

Dear Parents,

It has been a privilege to walk around with various prospective applicants for the Headteacher post. Whatever day, wherever we have visited, the climate for learning has been the same. **One Headteacher described the atmosphere as "stunning"**. Considering all the uncertainty associated with COVID and



GCSE exams, the positive attitude and maturity demonstrated by your sons and daughters has been most impressive. Their work ethic and high levels of concentration ensures all pupils can enjoy lessons and continue to make progress. I continue to be immensely proud of everyone at our school.

Following consultation with governors and staff, we have just finalised our **three main priorities** for this school year. They are **Teaching and Learning, High Standards and COVID**. If you want to peruse our **school improvement plan** in more detail, please have a look at the summary/detailed document which is available on our school website.

Maintaining High Standards and avoiding any sense of complacency, is crucial for a school such as ours. As consequence, we have decided to refine our effort/attitude to learning criteria we use for each of the three reviews.



<p>1 Outstanding</p>	<p>A mature, self-motivated and co-operative pupil who is focused on making excellent progress at all times. Typically:</p> <ul style="list-style-type: none"> Fully engages with all aspects of lessons at all times. Behaviour is exemplary. Learning tasks in lesson and homework are always on time and completed to the very best of their ability. Shows resilience when required to work independently; demonstrates highest levels of independent study. Respectful, helpful and polite at all times. Fully prepared for lessons (books, equipment, homework, kit and stationery).
<p>2 Positive</p>	<p>A co-operative pupil who is focused on making good progress. Typically:</p> <ul style="list-style-type: none"> Engages with all aspects of lessons at all times. Behaviour is good. Learning tasks in lessons and homework are always completed on time and to the best of their ability. Shows resilience when required to work independently. Respectful and polite at all times. Fully prepared for lessons (books, equipment, homework, kit and stationery).
<p>3 Aspects for Improvement</p>	<p>A generally cooperative pupil who can be focused on making good progress but on occasions does not take sufficient responsibility for own learning and progress. Typically:</p> <ul style="list-style-type: none"> Lesson tasks are not always completed fully or to the best of their ability. Homework has been handed in late, incomplete or at a poor standard. When required to work independently, pupil can give up too easily. Not always fully prepared for lessons (books, equipment, homework, kit and stationery).
<p>4 Issues</p>	<p>A pupil who does not take sufficient responsibility for own learning and progress. Typically:</p> <ul style="list-style-type: none"> Regularly becomes distracted or distracting in lessons, requiring frequent reminders from the teacher. Lesson tasks are frequently not completed to the best of their ability. Homework is regularly not completed. Struggles to work independently. Has failed to remain respectful and polite on occasion. Insufficiently prepared for lessons (books, equipment, homework, kit and stationery).

As you can see, grades 1, 2 and 3 are largely positive, but **if a pupil receives a three, then there are aspects for improvement**. We want pupils who have issues with their attitude to learning to make and sustain the necessary improvement. This revision to these descriptions may mean that comparisons with previous years' effort grades are inequitable.

We shall be proceeding with our **Year 7 Parents' Evening on Thursday 22 October**, but it will be **virtual**.

 We now have a **new software application** which can **schedule and activate parents' evenings remotely**. It allocates time slots, teachers, parents and even has a **five minute timer** in the corner of the screen! Just as the teacher/parent is about to say something dramatic the 'End Message' appears! What can possibly go wrong?





For pupils who are self-isolating, teachers will increasingly be using **Microsoft Teams** to provide better quality remote learning. Pupils at home will follow their normal timetable and be able to access the teacher's screen in the classroom and listen/contribute to the in-class discussion. This ought to be much more reassuring and productive for all concerned. We do not want any pupil to be 'left behind'. Please be patient as we are trying our best with this new approach.

Can I please implore you to be **extra considerate to local residents** when you are **dropping off or waiting to collect your sons/daughters**. In particular, the **residents of Northway are finding it increasingly busy at the beginning and end of a school day**, and we have received complaints from residents not being able to access their driveways.



Please note that from today, and for the next few weeks, there will be temporary traffic lights/roadworks on the A6, near the junction with Woodplumpton Lane. You may need to allow additional time if you drop your son/daughter off at school.

