

BROUGHTON

HIGH SCHOOL

Newsletter No 3

21st September 2020

Dear Parents,

Today we launch our 'A Day in the Life of Broughton' video for prospective parents and pupils on our school website. As existing parents please have a look; you might see someone you know. We have tried to capture the essence of school life and provide a sense of typicality. My recommendation to anyone who asks the question, "What's Broughton like?" is always the same – ask a pupil or parent who currently attends our school. As with any organisation, service or business, 'word of mouth' is usually a reliable endorsement.



We are proud to be part of the **Preston Teaching School Alliance**. This is a group of over 40 local primary and secondary schools who work together to improve standards and the overall quality of education for all our children. One key aspect of our work is the recruitment and training of the teachers of tomorrow via the School Direct trainee teacher programme. Working in partnership with the University of Cumbria, the training provides graduates with a direct route into teaching. All of the training is completed in schools and is led by highly experienced practitioners who are teaching children on a daily basis. At the end of the one year course, successful participants are awarded a Postgraduate Certificate of Education (PGCE) with Qualified Teacher Status.



We are recruiting now for **2021-2022** in the following subjects.

Primary: General Primary.

Secondary: Art, Biology, Chemistry, Computing, Design Technology, Drama, English, Geography, History, Languages, Maths, Music, PE, Physics and RE.

If you are, or know of someone, with a degree or who will have a degree by Summer 2021, NOW is the time to apply.

We only have a very limited number of places and they are taken extremely quickly.

Anybody who is interested or has any questions, please contact:

Primary - Mrs Laura Adams, tel: 01772 863849 or email adamsl@broughtonhigh.co.uk

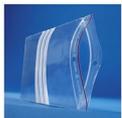
Secondary - Mrs Sandra Duggan, tel: 01772 867210 or email duggans@broughtonhigh.co.uk

Please stress to your sons/daughters the **importance and value of wearing face coverings**. Pupils must do this properly and cannot be selective about when and how they are worn. Here are a few reminders about the wearing of face coverings. They **MUST** be worn:

- when travelling on a bus
- correctly i.e. covering nose and mouth
- when moving around school
- in a queue for refreshments at break and lunch
- socialising in one of the dining rooms



We are insisting that pupils wear face coverings because the layout of the building here at Broughton makes it especially difficult to maintain any kind of social distancing when pupils are moving in between lessons. At such times pupils will invariably come into brief contact with pupils from other year group bubbles. Safe wearing of face coverings requires cleaning of hands before and after touching and the safe storage of them in individual, sealable plastic bags between use.



Last week we had our first case of a pupil in a year group being confirmed as having tested positive for COVID19. We implemented our **contingency plan** which enabled us to:

- identify a relatively small number of pupils (23) who had been in close contact with the positive pupil
- confirm that these 23 had to self-isolate for 14 days
- allow the remaining 157 pupils in the year group to continue to attend school
- provide remote education for the 23 who have had to stay at home



Child Exploitation & Online Protection Centre

<http://www.ceop.police.uk/safety-centre>

Doubtless there will be other confirmed positive cases and we will endeavour to mitigate the impact on the general school population. The health and welfare of all pupils and staff is our very highest priority and you can be assured we will always act with this in mind.

As always, if you wish to discuss any aspects of life here at Broughton do not hesitate to contact me. My email address is morrisc@broughtonhigh.co.uk.

Chris Morris, Headteacher

Learn it
CHALLENGE

General Knowledge

Colloquialisms are expressions used in common conversation. When writing a formal letter, document or essay, it is **inappropriate** to use **colloquialisms**.

1. If a person is **plausible and eloquent**, they are said to be **silver tongued**.
2. If a person **avoids taking sides** in an argument, they are said to **sit on the fence**.
3. When a speaker makes exactly the **right points**, they are said to have **hit the nail on the head**.
4. **Hard up** is an expression used if a person is **short of money**.
5. When a person is expected to **act fairly**, they are expected to **play the game**.
6. Someone could be described as **out of sorts** if they are **not very well** or **quite ill**.
7. To **blow one's trumpet** is an expression used if someone likes to 'show off' or **boast**.
8. **Carried away** is the expression which can be used if a person is **highly excited**.
9. If a someone is to **get into trouble**, it could be described as to **get into hot water**.
10. An expression used to describe a person who is **ignored by all around them**, is to be **sent to Coventry**.

Music News

Congratulations to **George Glover** (8B) who passed his **Grade 2 Drum Exam** with a **merit** during lockdown.



George was required to record his exam piece as a film and send it to his examiner for assessment; his family almost ended up with a recording studio in their garage!

Very well done to George.

Mr Shepherd

The Library Needs YOUR help!

