



Highlands School News



5 FEBRUARY 2021



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This week is Children's Mental Health Week, the theme for this year is 'Express Yourself.' It is an opportunity to raise awareness about the importance of maintaining positive mental health, whilst also addressing common misconceptions. This week we held assemblies for all year groups to encourage students to practice methods of expressing themselves and to be kind to themselves. You will find this theme runs throughout this week's newsletter.

I would like to thank parents, carers and students who completed the surveys on our remote learning provision last week. Over 1000 of our students completed the survey we sent to them.

Approximately 160 parents and carers completed their survey. We have used this information to continue to improve our remote learning provision. We continue to increase the amount of live teaching that we are offering students.

All students should now receive some live teaching in each subject. It is an expectation that students attend live lessons when they are on unless there is a reason that makes this impossible.

The overall sense from the survey was that a blend of live and pre-recorded teaching best suits the needs of our students; live teaching as it allows interaction with teachers, pre-recorded teaching as it allows students to plan their day more flexibly and work at a time that suits them (this was strongly felt in families where more than one child might share a laptop or Chromebook).

We are continuing to use our CPD and development time to support staff in making sure that online resources are of an appropriate length and difficulty. Please keep sharing your feedback on our remote learning provision with us, we value it.

In this week's newsletter, the frequently asked questions and general guidance on remote learning is shared again.

Mr McInerney
Headteacher
Highlands School

QUESTIONS

I think my child is being set too much/too little work.
How much work should students be set each day?

Why is Highlands School not offering more live teaching?

What should I do if my child finds the work too difficult or they do not understand the work?

What are the deadlines for the classwork set each day?

Where do I go for support IT issues or support with a laptop to access remote learning?

ANSWERS

All students are set five lessons per day, apart from on a Wednesday when they are set four lessons. These lessons are released according to the day the students would usually be taught their lesson. The school has recently reviewed the amount of work being set for years 7 and year 8 students and all teachers will be reducing their narrated lessons to 40 minutes. This includes approximately 20 minutes of teacher instruction and 20 minutes of student independent work. Each student is an individual and may take longer or shorter amounts of time to complete the work set. For GCSE and A-Level subjects, we are continuing to provide students with 65-minute lessons of remote learning.

We have increased the amount of live teaching and most students should be getting a mix of live and pre-recorded lessons. We try to have an evidence-based approach to our teaching decisions and principles and, at present, there is not a sufficient body of research to suggest that live teaching supports learning better than pre-recorded lessons. However, students and staff have been very positive about live teaching and we understand that live lessons can have a positive impact on student well being, particularly as it gives them an opportunity to interact with their teacher. We have increased the proportion of lessons that are being taught live and this will continue to increase. We expect students to log in to Google Classroom and join their lessons when they are live.

The type of work set will be specific to each subject. If students do not understand a specific piece of work then they should contact their class teacher through Google classroom or their highlearn Gmail and request further clarification. If your child is having issues with a specific subject then please contact the school via the postbox with details of the subject and the teacher and your query will be forwarded to the relevant member of staff.

To enable students to manage their workload each day and to easily see work deadlines on Google classroom, we have asked all teachers to set a work completion deadline for the day the work was set. This only applies to classwork and not homework. For homework, which might be a weekly exit ticket, an essay or a longer piece of work than would usually be done in a lesson, the teacher will set an appropriate deadline.

For technical issues such as passwords and logins, please use the IT support email (itstudent@highlearn.uk). Please contact your child's head of year or the school postbox to ask about the availability of devices.

QUESTIONS

Why am I receiving CR codes via the My Child at School app and through an email?

My child is experiencing emotional challenges, what support can the school offer?

My child has an EHCP/SEND and they need additional support with their remote learning, what support can the school offer?

I am not happy about my child's predicted grades, can these be changed?

ANSWERS

Logging CR codes is the school's way of ensuring that we keep track of students' level of work completion in each subject. We understand that in some cases students are unwell, or have a personal/family reason why they have not completed the work on a particular day, but CR codes will still be issued as part of our process. The CR codes and the parent email follow up process is to keep parents and carers informed. CR codes do not carry any negative behaviour points. Parents and carers can also monitor CR codes through the **My Child at School App**. Parents and carers have said that they are not able to see the subjects for which the CR codes are issued. This guidance video [here](#) will show you how to do this. It is worth noting that if **students have the app** they can see the teacher and the subject that has issued the CR code.

