



3 July 2020



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MESSAGE FROM THE HEADTEACHER

ANTI-RACISM STUDENT VOICE

We are arranging a student voice exercise led by Amani Simpson, one of our school governors. The process involves an anti-racism survey, which we encourage all students to complete. After the surveys have been completed a group of black and black mixed heritage students who completed the survey will be invited to attend an online meeting with Amani to discuss the experiences of being a black student at Highlands school. Students should go to their tutor group Google classroom for more information and to access the survey.

I would also ask students to make sure they are accessing their weekly assemblies in the Google classroom.

VIRTUAL SPORTS DAY

Our virtual sports day starts on Monday. Please use the link inside this newsletter or the link in your P.E. Google classroom stream to take part.

SCHOOL REOPENING TO YEARS 12, 10 AND 9

Since Monday school has been open to students in years 10 and 12 and some students in year 9. Not all schools have been able to offer taught lessons to students and very few have been able to bring year groups other than years 10 and 12 back to school. We have done this through the hard work and commitment of the staff and the leadership team who have overseen the process. We are aiming to give every class a subject specialist teacher and invite every year 9 student back to school but we are still operating with fewer teaching staff than normal and each teacher can only teach one, 'bubble' of students. Everyone who is available is supporting; I have taught English for the last two weeks! We have published our risk assessment and guidance documents. If you have not seen our plans, the key documents can be viewed by clicking this link. [HERE](#).



Highlands School News



3 July 2020

ARRANGEMENTS FOR SEPTEMBER

The government published guidance on school reopening yesterday. We will be carefully processing the information and working with the Highlands School Governing Body and the local authority to put our plans together for September reopening. However, the plans for the start of term remain unchanged:

Thursday 3 September: staff training day

Friday 4 September: staff training day

Monday 7 September: year 7 induction day

Tuesday 8 September: year 7 and year 12 induction day

Wednesday 9 September - Friday 11 September: phased return of all other year groups

As soon as we know more about how the government plans to reopen schools we will set out clear plans for the phased return of all students from Wednesday 9 September, how normal teaching will be resumed and the approach we will be taking to catch up, intervention and the curriculum.

END OF YEAR ASSESSMENTS

From the 15 June, all subjects stopped delivering new topics and started providing 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.

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 have started providing audio clips to narrate over slides to assist with explaining key concepts to students. Initial feedback on the audio explanations has been very positive. If audio clips do not work, students should use Google classrooms to let their teacher know. All subjects are now offering a weekly clinic, in these online clinics students will be able to post questions to teachers, who will be able to answer them.

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.

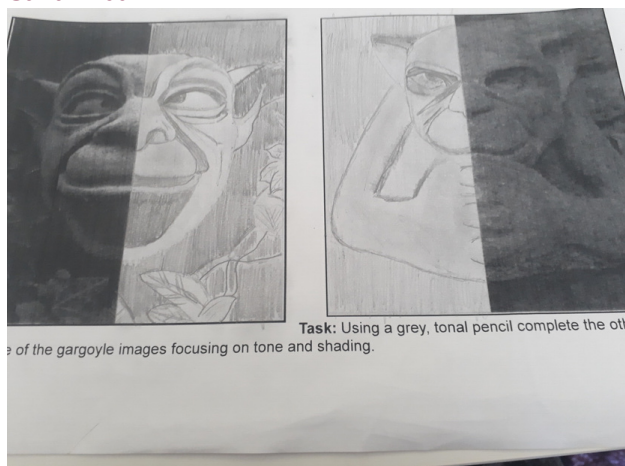
## CELEBRATION OF STUDENTS' WORK

**Year 7** have been looking at Giorgio Morandi's work in art and you can see **Selma Tivnann's** great work on the right.



