useful and wasted energy was produced from household items such as washing machines and use 'Sankey Diagrams' to show this. Some of the year 8s have also spent some time exploring our outside space and looking at the habitats and organisms that live there. They found a toad, harvest mice, stag beetles and larvae as well as many others small organisms!

Year 7 have been amazing this term and have covered many new topics! They have looked at food testing and what is present in our food, diffusion and why we can smell the food from the canteen at lunch, and now energy and friction. They have completed many practicals proving or disproving their predications! They have all become mini scientists and should be very proud of what they have achieved in a short space of time.

Geography

It has been great to be back in school and back to face- to-face teaching.

Year 7 have been learning about Our Changing World. They have been exploring issues such as erosion and the changing coastline and also changing political boundaries.

Year 8 began this term exploring the topic of Rivers. They have enjoyed learning about the different stages of a river and how different features are formed. We have also looked at the effects of flooding and designed our own flood defences. Then they have travelled to the largest Country in the world and have been exploring all things Russian. We have looked at the vast terrain and different biomes, explored the many different cultures and also unpicked some of the recent conflicts involving Russia and Crimea.

Year 9 began learning about the world's resources. We have explored some of the issues relating to world resources and how these are unevenly distributed around the world. We have explored future problems, such as energy insecurity and what the world is doing to tackle these issues. After this, Year 9 travelled to South America and have been learning about Brazil. We have explored urbanisation and the impact this has on cities, what life is like in Favelas and how we could improve these. Finally, we have learnt about the rainforest and the impact of deforestation.

PSHCE

What a rollercoaster of a year! We have had ups and downs but we are focusing on the ups! We have said goodbye to our Year 11 crew, who have really shown outstanding ability and maturity, as they move on to their chosen placements for their next steps in their Employment Pathway! Some of them have even started part-time jobs! AWESOME!

Year 10 are now stepping up to the challenge of being the oldest and wisest in the school and are making all sorts of wonderful progress in their next steps!

Year 9 have already begun some Prince's Trust Qualification work (GCSE equivalent) and are coping very well with the topics of managing money and teamwork!

Year 8 are excelling in conversation and buzz around Entrepreneur's and I can already see that we have the beginnings of some budding ones ourselves at Goldwyn!

Finally, Year 7 have been budgeting and starting to think about plans for the future, although this is WAAAAAY off, just ask those Year 11 students how quickly it flies by! YOU GUYS ARE AWESOME!

HAVE THE BEST SUMMER!

Ben Lock



Leading Parent Partnership Award

LEADING PARENT PARTNERSHIP AWARD – WE DID IT!

As you will be aware from our previous updates, we have been working hard as a whole school to gain **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.

We are delighted to be able to let you know that Goldwyn has been successful in gaining this accreditation, which acknowledges our commitment to continually support, and work collaboratively with, our students and their families.

We undertook a 'virtual' verification visit from our Award Verifier, Maureen Nash, on the 19th May 2021, and she was able to confirm that we had achieved the award during feedback given on the day.

We will be publishing the outcomes of the visit to our Website in the near future, but would like to share some of the highlights of Maureen's report with you now:

- All the evidence confirmed that Goldwyn School has embedded existing good practice and put in place new initiatives in parental engagement and has clear plans to build on these successes.
- Goldwyn School has a whole school strategic approach for involving parents in the life of the school to support pupils' learning and well-being. The school has ensured that parental engagement is embedded and sustainable within school through parent partnership being named within a key issue of the school development plan. Parental involvement is an intrinsic part of the school vision, 'Parenting support underpins the ethos of the school'.
- The school recognises the challenges for parents in attending school events and positively reaches out to families, ensuring that communication with parents is a clear focus and strength. Personal contact through face to face conversations and phone calls, along with opportunities to meet staff at accessible meeting points remains a priority.
- Parents and staff value the open and honest communication.

