



12 June 2020



MESSAGE FROM THE HEADTEACHER

PRIDE MONTH

This month is Pride month, celebrating the promotion of the self-affirmation, dignity, equality, and increased visibility of lesbian, gay, bisexual, and transgender people. We would normally be celebrating the month at school with events but during this time of school closure we have published a special newsletter. I would like you to read it and join with the whole school community in celebrating Pride.

SCHOOL REOPENING TO YEARS 12 AND 10

At the start of this week we shared our plans for partial school reopening to years 10 and 12. If you have not seen our plans, the key documents can be viewed by clicking this link [HERE](#). Some parents have asked about year 9 students attending school in the GCSE option courses that will be examined next year. Once we have launched the year 12 and 10 provision our next priority will be to assess whether we can expand to year 9 option subjects.

CHANGES TO REMOTE LEARNING

From the 15 June, all subjects will stop delivering new topics and will instead provide lessons that allow students to review previous content in preparation for an end of year assessment. These assessments will take place in the final week of term (w/c 13 July) and will be set electronically via Google classroom. The assessments will provide students with an immediate score.

Alongside developing students' revision skills, the objective of these assessments is to inform class teachers of secure key knowledge and where there may be misconceptions. We do not want students to feel anxious about the assessment, and we would like to stress that each student's results will not affect grade predictions or setting. These results will allow class teachers to best shape their planning for the next academic year and address any specific knowledge gaps.

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We also recognise that we cannot guarantee or ensure all students will be completing these assessments in standardised conditions, as they would have in school. We would encourage all students to attempt these online assessments, where possible, in normal assessment conditions. This is important as it will give teachers a more accurate picture of where their focus needs to be with planning so we can best support all students going forward.

To best support the preparation for this assessment we have also reviewed the way our current lessons are being delivered. Departments will now provide audio clips to narrate over slides to assist with explaining key concepts to students. In addition to this, all subjects will offer a weekly clinic, in these online clinics students will be able to post questions to teachers, who will be able to answer them. Mr Osman will be writing to parents, carers with more information about the consolidation curriculum soon and he will be happy to answer questions parents, carers or students may have about it.

Vincent McInerney, Headteacher

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## COMMUNICATION WITH SCHOOL

Our pastoral team (heads of year, behaviour mentors and support staff) are working throughout the closure to support the students under their care. We have two email accounts, monitored each day. These are:

For safeguarding and well-being [staysafe@highlearn.uk](mailto:staysafe@highlearn.uk)

For IT and Google support [itstudent@highlearn.uk](mailto:itstudent@highlearn.uk)

All students have a highlearn Gmail account. Please ask your children to check this regularly as they may have emails from staff regarding school work or staff carrying out supportive welfare checks.

## YEAR 11 AND YEAR 13

Since 8 May, GCSE and A-level work has not been set for students in years 11 and 13. For those students, aspirational classrooms have been set up so that they can access work appropriate to their next level of study. We have emailed parents, carers and students in these year groups to invite them to join.

For the option subjects in which year 10 students were due to sit exams this summer, work is no longer being set. Year 10 students should focus on their other GCSE subjects until they can start work on their year 11 option subject.

## CELEBRATION OF STUDENTS' WORK

**Year 7** design technology students were asked to create an educational toy for a client of their choice made from materials they could find in their home. Well done Henry. **Ms Jeynes**

### 'My educational toy'

*This is a two player game where each player has a pusher which is positioned in a hole in the back of the goal. The aim of the game is to push the ball into the opposition's goal. Each player can tally their points via the point scorer above their goal. This game is designed for families such as mine. **Henry Wakeford, year 7***



## Year 7 students have created some incredible spirited art

### ***LIGHT UP THE DARKNESS***



*My artwork was inspired by the windows at St Nicholas' church in Moreton, Dorset. Rather than having the usual stained glass windows, the parish council commissioned Sir Nicholas Whistler to create windows that let in the light and allowed views of the surrounding area to be seen. His windows are made from clear glass and are etched with beautiful designs.*