**Year 7** have been doing some great work practising tone and shading in their art lessons. **Mr Larter**

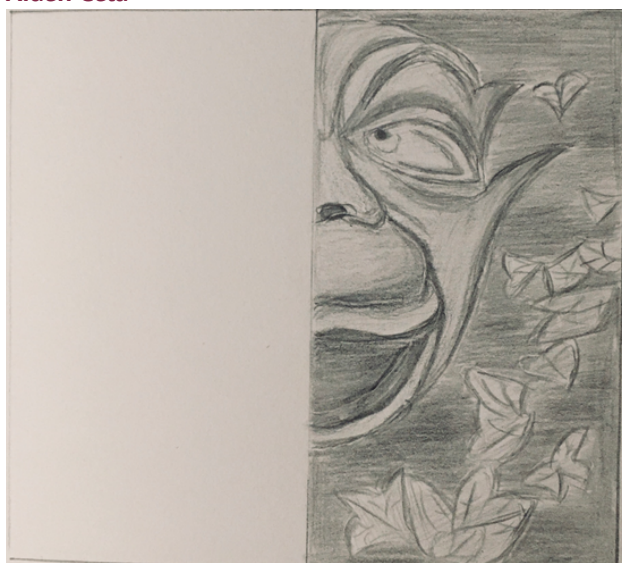
**Saira Akdam**



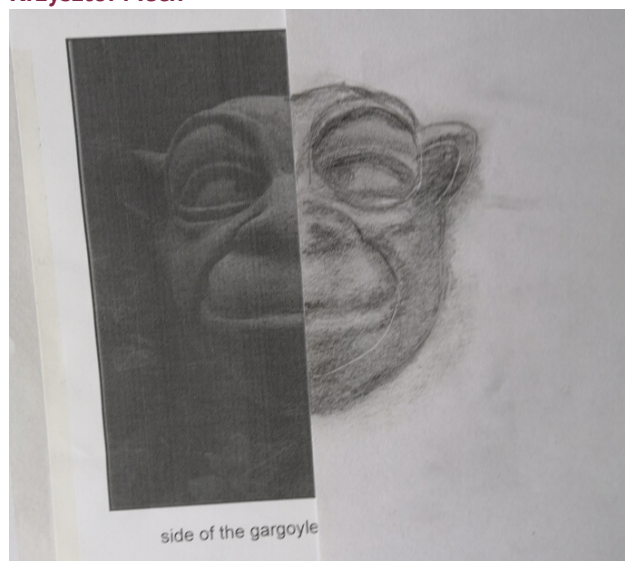
**Thomas Holloway**



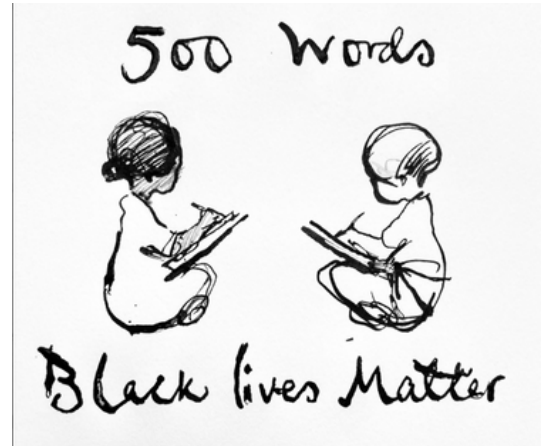
**Aiden Cela**



**Krzysztof Mech**



## STORY WRITING COMPETITION



**The Chris Evans' 500 Words: Black Lives Matter** competition is intended to encourage important conversations at home, at school and across the nation on the issues emerging from the movement.

From **Monday 29 June** budding storytellers can send in their entries. Chris Evans has teamed up with Michael Underwood and Angellica Bell, who are also on the judging panel, along with Malorie Blackman (renown children's storybook writer) to encourage children aged 5 to 13 to put their thoughts on the global conversation into words but no more than 500.

Entries can be in various forms, including poetry and should be drawn from the children's own thoughts and experiences. The beloved competition has previously seen more than a million stories submitted on topics about everything from technology to climate change.

The popular initiative encourages children to tap into their own creativity and imagination, using storytelling to share their experience and understanding of how different ethnicities and cultures interact.

One hundred of the stories could even be collated as a book. The 500 Words team said "The narratives we write and share matter. We ask children to draw on their own experiences and feelings to create a story that can be as imaginative and visionary as they want."

"Storytelling is a must!"

