



Highlands School News



04 December 2020



WHAT'S INSIDE

Message from the
headteacher

Achievement points
winners

Progress reporting at
Highlands School

Chemistry event

Enfield workshops

Wellbeing

Notices & contacts

Careers

COVID-19 UPDATE

We had further cases of COVID-19 at highlands this week. As a result we have several members of staff who are self isolating. Next week we will not have enough staff to have all seven year groups in school. As a result we are asking year 8 and year 7 to work from home. This is not a decision that we have taken lightly but we have to make sure that we can safely operate the school and make sure there are enough teachers to teach the timetabled lessons. Work will be set on Google Classroom for students in these year groups. If your child in year 7 or 8 does not have a device that allows them to work from home on Google Classroom, please let the school know. A summary of arrangements for the year groups is as follows:

- **Year 7:** all at home next week (7th-11th December), returning on Monday 14th December except those who are self isolating.
- **Year 8:** all at home next week (7th-11th December), returning Monday 14th December except those who are self isolating.
- **Year 9:** all return to school next week, Monday 7th December, except those who are self isolating.
- **Year 10:** all in school except those who are self isolating.
- **Year 11:** all in school except those who are self isolating.
- **Year 12:** all in school except those who are self isolating.
- **Year 13:** all in school except those who are self isolating.

Students who are self isolating because they have been in contact with a confirmed case of COVID-19 will also continue to have work set on Google Classroom.

All decisions we make around infections and isolation are made following the guidance of Public Health England. We spoke with them at length today to discuss the situation at Highlands and to make sure our decisions were in line with their guidance.

DPR UPDATE ON STUDENT ACADEMIC PROGRESS

On page 3 of this week's newsletter is information on the DPR - our reporting system on academic progress. This is the programme that allows parents and carers to see how much of the curriculum students have learned, and how secure that learning is. Parents and carers should log in with their children and have a look at the data together. Please read page 3 for more details.



@Highlands_sch



@highlandssch

YEAR 11 MOCK EXAMS AND NEXT STEPS

Last week was the final year 11 mock exam. Over the next two school weeks students will receive feedback on their papers, but we will not be sharing the attainment grades or predicted grades with students before Christmas. In January we will invite parents and carers to a virtual parents' evening when staff, students and parents and carers can discuss the outcomes of the mock exams and post-16 options. In January our after school intervention programme will restart and we will ask certain students to remain in school after 2:30pm in order to attend catch up sessions. The year 11s approached their mock exams with diligence and maturity, thank you to parents and carers for supporting them with this.

RELATIONSHIPS, SEX EDUCATION, HEALTH EDUCATION AND PSHE POLICY

As well as the newsletter, you can see information on the consultation process for our new relationships and sex education, health education and PSHE policy [HERE](#). The information pack includes a link to our full policy, as well as a short survey for parents and carers to complete if they wish to. The deadline for this is Monday 7th December.

Vincent McNerney, headteacher



Year 9

- ★ Emma Dowle, 9WHE
- ★ Daniel Drysdale, 9WLM
- ★ Ruby Horn, 9WLM
- ★ Mar-Valisha McGhan, 9BSP

Year 12

- ★ Abigail Miller, 12RTA
- ★ Mia Benbow, 12BAL
- ★ Sophie Doogal, 12OMA



ACHIEVEMENT POINT WINNERS

Year 7

- ★ Isla Kirkland, 7RNC
- ★ Daniel Lam, 7RNC
- ★ Kenzie Weiszho, 7ONK

Year 10

- ★ Harrison Swanton, 10RCX
- ★ Ronald Agyeman-Duah, 10BJT
- ★ Amelie Smith, 10OJM

Year 13

- ★ Sophie Rogers, 13ODC
- ★ Oliver Bierman, 13WJQ
- ★ Rachelle Masala, 13ODC
- ★ Karamveer Sondh, 13WJQ
- ★ Caterina Thompson, 13WJQ

Year 8

- ★ Stephanie Anastasiades, 8WMT
- ★ Daisy Webb, 8WMT
- ★ Gracie Mae Ticehurst, 8OSD

Year 11

- ★ Joshua Northrop, 11RCT
- ★ Adriel Nyarko-Duodu, 11BCS
- ★ Lucy Rawding, 11BCS
- ★ Katherine Rogers, 11RKA
- ★ Paolo Saturnino, 11RCT
- ★ Jessica Warren, 11RKA



PROGRESS...