- ‘The whole school team are invested to the commitment of building relationships’ (staff). This emphasis on building relationships with families and how this is achieved shone throughout the verification. School ensures that successes are celebrated through positive messages to parents, and parents are encouraged to share concerns from home. Staff are called by their first names, ‘It makes a massive difference, it takes away the hierarchy’ (parent).
- Goldwyn School celebrates the successes of pupils with their families. Positive informal messages are given in daily phone calls/emails and the newsletter promotes successes. There are opportunities for parents to share success, for example, through presentations and concerts.
- Parents and staff value that the individual needs of children and families are known and met. Parents shared their appreciation of the positive attitude and support that they had from school through their comments including, ‘He actually wants to come to school’ and ‘I feel very involved and very secure’ (parents).

Goldwyn will continue to build on and further develop its parental involvement and support, and we would love to hear any suggestions you have for improving parental engagement 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.

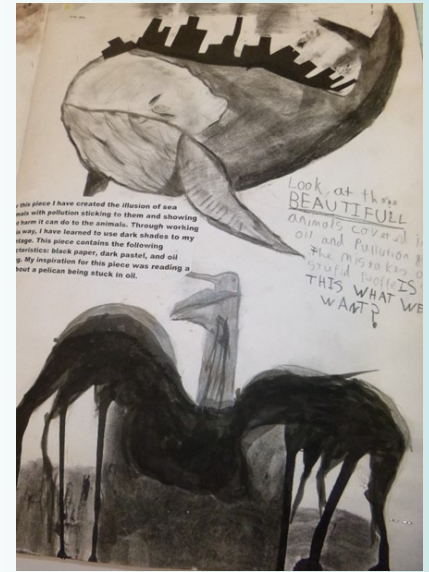
Art

Here is some awesome artwork from our very own GCSE Art Students 2021.



Our Year 11's did extremely well with their artwork. There was a lot of different media used including drawing, painting, printing, 3D sculpture and mixed media.

They all worked hard and some even had fun making!



English

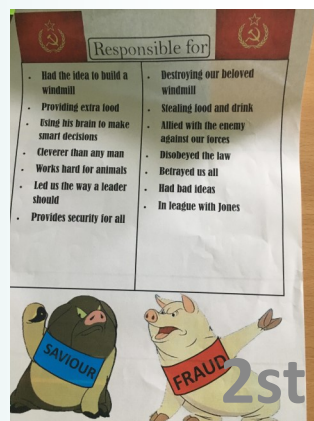
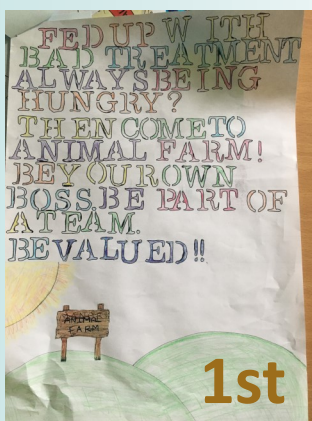
Year 11

Congratulations to year 11 for getting their final pieces of work completed for their GCSE English grade. They really have worked hard and deserve every success in the future.

Year 10

In term 5, year 10 students finished their study of George Orwell's allegorical novella 'Animal Farm'. They completed various pieces of work which included analysing the character Napoleon's use of power and control along with looking at how the pigs manipulated every situation for their own gain. Students were able to understand the role of Boxer as a loyal worker with his unfailing devotion to Napoleon and animalism. I'm sure the year 10s can still remember Boxer's two mottos!