*The title of my art, light up the darkness, is from the bible verse 2 Corinthians 4:6 - "It started when God said, "Light up the darkness!" and our lives filled up with the light". It is also a quote from Bob Marley who said, "Light up the darkness... you have to remember that you are the light, and you have the power to overcome the darkness that exists in the world". I like the fact that my artwork connects to both, a passage from the Bible and also a contemporary musician.*

*Whistler's windows and the quotes inspired me to think about representing light and darkness in my artwork. Using chalk markers, I created a design on my bedroom window to represent the church windows. One half of the picture has drawings just in white and the other half has the same drawings in bright colours. This represents how your life can brighten up when you let the light in. I took one photo of the design at night, when the words 'Light Up The Darkness' couldn't be seen. I then took the same photo in daytime where the light had flooded in and the words could be seen, as well as the views of the outside world.*

*I hope people will notice how letting light into your life will allow you to discover new things and make yourself happier. For some people, this light can come from religion but for other people it can come from other places.*

*What I like best about my artwork is the way that the green and white vines twist around each other at the bottom of the picture, encroaching onto the other sides. **Joseph Brooks, year 7***





### “Unity and Peace”

*The title I chose for my project is Unity and Peace because I feel it is what's needed in the world. My model represents one world uniting and my inspiration comes from Martin Luther King Jnr and his 'I have a dream speech' of 1963. In his speech he calls for equality and acceptance and urges people to stand together. As a Christian, Martin Luther King Jnr was inspired by Jesus' teaching of love and non-violence. He urged others to 'treat people as you would like to be treated' and encouraged others to 'love your enemies and pray for those who persecute you'. His strong, trail blazing approach and his belief in peace and unity is admired and echoed across the world and is reflected by those both with and without religious beliefs. This theme is very relevant in today's society.*

*This artwork is spiritual because it shows the hands of people from different backgrounds and beliefs uniting together to support the world as one. In RE it's good to explore similar themes across religions/non-religions and appreciate the things that we have in common with each other, rather than just pointing out our differences.*

*In researching the beliefs of Martin Luther King Jnr, I discovered that he found inspiration from Gandhi's non-violent struggle. This highlights individual's sharing similar values whilst holding different religious beliefs, which made me think about things and events that bond us together, such as famine and crisis, and it strengthened my belief for people to find common ground and live in peace side by side. If you look carefully at the work you will see the hands overlapping as they hold the world up together as one.*

*We need to stand together and unite. William Jones, year 7*



### “Bismillah”

*As I am a Muslim, I decided to base my work around this religion and this gave me the inspiration for my work. My artwork is spiritual because it shows the lightness that can overcome the darkness and through the connection with God. The picture is all about Allah (God) protecting us and the feeling of God's presence when you feel you need support and guidance. I have tried to show my thoughts by using God's hands to hold a protective bubble, protecting us and showing that God is always around. In my art work the hands are God's hands holding me within a protective ball which if you look carefully can also be seen as a sun. The sun provides us with light and warmth, as Allah makes me feel. In my artwork the moon and star is included to represent light and it is also symbolic to the Islamic faith.*

*The moon is a symbol that can represent guidance. I have used the moon to show the guidance we can get from Allah and how God can help us to achieve our goals and do the right things. God is protecting us inside the bubble. I feel protected within God's hands and I know if Allah is watching me it inspires me to want to be a better person.*

*My main inspiration came from the word Bismillah as this word really inspires me and also makes me feel protected. The meaning of this word is “In the Name of Allah, the merciful and compassionate,” and it's also the first word in the Quran. It declares that you are calling Allah and it makes me feel connected to God and it makes me a better person. I always use this word as it is like saying Allah's name and it is a blessing. You can use this word whenever, such as before going on a journey, to feel protected, before eating, for saying thank you to Allah for giving us this food and in many different situations even before sporting events or when I want confidence and guidance. The person in my painting is me, feeling protected and my body language is expressing how I feel when God is around. I feel inspired, confident, grateful and it gives me a boosted feeling.*

