



ST EDWARD'S SCHOOL NEWSLETTER

SPRING TERM 2021

HEADTEACHER'S UPDATE

Dear Parents and Carers,

The Spring term began with a single day on campus before schools were closed to all but vulnerable and key worker children. This was a difficult beginning to an unusual term, not least as we had come so far in the Autumn term, getting students settled back into learning on campus.

Familiar systems swung immediately into operation, the 'Spirit of St. Edward' was resurrected, and staff and students moved seamlessly into remote working. This time around there was greater familiarity with TEAMS, among both staff and families. We took the decision to have around one live lesson within every three lessons on average. This was to conserve the move towards guided independent learning for students, and it also enabled time away from screens for children and staff. From the many positive comments that we received we feel that this was the right decision; and we anticipate a similar 'soft landing' for students, to that we experienced in September, in their learning ahead, now that they have returned to school.

Lateral flow testing on a large scale was a major logistical undertaking in recent weeks. The professionalism of staff involved in testing was remarkable, and has played a significant part in the lowering of COVID risks, and in providing a

degree of reassurance to students, staff and parents. The scale of testing was only made possible by the army of volunteers who attended preliminary training, and then oversaw testing, alongside staff, for varying amounts of time during the testing fortnight. It was wonderful to hear the many positive comments about the professionalism of the set-up, the approaches of staff, and the behaviour of our students. I am so grateful to the many people who volunteered their time to help us.

As you will have seen, it is our intention to revert to teaching in specialist subject areas soon after we return from the Easter break. Apart from the benefits to learning, through use of specialist equipment, it will enable teachers to be present to welcome students to lessons, and for students to have opportunities of movement through the day. We will be keeping COVID risk assessments under constant review.

Ahead are many decisions about the compilation of GCSE and 'A' level grades, and it is our intention to create a robust, fair and transparent process. In addition to the largest number of applications in memory for Year 7 this September, we have seen a significant growth in applications to our 6th Form, which, given the sustained increase in academic standards, is very

encouraging.

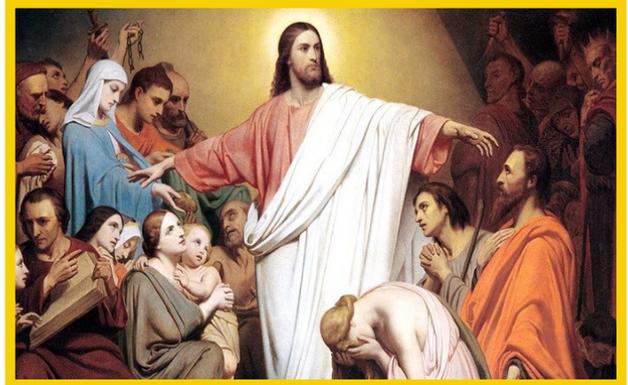
You will be aware of the exciting project under development, to build a new dining hall for Autumn 2022. We plan to have a large lower dining area, opening into an outdoor eating area; and a mezzanine level for 6th Form students and staff. This new facility, at the centre of the campus, will be a wonderful new area for all of our students to enjoy. The Friends of St Edward's will be helping us with various fund-raising events and initiatives, and if you feel that you can take part and/or contribute, we would be so grateful. For further information, please contact: friendsofstedwards@st-edwards.poole.sch.uk.



This term we say farewell to Mr Roth, who, as the former subject leader for English, has taught here for 23 years. He will be moving to teach in Exeter. He has contributed so much to our school, both academically and spiritually, and we wish him and the family every success in the years ahead. We also say goodbye to Mrs Banks, who is returning to teach in the North, and thank her for her excellent work in the English department throughout this challenging year of COVID.

Mrs Collins, our Communications Manager, will be leaving us to support her husband's business. We thank her for her great work here, and wish her every success in the future. The celebration of Easter is well placed in Spring. All around us we see signs of new growth, signs of hope. We are invited to see that goodness can be brought out of apparent disaster, and that with God, all things

are possible. We hear the words of the Risen Christ to his Disciples; "Do not be afraid". I, and my colleagues, together with the Governing Body of our school, send all of our families Easter greetings, and look forward to seeing you soon.