PROGRESS REPORTING AT HIGHLANDS SCHOOL

Last week we released the latest application grades for students through the [Dynamic Progress Report website](#).

There is now a single log in for each student linked to their school Google account. To log into the DPR click on the Google link at the bottom of the login page and enter the student's school Google email and password.

The report also includes subject lists of the key learning objectives to be covered by students throughout the academic year and allows you to track progress towards meeting these objectives.

Teachers will make judgements throughout the year on progress towards these key objectives and update these regularly.

The report uses 4 colour coded judgements:

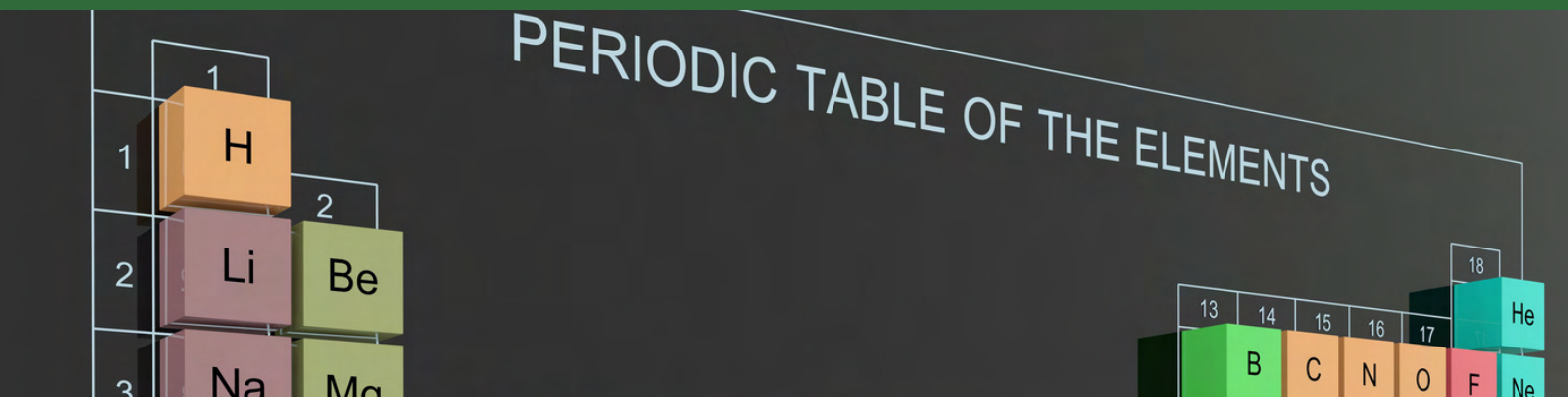
white	N		Not yet taught	
blue	E	Emerging	The objective has been taught but understanding is not yet developed.	Help will be needed from the teacher or online.
amber	D	Developing	The objective is understood but it is not yet secure.	Further independent practice is needed.
green	S	Secure	The student can reliably meet the objective most or all the time.	Revisit regularly to keep up this standard.

The DARE and homework application codes, at the bottom of each subject page, measure attitude to learning. They are judged on a 4-point scale. The full descriptors for the grades are written on the back of every exercise book.

O	Outstanding	G	Good	I	Inconsistent	C	Cause for concern
---	-------------	---	------	---	--------------	---	-------------------

To help understand any reasons for a judgement of inconsistent or cause for concern, the teacher may have selected a comment code from the list below to highlight the most significant factor affecting progress.

- 1. Concentration:** Easily distracted in lessons
- 2. Behaviour:** Inappropriate behaviour in lessons preventing progress and that of others
- 3. Attitude:** Arriving for lessons in a manner which makes focusing on learning difficult
- 4. Equipment:** Not bringing pens, pencils and other equipment to lessons
- 5. Classwork:** Not always completed to the best of ability
- 6. Previous knowledge:** Not using knowledge and skills learned in previous lessons
- 7. Independence:** Not able to work unsupervised either in class or at home
- 8. Coursework:** Not completing coursework or Controlled Assessments on time and/or to the best of ability
- 9. Absence:** Work missing due to poor attendance/punctuality and failure to catch up
- 10. Extenuating Circumstances:** There are issues which the school is aware of that has an impact on progress



CHEMISTRY EVENT

Last week the new year 12 chemistry students gathered in the library for an outstanding day where they discovered the incredible places chemistry can take you. In five sessions, students heard fascinating scientific and personal stories from experts. The talks were designed to complement the curriculum and inspire students with future directions. They were interactive, engaging and motivational.