We have a range of pastoral support services on offer. These include appointments with our school counsellor, mentoring support from a behaviour mentor, welfare check-ups from form tutors, and support from our family liaison officer. Where needed we can make referrals for support to external agencies. We have weekly assemblies and PSHE lessons to support students' well-being. Heads of year also have two weekly drop-in sessions a week where students can access support or use this as a time to have some interaction with their head of year and peers. Our live lesson offer is increasing which also supports student well being. To share information with us about your child's welfare or to request support you may either email your child's head of year directly or email **staysafe@highlearn.uk**

Each LSA offers bespoke support to their key students. This will include one or more of the following depending on the student's needs; email support, phone call support, additional scaffolded resources, video meeting support. We have also launched our Lexia reading intervention to targeted year 7 and year 8 students. Targeted year 10 and year 11 students have been invited to booster maths and English sessions. Please email the school post box for requests of support for SEND students, and a member of our learning support team will be in contact.

The reason for sharing predicted grades is to support student progress and identify ways to improve. These January predictions cannot be changed unless there has been an administrative error, and we would ask that you do not request changes from teachers. This is not the final GCSE grade but is an indicator at this point, midway through this academic year, and we would expect that some students make further progress before June. Where predicted grades are lower than expected, staff will support students by highlighting gaps and identifying additional revision material.

QUESTIONS

How will GCSE, BTEC and A-Level students be assessed?

What do the grades on my year 10 or 11 child's results sheet tell us/mean?

ANSWERS

Although the planned examinations have been cancelled, we believe that final grading will still include formal assessments under exam conditions in the summer. However, the amount and timing of these assessments are under review. We will share information when we have it. It is important that students continue to work on all tasks set to the best of their ability and to continue revising previous work on a regular basis. Coursework should continue as directed by teachers.

Target grades are calculated using prior attainment (usually year 6 SATs) and represent the exceptional performance of students compared to students at similar starting points. (Performance in the top 20% of the band.) Mock grades are an indication of the standard of the work included in this assessment. They do not indicate a grade that would be awarded to a student in a full set of assessments or a grade that would be attained if the final assessment were taken at this point. Predicted grade ranges are given as an indication of likely attainment at the end of the course based on the evidence available at this stage. They are not final assessment grades and may rise or fall depending on performance during the course. We will not be sending mock papers home at this stage because students require the teacher's explanation to understand what they need to do to improve. When we know more about what the summer assessment will involve and when we will be returning to school, we will make any necessary decisions about mock papers that have not yet been returned to students. For further information, please refer to our [18th Jan](#) letter to year 11 parents and carers and the [narrated slides](#).

Head of a year email

If for some reason, your child notices that their learning is missing, they should contact their head of year by email immediately to let them know. Please also feel free to give us feedback, as it helps us improve our remote learning provision.

Year 7

Ms Halstead halsteadr@highlearn.uk

Mr Moustafa moustafaK@highlearn.uk

Year 8

Mr Joseph josephr@highlearn.uk

Ms Junker junkern@highlearn.uk

Year 9

Ms Berrill berrillv@highlearn.uk

Year 10

Ms Ace acen@highlearn.uk

Year 11

Ms Murdock murdockv@highlearn.uk

Year 12

Ms Theodorou theodorouj@highlearn.uk

Year 13

Ms Sheikh sheikhm@highlearn.uk

Vulnerable student and key worker on-site provision

- We will be offering in-school provision for children to meet the DfE criteria of vulnerable and the children of key worker parents.
- Parents/carers who have a change of circumstances should email jesuthasanc@highlearn.uk.
- Parents/carers should not send their child into school if they have not booked a place in advance.

School counselling

- The school counsellor will move all counselling appointments to video or phone call appointments.
Students who are not currently seen by the school counsellor, but would like to, should email staysafe@highlearn.uk

Mentoring

- Key workers will offer virtual mentoring sessions for students on their caseload.

Free school meal students

- Families eligible for free school meals will continue to receive vouchers from Edenred.
- If your child is on our free school meal register but you are experiencing any issues receiving these vouchers please contact jesuthasanc@highlearn.uk

Safeguarding

- There will be a safeguarding team available each day.
- Our staysafe@highlearn.uk email address will be checked throughout the day.
- Students and parents/carers can use this email address for any safeguarding or welfare concerns.

IT support for students working from home

Our IT team will be working during office hours and can be contacted on the email address itstudent@highlearn.uk. They can help with login problems that can not be resolved online.

There are several initiatives in place to support IT provision for home learning and resources are beginning to reach school for distribution.