CHAIR OF GOVERNORS

It was good to know that some Governors were able to join the volunteers in the organisation of the testing at school. They commented that the students were incredibly cooperative, friendly and polite. The parents and carers who volunteered were extremely supportive, and worked so well with the St Edward's staff to ensure that everything was well organised. Governors were also able to check that all of the safety protocols were being observed, and that these were monitored effectively. Well done, and thank-you to all concerned!

This last year has confirmed to us how fortunate we are to have an outstanding staff team, both teaching and support staff. As a result, it's not surprising to see the

large number of students wanting to join us in September, including our sixth form. All staff and students deserve their Easter break.

On a personal level, I always look forward to Easter Day, not only because of the Easter eggs of course, but also because we are reminded on that day that Jesus isn't a dead, historical figure but someone who is very much alive.

With best wishes from the Governors for a happy and safe Easter.

Wyn Jones (Chair of Governors)

ART

We have been so pleased to welcome back our students in the last few weeks. Art has been a challenging subject to teach remotely but we have seen some amazing work produced.

Our Year 10 students have been researching the charity WaterAid and responding to the work of the Charity through art.

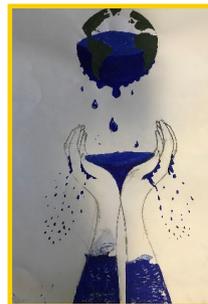


Ella Anderson produced a sculpture using the idea of a tap pouring out litter and waste and Helen Guppy produced a

painted and drawn design, both thought provoking pieces.

We have been exploring across our curriculum this term the power of art to convey a message or comment on a social issue. Year 9 are working on a home-learning project entitled 'Art for Social justice' and Year 8 have been learning about 'Guernica' the powerful mural produced by Picasso commemorating the tragic bombing of the small Spanish town Guernica in 1937.

Our Year 13 Art and Photography students are busy preparing their portfolios for interviews for admission



to the Foundation Diploma course at the Arts University Bournemouth. This year they have to prepare a Digital portfolio as they will not have face to face interviews. They are very much looking forward to developing their creative education at the AUB.

During lockdown the Art Department ran a school Photography competition, we have had some amazing entries. The themes were: bubbles, exercise and Hands, face, space.

Here are some of the entries. The competition is still open to all students and staff and will be judged at the start of next term.





As soon as we returned to school the Art rooms were filled with a 'creative noise': Year 8 working with clay, Year 7 painting, Year 9 working on African masks, Year

10 drawing and painting fresh fruits and vegetables and Year 11 busy completing their GCSE Portfolios. Year 12 are exploring Portraiture and Acrylic painting.

It has been wonderful to have our students back and our Art rooms full!
Mrs Biggs and Mrs Morris

BUSINESS



Congratulations to all those 6th Form students who have chosen to take part in the Young Enterprise competition this year. They are continuing to do well, and are demonstrating their commitment, creativity, determination, independence, and entrepreneurial flair.

Young enterprise is an international competition where students set up their own Private Limited Company and run it

from October until April. This year we have one company which is working with their adviser, Darren Dyer from Barclays.

On 17th March Isobel Coole, Joel Simpson and Jasper Morgan took part in a Dragon's Den Event where they pitched their business idea to a team of investors. The feedback they received was outstanding. The panel were in disbelief that Isobel, Joel and Jasper were not professionally in the workplace such was their industry standard presentation.

Mr Kilpatrick

What is our product?

- Our business idea consists of a range of boxes that are filled with products based on a certain theme, and targeted at a certain market.
- Our themes consist of...
 - gaming all night box
 - beauty and a bath
 - luxury movie box
 - movie night mayhem

In the next slides I will explain what these boxes look like and what is included and will look at our forecasted profit margins.

BESPOKE BOXES 2021



DRAMA



Firstly, we would like to say a huge thank-you to all the staff who took part in our All you Need is Love film. We had a great time creating this together for our 30th anniversary of being a joint Roman Catholic and Church of England school. If you missed it, it's still available to watch on our website.