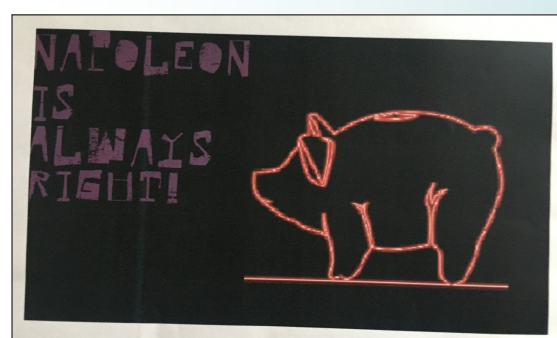
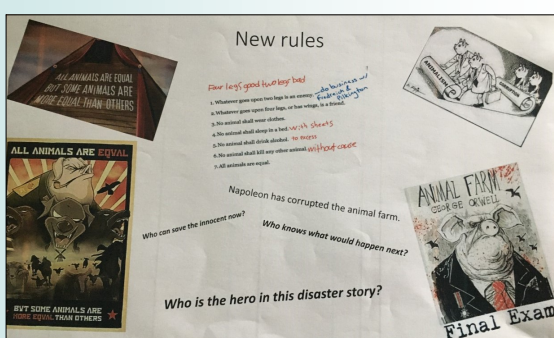
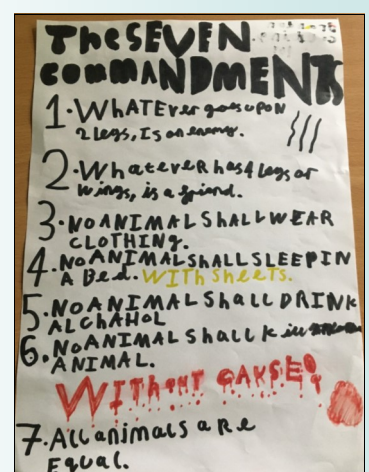
When looking at the power of propaganda in Animal Farm, year 10 were asked to design a poster to demonstrate their knowledge and understanding. The winning entries, along with the runners-up are below.



This term, year 10 will be completing their Functional Skills level 1 by planning and presenting for their speaking, listening and communication assessment. They have already chosen some interesting topics which I'm looking forward to hearing more about.

Finally, students will also be studying towards their GCSE Language paper 2 and reading the book 'Refugee' by Alan Gratz to prompt discussion and develop opinion.

Thank you to the students for their hard work and to Cheryl, Laura, Sarah, Andrew, Amanda and Kim for their fantastic classroom support.



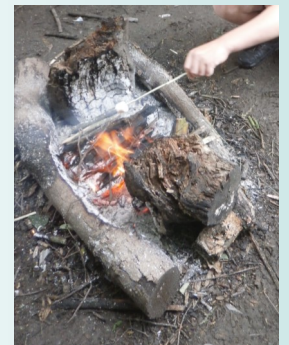
Forest School

It has been a wonderful couple of terms with the year 7s, and we have managed to fit a lot in including hammocks, knot tying, and paracord bracelets.

We have been learning about how to make and stay safe around campfires, together with learning how to feed a fire properly with preparation of breakfast, lunch, and dinner. They have been trying out different ways to start a campfire with flint and steel, a fire rod, and a magnifying glass. They have cooked a range of things on the campfire from s'mores and hot chocolate to damper bread and bacon sandwiches.

The students have got involved in tree identification which involves studying a tree's berries, bark leaves, and features. They have also done a wide variety of outdoor activities such as birdwatching, shelter building, and scavenger hunts.

We have even gone back to the basic with traditional outdoor games including tag, capture the flag, and hide and seek.

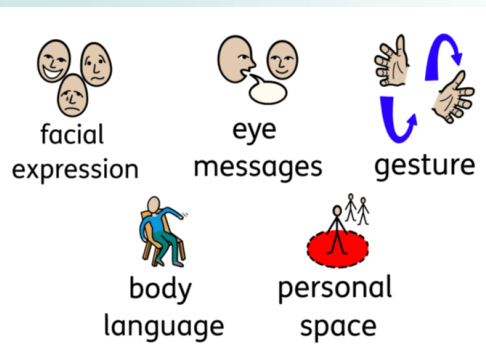


SEAL

SEAL lessons were added to the Year 7, Year 8 and Year 9's timetables during terms 5 and 6. These lessons focus on the social and emotional aspects of learning.

Students began by designing the front cover of their 'Proud Book', the only rule was that they had to include their name somewhere on the page. It has been lovely to see the students' creativity shine through. This is demonstrated in the examples photographed.