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

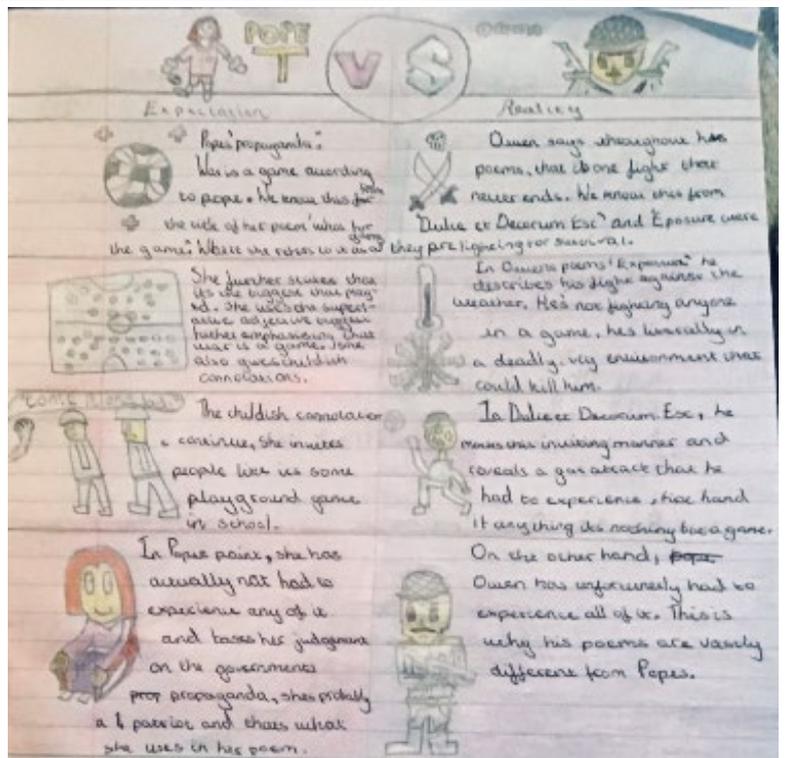
English Department

In English, since the start of term, Year 9 have been studying and exploring aspects of war. This has involved reading a wide array of both primary and secondary sources: articles, letters, fiction and poems to name a few.

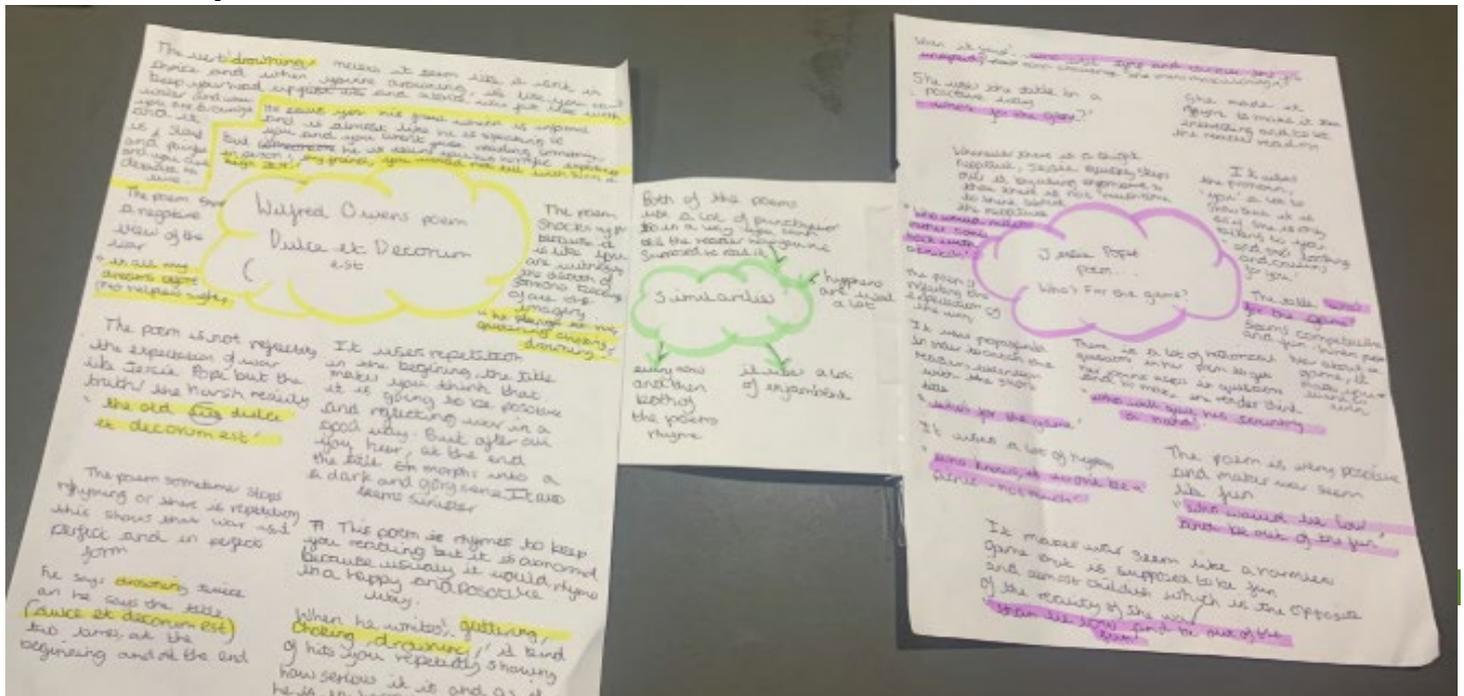
As part of this unit, Mrs Armstrong's Year 9 class completed a piece of homework where they created a graphic organiser, comparing Jessie Pope's *Who's for the Game?* and Wilfred Owen's *Dulce et Decorum Est*.