More information and details about the competition can be found [HERE](#). Ms Maple



## HEADTEACHER AWARDS



### HEADTEACHER'S AWARD

Charlie Dowle (Year 7)



### HEADTEACHER'S AWARD

Coshan Ozkor (Year 8)



### HEADTEACHER'S AWARD

Zeren Secgin (Year 9)



### HEADTEACHER'S AWARDS

Emily Bauluck (Year 11)



### HEADTEACHER'S AWARD

Amelia Mills (Year 12)





# GOAL ACHIEVED



## ACHIEVEMENT AWARDS



PHOTOGRAPHY COMPETITION

**YEAR 8**



Candice Grossmann



Holly Miller



Jessica Milne

**YEAR 10**



James Brooks

**YEAR 8 DANCE COMPETITION**



Aleesha Ali



Alexia Chrysostomou



Poppy Pountain



# Top of the Bench

Congratulations to all our Chemistry students who have been working so hard via Google Classroom since lockdown.

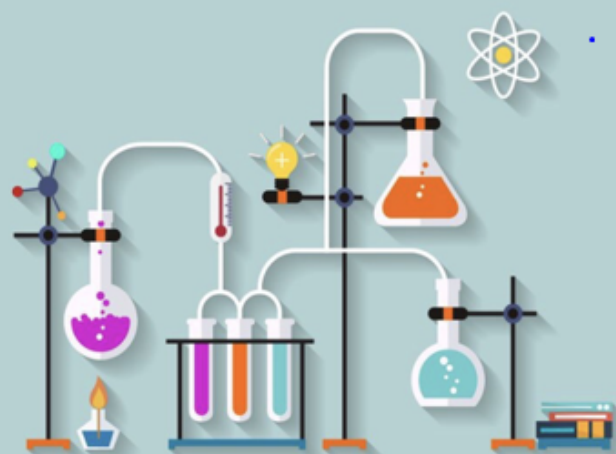
The following pupils deserve particular praise as they have maintained a 100% record of completing every single piece of work posted for the last twelve weeks:

## Y11 Chemistry Aspirational Classroom

Thara Dean, Melanie Karayiannis,  
Chris Kkamaris, Ellie Muzzlewhite,  
Oliver Pocock, Karla Seibutyte,  
Maya Szymecka and Ethan White.

## Y12 Chemistry A-level

Ellie Andreou, Liana Chowdhury,  
Charlotte Dodd, Clare Hamid,  
Naomi Leighton, Leon Martin,  
Amelia Mills, Zara Satti and  
Maya Zmajkovic.



THANK YOU & WELL DONE ALL OF YOU!!! Mrs Smith & Miss Lakhani



## EFFECTIVE STUDY TIPS

### TIP #5 Taking notes

Last week we explored visual methods of organising large volumes of information which is what you will face for subjects as you prepare for the end of year assessments. This can be quite daunting. However, in most cases, students will want to have a mixed economy of revision materials as this helps build strong schemas in the brain and also introduces variety to study resources.

So this week, we are going to explore the ways in which we take notes. There are a number of creative ways that this can be done to get away from folders containing endless reams of paper which are covered in black and blue ink - not very appealing!

### CORNELL NOTE TAKING

This system of taking notes is very well established in universities and can serve us very well too. Below are the basic rules, a blank template page in which to record notes and an example.

#### Step 1 - Prepare your paper



Create a two column table, with the left hand column taking up  $\frac{1}{3}$  of the page. Seven lines from the bottom, draw a line across the page.

Now your page will look like the image above.

[illegible]

- The left-hand column should be entitled Main ideas/ Key vocabulary/ Key questions
- The right hand (larger) column should be entitled Notes, Answers, Definitions, Examples
- The seven line section at the bottom of the page should be entitled Summary

By dividing your page, you are organising your notes. This helps because:

- 1 You are chunking information (see week 3).
- 2 You are reducing cognitive load (meaning your brain is less cluttered), allowing you time to think.
- 3 Rather than copying text which then is easily forgotten, by asking questions, identifying key vocabulary and summarising, you are actively engaging in the note writing process.
- 4 You can space your studying by writing the questions, key vocabulary and notes, filing the notes away and then next week, writing the summary.
- 5 You can cover one or two sections of the page and try to recall them and write them out on a new page to see how much you can remember.