*The birds in the sky are like Allah's eyes so God is watching from above and that makes me extra careful for my thoughts and actions, again this inspires me to do good and be a better person. What I like best about my artwork is the background and how it blends in with the artwork. Also what I like about my artwork is that most of my artwork is silhouette because it stands out. While I was making this artwork I thought a lot about how God protects us and how he is always around us to make us feel safe and protected. I think my work connects to religion because it shows the connection between God and humankind and I hope people will notice how Allah protects us and he is always there for us. Eren Osman, year 7*





### “Together We Can”

Currently the whole world is going through a period in time that no one ever thought would happen. I had never imagined that I would ever be homeschooling or that simple things like going to a park would be restricted. But in all this chaos I have realised that we are all in this together and we all have to work together to survive these hard times. This is why the title I chose is ‘Together We Can’ because in times like now we can only work together. My inspiration came from a quote by Justin Welby, “As a civilised society, we have a duty to support those among us who are vulnerable and in need. When times are hard, that duty should be felt more than ever, not disappear or diminish,” because it fits very well in today’s crisis. In my art you can see that I have painted a picture of the globe with handprints all around it. The picture is supposed to represent the whole world coming together, the different coloured handprints representing how everyone is unique in their own way.

My RE artwork is also inspired by religion. The religion that inspired my work is Hinduism. Religion teaches us to work together, help each other and be kind to one another. This is shown in my painting as the handprints. Also it does not matter whether your religion is different or you don’t have a religion but to act upon these three rules of religion. From my religion there is a specific saint named Shirdi Sai Baba. He sticks out the most as he is always helping people no matter who they are and that really inspires me. I’ve discovered that this work has helped me realise that the only way that we will get through this chaos is together.

Megha Pithia, year 7

Jasmine Desai, year 7



Parnia Yazdanpanah, year 7



Lydia Wright, year 7

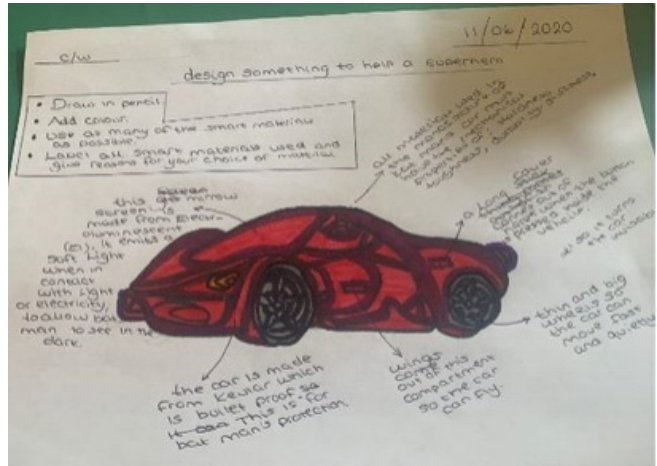


## CELEBRATION OF STUDENTS' WORK

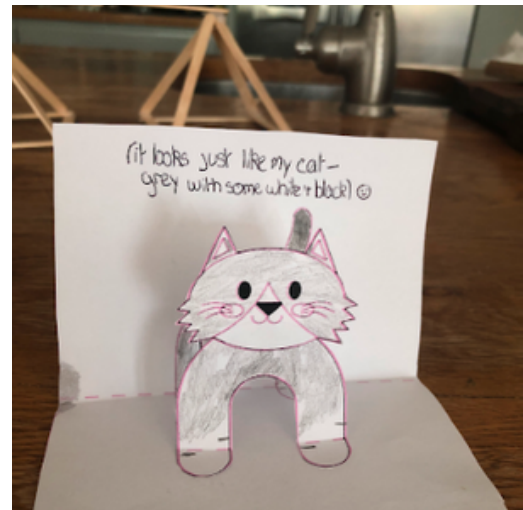
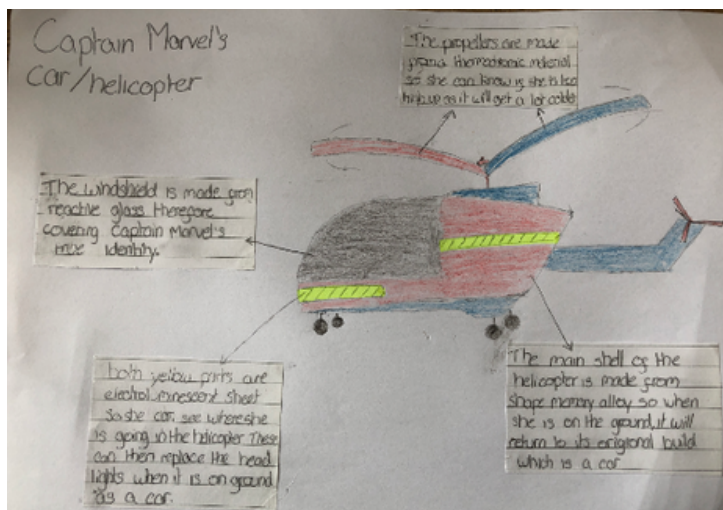
Year 8 have created some great design technology work, shown below. Ms Meyersohn