This term, our Year 9 students have started work on the Stephen Lawrence Story leading up to his memorial on 22nd April and our Year 11 and Year 13 students are delighted to be returning to practical work after Easter, performing monologues and duologues, within government guidelines.

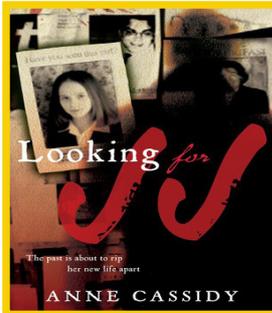
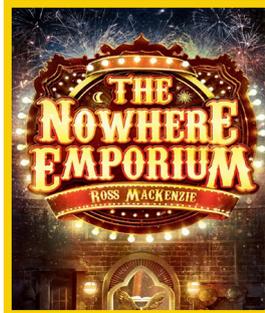
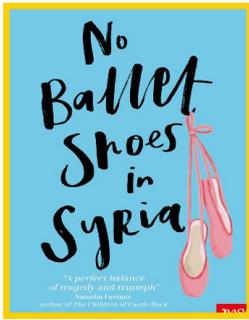
Ms Sinnott

ENGLISH

This term our Year 7 students have been reading a range of texts on the theme of pirates and travel. We are now seeing some wonderful examples of vivid description as they experiment with vocabulary and writing features that they have been exploring in fiction and non-fiction. Year 8 have been enjoying and writing their own detective stories and Year 9 have been studying and writing their own Dystopian Fiction. Year 10 have read a 19th Century

novel (The Strange Case of Dr Jekyll and Mr Hyde by Stevenson or A Christmas Carol by Dickens) exploring the values of Victorian Britain.

This term the English Department has started three new virtual Key Stage Three book clubs. These are held after school on Teams. Miss Le Rossignol's Year 7s are reading 'No Ballet Shoes in Syria' by Catherine Bruton, a



English are looking to appoint St Edward's first Poet Laureate. This student will be in Year 11 or 12 and will write poems for significant events at the school. Please send a poem to Ms Mottaghi on the theme of 'Bubbles' if you would like to apply for the position.

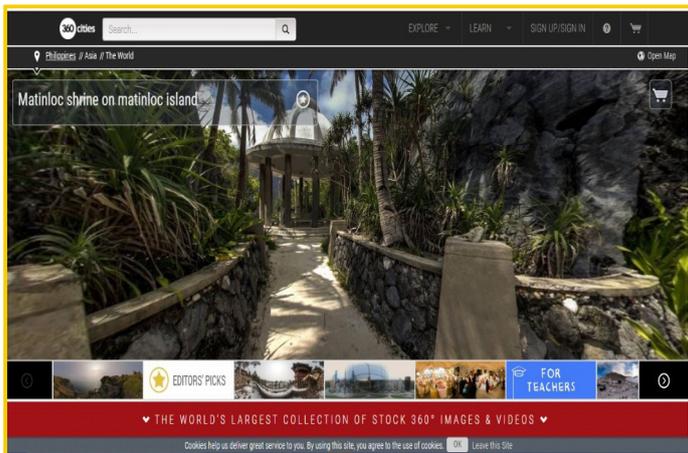
truly moving story about 11-year-old Aya who arrives in Britain after seeking asylum from Syria. Mr Broadbent is leading the Year 8 club, reading 'The Nowhere Emporium'. The main character, Daniel, plagued by bullies, accidentally finds 'a shop made from midnight bricks', where magpies with ruby eyes swoop around the books. Mrs Monso's Year 9s are reading 'Looking for JJ' (by Anne Cassidy). 18-year-old Jennifer Jones has just been released from prison for accidentally committing a crime. Please email Mrs Monso if you would like more information.

Year 12 Literature students have studied Shakespeare's The Tempest and during lockdown, Madeleine Lawrence created a beautifully illustrated book evoking the mood and themes of the play. This is now on display outside the English classrooms.