Students must have:

- a suitable device to access the internet with a keyboard. This may be windows or chrome based laptop, a tablet device or other device with a built-in web browser. Some games consoles offer browser access but will need a keyboard to fully engage with the material.
- a connection to the internet. The use of video can increase the data consumed.

If either of these are proving a barrier to learning it is important that you communicate with the school. We have already given out Chromebooks to support learning at home and have just received a further batch from the government. We have a small number of mobile data devices that generate local wifi and provide internet access.

If you wish to discuss any issues relating to the accessibility or affordability of internet access or devices please contact the behaviour mentor or head of year in the first instance so that we can consider how best to support your child.



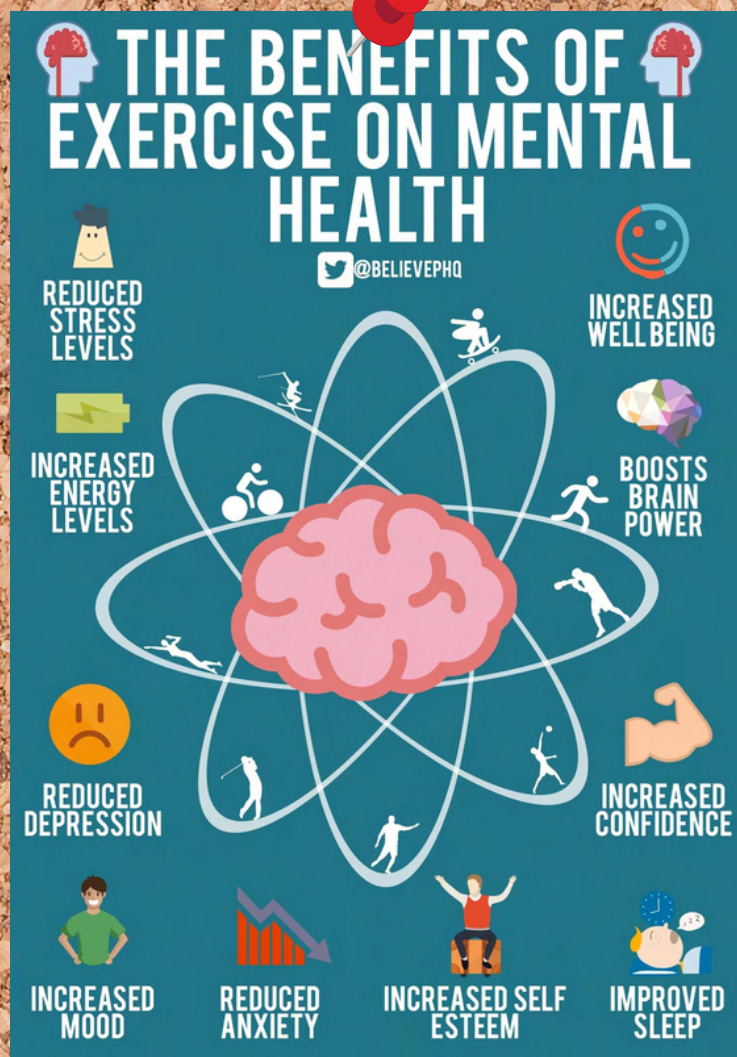
PHYSICAL EDUCATION

Just a reminder to all students to be as active as possible!

- Please complete 1 to 3 of the core PE lessons
- Look to be active daily and complete daily exercise
- Find challenges that keep you active
- Record daily exercise in fitness logs
- Remember to record PE lessons in fitness logs



Well
Done



" Well done to Thea Haines, Joseph Penn, Mario Stavrou and Jack Thornton in Y13 for their excellent A Level PE work and effort"

Mr Avann

PHYSICAL EDUCATION

Well done to all students who have been completing their fitness logs! Below is a list of students who have been nominated for a special mention following the completion of their fitness logs. Teachers have nominated one student per class.