Omar Hassan, year 8 has made an accurate and precise model of a scaled down chair in structures for graphics, design technology.



Lyla Reynolds, year 8 created this smart materials superhero car. Excellent representation!



Poppy Pountain, year 8 has designed a helicopter for a superhero using smart textiles. Magnificent work! As well as an accurate and precise graphics pop-up card practical. Fantastic!



## HEADTEACHER AWARDS



### HEADTEACHER'S AWARD

Aiden Cela (Year 7)



### HEADTEACHER'S AWARD

Ruby Robinson (Year 7)



### HEADTEACHER'S AWARD

Joshua Bagulay (Year 8)



### HEADTEACHER'S AWARD

Hannah Cawley (Year 8)



**HEADTEACHER'S AWARD**

Zhysha Predergast (Year 8)

**HEADTEACHER'S AWARD**

Kayleen Patel (Year 9)

**HEADTEACHER'S AWARDS**

Mariella Angate (Year 9)

**HEADTEACHER'S AWARD**

Dylen Bicknell (Year 10)

**HEADTEACHER'S AWARD**

Zara Creer (Year 11)

Highlands School are very proud to receive a certificate from  
The Duke of Edinburgh for our contribution to the local  
community.



**Thank you**

to the  
Duke of Edinburgh's Award participants  
from

**Highlands School**

who donated

**195 hours**

of voluntary service to the local community\*  
The social value of these hours is

**£849**

\* Number of hours of volunteer service  
is based on participants who have achieved their  
Volunteering section between 1 April 2019 and 31 March 2020

May 2020

CLARE ARGAR, DIRECTOR – LONDON





# TIPS

## EFFECTIVE STUDY TIPS

Well done to the many Highlands' students who have been working so hard and very independently since "lockdown". Having met such a difficult challenge with such maturity and diligence, makes us all very proud and clearly shows the commitment Highlands' students have towards their studies. We'd like to further support you by giving practical study tips in the newsletter to further consolidate your knowledge and learning.



### TIP # 2 Test yourself

*"Learning is a change in long-term memory." (Kirschner, Sweller and Clarke)*

Above is one definition of learning which helps us come to an understanding of what we need to do to become effective learners - changing our long-term memory. This is very difficult for a number of reasons, with the most important being that memories are not "fixed" - they change. You've probably had discussions with friends and family about past events where your version is different from theirs. It's not because one of you is "wrong" - it's because your memories have changed over time. The same also applies to learning; sometimes facts get muddled, completely forgotten or most annoyingly are on the tip of your tongue (but just out of reach!)

So, what are the best ways to retrieve learning - some of which might have happened quite some time ago?

**CHALLENGE YOURSELF.** Create quizzes with a range of questions, moving from easy, moderate and then hard categories. In each topic you have studied, find or write your own questions using this scale. You could even write them on cards or in different colours.