Ms Mottaghi



GEOGRAPHY



VR Helping to bring Geography to life

Students from Key stage 3 and 4 have been undertaking virtual field work using NearPod software. This has enabled them to be transported to the site of student accommodation damaged by the 2009 L'Aquila earthquake, seeing how ice core samples are drilled from glaciers as well as the classic weather conditions associated with winter anticyclones.

If you have an interest in exploring a particular location, or for planning a holiday <https://www.360cities.net/> is a good site for 360° images. You can either search by keyword or using their inbuilt Open map. You can view the images, including videos, either with or without VR goggles.

Mr Major

HISTORY

The Spring term has brought new and enriching opportunities for students of History at St Edward's. On the 9th February, Year 9 students, their families and teachers were able to join an online commemoration of the Holocaust, organised by the local branch of the Holocaust Memorial Day Trust and hear from survivor, Henry Schachter. Henry was born in 1939 and only survived the Holocaust because he was a 'hidden child'. Now living in Bournemouth, Henry shares his story raising awareness of the events that led to his parents death and that of six million European Jews, as well as the millions of victims of Nazi persecution, including homosexuals, Roma people,

disabled people and prisoners of war. Henry told of his parents move from Germany to Belgium and their selfless act of handing him over to a Christian nursery school teacher, who took in 3,000 Jewish children and found homes for them with Christian families. It was at this point that Henry, aged three, born Ariel Schachter, was renamed Henri Dufet. He recounted his last memory of his mother visiting him, on his fifth birthday, and the discovery that both his mother and father had died just before the liberation of the concentration camps. He spoke of how he was reunited with his uncle, entirely by chance, and his relocation with

family to England, where he built a life and family. Henry is passionate about sharing his story with the next generation and it was a great privilege to hear from him and know that his story, like that of other survivors, will continue to be told by the young people of St Edward's school. We hope to welcome Henry in person as soon as the opportunity presents itself.

More recently, our Year 12 historians



seized the chance to enrich their understanding of modern Britain by attending the London Centre for Public History and Heritage annual lecture – Voices of the Windrush Generation and Black British History. The evening event, delivered via Zoom, explored historian Colin Grant's process in gathering oral history for his book 'Homecoming – Voices of the Windrush Generation'. He shared some wonderful photographs alongside excerpts from his book,

bringing the individual and collective stories of the Windrush Generation to life. We are delighted that Colin has agreed to make a virtual visit to the school in the Summer term when our students will be able to quiz him on his career as a journalist and historian.

Throughout lockdown, many of our students took advantage of their

student membership of the Historical Association, which allows them access to podcasts, articles and book reviews. These can be found at www.history.org.uk, student username: 54826 password: edwards1234. Please encourage your child to access this rich and exciting resource at home.

Mrs Singaglia



MATHS

A large amount of the remote learning and homework was completed through Hegarty Maths during the Spring Lockdown. A great feature of this software is that the engagement of students can be analysed. As a department we are in awe of what students have been able to achieve.

Some of the key figures I'd like to share are:

Total Questions answered: 136816

Total learning hours completed by all year groups: 4655

Number of hours of Maths videos watched: 1415

Now this is impressive in itself, but these numbers are derived in the main by tasks teachers have set their students. However, within Hegarty Maths there is a MemRi task every day that is optional. A total of 15726 questions were answered by students through their own drive and determination. As a department we wanted to highlight the exceptional effort with these tasks as the students that have gone above and beyond what was expected. The top three students for additional learning on Hegarty Maths all came from Year 7:

- Nathan Williams with 1679 MemRi questions answered
- Archie Hilier with 883 MemRi questions answered
- Anaiyah Burgess with 727 MemRi questions answered.

Students have transitioned back into school life amazingly and we have seen students who have matured with independent learning enjoying demonstrating their lockdown knowledge. However, we are aware that lockdown wasn't positive for everybody and therefore the Maths department are excited to be working with Pearson, and their partnership with Bramble's live online tutoring platform, as part of its National Tutoring Programme (NTP). This support is being used to help targeted students in Year 10 catch up on learning lost during the pandemic. The ability to offer this was through limited funding released for this year group. If funding is released nationally for other year groups we will explore opportunities for them also.