Here are some examples of excellent homework for which pupils were awarded ClassCharts points.

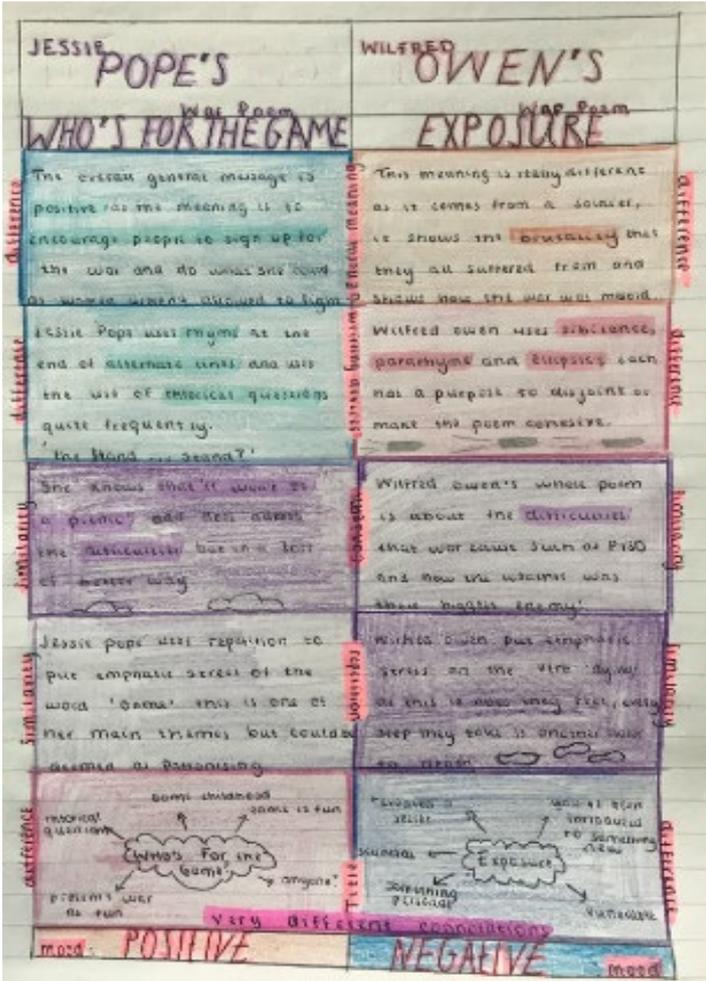
Rayyan Vally



Louisa Stanley



Jessica Anderson



Madison Wignall

Wilfred Owens	Jessie Pope
Dulce et decorum est	Who's for the game
Wilfred Owen displays war in a negative way that shows the true horrors soldiers faced. For example Wilfred described life in the trenches, he also goes on to describe the journey of the soldiers marching and being attacked by gas. This is shown in the poem where he says 'gas! Gas! Quick, boys! an ecstasy of fumbling' this implies that it was every man for himself and each soldier had to worry for themselves. In comparison to Pope's poem where it suggests everyone was in the team together. The way Owen used exclamation marks to show the sheer panic and worry in the soldiers eyes. And if they were not get their mask on correctly they would suffer in the gas.	Jessie pope paints a picture of war in a very positive way. This is implied where in the text she says 'who's for the game?' implying all the soldiers were one team and working together. In addition, the adjective 'game' also suggest it is just some light hearted fun and there is one winner. Moreover, the question 'who's for the game?' conveys that the soldiers had a choice and that if someone did not want to join they would seem coward and weak. Where as if someone did sign up by choice they would appear strong and heroic fighting for their country.
On the contrary, Wilfred Owen reveals the truth of what life was like for the soldiers and how much pain they were in for instance, he states 'of vile, incurable sores on innocent tongues' which empowers the voiceless of all the soldiers who are unable to speak out about what they faced during their years of suffering. Dying in silence, their families clueless of what actually happened. Using also the word 'innocent' to show the mass of normal everyday people devoting their lives for the country but sadly dying.	Jessie pope also describes in the text 'who'll grip and tackle the job unafraid?' this is referring to the strongest people. The word 'tackle' is referring to a football game using sporting connotations and is just some fun nothing in comparison to the brutality of war. Additionally, the word 'grip' again implies that it is a challenge to hold onto meaning only the strongest soldiers will succeed.
In comparison, many soldiers described by Wilfred Owen, face a more severe injuries and most in fact do not live to see the end unfortunately. He implies this in the text when he says, 'the old lie; dulce et decorum est' which translate to 'it is sweet and fitting' in some respects he is somewhat mocking the government and he poem narrative for lying to soldiers giving them the wrong impression. And using 'old' referring to the thousands of	Furthermore, Pope also states 'who would much rather come back with a crutch', this entails that the guilt of being the only one missing out is more significant than coming back with a simple 'crutch'. In addition, Jessie Pope uses no detail here to show how little of a deal it is. And is more persuasive to imply that being the only one missing out on the great opportunity of war is a greater mistake

Macbeth's fall from grace – Fionn McConnon

Year 11 pupils have been studying Shakespeare's celebrated tragedy, Macbeth, this half term.