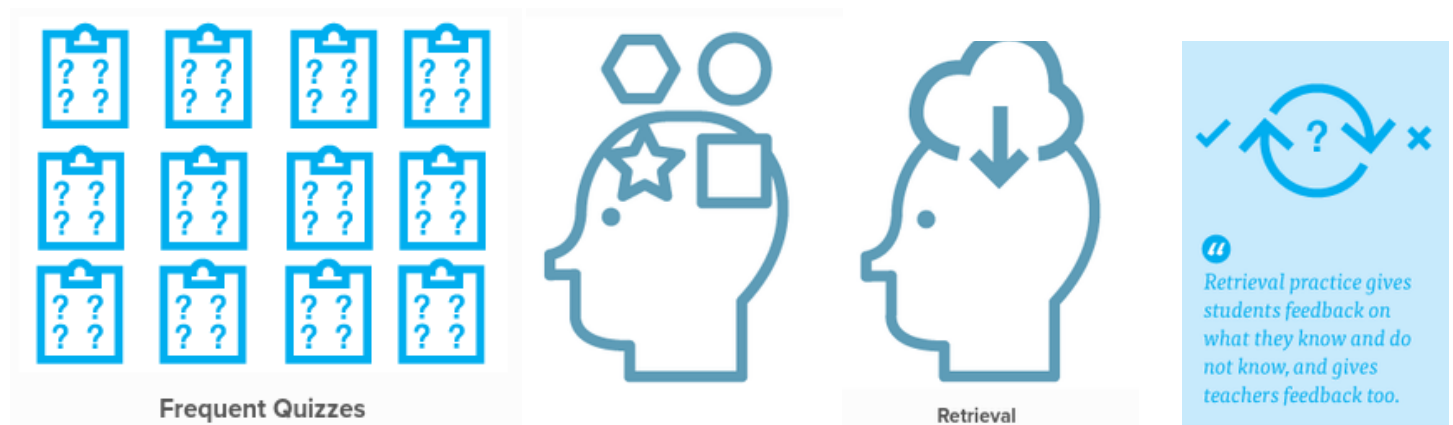
**HOW FAR BACK CAN YOU REMEMBER?** Go back to learning what you did at the start of the year in your exercise books or using other resources (eg online materials). Create a series of quiz questions, based on learning done throughout the year which will really test your long-term memory.



**ALWAYS CHECK.** Before going any further, it's really important to **check** the information is correct. Once you are sure your answers are all correct, record them (perhaps on the back of paper or on a new document). Make sure your answers cannot be seen when quizzing yourself, so you're not tempted to look up the answer too soon.


**START YOUR LEARNING WITH A QUIZ FOR YOURSELF.** Put your questions into one of three groups: easy, moderate, hard/wrong. At the end of the quiz revise the hard/wrong questions and then the moderate questions. Go back to the hard/wrong questions and quiz again. Do the same for the moderate questions.

**Remember:** Creating the quiz with the answers is not a very effective learning strategy. Quizzing yourself will make a much bigger impact. Why don't you share the work with classmates? You could use [quizlet](#) and quiz together online or you may wish to upload [anki](#) to your phone or other device. This does stage 4 of effective quizzing - meaning you don't have to!



Citations and images: ["Understanding How We Learn"](#)

Mr Couzin



## MESSAGES FROM STAFF



Dear students,

Did you know that the darkest time of the night is just before dawn? We have all been through dark times but be confident that dawn is coming.

We are all going to come out of lockdown feeling stronger and more resilient. Watch how a butterfly struggles to come out of the cocoon. This is nature's way of telling us that sometimes different kinds of struggles are needed in life to make us stronger in the future. Never give up trying, keep on working hard until you see success.

I miss you all!

Mrs Adu

Shout out to all my lovely students, I can't tell you how much I'm missing you during lockdown, more than many of my family members! I hope you're all managing to work hard and have plenty of fun during this "new normal". I am immensely proud of you all. Make sure you're staying away from the news, particularly on social media. Take your guidance on the day from nature all around you. Are the birds still singing? Are the clouds still moving across the sky? Life is still happening, even if it doesn't always feel like it. Things will get better, they always do!

Ms Polak





## STAY SAFE

We have a dedicated email address for students who are struggling and if you feel you need support you can send an email to [staysafe@highlearn.uk](mailto:staysafe@highlearn.uk) where a member of staff will receive and respond to your email within 24 hours.