Firstly, a welcome to all of our Year 7 pupils, lots of them have been up to the library already and it is fantastic to see so many borrowing books and reading. Keep up the good work Year 7.

Do not forget the LRC page on Firefly has numerous recommendations and reading links should you need any inspiration when looking for something to read. Before lockdown we did encourage all pupils to borrow books from the library; unfortunately, many of these books have yet to be returned.

Please check with your children whether they do have overdue library books, as **these now need to be brought back to school as soon as possible** so that other children may read them.



As always, thank you for your support.

Mrs Whitlock

Music

Our visiting experienced and qualified peripatetic music team have resumed delivering individual or small group instrumental and vocal lessons. We are thrilled to be able to offer these in a 'covid secure' manner and are keen for pupils to continue developing their instrumental skills wherever possible. We also have spaces available for pupils in all years should any pupil wish to learn an instrument.

The department can loan out some instruments to pupils should they need one. This is free of charge if we have availability (with the exception of guitars and drum kits). Please speak to me if you wish to purchase an instrument, as we often get preferential pricing and discounts. We have just obtained a fantastic Yamaha trumpet and cornet for any budding brass players wishing to learn. The department will also fund a trial lesson if any pupil is unsure and wants to try a lesson before committing.



To sign up, please go to the following website and complete the form: <http://bit.ly/broughtonperi>

Prices of lessons are as follows and are paid directly to the instrumental teacher:

Length of lesson	Individual	Group of 2 (if available, excluding drums and percussion)
15 min	£6.75	n/a
20 min	£9.00	n/a
30 min	£13.50	£6.75



If you need any more information, please email me (shepherds@broughtonhigh.co.uk) and I will be happy to help.

Mr Shepherd

E-learning Developer

**National
Careers
Service**



£19,000-£50,000



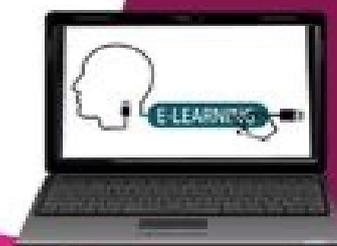
37-39 Hours per week on average (evenings, weekends, bank holidays)

You can do a foundation degree or degree in: computing, multimedia design, education, educational technology.

You'll usually need 2 or 3 A levels or a degree in a relevant subject for postgraduate study



You could take a college course like a Level 3 or 4 Diploma in Computing or Web Design and Development. You may be able to complete an advanced or higher apprenticeship in digital learning design or computing.



0800 100 900

#AskNationalCareers



Excellence in English

Miss Winter's Year 8 English class was asked to write a reflection on the experience of Lockdown. They were given a choice of writing a poem, a series of diary entries from somebody else's point of view, or a lesson plan about the Covid pandemic to be delivered to primary-aged children in 2040. Enjoy these stunning examples of their work!

lockdown

We saw people queuing outside supermarkets, standing 2m apart,
Food shelves were empty like classrooms at the start, panic at the start.
Seeing family upon a screen,
Friends from school you hadn't seen

Listening to the sound of silence, as still as night,
People all in their houses, holding each other tight
The sound of people busily buying food,
Families spending time together, lightning the mood

The smell of fear from people not wanting to leave their homes,
Staying in their gardens talking to their gnomes!
Helping in the kitchen, it smells like chocolate cake
Dreaming of Easter and what we could make
The worry in my belly, struggling to know what's going on.
My heart beating quickly deep within my chest,
Thinking about friends and family as well as all the rest

Licking delicious chocolate from my fingers, as an early Easter treat,
like the frantic feeling when you want more to eat

I may feel lonely like a house on a tall hill
but I'll stay in forever to stop my family from getting ill

Ava Draycott, 8B
Lockdown Poem

Activity 1
Put desks happy around the classroom and make them individually stand in huddle for 2 metre distancing.

Activity 2
Share food I liked and let them try it. (in lockdown).

Activity 3
See how long they can wear a mask and see if they can while lesson.

Primary School teacher

believe we are one

Separate table and share the fact we were not too loud out of our house only for certain thing like food

Trying to keep our community safe with no vaccines just advice from our primary or from the doctor

Maybe there are billion billions and billions really massive and uncertainty of how many billion from history can

Explain how we control it. See our friends and how we have to social distance from family who don't live in your house. 2 metres

Phoebe Rowlandson, 8N
Lesson Plan

classwork

8th September 2020

Post-lockdown Project

Dear diary,

Today is the day everything stopped, schools, sports and my favourite thing dance. All shopping centres closed, trains and travel which meant no trips away. Face coverings are essential everywhere or you would be asked to put one on or leave. But back to the dancing part, I have been dancing since the age 3 and we danced everywhere but I couldn't today. It's so boring, so lonely not doing the things I love. After all it might not be that bad we were promised only 2 weeks of all this confusion.