In addition to completing a plot tapestry detailing the key events / quotes of the play, pupils have been using planning charts to plot Macbeth's downfall in preparation for writing an essay response to the following question: 'How does Macbeth lose his heroic qualities in the play?'

The following response is written by **Fionn McConnon** and shows the impact that thorough planning and preparation can have.

In act one, scene 2, Shakespeare presents Macbeth as an unshakeable force of nature that's valiant and seemingly brave enough to fend off an entire Norwegian army with very little help. This is supported by the captain stating "Brave Macbeth- well he deserves that name..."; The captain stops midsentence to go out of his way to state just how deserving Macbeth is of the article of bravery. This sentence structure suggests that this statement was not part of what the messenger was told to convey, giving us the impression that this captain saw the carnage Macbeth was wreaking and took special note of it. In addition, his bravery is further accentuated when one considers that it is specifically stated that he *deserves* such a title. This shows, perhaps, that the captain thinks so highly of Macbeth that he is certain that Macbeth is deserving of any future respect, rewards or acclaim. This bravery, at the time, would have been considered an absolute virtue. To a Jacobean audience, standing strong and nigh-alone against an invading horde would have been a feat worthy of literal awe. However, Shakespeare may be using this bravery to hint at how strong, stubborn, and steadfast in his actions Macbeth becomes later on in this play- even to a fault.

However, this noble bravery is violently juxtaposed later on in the play, in Macbeth's banquet hall just after the murderers inform him of Banquo's death. He is initially unfazed, but, he sees a vision of Banquo sitting upon his seat, and proceeds to descend into madness in front of all of his subjects and his wife: 'never shake thy gory locks at me.' This portrays him as not only a coward, but a madman- the examiner reading this must take into account that at this moment, he is about the safest he could possibly be. He is located within his castle, surrounded by loyalists and friends, and yet he is visibly terrified by something that nobody else is even able to perceive. This proves not only to the audience that his once-lionlike pride and bravery has been utterly eroded by the stress and the mental toll from murdering the king, but to many of the characters in the play as well: he has lost his integrity as a nobleman, and as a leader- and, especially in the seat of the king, it is likely that he has lost much of their awe and respect, as well. In addition to this, to an audience at the time, to see visions was not a sign of a traumatic event, like PTSD or the like- it was a sign that a character had been tainted by a devil or demon. This meant that the audience would now see Macbeth in a drastically different light- NOT ONLY had he lost his bravery in the safest sanctum he had, but he was now seeing visions of devility and evil in the form of a man he had ordered the death of. Shakespeare's message here is clear: Macbeth's ceaseless ambition to accrue ever more power has resulted in him losing his most prized traits- his bravery, his sanity, and, most cuttingly, the respect and trust of his friends and subjects.



Notice of external Year 11 examinations

There will be some external examinations for Year 11 pupils taking place before the usual summer season. Please could parents and pupils note the dates below if relevant to you.