|  |             |                                                                                                                                                                                                       |
|--|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | ecosystem   | a group of living things and their physical surroundings                                                                                                                                              |
|  | habitat     | a place where an organism lives                                                                                                                                                                       |
|  | pathogens   | a variable that causes harm from organisms                                                                                                                                                            |
|  | biosphere   | the life supporting layer of the earth and all the organisms<br>• millions of species of living things<br>• millions more of unclassified                                                             |
|  | Structure   | 175 parts                                                                                                                                                                                             |
|  | function    | what it does                                                                                                                                                                                          |
|  | ecosystem   | we live in the entire biosphere<br>as small as a drop of water containing unicellular organisms                                                                                                       |
|  | habitats    | • atmosphere, like air is the ocean<br>• on land, you can find them in a marsh<br>• in a river habitat<br>• everything has a set of physical surroundings such as the amount of sunlight, temperature |
|  | Land biotic | <u>biotic</u> = living<br>• temperature<br>• precipitation<br>• soil<br>• oxygen                                                                                                                      |
|  | Ecosystem   | biotic + abiotic                                                                                                                                                                                      |
|  | Habitat     | biotic + abiotic                                                                                                                                                                                      |
|  | Summary     | 1. Location: The three spheres, where in the system, and put 3 major spheres in a box                                                                                                                 |

|                                                                                                                                                                                                                                                                                   |                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                   | Student Name _____                                                                                                                                                  |
|                                                                                                                                                                                                                                                                                   | History _____                                                                                                                                                       |
| Topic: <u>The Holocaust</u>                                                                                                                                                                                                                                                       | Date _____                                                                                                                                                          |
| What is the Holocaust?                                                                                                                                                                                                                                                            | The systematic killing of 6 mil. Jews by Nazis<br>- MW 1938-45<br>- others targeted—Gypsies, disabled, Soviet<br>Jews of war, etc. up to 1 mil. children            |
| Why did Hitler hate these people?                                                                                                                                                                                                                                                 | Nazis = racist<br>-German people = master race "the best"<br>-Jews, Gypsies, Blacks = the inferior p.<br>-Nazis persecuted, took away human rts.                    |
| How could so many be killed so fast?                                                                                                                                                                                                                                              | Killings in open fields before concentration<br>camps built to gas & cremate the bodies system<br>-Dachau was first<br>-Auschwitz-Birkenau = largest killing center |
| Why didn't the Jews fight back?                                                                                                                                                                                                                                                   | Jews forced to live in ghettos, food withheld,<br>lost strength, terrorized, beaten, then killed                                                                    |
| Summary—Many years ago the Germans who were Nazis tried to kill all the people they thought were inferior. They were racist and built concentration camps to make killing them easy and fast. The Jews were courageous but could not fight back after being so beaten and afraid. |                                                                                                                                                                     |

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## MESSAGES FROM STAFF




Just a little message from the Behaviour team, we are all missing you. Get involved in the virtual sports day and keep a lookout for Miss T and Ms Ranger's efforts LOL. Keep well, remain positive and support your friends too. Take care

Behaviour Team

I just wanted to remind you all of how amazing you are for adapting to the change that has been thrown on you so well. I hope this quote reminds you of how fantastic you can be. Stay safe.

Mrs Selim



You are braver than  
you believe, and  
stronger than you  
seem, and smarter  
than you think

Christopher Robin

KidsHelpPhone.ca

# NOTICES AND CONTACTS

## SAFEGUARDING GUIDANCE

Please take a look at the information [HERE](#) for guidance on safeguarding for parents.

## 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) **Ms 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)





## HIGHLANDS SCHOOL VIRTUAL SPORTS DAY 2020

Hopefully, you have managed to see the Virtual Sports Day website by now, but just in case you haven't, please find the link [HERE](#). On the website, you will find the current points tally, event information, messages from your heads of house and much more! Students will need to be logged into their highlearn accounts to be able to view it.