- 7B/pe1 GAV Carey Kirton
- 7B/pe2 SWL Elaina Fitzgerald
- 7O/pe1 GCH Nicholas Georgiades
- 7O/pe2 WHE Sophia Charalambous
- 7R/pe1 GCH Diego Deda
- 7R/pe2 SWL Sumiya Mohamed
- 7W/pe1 RJG Liam O'Connor
- 7W/pe2 WHE Elisia Huetsen-Varnava
- 8B/pe1 GAV Aiden Cela
- 8B/pe2 WHE Josie Jones
- 8O/pe1 GAV Nathan Fisher
- 8O/pe2 WHE Eleanor Smith
- 8R/pe1 RJG Charlie Northrop
- 8R/pe2 SWL Emma Smith
- 8W/pe1 RJG Luke Tyrimos
- 8W/pe2 WHE Daisy Webb
- 9a/pe1 GCH Nico Manning
- 9a/pe2 GAV Benjamin James
- 9k/pe1 GAV Christian Princewell
- 9k/pe2 RJG Jovan Kirton
- 9k/pe3 WHE Jasmin Mustafa
- 10a/pe1 AJO Harry Bierman
- 10a/pe2 GAV Christos Tokkallos
- 10a/pe3 WHE Kristiana Alexandrou
- 10k/pe1 AJO Jonah Annett
- 10k/pe2 GAV Matias Raymond-Semerak
- 10k/pe3 WHE Sophie Evans
- 11a/pe1 AJO Lida Alimohammadi
- 11a/pe2 GAV Ashton Rolph-Ridley
- 11a/pe3 VBE Ali Hassan
- 11a/pe4 SWL Daisy Heath
- 11k/pe1 AJO Nicholas Andreou
- 11k/pe2 RJG Victor Anosike
- 11k/pe3 WHE Sibel Soyer
- 11k/pe4 VBE Eden Parley



STUDENT SPOTLIGHT

"In last week's newsletter, I presented information about many of our Jack Petchey winners this year and explained the nomination and awards process.

I would like this week to highlight one of our winners in Year 10, **Francesca Bocchetti**.

Francesca won the Jack Petchey Award after being nominated by many members of the school community including several teachers. Francesca is an enthusiastic, dedicated and hard-working student, who is always trying to identify how she can achieve her very best in every subject she studies. Francesca's dedication and positivity have really shone through in recent years as she has taught herself to read without her coloured overlays.

Francesca is dyslexic and found that using a coloured overlay helped her to process words and read easier. This in turn helped her understanding and comprehension of the content of what she was reading, thus building her knowledge. Francesca did, however, think that if she got too used to using the coloured overlays, then later in life when these might not be readily available in any given situation she might not be able to adjust.

She has therefore worked very hard to train her eyes and mind to read without them, a massive achievement for which she has been recognised for by the Jack Petchey Award. This is a great example of what positivity and hard work can achieve.

Well done and we are all very proud of you."

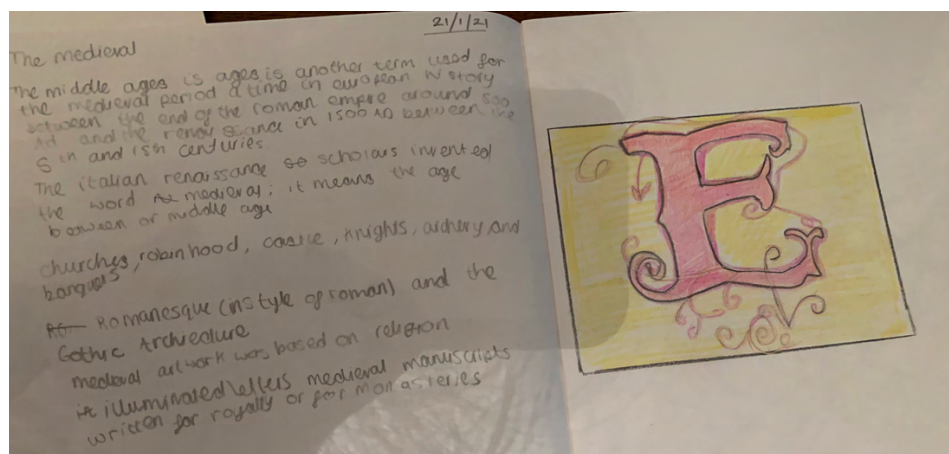
Miss Brown





YEAR 7 ART WORK

Our Year 7 students have been getting creative whilst studying Medieval Art. Students had to complete a task on drawing an Illuminated Letter. Below are some of the pieces that have been made by our students. Well done to all, they look amazing!



Emilya Mert, 7WSB



Atlas Durmus, 7WSB



Nehir Kalaycilar, 7WSB



Aryan Arjomand, 7WSB



MENTAL HEALTH

CHILDRENS MENTAL HEALTH WEEK

Watch our Royal Patron HRH The Duchess of Cambridge's video message to mark Children's Mental Health Week.
Click on the video below to watch!