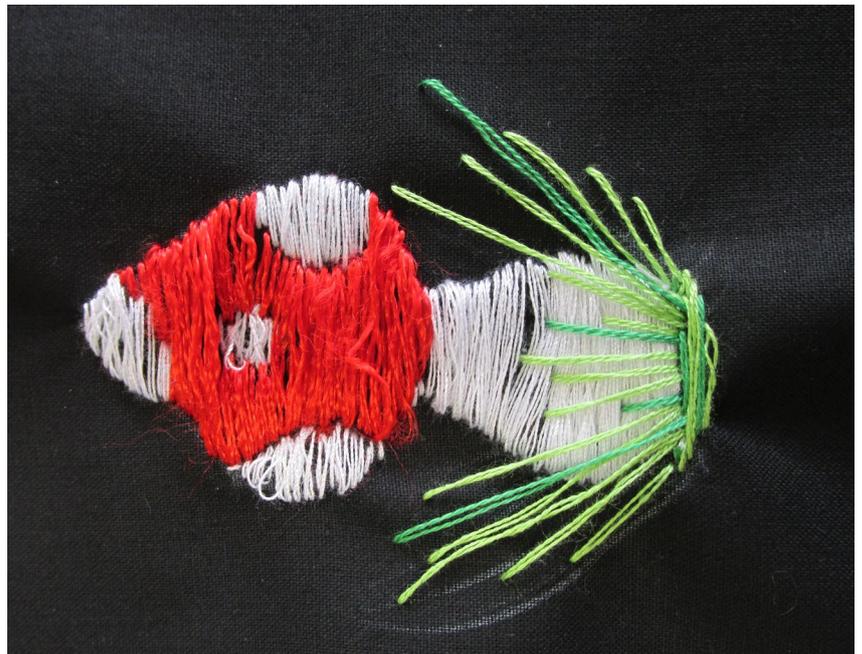
NCFE ENGINEERING	26 NOVEMBER 2020	9.00AM
OCR CREATIVE IMEDIA	11 JANUARY 2021	1.15PM
BTEC ENTERPRISE	1 FEBRUARY 2021	1.00PM
BTEC TRAVEL AND TOURISM	3 FEBRUARY 2021	9.00AM
BTEC HEALTH AND SOCIAL	5 FEBRUARY 2021	1.00PM

Mrs Follett

Excellence in Art and Textiles



A superb self-portrait by **Alice in Year 8**. She has worked incredibly hard on this piece and the outcome is fantastic.



Some beautiful hand embroidery completed by **Daisy in Year 9**. The finished piece is going to go onto her cushioned phone case.

Mrs Tillotson

1. President Trump represents the **Republican** Party.
2. **Joe Biden** is the Democratic Party candidate.
3. Sandringham, the Queen's estate, could end up under water because of **climate change** and **rising sea levels**.
4. Britain's best authors claim that a **love of literature** is in decline. Books are "on the fringe of our cultural conversation."
5. **Mya-Rose Craig**, 18, has been heralded as the UK's answer to Greta Thunberg. She is the author of the popular Birdgirl blog and a keen **ornithologist**.
6. The pandemic has caused a backlog of 15 million appointments with the **dentist**.
7. All bars in **Paris** have been ordered to close because of high COVID infection rates.
8. **Rishi Sunak** is the Chancellor of the Exchequer.
9. The **Aborigines** are people with heritage to groups that lived in Australia before British colonisation.
10. **Lancaster** is the county town of Lancashire.

1. Just because a word is a plural, does not mean that you use an apostrophe!
Pen's, book's, wall's. ❌
2. **Your** and **you're** are homophones (words which sound the same). However, they have different meanings. 'Your' indicates possession, you're = you are.
3. **It's** is only ever used when shortening 'it is'.
4. **'Could of'** is grammatically incorrect. It is 'could have' or 'could've'
5. **To** refers to direction, **too** means as well and **two** is a number.
6. **Accommodation** contains 2 cs and 2 ms.
7. **Basically** ends with 'ally'.
8. **Appalling** contains an 'all' in the middle.
9. **Necessary** – think one collar, 2 sleeves.
10. **Occasion** only has one s.

KS3 French

What are we learning at the moment?

Voltaire once said: "Writing is the painting of the voice".

Quite the brilliant man that Voltaire fellow!

In order to help our pupils communicate in French we have been learning how to shape sentences and express our thoughts. Writing in French requires pupils to think for themselves and use vocabulary they have learnt to shape their own sentences. Writing however, is like speaking in slow motion. When pupils write, they have more time to think about their choice of words.

Recently, pupils have been writing their own comic strip cartoons to practice greetings and short conversations in French. A great deal of effort and time has been put into making some superb pieces of work!

Un GRAND MERCI to 8LE for some fantastic work!