Our year 12 students learned about mercury, the most beautiful yet most reviled element of the periodic table from Andrea Sella. Andrea is a synthetic chemist, broadcaster and true inspiration for the next generation. We also heard why Chile went to war over bird's mess, how to build an aircraft carrier out of ice and why a fighter jet flew into a mushroom cloud when we delved into the chemistry of conflict with award-winning science journalist and author of *Superheavy*, Kit Chapman. From conflict we moved to energy, as engineer Hayley Loren took us through the story of nuclear fusion, challenging assumptions and illustrating how chemistry is used to answer difficult questions regarding safety and reliability. We also took a sneaky peek at fission and asked if this will ever be a reality. The chemistry of colour is complex and beautiful. Nanochemist Jamie Gallagher showed us the wonder of the quantum rainbow, from the quantum confinement effects of nanomaterials to the conjugated double bond systems of organic molecules. We discovered the invisible secrets of the materials world with Anna Ploszajski as we took a tour from the earliest stone tools to the information age and beyond. Anna is an award winning materials engineer and science communicator on a mission to get people fascinated by the ordinary stuff which makes up the world around us. We saw plenty more faces through the day, illustrating the many amazing places chemistry can take you and providing inspiration for future careers. And to help our students reach their career goals, there was a special session packed full of advice on revision and tackling exams from an experienced teacher and examiner.

All in all it was a fascinating and informative day and I really hope that the students enjoyed it.

Mrs Smith, Head of Chemistry



Maya Szymecka, year 12

"The 'Chemistry in Action' conference was a very enjoyable experience. Despite not being able to attend it in real life, the experience was just as amazing through the screen! It was great to hear speakers passionately talk about their area of chemistry. My personal favourite was the talk about nuclear energy's positives and negatives, and how it can benefit the climate change crisis. I also liked the prepared Q&A system through an application, where we could ask the speakers individual questions."



Please see below details on workshops Enfield are offering. These workshops are for parents and young people on how to manage anxiety.



SUPPORTING YOUR CHILD WITH THEIR FEARS AND WORRIES

FREE ONLINE PARENT WORKSHOP WITH THE EDUCATIONAL PSYCHOLOGY SERVICE

Join an Educational Psychologist and the Children's Wellbeing Practitioners to hear how to:

- Support your child with their fears and worries
- Manage your own anxiety



**Tuesday 8th December
8 to 8.45pm**

All parents & carers welcome.

To book, please email:
eps-sews@enfield.gov.uk
or telephone 0208 379 2000



MANAGING YOUR WORRIES AND MOOD THIS WINTER

FREE ONLINE WORKSHOP FOR YOUNG PEOPLE

Join an Educational Psychologist and the Children's Wellbeing Practitioners to hear how to:

- Sleep, eat and exercise well to manage your feelings day to day
- Use mindfulness and other strategies to cope with your feelings of anxiety and low mood
- Recognise what helps you to be resilient