MUSIC AND MENTAL HEALTH

In the current situation, our wellbeing and mental health are more important than ever and music can be a powerful tool in helping support us and our children and young people through what may be difficult times.

In conjunction with Enfield Music Service and **Children's Mental Health Week (1st – 7th February)**, Enfield Music Service have specially commissioned three brand new videos from Inspire-works to support the recovery curriculum and improve wellbeing. Each video is a fun, interactive workshop built around body percussion activities proven to reduce stress and anxiety and boost the immune system. Students can join in from school, from home, or from wherever they are! [CLICK HERE](#) to check them out.

To find out more about Inspire-works' resources and workshops to support mental health and wellbeing, [CLICK HERE](#).

Enfield Music Service has continued to produce their own series of termly SingingWell resources and shared the most recent (1440 minutes, by Andy Silver) last week. In case you didn't receive it, you can download the resource, which contains links to backing tracks and other resources produced by the Music Service from The Hub website [CLICK HERE](#).

Finally, Music Mark has also collated a selection of mental health and wellbeing resources aimed at musicians, educators, young people, those working in the music education sector, and anyone looking for ways to support their wellbeing, to access [CLICK HERE](#).

Keep the arts alive.

Mrs L. Miller and Mrs D. Maple



MUSIC AT LONDON'S CENTRE FOR YOUNG MUSICIANS

Are you looking to make music in a fun and supportive environment?

With a diverse range of classes and performance opportunities for 5 – 18 years, **London's Centre for Young Musicians (CYM)** is a great place to help you achieve your musical goals. Many students go on to have successful careers in music and the performing arts, or simply have lots of fun with new-found friends whilst taking their musical ambitions to the next level.

Applications for September 2021 entry close at midday on Monday 15 March.

Sign up for CYM's online open day on Saturday 13 February [CLICK HERE](#).



WORKSHOP FOR TEENAGERS



**ARE YOU A WORRIER?
DO YOU GET STUCK IN
YOUR THOUGHTS?**

FREE ONLINE TWO-PART WORKSHOP FOR TEENAGERS

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

- Manage your thoughts
- Use mindfulness
- Reduce the power which your thoughts have over you

Session 1: Tuesday 9th February 4-5pm

In this session we will share the strategies and give you the tools to put them into practice.

Session 2: Tuesday 23rd February 4-5pm

An opportunity for you to feedback your progress, ask questions and troubleshoot



**All young people in secondary school
years 7-13 welcome.** Your parents are
welcome to join you if you'd like them to.

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





STEM ANNOUNCEMENTS

Maths in Action

We are pleased to announce the next event for Maths in Action is taking place later this term. The event is being live-streamed ONLINE, allowing students to join in from home for the ultimate day of inspiring and enriching content. The event takes place March 15th 2021, [CLICK HERE](#).

Vicky Neale and Alex Bellos will be hosting a pair of practical sessions relating to puzzles and number theory and Michael Blastland will be stunning us with statistics. With Sara Jabbari, who will demonstrate her medical mathematical models, and Bobby Seagull, setting out his dream team of mathematicians, we are all set to bring you a jam-packed day of mesmerizing mathematics!



Get into medicine

Attention all year 10, 11 and 12 students another round of GET INTO MEDICINE, GET INTO DENTISTRY and GET INTO VETERINARY MEDICINE CONFERENCES are now available!

Highlands students can use the awarded funding code 'HIGHLEARN' to get £50 FREE! The coming dates are:

- Get into Medicine - Saturday 13th Feb
- Get into Veterinary - Saturday 20th March
- Get into Dentistry - Sunday 14th March

If you want to take advantage of your school's funding, please [CLICK HERE](#) and follow these steps:

- select which conference you wish to attend
- place your event in the basket
- on the bottom left-hand corner type HIGHLEARN and apply your coupon, you will find the code will remove your £50 balance and you can continue with your conference booking

We look forward to meeting you and welcoming you to the Medic Mentor Family!



NOTICES / CONTACTS

CHILDLINE

Childline is a free, private and confidential service where you can talk about anything.

Important update: Childline is working a little differently because of Coronavirus. However, you can still speak to a counsellor every day from 9am - 3:30am.

Visit www.childline.org.uk



LIBRARY NOTICE

The library have published several news articles online. Please encourage your child to use 'The Day' when researching contemporary topics. See below for the links.

Online newspaper (The Day) [CLICK HERE](#)

Storytelling week [CLICK HERE](#)

Free online books [CLICK HERE](#)