Deutsch in KS3

Goethe once said: 'By seeking and blundering we learn.'

Pupils who study **first year** German have been learning how to introduce themselves and how to communicate in the classroom in German.

With **second year** German pupils we have been learning how to describe a town. Learning about the culture of a country is just as important as the language itself. Pupils have been reading authentic magazine articles about Munich and finding out different facts about Germany.

Our **third year** pupils have been learning how to talk about holidays.

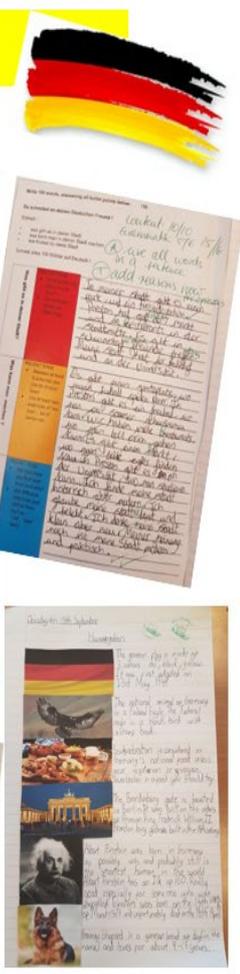
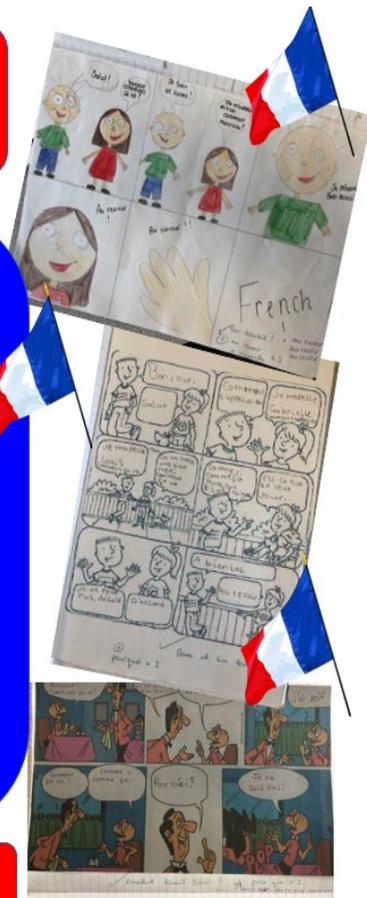
Typical classroom activities that pupils have enjoyed are:

- 'Find someone who ...'
- Translation races
- Code breaking

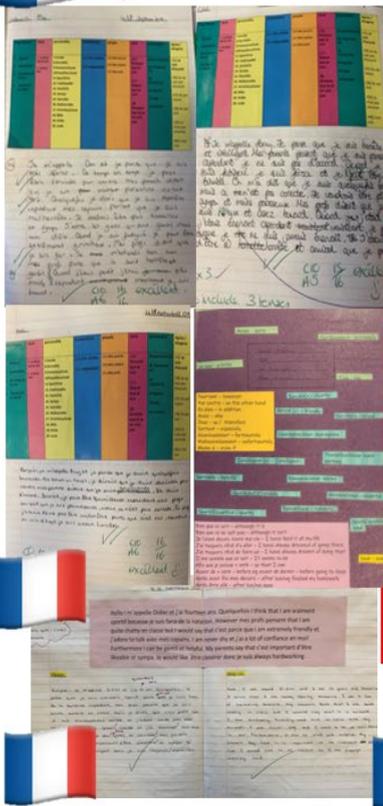
Thank you to all our pupils for their enthusiasm and hard work this term.

Excellent examples of work:

Madison Wignall, Jessica Raddings, Kieran Moore, Jackson Bury, Ajay Singh, Samara Humphreys, Zuhair Khan and Noah Abraham



KS4 French. What are we learning at the moment?



Alfred de Musset (French poet and novelist) once said ... "Il vaut mieux faire que dire" – "It is better to do something than just say it." As much as we love speaking in the MFL department we also enjoy creating outstanding pieces of written French. The focus in Years 10 and 11 is to expand and extend the use of more complex structures to increase the level and quality of the French the pupils produce. Year 10 are doing this throughout the topic of Friends and Family and Year 11 in the topic of Town and Region.

Strategies and tactics have included being creative with translations and manipulating high level language. Pupils have been very successful in producing their own complex French through

- "Bubble translations"
- "Franglais" (Français / anglais texts)
- Sentence builders games – Sentence builder Lotto emerging as a firm favourite!