After Easter the Maths department are looking forward to welcoming students back into the Maths department for their lessons. We are hoping to offer a number of extracurricular activities once restrictions are lifted and as such if any students have ideas about a maths based extracurricular activity they would like us to look into offering please ask them to tell us.

Mr Hegarty



MFL

Happy Easter from the MFL Team. We wish all of our students and their families a well-earned rest after a long and challenging term, with an extended period of remote learning. This has presented major challenges to the teaching and learning of languages, something which by its very nature requires face to face interaction! Although they worked so well during that period of more remote provision, it has been really fantastic in the last four weeks to see

our students again and to be able to teach them as normal in school.

Beyond the impact of the current crisis on lessons, restrictions on travel have of course also affected us, putting a temporary halt to our foreign exchange visits. March is always a time of great excitement in our department, as usually at this time of year we take a significant number of our students to Cherbourg for our annual trip, giving them the

opportunity to learn more about life in France and to use their linguistic abilities in the real world. This year that is of course not possible, but tentative planning for the next academic year is already underway and we will certainly offer these unique opportunities again as soon as we are able.

As mentioned above, whilst we have been hugely impressed by our students' commitment to learning

whilst working at home, now that we are back in school it is very much a case of full speed ahead. With our Year 12 A-level students we are beginning the cinematic and literary study elements of their course. German students have begun a study of the film “Goodbye Lenin!”, an award-winning portrayal of the impact of the fall of the Berlin wall on life in East Germany, whilst those

in French are studying “La Haine”, a hard-hitting and breathtakingly effective film that holds a mirror to modern France’s social and economic divisions. Meanwhile our GCSE linguists have been studying the many festivals and traditions in French and German-speaking countries and learning about their school systems. Students in Key Stage 3 are being given the opportunity to

practise skills that may have become a little rusty, such as speaking, which is presented in a variety of contexts, and our Year 7 students recently began study of their second language here at St Edward’s.

We look forward to our return after the Easter break, so that this momentum can be maintained.

Mr Lenarduzzi

MUSIC

This term has opened up a whole host of new musical opportunities for students in the classroom. While students have been at home and not had access to the wide range of resources and equipment we use in school, we have discovered some excellent online tools that students have been able to use to create music, explore music production and collaborate with classmates in a highly innovative way.

It is great to be back in the classroom and for students to be making music together in person. Outside of the classroom, Maia Kleanthous in Year 12 recorded a great performance of “Make us one” by Chris Quilala for the Church school celebration on



18th March, which is part of the service available on the St Edward’s YouTube channel.

We are looking forward to welcoming back our peripatetic staff after Easter, who have been teaching many St Edward’s students online during lockdown. If your child enjoys music, please do consider signing up for instrument lessons as they are fantastic for growing students’ confidence and resilience, as well as being scientifically proven to improve physical, emotional and mental health. We are also looking forward to re-launching some of our extra-curricular ensembles next term to give students further opportunities to make music and perform in school, watch this space!

Mr Sloan

PSYCHOLOGY



This term Year 12 and 13 have been exploring the topics of Memory and Aggression, respectively. Most recently, Year 12 have been looking at the reasons why we forget information from our long-term memory; an area of Psychology that has important applications for students. They have been

replicating research testing the validity of interference theory; the idea that information that is similar becomes easily confused in our long-term memory resulting in one or both pieces of information being lost (link to the experiment:

[https://sted365.sharepoint.com/:p:/r/sites/Psychology/_layouts/15/Doc.aspx?sourcedoc=%7B2E10FF85-2690-414E-9780-94F6CA36BE34%7D&file=89228252Testing%20Interference%20Theory.pptx&action=edit&mobileredirect=true\).](https://sted365.sharepoint.com/:p:/r/sites/Psychology/_layouts/15/Doc.aspx?sourcedoc=%7B2E10FF85-2690-414E-9780-94F6CA36BE34%7D&file=89228252Testing%20Interference%20Theory.pptx&action=edit&mobileredirect=true).)