Alternatively, if you would like to speak to someone anonymously, you can also call or chat online with trained professionals at Childline.  
[www.childline.org.uk](http://www.childline.org.uk)



## CHANGE OF CONTACT DETAILS

If there is any change to your contact details, e.g. you have a new mobile number or email address, or you have a change to the people who are the emergency contacts we hold on record for your child, please can you ensure that you send us an email with this information for the attention of (FAO) **Mrs Naomi Brand**, Office Manager. This will enable us to update our records and ensure you do not miss any important emails, newsletters or messages.

[postbox@highlands.enfield.sch.uk](mailto:postbox@highlands.enfield.sch.uk)



# Careers

## INTERACTIVE CAREER TALKS

Learn Lounge is a new online education initiative launched by Springpod to support students to collectively work towards a better way of learning and education. This free online festival is to ensure that the careers education experience goes on, despite the challenges that our nation and the world faces today. They have a fantastic line-up of speakers that includes ex-England international cricketer Monty Panesar, inventor and entrepreneur Richard Browning, BAFTA-winning wildlife filmmaker Sophie Darlington and two-time Olympian Anna Hemmings. Every Learn Lounge session will deliver live and inspiring career stories and guidance to young people across the country in a virtual and engaging format. Don't worry if you can't watch live - all talks will be available on-demand. For more information have a look on: [Learn Lounge Talks](#)



## STUDENTS SUMMER SCHOOL

The University of East London is very excited to announce UEL Your Futures Summer Schools 2020. They will be offering virtual summer schools to current year 12 students across five subjects throughout July in computing/IT, psychology, public health, sports and visual arts.

You will complete a combination of individual and collective tasks over three days in a supportive environment and meet people from the industry in the careers mixer. There will also be prizes, including a special prize for the winning teams, and attendance certificates!



This is an amazing opportunity  
for you to:

- Gain more knowledge about your chosen field.
- Develop your invaluable transferable skills, which are important for succeeding in higher education and beyond.
- Respond to an industry brief, getting hands on experience of your subject - a perfect addition to your personal statement.
- Have any questions about university and careers answered by the experts.

For further information and to register click [HERE](#)



## ARE YOU INTERESTED IN ANIMATION?

The UK has one of the world's largest digital arts and games industries. Despite this, there is little formal education available, and limited awareness outside the industry of how to break in.

3Dami Summer Studio 2020 is supported by the ScreenSkills Animation Skills Fund with contributions from UK animation productions. ScreenSkills is the industry-led skills body for the UK's screen industries. This means that the event is entirely free!

3Dami is looking to recruit 30 students to run 3D animation studios and create every part of a 3D film in just 10 days. This 3Dami camp is open to students aged 13 to 18.

If selected, you get to create your very own Pixar style film. 3Dami works with industry mentors and world class 3D researchers to get all the support you need.

Students need to demonstrate enthusiasm and independent working by submitting a portfolio. You can see some portfolio examples [HERE](#). To enter, complete the survey [HERE](#)

ScreenSkills 2020 Summer Studio delivered by 3Dami



Online event 1: July 6th – July 17th (10 places)  
Online event 2: July 27th – August 7th (20 places)



## CALLING ALL ASPIRING LAWYERS

WHITE & CASE

**The future of law is global**

White & Case is a pioneering international law firm, with a diverse team of local, US and English qualified lawyers. They work with some of the world's most respected and well-established banks and businesses, as well as start-up visionaries, governments, and state-owned entities.