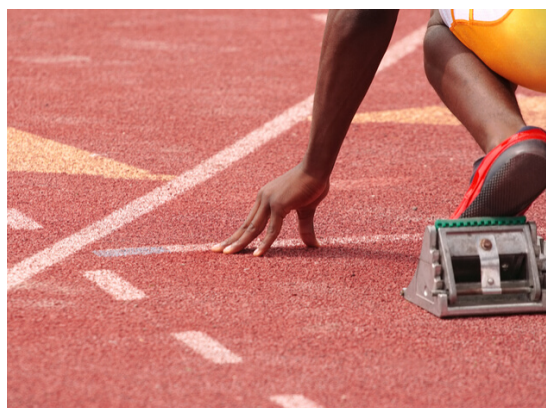
### WHEN IS IT?

**Monday 6 July - Friday 10 July.**

The events will be posted daily and students will have from 9.00 a.m. - 4.00 p.m. that day to complete the task and upload their evidence.

### WHAT ARE THE EVENTS?

- Monday - Sally up, sally down
- Tuesday - Steps to success
- Wednesday - Ready, eggy, go
- Thursday - Hit me with your best shot
- Friday - Destination unknown



There are currently teaser videos on the website and the full details of the event will be posted on the day. Each day there will also be videos of some attempts from various staff members, so be sure to watch those!

### ADDITIONAL COMPETITIONS

Also running throughout the week we have three additional competitions, these are:

- ★ A house badge competition
- ★ A competition to design the sports day medals
- ★ An Olympic quiz competition

The details and entry forms for all of these competitions are on the home page of the website and you will earn further points for your house if you enter them.



The PE department urges you to enter as many events as you can, to earn as many points for your house; even your teachers are getting involved! Remember, the key to winning Sports Day is participation so regardless of what you think your ability is, get involved! As the famous saying says, Every Little Helps!

# Careers



## Here are just some of the courses and workshops on offer:

Cooking, animation, martial arts, first aid, music production, fashion & design, health & fitness, rap club, drumming, dance, boxing, football and employability skills.

Currently the courses are available on a first come first serve basis – so don't delay in booking!

Register for activities [HERE](#).

For the Summer Uni activity booklet click [HERE](#).

## ENFIELD SUMMER UNIVERSITY 2020 IS STILL ON!

Summer Uni 2020 will offer interesting and exciting summer courses and workshops for young people aged 11 to 19 and best of all, it's completely free!

Due to the current unprecedented situation of Covid-19, this has been developed as a flexible programme that can be delivered in the context of social distancing in either of the scenarios (lockdown eased off or remaining).

There is a combination of face to face and a virtual online platform, where young people will be able to register and have access to a range of courses and activities.

This year there will be no sign-up event, however young people can register online and set up their profile. After registering young people can select up to 3 courses.

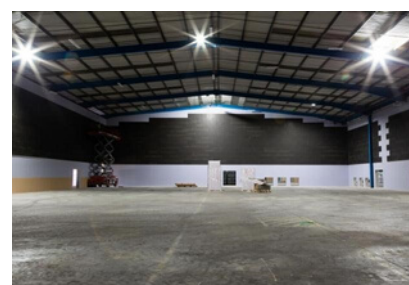
## OMA FILM AND TV STUDIOS TO OFFER POTENTIAL APPRENTICESHIP SCHEMES FOR LOCAL PEOPLE

Film and TV company, Location Collective is preparing to open OMA Film and TV studios later this summer. An industrial site in Enfield has been chosen to host the huge new film studios which is claimed to be the largest in London by the company behind the project.

The 139,000 sq. ft OMA film studios are designed to allow more productions to be filmed in the UK in response to growing demand from international companies, comprising of four soundproofed stages, three workshops, two stores, and a 95-bark parking lot.

Global filming activity has risen steadily in the UK over the past decade. Figures from the British Film Industry show total spending on UK film and high-end TV production reached 3.62 billion pounds in 2019, a 16 per cent increase on the previous year.

The creative industries make a large contribution to London's economy and OMA Film and TV studios will complement Enfield Council's plans to support good quality, long-term jobs for local people, along with the potential for apprenticeship schemes.





## WHAT IS LABOUR MARKET INFORMATION?

**LABOUR MARKET INFORMATION (LMI)** is the name for facts and figures about jobs and employment. The information is used to give an overall picture of the past, present and future of work. The labour market is the term used to describe the amount of people working and looking for work and the amount of jobs.