Meanwhile, Year 13 have been looking at the different explanations for aggression, including the role of specific genes; social learning theory; and deindividuation; the

idea that when we are part of a crowd or have a degree of anonymity we lose our personal identity and with it the restraints on our behaviour to conform to social norms. To test the theory proposed by deindividuation, students have been posing the question: ‘If you could do anything humanly possible with complete assurance that you would not be detected or held responsible, what would you do?’ We have had an array of interesting responses, including both prosocial acts and not so prosocial acts! Beyond lessons, students have been taking advantage of opportunities to gain insights into careers in psychology through University College London. One of our Year 12 students, Hollie Williams, shares her experience:

“We were given an introduction into psychology as a subject and careers available. We then focused specifically on clinical and educational psychology, starting with clinical. We received an introduction into clinical Psychology from a professional clinical psychologist, looking at the different theories and treatments she uses in her career. We then looked at a case study of a patient and got to practise completing an initial assessment by asking her questions as if we were the therapist. This whole process was then completed in the afternoon with the trained educational psychologist. The day finished with a Q and A session with the two professionals from before as well as three others

who specialise in other aspects of psychology, talking about their careers and journeys getting to where they are now. I loved the practical experience and the focus on what it is actually like to work in a Psychology profession, as well as the theory of the topic.”



Finally, we welcome Mr Harris to join the Psychology Department as maternity cover for Mrs Dell. As a former student of St Edward’s and a recent graduate of Psychology from Bournemouth University, students are in good hands and will benefit from Mr Harris’ knowledge of the subject and the school.

Mrs Murphy-Parry

SOCIOLOGY

Whilst it has been an unusual term for everyone, our continued grappling with the Covid-19 pandemic has provided our Sociologists with many opportunities to analyse societal behaviours, issues of globalisation, the connection between wealth and health, the purpose and power of education and the ever-changing nature of gender roles.



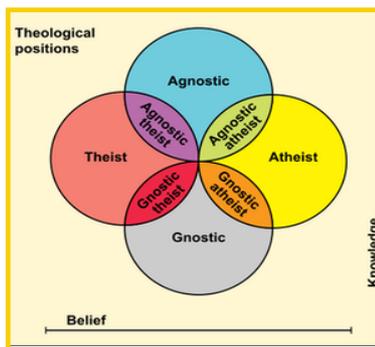
Year 12 students have been exploring the practicalities of sociological research with our Research Methods unit. Whilst some of the usual learning activities have had to be adapted this year, students have engaged really well in the use of online questionnaires to explore a topic of their choice. We have enjoyed listening to students present on a diverse range of subjects, including the impact of social class on attitudes to homelessness, whether RE A-level students’ believe in God, the impact of Covid-19 on students’ long-term aspirations and how a love of sport as a child impacts academic progress. After the Easter break we will explore the sociological approach to Families and Households, the groups that shape us and the society in which we live.

Our Year 13 students are working hard as we move into this new phase of teacher assessment. We have been impressed with their positive attitude and desire to improve so that they can show the best of themselves in the weeks ahead.

Mrs Farrow

RE

Despite being in lockdown, with the majority of students learning at home for the majority of the Spring term, there has been some superb work completed by students across the entire age range in RE. We have continued developing the ‘new look’ RE curriculum in Key Stage 3, (Years 7, 8 and 9) and students in Years 10, 11, 12 and 13 have worked hard to stay up to date with their work as they have either settled into or are preparing themselves for assessments as they continue with their respective courses. Well done to everyone for what you have achieved under such difficult circumstances!



To ensure that students were able to access lessons effectively at home, the decision was taken to change the planned order of topics. This has meant that Year 7 and 8 students have

studied the same topics in RE during the Spring Term, although the lessons were adapted so that the level of study was appropriate for each year group. The quality of ‘curiosity’ has been developed during the period of remote learning through the study of ‘Does God Exist?’ This series of lessons started with students being introduced to the key terms of ‘Theist, Agnostic and Atheist’ and being asked to speak to their family and friends to identify people that fall into each category and to record their reasoning. Students seemed to relish this task and some provided an excellent level of detail and clearly had some wide-ranging discussions! The unit of study then continued to consider both traditional and contemporary arguments that both support and challenge the existence of God and encourage students

to interrogate their own views and to recognise the importance of remaining open minded when considering ‘big questions’.