**Tuesday 15th December
7.30 to 8.15pm**

All 13-18 year olds attending Enfield schools & settings are welcome

To book, please email:
eps-sews@enfield.gov.uk
or telephone 0208 379 2000



WELLBEING

25 daily tasks to improve wellbeing

Try one activity a day to improve your physical and mental health



<input checked="" type="checkbox"/> DAY 1 Write down three things you're grateful for in your life. GRATITUDE: <i>People who write about gratitude tend to feel more optimistic, experience better sleep and less stress and generally feel happier about their lives.</i>	<input type="checkbox"/> DAY 2 Drink six glasses of water throughout the day. 	<input type="checkbox"/> DAY 3 Try to think of three things that you can donate to charity at the weekend.	<input type="checkbox"/> DAY 4 Aim to walk 10 000 steps today. If you walk to school, try taking the longer route. 	<input type="checkbox"/> DAY 5 Aim to eat five pieces of fruit or veg today, especially that piece of fruit in your lunch bag.
<input type="checkbox"/> DAY 6 Do a chore in the house without being asked e.g. cleaning your room or washing the dishes.	<input type="checkbox"/> DAY 7 Go for a walk or run before it gets too cold! EXERCISE: <i>Being active is not only great for your physical health, but it can also cause chemical changes in your brain, which helps to improve mood and reduce stress.</i>	<input type="checkbox"/> DAY 8 Make yourself a hot drink and enjoy it undistracted. 	<input type="checkbox"/> DAY 9 Spend at least thirty minutes outdoors in the fresh air and nature. Don't forget to wrap up warm!	<input type="checkbox"/> DAY 10 Research 'healthy snack recipes' & try to cook them in batch to have throughout the week.
<input type="checkbox"/> DAY 11 Tell a teacher what you enjoy about their lessons. 	<input type="checkbox"/> DAY 12 Write down your 'perfect morning routine' and try following it over the next few days.	<input type="checkbox"/> DAY 13 Spend some time doing something with a family member, such as playing a game.	<input type="checkbox"/> DAY 14 Plan to do something nice or helpful for someone close to you. RELATIONSHIPS: <i>Maintaining good and healthy relationships can help build a sense of belonging and self worth and improve our mental and emotional wellbeing.</i>	<input type="checkbox"/> DAY 15 Have a night off from using social media.
<input type="checkbox"/> DAY 16 Write down five things that you want to achieve by the end of the week.	<input type="checkbox"/> DAY 17 Listen to your favourite Christmas song and sing or dance! 	<input type="checkbox"/> DAY 18 Make an active decision to smile more today. Remind others to smile too! 	<input type="checkbox"/> DAY 19 Think of a new hobby to try over the school holidays. 	<input type="checkbox"/> DAY 20 Download a relaxation app to your phone and try using it.
<input type="checkbox"/> DAY 21 Do something that makes you feel good, such as walking the dog, having a bath or baking a cake. 	<input type="checkbox"/> DAY 22 Watch a TED talk or short documentary on a topic that interests you. TED Talks	<input type="checkbox"/> DAY 23 Give yourself a tech free evening and turn off all your devices at least one hour before bed.	<input type="checkbox"/> DAY 24 Leave a positive note for a family member to find in your house. 	DAY 25 MERRY CHRISTMAS

www.theparentsguideto.co.uk

NOTICES

STAY SAFE

We are always here to support our students whenever they need it. If students feel like they need any kind of support, please speak to a member of staff on the school premises so we can help.

Alternatively, when off school premises or 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



MULTICULTURAL MENU IN CANTEEN

To celebrate the upcoming cultural celebrations, our school canteen will be serving food from different countries once a week until the end of the year.



Thailand: 10/12/2020

Main: Thai beef and coconut

Vegetarian: Thai yellow vegetable curry

Dessert: Carrot cake served with custard



Greek: 17/12/2020

Main: Lamb moussaka

Vegetarian: Vegetable moussaka

Dessert: Olive oil cake served with custard



REMEMBRANCE DAY POPPY APPEAL

As part of the induction project, year 7 students study aspects of colour theory. One of the homework tasks for this project is to produce a collage using a pair of complementary colours.

As Covid-19 made it difficult to purchase poppies for Remembrance Day, students were given the opportunity to create a "Poppy" collage, using the complementary colour pair, red and green.

Students were able to display their poppy on the 11th November, in a window at home. We then asked students to bring in their poppies, so we could create a display of their wonderful collages, here at Highlands School.

We have some very creative and talented year 7 students at Highlands School and their work has produced an amazing display!

The art department



CAREER OF THE WEEK

Social Worker

Social workers support people who are having difficulties in their lives. In the role you'll work in a variety of settings such as local authorities, NHS trusts or the voluntary and private sectors with a diverse client base including children, adults, the elderly, families and those with disabilities, addictions, learning difficulties and mental health issues.

Local authorities are struggling to recruit full-time social workers and due to the overstretched nature of children's services there's an increasing demand for enthusiastic, forward-thinking graduates to fill vacancies.



Social work is a graduate profession so you need to be educated to at least degree level and it's now possible to qualify through a newly developed social work degree apprenticeship.

Find out more information from the British Association of Social Workers [HERE](#).

MOOC (massive online open courses) of the week

Create a professional online presence

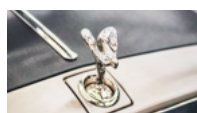
Harness the power of social media to create the right impression with employers. How we present ourselves online is becoming increasingly important, both personally and professionally. Explore the various elements that make up your online presence. Consider your privacy and security settings, and discover how what you post might impact different audiences. You will also explore the suitability of different online platforms for your social media presence and discover the impact that conduct and tone can have when applying to your future pathways. Register for this course [HERE](#).



Virtual careers fair

Tuesday 8th December, 5.30 - 6.30 pm

Employers and course providers from all over the UK are exhibiting at a series of school leaver careers fairs. Take the opportunity to meet employers, ask questions and watch videos to help you decide what you would like to do once you leave school or college. Claim your place for free now! Click on the logos below to choose and register to them.