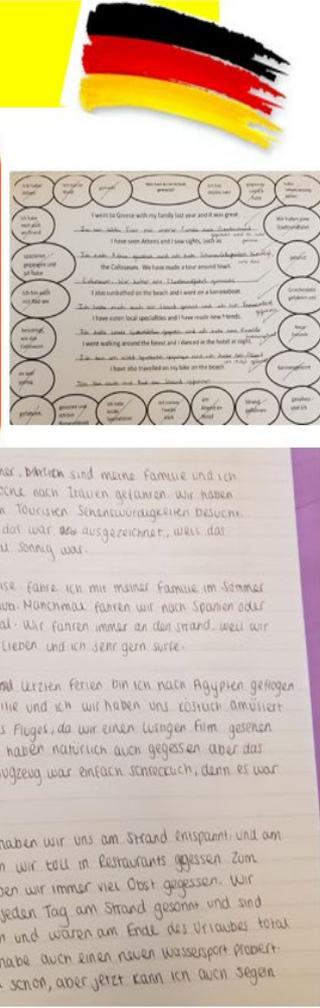
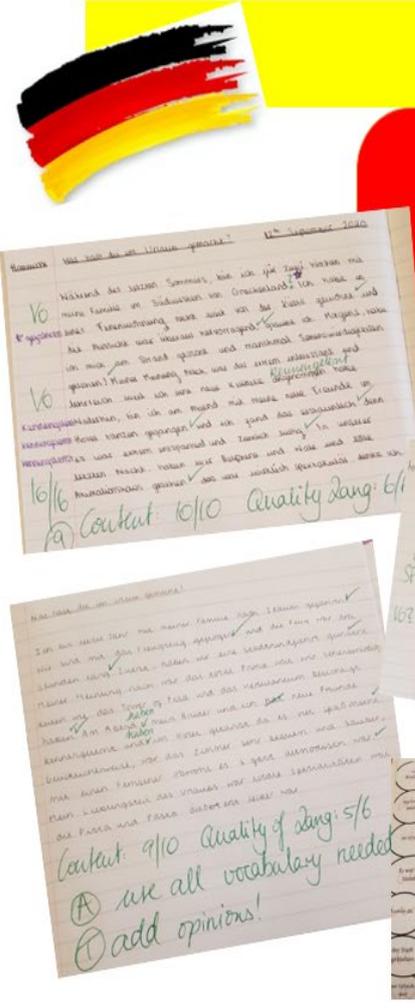
Pupils have also been creative in decorating their books with complex structures to keep them in the forefront of their minds.



Thank you to Aaron Chauhan, Harrison Kiley, Dan Eastham, Grace McKinnell, Amy Askam and Grace Ramsey for their exemplary work.

Deutsch in KS4

Year 10 and 11 have been exploring language on topics such as family and holidays. Looking to prepare our pupils for the new demands of the exams in the summer, we have been focussing retrieval practice, consolidating complicated grammatical elements and extending our vocabulary.



10/10 Qualität Lang: 6/1
 10/10 Qualität Lang: 5/6
 (A) are all vocabulary needed
 (A) add opinions!

Ich hoffe im Sommer nach München mit dem Auto zu fahren und ich will ein Wochenende in München bleiben. Ich habe vor bei Freunden zu übernachten und ich will auch meine Tante besuchen. Ich werde viele Sehenswürdigkeiten sehen und der Plan ist eine berühmtes Restaurant das "Hofbrauhaus" zu besuchen und da will ich Bayrisches Essen probieren. Ich werde auch viel Weisswurst und Pommes essen und natürlich auch einkaufen gehen. Ich habe auch vor das Bayern München Fußballstadion zu besichtigen, um eine Tour zu machen. Ich hoffe das wird Spass machen.

In Summer, I hope to drive to Munich with a car and I want to stay in Munich for a weekend. I intend to stay with my friends and I will also visit my quality. I will see lots of sights and the plan to visit a famous restaurant called Hofbrauhaus and I will want to try Bavarian food. I will also eat white sausage and chips and of course go shopping. I also intend to visit Bayern Munich football stadium to do a tour. I hope to have fun.

Letzten Sommer, hatten sind meine Familie und ich für eine Woche nach Italien gefahren. Wir haben mit anderen Touristen Sehenswürdigkeiten gesehen. Ich denke das war das ausgezeichnet, weil das Wetter total Sonnig war.

Normalerweise fahre ich mit meiner Familie im Sommer in den Urlaub. Manchmal fahren wir nach Spanien oder auch Portugal. Wir fahren immer an das strand, weil wir die Sonne lieben und ich sehr gern surfe.