### WHERE DOES LMI COME FROM AND WHY IS IT COLLECTED?

Labour market information comes from a range of official surveys and sources. It is used by the government, education providers and businesses to help make future plans.

### WHY IS LMI IMPORTANT TO STUDENTS AND PARENTS/CARERS?

Keeping up to date with what is happening in the labour market is important for anyone making career related decisions about their future. Crucially for young people, LMI also covers future demand on what kind of jobs will be in demand after leaving school and what kind of skills will be needed.



### LMI CAN HELP ME WITH CAREER DECISION BY TELLING ME:

- What a job involves on a day-to-day basis.
- What opportunities there are in your region.
- Which jobs are growing or declining in different sectors.
- How much you might earn.
- How your interests and skills are relevant to jobs.
- How you need to prepare yourselves to compete for jobs in some sectors.

Looking at data might not be top of your list when thinking about your future, but it can open up how you think about work and careers.

### POINTS TO CONSIDER:

#### THE AVERAGE SALARY

There will be people with this job who are paid much more and people who are paid much less. Factors such as local area, industry and employer, as well as qualifications, skills and experience, all affect pay levels. Even in the same company, two people with the same job can have very different pay.

#### COST OF LIVING

There can be a huge difference in your outgoings in different parts of the country. Generally, living costs tend to be higher in London and the South East. Although, there are expensive places to live elsewhere in the UK.

**AVERAGE WEEKLY HOURS**

This figure indicates how many hours you can expect to work in your job. In some jobs, it is common to work long-hours. In other jobs it is rare to work above the average. Is time outside of work important to you? Looking at average weekly hours can help you think about whether a job may be a good fit.

**GENDER SPLIT**

This tells you what proportion of men and women do this job. Some job types have more male workers. Other job types have more women. Some are more evenly split.

**DESCRIPTIONS, QUALIFICATIONS & TASKS**

This section gives a general picture of what a job involves and what qualifications people starting the job type are likely to have. Does a job title sound exciting? Taking a closer look at the description and tasks can help you understand what's really involved.

**POPULATION LEVELS**

There may be more opportunities in London, but a more crowded and competitive job market. Your chance of getting a job could be greater in a region where there are fewer jobs, but less competition. More jobs, however, could increase your chances of success, so it can work both ways.

**EMPLOYMENT STATUS**

This shows the percentage of people in this job who work part-time, full-time or who are self-employed. Sometimes there is a link between gender and the number of part-time workers. For example, more women than men try to balance work with childcare or other family commitments: 36 percent of nurses are part-time; 86 percent of nurses are female. Less than three per cent of electricians are part-time; one percent of electricians are female.

**WHEN YOU WORK**

Some jobs involve shift work or irregular hours. This can make a big difference to how you feel about your job. It's worth thinking about how the hours you work will affect you now and in the future.

**FUTURE EMPLOYMENT**

No one can predict the future so the figures in this section are a best guess. Experts consider whether the need for a job is likely to increase, stay around the same or reduce. This information could be useful if you're trying to decide between two different career paths and want the best possible chance of getting a job.

**EMPLOYMENT BY REGION**

Your local area may be different to the region. This is often the case with cities and rural areas.

**TOP 10 INDUSTRIES FOR THIS JOB**

This helps show the different industries where people with this job work. It is more relevant for some jobs than others. For example, project managers work in a wide range of industries, so it might be helpful to have an idea of which industries have the most jobs. You might also find there are lots of opportunities in an industry which you didn't associate with a job type.

## WHAT ABOUT LMI FOR ALL?

The LMI data is supplied by LMI for All, a project designed to make labour market information more easily available to inform career decisions, funded by the Department for Education and run by a consortium led by the Institute of Employment Research at the University of Warwick.

## EXPLORE DIFFERENT OCCUPATIONS USING THE CAREEROMETER WIDGET

Careerometer widget can be used to explore and compare key information and learn about different occupations and identify potential careers.

Simply type in the title of the job you are interested in and the widget provides a series of options from which you can select the most relevant to you. You can then look up another two occupations and compare.



For more information see [HERE](#).

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