Member of the SNC-Lavalin Group



CAN I REALLY MAKE A CAREER FROM VLOGGING?

Vlogging is one of the newest jobs to surface and is becoming an increasingly popular career path worldwide. But is it a viable option? From the outside, it seems easy – all you have to do is video yourself doing the things you love. This could be make-up and fashion, gaming, cooking, travel, art, and more. Rumour has it that a successful vlogger can earn up to £50,000 a month. While vloggers like Zoella, PewDiePie, and James Charles are able to make that sort of money, it's not the case for everyone as there is no regulation for vloggers.

The nature of the internet means vloggers have the opportunity to talk to a huge audience and will often have fans from across the globe. It can feel rewarding to see nice comments from your fan base although this has downsides too. Many vloggers have come under fire and receive hateful comments and messages. It is important to always be aware that this is the reality and it could happen to you.

If it's something you think you'd like to try, here are some tips to give you a head start:

Be yourself.

Don't try to emulate a vlogger you really like, they're already taking that approach, and they've got the subscribers for their style. People can tell if you're being genuine or not and doing something just to create drama can put people off.



Stick to a theme.

Viewers like to know what to expect from an account they're subscribed to. If your account is about being vegan, don't start talking about sports cars just because that subject is trending or getting lots of views right now. Your vlog is a brand and if you stick to that brand, it will be a lot easier to market yourself.



Talk to your favourite brands.

These days it is hard to make money out of pre-video ads. Your best chance of making money is by pitching to brands you use regularly. Make sure it is clear how it will benefit them, not just you.





Make a plan.

It's a good idea to plan what kind of success you want from your channel. You might decide that you want to gain 10 new subscribers a week, or you might even set yourself a target of having 500 new subscribers in 3 months. Whatever the aim, make it realistic.

Don't spend too much.

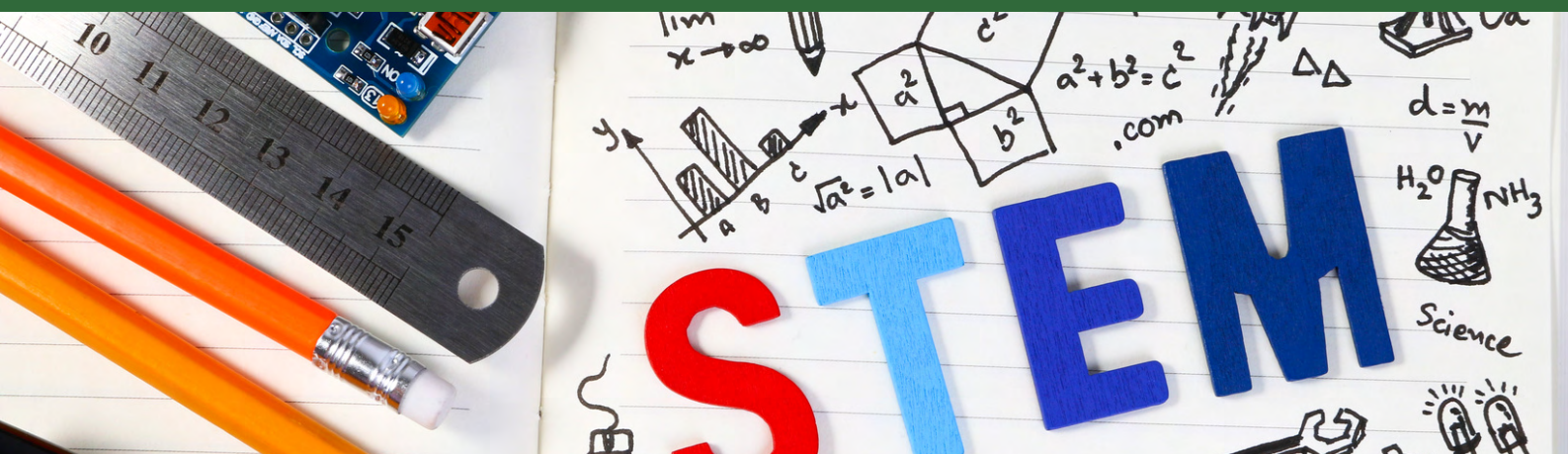
When you're starting out you really don't need too much flashy video gear, such as expensive cameras and editing software. It is likely your smartphone or a fairly priced camera will do.



Enjoy yourself!.