They are offering students a free virtual work experience programme allowing you to gain practical skills and experience and a first-hand insight into life as a White and Case lawyer, experiencing the realities of cross-border law. To register click [HERE](#)

# QUALIFICATION

## NEW QUALIFICATIONS: T LEVELS FROM SEPTEMBER 2020

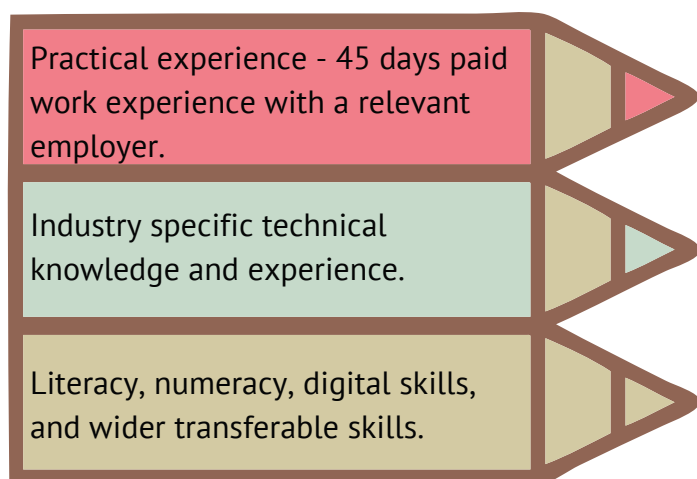
Students will be introduced to another post 16 option, T Levels. T Levels will change the future of technical education for 16-18 year olds. These two year programmes follow on from GCSEs and offer a viable alternative to A Levels, BTECs and apprenticeships.

### WHAT ARE THEY?

T Levels are new courses and will be equivalent to 3 A levels. These 2-year courses have been developed in collaboration with employers and businesses so that the content meets the needs of the industry and prepares students for work.

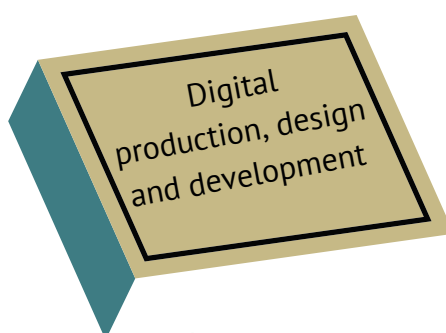
These are a mixture of classroom based academic learning and practical employer-based work experience.

### ALL T LEVELS INCLUDE:



### WHAT SUBJECTS CAN YOU STUDY?

The technical qualifications for the first 3 T Levels have now been approved by the Institute of Apprenticeships and accredited by Ofqual for teaching from September 2020. These will be in:





By 2025 T levels will be available in 25 different job sectors such as agriculture to catering and digital technologies to education.

To start with, these are only being offered by a small range of colleges to trial them. You can check to see which T levels are being offered in your area by clicking [HERE](#).

#### WHAT ARE THE ENTRY REQUIREMENTS

You will need 5 GCSEs grade 4 - 9 including English and Maths. A level 2 vocational qualification and a level 2 functional skills qualification in English and Maths.

#### HOW IS THE COURSE ASSESSED?

By a mixture of different methods from industry projects to exams and industry set tests.

#### HOW LONG WITH THE T LEVEL TAKE?

2 years - although you could be taken onto an apprenticeship scheme by the employer during the course of your T level qualification.

#### OPTIONS AFTER THE COURSE?

You will have the experience to progress to the next level of the job area you have trained in, giving you higher education.

#### WHEN WILL THEY START?

The first 3 T levels will be available at selected colleges, schools and other providers across England in September 2020. A further 7 T levels will be available in September 2021 with the remaining courses starting in either 2022 or 2023.

Please see [HERE](#) a list of providers who will be offering T levels in 2020 and 2021.

Students who complete a T level will receive an overall grade of pass, merit, distinction or distinction\* and will be awarded with a nationally recognised certificate showing a breakdown of why they've achieved. It will also confirm that a student has met the minimum requirements for Maths and English qualifications.

#### UCAS TARIFF POINTS

T levels will provide several progression options to students. These include skilled employment, an apprenticeship and higher education. To help T level students get into higher education, UCAS tariff points will be allocated to T levels. UCAS points will only be allocated to the overall T level grade. Students must achieve at least an overall pass grade to receive UCAS points.



**Please be reminded that if you apply to any of the opportunities listed, drop me an email for me to chase up your applications.**

Thank you and best of luck!

Mrs Laurenzi - [laurenzs@highlearn.uk](mailto:laurenzs@highlearn.uk)