In den letzten letzten Ferien bin ich nach Ägypten gefahren. Meine Familie und ich wir haben uns richtig amüsiert während des Fluges, da wir einen lustigen Film gesehen hatten. Wir haben natürlich auch gegessen aber das Essen im Flugzeug war einfach schrecklich, denn es war kalt.

In Ägypten haben wir uns am Strand entspannt und am Abend haben wir teil in Restaurants gegessen. Zum Frühstück haben wir immer viel Obst gegessen. Wir haben fast jeden Tag am Strand gesessen und sind geschwommen und waren am Ende des Urlaubs total Braue. Ich habe auch einen neuen Wassersport probiert. Ich surfe ja schon, aber jetzt kann ich auch segeln.

Create It! Environmental Challenges

The first batch of **Create It!** challenges are live. Details on the **Bake It, Draw It, Snap It** and **Write It** challenges can be found below and on Firefly under *Resources - Get Involved - Extra-curricular Activities - Environment and Gardening*.

Mr Fox

One of the most helpful aspects of nature I think we can all agree on is that it provides us with the nutrition and sustenance we need to survive.

Over time, humans have engineered and improved various processes to provide affordable and more readily available food. However, not all methods of production and transportation of food can be good for the environment. For example, the production of some foods can create a larger carbon footprint, deforest large areas of land or use large amounts of water.



For this challenge you can bake whatever you like using all natural ingredients. As an extra step think about the environmental impacts of your ingredients. Are there any ingredients you could change to make your bake more environmentally friendly?

Try using the BBC climate change food calculator to get an idea:
<https://www.bbc.co.uk/news/science-environment-46459714>

You can send pictures and descriptions of your bake to: foxk@broughtonhigh.co.uk

You have until December to send any entries in. Ready, set...BAKE!

Autumn Edition

You have until December to get your entries in for this challenge, you can try as many of them as you like.



The outdoors have inspired many artists and poets over the centuries including Claude Monet ('The Water Lily Pond'), Van Gogh ('The Starry Night'), William Wordsworth ('I Wandered Lonely as a Cloud'), and Emily Dickinson ('Nature is what we see').

Autumn is one of the most varied times of the year; leaves are changing colours, later sunrises cast their glow overhead while we all make our way to school and the beginnings of frost leave a crisp white covering all around.

For this Seasonal Challenge I want you to spend some time outside, perhaps go for a walk and take in all that Autumn has to offer.

Once you are feeling inspired it is time to...

Draw It!

Using any artistic tools you want (paints, pastels, charcoal or the classic pencil and crayons), in any style you want (e.g. abstract, impressionism or landscape), create a piece of art inspired by the outdoors in Autumn.

Snap It!

Put your photography skills to the test, and capture a picture that shows what Autumn has to offer. You can edit it if you wish to really enhance all of the vibrant colours on display.

Write It!

Drawing from your experience of your time out in Autumn write a poem or short story.

Send your entries to: foxk@broughtonhigh.co.uk

Zoologist

£ £21,000-£48,000

🕒 38-40 Hours per week on average (evenings, weekends, bank holidays)

You could study for a degree in a subject like, zoology, animal ecology, animal behaviour, conservation.



You'll need a relevant postgraduate qualification like a master's degree or PhD for some jobs, particularly in research.

You'll usually need:

5 GCSEs at grade 4 (C) or above, including English, maths and sometimes a science

at least 2 A levels, including biology, for a degree

a degree in a relevant subject for postgraduate study



0800 100 900

#AskNationalCareers



Probation officer

£ £22,000 - £40,000

🕒 36-38 hours per week (Evenings and Weekends)

5 GCSEs grades 4 (A*-C) and above including Maths and English to do 3 A-levels for a degree in criminology, sociology, psychology or youth and community work.



Once you complete your course you can apply for the Professional Qualification in Probation training programme. You could start as a probation services officer, then take the Level 3 Diploma in Probation Practice and further on-the-job training.



0800 100 900



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Weekly Spelling Challenge - Week 2

Parents vs Pupils

Learn the next ten spellings from the



SPELLING CHALLENGE

1. **definitely**
2. **disappear**
3. **disappointed**
4. **embarrass**
5. **environment**
6. **extremely**
7. **fulfil**
8. **government**
9. **guarantee**
10. **happened**

Test yourself against your son/daughter.

Virtual bar of chocolate for the winner.

Four rounds, four weeks.

Who is the best speller in your family?

Send me the results (morrisc@broughtonhigh.co.uk).



Mr Morris