If you start an account and it feels like a chore, you're unlikely to be able to generate viewers.

While it is possible to make a career by vlogging, you need to be ready for a lot of uncertainty and an inconsistent wage. If you make it big, it's likely you won't have to work another job, but for most vloggers, this is a side-job that can help boost your main income.



NUFFIELD RESEARCH PLACEMENTS WEBINAR



Nuffield research placements are engaging, real-life research projects, where year 12, or equivalent, students have the opportunity to make a meaningful contribution towards the work of a host organisation.

They are a fantastic way to encourage your students to learn more about a career in STEM research and have been shown to increase access to university courses in STEM subjects. There is no financial cost to you or your school and, in addition to the benefits for your students, getting involved with Nuffield research placements will raise the profile of your school in your local community. It will enable you to forge links with researchers in your area, in universities, industry and the voluntary sector.

To get your students involved in this fantastic opportunity take a look at the [eligibility checklist](#) to identify students that may be suitable and recommend they apply. We recently updated our eligibility criteria to focus on students that are financially disadvantaged so please keep this in mind. As a result, some students may also be eligible for additional support via a bursary.

Find out more at our webinar:

If you are a teacher or parent/carer of a student or a STEM/STEM-related professional who wants to find out more, register for our free webinar.

Date: Friday 11th December, 12:30 – 13:15

To register click [HERE](#).

If you are unable to attend you can also contact your regional coordinator for further information on Sally.Moore@setpointherts.org.uk.



BIOLOGY IN ACTION

We are really excited to be welcoming so many of you to [Biology in Action](#) online on December 8th. If you don't have tickets yet this is your last chance!

Join Professor Tim Spector, Professor Nessa Carey, Dr Helen Pilcher, Greg Foot (and special guests) and Dr Rohin Francis as we take an inspirational tour of the latest and greatest of biological research and applications. Click [HERE](#) to book now.



KING'S COLLEGE LONDON - USING COMPUTATIONAL BIOCHEMISTRY TO DEVELOPMENT NEW MEDICINES

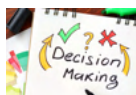
Year 11 Highlands Biochemists work on a simulation that helps to discover potentially novel therapies to target Covid-19 or Alzheimer's Disease

In conjunction with King's College London, Chemistry researchers Dr Grace Walden and Dr Helen Coulshed gave our year 11 students an opportunity to walk in the shoes of a Biomedical Researcher this week. Our students worked on a computational biochemistry program, Pymol, to discover the ideal drug candidate for neurological diseases. They were given four potential drug candidates and needed to decide which one(s) they thought would have the best interaction with the protein.

The transferable skills they practiced during the session were:



Critical thinking



Decision making



Independent learning



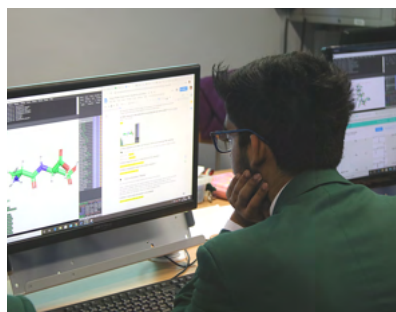
Interdisciplinary working



IT skills



Time management



A group that will be receiving the headteachers award for demonstrating great teamwork and all the skills required to be fantastic researchers are:

Dina Michael

Margot Farnes

Sanjana Persand

Well done to all the students who participated and thank you for being fantastically engaged!

Dr Len, STEM Leader





KING'S COLLEGE LONDON - USING COMPUTATIONAL BIOCHEMISTRY TO DEVELOPMENT NEW MEDICINES



CHEMISTRY OUTREACH CONFERENCE



KING'S
College
LONDON

Would you like the opportunity to attend a scientific conference with King's College London Chemistry?



Complete one of our
#Outtheboxthinking experiments.
These can be found at
www.kcl.ac.uk/chemistry/outreach
www.kcl.ac.uk/chemistry/outreach/open-access-labs



Create a scientific poster of your
results. You can see examples of
scientific posters from our
outreach events on our Instagram
and Twitter pages.
[@kclchemoutreach](https://www.instagram.com/kclchemoutreach)



Email your poster to us at
chemistry-outreach@kcl.ac.uk to
apply for the opportunity to
attend the conference. Posters
should be sent as a PDF with the
subject line #Outtheboxthinking

For more information contact Dr Grace Walden at chemistry-outreach@kcl.ac.uk #Outtheboxthinking