23rd March 2020,

The week got better, essentially. We got to do dance but not in the studio. But on an online zoom class! Yeah it was a tiny bit glitchy and our phone had to be fully charged up however, it was so much fun. I technically got to see my friends, my dance teacher and it's nice dancing outside in the garden.

1st August 2020,

Still, no fun, no school, no dance, and still wearing face coverings.

3rd September 2020,

Today was the most fun we had in a while, school finally started everything started and the best thing of them all I got to go dance. It was a tiny bit weird but it was the best day.

lonely technically weird

Chloe - Excellent work! Your diary entries show how people's experiences and feelings kept changing. I'm glad you're happy to be back at school!

Chloe Agliata, 8S
Diary Entries

Post-Lockdown Project

Mon 7th Sept 2020

Opinion #1:

Grandparents:

Dear diary, lockdown was very hard for me because I couldn't do anything at all except shopping.

At the start of lockdown I could see my grandchildren or my son and daughter I was missing them so all so much I didn't know what to do. We could text, but we can't go on a facebook call or zoom call because my phone isn't as good as most other people's phones.

For some people were limited by technology.

Around 2 months or a bit less I finally got to see my grandchildren again after so long, but we had to stay 2 meters apart from each other but still they still got to go in my house. That's what we had to see in a park to socially distance. In the shops we had to wear masks. So they were so annoying to breathe in.

Very sensory, annoying breathe predicted

My mum:

Dear diary, lockdown was tough for me because I missed 2 kids that I had to teach all lockdown!

During the start of lockdown it was very hard because my kids were getting lots of work and I hardly knew anything but it also was a alright thing because I got to learn more stuff I didn't know before.

After a lot of working my son Harry got to do it by himself a little which was good for me because it gave me time to do my own things.

My sister:

Dear Diary, lockdown was stressful for me because it was my GCSE'S!

AS soon as we went into lockdown I was already thinking am I got to sit my exams or have to get predicted grades? well all the way through lockdown I didn't get really any school work set because I was in year 11 so it was so boring for me to do stuff.

I was so nervous as the day I got my GCSE'S results on

August the 20th I didn't know what I would get? so I waited and waited until results day, at last my results I wanted I got! So I was very happy about my self.

Harry - what a good job you've done at seeing lockdown through other people's eyes! Well done!

Harry Bond, 8S
Diary Entries



Key messages for parents and carers

RESPONDING TO COVID 19 – SUPPORT FOR SCHOOLS AND SETTINGS

Please be mindful of the following to help us limit the spread of Covid 19 in our community

- If you have any concerns or anxieties about what is happening in school, please contact the school in the first instance. The DfE guidance is generalised and you will need to understand how schools have interpreted this in response to their setting
- There are a number of [guidance documents for parents on the DfE](#) (Department for Education) website which may help you to understand headline information.
- Please inform your child's school immediately you get a test result, use the contact information on their website for weekend communication this will help your school make plans for pupils who will need to isolate from the Monday morning
- Parents should be aware that schools cannot share the personal details of confirmed cases within the school community
- If your child is sent home to isolate from school this also means they have to isolate from all other activities, events, occasions
- All children with confirmed Covid 19 must not return to school; failure to self-isolate in line with national guidance can lead to a fine of £1000 being imposed
- If your child is entitled to FSM and is required to isolate you will be provided with a food parcel from the school kitchen
- Please be a role model for your children in terms of keeping socially distanced from others when collecting/dropping off your child
- Be prepared to have to collect your child from school during each school day as the requirement to isolate can occur at any time; have a back-up plan if you will be in work
- The completion of remote learning is not optional. As a family you need to be prepared for a child to learn at home. They will need a quiet space to work? They may need access to equipment – pens / paper / access to IT.
- In the event of pupils being required to self-isolate, parents are responsible for securing the safe care of their children. Please consider the plans you have to ensure there is an adult at home during the day in this event as there will be limited notification
- If your child travels on a school bus, please encourage them to wear a face mask if they are aged over 11 to reduce the risk of transmission. They should also carry personal hand sanitiser gel and use this when entering and leaving the vehicle
- It is widely recognised that children cannot socially distance in schools – please be aware that is the staff who have to socially distance from each other and pupils. Schools are securing safe distancing through consistent seating plans, reduced contact between groups, staggered starts and managed break times.
- It is important that young people continue to follow social distancing guidance when out of school and do not congregate in groups or disregard the 2 metre rule
- Check school / settings website for the most up to date information
- Consider the impact of possible quarantine on your child's attendance before booking overseas travel.