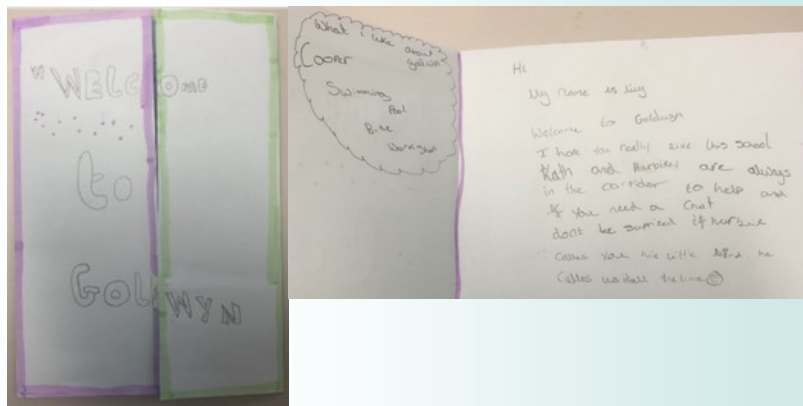
The first task of all SEAL lessons is to add at least one entry into the Proud Book. Students must think of something they are proud of from the previous week and some examples are provided for them (e.g. helping someone, an outstanding piece of work, repairing a relationship, etc.). Some students have struggled to think of something each week but those needing extra support have relied on peers or members of staff for suggestions. Students are then invited to share their entries, if they wish to do so.



Students began by discussing the different ways people communicate and why communication is important. We focused on some non-verbal forms of communication and explored how these are used to show different feelings. Year 9 students were also able to identify how some people may consciously act in a way that hides how they are feeling (often called 'masking'). We then learned about ten 'social skills' which are useful when communicating with others. These skills were then applied to different situations over several lessons.

More recently, students have been learning about mental health and emotional wellbeing. We have discussed that everyone has mental health and this can change over time. We have looked at multiple case studies of young people and had conversations about how different parts of their day have contributed to their day. We have then looked at strategies that some of these young people could use to improve their mental health, including find a trusted person to talk to, exercising or improving their diet. Students have contributed fantastically to discussions and this has provided an opportunity for reflection for many of them. We have also discussed resilience and worked together to create 'resilience plans' for imaginary young people in specific situations (e.g. bereavement and anxiety).

Finally, Year 7 students have received additional SEAL lessons (shown on their timetable as 'Transition') where they have explored certain topics in greater depth. They have also done some additional work relating to their transition into secondary school. One specific activity (shown in the photo) involved them creating an information leaflet for the new Year 7 students.



Goodbye Year 11

The Year 11 class of 2021 were sent off in style with a small party in the dining room, to celebrate the end of an era, featuring some very adorable school photographs of our year 11 students through the years and a lot of emotional goodbyes.

It may have been hard at times but it has been a real pleasure getting to know you all and watch you grow into wonderful individuals over the years. Everyone at Goldwyn are very proud of you all, we wish you all every success on the next part of your journey and all the best for the future.

It has been a very different and strenuous time for you all, adapting to new ways of learning and keeping yourselves motivated. You should all be proud of yourselves for what you have accomplished here at Goldwyn over the last 5 years.



Key Stage 3- Food Tech

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 pupil's 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 has been leading the way in demonstrating his responsibility, with his station and making sure it is ready for the next group.

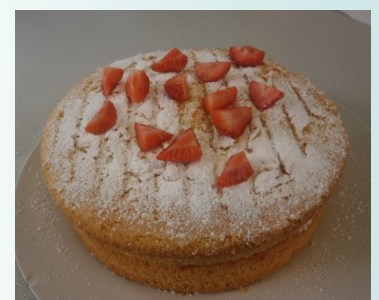
Kelly Thomas



Life Skills



Some of our Year 11 students have been looking into general life skills. This term they have done work on food budgeting and making a meal from what's in the cupboard, such as these amazing cakes.



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

DATES FOR YOUR DIARY	
3rd Sept	Year 7 Students Only
6th Sept	All Students in School
22nd Oct	End of Term 1
2nd Nov	All Students in School
17th Dec	End of Term 2
4th Jan	All Students in School
10th Feb	End of Term 3
22th Feb	All Students in School



Editor in chief Delyth Hickman