Since returning to school, the focus in RE lessons in Years 7 and 8 has been on developing the quality of ‘diversity’ through the study of Hindu belief and practice. Students have been introduced to the main tenets of Hinduism and have particularly enjoyed learning about the similarities and differences between Hinduism and Christianity as they have compared and contrasted concepts such as the Trimurti (within Hinduism) and the Trinity (within Christianity). Next term Year 7 students will be learning about the importance and influence of key Old Testament figures and Year 8 students will be moving onto a unit of study where they will consider various aspects of relationships and different forms of love. Three students in Year 8 have also recorded reflections on Lent to be aired on Plymouth Roman

Catholic Diocese's social media channels during the period of Lent. Year 9 students have also had a focus of developing the quality of 'curiosity' during the period of remote learning through the study of a unit entitled 'Why do we suffer?' In this unit (which was mostly completed during the period of remote learning) students were introduced to the 'Inconsistent Triad' which questions how people can believe in an all-powerful and all-loving God despite the existence of evil and suffering in the world. Students responded with enthusiasm as they then considered various theodicies that try to provide a solution to this issue. A particular highlight seemed to be the part of this unit where students learnt about key religious figures, such as Corrie Ten Boom, that have experienced extreme forms of suffering but have retained their faith in God. Since returning to school, Year 9 students have completed a series of lessons dedicated to the final stages of Jesus' life and have also been learning about social justice heroes that were

inspired by his life and teaching.



Next term Year 9 students will be competing an in-depth study of Sikhism.

Having completed Judaism: Beliefs and Teachings and Practices, Year 10 students GCSE RE moved on to complete a really interesting unit of study about 'relationships', including an introduction to the basic principles of Natural Law. Although many students found this challenging to begin with the majority persevered and now have a good general understanding of how these principles impact on beliefs concerning many aspects of life. Year 11 students have now finished their GCSE course and are preparing for assessments as they head into the final stages of the course. One particular success, in conjunction with the SEND department, has been

the introduction of ASDAN Beliefs and Values as an alternative provision for students that are not able to access the full GCSE in RE.

Sixth Form students have also been working extremely hard and have now completed a large proportion of their courses. Most recently, Year 12 students have been focused on units of study concerning the attributes of God, Situation Ethics and the issue of the innateness of the knowledge of the existence of God. A highlight from the end of last term was a live link in a Year 12 lesson with a senior representative from the Co-op Group explaining the basic principles of an ethical approach to business and how it can be maintained in a competitive market. Year 13 students are now preparing for the final stages of their course having recently completed explorations of Religious Language, the meaningfulness of moral propositions and the place of religion in the modern world.

Mr T Willis

TECHNOLOGY

As students have returned to school this term we have seen the gradual return to practical lessons in the department. The GCSE Food groups were one of the first to cook and complete their technical skills practicals which will form part of their GCSE assessment. The exam board brief this year was to cook nutritionally balanced meals for the elderly. They all produced high quality dishes which were professionally presented and showed the hard work they had been doing to prepare for it over lockdown.

Practical work across the year groups didn't stop over lockdown with students showing great initiative in finding a range of ways of making at home. Year 8 Textiles students undertook an upcycling project and managed to upcycle clothes into everything



from a toy to a guitar case. The Food KS3 groups were challenged to complete bread art, and there were some amazing results across all three year groups. Year 7 Resistant Material students looked at modelling and how this could be used to create a mechanical hand.

This was particularly challenging as the hand needed to move, but again the students created some brilliant solutions. In Graphics Year 8 undertook a container living project, and modelled their final designs. There were some lovely models made showing real imagination in using the materials they had around them at home.

Mrs Morris



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